OUR GUIDE TO GCSES AT RYDE SCHOOL

RYDE SCHOOL

AMBITION • RESPONSIBILITY • COURAGE • RESPECT









A Levels, BTEC and International Baccalaureate

rydeschool.org.uk

CONTENTS







Introduction to Year 10 and 11 Curriculum	**5**
Art and Design	**6**
Business Studies	**7**
Design and Technology	**9**
Drama	**10**
English Language and Literature	**12**
English as a Second Language	**13**
Geography	**14**
History	**15**
Home Cooking Skills (BTEC)	**16**
Mathematics	**19**
Modern Languages	**20**
Music	**22**
Physical Education	**23**
Sciences	**24**
Learning Support and Exam Access Arrangements	**26**

INTRODUCTION TO THE YEAR 10 AND 11 CURRICULUM

GCSE and IGCSE courses start at the beginning of Year 10, and pupils have an element of choice in terms of the subjects they study. This booklet will explain what lies ahead and guide pupils and parents through the choices to be made.

Ryde offers pupils a broad and balanced curriculum that ensures they are well prepared for their future, whatever path they choose. As well as studying English Language and English Literature, Mathematics, Science and a language, pupils can personalise their curriculum by choosing subjects that allow them to pursue their interests and strengths.

Pupils should therefore pick either **Dual (Trilogy) Award Science**, which counts as two GCSE subjects, or **Triple (Separate) Award Science**, which comprises all three separate sciences (Biology, Chemistry and Physics) and counts as three GCSE subjects. They should also choose **at least one language**, from those listed below. Pupils who speak English as an additional language can choose IGCSE English as a Second Language (ESL) as their language option. All pupils will also have weekly Personal Development, Games and CASE lessons.

Pupils must then select **three further options** (or two if they have chosen Triple (Separate) Award Science) from the list of options below. Please note that pupils should also choose a reserve option that would provide an alternative route if necessary.

<table>
<tr><td colspan="4">English Language & English Literature</td></tr>
<tr><td>Mathematics</td><td colspan="3">Science Dual (Trilogy) Award or Triple (Separate) Award</td></tr>
<tr><td rowspan="2">Language
(Choose one subject)</td><td>French</td><td>German</td><td>Mandarin</td></tr>
<tr><td>Spanish</td><td>English as a Second Language (ESL)**</td><td></td></tr>
<tr><td rowspan="6">Options
(Choose three subjects*)

(*N.B. If a pupil has selected Triple (Separate) Science, they will choose two subjects)</td><td>Art</td><td>Business Studies</td><td></td></tr>
<tr><td>Design & Technology</td><td>Drama</td><td>French</td></tr>
<tr><td>Geography</td><td>German</td><td>History</td></tr>
<tr><td>BTEC Home Cooking Skills</td><td>Mandarin</td><td>Music</td></tr>
<tr><td>Physical Education</td><td></td><td>Spanish</td></tr>
<tr><td colspan="2">Personal Development</td><td>Games</td><td>CASE</td></tr>
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**For pupils who speak English as an additional language

The following pages provide subject-specific information about all of the courses offered at Ryde, to help pupils and parents with the decision-making process, but Heads of Department will be happy to provide further details and to answer any questions too.

Miss G. S. Stenning, Assistant Head (Academic)
August 2026

ART & DESIGN

Art and Design equips pupils with the skills to enjoy, produce and engage with the visual Arts. GCSE Art and Design provides the opportunity for pupils to take an individual approach to their art and design studies. Pupils experience working in a wide range of materials and are encouraged to explore different skills, techniques and processes to find their confidence. All projects should refer to artists and designers, seeking inspiration and contextual understanding of the work of others.



Where can this subject take you?
Art develops many creative, design and artistic skills, which transfer to many other fields of study. It can also help lead to careers as 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.

Head of Department - Natalie Broughton, njb@rydeschool.net

Exam Board
EDEXCEL GCSE

Course Content/Structure

Component 1- 60% coursework internally guided projects

This component allows pupils opportunities to:

- develop and explore ideas
- research primary and contextual sources
- experiment with media, materials, techniques and processes
- present personal outcome(s)

Component 2 - 40% externally set exam unit (timed eight weeks)

- develop and explore ideas
- research primary and contextual sources
- experiment with media, materials, techniques and processes
- present personal response(s) to the externally-set theme completed in a 10 hour exam

Assessment

This is in three parts:

Coursework: This will be built up from class learning and Prep during the two-year course. This counts for **60% of the final mark.**

Preparation for the Examination: Pupils will be given a theme eight weeks before their examination, so they can carry out preparatory studies.

A ten-hour Examination: Pupils create their final work(s). This, combined with the Preparatory Studies, counts for **40% of the final mark.**



BUSINESS STUDIES

The course offers pupils an introduction to a wide range of business skills and an understanding of the ways businesses work. Pupils work through two themes, each containing five separate units that 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. The skills and knowledge gained from a Business Studies course are directly transferable to the workplace and also support more wider study in finance, economics and maths. It is considered an academic subject and is highly sought after by sixth form colleges, universities and employers.



Where can this subject take you?

Studying GCSE Business Studies opens a wide range of further education opportunities and potential career pathways. Beyond GCSE, the content supports both A level Economics and BTEC Business Studies as well as finance-related apprenticeships. Equally, the broad nature of the course enables an equally large range of University courses from Business Management, Finance, Economics to HR, Marketing and International Business

Exam Board
EDEXCEL GCSE

Head of Department - Tom Harding (i/c GCSE Business Studies)

Course Content/Structure

Theme 1 - Investigating a small business:

Within this theme, pupils will focus on the key business concepts, issues and skills involved in starting and running a small business. It provides a framework for pupils to explore core concepts through the lens of an entrepreneur setting up a business.

Theme 2 - Building a business:

Pupils examine how a business develops beyond the start-up phase. It focuses on the key business concepts, issues and decisions used to grow a business, with an emphasis on aspects of marketing, operations, finance and human resources. It also considers the impact of the wider world on the decisions a business makes as it grows.

Assessment

Each theme has its own examination paper, each counting towards 50% of the final grade. There are 90 marks available in each paper.

