



HAMPTON COURT HOUSE

FORTITER IN RE SUAVITER IN MODO

GCSE Course Outlines 2019-21





The GCSE Qualification is a two year process and requires hard work and commitment on the part of both student and teacher. If a student fails to put in the requisite amount of time, work and energy the school reserves the right to withdraw them or not enter them for any of the GCSE examinations.



ART

WHY STUDY ART?

Whether you dream of becoming a fashion designer, a film director, an architect, a CG animator, a children's book illustrator or an exhibiting artist; GCSE art is the perfect 'first step' towards your goal.

Our students leave us embracing risk taking, pushing boundaries, making ingenious connections, enjoying collaboration, and developing an organic approach to art practice which feeds their natural curiosity and opens their minds to what the professional possibilities are in the Arts and creative industries

THE COURSE : AQA 8202

Our Fine Art GCSE course is structured as three large 'portfolio projects' over the two years. Two of these are set by the teacher and the third is chosen from a list of possible exam topics. Students spend two terms per project producing a portfolio of work. These portfolios are full of visual studies and research on the topic. As well as this, students produce a final piece that realises their ideas for each project.

Brenda Holtam BA PGDIP

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After studying fine art at Falmouth School of Art, Brenda did her Postgraduate at the Royal Academy Painting School. After graduating she was elected to the Royal Watercolour Society becoming, at the time, the youngest ever elected member.

The GCSE art exam, which is taken at the end of Year 11, is a 10-hour exam, whereby the student makes a final piece for their chosen exam topic.

Throughout the course, students work in a balance of teacher-led workshop sessions, where they learn new skills and techniques, and self-directed studio time, where they use their skills to develop their own ideas and outcomes.

Students put their imaginations to work and build strong visual vocabularies in a variety of media, growing in self-confidence and developing a life-long interest in art and culture.

Art and fashion design of HCH GCSE students





CHINESE (MANDARIN)

WHY STUDY CHINESE?

Chinese is one of the most ancient languages which is still used on a daily basis. It is fascinating to learn this unique language and the rich culture that comes with it. The other driver of this language's attractiveness is China's status as a rising global superpower. China has opened itself to the world, encouraging foreign investment and economic co-operation. As such, there is a huge demand for people who can bridge the gap between this new growing China and the wider world.

Chinese at GCSE allows students to develop their ability to communicate with Chinese native speakers in both speech and writing. Students will study across a variety of contexts relevant to their age and interests and will also develop a greater awareness of the culture of Chinese-speaking communities and countries. It also gives the students a solid basis from which to progress to A level or employment.

THE COURSE : Edexcel 1CN0

Questions across all four language skills are set in common contexts, addressing a range of relevant contemporary and cultural themes. They are organised into five themes, each broken down into topics and sub-topics. The five themes are:

1. Identity and culture
2. Local area, holiday, travel
3. School
4. Future aspirations, study and work
5. International and global dimension.

Coco Cupin BSc PhD PGCE

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After graduating from Wuhan Institute of Chemical Engineering in China in 2001, Coco went to Germany to study Chemistry. She then discovered her passion for teaching Chinese and became a Mandarin teacher when she moved to the UK in 2003.

THE EXAM :

LISTENING 45 minutes; 25% of the total qualification

SPEAKING 10–12 minutes plus 12 minutes preparation time; 25% of the total qualification

READING 1 hour 5 minutes; 25% of the total qualification

WRITING 1 hour 25 minutes; 25% of the total qualification



COMPUTER SCIENCE

WHY STUDY COMPUTING?

The subject of computing is incredibly exciting. It touches our lives from the cars we drive, to the movies we watch, to the ways businesses and governments deal with us. Understanding computing is a necessary skill set for an educated person in the 21st century. Whether you want to be a scientist, an engineer or the next Mark Zuckerberg, studying computing will provide you with valuable knowledge.

