

# GCSE COURSES 2018 - 2020



*An Island School with a Global Outlook*



**RYDE SCHOOL**  
WITH UPPER CHINE

# GCSE COURSES 2018 - 2020

## CONTENTS

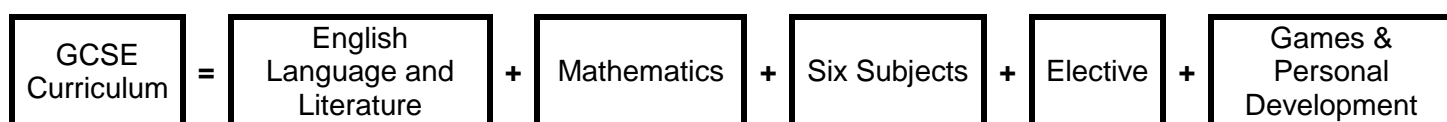
|   | Page |
|---|------|
| INTRODUCTION TO YEAR 10 AND 11 CURRICULUM | 2    |
| <b>COURSES</b>                            |      |
| ART                                       | 4    |
| ARTS AWARD                                | 5    |
| BUSINESS STUDIES                          | 6    |
| COMPUTER SCIENCE AND INFORMATICS          | 7    |
| DESIGN AND TECHNOLOGY                     | 8    |
| DRAMA                                     | 9    |
| ENGLISH LANGUAGE AND LITERATURE           | 10   |
| GEOGRAPHY                                 | 11   |
| GLOBAL PERSPECTIVES                       | 12   |
| HISTORY                                   | 13   |
| LATIN                                     | 14   |
| MANDARIN                                  | 15   |
| MATHEMATICS                               | 16   |
| MODERN LANGUAGES                          | 17   |
| MUSIC                                     | 18   |
| PHYSICAL EDUCATION                        | 19   |
| SCIENCE AND CREST AWARD                   | 20   |
| <br>                                      |      |
| THE CAREERS DEPARTMENT                    | 22   |
| EXAMINATION RESULTS                       | 23   |

# INTRODUCTION TO YEAR 10 AND 11 CURRICULUM

The start of Year 10 sees the beginning of IGCSE and GCSE courses with pupils having an element of choice in the subjects they follow. This booklet will explain what lies ahead and guides you through the choices they will make.

The 'core plus options' curriculum at GCSE offers pupils the opportunity to select some subjects according to interest and aptitude, whilst also ensuring that they continue their studies in all the centrally important academic subjects. The school's aim is to provide a broad and balanced educational experience, which will interest and challenge all pupils, but also provide some differentiation and specialisation.

Five subjects make up the core of the curriculum: English (Language and Literature), Mathematics, a Language, a Science and a Humanity (either Geography or History). All pupils follow GCSE courses in each of these subjects. In addition, pupils in these years have Games and a Personal Development lesson each week.



In Science, pupils can select one, two or three subjects from Biology, Chemistry or Physics. Alternatively, pupils can opt to take Dual Award Science which is awarded two GCSEs but covers all three disciplines.

For option choices all pupils take English and Mathematics and are then required to select a further six subjects, from the list below, of which one must be a Science\*, one a Language and either Geography or History.

- Art
- Biology
- Business Studies
- Chemistry
- Computer Science
- Design and Technology
- Drama
- Dual Award Science
- ESL
- French
- Geography
- German
- History
- Latin
- Mandarin
- Music
- Physical Education
- Physics
- Spanish

*\*Science is defined as Biology, Chemistry or Physics. Dual Award Science counts as two subjects.*

Pupils wishing to study more than one language can do so by selecting additional languages from the options above and/or French from the electives below. Languages assume previous study. Pupils who speak English as a second language can opt for ESL as their modern language.

Finally, pupils select a further subject from a list of 'Electives'. These subjects, with the exception of Informatics, lead to a further qualification although not necessarily a GCSE. Some of these choices complement the main GCSE subjects whilst others provide an opportunity to study in a different way. Pupils wishing to take Extra English and/or Extra Mathematics are required to take these as their elective. The choices of electives are as follows:

- CREST Award - Gold or Silver Level
- Extra English and/or Mathematics
- French
- Global Perspectives
- Informatics
- Silver Arts Award

Electives account for two teaching periods per week and cover both years of the course. Further details on these are contained within the subject information.

The English Baccalaureate (EBacc) is a national measure of achievement for Post 14 studies. The EBacc is based upon the pupils obtaining grades 4 and above in English Language, Mathematics, a Language, two sciences and a humanity (either Geography or History). The 'Ryde School Ebacc' is the standard we expect all pupils to aspire to and has the same subjects but the requirement of only one science.

Below are examples of how a pupil may choose their options according to their interests:

|                      | <b>Pupil with an Interest in Science</b> | <b>Pupil with an Interest in Languages</b> | <b>Pupil with an Interest in Humanities</b> | <b>Pupil with an Interest in the Arts</b> |
|----------------------|--|--|---|---|
| <b>GCSE Subjects</b> | Mathematics                              | Mathematics                                | Mathematics                                 | Mathematics                               |
|                      | English Language & Literature            | English Language & Literature              | English Language & Literature               | English Language & Literature             |
|                      | History                                  | History                                    | Geography                                   | History                                   |
|                      | French                                   | Spanish / German                           | German                                      | Spanish                                   |
|                      | Chemistry                                | Biology                                    | Dual Science                                | Physics                                   |
|                      | Biology                                  | Latin                                      | Dual Science                                | Drama                                     |
|                      | Geography                                | Art  | Design & Technology                         | Physical Education                        |
|                      | Physics                                  | Geography                                  | History                                     | Music                                     |
| <b>Elective</b>      | CREST Award                              | French                                     | Global Perspectives                         | Art                                       |

These are only examples and many other combinations are possible.

Subject courses at Ryde School are a mixture of International GCSEs (IGCSE) and GCSEs. Both provide interest and challenge and are an excellent preparation for Post 16 studies.