Section A: 35 Marks

Section B: 30 Marks

Section C: 25 Marks

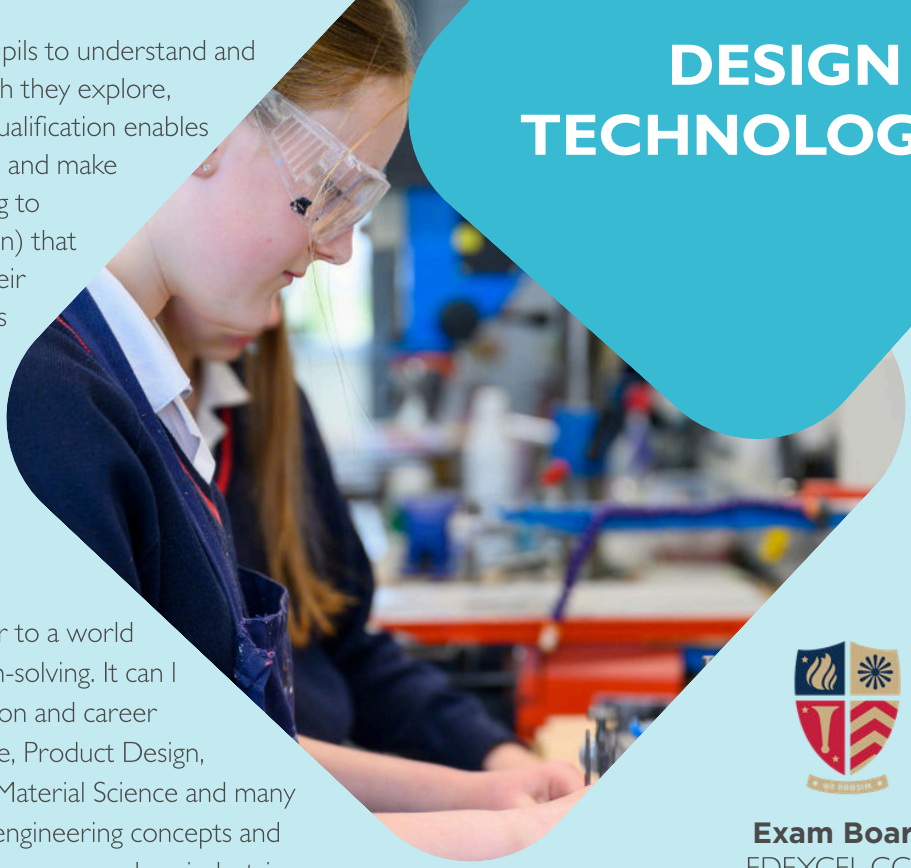
Pupils learn through individual research, teacher-led discussions, presentations, group projects, mock and practice exams, and a range of other activities and tasks.

They 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 develop a business idea.



DESIGN & TECHNOLOGY

The GCSE in Design and Technology enables pupils to understand and apply an iterative design approach, 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, Computer Science and the Humanities. Pupils learn how to take design risks, helping them to become resourceful, innovative and enterprising citizens.



Where can this subject take you?

Studying Design and Technology opens the door to a world of creativity, innovation, and real-world problem-solving. It can l ead to diverse opportunities for further education and career opportunities including Engineering, Architecture, Product Design, Furniture Design, Sustainable Design, Robotics, Material Science and many more. By exploring materials, design principles, engineering concepts and digital tools, you build skills that are valued across many modern industries.

Exam Board
EDEXCEL GCSE

Head of Department - Christie Rose - cnr@rydeschool.net

Course Content/Structure

Component 1:

This is composed of core content and a specialist material section focused on timbers. The core content includes topics on new and emerging technology, energy generation, materials, sustainability and mechanical devices. The specialist material section studies timbers in greater depth, looking into various aspects such as specialist processes, ecological footprint and design contexts.

Component 2:

- 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.
- The task will be internally assessed and externally moderated.

Assessment

Component 1 - The written paper of 1 hour and 45 minutes consists of two sections and is worth 50% of the qualification (100 marks).

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 ten 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 five marks of calculation questions in Section B.

Component 2 – The non-examined assessment is worth 50% of the qualification. The marks are awarded for each part as follows: Investigate (16 marks); Design (42 marks); Make (36 marks); Evaluate (6 marks).



DRAMA

Performance, direction and design 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.



Where can this subject take you?

The World Economic Forum's Future of Jobs Report predicts creativity, innovation and ideation will be key skills for the workforce of the future. When business leaders across the world were surveyed, they voted creativity as the most important workplace capability to help their businesses survive and grow. This means that the study of creative subjects, like Drama, is becoming even more important and relevant to young people to give you the chance to succeed – whatever your ambitions! At the same time, you will find many opportunities to develop and improve your personal well-being both independently and as part of a wider community.

Head of Department - Charlie Youlten - cdby@rydeschool.net

Exam Board
EDEXCEL GCSE

Course Content/Structure

Component 1 – Devised Piece with written Portfolio - 40%
In groups, responding to 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 chosen and explored, resulting in two extracts being staged: monologue, duologue or small group. Design alternatives are available.

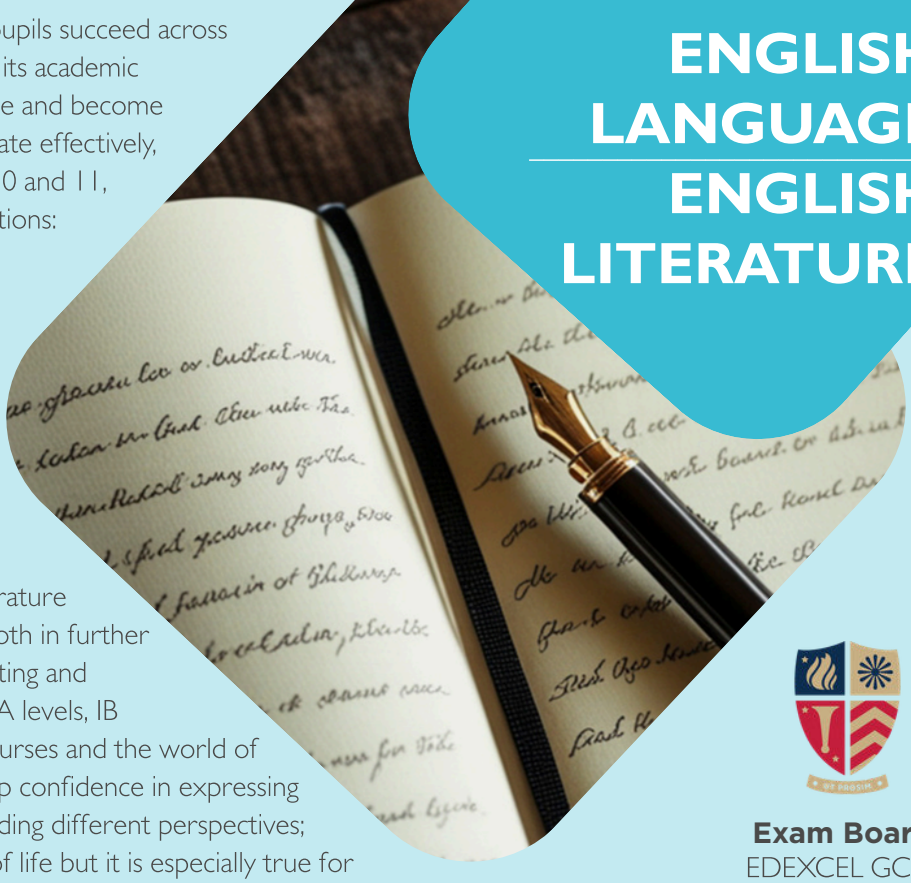
Component 3 – Written Exam - 40%
A section of a set text, which has been fully explored in class, is revealed in the exam room and five questions relating to acting, direction and design are asked. Two further questions are asked relating to live theatre seen during the two-year course.

