



RGS SURREY HILLS

GCSE and IGCSE Options.

2025/2026

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INTRODUCTION

Talk about your options with your teachers, your tutor, your parents and your friends, especially other students who are already doing GCSE courses. Get as much information and advice as you can and keep your mind open until you are ready to make a final decision.

You should think about these issues:

- what are my strengths and weaknesses?
- what are the subjects about which I am enthusiastic?
- what qualifications or subjects do I need in order to follow the International Baccalaureate or A Levels in the Sixth Form?
- what qualifications or subjects do I need in order to move onto a particular career?

Keep in mind what you think you might like to do when you leave school. You need to check which subjects are relevant for the university courses you may wish to follow and if your teachers feel you have the ability and aptitude. In addition to the compulsory subjects, students can choose four subjects from an options list and they are encouraged to pick subjects they enjoy and wish to study to a greater depth.

Core Subjects

ENGLISH LANGUAGE

ENGLISH LITERATURE

MATHEMATICS

SCIENCE

Students will study the two English areas, Language and Literature, together with Mathematics and Science. You will need to choose four other options you wish to study (I)GCSE. It is important, when making these choices, to think about what you intend to do in the future and keep in mind that we encourage you to maintain breadth in your studies.

If you change your mind later in this school year about your chosen subject it is possible to accommodate this provided the new subject choice fits the option block structure and the class is not oversubscribed.

English as an additional language

If you are not a native English speaker, EAL support is available. These lessons are taught against mainstream English but this does not deprive you of a GCSE since you study for the IGCSE in English as a Second Language in Year 10, and the IGCSE in First Language English in Year 11.

Specialist tuition for specific learning difficulties

If you need specialist help to overcome specific learning difficulties, this can be accommodated during lesson time, activity time and during your free time. These lessons are subject to an extra charge. It is a good idea to ask the Learning Development Centre staff for guidance in selecting possible GCSE options.

Other sources of information

Mr Baker, IB Co-ordinator, and Mr Bainbridge, Head of Sixth Form, can provide advice and information about the IB and A level programmes at RGS Surrey Hills. They can be contacted on julian.baker@rgs-surreyhill.org or anthony.bainbridge@rgs-surreyhill.org

Mrs Tobin, Careers Co-ordinator, can also provide further advice following her talk to students and answer any questions on careers. She can be contacted on sinead.tobin@rgs-surreyhill.org



ENGLISH LANGUAGE: AQA (8700)

The specification will enable students of all abilities to develop the skills they need to read, understand and analyse a wide range of different texts covering the 19th, 20th and 21st century time periods as well as to write clearly, coherently and accurately using a range of vocabulary and sentence structures.

Aims

- read fluently, and with good understanding, a wide range of texts from the 19th, 20th and 21st centuries, including literature and literary non-fiction as well as other writing such as reviews and journalism
- read and evaluate texts critically and make comparisons between texts
- summarise and synthesise information or ideas from texts
- use knowledge gained from wide reading to inform and improve their own writing
- write effectively and coherently using Standard English appropriately
- use grammar correctly and punctuate and spell accurately
- acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology, and linguistic conventions for reading, writing and spoken language
- listen to and understand spoken language and use spoken Standard English effectively.

Content

Paper 1: Explorations in Creative Reading and Writing

Section A: Reading

- one literature fiction text

Section B: Writing

- descriptive or narrative writing

Paper 2: Writers' Viewpoints and Perspectives

Section A: Reading

- one non-fiction text and one literary non-fiction text

Section B: Writing

- writing to present a viewpoint

Non-examination Assessment: Spoken Language

- presenting
- responding to questions and feedback
- use of Standard English

Assessment

- There is only one tier of entry
- This is a linear course, therefore all assessments will be taken at the end of the course
- The qualification will be graded on a nine-point scale: 1 to 9 – where 9 is the best grade
- **Paper 1:** written examination worth 50% of final GCSE mark
- **Paper 2:** written examination worth 50% of final GCSE mark
- Non-examination Assessment: marked by teacher; separate endorsement (0% weighting of GCSE)

Careers

Actor • Advertising Executive • Author • Copywriter • Creative Director • Editor • Film Director • Journalist • Lawyer • Lexicographer • Librarian • Marketing Officer • Newsreader • Politician • Proof-reader • Public Relations Officer • Publishing • Scriptwriter • Teacher • Translator • Web Content Manager and many more.

Ms K Bryson, Head of English katharine.bryson@rgs-surreyhill.org

ENGLISH LITERATURE: PEARSON EDEXCEL (4ET1)

This specification should encourage students to develop knowledge and skills in reading, writing and critical thinking. Through literature, students have a chance to develop culturally and acquire knowledge of the best that has been thought and written. Studying IGCSE English Literature should encourage students to read widely for pleasure, and as a preparation for studying literature at a higher level.

Aims

- engage with and develop the ability to read, understand and respond to a wide range of literary texts from around the world
- develop an appreciation of the ways in which authors achieve their literary effects
- develop the skills needed for literary study
- explore, through literature, the cultures of their own and other societies
- find enjoyment in reading literature and understand its influence on individuals and societies.

Content

A range of texts could be studied, and the teacher will choose texts according to the interests and abilities of the students. Examples of possible texts are shown below:

Paper 1: Poetry and Modern Prose

Section A: Unseen Poetry

Students will study a selection of modern poetry in order to prepare for the unseen assessment, in which they will have to write one essay analysing how language, form and structure have been used to create meaning and effect.

Section B: Anthology

Students will study all poems from the poetry section of: Pearson Edexcel International English Anthology, including 'Blessing' by Imtiaz Dharker and 'War Photographer' by Carol Ann Duffy. Students will answer one question on: either two set poems or the set poem and one of their own choice from the anthology.

Section C: Modern Prose

Students will study one of the set texts for this paper with a focus on the relationship between texts and contexts in which they are written. Students will answer one question on their chosen text. Texts include Harper Lee's 'To Kill a Mockingbird', John Steinbeck's 'Of Mice and Men' and Amy Tan's 'The Joy Luck Club'.

Paper 3 (Coursework Option): Modern Drama and Literary Heritage Texts

Assignment A: Modern Drama

Students will study a modern drama text with a focus on how language, form and structure have been used by the playwright to create meaning and effect. Texts include 'An Inspector Calls' by J B Priestley and 'A View from the Bridge' by Arthur Miller.

Assignment B: Literary Heritage

Students will study a literary heritage text with a focus on how language, form and structure have been used to create meaning and effect, as well as developing an understanding of the relationship between texts and contexts in which they were written.