All GCSE and IGCSE subjects are graded on the new numerical 9-1 system; a grade U is awarded for those who fail to achieve the minimum requirements for grade 1. Grade 4 or above will be considered a 'good pass', with performance tables focusing on pupils achieving grades 9-4. The new numerical system was designed to reveal differences between candidates at the top end of the spectrum. The previous top two grades (A\* and A) will be replaced with three top grades (9, 8 and 7). The pages that follow contain detailed subject-specific information which will help you with the selection of options offered at Ryde School. We would urge parents and pupils to read it carefully and to seek further information where required from the appropriate Head of Department. The Head of Careers, Skills and Lifelong Learning, Mr Stephen Baxter, is also available to offer advice.

**Mr P R Moore, Deputy Head (Academic)  
& Mr D P C Blewitt, Director of Studies  
January 2018**

# ART

## ABOUT THIS COURSE

Art and Design and Graphic Communication give you the skills and the knowledge to create personal and imaginative work. You can choose to focus on a specialist area of study from a variety of different processes and media to suit your individual interests and abilities.

## EXAM BOARD

AQA - GCSE

## GRADING SYSTEM

9-1

## ART AND DESIGN

### COURSE CONTENT/STRUCTURE

Art and Design promotes learning across a variety of experiences and through various processes, tools, techniques, materials and resources to generate different kinds of evidence of working and outcomes.

## GRAPHIC DESIGN

### COURSE CONTENT/STRUCTURE

Graphic communication is defined here as the process of designing primarily visual material to convey information, ideas, meaning and emotions in response to a given or self-defined brief.

## ASSESSMENT

- **Component 1: Portfolio (60%)**

A portfolio must include a sustained project evidencing the journey from initial engagement to the realisation of intentions and a selection of further work undertaken during the pupil's course of study.

- **Component 2: Externally set assignment (40%)**

Pupils respond to their chosen starting point from an externally set assignment paper relating to their subject title, evidencing coverage of all four assessment objectives.

# ART

## SILVER ARTS AWARD

### ABOUT THIS COURSE

The Arts Award qualification is design to inspire pupils to grow their arts and leadership talents. Through Arts Award, pupils will achieve a national qualification that will build confidence through nurturing their individual interests, while equipping them with life skills that will support their education and future employment. Arts Award recognises all art forms ranging from fashion to poetry, rapping to dance, sculpture to film and arts administration to backstage roles, providing assessment opportunities for many different learners and offering freedom of choice within the framework.

### EXAM BOARD

TRINITY COLLEGE LONDON

### GRADING SYSTEM

Pass - Fail

### COURSE CONTENT/STRUCTURE

Pupils can work at their own pace for this qualification and record their progress in a portfolio. This provides evidence for the assessors. Portfolios can be created in any format. Pupils can use written work, digital, online portfolio or appropriate social platforms to record work for their evidence.

To pass Silver Arts Award, pupils are required to create an individual portfolio which demonstrates how they meet the following requirements:

#### Unit 1 – Arts Practice and Pathways

##### Arts Challenge

- Identify and plan an arts challenge
- Implement and review the arts challenge

##### Arts Pathway

- Review arts events
- Undertake arts research

#### Unit 2 – Arts Leadership

##### Plan the project

- Identify leadership role and plan the project's aim
- Plan the practical issues

##### Deliver the Project

- Effective arts leadership
- Working effectively with others

##### Review the Project

- Review the project and leadership role

### ASSESSMENT

Silver Arts Award is assessed in the following areas:

- Art Form Knowledge and Understanding
- Creativity
- Planning and Review
- Communication

Each portfolio is internally assessed, but externally moderated. Qualifications are not allocated different grades or levels, so each portfolio is assessed as either a pass or a below pass.

# BUSINESS STUDIES

## **ABOUT THIS COURSE**

This course offers pupils an introduction to a wide range of business skills and an understanding of ways businesses work. Pupils work through six core modules which focus on different areas of business start-up and management. Pupils are encouraged to apply their knowledge to case study examples and their own understanding.

## **EXAM BOARD**

CAMBRIDGE IGCSE

## **GRADING SYSTEM**

9-1

## **COURSE CONTENT/STRUCTURE**

Six core units:

- Understanding Business Activity
- People in Business
- Marketing
- Operations Management
- Financial Information and Decisions
- External Influences on Business Activity

Pupils learn through individual research, tutor lead discussions, presentations, group projects, mock and practice exams and a range of other activities and tasks.

Pupils will visit local businesses to apply their learning and will also have guest lectures from successful entrepreneurs. Pupils are encouraged to develop their own entrepreneurial skills and are taught and guided through the necessary steps to developing a business idea.

## **ASSESSMENT**

Pupils are assessed through two written papers each lasting 1 hour 30 minutes. The papers ask students to respond to both short answer questions and structured data responses. Each paper is worth 80 marks and accounts for 50% of the final grade.

Pupils have opportunities throughout the course to practice and develop the necessary skills for the exam.

# COMPUTER SCIENCE

## COMPUTER SCIENCE

### ABOUT THIS COURSE

While pupils will no doubt be familiar with the use of computers and other related technology from their use of ICT at home and in school, the IGCSE Computing course gives pupils a real, in-depth understanding of how computer technology works.

Pupils will learn what goes on “inside the box”, understanding how hardware and software work and how to write programs. Computer Science is the study of the foundational principles and practices of computation and computational thinking and their application in the design and development of computer systems.

### EXAM BOARD

Cambridge IGCSE

### GRADING SYSTEM

9-1

### COURSE CONTENT/STRUCTURE

The course will develop critical thinking, analysis and problem-solving skills through the study of computer programming, giving pupils a fun and interesting way to develop these skills, which can be transferred to other subjects and even applied in day-to-day life. In this respect, the course provides excellent preparation for pupils who want to study or work in areas that rely on these skills, especially where they are applied to technical problems.

These areas include:

- Software Development
- Game Creation
- Engineering
- Financial and Resource Management
- Science and Medicine

### ASSESSMENT

The course is made from 2 sections; each assessed by a written, 1 hour 45 minutes examination paper.