Assessment

- Component 1 - The Devised Piece 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 45 minutes written exam, **Component 3**, focuses on answering questions about the set text that the pupils will have explored in class.
- It is externally assessed and forms the remaining **40% of the GCSE** and is marked out of 60.



ENGLISH LANGUAGE
ENGLISH LITERATURE



English is at the heart of the curriculum, helping pupils succeed across subjects and prepare for life after school. Beyond its academic importance, English lets pupils find their own voice and become confident individuals, able to think and communicate effectively, whatever their strengths or aspirations. In Years 10 and 11, pupils work towards two Edexcel IGCSE qualifications: English Language and English Literature. Both are assessed entirely by examination, with no coursework. Pupils study non-fiction, media texts, short stories, and poetry from diverse eras and cultures, alongside a novel, a Shakespeare play, and a modern drama. Through this, they hone their descriptive, creative, analytical, and persuasive writing skills.

Where can this subject take you?

Studying IGCSE English Language and English Literature opens a wide range of opportunities for pupils, both in further education and future careers. Strong reading, writing and skills are essential in almost every pathway, from A levels, IB programmes and apprenticeships to university courses and the world of work. The two English IGCSEs help pupils develop confidence in expressing ideas clearly, analysing information and understanding different perspectives; these are skills that are highly valued in all facets of life but it is especially true for careers in the media, law, education, business and the creative industries. Whatever direction a pupil chooses, English provides a strong foundation that supports success across many subjects and professions.

Exam Board
EDEXCEL GCSE

Head of Department - Poppy Price - pep@rydeschool.net (covering maternity leave)

English Language Assessment

Paper 1, **Non-fiction Texts & Transactional Writing** (60% of the IGCSE). This will focus on non-fiction texts, including those from the *Edexcel Anthology*, which will be prepared in advance, and one pupils will not have seen before.
They will answer questions that test their ability to interpret and compare those texts and 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 and 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.

English Literature Assessment

In **Paper 1**, **Poetry & Modern Prose** (60% of the IGCSE), pupils will analyse an unseen 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*, *Klara and the Sun*, *The Whale Rider* or *Western Lane*.

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*.

Pupils sit two examinations for each IGCSE English course at the end of Year 11, as described above.

There is no coursework.

ENGLISH AS A SECOND LANGUAGE

Created specifically for international pupils, this course offers the opportunity to gain valuable, lifelong skills and knowledge. Beyond developing a stronger communicative ability in English, pupils improve their understanding of the language across a range of everyday situations, social registers, and styles. They also gain a deeper awareness of the nature of language and key language-learning skills, alongside developing a broader international perspective.



Where can this subject take you?
Pupils who achieve grades 4 to 9 are well prepared to follow a wide range of courses. Those who achieve grade 4 can be considered to be at a level equivalent to B2 on the Common European Framework of Reference for Languages (CEFR).

Exam Board
EDEXCEL IGCSE

Head of Department - Rona Perkins (i/c ESL) rmp@rydeschool.net

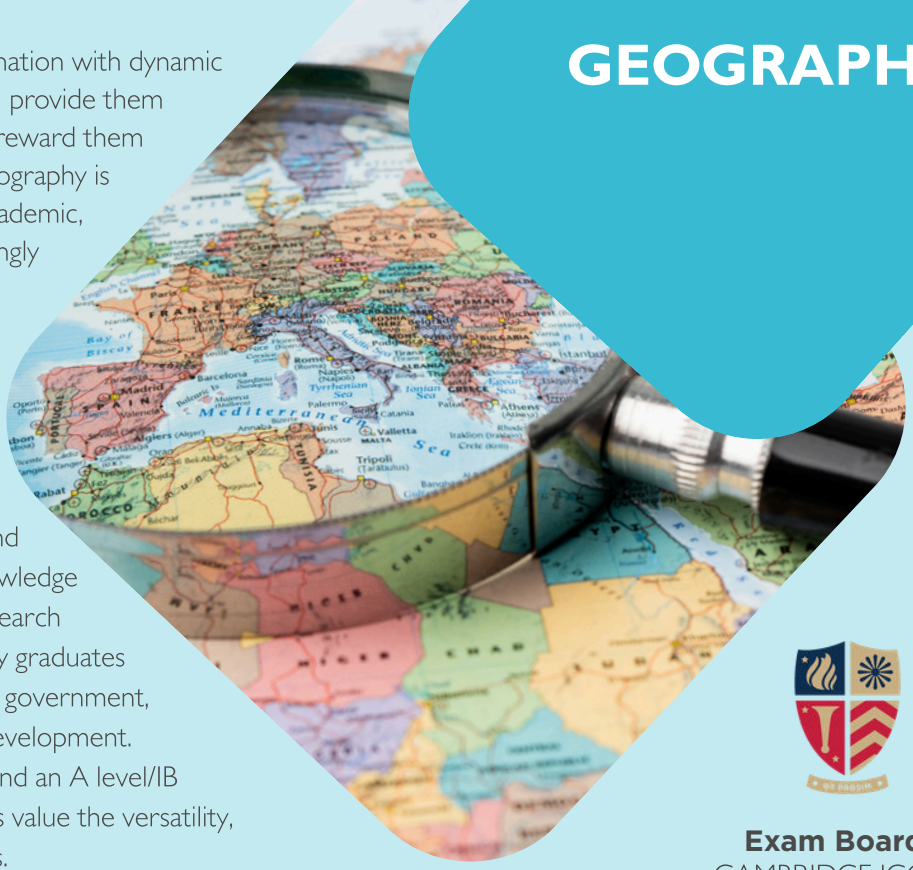
Course Content/Structure
Pupils are offered the opportunity to develop practical communication skills in listening, speaking, reading and writing. They are presented with a variety of stimuli that will build up their skills in reading and writing. They will learn to select relevant details, understand the difference between what is directly stated and implied, and practise writing for different purposes and audiences.
Pupils will engage in conversations on a variety of topics and develop their skills in responding to different situations and audiences with a degree of accuracy and clarity. They will learn to become independent users of English and to be able to use English to communicate effectively in a range of practical contexts.

