

RYDE SCHOOL
WITH UPPER CHINE

Our Sixth Form subjects at Ryde School

A Levels, BTEC and International Baccalaureate

AMBITION • RESPONSIBILITY • COURAGE • RESPECT

RYDE SCHOOL
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A LEVEL ART & DESIGN TEXTILES

Textile Design is a versatile practice that involves the creation, selection, manipulation and application of a range of materials such as fibres, yarns and fabrics, and processes such as weaving, knitting, stitching and printing to create designs and products. Textile designers work in multi-disciplinary ways to create ideas, materials and techniques for different applications. Textile designers also play an important role in the world of fashion, theatre, performance and retail. Students will also understand that Textile Design practitioners may work within a team environment in a large commercial manufacturing company, on a single aspect of the design or making process, or work as freelance practitioners on commissions or self-directed projects. They will need good communication skills in order to liaise with clients and to promote themselves as textiles designers and makers.

Where can this subject take you?

Art & Design Textiles can open up a number of career opportunities for students, who can go on to become Fashion Designers, Illustrators, Interior Designers, Stylists, Product Designers, Print Makers, Set Designers, Textile Designers, Visual merchandisers and Web Designers.

Course Content/Structure

Component 1: Personal Investigation

A skills-based project exploring a wide range of materials and media, developing a practical and personal investigation leading to trial outcomes of the specialism and problem solving. Through use of a sketchbook, developing and exploring ideas students will reach a final outcome which visually resolves their personal theme.

Component 2: External set assessment

A timed eight-week investigation into a given theme, preparing for a 15 hour exam.

Assessment Objectives

AO1: Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding.

AO2: Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops.

AO3: Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress.

AO4: Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements.

Assessment

Component 1

This will count for 60% of your total A Level marks.

Component 2

This will count for 40% of your total A Level marks.

Award

A Level Textiles Edexcel Art & Design

Entry Requirements

GCSE Art & Design Grade 6 or above. Students who have not studied Art and Design at GCSE will be considered on an individual basis following a discussion with the Head of Art.



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A LEVEL FINE ART

Fine Art will demonstrate an understanding and application of formal elements and creative skills. Students will use visual communication sensitively and thoughtfully to document their artistic journey and fully support their intentions. Students will be inspired and explore creativity. Fine Art requires engagement with artistic and intellectual concepts through a range of materials, techniques and processes.

Where can this subject take you?

Career options include Animators, Architects, Art Gallery Curators, Art Therapists, Fashion Designers, Fine Artists, Graphic Designers, Illustrators, Interior designers, Photographers, Stylists, Product Designers, Set Designers, Visual Merchandisers and Web Designers.

Course Content/Structure

Component 1: Personal Investigation

A skills-based project exploring a wide range of materials and media, developing a practical and personal investigation leading to trial outcomes of the specialism.

Component 2: External set assessment

A timed eight-week investigation into a given theme, preparing for a 15-hour exam.

Assessment Objectives

AO1: Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding.

AO2: Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops.

AO3: Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress.

AO4: Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements.

Assessment

Component 1

This will count for 60% of your total A Level marks.

Component 2

This will count for 40% of your total A Level marks.

Award

A Level Edexcel Art & Design

Entry Requirements

GCSE Art & Design Grade 6 or above. Students who have not studied Art and Design at GCSE will be considered on an individual basis following a discussion with the Head of Art.



RYDE SCHOOL
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A LEVEL BIOLOGY

A Level pupils develop a wide range of skills including experimental, data analysis, critical evaluation of information, communication and collaborative working. Use of IT will be actively encouraged, as will independent learning. Our aim is “To Bring Biology to Life”.

Where can this subject take you?

As the Biology courses at Ryde do not over-specialise, a huge range of degree or work opportunities exist. Recent leavers have gone on to read Medicine, Veterinary, Microbiology, Forensics, Pharmacy, Physiotherapy, Geography and Environmental Science.
“Biology can be useful in many different careers including jobs within environmental sciences, medicine and nursing, and science and research” (UCAS)

Course Content/Structure

Year 1

- Biological Molecules
- Cells, Viruses and Reproduction of Living Things
- Classification and Biodiversity
- Exchange and Transport
- Microbiology and Pathogens
- Origins of genetic variation and ecosystems

Year 2

- Energy for Biological Processes
- Modern Genetics
- Control Systems

PLUS!

- Core Practicals
- Two days fieldwork
- Animal Sanctuary visit plus others
- Olympiad opportunities
- “Meet the former student tutorials”

Assessment

Separate ‘practical competency’ in “hands on” practical skills but this will not contribute to the eventual grade.

Paper 1: Advanced Biochemistry, Microbiology and Genetics (90 marks in 1 hour 45 minute paper)

Paper 2: Advanced Physiology, Evolution and Ecology (90 marks in 1 hour 45 minute paper)

Paper 3: General and Practical Principles in Biology (120 marks in 2 hours 30 minutes)

Award

A Level EDEXCEL Biology

Entry Requirements

GCSE Biology or Dual or Trilogy Award Science Grade 6 Maths in Context as their enrichment choice or A Level Maths



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A LEVEL CHEMISTRY

The academic content of the A-Level course is rigorous and ensures that it adequately prepares learners for university courses; there is much focus on core chemical principles within the specification.

Where can this subject take you?
Previous Ryde students have gone on to a plethora of career choices and university courses due to the huge diversity this subject affords. Chemistry is an important subject for careers in: Medicine, Environmental Science, Engineering, Toxicology, Developing Consumer Products, Metallurgy (studying how metals behave), Space Exploration, Developing Perfumes and Cosmetics, Pharmaceuticals, Energy, Teaching, Science Writing, Software Development and Research to name but a few.

Course Content/Structure

Inorganic & Physical:

- Atomic Structure
- Bonding
- Periodicity
- Redox
- Energetics
- Equilibrium
- Acids and Bases

Organic & Physical:

- Bonding and Structure
- Moles
- Organic Chemistry
- Kinetics
- Modern Analytical Techniques

Assessment

Paper 1 (2hrs - 35%): Assesses Physical and Inorganic Chemistry topics and relevant practical skills through short and long answer questions

Paper 2 (2hrs - 35%): Assesses Physical and Organic Chemistry and relevant practical skills through short and long answer questions

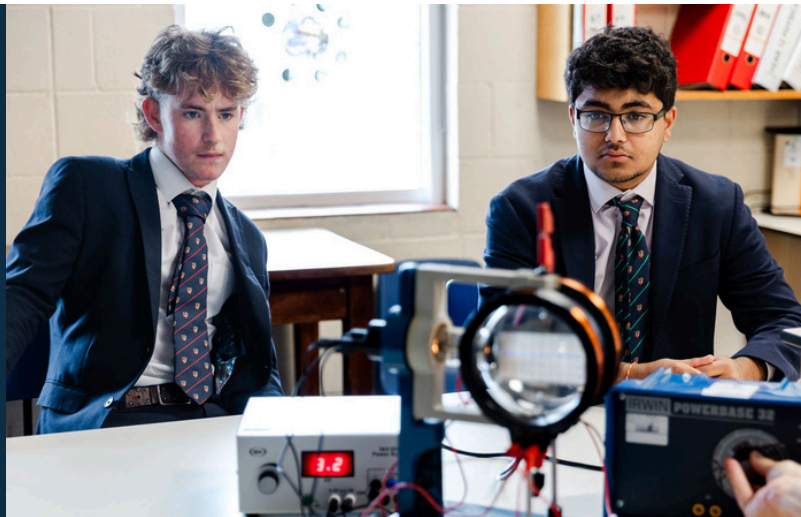
Paper 3 (2hrs - 30%): Assesses any content and practical skills met throughout the two years through data analysis questions, short answer questions and multiple choice questions.

Award
A Level AQA

Entry Requirements

GCSE Chemistry or Trilogy Science (Dual Award) Grade 6, A Level students must either take Maths in Context as their enrichment choice or A Level Maths.

"Chemistry has enabled me to improve my lab and analytical skills, further my understanding and enabled me to develop my problem solving abilities."



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A LEVEL DESIGN AND TECHNOLOGY

Inquiry and problem solving are at the heart of the subject. Students explore many relevant topics in today's world in which the nature of the subject bridges theory with practice. Students demonstrate their investigative, analytical, design thinking, design development, prototyping, testing and evaluation skills and mirror the design processes used across the various industries that integrate design practice.

Where can this subject take you?

A Level Design and Technology can create pathways to a variety of careers, including Architecture, Product Design, Interior Design, Engineering, Town Planning, Teaching, Automotive Design, Interior Architect, Structural Engineer, Marine Engineer, Yacht and Ship Design.