Texts include Shakespeare's 'Macbeth' and 'Great Expectations' by Charles Dickens.

Assessment

- All examinations are closed book
- There is only one tier of entry
- This is a linear course, therefore all assessments will be taken at the end of the course
- The qualification will be graded on a nine-point scale: 1 to 9 – where 9 is the best grade
- **Paper 1:** written examination worth 60% of final IGCSE mark
- **Paper 3 (Coursework Option):** 40% of final IGCSE mark

Careers

Actor • Advertising Executive • Author • Copywriter • Creative Director • Editor • Film Director • Journalist • Lawyer • Lexicographer • Librarian • Marketing Officer • Newsreader • Politician • Proof-reader • Public Relations Officer • Publishing • Scriptwriter • Teacher • Translator • Web Content Manager and many more.

Ms K Bryson, Head of English katharine.bryson@rgs-surreyhill.org

MATHEMATICS

Edexcel International GCSE in Mathematics (specification A) (4MA1)

All students study mathematics at a level according to their ability.

Aims

The course aims to build on past mathematical experience and knowledge, but where these are not properly founded, remedial techniques are likely to be incorporated. Additionally, it seeks to provide a basis from which some students will be able to undertake further study at a more advanced level.

Students will have the opportunity to:

- a) acquire an appreciation of the diverse nature of the subject
- b) develop and increase their knowledge of facts, methods and routines
- c) apply their knowledge to novel situations and hence improve their ability to solve problems
- d) gain confidence in dealing with situations in which they encounter numbers
- e) improve their ability to communicate their mathematical ideas verbally and on paper.

Content

Specification area	Weighting in specification
Number and algebra	57-63%
Shape, space and measures	22-28%
Handling data	12-18%

Assessment

Eventually each student may enter at either the **Foundation** or the **Higher** level. The decision as to which level a student is to enter can be deferred until Year 11.

Foundation paper	Duration of paper	Grades available
1F	2 hours	1, 2, 3, 4, 5
2F	2 hours	

Higher paper	Duration of paper	Grades available
3H	2 hours	4, 5, 6, 7, 8, 9
4H	2 hours	

The use of a calculator is allowed in all of the above terminal papers and there is no coursework element.

AQA Level 2 certificate in Further mathematics

All students will take their IGCSE in the Summer of year 11. It is appropriate for some students in set 1 of the IGCSE programme, to be accelerated and take the AQA Further Mathematics qualification alongside the IGCSE. This is only appropriate for students whose tracking data suggests they have a good chance of attaining an 8 or 9 level. There is time to cover the syllabus of this additional qualification. The content is similar to 7,8 and 9 level topics covered in the IGCSE course plus some extra, 'stand-alone' topics including, for example, matrices and the factor theorem. It is also an excellent 'bridge' between IGCSE and IB or A level. Students who have done this course have already made headway into the AL course and IB work in the Sixth Form.

Assessment

Paper	Duration of paper	Weighting	Grades available
1	1 hour 45 minutes (Non calculator)	50%	9-5
2	1 hour 45 minutes (Calculator)	50%	

Careers

Accountant • Data Analyst • Engineering • Financial Trader • Insurance Broker • Investment Analyst • Software Engineer • Statistician • Secondary School Teacher • Quantity Surveyor and many more.

Mrs C Wilson, Head of Mathematics christine.wilson@rgs-surreyhill.org

SCIENCE

Combined Science Trilogy AQA 8464

Biology AQA 8461, Chemistry AQA 8462, Physics AQA 8463

Introduction

RGS Surrey Hills will now offer combined science so that students are able to appreciate all the sciences while becoming better scientists with each discipline. Students will also have the option to study triple science by completing extensions of topics in each of the sciences.

Aims of the Science Courses

- To develop an interest and enthusiasm for science.
- To acquire and apply skills, knowledge and understanding of science and its essential role in society.
- To develop a critical approach to scientific evidence and methods.
- To develop the necessary skills to continue scientific studies beyond year 11.

The Courses

The courses offered are combined science and triple science. In both courses Biology, Chemistry and Physics are studied but double science will generate two GCSE grades and triple science will generate three GCSE grades. The **sciences are experimental subjects** and this is reflected in the delivery of all of the courses. Due to governmental changes, there is no longer a coursework element and the entire grades come from exams.

Assessment

For both courses students will have to sit terminal examination papers at the end of Year 11. Students will sit six papers for science. In the combined course there is the option of foundation or higher tier paper. The highest grade for the foundation tier is 5-5. **The triple award course is for students that want to be stretched, challenged and are considering a career in Science.**

Combined Science

Biology

Paper	Content	Duration of paper	Weighting
1	Cell biology, organisation, bioenergetics, infection and response	1 hour and 15 minutes	16.7%
2	Homeostasis and response; Inheritance, variation and evolution; and Ecology	1 hour and 15 minutes	16.7%

Chemistry

Paper	Content	Duration of paper	Weighting
1	Atomic structure and periodic table, bonding, structure, and properties of matter, Quantitative chemistry, Chemical changes and Energy changes	1 hour and 15 minutes	16.7%
2	The rate and extent of chemical change, organic chemistry, chemical analysis, chemistry of the atmosphere and using resources	1 hour and 15 minutes	16.7%

Physics

Paper	Content	Duration of paper	Weighting
1	Energy, electricity, particle model of matter and atomic structure	1 hour and 15 minutes	16.7%
2	Forces, waves, magnetism and electromagnetism	1 hour and 15 minutes	16.7%

Triple Science

Biology

Paper	Content	Duration of paper	Weighting
1	Cell biology, organisation, bioenergetics, infection and response	1 hour and 45 minutes	50%
2	Homeostasis and response inheritance, ecology, variation and evolution	1 hour and 45 minutes	50%

Chemistry

Paper	Content	Duration of paper	Weighting
1	Atomic structure and periodic table, bonding, structure, and properties of matter, Quantitative chemistry, Chemical changes and Energy changes	1 hour and 45 minutes	50%
2	The rate and extent of chemical change, organic chemistry, chemical analysis, chemistry of the atmosphere and using resources	1 hour and 45 minutes	50%

Physics

Paper	Content	Duration of paper	Weighting
1	Energy, electricity, particle model of matter and atomic structure	1 hour and 45 minutes	50%
2	Forces, waves, magnetism and electromagnetism	1 hour and 45 minutes	50%

Careers

Astronomer, Aviation, Bio-chemist, Chemist, Chemical Engineer, Environmental Health Practitioner, Dentist, Doctor, Food Scientist, Forensic Scientist, Nuclear Technician, Nurse, Occupational Health Specialist, Optician, Pharmacist, Physicist, Physiotherapist, Pilot, Sound Engineer, Nurse, Pharmacist, Marine Biologist, Research Scientist, Teacher, Veterinary Nurse, the list goes on!