Computing is an incredibly innovative subject. Creating high-quality computing solutions is a highly desirable skill, and computing supports creative work in many other fields. The best solutions in computing exhibit high levels of elegance and beauty. Having a computing GCSE will provide you with a foundation of knowledge, problem solving and logical thinking that will serve as a competitive advantage in your further education and career, in whatever field you choose.

THE COURSE : OCR J276

This course gives students a real, in-depth understanding of how computer technology works. The course will give them an insight into what goes on 'behind the scenes', including computer programming, which many students find absorbing.

Students will develop critical thinking, analysis and problem-solving skills, which can be transferred to further learning and everyday life.

Students who wish to go on to higher study and employment in the field of computer science will find that this course provides a superb stepping stone.

Selina Shah BA PGCE

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After a career spanning over 20 years in IT as a programmer, support engineer, project manager and working in research and development; Sel trained as an ICT teacher attaining a PGCE from King's College London. She has taught ICT and Computer Science to both primary and secondary students in schools in London and most recently in Ascot at a school specialising in autism. Sel has a Masters in Computing in Education from King's.

There are two papers:

Computer Theory (60%): this is assessed by a written paper (1 hour 45 minutes), which has a mixture of short- and long-answer questions.

Computational programming and problem solving (40%): this is assessed by a written paper (1 hour 45 minutes), which has a mixture of short- and long-answer questions.



ENGLISH LANGUAGE

English Language is essential for communicating with others in school and in the wider world. It is also fundamental to learning outcomes in all curriculum subjects. In studying English at International GCSE, students continue to develop skills in speaking, listening, reading and writing that they need to participate in society and employment. The International GCSE is not only vital but it is also an engaging course which allows students to express themselves creatively and imaginatively and to communicate with others confidently and effectively. Taken alongside English Literature, the English Language grade is made up of an examination paper and two pieces of coursework (see below).

THE COURSE: Edexcel IGCSE 4EA1

Paper One (4EA1/01) Non-fiction Texts and Transactional Writing.

60% – 90 marks.
2 hour and 15 minute paper.

Section A: Reading – a mixture of short- and long-answer questions related to a non-fiction text from Part 1 of the Pearson Edexcel International GCSE English Anthology and one previously unseen extract. Total of 45 marks.

Section B: Transactional Writing – one 45-mark writing task, from a choice of two involving a given audience, form or purpose.

Gerry Cirillo BA PGCE

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Gerry is widely travelled and has a wealth of teaching experience in countries and cultures from the Sudan through Cairo to England.

Coursework

Paper Three (4EA1/03) – Poetry and Prose Texts and Imaginative Writing.

40% – 60 marks.

Assignment A: Poetry and prose texts – one 30-mark essay question based on any two poetry or prose texts from Part 2 of the Pearson Edexcel International GCSE English Anthology, including a 6-mark commentary on why these texts were selected.

Assignment B: Imaginative writing – one 30-mark imaginative writing task. This is a personal fiction piece.

Set Texts

The Edexcel Anthology for IGCSE - this includes pieces by Robert Frost, Alice Walker, Maya Angelou, Adeline Yen Mah, Wilfred Owen, George Alagiah, Benjamin Zephaniah, Moniza Alvi etc. Edexcel IGCSE English Language Student Book – P. Taylor, R. Addison and D. Foster.



ENGLISH LITERATURE

English Literature is as varied as it is inspirational. The Edexcel International GCSE Literature reflects the experiences of people from many countries and times and contributes to our sense of cultural identity. The International GCSE helps students learn to become enthusiastic and critical readers of stories, poetry and drama, gaining access to the pleasure and world of knowledge that reading offers. Looking at the patterns, structures, origins and conventions of English also helps students understand how language works. This is a good all-rounder of a course!

THE COURSE: Edexcel IGCSE 4ET1

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

- 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.

Paper One (4ET1/01) – Poetry and Modern Prose

60% **externally assessed** paper – 2 hour paper

Section A – Unseen Poetry: one 20-mark essay question exploring the meaning and effects created in an unseen poem. The poem will be reproduced in the question paper.