Course Content/Structure

A Level Design and Technology equips students with design skills for the future. At A level, students will have the confidence to innovate and produce creative design solutions as they develop their own design brief with a client/end user. Students follow an iterative design process to develop and modify designs, and to design and make prototypes that solve real world problems, considering their own and others' needs, wants, aspirations and values.

Component 1: Principles of Design and Technology

Students will be required to apply knowledge and understanding of a wide range of design principles from materials and processes, sustainability, design movement and mathematical/scientific principles.

Component 2: Independent Design and Make Project

The purpose of this component is to undertake a substantial design, make and evaluate a project, which will test students' skills in designing and making a prototype.

Assessment

Component 1

Written examination: 2 hours 30 minutes 50% of the qualification (120 marks).

Component 2

Non-examined assessment and 50% of the qualification (120 marks).

Award

A Level EDEXCEL Design Technology



Entry Requirements

GCSE Design Technology Grade 6 or above. Students who have not studied Design Technology at GCSE will be considered on an individual basis following a discussion with the Head of Design Technology.

RYDE SCHOOL
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A LEVEL ECONOMICS

Economics is an exciting, dynamic subject that allows students to develop an understanding of the complexities and interdependence of economic activities in a rapidly changing world.
At the heart of economic theory is the problem of scarcity. While the world's population has unlimited needs and wants, there are limited resources to satisfy these needs and wants. As a result of this scarcity, choices have to be made. The DP economics course, at both SL and HL, uses economic theories to examine the ways in which these choices are made:

- at the level of producers and consumers in individual markets (microeconomics)
- at the level of the government and the national economy (macroeconomics)
- at an international level where countries are becoming increasingly interdependent through international trade and the movement of labour and capital (the global economy)

Where can this subject take you?
Students are able to gain entry to a range of courses at university, including Core Economics, Finance, Business, Human Geography and Politics. Many of the leading banking, finance and development organisations have well established apprenticeship and internship schemes for those choosing not to go to university.

Course Content/Structure
A Level economics has three exams at the end of Year 13.

Paper 1 covers Microeconomic issues, **Paper 2** assesses Macroeconomics and the final exam, combines both disciplines and requires the application of key markets such as Energy, Housing, the Gig Economy, Agriculture or key issues such as Gambling, Health and Income Inequality.

Students study the four core units:
Theme 1: Introduction to markets and Market Failure
Theme 2: The UK Economy: performance and policies
Theme 3: Business Behaviour and Labour Markets
Theme 4: A Global Perspective

Assessment

- **Exam Paper 1:** Content from Themes 1 and 3 multiple choice, data response and an essay
- **Exam Paper 2:** Content from Theme 2 and 4 multiple choice, data response and an essay
- **Exam Paper 3:** Content from all units.

Award
A Level EDEXCEL Economics A

Entry Requirements
GCSE English or History Grade 6,
Mathematics Grade 5

"I have enjoyed studying economics, the management of scarce resources, as it reveals the importance of everyday decisions in everybody's lives."



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A LEVEL ENGLISH LITERATURE & A LEVEL LANGUAGE

A Level English Literature and A Level/AS Level English Language courses offer you the opportunity to study literature and language in greater depth. A range of interlinked texts enables you to adopt an increasingly independent, critical perspective across genres and the wider literary canon. You can also study linguistics as a specialism for the first time.

Where can this subject take you?
Students go on to pursue the arguably unparalleled variety of university courses and careers (such as Law, Linguistics, History, Philosophy, Languages, Journalism, Education, Psychology) for which studying English at this level is a highly valued preparation, including those who continue to read the subject at top UK universities.

English Literature A Level Award - AQA B

Course Content/Structure
In both Lower and Upper Sixth, Unit 1 and 2 will be taught concurrently. Towards the end of the first year and at the beginning of your second year, you will complete Unit 3, designing and writing independent coursework essays on a novel and poetry text. These tasks can be in the form of a traditional, analytical response or one could be a recreative task and subsequent commentary. As part of the coursework, you will learn about literary theory and criticism. You will explore a variety of texts and contexts, from Khaled Hosseini's 'The Kite Runner' to William Blake's 'Songs of Innocence and Experience', and from Shakespeare to Margaret Atwood's 'The Handmaid's Tale'.

If you enjoy reading and discussing literature, and the ideas, questions and debates it raises, then this is the A level for you!

Assessment
- Unit 1: Literary Genres: Aspects of Tragedy (40% of A Level – 2 hour 30 minutes written exam).
- Unit 2: Texts and Genres: Elements of Political and Social Protest Writing (40% of A Level – 3 hour written exam).
- Unit 3: Theory and Independence (20% of A Level - 2 non-exam assessment [coursework] essays).

Entry Requirements

Grade 6 or above in (I)GCSE English Language and English Literature "English is a way for us, as students, to challenge ourselves, and our perspectives, on engaging topics in a variety of Language and Literature courses on offer."

English Language AS/A Level - AQA

Course Content/Structure
English Language, available as a full A Level or as a two-year AS Level as an Enrichment subject, is a qualification in linguistics. It allows you to explore the language we use every day, how it works and the many roles it plays in our lives. You will study varieties of English, including accents and dialects, and discuss how language is used in written, spoken and electronic forms.

You will learn about children's language development (A Level only) and how to use different methods of language analysis to explore concepts of audience, purpose, genre and mode. Indeed, you will also investigate how texts represent different groups, individuals, institutions and ideas, how and why language has changed over time, and explore the relationship between social values, attitudes and the language used to represent them.

Assessment
A Level:
- **Unit 1:** Language, the Individual and Society (40% of A Level – 2 hour 30 minutes written exam).
- **Unit 2:** Language Diversity and Change (40% of A Level – 2 hour 30 minutes written exam).
- **Unit 3:** Language in Action (20% of A Level – non-exam assessment [coursework] comprising a Language Investigation and a piece of Original Writing).

AS Level:
- **Unit 1:** Language and the Individual (50% of AS Level – 1 hour 30 minutes written exam).
- **Unit 2:** Language Varieties (50% of AS Level – 1 hour 30 minutes written exam).

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A LEVEL GEOGRAPHY

The ability to view issues from a wider perspective means Geography can usefully be combined with other Science or Arts subjects. Thus, the flexibility of geographers keeps them in demand for a much wider range of careers than prescriptive subjects can offer. Geography has been defined amongst the key “facilitating” highly regarded subjects in a guide compiled by the Russell Group (20 leading UK universities).

Where can this subject take you?
Pursuing a pure geography degree will immerse you in the most pressing issues facing modern society, such as population dynamics, climate change, resource security and natural disasters. Many universities offer the flexibility of combining geography with other disciplines such as Oceanography, Environmental Science, Geology, Zoology, Politics, Economics and various languages. Highly respected by employers, it serves as a bridge between science and humanities. Pupils from Ryde have gone on to careers as digital mapping experts, mineral extraction managers and environmental surveyors for the Ministry of Defence.

Course Content/Structure

Physical Geography
- Water and Carbon Cycles
- Coastal Systems and Landscapes
- Earth and Climatic Hazards

Human Geography
- Global Systems and Governance
- Changing Places
- Population and the Environment

Geography Fieldwork Investigation - Four days of fieldwork during the course (Human and Physical) will allow you to create an independent investigation incorporating your choice of the topics studied.

Assessment
Physical: 120 marks (2hrs 30mins)
Human: 120 marks (2hrs 30mins)
Investigation: 60 marks

This is a linear course with all exams sat in the summer session of the Upper Sixth.

Award
A Level AQA Geography

“Geography is so relevant. Nearly everything we have studied has been in the news in the last six months.

Entry Requirements
GCSE Geography Grade 6. If you have not studied Geography at GCSE we will expect English Literature or Language and Sciences at Grade 6 or above.



RYDE SCHOOL
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A LEVEL HISTORY

History provides identity, both individual and societal, and acts as a collective memory for the human race. History is the story of our lives and is intrinsically interesting and stimulating. If you are willing to read, think and form opinions of your own whilst considering and measuring the opinions of others, you should study History.

Where can this subject take you?

One criticism made of History is a lack of value in the jobs market. This is unfair. Ask the many bankers, management consultants and analysts in the city with History degrees, the skills acquired studying History are valued in many careers. As effective writers and communicators, many History graduates become journalists, authors and editors. Being able to organise and manage information has led many to become outstanding researchers, librarians and information managers. Others complete further study to become lawyers, diplomats and public officials. Politics is another career path for historians, some of whom have risen to high office.