Assessment
All candidates take four components.
Paper 1 - Reading - 1 hour (25%, 50 marks)
Candidates respond to a range of text types, with structured comprehension questions. The paper is externally assessed.
Paper 2 - Listening - 45 minutes (25%, 50 marks)
Candidates listen to a range of recordings, with multiple choice and short questions. The paper is externally assessed.
Paper 3 - Writing - 1 hour and 15 minutes (**25%, 50 marks**)
Candidates complete three written tasks, covering informal, formal and professional writing styles. The paper is externally assessed.
Paper 4 - Speaking - 22-23 minutes (**25%, 50 marks**)
Candidates take part in an interview, short presentation and discussion.
The paper is externally assessed.



GEOGRAPHY

Whatever a pupil's passion for the world - fascination with dynamic landscapes or changing climate - Geography will provide them with knowledge and transferable skills that will reward them personally and advance them professionally. Geography is a subject for our times. It is considered as an academic, multidisciplinary subject in a world that increasingly values people who have skills needed to work across the physical and social sciences.



Where can this subject take you?
Geography is a subject that complements others and sits as well with Business and Economics as it does with languages, Maths and Science. It can be studied at both A level and IB. Further study helps pupils build a broad knowledge base, as well as practical skills like fieldwork, research analysis and essay writing. This makes geography graduates valuable in a variety of fields, including business, government, environmental consultancy, and international development. Universities appreciate Geography as a GCSE and an A level/IB subject for its academic rigour, while employers value the versatility, critical thinking, and global perspective it fosters.

Exam Board
CAMBRIDGE IGCSE

Head of Department - Jamie Wainwright - jepw@rydeschool.net

Course Content/Structure
The course is split into human and physical Geography. Geographical skills are embedded throughout the course.

Physical Geography:

- Changing river environments
- Changing coastal environments
- Changing ecosystems
- Tectonic hazards
- Climate change

Human Geography:

- Changing populations
- Changing towns and cities
- Development
- Changing economies
- Resource provision

Assessment

Paper 1: Physical Geography 36% - 1 hour 45 minutes
75 marks Structured questions containing short answer and extended response items. Some items are based on source material. Externally assessed

Paper 2: Human Geography 36% - 1 hour 45 minutes
75 marks Structured questions containing short answer and extended response items. Some items are based on source material. Externally assessed

Paper 4 - Alternative to Coursework Paper 28%- 1 hour 30 minutes
60 marks. Two compulsory questions containing short answer and extended response items. Some items are based on source material.



HISTORY

GCSE History is a course designed to expose pupils to a wide range of historical content, themes and skills. The syllabus covers over 1,000 years of history, where themes such as power, society and health are considered across a variety of continents. Pupils learn how to evaluate sources as well as write extended answers to historical questions.



Where can this subject take you?

The study of history can lead to a wide range of careers, from traditional roles like archivist and museum curator to fields like law, journalism, and finance. History develops valuable transferable skills such as critical thinking, research, and communication, making graduates sought after in many sectors, including government, marketing, and the arts. It equips pupils for diverse paths, whether in heritage management, civil service, or business.

Exam Board
AQA GCSE

Head of Department Jonathan Comben - jcc@rydeschool.net

Course Content/Structure

Global Discovery c1000 - Present

This thematic study will enable pupils to gain an understanding of how knowledge developed in Britain over a long period of time. It considers the causes, scale, nature and consequences of short- and long-term developments, their impact on British society and how they were related to the key features and characteristics of the periods during which they took place. Although the focus of this study is the development of medicine and public health in Britain, it will draw on wider world developments that impact on the core themes.

European Diplomacy 1918-1939

This depth study enables pupils to understand the complex and diverse interests of different individuals and states including the Great Powers. It looks at concepts such as national self-determination, ideas of internationalism and the challenges of revising the peace settlement. It focuses on the causes of the Second World War and seeks to show how and why conflict occurred and why it proved difficult to resolve the issues which caused it. This study also considers the role of key individuals and groups in shaping change, as well as how they were affected by, and influenced, international relations.