Section B – Anthology Poetry: one 30-mark essay question from a choice of two, comparing two poems from Part 3 of the Pearson Edexcel International GCSE English Anthology.

Section C – Modern Prose: one 40-mark essay question from a choice of two on *Of Mice and Men*.

Paper Two (4ET1/02) – Modern Drama and Literary Heritage Texts

40% **externally assessed** paper – 1 hour 30 paper.

Section A – Modern Drama: one 30-mark essay question from a choice of two on *A View from the Bridge*.

Section B – Literary Heritage Texts: one 30-mark essay question from a choice of two on *The Merchant of Venice*.





FRENCH

WHY STUDY FRENCH?

The French GCSE programme is built to help students develop an insight into French and the culture of French speaking countries. It will allow the students to develop an understanding of the language and will deepen their understanding of English too. It is a good stepping stone towards fluency in French and will prepare the students towards A level and higher education. France is also Britain's nearest neighbour and Paris is only two and half hours away from London! The relationship between the two countries is as ancient as the history of Europe and the course will allow you to have access to this.

French is also spoken all over the world by over 115 million people and will be an asset for students towards their future career and personal development.

Candidates learn about the culture of countries where French is spoken and will be able to communicate with

Caroline Géhin BA MA PGCE

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Caroline is a native of France and has a keen interest in all areas of French culture.

A skilled artist, Caroline initially trained in the creation and restoration of stained glass before entering the teaching profession in the mid 2000's.

young people in these countries. French is studied in relation to everyday activities, personal and social life, the world around us, the world of work and the international world.

Candidates learn the skills of Listening, Speaking, Reading and Writing.

THE COURSE: AQA 8658

Unit 1	Listening	45 mins	25%
	Students are assessed on their understanding of standard spoken French by one or more speakers in a range of public and social settings.		
Unit 2	Speaking	10–12 mins (+ 12 min prep time)	25%
	There are three tasks: Task 1 – a role play. Task 2 – questions based on a picture stimulus. Task 3 – conversation based on two themes. The assessments are conducted by teachers in one session within a prescribed assessment window and the recordings then submitted for external marking.		
Unit 3	Reading	60 mins	25%
	Students are assessed on their understanding of written French across a range of different types of texts, including advertisements, emails, letters, articles and literary texts. A short text also needs to be translated from French into English.		
Unit 4	Writing	75 mins	25%
	Students are required to produce extended responses of varying lengths and types to express ideas and opinions in French. The instructions to students are in French. Word counts are specified for each question. A short text also needs to be translated from French into English.		



GEOGRAPHY

WHY STUDY GEOGRAPHY?

We live in a time of rapid change. It is an exciting and challenging period in history, and there is increasing pressure on countries to develop quickly. Decisions we make now will dramatically affect our future. Problems such as global warming, destruction of our reefs and forests, loss of important plants and animals, pollution, increasing poverty, unemployment, ill health and nutritional problems are some of the well-known results of inappropriate development. The course aims to address such questions and to facilitate the pupil's understanding of the Earth. It examines how places and countries differ, how natural and human environments work, as well as examining the connections between places, resources, people and development. Geography examines why some places develop and are good places to live, and why other places do not develop, or, in some cases, are worse today than they were in the past.

THE COURSE: AQA 8035

The course is split into three components, each with an examination at the end of Year 11. There is no longer a specific coursework component to this course although various fieldwork activities are still undertaken:

Component 1 – The Physical Environment

A 90 minute exam taken at the end of Year 11

Topic 1: Natural hazards and climate change

Topic 2: Ecosystems, biodiversity and management

Topic 3: Physical landscapes of the UK – including optional sub-topics from which students choose two from three, 1A: Coastal landscapes and processes, 1B: River landscapes and processes and 1C: Glaciated upland landscapes and processes.

Tom Clery BSc MSc PGCE

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Tom has travelled widely around the world and has lived in Spain, the United States and Fiji. He has taught geography up to, and including, MA level specializing in Economic Geography.