Course Content/Structure

Paper 1 - Britain 1906-1957
- Britain and the World Wars
- Suffrage, Strike and Depression
- Prime Ministers, Politics and Transition

Paper 2 - Germany 1871-1991
- Unification and the Kaiserreich
- Democracy under the Weimar Government
- Nazi Rule
- Division and reunification of Germany: West Germany 1949-1991

Coursework
- A synoptic study of political, social and economic changes through the Tudor period

Assessment

Paper 1: Written Exam 2hrs 30mins (40%)
Paper 2: Written Exam 2hrs 30mins (40%)
Paper 3: Coursework Unit (20%)

Award

A Level AQA History

"The department offers both the support and guidance I need while also affording me the independence to pursue my own interests."

Entry Requirements

GCSE History Grade 6. If you have not studied History at GCSE we will expect English Literature or Language at Grade 6.



RYDE SCHOOL
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A LEVEL MATHEMATICS

A Level Mathematics builds on GCSE work, and is broadly split into Pure Mathematics, Statistics and Mechanics. The use of technology is encouraged, and real world applications are sought out. Relevance to the workplace or academia is evident through the recent introduction of a large data set, encountered in the course and final exams with plenty of rigorous content to learn within the Pure Maths sections. Studying Further Mathematics alongside the single A Level will allow for deeper exploration and should be considered by anyone contemplating studying Mathematics or related subjects at university.

Where can this subject take you?

Mathematics is widely viewed as one of the key facilitator subjects, held in high regard by universities and employers the world over. Essential for the likes of Engineering, Physics and, of course, Mathematics, an A Level in Maths normally sits quite high up the list for other degrees such as Medicine, Dentistry, Veterinary, Natural Sciences, Biology, Chemistry, Economics, Computing, Business and Accounting and is also useful for the Humanities and Social Sciences. Further Mathematics, meanwhile, is certainly key for anyone hoping to pursue Mathematics at degree level and, similarly, will be highly regarded by any of the fields already mentioned above (**see separate page for Further Mathematics**).

Course Content/Structure

Mathematics at this level is designed to develop students' powers of understanding and deduction, as well as resourcefulness in solving problems. It appeals to those with a curiosity about numbers, patterns and ideas that have the power to solve real problems.

Approximately two thirds of the course is Pure Mathematics, mostly algebra, calculus and trigonometry - although at this level a common feature is the blurring of lines between different disciplines.

The remaining third is split evenly between Statistics and Mechanics, with many topics and skills being transferable to a number of other subjects.

Assessment

Paper 1: Pure Mathematics 1
Paper 2: Pure Mathematics 2
Paper 3: Statistics and Mechanics

Award

A Level EDEXCEL Mathematics

"***Maths A Level is a complex and fulfilling subject that allows you to explore engaging topics and gain an understanding of principles behind them.***"

Entry Requirements

Mathematics - Grade 7 or above at GCSE, whilst in exceptional cases a Grade 6 may be considered.



RYDE SCHOOL
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A LEVEL FURTHER MATHEMATICS

Mathematics at this level is designed to develop students' powers of understanding and deduction as well as resourcefulness in solving problems. It appeals to those with a curiosity about numbers, patterns and ideas that have the power to solve real problems. Approximately two thirds of the course is Pure Mathematics, mostly algebra, calculus and trigonometry - although at this level a common feature is the blurring of lines between different disciplines. The remaining third is split evenly between Statistics and Mechanics, with many topics and skills being transferable to a number of other subjects.

Where can this subject take you?

Further Mathematics is certainly key for anyone hoping to pursue Mathematics at degree level and, similarly, will be highly regarded by any course such as Engineering, Physics and, of course, Mathematics. A Level in Further Mathematics normally sits quite high up in the list for other degrees such as Medicine, Dentistry, Veterinary, Natural Sciences, Biology, Chemistry, Economics, Computing, Business and Accounting and is also useful for the Humanities and Social Sciences.

Course Content/Structure - Further Mathematics

Students taking Further Mathematics will study the entire A Level Mathematics course in the Lower Sixth, and then begin the study of Further Mathematics in the final stages of that year before continuing throughout Upper Sixth.

One half of the course is dedicated to Pure Mathematics with a degree of choice for the other half. By offering Further Mechanics and Further Statistics students continue to have a very rounded overview of the subject and therefore this is the default model we have chosen to follow.

There is scope to adapt this based on numbers and specific strengths and needs of students which can be explored later in the course.

Assessment

Both A Level Mathematics and A Level or AS Level Further Mathematics will be examined at the end of the two year course. Alongside the same exams for the single A Level, students will sit:

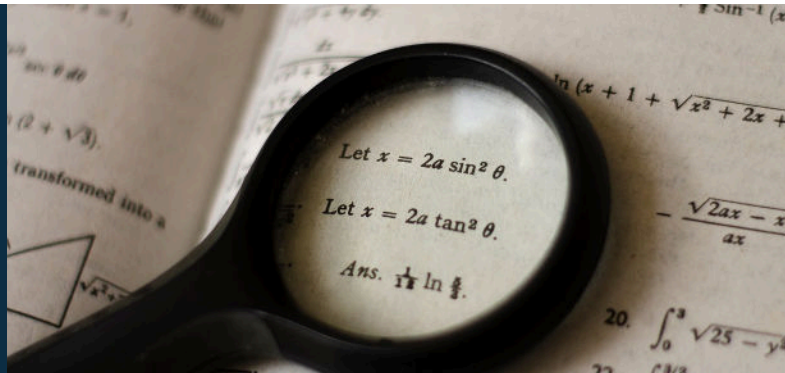
Papers 1 & 2: Core Pure Mathematics
Papers 3 & 4: Electives as above

Award

A Level EDEXCEL Further Mathematics

Entry Requirements

Further Mathematics - Grade 8 or above at GCSE with some evidence ofextension work beyond the GCSE



RYDE SCHOOL
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A LEVEL MUSIC

Study of music at Sixth Form level offers an exciting opportunity to develop your skills and broaden your experience of music. A successful musician requires diverse skills in performance, composition, harmony, music history and analysis, listening and writing, as well as interpersonal skills of communication and leadership.

Where can this subject take you?

Studying music at this level develops the vital musical skills of composition, performance, music analysis, harmony and listening skills. As a professional musician or keen amateur, the experience and knowledge gained at Sixth Form level will remain with you through all of your future musical activities. Previous students of Ryde School are now composers, music teachers, professional conductors, accompanists, West End Musical Performers and Directors, and Director of Music at St Anne's College, Oxford University and professional opera singers.

Course Content/Structure

The course consists of:

- Performance coursework - 30%
- Composition and Compositional Techniques coursework - 30%
- Listening and Appraising written examination - 40%

The course focuses immediately on the understanding and use of musical terminology, as well as the development of harmonic understanding.

This builds into an understanding of set works, harmony, listening skills and the development of compositional technique and understanding.

Assessment

Performance: Public performance, minimum of eight minutes of Grade 7/8 standard music.

Composition: One composition of four minutes and completion of a compositional techniques exercise.

Appraising: Two hour examination - listening questions and two essays, based on the study of set works, wider listening and unfamiliar music.

Award

A Level EDEXCEL Music

Entry Requirements

Grade 5 in instrument / voice and GCSE Music Grade 6. Students should also have worked on Grade 5 theory, although it not essential that they have passed the exam.



RYDE SCHOOL
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A LEVEL PHYSICS

Physics is a Natural Science. It is concerned with the world in which we live and attempts to describe and explain natural phenomena. At A Level we extend our depth of understanding of concepts from GCSE and investigate more complex topics/concepts. We use practicals where possible to enhance learning and develop some of the necessary mathematical skills. From the sub-atomic to the interstellar – Physics provides the answers.

Where can this subject take you?

A post 16 qualification can take you into almost any subject/direction and anywhere. Students may go on to study Physics, all branches of Engineering, Mathematics, Finance, Business and Medicine/Medical Sciences. An A Level in Physics shows a high level of critical thinking and problem solving skills which is highly desirable in all careers and all walks of life. Apprenticeships warmly welcome students who have studied Physics beyond GCSE.

Course Content/Structure

- Classical Physics topics of Mechanics,
- Waves and Properties of Light
- Electricity
- Materials,
- Circular Motion
- Oscillations
- Electric
- Magnetic
- Gravitational Fields
- Thermal Physics
- Astronomy
- Nuclear and Particle Physics

The content ensures adequately prepares learners for university courses.
Practical skills are developed through a minimum of 16 Internally assessed core investigations.
Mathematical skills contribute significantly to overall assessment.

Assessment

Two exams (105 mins each) based on groups of topics followed by a final exam (150 mins) as a synoptic paper covering all areas with an emphasis on practical techniques.