- **The Theory of Computer Science** - 60% of the overall marks. This section covers the body of knowledge about computer systems
- **Practical Problem-solving, Programming and Databases** - 40% of the overall marks. This section covers algorithm design and problem-solving and the use of pseudocode and flowcharts in designing solutions to problems. It also covers the use of data structures and data types to store and retrieve data. 20 of the 50 marks for this paper are from questions set on a pre-released programming task.

## INFORMATICS

### ABOUT THIS COURSE

Informatics is a course developed by three of the country's top independent schools to provide pupils with the skills to cope with an ever changing world of technology. The course is based on a modular system which enables pupils to follow a path that suits their interests.

### EXAM BOARD

N/A

### GRADING SYSTEM

Ryde School Certificate

### COURSE CONTENT/STRUCTURE

- The course has four core modules: Device Management; Software Fundamentals; E-safety and Cyber Security and Computational Thinking and Coding.
- There are also additional modules in Digital Humanities and the Internet; Control and Programming; Business Entrepreneurship; Mobile App Development and Creative Technologies so that pupils can progress beyond the basics.
- The structure of the course promotes independence as well as skill acquisition across the curriculum not just in computing.

### ASSESSMENT

- Assessment is via a web-based marking system which enables pupils to work at their own pace and track their progress throughout the course.
- Each module is assessed upon its completion.
- Module results are collated for a final overall result.



# DESIGN AND TECHNOLOGY

## ABOUT THIS COURSE

The GCSE in Design and Technology enables pupils to understand and apply iterative design processes through which they explore, create and evaluate a range of outcomes. The qualification enables pupils to use creativity and imagination to design and make prototypes (together with evidence of modelling to develop and prove product concept and function) that solve real and relevant problems, considering their own and others' needs, wants and values. It gives pupils opportunities to apply knowledge from other disciplines, including Mathematics, Science, Art and Design, Computing and the Humanities. Pupils learn how to take design risks, helping them to become resourceful, innovative and enterprising citizens.

## EXAM BOARD

EDEXCEL GCSE

## GRADING SYSTEM

9-1

## COURSE CONTENT/STRUCTURE

### Component 1

Written examination: 1 hour and 45 minutes (50% of the qualification) 100 marks

- Pupils must complete the Core content (section 1) and any one from the following material categories: Metals; Papers and Boards; Polymers; Systems; Textiles and Timbers.

### Component 2

Non-examined assessment (50% of the qualification) 100 marks

- Pupils will undertake a project based on a contextual challenge released a year before certification.
- The project will test pupils' skills in investigating, designing, making and evaluating a prototype of a product.
- Task will be internally assessed and externally moderated.
- The marks are awarded for each part as follows: Investigate (16 marks); Design (42 marks); Make (36 marks); Evaluate (6 marks).

## ASSESSMENT

The paper consists of two sections.

Section A is assessed on the core content and Section B is assessed on the material category pupils have chosen.

**Section A: Core** This section is 40 marks and contains a mixture of different question styles, including open-response, graphical, calculation and extended-open-response questions. There will be 10 marks of calculation questions in Section A.

**Section B: Material categories** This section is 60 marks and contains a mixture of different question styles, including open-response, graphical, calculation and extended-open-response questions. There will be 5 marks of calculation questions in Section B.

# DRAMA

## ABOUT THIS COURSE

Design, direction and performance are explored in group based activities relating to the devising process, live theatre and through the study of play scripts. The course rewards process as well as practice and introduces pupils to lighting, sound, set design, costume and directing in addition to refining naturalistic and stylised acting ability.

## EXAM BOARD

EDEXCEL GCSE

## GRADING SYSTEM

9-1

## COURSE CONTENT/STRUCTURE

- **Component 1 – Devised Piece** with 2,000 word written **Portfolio** - 40%  
In groups, responding to a creative stimuli, assessed for either acting or designing, work is developed and shown which is written up as part of the process and evaluated after the showing in a 2,000 word portfolio.
- **Component 2 – Presentation** of two key **Extracts** from a published text - 20%  
A play text is fully explored leading to a presentation, in small groups, of two key scenes.
- **Component 3 – Written Exam** - 40%  
A section of a set text, which has been fully explored in class, is revealed in the exam room and five questions relating to acting, direction and design are asked. Two further questions are asked relating to live theatre, towards which 500 words of notes can be taken in to the exam room.

## ASSESSMENT

- The **Devised Piece**, **Component 1**, carries 60 marks, 45 of which are allocated to the **Portfolio**, 15 marks for the performance. This amounts to 40% of the GCSE and is internally examined and externally moderated.
- The **Extracts**, **Component 2**, which form 20% of the GCSE, are marked externally out of 48.
- The 1 hour 30 minute written exam, **Component 3**, which is externally assessed, forms the remaining 40% of the GCSE and is marked out of 60.

# ENGLISH

## ENGLISH LANGUAGE

### ABOUT THIS COURSE

English is at the heart of the curriculum and the skills pupils develop help them to succeed across their subjects and prepare them for life beyond school. As well as being an important academic subject, English offers pupils the chance to find their own voice and develop into confident individuals, able to think and communicate clearly and effectively, whatever their particular strengths, interests and aspirations for the future. In Years 10 and 11, pupils work towards **two** Edexcel International GCSE (IGCSE) qualifications, **one** in **English Language** and **one** in **English Literature**. Both are assessed entirely by examination: there is no coursework. They study non-fiction and media texts, short stories and poetry from different eras and cultures, covering a variety of themes. They also read a novel, a Shakespeare play and a modern drama text, while honing their ability to write descriptively, creatively, analytically and persuasively.

### EXAM BOARD

EDEXCEL IGCSE

### GRADING SYSTEM

9-1

### COURSE CONTENT/STRUCTURE

Paper 1, **Non-fiction Texts & Transactional Writing** (60% of the IGCSE), will focus on non-fiction texts, including those from the *Edexcel Anthology*, which will be prepared in advance, and one that they will not have seen before. They will answer questions that test their ability to interpret and compare those texts. They will then produce a piece of transactional writing, such as an article, letter or speech, which aims to inform, persuade or advise.

In Paper 2, **Poetry & Prose Texts & Imaginative Writing** (40% of the IGCSE), pupils will answer an essay question on one of the prose or poetry texts they have studied in the *Edexcel Anthology* and then produce a piece of imaginative writing.