Component 2 – The Human Environment

A 90 minute exam taken at the end of Year 11

Topic 4: Urban Challenges

Topic 5: The Changing Economic World

Topic 6: Resource management – including optional sub-topics from which students choose one energy resource management, water resource management and food resource management.

Component 3 – Geographical Investigations

Issue Evaluation, Fieldwork and Geographical Skills

A 90 minute exam taken at the end of Year 11.

Fieldwork – Will include trips to London and Sussex to examine the human and physical geography of the regions and to collect primary data. This will be carried out in Year 10.



Textbooks: Geography AQA (9-1), Widdowson, Blackshaw, King, Oakes, Wheeler & Witherick. Revision Guides accompany the series



HISTORY

WHY STUDY HISTORY?

Not only does History provide us with a record of our past, it also provides us with a road map for the future. History influences every aspect of human society; it provides us with a collective memory; it gives us a sense of connection to place, time and community. A person without an understanding of History is essentially blind not just to the beliefs and culture of their own country but also to those of other nations. In this globalised and increasingly unstable world, lessons from the past can help equip us for a new and uncertain future, surely a fundamental part of any child's education.

History at GCSE provides students with the opportunity to develop a broad and detailed understanding of modern history

THE COURSE: Edexcel 4HI1 IGCSE

The History GCSE will be 100% externally examined and all candidates will be required to sit two written examinations at the end of their second year of study.

The first of these examinations (Depth Studies) will be divided into two sections. Part A will focus on civil rights in the USA, 1945–74. Students will consider the extent to which post-war American society was divided along lines of race, religion, wealth and politics.

Part B will be a study of colonial rule and the nationalist challenge in India, 1919–47. Students will learn about the causes, impact and legacy of empire upon the ruled and the ruling in the context of Britain's acquisition and post-war retreat from India.

Thomas Roberts BA PGCE

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Thomas was born in London but went on to study History at the University of Swansea. He then spent time teaching in Spain and South Korea before settling back in London to teach History.

Thomas truly believes in the importance and value of History and conveys that in his teaching.

The second examination (Investigation and Breadth Study) will also be divided into two sections. Part A will provide a study of US history from 1919 to 1941. This topic will follow on from the study of American History (1750-1900) which students undertake during the summer term of Year 9.

Part B will be a global breadth-study focusing on the establishment and evolution of the League of Nations and United Nations (1919-c2011). Through a number of case studies students will learn about the role of peacekeeping in resolving international conflicts.

PAPER ONE (Depth Studies):

one examination paper worth 50% (1 hour 30 mins)

PAPER TWO (Investigation and Breadth Study):

one examination paper worth 50% (1 hour 30 mins)



LATIN

WHY STUDY LATIN?

GCSE Latin introduces you to our shared Western heritage. The course is a unique guide to understanding the cultural and social aspects of the ancient world that are still relevant in our own time. It does so by exploring the literature of ancient Rome through readings of and discussions about the most influential writers of the time. Latin provides a solid foundation for the development of our own language, while providing a good background for the acquisition of other languages. A systematic and analytical language, learning Latin helps students become more observant, precise and logical. The GCSE Latin course is rigorous, but highly enriching.

Latin at GCSE level is typically taken by pupils who have attained a good pass at 13+ and have a keen interest in language and linguistics; it is particularly valuable in combination with French or Spanish (both direct descendants of Latin), and provides an essential basis for those seeking to expand, improve and refine their English vocabulary and stylistic skills. In addition, pupils will encounter for the first time a number of well-known Roman authors in the original Latin. This is a work-intensive course, but the intellectual and academic rewards are considerable. This is an essential building block for those wishing to continue Latin at A level.

Kathryn Hager-Conroy BA MA DPhil (Oxon)

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Katie grew up on the East Coast of the United States. Her studies enabled her to travel to Trinity College Dublin, Pompeii, Rome and finally to

Oxford University where she worked towards a DPhil in Theology.

THE COURSE: OCR J282

The course is assessed by one language exam and two option exams. The options are based on set texts, literature, Roman civilisation and culture.