Mr C Parker, Head of Biology

chris.parker@rgs-surreyhill.org

Mr R Small,
Head of Physics and Head of Science

ryan.small@rgs-surreyhill.org

Miss N Nicol, Head of Chemistry

nanette.nicol@rgs-surreyhill.org



BUSINESS

Edexcel: GCSE Business Studies (1BSO)

Aims

The course provides students with a detailed examination of the business world and the internal and external factors which affect businesses in the modern world. Its central aim is to provide the students with the basis from which to effectively analyse and evaluate in the business environment.

Content

Theme 1 – Investigating small business

- 1.1 **Enterprise and entrepreneurship;** the dynamic nature of business, risk and reward, the role of entrepreneurs
- 1.2 **Spotting a business opportunity;** customer needs, market research, market segmentation, the competitive environment
- 1.3 **Putting a business idea into practice;** aims and objectives, revenue cost and profits, cash flow and sources of finance.
- 1.4 **Making the business effective;** start-up businesses, business locations, the marketing mix, business plans.
- 1.5 **Understanding external influences;** stakeholders, technology and business, legislation and business, the economy and business, external influences.

Theme 2 – Building a business

- 2.1 **Growing the business;** business growth, changes in aims and objectives, globalisation, ethics and the environment.
- 2.2 **Making marketing decisions;** Product, Price, Promotion, Place, using the marketing mix to make decisions.
- 2.3 **Making operational decisions;** operations, suppliers, managing quality, the sales process.
- 2.4 **Making financial decisions;** business calculations, understanding business performance.
- 2.5 **Making human resources decisions;** organisational structures, effective recruitment, training and development, motivation.

Assessment

The assessment consists of two 105 minute exams at the end of the course, with no coursework element.

Careers

Accountant, Business Adviser, Business Development Manager, Investment Banker, Data Analyst, Data Scientist, Forensic Accountant, Insurance Underwriter, Management Consultant, Project Manager, Risk Manager, Stockbroker and many more.

Mr G Pritchett, Head of Business Studies PritchettG@rgs-surreyhill.org



COMPUTER SCIENCE

Pearson Edexcel GCSE Computer Science (2020)

Qualification aims and objectives

The aims and objectives of this qualification are to enable students to:

- understand and apply the fundamental principles and concepts of computer science, including abstraction, decomposition, logic, algorithms, and data representation
- analyse problems in computational terms through practical experience of solving such problems, including designing, writing and debugging programs
- think creatively, innovatively, analytically, logically and critically
- understand the components that make up digital systems and how they communicate with one another and with other systems
- understand the impact of digital technology on wider society, including issues of privacy and cybersecurity
- apply mathematical skills relevant to computer science.

Content

Topic 1: Computational thinking

Students are expected to develop a set of computational thinking skills that enable them to design, implement and analyse algorithms for solving problems and write solutions using the Python programming language.

Topic 2: Data

Computers use binary to represent different types of data. Students are expected to learn how different types of data are represented in a computer.

Topic 3: Computers

Students must be familiar with the hardware and software components that make up a computer system.

Topic 4: Networks

Most computer applications in use today would not be possible without networks. Students should understand the key principles behind the organisation of computer networks.

Topic 5: Issues and impact

Students should be aware of the influence of digital technology and recognise some of the issues and the impact on wider society associated with its use.

Topic 6: Problem solving with programming

Learning to program is a core component of a computer science course. Students should be competent at designing, reading, writing and debugging programs. They must be able to apply their skills to solve real problems and produce readable, robust programs.

Assessment

Content and assessment overview

The Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Computer Science consists of two externally-examined papers.

Paper 1 is a written examination and Paper 2 is a practical onscreen assessment.

Paper 1: Principles of Computer Science (*Paper code: 1CP2/01)

Written examination: 1 hour and 30 minutes

50% of the qualification 75 marks

Paper 2: Application of Computational Thinking (*Paper code: 1CP2/02)

On screen examination: 2 hours

50% of the qualification 75 marks

Careers

The world is becoming increasingly digital. As technology constantly advances, new roles are created, and in this exciting and ever-shifting landscape, so many new opportunities are open to students. The enormous range of possible careers range from Software Engineer for a F1 racing team to a Visual Effects Artist working on a Hollywood film, an Architect using code to create more complex models and analyse architectural data for more insightful designs to engineers in MedTech, working on developing ever more sophisticated computer based devices such MRI's.

Mrs E Peyton, Head of Computer Science eve.peyton@rgs-surreyhill.org

CREATIVE ARTS - ART, CRAFT AND DESIGN

**OCR Art Craft and Design: Syllabus J170CA,
Portfolio J170/01, Externally set task J170/82**

Aims

The OCR GCSE Art, Craft and Design course encourages students to develop the following areas of study:

- **Knowledge & Understanding** – you will be introduced to a variety of learning experiences and skills through use of appropriate media, processes, techniques and technologies relevant to their chosen title and graphics. Research of other designers work and sources of inspiration will help them realise their final design outcomes.
- **Skills** – you will develop their ideas through investigations informed by selecting and analysing sources, developing creative responses and understanding cultural arts.
- **Drawing** – you must provide evidence of drawing in both their portfolio and externally set task.
- **Written Annotation** – you must record their design processes and explain their creative thinking.

Content

GCSE Art, Craft & Design will enable you to develop your creative design ideas and practical skills through various processes, tools, techniques, materials and resources to generate different kinds of evidence of working and outcomes. Your knowledge and understanding of art-based, craft-based and design-based practice will be developed to support your practical projects. You will produce work based in 2 main areas of study that could include: fine art, graphics, textiles and 3-dimensional design.

Practical workshops will be used to introduce new techniques and you will then relate them to their own chosen design theme. The portfolio will consist of A2 presentation boards and a range of mixed media final pieces based around an overarching theme e.g. The Natural World.

Assessment

Component 1 - Portfolio 60%

Marked by centre and moderated by OCR.

The portfolio consists of at least one extended collection of work which demonstrates that students can sustain work from initial starting points to the realisation of intentions. Work is presented on A2 boards. Additionally, a selection of further work resulting from experiments, skills-based workshops; mini and/or foundation projects; responses to gallery, museum or site visits; and independent study.