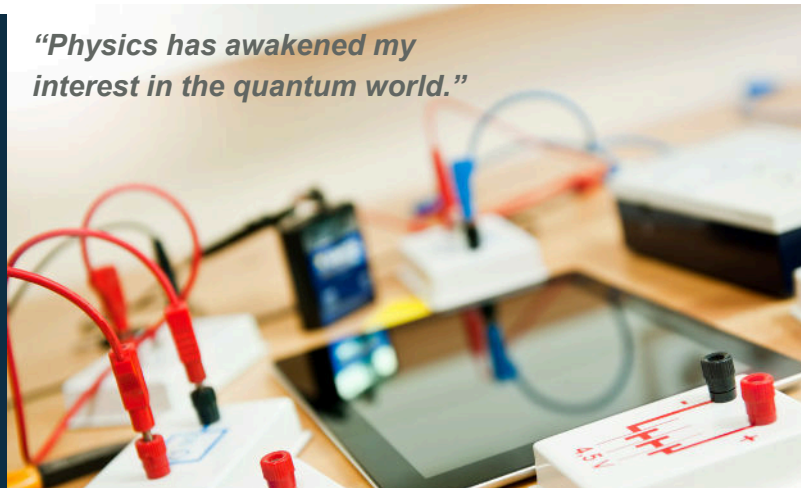
Practical skills competency - internally assessed (not part of the A Level award).

Award

A LEVEL EDEXCEL Physics

Entry Requirements

GCSE in Physics or Dual Award Science Grade 6
A-level Maths is required to support the mathematical content/demands of the course.



RYDE SCHOOL
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A LEVEL PSYCHOLOGY

Psychology is the study of the human mind, mental processes and resulting behaviour.
It involves looking at theories and research put forward by psychologists, in their quest to achieve a better understanding of how we function.

Where can this subject take you?
A useful qualification for people related careers as well as a BSC/BA in Psychology or related area such as criminology. Psychology can lead to career in psychology, such as forensic psychology, clinical psychology, counselling or educational psychology.

Course Content/Structure

- social influence
- memory
- attachment
- psychopathology
- research methods
- approaches
- biopsychology
- eating behaviour
- relationships
- aggression
- issues and debates

Assessment
Three, two-hour papers, each contributing a third of the overall marks, comprising a mixture of multiple choice, short answers and extended writing questions.

Award
A Level AQA Psychology



Entry Requirements
GCSE in Science - Grade 5 and GCSE in English/History - Grade 6

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A LEVEL THEATRE STUDIES

A Level Theatre Studies offer an unparalleled opportunity to develop inter-personal skills, as well as promoting creative insight and understanding. The courses depend heavily on research procedures, exploration of ideas and theories and the acquisition and application of skills. Suitable for those wishing to pursue Drama beyond school, but also recognised as offering a broad array of critical transferable skills.

Where can this subject take you?
Degree course in Drama, Performing Arts, English, Drama School, Film and Television and Media. Drama and Theatre Studies graduates get jobs with a range of employers, including theatres and arts organisations, broadcasters, schools, colleges and universities, welfare organisations and advertising agencies.

Course Content/Structure

- **Component 1:** 40% Set Texts; *Hedda Gabler*, *Our Country's Good*, *Live Theatre*
- **Component 2:** 30% Devising original drama
- **Component 3:** 30% Presenting three extracts from three texts, influenced by a theatre practitioner

Assessment

- **Component 1:** Final 180 minute written exam
- **Component 2:** Internal assessment (Practical and Written Coursework), external moderation
- **Component 3:** External assessment by visiting examiner (Practical and Written Coursework)

Award
A Level AQA Drama and Theatre Studies

Entry Requirements

GCSE Drama Grade 6 or above. Students who have not studied Drama at GCSE will be considered on an individual basis following a discussion with the Head of Drama.



RYDE SCHOOL
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BTEC BUSINESS

Run by the Business and Economics Department, this course gives students a detailed insight into the methods, motivators and risks involved in running a business. Units cover areas such as Personal and Business Finance, Developing a Marketing Campaign, Exploring Business and Customer Service.

Where can this subject take you?
This course offers UCAS points and is university recognised whilst also being a fantastic option for those looking to progress to apprenticeships and work. The practical experience gained through marketing and work experience units prepares students for both further academia, full time education and running their own business.

Course content/structure
Four units over two years, two coursework units, one research project and one exam.

1. Customer Service (Coursework, marked internally)
This unit you will study how excellent customer service contributes to business success. Students will plan and role play a customer service scenario and evaluate their performance.

2. Personal and Business Finance (Exam, marked by BTEC)
This unit includes aspects of both personal and business finance. Personal finance involves the understanding of why money is important and how managing your money can help prevent future financial difficulties. Business finance introduces accounting terminology, the importance of business accounts and the different sources of finance available to businesses.

3. Developing a Marketing Campaign (Exam Conditioned research project, marked by BTEC)
You will examine the marketing aims and objectives for existing products/services and understand the importance of appropriate research.

You will use given market research data to make recommendations about the type of marketing campaign that a business should undertake.

4. Exploring Business (Coursework, marked internally)
In this unit, you will gain an overview of the key ingredients for business success, how businesses are organised, how they communicate, the characteristics of the environment in which they operate, and how this shapes them. You will also look at the importance of innovation and enterprise to the success of businesses, with the associated risks and benefits.

Assessment

- Two internally set and marked coursework units.
- One research project set and marked by BTec, researched as a group but written in exam conditions.
- One traditional exam in Finance

Award
BTEC (IBCP ONLY)
BTEC National, Level 3 Extended certificate in Business (60 Credits)

Entry Requirements

Taken as part of the IBCP and must be taken with either 2 Higher Level IB subjects or 3 Standard Level IB subjects

"The BTEC Business course suits me as I found the independent structure allows me to work at my own pace and that is really useful as an overseas student."



RYDE SCHOOL
WITH UPPER CHINE

BTEC ART & DESIGN

BTEC Art and Design is an opportunity for learners to understand more about the scope of art and design and develop knowledge of the creative process in a professional context. Each unit develops artwork in a vocational environment and looks at professional practice. Students develop art and design projects and gain an understanding of the creative process. They study visual recording and communication, critical analysis and production skills to produce art and design outcomes.

Where can this subject take you?

Career options include Animators, Architects, Art Gallery Curators, Art therapists, Fashion Designers, Fine Artists, Graphic Designers, Illustrators, Interior Designers, Photographers, Stylists, Product Designers, Set Designers, Visual Merchandisers and Web Designers.

Course content/structure

Six units over two years, four mandatory units and two chosen by the department, according to the strengths of the students.

The four mandatory units:

Visual Recording and Communication

In this unit, you will develop your visual recording and communication skills through exploration and experimentation with materials and methods. You will extend your skills through exploring the work of others, ongoing personal reflection and the refinement of your own work.

Critical and Contextual Studies in Art and Design

In this unit, you will develop contextual research and critical analysis skills. You will learn how to critically analyse pieces of art and design work, deconstructing images and thinking critically about what you see.

The Creative Process

In this unit, you will explore the activities within the creative process. You will develop ideas through use of materials, techniques and processes, refining your ideas and reviewing your working practices. You will explore ways to present your work and understand the importance of self-reflection and evaluation as an ongoing process. You will apply your own creative process to a piece of art and design work, reflecting on what you have learned to help inform your future practice.

Materials, Techniques and Processes in Art and Design

In this unit, you will investigate different art and design materials, techniques and processes. You will then select specific materials to investigate in more depth. You will apply your knowledge and skills to a brief, ensuring key health and safety procedures are followed. Finally you will review your progress, making plans to further develop your art and design skills.

Assessment

Four of the six units are internally assessed by the department and will be graded as Distinction, Merit or Pass. Only two units are externally assessed. The final grade will be expressed as a Distinction*, Distinction, Merit or Pass.

Award

BTEC National, Level 3 Foundation Diploma in Art and Design (60 Credits)

Entry Requirements

GCSE Art & Design Grade 5 or above. Students who have not studied Art and Design at GCSE will be considered on an individual basis following a discussion with the Head of Art. This subject is taken as part of the IBCP and must be taken with either two Higher Level IB subjects or three Standard Level subjects.

RYDE SCHOOL
WITH UPPER CHINE

BTEC PERFORMING ARTS

The Performing Art BTEC has been designed for those who are interested in the study of the performing arts both in practice and theory. Future employers and professional bodies have been consulted in the structure of the course to ensure the content is appropriate and consistent with current practice for students choosing to enter employment in this field.

Where can this subject take you?

Performing Arts, both in and out of the classroom, provide a unique platform for individuals to explore their creativity and express themselves through various artistic elements such as Acting, Technical Design, Directing, Musical Theatre and Dance. Students learn to step out of their comfort zones, discover their own voices, and develop their unique artistic talents. Performing Arts students learn to cooperate, compromise, and contribute to a shared creative vision.