MATHEMATICS

During the course of your study of Mathematics, however long that may be (GCSE, A level, perhaps even a degree), you will be given opportunities to develop many skills. Some of these are specifically related to mathematics, and some have relevance outside it. Those skills that can be used in other contexts - such as the ability to solve problems, communicate well, learn quickly, organise your time - are called transferable skills.

Although it may seem a long way off, chances are that one day, degree in hand, you will be looking for a job. Your transferable skills will be of particular interest to potential employers, who will not just be concerned with your performance in your subject, but in the overall contribution you can make to their organisation. If you can convince an employer that you can work well within a team, solve problems, organise, innovate, adapt, and so forth, you will outshine your competitors in the job market.

THE COURSE: Edexcel 1MA1

The Mathematics GCSE is examined by three written papers taken at the end of Year 11. These are two calculator and one non-calculator paper, assessing pupils' understanding of the syllabus content.

The new GCSE is a much larger, more 'challenging' GCSE in maths with more emphasis on solving problems that require multistep solutions. There will be new topics such as ratio and proportions. Students will be expected to learn key mathematical formulae by heart.

Anja Lichtenau BSc PGCE

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Anja was born and educated in Germany where she qualified as a teacher. Anja has taught in a range of very different schools and brings a wealth of experience to the Maths Department.

While we recognise the importance to all pupils of achieving the best possible grades in their Mathematics GCSE, the teaching of Mathematics at Hampton Court House is not constrained by public examination syllabuses and students are likely to be also presented with a considerable amount of additional material which we consider useful, interesting or instructive to them.

Although some schools ask their more able students to take the GCSE exam at the end of Year 10 in order to get a head start on the AS material, we do not agree with this approach. The way to develop strong mathematicians, capable of taking on Maths and Further Maths at A level, is to challenge them with problems which require them to independently think rigorously through multiple stages of calculation, rather than to simply give them a cursory grounding in 'more mathematics'. To rush students through examinations early only puts unnecessary limits on the curriculum that can be covered, and therefore is in our opinion more detrimental than it is advantageous: our policy is one of enrichment rather than acceleration.



PHOTOGRAPHY

WHY STUDY PHOTOGRAPHY?

Studying Photography for a GCSE is a highly respected 'creative qualification' that can help you to move towards a creative career. Photography plays many roles in our society from advertising and promotion to fashion, sports, documentary and film.

THE COURSE : AQA 8206

Our Photography GCSE is structured in 3 'portfolio projects' over two years. Two of these are set by the teacher and the third is chosen from a list of possible exam topics. Students spend two terms per project, producing a portfolio with practical experiments, visual studies and research; as well as a finished 10-hour piece that realises their ideas.

Eve Blackwood BA PGDip MSc

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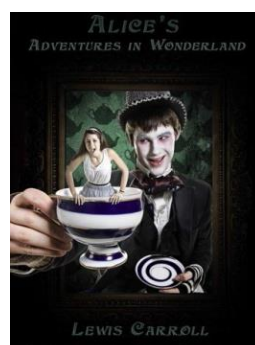


Eve is an internationally exhibited artist and filmmaker, she has been a BAFTA nominee and was selected for Bloomberg New Contemporaries 2000. After completing her Art education in Scotland, Eve moved to London and worked for a number of years at the BBC.

We want our students to build a strong visual language in the rudiments of Digital SLR photography, Photoshop, animation, video and editing.

Students grow in self-confidence throughout the two-year course, which provides them with a platform for a lifelong interest and ability in photography and culture.

HCH GCSE students' photography work





PSYCHOLOGY

WHY STUDY PSYCHOLOGY?

Psychology is the science of behaviour and mental processes. The brain and neuropsychology features throughout and the GCSE specification has a focus on mental health, which encourages greater awareness in young people and therefore reduces stigma and discrimination. There is strong emphasis on the importance of practical work and ‘doing psychology’, including research studies, and therefore mathematics features heavily in the quantitative analysis.