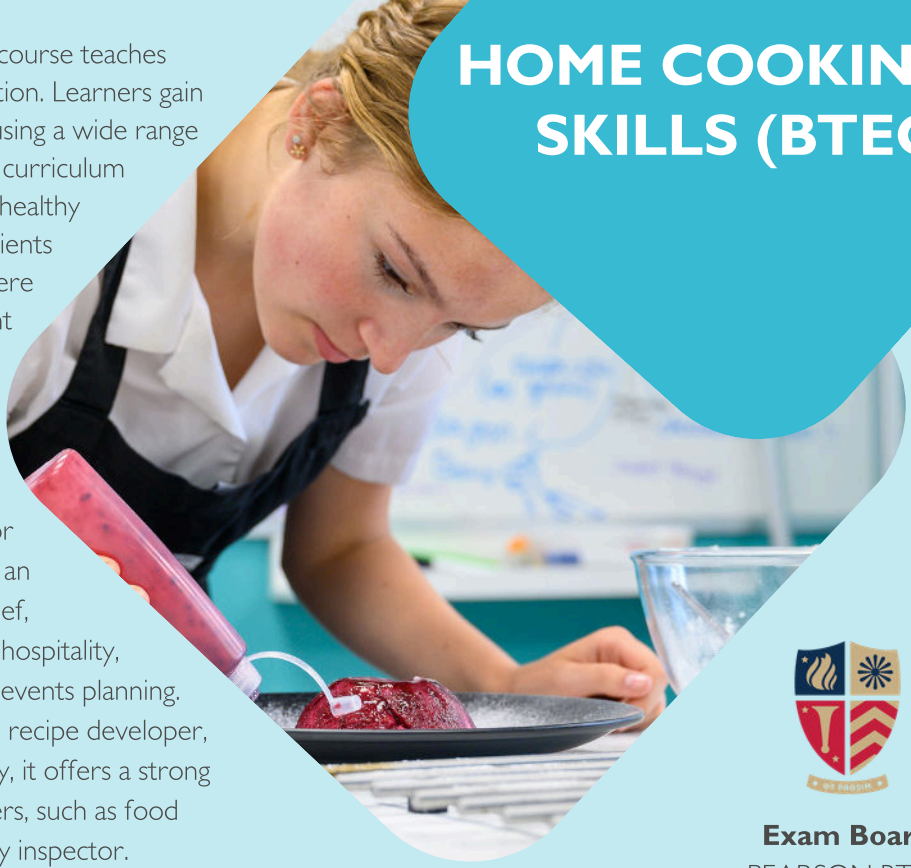
American Freedom 1920 - 1973

This period study focuses on the development of the USA during a turbulent half century of change. It was a period of opportunity and inequality – when some Americans lived the 'American Dream' whilst others grappled with the nightmare of poverty, discrimination and prejudice. Pupils will study the political, economic, social and cultural aspects of these two developments and the role ideas played in bringing about change. They will also look at the role of key individuals and groups in shaping change and the impact the developments had on them.

English Power 1568 - 1603

This option allows pupils to study in depth a specified period: the last 35 years of Elizabeth I's reign. The study will focus on major events of Elizabeth I's reign considered from economic, religious, political, social and cultural standpoints, and arising contemporary and historical controversies. In addition, a case study offers pupils the opportunity to investigate an environment of historical interest.

HOME COOKING SKILLS (BTEC)



This predominantly practical, GCSE-equivalent course teaches essential life skills in food preparation and nutrition. Learners gain the experience and confidence to cook meals using a wide range of ingredients, techniques, and equipment. The curriculum builds a strong understanding of dietary needs, healthy choices, and the functional properties of ingredients needed for recipe creation. Please note that there is a small termly contribution towards ingredient costs, and pupils should bring a food container to each lesson to take their dishes home.

Where can this subject take you?

This course opens up diverse career opportunities while providing invaluable skills for everyday life. Kitchen pathways include roles as an executive chef, pastry chef, baker, or private chef, alongside corporate and cruise ship catering. In hospitality, options range from restaurant management to events planning. Creative, media, and educational routes include recipe developer, food stylist, teacher, or food writer. Additionally, it offers a strong foundation for health and science-related careers, such as food technologist, nutritionist, dietitian, or food safety inspector.

Head of Department - Hannah Hay - hrh@rydeschool.net

Exam Board
PEARSON BTEC
LEVEL 2

Course Content/Structure

The Home Cooking Skills course enables pupils to develop:

- wide variety of practical skills to cook nutritious meals.
- knowledge of time planning, sourcing food, hygiene and food safety.
- understanding of how to economise when planning and cooking meals.
- understanding of the importance of presenting food well and how this contributes to its enjoyment.
- ability to inspire others by transferring knowledge.

Although the course and assessment focus on practical skills, pupils also complete written tasks, such as reflecting on recipes, learning about food sourcing, meal planning, and healthy choices.

No prior experience is required, though an interest in food and a willingness to work with varied ingredients are essential. Skills and cuisines are introduced progressively each week.

Before entering the kitchen, pupils must pass a food hygiene course and maintain safe, hygienic practices throughout.

Because the curriculum prioritises skill development over individual food preferences, pupils are expected to prepare a wide range of dishes, including ingredients they might not usually eat. However, all food allergies will be fully accommodated.

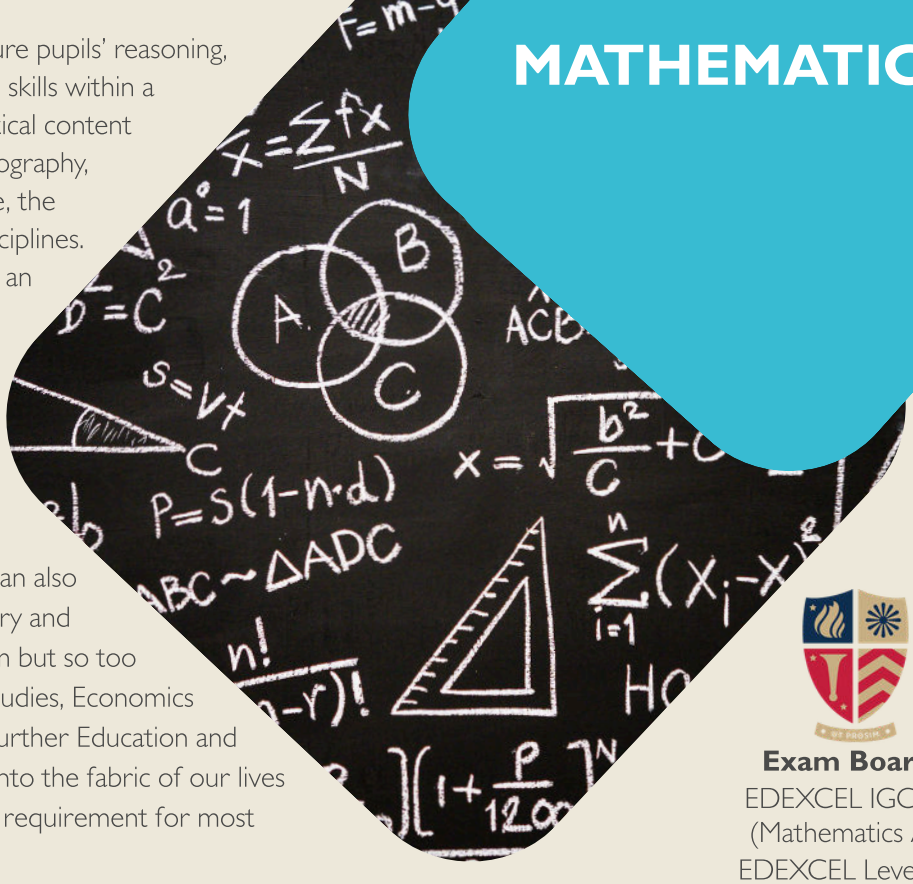
Assessment

Pupils are required to plan and create a nutritious two-course meal showing presentation skills, and complete a short written assessment pack explaining how to economise, and how they can pass on their cookery skills.

Working safely and hygienically throughout the preparation and cooking process is essential to be able to pass the course.

This includes lessons and the assessment. Final practical assessments will take place in March of Year 11.