Participating in the Performing Arts builds confidence and self-esteem. Through rehearsals, performances, and feedback, students gain a sense of accomplishment and develop a positive self-image. They develop skills such as negotiation, problem-solving, and conflict resolution, which are, of course, crucial transferable life skills.

Course content/structure

The course contains three mandatory and one optional units studied and assessed over the two years of the course.

Mandatory units, which focus on:

• Investigating Practitioners' Work – critical analysis and extended writing skills that aim to support students 'progress to higher education. As possible performing arts practitioners, students will gain a good understanding of the work of influential practitioners to inform their own work and practice

• Developing Skills and Techniques for Live Performance – students will develop the appropriate skills and techniques in various performance disciplines such as acting, dance, musical theatre and physical theatre.

• Group Performance Workshop – students will develop the essential skills necessary for the performing arts. They will develop physical techniques, as well as wider transferable skills, such as being able to work collaboratively, personal management and organisation (rehearsals, time management), being able to give and take direction, confidence in front of an audience, problem solving refining the process) and teamwork. Students will understand different audiences in different environments and will learn to adapt a performance to engage the target audience.

Optional unit

Students select one optional unit to support their own strengths, examples include: Contemporary dance technique, street dance technique, acting styles, developing the voice for performance, and variety performance.

Assessment

Assessment is specifically designed to fit the purpose and objective of the qualification. It includes a range of assessment types and styles. There are three main forms of assessment: external, internal and synoptic. External assessment used for qualifications in the performing arts suite are: set tasks where learners take the assessment during a defined window and demonstrate understanding through completion of a task. Internally-assessed units are set by the school and assess the final summative assessment of each unit. Synoptic assessment requires learners to demonstrate that they can identify and use effectively, in an integrated way, an appropriate selection of skills, techniques, concepts, theories and knowledge from across the whole sector as relevant to a key task.

Entry Requirements

Taken as part of the IBCP and must be taken with either 2 Higher Level IB subjects or 3 Standard Level subjects.

RYDE SCHOOL
WITH UPPER CHINE

BTEC SPORT

This course gives students the chance to experience the many sides of sports. They will be able to look at the academic and theoretical side of sports, as well as look at the practical and vocational side. The BTEC Sport allows students to experience and get involved in a variety of sporting environments that our sports industry offers.

Where can this subject take you?
Entry to sports sector courses and work. With HL Biology passed at grade 6, a Distinction and work experience, this currently enables a physiotherapy application.

Course content/structure
Four units over two years, three mandatory units and one unit chosen by the department.
The three mandatory units:

Unit 1: Anatomy and Physiology (Exam 1 hour 30 minutes, [80 marks])
Having an understanding of body systems is imperative in the sports industry so that professionals can help support people who are taking part in sport and exercise. The human body is made up of many different systems that interrelate to allow us to take part in a huge variety of sport and exercise activities.

Unit 2: Fitness Training and Programming for Health, Sport and Well-being (Exam - four hours notetaking, plus two-and-a-half hour exam [60 marks])
In this unit, you will explore the process required for screening clients and assessing their lifestyle and nutritional intake. How to interpret this information will then be examined. From this information you will explore how to make judgements
on a specific individual's current lifestyle and then suggest modifications to help improve the individual's fitness, health
and overall well-being.

Unit 3: Professional Development in the Sports Industry (Coursework)
In this unit, you will research the different possible careers and the associated job roles in the sports industry, then action-plan your Professional Development towards achieving a selected career aim. You will analyse your own skills and identify how to develop them into a career through the use of a career plan.

Assessment
- Two of the four units are internally assessed by the department and will be graded as or Distinction, Merit or Pass.
- Two units are externally assessed.
- The Unit 1 exam will be sat in May of the Lower Sixth and Unit 2 in January of the Upper Sixth
- The internal credits are worth 60 credits each, whilst the externally assessed units are worth 120 credits each

Award
BTEC (IBCP ONLY)
BTEC National, Level 3 Extended Certificate in Sport

Entry Requirements
Taken as part of the IBCP and must be taken with either 2 Higher Level IB subjects or 3 Standard Level IB subjects

"BTEC sport is a fantastic way to intertwine people's love of exercise and sport along with academic education."



RYDE SCHOOL
WITH UPPER CHINE

IB BIOLOGY

IB students choose between studying Biology at Higher Level or Standard Level and develop a wide range of skills including experimental, data analysis, critical evaluation of information, communication and collaborative working. Use of IT will be actively encouraged, as will independent learning. Our aim is “To Bring Biology to Life”.

Where can this subject take you?
As the Biology courses at Ryde do not over-specialise, a huge range of degree or work opportunities exist. Recent leavers have gone on to read Medicine, Veterinary, Microbiology, Forensics, Pharmacy, Physiotherapy, Geography and Environmental Science.

Course content/structure

A. Unity and Diversity
B. Form and Function
C. Interaction and Independence
D. Continuity and Change

All Students participate in a ten-hour collaborative science project, plus fieldwork, Olympiad option, and Animal Sanctuary visit.

Assessment
1 Multiple-choice/ practical skills and themes
2 Data analysis, short and long answers

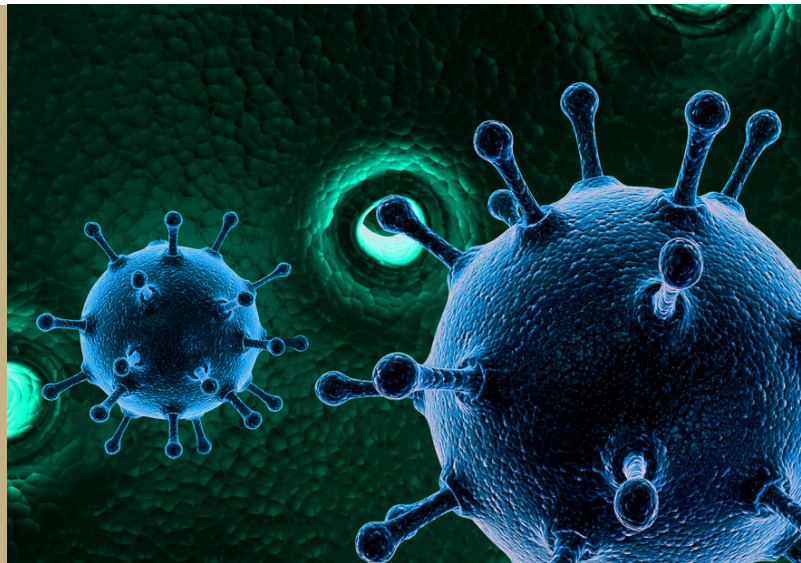
Plus, an internally assessed individual investigation worth 20% of the final mark.

Award
IIBDP & IBCP Biology (Sciences – Group 4)

“This year I participated in the Royal Holloway Masterclass Lecture series and the Rare Diseases Day. The Animal Sanctuary visit and Ecology also helped with my view to reading Natural Sciences at University.”

Entry Requirements

GCSE Biology or Dual or Trilogy Award Science Grade 6 Maths in Context as their enrichment choice or A Level Maths



RYDE SCHOOL
WITH UPPER CHINE

IB CHEMISTRY

The IB Diploma Programme course is rigorous and ensures that it adequately prepares learners for university courses. There is focus on core chemical principles within the specification but also has an individual, experimentally based project which is worth 20% of the final grade.

Where can this subject take you?

Previous Ryde students have gone on to a plethora of career choices and university courses due to the huge diversity that this subject affords. Chemistry is an important subject for careers in Medicine, Environmental Science, Engineering, Toxicology, Developing Consumer Products, Metallurgy (studying how metals behave), Space Exploration, Developing Perfumes and Cosmetics, Pharmaceuticals, Energy, Teaching, Science Writing, Software Development and Research, alongside many others.

Course content/structure

Core:

- Stoichiometric Relationships
- Atomic Structure
- Periodicity
- Bonding and Structure
- Energetics and Thermochemistry
- Kinetics
- Equilibrium
- Acids and Bases
- Organic Chemistry

Higher Level:

Each of the above is studied in more depth.
There is also a Group 4 individual project.

"Chemistry has enabled me to improve my lab and analytical skills, further my understanding and enabled me to develop my problem solving abilities."

Assessment

Paper 1: 36% - Multiple choice and data based questions
Paper 2: 44% - Short-answer and extended response questions
Assessment of practical skills through one piece of internal assessment (this makes up 20% of the final mark).

Award

IBDP - Chemistry (Sciences – Group 4)



Entry Requirements

GCSE Chemistry or Trilogy Science (Dual Award) Grade 6, A Level students must either take Maths in Context as their enrichment choice or A Level Maths.