Psychology is a fascinating and life-enriching subject, which can prepare you for a wide range of career options, such as counselling, nursing and medicine, as well as other careers which require an element of psychological understanding, such as teaching, advertising, media, personnel management and finance.

THE COURSE : OCR J203

The GCSE is assessed by two written papers taken at the end of Year 11

Paper 01	Studies and Applications in Psychology 1 Criminal Psychology, Development, Psychological Problems, Research Methods	1 h 30 min	50%
Paper 02	Studies and Applications in Psychology 2 Social Influence, Memory, Sleep and Dreaming, Research Methods	1 h 30 min	50%
Core Textbook	OCR GCSE Psychology, Mark Billingham and David Groves (Heinemann)		
Other Resources	Psychology, Science of Mind and Behaviour, Richard Gross (Hodder & Stoughton)		

Laraib Saeed BSc PGCE

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Laraib has a BSc in Psychology from Royal Holloway University and completed her PGCE at the Institute of Education. Her degree allowed her to complete a research internship examining emotion regulation in adolescents.

BIOLOGY, CHEMISTRY & PHYSICS

This course is recommended for those students wishing to take a science at A Level.

Students work towards three individual GCSEs in the three sciences, reflecting the appropriate level of study of physics, chemistry and comprehensive subject content and an assessment of investigative skills so that pupils develop a natural interest in practical science and how it can be applied in the real world. Furthermore, the GCSE courses provide a sound foundation for progression to A levels in the sciences.

THE COURSES: AQA 8461, 8462 & 8463

The AQA Biology, Chemistry and Physics GCSEs are assessed by two examinations in each science. Both examinations are taken at the end of Year 11.

Chemistry (8462)

Unit 1: Atomic structure and the periodic table

Unit 2: Bonding, structure, and the properties of matter

Unit 3: Quantitative chemistry

Unit 4: Chemical changes

Unit 5: Energy changes

Unit 6: The rate and extent of chemical change

Unit 7: Organic chemistry

Unit 8: Chemical analysis

Unit 9 Chemistry of the atmosphere

Unit 10: Using resources

Abigail Howard BSc PGCE

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Abigail grew up in Sussex, and followed her interest in Science to Kent University where she gained a BSc in Biomedical Science. Abigail was previously Head of Biology at Teddington School before coming to HCH.

Biology (8461)

Unit 1: Cell biology

Unit 2: Organisation

Unit 3: Infection and response

Unit 4: Bioenergetics

Unit 5: Homeostasis and response

Unit 6: Inheritance, variation and evolution

Unit 7: Ecology

Physics (8463)

Unit 1: Forces

Unit 2: Energy

Unit 3: Waves

Unit 4: Electricity

Unit 5: Magnetism and electromagnetism

Unit 6: Particle model of matter

Unit 7: Atomic structure

Unit 8: Space physics

SCIENCE: DOUBLE AWARD

This is the most commonly taken science GCSE course and so is recommended for most students. Students study the three sciences and are awarded two GCSEs at the end of the two years.

A large proportion of the subject content and required practicals in the specification are also in the GCSE Biology, Chemistry and Physics separate science courses. This means that we can transfer students to the separate sciences easily, should there be a need.

The Combined Science award is assessed through six examinations taken at the end of Year 11. There are two papers for each science and each paper is 1 hour and 15 minutes long.

The course provides clear, detailed and comprehensive subject content of Biology, Chemistry and Physics. There is a distinct emphasis on working scientifically and practical work. Students build their investigative skills so that they develop a natural interest in practical science and how it can be applied in the real world. Furthermore, the GCSE course provides a sound foundation for progression to A level science specifications.

THE COURSE: AQA Combined Science

Biology

1. Cell biology
2. Organisation
3. Infection and response
4. Bioenergetics
5. Homeostasis and response
6. Inheritance, variation and evolution
7. Ecology

Abigail Howard BSc PGCE

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Abigail grew up in Sussex, and followed her interest in Science to Kent University where she gained a BSc in Biomedical Science. Abigail was previously Head of Biology at Teddington School before coming to HCH.