### ASSESSMENT

Pupils sit **two** examinations at the end of Year 11, as described above. There is no coursework.

## ENGLISH LITERATURE

### ABOUT THIS COURSE

English is at the heart of the curriculum and the skills pupils develop help them to succeed across their subjects and prepare them for life beyond school. As well as being an important academic subject, English offers pupils the chance to find their own voice and develop into confident individuals, able to think and communicate clearly and effectively, whatever their particular strengths, interests and aspirations for the future. In Years 10 and 11, pupils work towards **two** Edexcel International GCSE (IGCSE) qualifications, **one** in **English Language** and **one** in **English Literature**. Both are assessed entirely by examination: there is no coursework. They study non-fiction and media texts, short stories and poetry from different eras and cultures, covering a variety of themes. They also read a novel, a Shakespeare play and a modern drama text, while honing their ability to write descriptively, creatively, analytically and persuasively.

### EXAM BOARD

EDEXCEL IGCSE

### GRADING SYSTEM

9-1

### COURSE CONTENT/STRUCTURE

In Paper 1, **Poetry & Modern Prose** (60% of the IGCSE), pupils will analyse an unseen modern poem, before comparing two poems from the selection in the *Edexcel Anthology* they will have studied. They will then write an essay response to a question on a modern novel, such as *To Kill a Mockingbird*, *Things Fall Apart* or *Of Mice and Men*.

Paper 2, **Modern Drama & Literary Heritage Texts** (40% of the IGCSE), will ask pupils to complete two essay questions. The first will be on a modern play, such as *An Inspector Calls*, *A View from the Bridge* or *Kindertransport*, while the second will focus on a 'Literary Heritage' text, which will be one of Shakespeare's plays, currently *Romeo and Juliet*, *Macbeth* or *The Merchant of Venice*.

### ASSESSMENT

Pupils sit **two** examinations at the end of Year 11, as described above. There is no coursework.

# GEOGRAPHY

## ABOUT THIS COURSE

Whatever your passion for the world - fascination with landscapes or concerns about inequality - Geography will provide you with knowledge and transferable skills that will reward you personally and advance you professionally.

## EXAM BOARD

AQA GCSE

## GRADING SYSTEM

9-1

## COURSE CONTENT/STRUCTURE

There are three compulsory papers:

### Paper 1 – Living with the Physical Environment

- Theme 1: Natural Hazards.
- Theme 2: Living World.
- Theme 3: Physical Landscapes in the UK.

### Paper 2 – Challenges in the Human Environment

- Theme 1: Urban Issues and Challenges.
- Theme 2: The Changing Economic World.
- Theme 3: Challenge of Resource Management.

### Paper 3 – Geographical Applications

- Theme 1: Issue Evaluation based on pre-release decision-making material.
  - Theme 2: Fieldwork questions based on work undertaken at the residential field studies centre (Cost of approx. £150 for three day/two night residential fieldwork trip).
- Theme 3: Geographical Skills - taught throughout course.

## ASSESSMENT

### Paper 1 - Living with the Physical Environment

Written exam; 1 hour 30 minutes (88 marks - 35%)

### Paper 2 - Challenges in the Human Environment

Written exam; 1 hour 30 minutes (88 marks - 35%)

### Paper 3 - Geographical Applications

Written exam; 1 hour 15 minutes (76 marks - 30%)

# GLOBAL PERSPECTIVES

## ABOUT THIS COURSE

In an ever changing world it is important to understand the issues and concepts from a Global Perspective. This course will allow you to explore a variety of causes and consequences from issues such as climate change to mass migration, education to changing communities and biodiversity.

## EXAM BOARD

Cambridge IGCSE

## GRADING SYSTEM

A\*-G

## COURSE CONTENT/STRUCTURE

Studying Global Perspectives pupils will have opportunities to acquire and apply a range of skills to support them in these challenges, including: researching, analysing and evaluating information; developing and justifying a line of reasoning; reflecting on processes and outcomes; communicating information and reasoning; collaborating to achieve a common outcome. Pupils explore stimulating topics that have global significance. They learn to collaborate with others from another culture, community or country. They assess information critically and explore lines of reasoning. They learn to direct their own learning and develop an independence of thought. The course emphasises the development and application of skills rather than the acquisition of knowledge.

There are three compulsory components:

**Component 1 - Written Examination:** Pupils answer four compulsory questions based on a range of sources provided with the paper. Questions 1-4 are worth 12, 14, 20 and 24 marks. Sources will present a global issue from a range of perspectives, personal, local and/or national, global, and will be drawn from a list of eight topics.

**Component 2 - Individual Report:** Pupils research one topic area (from a choice of eight) of personal, local and/or national and global significance and submit one 1,500-2,000 word report based on their research.

**Component 3 - Team Project:** Pupils devise and develop a collaborative project into an aspect of one topic (from a choice of eight). This choice of project must allow for the exploration of different cultural perspectives.

### Why Study Global Perspectives?

Global Perspectives encourages awareness of global problems and offers a range of opportunities to explore solutions through cooperation and collaboration. The course is not about getting everybody to think identically; rather it is a matter of opening minds to the complexity of the world and of human thought, and encouraging empathy for the diversity of human experience and feeling.

## ASSESSMENT

There are three compulsory components:

**Component 1 - Written Examination:** 1 hour 15 minutes (70 marks - 35%)

**Component 2 - Individual Report:** 1,500-2,000 words (60 marks - 30%)

**Component 3 - Team Project:** (70 marks - 35%)

Component 1 is internally set and externally marked and Component 3 is internally assessed and externally moderated.

# HISTORY

## ABOUT THIS COURSE

GCSE History is a course designed to expose pupils to a wide range of historical content, themes and skills. The content covers over 1,000 years of History, themes such as power, society and health are strongly considered and the pupils will learn how to evaluate sources as well as write extended answers to historical questions. It is a course designed to open many doors and prepares pupils excellently for both future historical study but also many other disciplines both academic and vocational.