Component 2 - Externally Set task 40%

Includes 10 hours of supervised time following a preparatory period.

Marked by centre and moderated by OCR.

Students are required to produce a personal response and will be given a choice of 5 different starting points. They must select and respond to one starting point from their chosen title and show evidence of all four assessment objectives. Students will have from the start of January in Year 11 to prepare for the external examination in April/May in which they will be required to produce a personal response to the initial starting point.

OCR GCSE Art and Design: Art, Craft and Design is divided into 2 components:

Component 1

Personal Portfolio
60%

Component 2

Externally Set Task
40%

Controlled Test - 10 hours over 2 days

Each **unit** must reflect the four assessment criteria of:

AO1 Develop ideas through investigations, demonstrating critical understanding of sources.

AO2 Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.

AO3 Record ideas, observations and insights relevant to intentions as work progresses.

AO4 Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

Careers

Careers in Art and Design are many and varied but include: Artist • Animator • Advertising Director • Architect • Art Critic • Art Therapist • Ceramics • Copywriter • Costume Designer • Curator • Digital Media • Fabric Designer • Film and TV • Graphic Designer • Illustrator • Fashion Publisher • Fashion and Textiles Designer • Furniture Designer • Industrial/Product Design • Interior Design • Jewellery making • Photographer • Model-making and Theatre/ Set design.

Mrs N Monk, Head of Creative Arts nicky.monk@rgs-surreyhills.org



CREATIVE ARTS - 3D DESIGN

AQA Art and Design: Three-dimensional Design (Syllabus 8205), Portfolio 8205/C, Externally set task 8205/X

Aims

Three-dimensional design is about looking, learning, thinking and communicating ideas. It inspires creative thinkers, problem solvers as well as people who enjoy making.

It is balance of practical, academic and analytical skills which are widely transferable. Students intending to study courses unrelated to 3D design find that it complements their other subject choices

Students will study and form opinions on a range of sources to inspire the development of ideas relevant to three-dimensional design including:

- how sources relate to historical, contemporary, cultural, social, environmental and creative contexts
- how ideas, feelings, forms, and purposes can generate responses that address specific needs be these personal or determined by external factors such as the requirements of an individual client's expectations, needs of an intended audience or details of a specific commission.

Students will be using a range of materials and skills and relying on creativity.

Content

Within the context of three-dimensional design, students must demonstrate a range of: model making, constructing, surface treatment, assembling, modelling. Students will learn about the working properties of materials and design considerations to complement the 3D Design element.

Students may study a range of areas in addition to product design including:

- architectural design
- sculpture
- jewellery and body adornment
- exhibition design
- designs for theatre, film and television.

Assessment

The exam grade has two components:

Component 1 Portfolio 60%

A sustained project developed in response to a subject, theme, task or brief evidencing the journey from initial engagement with an idea to the realisation of intentions. This will give students the opportunity to demonstrate, through an extended creative response, their ability to draw together different areas of knowledge, skills and/or understanding from across their course of study.

A selection of further work resulting from activities such as trials and experiments; skills-based workshops; mini and/or foundation projects; responses to gallery, museum or site visits; work placements; independent study and evidence of the student's specific role in any group work undertaken.

Component 2 Externally Set task 40%

The exam board will provide a separate externally set assignment. Research is undertaken and the final 3D project is completed in a 10 hour practical exam. The GCSE examination is a 10-hour supervised time period set over two consecutive days. Students are given their exam paper approximately six weeks before the exam so that they can produce preparation work for their chosen option. Preparation and the exam piece are linked and carry equal weighting. Both the exam and exam preparation must reflect the four assessment criteria. All work is internally marked and externally moderated.

AQA GCSE Art and Design: 3D Design is divided into 2 components

Component 1

Personal Portfolio

60%

Component 2

Externally Set Task

40%

Controlled Test -

10 hours over 2 days

Each component must reflect the four assessment criteria of:

AO1 Develop ideas through investigations, demonstrating critical understanding of sources.

AO2 Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.

AO3 Record ideas, observations and insights relevant to intentions as work progresses.

AO4 Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

Careers

Architecture • Engineering • Model making • Ceramics • Product design • Film and TV set design • Set design • Stylist • Interior design • Sculpture • Jewellery design • Theatre set design • Landscape architecture.

Mrs K Wilson, Subject Lead, 3D Design

kati.wilson@rgs-surreyhill.org



DANCE

GCSE AQA(8236)

Aims

At RGS Surrey Hills, studying dance at GCSE level is highly valued. We offer the Dance GCSE based on the AQA Specification. The course aims to develop practical dance skills, enhance performance ability, and deepen understanding of dance as an art form.

Course structure

Components Covered:

Component 1: Performance and Choreography (60%)

Performance:

- Solo Performance: Execute a set solo dance piece.
- Group Performance: Collaborate to create and perform a group dance piece.
- Choreography:

Solo Choreography: Create and perform an original solo dance.

Group Choreography: Work with peers to develop and perform a group choreography.

Component 2: Dance Appreciation (40%)

- Written Exam: Assess knowledge of dance works, choreographers, and the critical analysis of dance.

Course Aims and Objectives

Develop Understanding:

- Gain proficiency in the technical and expressive aspects of dance in various contexts.

Effective Performance:

- Demonstrate skilful execution and interpretation in both solo and group performances.

Creative Choreography:

- Develop original and inventive dance pieces.

Dance Knowledge:

- Understand and analyse different dance styles, works, and choreographers.

Positive Attitudes:

- Cultivate a passion for dance and appreciation for diverse dance forms.

Enjoyment and Stimulation:

- Engage in creative and intellectually stimulating dance activities.

Foundation for Further Study:

- Prepare for advanced dance studies and practical applications at A Level and beyond.

Content

Teaching Resources:

- Dance Techniques: Core practice sessions focusing on various dance styles and techniques.
- Choreography: Support for creating and refining dance pieces.
- ICT Tools: Use of video analysis and online resources for improving dance skills.

Practical Experience:

- Workshops and Masterclasses: Participate in dance workshops to enhance skills.
- Performance Opportunities: Engage in school productions and performances to apply learning.
- Cultural Activities: Attend dance performances and events to broaden dance experience.

Assessment

Assessment Areas

Performance: Evaluate technical skills, expression, and performance quality in solo and group pieces.

Choreography: Assess creativity, originality, and effectiveness of dance compositions.

Dance Appreciation: Test knowledge and analysis of dance works through a written exam.

Skills Developed

Dance Proficiency: Enhance technical and expressive dance abilities.