MATHEMATICS



The IGCSE Mathematics course seeks to nurture pupils' reasoning, creativity, problem-solving, and communication skills within a broad and stimulating syllabus. With mathematical content increasing across subjects like the Sciences, Geography, Design and Technology, and Computer Science, the course helps pupils succeed across multiple disciplines. Furthermore, pupils in set 1 will work towards an Extended Mathematics award, designed to extend, enrich, and deepen their understanding.

Where can this subject take you?

As well as feeding directly into Mathematics and Further Mathematics as A level options, Mathematics plays a key role in the IBDP and can also be an option within the IBCP. Physics, Chemistry and Biology all have mathematical elements to them but so too do Geography, Design Technology, Business Studies, Economics and Psychology. Beyond Sixth Form and into Further Education and future careers, Mathematics is so interwoven into the fabric of our lives that having sound mathematical skills is often a requirement for most career paths.

Head of Department - Paul Pavlou - pjp@rydeschool.net

Exam Board

EDEXCEL IGCSE (Mathematics A)
EDEXCEL Level 2 Extended Mathematics Certificate

Course Content/Structure

The IGCSE course is built around four areas of Mathematics: Number, Algebra, Geometry and Trigonometry, and Statistics and Probability.

The syllabus builds on work done in previous years and focuses upon improving fundamental skills, such as manipulation of algebraic expressions, problems with fractions and percentages, analysis of data, drawing and interpreting 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.

Assessment

The Mathematics IGCSE 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 a paper.

Irrespective of tier, there are two papers each of two hours in length and of equal weighting. Calculators can be used in each paper, and there is no specific content difference between the two papers.

For those who sit the Foundation Tier, we will also consider other courses (such as Functional Skills), which may allow pupils to show a better level of understanding and ability if their way of thinking and approaching Mathematics better suits these courses. These decisions will be considered on a pupil-by-pupil basis with full consultation with parents and pupils throughout.

As above, the Level 2 Extended Mathematics Certificate is available to pupils in Set 1. All pupils will study elements of this, and, as we progress through Year 11, those pupils who show a particular interest in and aptitude for the content will study the full course and have the opportunity to gain the full qualification at the end of the year alongside their main Mathematics IGCSE.

MODERN FOREIGN LANGUAGES



Learning a foreign language at GCSE has never been more important. It hugely enhances communication skills, opens doors to understanding different cultures, and promotes global awareness and empathy. Academically, language study boosts literacy, memory, and cognitive function while sharpening problem-solving abilities. Professionally, having a second language is highly sought-after, increasing career prospects in virtually any areas such as business, tourism, diplomacy and education. Furthermore, achieving a GCSE qualification in a language demonstrates discipline and commitment, qualities valued by universities and employers alike. It also provides a strong foundation for Sixth Form study, making the world feel far more accessible. We offer French, German, Mandarin, and Spanish.

Where can this subject take you?

A GCSE in a foreign language is a valuable asset, opening doors to diverse career paths and further education. It serves as an excellent foundation for post-16 language study or for combining with subjects like Business, Law, or International Relations at university. Beyond specific roles like translating and interpreting, language skills are hugely beneficial for travel, customer-facing roles, international business, marketing, education, and diplomacy. Ultimately, it signals cultural understanding and advanced communication skills, making candidates far more competitive in today's global job market.

Exam Board
EDEXCEL
(FRENCH & GERMAN)
AQA
(SPANISH & MANDARIN)

Head of Department: Adam Jackson - acj@rydeschool.net

Course Content/Structure

All four skill areas will be practised throughout the course and the course books provide ample revision material, along with exam-style practice. The new IGCSE and GCSE courses require far more independence and spontaneity, and as well as the key vocabulary and grammar, an understanding of the culture of the target language countries is essential.

An (I)GCSE in Modern Languages will enable pupils 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 understanding of the culture and identity of countries and communities where a 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 in IGCSE French and German are:

A. Home and Abroad
B. Education and Employment
C. Personal Life and Relationships
D. The World Around Us
E. Social Activities, Fitness and Health

The topic areas covered in GCSE Mandarin and Spanish are:

1. Identity and Culture
2. Local, National, International and Global Areas of Interest
3. Current and Future Study and Employment



Assessment
The new IGCSE and GCSE are 100% externally marked exams with no coursework. For IGCSE, there is no tiered entry, meaning all pupils will sit the same exams which assess all levels of ability. For the AQA GCSE, there is the option of a foundation or higher-level paper depending on the grade aimed for. Each skill is tested separately.

Listening: Comprehension tasks requiring a mixture of short and long answers.

Speaking: A photo card task (plus a roleplay for AQA Mandarin and Spanish, and a 'read aloud' task for Spanish), followed by a general conversation task based on the topic areas.

Reading: Comprehension tasks on a mixture of short and extended texts including a longer literary text, plus two written tasks and a gap-fill grammar task.

Writing: IGCSE has two written tasks and a gap-fill grammar task. AQA GCSE also has a mixture of short and long written tasks plus a short translation into Mandarin or Spanish.

Each exam is 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. It is externally assessed.



MUSIC



This exciting and rewarding GCSE course gives pupils a genuine understanding of how different musical genres are constructed. By analysing the work of others, pupils learn key techniques to enhance their own creative compositions, performances, and listening skills. Teaching is split into three weekly lessons: one focused on composition, and two dedicated to musical analysis and listening.

Where can this subject take you?

GCSE Music is an exceptionally versatile and well-regarded qualification, equipping pupils for success in creative careers or traditional professional paths. It opens doors to music-related roles in performance, creative education, music therapy, arts administration and broadcasting but, with its emphasis on analytical skills and discipline, it also compliments studies towards competitive fields including medicine, law and accountancy. Ultimately, the transferable skills gained provide a solid foundation for any future direction.

Exam Board
EDEXCEL GCSE

Teacher in charge of Academic Music: Alastair Nye - amn@rydeschool.net

Course Content/Structure

Performance (30%): Pupils perform one solo and one group piece. The preferred end-of-course standard is Grade IV–V (Associated Board, Rockschool, or equivalent), so starting around Grade II–III is ideal, though not essential. Practical work is monitored regularly, with termly recital opportunities. Weekly instrumental lessons are strongly recommended.

Composition (30%): Pupils compose two coursework pieces. In Year 10, they create a free composition in a style of their choice. In Year 11, they complete a piece set to an exam board brief.

Appraising (40%): Appraising (40%): Pupils develop listening and analytical skills through studying eight contrasting set works across four themes:

- Instrumental Music (1700–1820): JS Bach (Brandenburg Concerto No 5, 3rd Mvt) and Beethoven ("Pathétique" Sonata, 1st Mvt).
- Vocal Music: Purcell (Music for a While) and Queen (Killer Queen).
- Music for Stage and Screen: Schwartz (Defying Gravity from Wicked) and John Williams (Star Wars Episode IV Main Title).
- Fusions: Afro Celt Sound System (Release) and Esperanza Spalding (Samba Em Preludio).