## EXAM BOARD

AQA GCSE

## GRADING SYSTEM

9-1

## COURSE CONTENT/STRUCTURE

### Paper 1 Period Studies:

#### International Relations 1918 - 1939

- The aftermath of WW1, the rise of the dictators, the failure of the League of Nations and the causes of WW2

#### USA 1920 - 1973

- The Roaring Twenties, American culture, the Great Depression and Civil Rights in the 1950s and 1960s

### Paper 2 Thematic Studies:

#### Health and Medicine 790-Present

- The development of medicine over a period of a 1,000 years, encompassing surgery, the Black Death and some quite gruesome stuff

#### Elizabethan England 1568-1603

- Elizabeth the person, power and religion in Elizabethan England and the conflict with Spain.

## ASSESSMENT

The course is assessed through two written papers. There is no coursework or controlled assessment for this specification.

Both papers offer a range of questions, both short and longer answer, although there is no expectation for the pupils to write essays. **Paper 1** questions target knowledge recall, causation and consequence and the ability to analyse historical events. **Paper 2** questions focus a little more on the evaluation and use of source material, but also require pupils to have a strong background knowledge of their subject material.

Pupils are also awarded marks upon their spelling, punctuation and grammar in both papers.

# LATIN

## ABOUT THIS COURSE

*Per aspera ad astra – Through difficulties to the stars.* Latin is a challenging but rewarding course at GCSE, and sets candidates apart from the rest. The study of Latin linguistics develops rigour, logic and problem-solving skills. The literature and civilisation components enable pupils to gain an excellent understanding of the Roman world and classical culture.

## EXAM BOARD

WJEC Eduqas GCSE

## GRADING SYSTEM

9-1

## COURSE CONTENT/STRUCTURE

The Latin course provides the foundations for understanding language construction and the structure of several European languages as well as offering the opportunity to interpret and analyse Latin texts. The richness in language as well as history makes Latin one of the most challenging and yet rewarding subjects on offer. Ryde School have, from 2017, integrated Latin fully into the GCSE curriculum as a timetabled option, demonstrating the renewal of Latin in schools as an exceptional learning opportunity and powerful differentiator for university applications.

The Latin GCSE's dual focus is first on language and its vocabulary, morphology and syntax: pupils learn to read, understand and interpret Latin. The second focus is upon literature themes and sources, enabling pupils to develop their knowledge and understanding of ancient literature, values and society by selecting, analysing and evaluating evidence to draw informed conclusions. Ultimately pupils should be able to develop and apply their critical, analytical and reflective skills to evaluate evidence from a range of sources.

The Eduqas course assumes no prior knowledge, so pupils at Ryde who approach it following three years of Latin in the senior school are at an advantage regarding the depth of their linguistic knowledge. The course is designed primarily around Books 3 and 4 of the Cambridge Latin Course, which cover the linguistic requirements and will form the basis of the Year 10 scheme of work. The latter part of Year 10, and Year 11 are devoted to the Literature and Civilisation components.

## ASSESSMENT

The course is assessed in three papers:

- **Component 1, The Latin Language paper** (1 hour 30 minutes) counts for 50% of the total marks, and assesses candidates on Latin language and syntax; it is composed of a momentum test involving comprehension and translation of a Latin text, followed by a choice of English to Latin translation, or a recognition exercise covering basic syntax and accidence.
- **Component 2, Latin Literature and Sources (Themes)** (1 hour 15 minutes) is an open book assessment on a selection of prose and verse literature.
- **Component 3** offers a choice of a further open book assessment on a narrative scheme in **Latin Literature, or a Latin Civilisation** option to include study of a range of ancient sources.

The course is well suited to the Latin provision at Ryde, which favours the holistic approach of the Cambridge Latin Course.

# MANDARIN

## ABOUT THIS COURSE

**“If we spoke a different language, we would perceive a somewhat different world.” - Ludwig Wittgenstein.** If the purpose of education is to free the mind, then languages have a vital role in this, because by learning new languages we can think new thoughts. Furthermore, Mandarin, a language without an alphabet, which is pictographic in origin, offers unique challenges and delights and takes the learner on a cultural as well as a linguistic journey. Pupils of Mandarin are well-placed to face an array of modern challenges.

## EXAM BOARD

EDEXCEL IGCSE

## GRADING SYSTEM

9-1

## COURSE CONTENT/STRUCTURE

Course content is taken from the Edexcel IGCSE Chinese course, tailored and supplemented with additional materials, a focus on group talk to encourage oral and conversational skills, as well as grammar work. Topics include: Chapters on My Life; School; Leisure; Media; Where I Live; Holidays; Food and Drink; Lifestyle and The World of Work. These are interspersed with key grammar including understanding the four key verb types, adverbs, direct and indirect questions and measure words.

**Listening** - Pupils will be required to convey their understanding of spoken Chinese through a series of listening tasks. Pupils must be able to identify and note main points; deduce the meaning of words from context; extract specific details; identify points of view; show some understanding of unfamiliar language; recognise emotions, attitudes and opinions.

**Reading and Writing** - Pupils will be required to read a range of authentic material, including advertisements, short passages, letters, information leaflets, emails, websites and newspaper articles. Pupils will be required to answer multiple choice, note-taking, gap fill and short answer type questions.

**Speaking** - Pupils are required to convey their understanding of spoken Chinese through three speaking tasks. They should be able to describe the contents of a picture; describe possible future of past events relating to people in the picture; respond to questions about the picture and its related topic; take part in a spontaneous conversation on two further topics. Pupils must show initiative, express and justify points of view and refer to past, present and future events.

Additionally, pupils have access to an extended programme of Mandarin-related activities to supplement lessons via 'China Salon' which is run by Chinese Sixth Formers. China Salon has previously featured sessions in calligraphy, Cantonese, Chinese board games, shuttlecock, and lectures about China.

## ASSESSMENT

### Paper 1 - Listening

Written examination of 30 minutes plus 5 minutes reading time, made up of 7 tasks  
Worth 25% of the qualification

### Paper 2 - Reading and Writing

Written examination of 1 hour 45 minutes  
Worth 50% of the qualification

### Paper 3 - Oral

Spoken examination of 8-10 minutes, made up of 3 speaking tasks  
Worth 25% of the qualification



# MATHEMATICS

## **ABOUT THIS COURSE**

The IGCSE course seeks to nurture pupil's power of reasoning, creativity, abstract or spatial thinking, critical thinking, problem-solving ability and effective communication skills within a broad and stimulating syllabus.