Creative Expression: Develop innovative choreography and performance skills.

Analytical Skills: Gain insights into dance analysis and critique.

Further Education: Prepare for A Level Dance and other advanced dance programs.

Extra-Curricular Activities

Workshops and Performances: Participate in additional dance activities to complement classroom learning.

Cultural Experiences: Attend dance events and performances to enhance understanding and appreciation of dance.

Careers

Explore career paths in performing arts, choreography, and dance education.

Ms L Aurini, Teacher of Dance

Luisa.aurini@rgs-surreyhill.org



DRAMA

Edexcel: GCSE Drama (2DR01)

The course encourages students to work imaginatively and creatively in a collaborative context, creating, developing and communicating ideas. It has a clear, three-unit structure; with one unit led and assessed by the teacher, one practical scripted / design module assessed by a visiting examiner and a third assessed as a terminal written paper.

Aims and Objectives

The Edexcel GCSE in Drama encourages students to:

- develop a personal interest in why drama matters and be inspired, moved and changed by studying a broad, coherent, satisfying and worthwhile course of study
- work imaginatively and creatively in collaborative contexts, generating, developing and communicating ideas
- consider and explore the impact of social, historical and cultural influences on drama texts and activities
- reflect on and evaluate their own work and the work of others
- develop and demonstrate competence in a range of practical, creative and performance skills
- develop a basis for their future role as active citizens in employment and society in general, as well as for the possible further study of drama
- actively engage in the process of dramatic study in order to develop as effective and independent learners and as critical and reflective thinkers with enquiring minds.

Content

Students will follow a programme of study and complete 3 units for assessment:

The programme of study provides a basis for the course equipping students with a range of skills to explore plays, themes, issues and topics using a variety of strategies, techniques and drama conventions.

Unit 1 - Devising

Students will create, develop and perform an original piece of theatre and write or record a portfolio analysing and evaluating their work.

Unit 2 - Performance/design module

Students study a full length play and perform a monologue or duologue plus a group extract for a visiting examiner. Design candidates work with a group to provide performance support in lighting, sound, costume or set design.

Unit 3 - Practical

A terminal examination based on the study of one full length play and a live theatre performance.

Assessment

There are two forms of assessment:

1. Non examined assessment- Component 1 Devising is coursework. (40%)
2. Practical examination of Component 2 acting / design by a visiting examiner (20%)
3. Terminal examination paper for Component 3. (40%)

Essential skills for students of GCSE Drama:

- The ability to work co-operatively with others
- Creativity
Note there are design options for set, lighting, sound and costuming which can serve as a replacement for some performance options.
- A willingness to attend after school rehearsals
- The confidence to perform in front of an audience

Careers

Actor, Set Designer, Costumer, Sound and Lighting Technician, Broadcaster, Dancer, Drama-Therapist, Playwright, Dramaturg, Film Director Music-Therapist, Teacher, Theatre Director, Theatre Stage Manager – these are direct progressions for a Drama student, however, the applications of the studies found within this GCSE can influence any career requiring a social element - such as (but not exclusively) law, marketing, PR, advertising and finance.

Mr J Freeman, Head of Drama & Theatre Jack.Freeman@rgs-surreyhill.org

ENGLISH AS A SECOND LANGUAGE

Year 10 and Year 11

Edexcel IGCSE English as a Second Language (4ESO)

Aims

The English as a Second Language course aims to improve the English language skills of our overseas students to a sufficient level to be of practical use in their GCSE studies. Students will learn to:

- understand and convey information
- understand, order and present facts, ideas and opinions
- evaluate and select relevant information
- understand and employ a wide range of vocabulary
- exercise control of grammatical structures
- demonstrate an awareness of register in both formal and informal situations
- communicate effectively and appropriately

Content

The course is essentially skills based but covers a range of global topics including Festivals and Traditions, Work, Education, Culture, Sport, Science, Relationships, Hobbies, Travel, Health and The Media. As often as possible, students are expected to draw upon their knowledge of their own cultures and make comparisons with British culture.

Skills areas	Specific Focus
Reading	Students are exposed to texts taken from a variety of sources including fiction and non-fiction books, journals, newspapers and magazines. They learn to read for gist and detail, to understand text structure and to deduce meaning.
Writing	Students learn to write non-specialised texts such as compositions, reports, articles, reviews and letters covering a range of topics in an appropriate style for the target reader.
Listening	Students improve their ability to understand the meaning of spoken English, and to extract gist and specific information from spoken dialogue. They are exposed to a variety of dialogue types including interviews, discussions, lectures and conversations.

Speaking Students learn to interact in conversational English in a range of contexts. They are exposed to interview situations, discussions and individual presentations.

Assessment

Students sit the Edexcel IGCSE in English as a Second Language. The assessment is entirely examination based and tests Reading, Writing and Listening, all equally weighted.

Mr R Nicora, Head of EAL roberto.nicora@rgs-surreyhill.org



ENGLISH AS AN ADDITIONAL LANGUAGE

Year 10

Cambridge IGCSE English as a Second Language (0991)

Aims

The Cambridge IGCSE English as a Second Language course aims to improve the English language skills of our overseas students to a sufficient level to be of practical use in their GCSE studies.

This course offers learners the opportunity to gain lifelong skills and knowledge including:

- better communicative ability in English
- improved ability to understand English in a range of everyday situations and in a variety of social registers and styles
- greater awareness of the nature of language and language-learning skills
- wider international perspective.

Content

The course is essentially skills based but covers a range of global topics including Leisure and Travel, Education and work, People and achievements, Ideas and the modern world. As often as possible, students are expected to draw upon their knowledge of their own cultures and make comparisons with British culture.

Skills areas	Specific Focus
Reading	Students are exposed to texts taken from a variety of sources including fiction and non-fiction books, journals, newspapers and magazines. They will be able to identify and retrieve facts and details; understand and select relevant information; recognise and understand ideas, opinions and attitudes and the connections between related ideas. They will understand what is implied but not actually written, e.g. gist, relationships, writer's purpose/intention, writer's feelings, situation or place.
Writing	Students will be able to communicate clearly, accurately and appropriately; convey information and express opinions effectively; employ and control a variety of grammatical structures; demonstrate knowledge and understanding of a range of appropriate vocabulary;

observe conventions of paragraphing, punctuation and spelling;
employ appropriate register/style.