RYDE SCHOOL
WITH UPPER CHINE

IB DESIGN AND TECHNOLOGY

Inquiry and problem solving are at the heart of the subject. Students explore many relevant topics in today's world, in which the nature of the subject bridges theory with practice. Students demonstrate their investigative, analytical, design thinking, design development, prototyping, testing and evaluation skills and mirror the design processes used across the various industries that integrate design practice.

Where can this subject take you?
Design and Technology can create pathways to a variety of careers, including Architecture, Product Design, Interior Design, Engineering, Town Planning, Teaching, Automotive Design, Interior Architect, Structural Engineer, Marine Engineer, Yacht and Ship Design.

Course content/structure

People
A1. 1 Ergonomics B1.1 User-centred design C1.1 Responsibility of the designer C1.2 Inclusive design C1.3 Beyond usability (HL only)

Process
A2. 1 User-centred research methods, A2.2 Prototyping techniques, B2.1 The design process, B2.2 Modelling and prototyping, C2.1 Design for sustainability, C2.2 Design for a circular economy

Product
A3. 1 Material classification and properties, A3.2 Introduction to structural systems (HL only), A3.3 Introduction to mechanical systems (HL only), A3.4 Introduction to electronic systems (HL only), B3.1 Material selection
B3.2 Structural systems application and selection (HL only), B3.3 Mechanical systems application and selection (HL only), B3.4 Electronic systems application and selection (HL only), C3.1 Product analysis and evaluation, C3.2 Life-cycle analysis (HL only)

Production
A4.1 Manufacturing techniques (HL only), B4.1 Production systems (HLonly), C4.1 Design for manufacture strategies (HL only).

Entry Requirements

GCSE Design Technology Grade 6 or above. Students who have not studied Design Technology at GCSE will be considered on an individual basis following a discussion with the Head of Design Technology.

Internal Assessment: The design project is an open-ended task in which a student must identify, analyse, evaluate and redesign an existing product to meet the needs of an intended user.

Assessment:
SL - Paper 1 20% Paper 2 40% Internal assessment design project 40%
HL - Paper 1 25% Paper 2 45% Internal assessment design project 30%

Award:
IBDP & IBCP Design Technology (Sciences – Group 4)

"My favourite subject since Year 7, mainly due to its versatility and balance between creativity and academic topics. The range of practical skills include welding,painting, veneering and even laser cutting; it's the perfect choice for someone looking to broaden their outlook."



RYDE SCHOOL
WITH UPPER CHINE

IB ECONOMICS

Economics is an exciting, dynamic subject that allows students to develop an understanding of the complexities and interdependence of economic activities in a rapidly changing world.
At the heart of economic theory is the problem of scarcity. While the world's population has unlimited needs and wants, there are limited resources to satisfy these needs and wants. As a result of this scarcity, choices have to be made. The DP economics course, at both SL and HL, uses economic theories to examine the ways in which these choices are made:

- at the level of producers and consumers in individual markets (microeconomics)
- at the level of the government and the national economy (macroeconomics)
- at an international level where countries are becoming increasingly interdependent through international trade and the movement of labour and capital (the global economy)

Where can this subject take you?
Students are able to gain entry to a range of courses at university from: Core Economics to Finance, Business, Human Geography and Politics. Many of the leading banking, finance and development organisations have well established apprenticeship and internship schemes for those choosing not to go to university.

Course content/structure

The IB course includes three short pieces of coursework (Internal Assessment), based on contemporary economic issues in the news, and exams at the end of the Year 13.

Higher Level sit three exams while Standard Level students only sit two, with the third, Higher Level paper having a focus on students numeracy skills.

Students study the four core units:

- **Unit 1:** Introduction to Economics
- **Unit 2:** Microeconomics
- **Unit 3:** Macroeconomics
- **Unit 4:** The global Economy

Assessment

- Internal Assessment 1 (end of Year 1)
- Internal Assessment 2 (start of Year 2)
- Internal Assessment 3 (after Christmas Year 2)

- Exam Paper 1: Extended response questions. 2 essays.
- Exam Paper 2: Data Response questions. Short answers and 1 essay.
- Exam paper 3 (Higher Level only): Numeracy and 1 Policy essay

Award
20 Economics Award - IBDP & IBCP Economics (Individuals and Societies – Group 3)

Entry Requirements

GCSE English or History Grade 6, Mathematics Grade 5.



RYDE SCHOOL
WITH UPPER CHINE

IB ENGLISH LANGUAGE & LITERATURE

The IB English Language and Literature courses offers you the opportunity to study language and literature in greater depth. You will explore a range of interlinked texts from different bodies of work to adopt an increasingly independent, global perspective, while reflecting on how we are all represented every day.

Where can this subject take you?
Students go on to pursue the arguably unparalleled variety of university courses and careers (such as Law, Linguistics, History, Philosophy, Languages, Journalism, Education, Psychology) for which studying English at this level is a highly valued preparation, including those who continue to read the subject at top UK universities.

Course content/structure
The Language A Literature course is designed for motivated, independent students to be able to access what is usually their native language and fulfil their Group 1 subject selection to achieve the IB Diploma.

Assessment:
You will be assessed by a combination of written examinations, essays and a recorded oral examination. This range of assessment types allows you to develop skills in analysis, debate and different forms of communication.

- **Paper 1:** Guided Textual Analysis (35%)
- **Paper 2:** Comparative Essay (35%)
- **HL Essay:** Higher Level only (20% of IB HL grade)
- **Reflective Journal:** Ongoing assessment throughout the two year course.
- **Individual Oral Examination:** (30% of SL and 20% of HL grade)

English Language A Language & Literature, offered at both Standard and Higher Levels, is at the heart of the IB Diploma and is unique in terms of the variety and combination of texts and topics you study.

You will read non-literary texts and literary works, some in translation, from different cultures and perspectives, past and present, and from around the world. You will also gain a clear understanding of how language, culture and context are intrinsically linked, both to each other, and to the literature that represents them. It will therefore enable you to develop the independence, spirit of enquiry, academic rigour and critical thinking skills that will be invaluable to you in the future, whatever path you choose.

Award
IBDP & IBCP English A Language & Literature (Studies in Language and Literature – Group 1)

Entry Requirements

For English A, Grade 6 or above in (I)GCSE English Language and English Literature.



"English in the Sixth Form is about having the freedom to take risks with ideas and being able to use critical skills and has been crucial in establishing my independence and curiosity as a learner."

RYDE SCHOOL
WITH UPPER CHINE

IB GEOGRAPHY

The ability to view issues from a wider perspective means Geography can usefully be combined with other Science or Arts subjects. Thus, the flexibility of geographers keeps them in demand for a much wider range of careers than prescriptive subjects can offer. Geography has been defined amongst the key “facilitating” highly regarded subjects in a guide compiled by the Russell Group (20 leading UK universities).

Where can this subject take you?

Pursuing a pure geography degree will immerse you in the most pressing issues facing modern society, such as population dynamics, climate change, resource security and natural disasters. Many universities offer the flexibility of combining geography with other disciplines such as Oceanography, Environmental Science, Geology, Zoology, Politics, Economics and various languages. Highly respected by employers, it serves as a bridge between science and humanities. Pupils from Ryde have gone on to careers as digital mapping experts, mineral extraction managers and environmental surveyors for the Ministry of Defence.

Course content/structure

Part 1 – Geographical Themes (2 at SL and 3 at HL)

- Oceans and Coastal Margins
- Geophysical Hazards
- Leisure, Tourism and Sport

Part 2 – Core (SL and HL)

- Population Distribution - Changing Population
- Global Climate - Vulnerability and Resilience
- Global Resource Consumption and Security

Part 3 – Core Extension (HL only)

- Power, Places and Networks
- Human Development and Diversity
- Global Risks and Resilience

Internal Assessment

Based on fieldwork using a combination of primary and secondary data collected.

Assessment

Core Themes: 35% (SL & HL) (2hrs 15mins)

Optional Themes: 40% (SL & HL) (1hr 15mins)

HL Extension: 1hr (HL)

Internal Assessment: 25% (SL & HL)

Exams are in May of the Upper Sixth. Questions are open- ended and allow the freedom to discuss, offer opinions and evaluate.

Award

24 Geography Award – IBDP & IBCP
Geography (Individuals and Societies – Group 3

Entry Requirements

GCSE Geography Grade 6. If you have not studied Geography at GCSE we will expect English Literature or Language and Sciences at Grade 6 or above.



RYDE SCHOOL
WITH UPPER CHINE

IB HISTORY

History provides identity, both individual and societal, and acts as a collective memory for the human race. History is the story of our lives and is intrinsically interesting and stimulating. If you are willing to read, think and form opinions of your own whilst considering and measuring the opinions of others you should study History.