## **EXAM BOARD**

EDEXCEL IGCSE

## **GRADING SYSTEM**

9-1

## **COURSE CONTENT/STRUCTURE**

The IGCSE course is built around 4 areas of Mathematics; Number, Algebra, Geometry and Trigonometry and Statistics and Probability. The syllabus focuses upon improving fundamental skills such as manipulation of algebraic expressions, problems with fractions and percentages, analysis of data, drawing and interpretation of graphs, calculations with a variety of areas and volumes through to developing higher level thinking including algebraic and geometrical proofs, transformations of functions and trigonometrical challenges as well as introducing advanced concepts such as calculus.

For those who display a focused, motivated attitude and have an appropriate aptitude, there may be the opportunity to study the Additional Maths course from OCR alongside their IGCSE before sitting exams for both courses at the end of Year 11. This forms an excellent basis for those wishing to study Further Mathematics at A level or Higher Level Mathematics at IB.

All pupils are encouraged to take advantage of the five weekly Maths Clinics as and when they are required, to help fill a gap or illuminate a misunderstanding. We also encourage our more mathematically able pupils to take part in National Maths Challenges to help broaden their interest in the subject. As well as the individual Maths Challenges which take place throughout the year, we also have regular training at lunchtimes for Team Challenge Competitions for Year 8 through to Year 10 for those with an interest and aptitude for the subject, from which we then select and enter teams into Regional Team Challenge Competitions.

## **ASSESSMENT**

It is examined at two levels: Higher Tier and Foundation Tier, each with its own clearly defined targets although both tiers mix question styles, from short, single-mark questions to multi-step problems and the mathematical demand increases as a pupil progresses through the paper. The possible grades at the Higher Tier are 9 to 4 while the Foundation Tier ranges from 5 to 1 as potential outcomes. It is likely that all sets will embark on the Higher Tier course initially but depending on the individual pupils may be entered for the Foundation Tier in order to achieve the best grade possible. For those who sit the Foundation Tier, we also offer Functional Skills (Level 2) in Maths which aims to promote mathematical thinking and transferable skills rather than rote learning and ultimately develop Maths that is useful in everyday situations and the world of work.

# MODERN LANGUAGES

## ABOUT THIS COURSE

Following a course in a GCSE language will encourage the understanding and skills required to help pupils take their place in a multilingual global society and provide them with a suitable basis for further study and practical use of the language. We offer French, German and Spanish.

## EXAM BOARD

EDUQAS GCSE

## GRADING SYSTEM

9-1

## COURSE CONTENT/STRUCTURE

We use the Pearson GCSE language courses (Studio, Viva and Stimmt) which follow on from courses used in Years 7-9. All four skill areas will be practised throughout the course and the course book provides ample revision material and also a grammar and translation workbook. The new GCSE requires far more independence and spontaneity and an understanding of the grammar is essential.

### A GCSE in Modern Languages will enable pupils to:

- Develop their ability to communicate confidently.
- Express and develop thoughts and ideas spontaneously and fluently.
- Listen to and understand clearly articulated, standard speech at near normal speed.
- Deepen their knowledge about how language works and enrich their vocabulary.
- Develop awareness and understanding of the culture and identity of the countries and communities where the language is spoken.

Develop language learning skills both for immediate use and to prepare them for further language study and use in school, higher education or in employment.

The topic areas covered are:

- **Identity and culture** (Youth Culture, Lifestyle and Customs & Traditions).
- **Local, national, international and global areas of interest** (Home & Locality, France & French-speaking countries and Global Sustainability).
- **Current & future study & employment** (Current Study, World of Work and Employment & Future Plans).

## ASSESSMENT

The new GCSE is 100% externally marked exams with no coursework. Pupils will be entered for either Foundation or Higher level across all four skill areas. Mixed tier entry is not allowed. A Foundation entry covers grades 5-1 and a Higher entry covers grades 9-4.

Each skill is tested separately (reading, writing, listening and speaking) and are each worth 25% of the final grade. The speaking element will be conducted internally by a teacher during an examining period defined by the exam board but marked externally. The writing paper will include a short translation from English into the language as well as writing tasks such as letters or emails. The reading and listening papers will include short literary extracts and texts drawn from authentic sources. Answers will be a mix of both English and also the target language.

# MUSIC

## ABOUT THIS COURSE

This exciting and rewarding GCSE course, gives you the opportunity to really understand how music is put together. Looking at the music of others will then allow you to understand the techniques involved in creating your own. This, in turn gives you the opportunity to explore your own creativity and musicality, whether writing, performing or listening to music.

## EXAM BOARD

EDEXCEL GCSE

## GRADING SYSTEM

9-1

## COURSE CONTENT/STRUCTURE

**Performance 30%** - Over the course, pupils will perform two pieces. One will be a solo and the second a group performance. The expected standard at the end of the course is approximately Grade IV Associated Board, RockschooL or equivalent, so pupils should be around Grade III at the start of the course in order to achieve the higher grades.

**Composition 30%** - Pupils will compose two pieces as coursework. One will be a free composition where they can choose and develop their own style. This gives pupils the opportunity to study and write in a musical style that they enjoy. The other will be to a set brief, chosen from a choice of four set by the Examination Board.

**Appraising 40%** - Pupils will develop their listening and appraising skills, gaining a much better understanding of how music is created through the study of the following eight contrasting set works from four areas of study:

- **Instrumental Music 1700 – 1820** - JS Bach: 3rd Movement from Brandenburg Concerto No 5 in D major, Beethoven: 1st Movement from the “Pathetique” piano sonata
- **Vocal Music** - Purcell: Music for a While, Queen: Killer Queen
- **Music for Stage and Screen** - Schwartz: Defying Gravity (Wicked), John Williams: Main Title / rebel blockade runner (from the Star Wars Episode IV soundtrack)
- **Fusions** - Afro Celt Sound System: Release, Esperanza Spalding Samba Em Preludio
- Other related pieces will also be introduced and listened to throughout the course in order to gain a wider understanding of styles.