Each area includes wider listening to deepen understanding of each musical style.

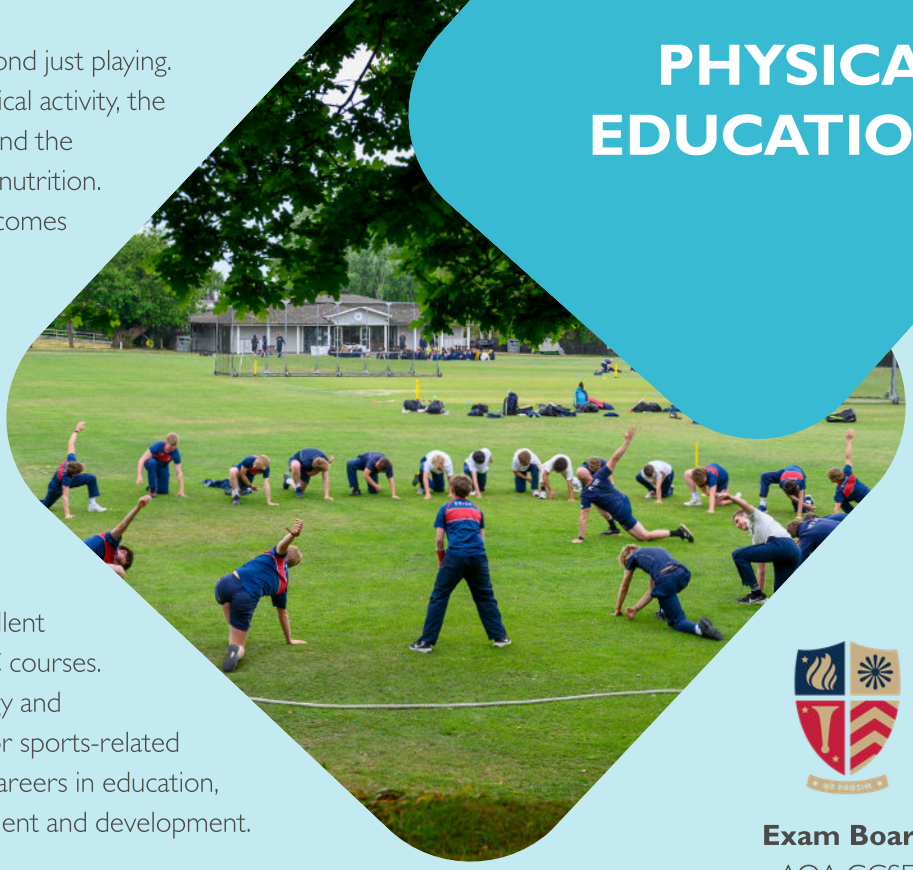
Assessment

The Performance and Composition modules are assessments of practical coursework. 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. These two modules should be completed by the end of the Spring Term in Year 11.

Knowledge, Understanding and Musicality will be tested in a final exam, based on extracts of the eight set works with some melodic and rhythmic dictation. Pupils will also be tested on their ability to recognise features within unfamiliar works and compare these with their studied works.

PHYSICAL EDUCATION

This course is for pupils interested in sport beyond just playing. It explores how the body functions during physical activity, the socio-cultural factors influencing participation, and the benefits of a healthy lifestyle, including diet and nutrition. As an academic subject, 60% of the final grade comes from two theory papers, while 40% assesses practical performance and knowledge across three sports. Pupils should be performing their chosen sports to a strong standard to succeed in the practical element. Past pupils have gone on to study Physiotherapy, Psychology, Nutrition, and Sports Business.



Where can this subject take you?

A GCSE in Physical Education provides an excellent foundation for A Level Sports Science or BTEC courses. At Post-16, it pairs well with subjects like Biology and Psychology, strengthening UCAS applications for sports-related degrees. Beyond university, it leads to diverse careers in education, coaching, health and fitness, or sports management and development.

Head of Department: Henry Edwards - hre@rydeschool.net

Exam Board
AQA GCSE

Course Content/Structure

Pupils have three lessons per week: two theory and one practical in Year 10 and three theory in Year 11, to cover both parts of the syllabus.

The practical assessments are initially done 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

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).

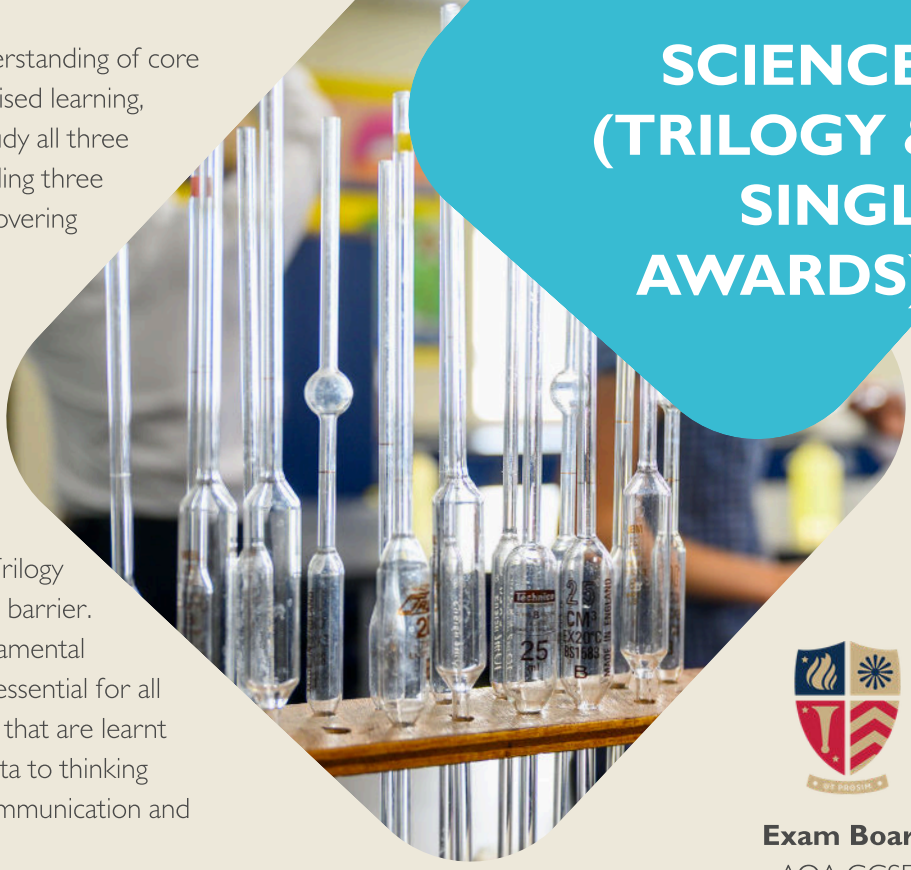
Non-exam assessment: Practical performance in physical activity and sport – three different physical activities: one team activity, one individual activity and a third in either an individual or team activity.