Where can this subject take you?

One criticism made of History is a lack of value in the jobs market. This is unfair, ask the many bankers, management consultants and analysts in the city with History degrees, the skills acquired studying History are valued in many careers. As effective writers and communicators, many History graduates become journalists, authors and editors. Being able to organise and manage information has led many to become outstanding researchers, librarians and information managers. Others complete further study to become lawyers, diplomats and public officials. Politics is another career path for historians, some of whom have risen to high office.

Course content/structure

Paper 1 - Rights and Protest (SL & HL)

- Civil rights movement in the United States (1954-1965)
- Apartheid South Africa (1948-1964)

Paper 2 - The Twentieth Century World (SL & HL)

- Causes and Practices of War
- Dictatorships and Authoritarianism

Paper 3 - The History of Europe (HL)

- Italian and German Unification
- Imperial Russia
- Diplomacy in Europe

Internal Assessment on topic of the candidates choosing

Assessment

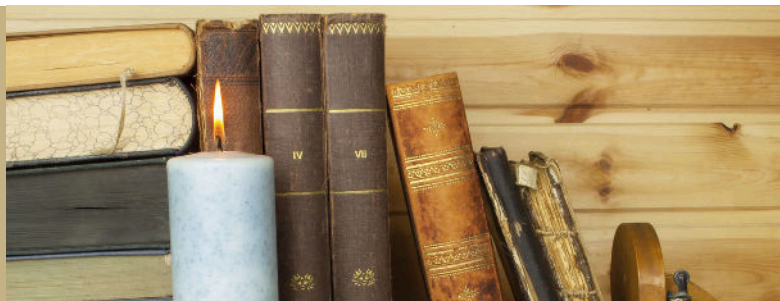
- **Paper 1:** Source Analysis 1hr (30%)
- **Paper 2:** Essay Skills 1hr 30mins (45%)
- **Paper 3:** Higher Level Unit
- Internal Assessment (25%)

Award

History 25 Award - IBDP & IBCP
History (Individuals and Societies – Group 3)

Entry Requirements

GCSE History Grade 6. If you have not studied History at GCSE we will expect English Literature or Language at Grade 6.



RYDE SCHOOL
WITH UPPER CHINE

IB LANGUAGES ACQUISITION

Languages Group 2 is developed at two levels - Standard Level (SL) and Higher Level (HL). Through the study of the core and the options at SL and HL, plus two literary works at HL, students build the necessary skills for the Language Acquisition. We currently offer French, German, English and Spanish to those with previous experience. A further world language such as Japanese or Italian is also on offer as a beginners course at Standard Level only.

Where can this subject take you?

A qualification in a language will allow access to a wide variety of Higher Education courses. A language combined with another subject will also allow the student to spend anything from one term to one year abroad as part of the course. Language skills are in demand and relevant to almost any career pathway. Typically, languages are combined with a wide range of other subjects in degree courses, thus widening employment horizons in exciting ways. As well as jobs for specialist linguists, there is great demand for foreign language speaking engineers, scientists, business people, marketing specialists, the leisure and tourism sector to mention just a few. With the changing relationships between Britain and the rest of Europe, knowledge of a foreign language is likely to become even more important to strengthen links beyond our time in the EU.

Course content/structure

Five prescribed themes are common to the syllabuses of Language B. The themes provide relevant contexts for study at all levels of language acquisition in the IBDP, and opportunities for students to communicate about matters of personal, local or national, and global interest.
The five prescribed themes are:

- Identities
- Experiences
- Human ingenuity
- Social organisation
- Sharing the planet

In addition, the study of two literary works is required at HL.

Assessment

External Assessment - 75% (HL & SL)

- Paper 1: Writing – 25%
- Paper 2: Listening & Reading – 50%

Internal Assessment: 25% (HL & SL) Individual Oral: 25 %

Award

30 Modern Foreign Languages Award, as art of IBDP or a A Level Plus.

Language B (Language Acquisition - Group 2)
Ab Initio (Language Acquisition - Group 2*) e.g. Italian, Japanese

Entry Requirements

HL: GCSE Grade 6 in the chosen language

Why French?

More than 300 million people speak French on the five continents. French is the second most widely learned foreign language after English, and the fifth most widely spoken language in the world. French is both a working language and an official language of the United Nations, the European Union, UNESCO, NATO, the International Olympic Committee, the International Red Cross and international courts.

Why Spanish?

Spanish is the second most spoken language by native speakers in the world, with more than 400 million Spanish speakers in 21 countries. Spanish can be used as a ‘gateway’ to learn other languages. With an ever increasing presence in the global market, emerging economies in the Americas mean that the chance of work and business opportunities from Spanish knowledge is increasing.

Why German?

German is spoken by 120 million people. It is Europe’s business and most widely spoken language. As well as Germany, Austria, Switzerland and Liechtenstein, it is widely spoken across Europe, especially in Eastern Europe. Germany has the world’s third largest economy and is the number one export nation worldwide. German is the second most commonly used scientific language. Germany is the third largest contributor to research and development and offers research fellowships to scientists from abroad.

RYDE SCHOOL
WITH UPPER CHINE

IB PHYSICS

Physics is a Natural Science. It is concerned with the world in which we live and attempts to describe and explain natural phenomena. In the IB we extend our depth of understanding of concepts from GCSE and investigate more complex topics/concepts. We use practicals where possible to enhance learning and develop some of the necessary mathematical skills. From the sub-atomic to the interstellar – Physics provides the answers.

Where can this subject take you?

A post 16 qualification can take you into almost any subject/direction and anywhere. Students may go on to study Physics, all branches of Engineering, Mathematics, Finance, Business and Medicine/Medical Sciences. An A Level in Physics shows a high level of critical thinking and problem solving skills which is highly desirable in all careers and all walks of life. Apprenticeships warmly welcome students who have studied Physics beyond GCSE.

Course Content/Structure

- Content includes classic Physics topics of Mechanics,
- Electricity and Magnetism,
- Waves, Light,
- Thermal,
- Energy,
- Astro,
- Atomic and Nuclear Physics with added elements of Relativity and Engineering Physics.
- Theoretical study is taught alongside practical work to enhance and further knowledge and understanding.
- The IB course typically requires a high level of personal study and motivation particularly for study at Higher Level.

Assessment

Two exams both covering all topics - one comprising multiple choice and short answer questions and one longer answer questions.

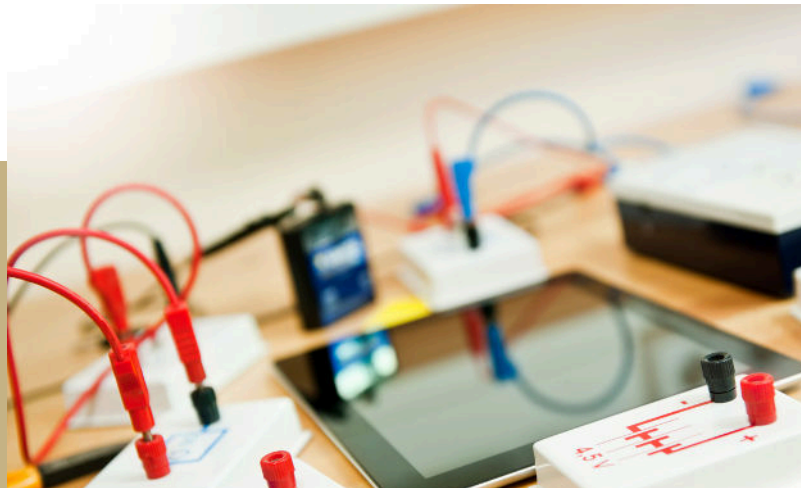
One internally assessed Independent Investigation (theory + practical + analysis).

Award

IBDP & IBCP Physics (Sciences – Group 4)

Entry Requirements

GCSE in Physics or Dual Award Science Grade 6; IB Maths is taken as part DP course



RYDE SCHOOL
WITH UPPER CHINE

IB PSYCHOLOGY

Psychology is the study of the human mind, mental processes and resulting behaviour. It involves looking at theories and research put forward by psychologists, in their quest to achieve a better understanding of how we function.

Where can this subject take you?
A useful qualification for people related careers as well as a BSC/BA in Psychology or related area such as criminology. Psychology can lead to career in psychology, such as forensic psychology, clinical psychology, counselling or educational psychology.