## ASSESSMENT

The **Performance and Composition** modules are assessments of practical coursework, in other words, making music!, make up 60% of the course. This will allow pupils to demonstrate the musical skills and techniques they have gained throughout the course rather than just in one exam at the end. Previous pupils taking GCSE Music have really enjoyed this practical element to the course, often seeing it as a refreshing break from their other academic subjects.

**Knowledge, understanding and musicality** will be tested in an exam worth 40% of the course, lasting 1 hour 45 minutes, sat at the end of the course and based on extracts of the set works as well as some unfamiliar music.

# PHYSICAL EDUCATION

## ABOUT THIS COURSE

This course is for those pupils who have an interest in sport beyond just playing. It looks into how the body functions during physical activity and how the biological systems react in order to facilitate continued movement. It covers the socio-cultural aspects influencing an individual's involvement in sport and physical activity and the benefits of a healthy, active lifestyle. It looks at diet and nutrition and all levels of performance.

It is certainly an academic subject with 60% of the final examination grade being made up from two theory papers and the other 40% from practical performance and knowledge over three different sports. Those that have studied the course in the past have gone on to study physiotherapy, psychology, nutrition and sport and leisure business studies.

## EXAM BOARD

AQA GCSE

## GRADING SYSTEM

9-1

## COURSE CONTENT/STRUCTURE

Pupils get three lessons per week; two theory and one practical to cover both parts of the syllabus. The practical assessment is by the teachers of the subject throughout the course, (continually, from Year 10) and an external moderator comes to the school to oversee the non-exam assessment in the latter stages of Year 11.

### Units covered:

- Applied Anatomy and Physiology
- Movement Analysis
- Physical Training
- Use of Data
- Sports Psychology
- Socio-cultural Influences
- Health, Fitness and Well-being

## ASSESSMENT

**Two written papers** both 1 hour and 15 minutes:

**Paper 1:** The Human Body and Movement in Physical Activity and Sport (**30% of final grade**).

**Paper 2:** Socio-cultural Influences and Well-being in Physical Activity and Sport (**30% of final grade**).

**Non-exam assessment:** Practical performance in physical activity and sport (three different physical activities - one team activity, one team activity and a third in either an individual or team activity (**40% of final grade**)).

# SCIENCE

## ABOUT THIS COURSE

The separate Science IGCSE courses aim to provide pupils with a thorough understanding of fundamental knowledge and skills through specifications which allow opportunities for contextualised learning, creative thinking and problem solving. Providing options for different pathways, keen scientists can develop their skills fully and gain excellent preparation for more advanced study such as A Level or the IB Diploma, while pupils for whom science is not a priority can gain a solid grounding in the essential aspects of a subject and the transferable skills it encourages.

## EXAM BOARD

EDEXCEL IGCSE

## GRADING SYSTEM

9-1

# BIOLOGY

## COURSE CONTENT/STRUCTURE

- Year 10 topics include: Variety of Life; Enzymes; Nutrition in plants and animals; Respiration; Gas Exchange in plants and animals; Transport in plants and animals; Excretion; Coordination and control in plants and animals; Reproduction in plants and animals and Inheritance.
- Year 11 topics include: Ecology; Human Influences on the Environment; Food Production; Genetic Modification and Cloning.
- Practical work and activities permeate through the course.

# CHEMISTRY

## COURSE CONTENT/STRUCTURE

- Year 10 topics include: States of Matter; Atomic Structure; Bonding; The Periodic Table; Electrolysis; Equations and Calculations; Reactivity Series; The Extraction of Metals; Acids; Bases; Salt Preparations and Titrations and Chemical tests.
- Year 11 topics include: Energetics; Rates of Reaction; Reversible Reactions and Equilibria; Crude Oil and Hydrocarbons; Alcohols; Carboxylic Acids; Esters and Polymers.

# PHYSICS

## COURSE CONTENT/STRUCTURE

- Content covers classical Physics topics of Forces and Motion, Electricity, Mechanics, Waves, Energy Resources and Energy Transfers, Solids Liquids and Gases, Magnetism and Electromagnetism, Radioactivity and Particles, and Astrophysics.
- Theoretical understanding is enhanced with practical skills developed through investigations in each of the topics.
- Mathematical skills are linked to most of the topics, being assessed in many exam questions.

## ASSESSMENT

- Each separate Science IGCSE course is assessed by two exams:
  - Paper 1 (2 hours) covering the core content is marked out of 120
  - Paper 2 (1 hour) covering extension material is marked out of 60
- All the exams are taken at the end of Year 11.
- There is no coursework component.

# SCIENCE

## DUAL AWARD

### ABOUT THIS COURSE

Containing two thirds of the material covered in the three separate sciences this course is aimed at pupils who would like to follow a science course with less content that still prepares them well for Sixth Form study of Biology, Chemistry and/or Physics.

### EXAM BOARD

EDEXCEL IGCSE

### GRADING SYSTEM

9-1

### COURSE CONTENT/STRUCTURE

Each science element is taught separately by specialist teachers and cover the following topics:

- **Biology** - The Nature and Variety of Living Organisms, Structures and Functions in Living Organisms, Reproduction and Inheritance, Ecology and the Environment, and Use of Biological Resources.
- **Chemistry** - Principles of Chemistry, Inorganic Chemistry, Physical Chemistry and Organic Chemistry.
- **Physics** - Forces and Motion, Electricity, Waves, Energy Resources and Energy Transfers, Solids, Liquids and Gases, Magnetism and Electromagnetism, Radioactivity and Particles and Astrophysics.
- In each of the science elements there is an emphasis on investigative skills and practical activities.

### ASSESSMENT

- Dual Award is assessed by three exams covering the core content in each of the separate sciences:
  - Paper 1 (2 hours) in Biology
  - Paper 1 (2 hours) in Chemistry
  - Paper 1 (2 hours) in Biology
- Each paper is marked out of 110
- The total score out of 330 from all three papers is calculated and two consecutive grades are awarded based on this score.