Chemistry

8. Atomic structure and the periodic table
9. Bonding, structure, and the properties of matter
10. Quantitative chemistry
11. Chemical changes
12. Energy changes
13. The rate and extent of chemical change
14. Organic chemistry
15. Chemical analysis
16. Chemistry of the atmosphere
17. Using resources

Physics

18. Forces
19. Energy
20. Waves
21. Electricity
22. Magnetism and electromagnetism
23. Particle model of matter
24. Atomic structure



SPANISH

WHY STUDY SPANISH ?

The language is studied in relation to everyday activities, personal and social life, the world around us, the world of work and the international world. Students develop the skills of Listening, Speaking, Reading and Writing, building a broader vocabulary and gaining an understanding of grammar rules and usage. There are also trips to Spain designed to complement the students' class work. Spanish has become a popular GCSE subject and many students at HCH continue to study the subject at A Level.

THE COURSE : Edexcel 1SP0

Unit 1 – Listening (1SP01) – 25%

Students will be tested on their ability to understand spoken Spanish. Testing is through a variety of tasks which require a response, written or non-verbal, to demonstrate understanding.

Written examination taken at the end of Year 11.

Unit 2 – Speaking (1SP02) – 25%

The focus of the speaking unit will be chosen by the teacher in consultation with the student and will relate to one or more of the following themes: media and culture, sport and leisure, travel and tourism or business, work and employment (or the centre-devised option).

Rebeca López Pernas MA

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Rebeca was born in Spain where she studied Chemical engineering at Santiago de Compostela University and a master degree in teaching at the International University of Valencia.

Unit 3 – Reading (1SP03) – 25%

Students will be tested on their ability to understand written Spanish. Testing is through a variety of tasks which require a response, written or non-verbal, to demonstrate understanding.

Written examination taken at the end of Year 11.

Unit 4 – Writing (1GN0) – 25%

This exam will contain two extended response answers and one translation into Spanish and will relate to one or more of the following themes: media and culture, sport and leisure, travel and tourism or business, work and employment.

Written examination taken at the end of Year 11.



CULTURAL STUDIES

All students in Years 10 & 11 follow Hampton Court House's two-year cultural studies course, which is delivered by the headmaster in one double lesson per week. The course develops students' written and oral analytical thinking skills, and introduces students to a range of literary and cultural topics.

The course includes an online Edmodo group, which requires students to contribute to debate and to view assorted documentaries and films online.

Guy Holloway MA (Cantab), NPQH, FRSA

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Guy is one of the co-founders of Hampton Court House and is currently Headmaster. A passionate educationalist, Guy is also a lecturer at the Institute of Education.

AUTUMN TERM

HM readers: Chekhov's *The Lady with the Dog*, Prévost's *Manon Lescaut*, Ibsen's *A Doll's House*

practical criticism; vocabulary building

Covey's *Seven Habits of Highly Effective People* /Teens & renewed focus on productivity & time management ideas

Introduction to some key figures, thinkers and/or works (eg. Darwin, Freud, Jung, Marx, Locke, JS Mill etc)

General GCSE preparation; essay writing against the clock, creative writing, practical criticism etc

As a theme running through each term: (i) the reading/study of certain set texts – ‘the HM reader(s)’ (ii) the active acquisition of new words (all students to keep vocabulary books), (iii) the study of language, with special focus on Romance languages, (iv) development of practical criticism and précis skills, (v) development of students' chronological understanding of cultural and political events.

The HM Readers (Autumn Term) will typically be a short novel or ‘novella’, of literary merit and standing. Example works might be – Voltaire's *Candide*, Goethe's *Sorrows of Young Werther*, Crane's *Red Badge of Courage*, Chekhov Short Stories, Gogol's *The Nose*, Flaubert's *Trois Contes*, St Mark's Gospel, Camus's *L'Etranger* etc.

Contact

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