Course Content/Structure

- health and wellbeing
- human development
- human relationships
- learning and cognition
- the biological approach
- the cognitive approach
- the sociocultural approach

Assessment
Paper 1 - SL and HL - 1.5 hours (contexts, content and concepts)
Paper 2 - SL and HL - 1.5 hours (practicals and evaluation of unseen study)
Paper 3 - HL only - 1.75 hours (analysis and interpretation of hl extensions)
IA - coursework- research proposal for a study

Award
IBDP & IBCP Psychology (individuals and societies – group 3)



Entry Requirements
GCSE in Science - Grade 5 and GCSE in English/History - Grade 6

RYDE SCHOOL
WITH UPPER CHINE

IB MATHS

Within the IB, there are two Mathematics subjects or routes which are both available at Standard Level (SL) and Higher Level (HL), namely Mathematics: Analysis and Approaches, and Mathematics: Applications and Interpretation. A central core curriculum common to all four options will build on GCSE work and will give a strong foundation in the skills of analysis, abstraction and generalisation. Later in the first year, students will move on to study topics more specific to their chosen route. Analysis and Approaches is strongly rooted in algebra and calculus, and whilst problem solving and critical thinking are important these will often be found in a more abstract setting. Applications and Interpretation is rooted in the use and application of Mathematics, and covers more statistics and modelling than algebra and calculus with contextual problems a big focus of the course.

Where can this subject take you?

Analysis and Approaches is intended for students who wish to pursue studies in Mathematics or subjects that have a large mathematical content; it is for students who enjoy developing mathematical arguments, problem solving and exploring real and abstract applications, with and without technology. Applications and Interpretation is designed for students who enjoy describing the real world and solving practical problems using mathematics. Students interested in Social Sciences, Natural Sciences, Statistics, Economics, Psychology, Business and Design will benefit from at least pursuing the SL course, whilst those considering Chemistry, Biology, Biomedical Sciences, Medicine, Veterinary Science, Computing and Engineering will find the HL content relevant and interesting.

Course Content/Structure

Analysis and Approaches (Mathematics – Group 5)

Offered at both SL and HL, this course is designed for students who enjoy developing their mathematics to become fluent in the construction of mathematical arguments and develop strong skills in mathematical thinking. They will explore real and abstract applications, sometimes with technology, and will enjoy the thrill of mathematical problem solving and generalisation.

Applications and Interpretation (Mathematics – Group 5)

Also offered at both SL and HL, this option is for students who are interested in developing their mathematics for describing our world, modelling and solving practical problems using the power of technology. Students who take Mathematics: Applications and Interpretation will be those who enjoy mathematics best when seen in a practical context.

Entry Requirements

SL: Mathematics GCSE Grade 6 (DP & CP)
HL: Mathematics GCSE Grade 7, but ideally 8 (DP students only)

Assessment

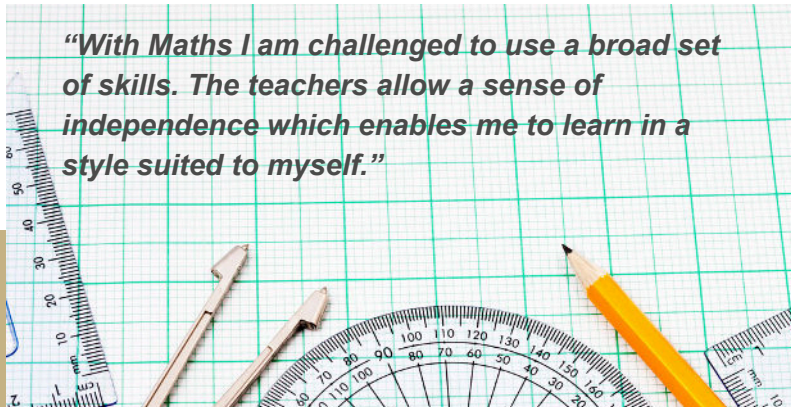
All students will complete an internally assessed piece of work, “the IA”, worth 20% of the overall grade. The IA will be a project of their own design, offering the opportunity for independent study by engaging in mathematical exploration.

SL students will complete two externally assessed written papers alongside the IA, whilst HL students will complete three externally assessed written papers alongside the IA.

Award

28 Mathematics (IBDP & IBCP)

“With Maths I am challenged to use a broad set of skills. The teachers allow a sense of independence which enables me to learn in a style suited to myself.”



RYDE SCHOOL
WITH UPPER CHINE

IB MUSIC

Study of music at Sixth Form level offers an exciting opportunity to develop your skills and broaden your experience of music. A successful musician requires diverse skills in performance, composition, harmony, music history and analysis, listening and writing, as well as interpersonal skills of communication and leadership.

Where can this subject take you?

Studying music at this level develops the vital musical skills of composition, performance, music analysis, harmony and listening skills. As a professional musician or keen amateur, the experience and knowledge gained at Sixth Form level will remain with you through all of your future musical activities. Previous students of Ryde School are now composers, music teachers, professional conductors, accompanists, West End Musical Performers and Directors, and Director of Music at St Anne's College, Oxford University and professional opera singers.

Course Content/Structure

The course aims to build on the musical interests and abilities of our students, encouraging an understanding of the relevant and very diverse musical skills required by a successful all round musician. Through study and practice of the core skills of performance, composition, listening and analysis, students will develop their knowledge and potential as musicians and study in depth four main topics:

1. Exploring music in context
2. Experimenting with music
3. Presenting music
4. The contemporary music-maker (HL only)

In conjunction with investigating four Areas of Inquiry, pupils also look at personal, local and global contexts. An interest and enthusiasm for all styles of music will be encouraged. Students will be expected to read, listen to and study a wide range of music in order to gain an understanding and appreciation of the sheer diversity of music across the world.

Assessment

No written examination for IB music, but students submit a final portfolio for each topic of recorded Performance, Composition and Arranging techniques also demonstrating the use of Music Technology. Internal Assessment and monitoring is carried out termly by the subject teacher,
alongside a Music Journal kept by the students.

Award

Music 31 Award – IBDP & IBCP Music (The Arts – Group 6)



Entry Requirements

Grade 5 in instrument / voice and GCSE Music Grade 6. Students should also have worked on Grade 5 theory, although it not essential that they have passed the exam.

RYDE SCHOOL
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IB VISUAL ARTS

Visual arts are an integral part of our daily lives. They have social, political, ritual, spiritual, decorative and functional values. The theories and practices of visual arts are dynamic and ever-changing, connecting different areas of knowledge and human experience. Visual arts enable us to make sense of the world, to explore our place within it, and to transform our individual and collective ways of being in and with the world. In this visual arts course students learn how to create, communicate and connect as artists.

As part of the visual arts course students learn to employ curiosity, creativity and dialogue to openly engage with the self, the world and others. They develop the skills to work independently, persist and repurpose, reflect critically and communicate effectively and with coherence as visual artists.

Where can this subject take you?

Career options include Animators, Architects, Art Gallery Curators, Art Therapists, Fashion Designers, Fine Artists, Graphic Designers, Illustrators, Interior Designers, Photographers, Stylists, Product Designers, Set Designers, Visual Merchandisers, Web Designers.

Course Content/Structure/Assessment - Higher Level

Art Making Inquiries Portfolio 30%

One PDF file of up to 15 screens including visual evidence accompanied by written materials. The total word count must not exceed 3,000 words. One separate text file listing the sources.

Artist Project 30%

One PDF file of up to 12 screens including visual evidence and supporting written materials. The total word count must not exceed 2,500 words and the student must comply with the exact word counts set for each section. One video file up to three minutes long presenting the project artwork realized in the chosen context. The video is submitted accompanied by the artwork details and a short text with the finalized artistic intentions (100 words maximum).
One separate text file listing the sources.

Selected Resolved Artworks 40%

Five image or video files (each up to three minutes long) of artworks, each accompanied by a title and details on medium and size. Two optional supporting image files per artwork can be submitted to show details or additional views.
One PDF file of up to eight screens including the rationale (which must not exceed 700 words) and five artwork texts (with a total word count not exceeding 1,000 words).

Standard Level

Art Making Inquiries Portfolio 40%

One PDF file of up to 15 screens including visual evidence accompanied by written materials. The total word count must not exceed 3,000 words.
One separate text file listing the sources.

Connections Study 20%

One PDF file of up to 10 screens including visual evidence and supporting written materials. The total word count must not exceed 2,500 words.
One separate text file listing the sources.

Resolved Artworks 40%

Five image or video files (each up to three minutes long) of artworks—each accompanied by a title and details on medium and size. Two optional supporting image files per artwork can be submitted to show details or additional views.
One PDF file of up to two screens for the rationale (which must not exceed 700 words).

Award

AWARD IBDP & IBCP Visual Arts (Group 6)

Entry Requirements

GCSE Art & Design Grade 6 or above. Students who have not studied Art and Design at GCSE will be considered on an individual basis following a discussion with the Head of Art.