## CREST AWARD

### ABOUT THIS COURSE

- The CREST Award scheme is the British Science Association's (BSA) flagship programme and is the only nationally recognised accreditation scheme for STEM project work
- CREST Award projects help to develop pupils' skills in creativity, teamwork and time management
- They can be used to enhance UCAS personal statements and are well regarded by employers.
- Gold Awards allow pupils to conduct real research.

### COURSE CONTENT/STRUCTURE

- Pupils complete 70+ hours project work.
- The project could be their own idea or it could use an existing resource from the BSA or other award partner.
- Pupils should consider the broader impact of their project and demonstrate an innovative approach.
- CREST Gold Awards allow pupils to conduct real research, contributing something new to a particular field of study.
- The most important thing is that there is an element of investigation and exploration and that the project sets out to answer a question or solve a problem.
- Depending on the project, pupils will have support from a mentor who works in a STEM field related to their CREST project topic.

### ASSESSMENT

- There are no exams
- Pupils write a report to introduce, describe and evaluate their work.
- Pupils also complete a profile form, which includes the project checklist and personal reflections about their experience and what they have learnt.
- Gold CREST Awards are submitted for external assessment by a trained assessor from industry or academia, working in a similar field to the project.

# THE CAREERS DEPARTMENT

The aim of our careers programme is to develop the pupils' confidence to enable them to make informed decisions about their future and have the self-confidence and all round skills to follow them through. In our changing global economy, it is essential that pupils are given the tools, alongside a good academic education, to help them be competitive as applicants and feel they have the ability to progress positively on their chosen life path. We aim to equip them with the knowledge and skills that are highly valued in the 21st century world of employment. Each pupil will have differing aspirations and we have a good track record of helping fulfil them. Our realistic and informed advice is based on the best path for each individual.

In Years 10 and 11 the work done in Year 9 careers PD sessions is augmented by a career based enrichment session in Year 10 and individual meetings in the Autumn term of Year 11. By Year 11 careers advice takes the form of whole group, tutor group and individual meetings. Tutors and Heads of Department also play a role in helping with careers advice. External speakers and advisory agencies are invited into school throughout the year during enrichment sessions. Careers advice is ongoing and available by appointment, to both pupils and parents each day. A careers clinic for all pupils occurs on Thursday lunchtime. I am available to advise pupils of all ages on any aspect of progression to GCSE, Post 16 courses, university both in the UK and globally, and employment.

***Mr S R Baxter***  
***Head of Careers, Skills and Lifelong Learning***

# EXAMINATION RESULTS

GCSE results shown below cover the period 2015 – 2017

| SUBJECT                       | Number of Candidates | A*          | A           | B           | C           | D           | E           | F/G/U        |
|-------------------------------|----------------------|-------------|-------------|-------------|-------------|-------------|-------------|--------------|
| Art & Design                  | 68                   | 14          | 5           | 29          | 15          | 4           | 1           | 0            |
| Biology                       | 144                  | 46          | 33          | 41          | 19          | 4           | 1           | 0            |
| Business Studies              | 72                   | 1           | 9           | 14          | 24          | 15          | 4           | 5            |
| Chemistry                     | 144                  | 53          | 45          | 27          | 13          | 6           | 0           | 0            |
| Chinese                       | 6                    | 4           | 0           | 1           | 1           | 0           | 0           | 0            |
| Design & Technology           | 106                  | 17          | 25          | 31          | 24          | 7           | 2           | 0            |
| Drama                         | 67                   | 9           | 15          | 21          | 10          | 7           | 5           | 0            |
| English Language              | 248                  | 61          | 65          | 66          | 41          | 11          | 3           | 1            |
| English Literature            | 224                  | 34          | 67          | 70          | 44          | 8           | 1           | 0            |
| English as Second Language    | 18                   | 0           | 4           | 9           | 4           | 1           | 0           | 0            |
| French                        | 169                  | 55          | 35          | 35          | 38          | 6           | 0           | 0            |
| Geography                     | 149                  | 36          | 45          | 34          | 23          | 10          | 1           | 0            |
| German                        | 7                    | 2           | 0           | 2           | 2           | 1           | 0           | 0            |
| History                       | 131                  | 10          | 34          | 45          | 25          | 9           | 5           | 3            |
| ICT / Computer Science        | 40                   | 5           | 8           | 12          | 9           | 4           | 0           | 2            |
| Latin                         | 17                   | 3           | 4           | 3           | 2           | 2           | 2           | 1            |
| Mathematics                   | 248                  | 69          | 69          | 53          | 43          | 9           | 3           | 2            |
| Music                         | 42                   | 16          | 16          | 5           | 4           | 0           | 1           | 0            |
| Physical Education            | 55                   | 2           | 9           | 19          | 19          | 6           | 0           | 0            |
| Physics                       | 144                  | 55          | 43          | 35          | 10          | 1           | 0           | 0            |
| Religious Education           | 3                    | 0           | 1           | 2           | 0           | 0           | 0           | 0            |
| Russian                       | 4                    | 4           | 0           | 0           | 0           | 0           | 0           | 0            |
| Science                       | 96                   | 4           | 16          | 29          | 29          | 13          | 2           | 3            |
| Science (Additional)          | 91                   | 4           | 11          | 25          | 27          | 15          | 5           | 4            |
| Spanish                       | 65                   | 13          | 20          | 11          | 8           | 8           | 5           | 0            |
| <b>Totals</b>                 | <b>2358</b>          | <b>517</b>  | <b>579</b>  | <b>619</b>  | <b>434</b>  | <b>147</b>  | <b>41</b>   | <b>21</b>    |
| <b>Percentages</b>            | <b>100</b>           | <b>21.9</b> | <b>24.6</b> | <b>26.3</b> | <b>18.4</b> | <b>6.2</b>  | <b>1.7</b>  | <b>0.9</b>   |
| <b>Cumulative Percentages</b> |                      | <b>21.9</b> | <b>46.5</b> | <b>72.7</b> | <b>91.1</b> | <b>97.4</b> | <b>99.1</b> | <b>100.0</b> |



## GCSE COURSES 2018 - 2020



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