Listening

Students improve their ability to understand the meaning of spoken English, and to extract gist and specific information from spoken dialogue. They will be able to identify and retrieve facts and details; understand and select relevant information; recognise and understand ideas, opinions and attitudes and the connections between related ideas. They will also be able to understand what is implied but not actually stated, e.g. gist, relationships between speakers, speaker's purpose/intention, speaker's feelings, situation or place.

Speaking

Students will be able to communicate factual information, abstract ideas and arguments with good expansion organise and link ideas with a range of appropriate linking devices engage in a conversation on a wide range of topics, e.g. natural environment, art, science and global issues, produce responses with a wide range of language structures (i.e. grammatical and lexical), produce responses that show good control of pronunciation and intonation.

Assessment

The course is assessed via three final exams:

- Reading and writing (60% of total mark) – 2 hours
- Listening (20% of total mark) – 50 minutes
- Speaking (20% of total mark) – 10 to 15 minutes

Mr R Nicora, Head of EAL roberto.nicora@rgs-surreyhill.org

FIRST LANGUAGE ENGLISH

Year 11

CIE IGCSE First Language English (0990)

Aims

The First Language course aims to improve the English language skills of our overseas students to a sufficient level to pass the IGCSE First Language English exam. Although native speaker proficiency is difficult to achieve, students work to develop their language skills to their own highest level possible.

The course aims to:

- enable students to communicate accurately, appropriately and effectively in speech and writing
- enable students to understand and respond appropriately to what they hear, read and experience
- encourage students to enjoy and appreciate variety of language
- complement students' other areas of study by developing skills of a more general application (e.g. analysis, synthesis, drawing of inferences)
- promote students' personal development and an understanding of themselves and others.

Content

The course is essentially text based and covers a range of text types including fiction and non-fiction, journals, newspapers and magazines. Largely through text analysis, students learn to appreciate how writers achieve effects in order to be able to reproduce these effects in their own writing.

Skills areas

Specific Focus

Reading

Understand and collate explicit meanings. Understand, explain and collate implicit meanings and attitudes. Select, analyse and evaluate what is relevant to specific purposes.

Writing

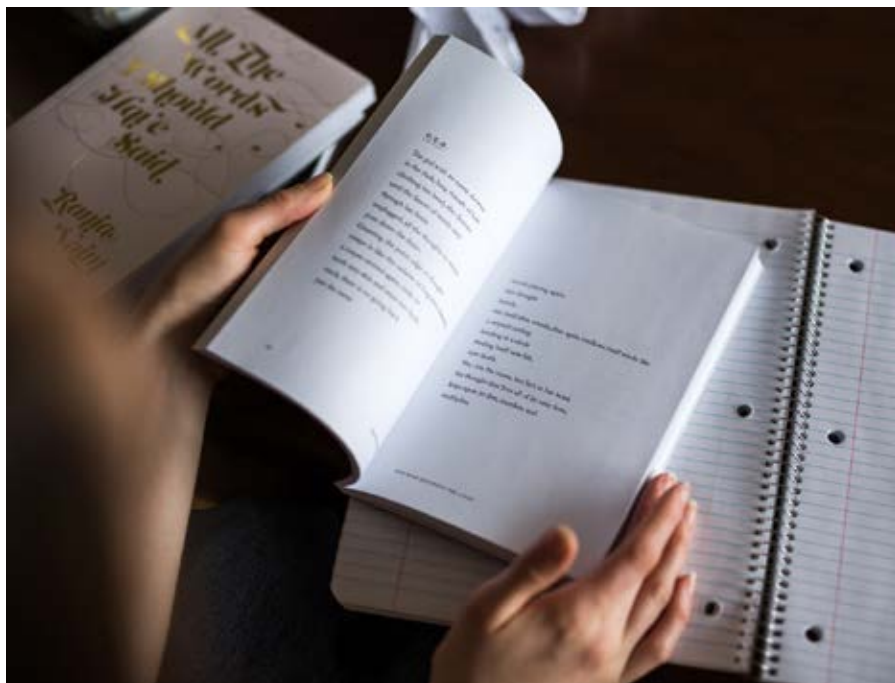
Articulate experience and express what is thought, felt and imagined. Order and present facts, ideas and opinions. Understand and use a range of appropriate vocabulary. Use language and register appropriate to audience and context.

Make accurate and effective use of paragraphs, grammatical structures, sentences, punctuation and spelling.

Assessment

In Year 11, students sit the CIE **First Language English** examination, which has two papers, equally weighted. These are the Reading and Directed Writing and Composition papers.

Mr R Nicora, Head of EAL roberto.nicora@rgs-surreyhills.org



FRENCH

AQA GCSE Syllabus for French (8658)

Aims

Learning at least one foreign language to GCSE Level is considered a high priority at RGS Surrey Hills. We offer the French AQA GCSE course which encourages students to:

- develop understanding of the spoken and written forms of French in a range of everyday situations and contexts (e.g. holidays, transport, accommodation, restaurants and cafés, shopping, health, environment and many more)
- develop the ability to communicate effectively in the language, through both the spoken and written word, using a range of vocabulary and grammar structures
- develop knowledge and understanding of the grammar, and the ability to apply it
- develop knowledge and understanding of countries and communities where the language is spoken
- develop positive attitudes to language learning
- provide enjoyment and intellectual stimulation
- provide a suitable foundation for further study and/or practical use of the language at all levels. The AQA GCSE in French is an excellent step towards studying French at Further Education level.

Content

We use a variety of materials for the teaching of our French GCSE programme: all pupils have their own copy of the Studio AQA course book and other supporting materials including their own access to the online textbook and activities.

The French department employs a French Assistant with whom all pupils at KS4 are given a weekly session to practise their speaking skills. The department also runs a weekly lunchtime class for KS4 pupils, who would like extra practice in their GCSE French skills.

In September each year we offer year 10 and 11 pupils a French Immersion weekend in a Study Centre in France. This gives our students the opportunity to use and improve their acquired language skills and to broaden their cultural outlook.

Assessment

Students are assessed at the end of year 11 on four skills– speaking, listening, reading and writing.

- Writing: 25% of final grade
- Speaking: 25% of final grade
- Listening: 25% of final grade
- Reading: 25% of final grade

Careers

Broadcaster • Diplomatic • Journalist • International Business & Trade • Interpreter • Leisure and Tourism Industry • Public Relations Officer • Language Teacher • Translator and many more.

Mrs P Piper, Head of French

penny.piper@rgs-surreyhill.org

GEOGRAPHY

Edexcel IGCSE in Geography (4GE1)

Aims

The Geography course aims to provide students with the opportunity to investigate many of the major issues that currently face today's citizens, and it looks ahead to the changes that are likely to affect students as the citizen's of the future. There is a strong focus on the ideas of sustainability, environmental responsibility and decision making.