There is also a piece of written coursework worth 10% of a pupil's final grade that focuses on the 'Analysis and Evaluation' of sporting performance from a chosen sport.

All combined are worth 40% of a pupil's final grade.



SCIENCES (TRILOGY & SINGLE AWARDS)



Science GCSE courses provide a thorough understanding of core knowledge and skills, with a focus on contextualised learning, creative thinking, and problem solving. Pupils study all three sciences through either Separate Sciences (yielding three individual GCSEs) or the Trilogy Dual Award (covering slightly less content for two GCSE grades). Both pathways include hands-on practical work and integrated mathematical skills, fully preparing pupils for further study without limiting future options.

Where can this subject take you?

GCSE Science will allow a pathway through to post-16 education, be that A level or I.B. Both Trilogy and Single Science affords this entry; there is no barrier. However, Science is more than that. It is a fundamental aspect of human innovation and develops skills essential for all aspects of life. All career paths will require skills that are learnt in science lessons, from being able to analyse data to thinking critically about problems. It demands careful communication and encourages collaboration and teamwork.

Head of Department: Matt Chalmers - mgc@rydeschool.net

Exam Board
AQA GCSE

Course Content/Structure

Science covers three key topics - Biology, Chemistry and Physics. Each topic focuses on the following:

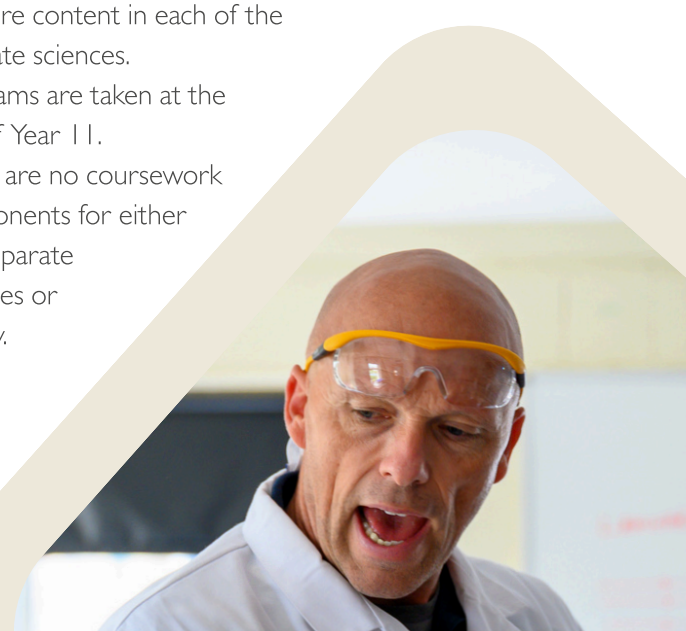
Biology - Cell biology, Homeostasis and Response, Organisation, Inheritance, variation and evolution, Infection and response, Ecology and Biogenergetics.

Chemistry - States of matter, Atomic Structure and Bonding, Equations and calculations, The Periodic Table, Extraction of Metals and Electrolysis, Acids, Bases, Salts and Titrations, Analysis of gases and Ions, Rates of Reaction and Energetics, Reversible Reactions and Equilibria, The Atmosphere and Using Earth's Resources, and Organic Chemistry.

Physics - Energy and Electricity, Particles, Atomic/nuclear physics, Forces and motion, Waves, Magnetism and Electromagnetism, and Space Physics (Separate Science only)

Assessment

Separate GCSE courses are assessed by two exams:
Paper 1 (1 hour 45 min)
Paper 2 (1 hour 45 min)
Trilogy (Dual Award) is assessed by two exams for Biology, Chemistry and Physics, each 1 hour 15 min and cover the core content in each of the separate sciences.
All exams are taken at the end of Year 11.
There are no coursework components for either the Separate Sciences or Trilogy.



LEARNING SUPPORT

The Learning Support department is based in the Learning Support Centre. We work with staff and pupils to ensure that the necessary support is in place in lessons for pupils with an identified learning need e.g. dyslexiaor dyslexic traits. This is achieved both by pupils having a clear picture of their needs, and by liaising with staff to ensure that they are teaching in a way that best suits pupils' individual learning style. Additionally, we offer one-to-one and small group sessions for pupils in both literacy and numeracy. Here, our aim is to support pupils to develop learning strategies that will allow them to access the curriculum and grow in confidence and independence.



EXAM ACCESS ARRANGEMENTS

Exam Access Arrangements (EAAs) allow pupils with a specific learning need, a disability, or certain medical conditions, to fully access (I)GCSEs and other qualifications, without changing the demands of the assessment. Examples of EAA provision include extra time, a reader and/or the use of a word processor. EAAs are regulated by JCQ (Joint Council for Qualifications) and managed by the Head of Learning Support. A referral for EAA can be initiated by teachers, pupils and/or parents and evidence will be collated, but the decision to whether these are appropriate for a pupil rests with the Head of Learning Support and, ultimately, JCQ.



EXTRA ENGLISH

Extra English lessons are aimed at pupils in set 4 or 5 English, by individual arrangement. In these lessons, pupils follow the Edexcel Functional Skills English courses, completing Level 1 in Year 10 and Level 2 in Year 11. The principal aim of these courses is to support pupils' work in their IGCSE English Language and Literature lessons, by focusing closely on the most important literacy skills and providing additional practice and guidance in a small group. These lessons therefore help to support and improve pupils' IGCSE work, to help them to achieve at least grade 4, while also building confidence in those core literacy skills, as well as speaking, listening and communication. However, pupils also achieve additional qualifications that they can potentially draw on in future.





Make sure you choose subjects that you actually want to do, not just what your friends or parents think.

Pick carefully and don't just choose a subject randomly or because you think you should. Think about your choices - you will be doing them for two years!

Follow your own ambitions. Keep your mind open to new ideas and opportunities.







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