Key subject aims:

The Edexcel IGCSE in Geography enables students to:

- apply and build on the fundamental building blocks of geographical knowledge
- actively engage in the process of geographical enquiry to develop as effective and independent learners, and as critical and reflective thinkers with enquiring minds
- develop their knowledge and understanding of geographical concepts and appreciate the relevance of these concepts to our changing world
- develop a framework of spatial awareness in which to appreciate the importance of the location of places and environments at a range of scales
- appreciate that people have different views of, and attitudes to, the world, its environments and its issues
- acquire, develop and apply practical geographical enquiry skills
- undertake geographical investigations that include both primary and secondary data collection, presentation and analysis, drawing conclusions, and evaluating the whole geographical investigation
- develop and apply their learning to the real world through fieldwork
- develop their awareness of global issues and recognise the challenges of moving towards a sustainable future.

Content

Paper 1 – Physical Geography

- Section A - Two topics from the list below:

1. River environments
2. Coastal environments
3. Hazardous environments

- Section B — Fieldwork

Students will complete rivers fieldwork during their course and must answer related questions in this exam.

Paper 2 – Human Geography

- Section A — Two topics from the list below:

1. Economic activity and energy
2. Rural environments
3. Urban environments

- Section B - Fieldwork

Candidates will complete urban fieldwork during their course and must answer related questions in this exam.

- Section C – One of three subjects:

1. Fragile environments and climate change
2. Globalisation and migration
3. Development and human welfare

Assessment

- The assessment is through 2 exams. The physical paper is 1 hour 10 minutes and the human paper is 1 hour 45 minutes set and marked by Edexcel.
- Both papers will contain a variety of questions types, such as multiple-choice questions, short and extended answer questions, graphical and data questions and fieldwork questions.
- The total number of marks available for the physical paper is 70 marks (40% of the overall grade). The human paper is worth 105 marks (60% of the overall grade). Total marks for IGCSE = 175 marks.
- The papers will be a question and answer booklet and students have to answer:

Physical paper:

- two questions from a choice of three in Section A – 50 marks
- one question from a choice of three in Section B – 20 marks

Human paper:

- two questions from a choice of three in Section A – 50 marks
- one question from a choice of three in Section B – 20 marks
- one question from a choice of three in Section C – 35 marks

Textbooks

1. Witherick, M, **Edexcel International GCSE (9-1) Geography: Student Book**, Pearson Education

Careers

Accountant • Cartographer • Development Worker • Environmental Consultant • Nature Conservation Officer • Lawyer • Business Analyst • Insurance Assessor • Sustainability Consultant • Teacher • Town Planner • Tourism Officer and many more.

Mrs J Fuller, Head of Geography

jane.fuller@rgs-surreyhill.org

HISTORY

Edexcel IGCSE in History (4HI1)

Aims

The aims and objectives of this qualification are to enable students to:

- develop and extend their knowledge and understanding of specified key events, periods and societies in history; and of the wide diversity of human experience
- engage in historical enquiry to develop as independent learners and as critical and reflective thinkers
- develop the ability to ask relevant questions about the past, to investigate issues critically and to make valid historical claims by using a range of sources in their historical context
- develop an awareness that different people, events and developments have been accorded historical significance and how and why different interpretations have been constructed about them
- organise and communicate their historical knowledge and understanding in different ways and reach substantiated conclusions.

Content

Topic Areas	Specific Focus
1. Germany 1918 - 1945	Including the impact of World War One on German society; Weimar Republic – instability to recovery (political, economic & social); Hitler becomes Chancellor and events leading to the establishment of dictatorship; social and economic policies.
2. USA 1917 - 1941	Including social, political and economic changes; Prohibition, Ku Klux Klan, Scopes 'Monkey' Trial & 'Gangsterism'; Wall Street Crash, 'Great Depression' & New Deal
3. USA 1945 - 1974	Including social, political and economic changes; McCarthyism, the growth of the Civil Rights movement in the 1950s, radical Civil Rights in the 1960s and the Watergate Scandal.

4. Nature of Warfare 1919 - 2011
- The changing nature of warfare 1919-39; The changing methods of warfare by land, air and sea 1939-45; New forms of conflict – Nuclear & Guerilla versus conventional 1945-75; conventional war and 'new' wars 1975-2000; changing methods of warfare at the beginning of the 21st Century, 2000-2011.

The Edexcel IGCSE in History course **does not** contain a coursework element. Instead the students will sit two 90 minute examinations. The examination is based on untiered papers, **targeted at grades 9-1**.

Careers

Historian, Librarian, Museum Education Office, Politician, Law, Teacher and many more.

Mr O Anderson, Head of History owen.anderson@rgs-surreyhill.org



MUSIC

OCR J536

Aims

The GCSE Music course provides a contemporary, accessible and creative education in music with an integrated approach to the three main elements, namely: performing, composing and listening. Four areas of study form the backbone of GCSE and connect these three disciplines. The four areas of study are as follows:

Area of Study 1: The Concerto through time

Area of Study 2: Rhythms of the world

Area of Study 3: Film and Computer Game Music

Area of Study 4: Conventions of Pop (Rock 'n' Roll, Rock, Pop and contemporary artists)

Content

1. Integrated Portfolio (30%)

Through a performance on the learner's chosen instrument, and a free composition, students will explore their skills and capabilities on their instrument and their ability to develop musical ideas.

2. Practical Component (30%)

Students will perform as part of an ensemble and compose to a brief set by the board.

3. Listening (40%)

Listening, appraisal and notation skills are assessed in an examination at the end of the course. Students will study the development of their own instrument, as well as: Baroque, Classical and Romantic Concertos; Rhythms from India, the Eastern Mediterranean, the Middle East, Africa, South and Central America; Music for Film and the development of Pop Music from Rock 'n' Roll, through Rock Anthems, Pop ballads and Contemporary Solo Artists.

Students who have a passion for music but are not able to play an instrument (including voice) to the required standard (minimum grade 3) are still encouraged to consider this subject as the performance options in both the Integrated Portfolio and the Practical Component can be replaced by sequenced or multi-tracked pieces using the technology in our recording studio. Students will also use music technology for their compositions.

Assessment

The course is assessed as follows:

1. **Coursework (60%)** – 2 performances and 2 compositions
2. **Written Exam (40%)** – Listening Paper

Careers

Composer, Music Producer, Broadcast Engineer, Music Therapist, Musician, Music Teacher, Radio Producer, Sound Technician, broadcasting/film/video and many more.

Ms Debbie Brown, Teacher of Music debbie.brown@rgs-surreyhill.org



RELIGIOUS STUDIES

Introduction

Religious studies is an exciting subject being brought to our curriculum. As global citizens, all with diverse backgrounds, strong beliefs and fundamental values we are fortunate to be able to learn and explore the work through on another's lens. The course encourages students to develop knowledge, understanding and skills to engage in debate and discussion about like in a modern pluralistic society. This includes developing an understanding of non-religious beliefs. Students will develop and understand personal values and beliefs, with an emphasis on critical analysis and the ability to construct balanced and informed arguments within the context of religious, philosophical and ethical awareness.

Aims of Religious Studies include:

- Develop knowledge and understanding of religions and non-religious beliefs, such as atheism and humanism.
- Develop the ability to construct well-argued, well-informed, balanced and structured written arguments, demonstrating their depth and breadth of understanding.
- Engage with questions of belief, value, meaning, purpose, truth and their influence on human life.
- Understand the influence of religion on individuals, communities and societies.

As this is a new course to our curriculum decisions around exam boards and specifications are still being made. This information will be shared when it is available.

Careers

The study of Religious Studies can lead to careers in a diverse range of areas including: the NHS, PR, Advertising, Sales, Law, Journalism, Politics, Diplomatic Service, Education services, Humanitarian Work.

Contact your Head of Year, Mrs J Fuller

jane.fuller@rgs-surreyhill.org

SPANISH

AQA GCSE Syllabus for Spanish (8692)

Aims

Learning at least one foreign language to GCSE Level is considered a high priority at RGS Surrey Hills. We offer the Spanish GCSE option based on the AQA Specification.

The course covers the following themes:

Theme 1: People and lifestyle

Theme 2: Popular culture

Theme 3: Communication and the world around us

The course encourages students to:

- develop understanding of the spoken and written forms of Spanish in a range of everyday situations and contexts (e.g. holidays, transport, accommodation, restaurants and cafés, shopping, health, education and work, environment and many more).
- develop the ability to communicate effectively in the language, through both the spoken and written word, using a range of vocabulary and grammar structures.
- develop knowledge and understanding of the grammar, and the ability to apply it.
- develop knowledge and understanding of countries and communities where the language is spoken.
- develop positive attitudes to language learning.
- provide enjoyment and intellectual stimulation.
- participate to the Spanish annual trip to Spain
- provide a suitable foundation for further study and/or practical use of the language at all levels. Modern Foreign Languages are an integral part of the International Baccalaureate Diploma Programme, (IB) and we also offer it at A level.

Content

We use a variety of materials for our Spanish teaching: course books and other supporting materials as well as ICT materials, interactive boards and online activities.

We regularly offer trips to Spain in order to give our students the opportunity to use and improve their acquired language skills and to broaden their cultural outlook. Modern Languages Week, theatre events and other cultural activities are also organised to make language learning even more interesting.

Assessment

Paper 1: Listening

What's assessed

- Understanding and responding to spoken extracts comprising the defined vocabulary and grammar for each tier
- Dictation of short, spoken extracts

How it's assessed

- Written exam: 35 minutes (Foundation tier), 45 minutes (Higher tier)
- 40 marks (Foundation tier), 50 marks (Higher tier)
- 25% of GCSE
- Recording controlled by the invigilator with built-in repetitions and pauses.

Paper 2: Speaking

What's assessed

- Speaking using clear and comprehensible language to undertake a Role-play
- Carry out a Reading aloud task
- Talk about visual stimuli

How it's assessed

- Non-exam assessment (NEA)
- 7–9 minutes (Foundation tier) + 15 minutes' supervised preparation time
- 10–12 minutes (Higher tier) + 15 minutes' supervised preparation time
- 50 marks (for each of Foundation tier and Higher tier)
- 25% of GCSE
- Questions

Paper 3: Reading

What's assessed

- Understanding and responding to written texts which focus predominantly on the vocabulary and grammar at each tier
- Inferring plausible meanings of single words when they are embedded in written sentences
- Translating from Spanish into English

How it's assessed

- Written exam: 45 minutes (Foundation tier), 1 hour (Higher tier)
- 50 marks (for each of Foundation tier and Higher tier)
- 25% of GCSE

Paper 4: Writing

What's assessed

- Writing text in the language in a lexically and grammatically accurate way in response to simple and familiar stimuli
- Translating from English into Spanish

How it's assessed

- Written exam: 1 hour 10 minutes (Foundation tier), 1 hour 15 minutes (Higher tier)
- 50 marks (for each of Foundation tier and Higher tier)
- 25% of GCSE
- Questions

Careers

Broadcaster, Diplomat, Journalist, International Business & Trade, Interpreter, Leisure and Tourism, Public Relations Officer, Language Teacher, Translator and many more.

Mrs L Aurini, Head of Spanish

luisa.aurini@rgs-surreyhill.org

SPORT SCIENCE

Physical Education AQA (8582)

Aims

This is a new specification which started in September 2016 and is designed to meet the needs of all students and the new GCSE reforms put forward by the government. Pupils at RGS Surrey Hills follow the AQA Full Course. Before undertaking the course, it is important for pupils to be aware that the amount of theory content within the course has greatly increased and includes a large amount of science based theory. Two theory exams at the end of the two year course form the basis for assessment.

The practical element of the course now only accounts for 40% of the final grade.

Content

Exam 1 – The human body and movement in physical activity and sport

- Applied anatomy and physiology
- Movement analysis
- Physical Training
- Use of Data

Written exam: 1 hour 15 minutes 78 marks 30% of GCSE.

Exam 2 – Socio-cultural influences and well-being in physical activity and sport

- Sport psychology
- Socio-cultural influences
- Health, fitness and well-being
- Use of Data

Written exam: 1 hour 15 minutes 78 marks 30% of GCSE.

Non-exam assessment – Practical performance in physical activity and sport

- Practical performance in 3 different physical activities in the role of player/performer
- One team activity
- One individual activity
- One in either
- Analysis and evaluation of performance to bring about improvement in one activity.

Assessed by school teachers

Moderated by AQA

100 Marks

40% of GCSE.

Careers

Exercise Physiologist, Fitness Centre Manager, Personal Trainer, Sports Coach, Sports Development Officer, Sports Therapist, Teacher and many more.

Mrs A Cook, Head of Academic PE

anna.cook@rgs-surreyhill.org





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+44 (0)1372 373382

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