

RIPLEY ST THOMAS CHURCH OF ENGLAND ACADEMY



Year 8 Options Booklet 2015

Believe.....

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Welcome to the Key Stage 4 Options Booklet for 2015. This booklet is designed not only to help pupils and parents decide which subjects pupils wish to study in Years 9, 10 and 11 (Key Stage 4) but also to provide general information about Key Stage 4. It would be advisable to keep the booklet throughout Years 9, 10 and 11 as it will provide useful information about subjects in those years.

In Years 7 to 8, pupils have had little choice about which subjects they study. Most of these are specified in the National Curriculum. At this stage they have some choice and some important decisions to make. Most of the subjects they study are again compulsory, but now they have in addition to choose **three** optional subjects to study to GCSE.

The second part of this booklet gives information about the subjects offered at Key Stage 4. If it is proving difficult to make a choice between subjects it is worth bearing in mind that it may be possible to study a subject at AS Level even if it has not been chosen as a GCSE option, subject to interview with the Subject Leader.

Please read the information in this booklet very carefully and take advantage of all the opportunities available to ask about the courses. These decisions are important as they will affect the direction and career choices pupils can follow in the future.

We will do our best to ensure that all pupils can take their chosen subjects but we cannot guarantee that this will always be possible. Groups in any subject which do not reach sufficient numbers will not run.

For further information regarding the contents of this booklet, please contact me in the first instance.

I G Gomersall
Assistant Principal - Director of Operations

Key Stage 4: Subjects to be studied

All pupils are expected to study the following subjects to GCSE level:

- English Language and English Literature
- Mathematics
- Double Award / Triple Award Science
- Religious Studies

In order to educate the whole person and to prepare pupils for life beyond school, all pupils will receive:

- Physical Education
- Personal, Social, Health and Economic Education
- Citizenship Education
- Careers Education

In addition to the compulsory subjects, we also offer optional subjects.

Pupils must choose **one** optional subject from:

Computer Science
Geography
History
French
German
Spanish

Pupils must then choose a further **two** subjects from:

Agriculture (BTEC)	German
Applied Business	History
Art	(iGCSE) ICT
Business Studies	Music
Child Development	Physical Education (GCSE)
Computer Science	Product Design
Drama	Resistant Materials
Food Technology	Spanish
French	Systems and Control
Geography	

English Baccalaureate (E-Bacc)

In order to gain the English Baccalaureate (E-Bacc) award, pupils have to achieve a grade C or above in the following subjects:

1. English
2. Mathematics
3. Two sciences (including Computer Science)
4. A modern or ancient language
5. History or Geography

This combination of GCSEs at grades A*-C will entitle the pupil to the E-Bacc. The combination of these subjects may be sought after by certain universities although the degree of importance they place upon the E-Bacc is still unproven.

All pupils at Ripley study English, mathematics and double award science. In order to gain the Baccalaureate, pupils will therefore need to select a **language and either History or Geography**.

The National Curriculum and GCSE

The National Curriculum sets out areas of study to be taught in each subject and identifies which subjects are compulsory.

Each subject leader has chosen the most appropriate syllabus for our pupils and details of these can be found on the last page of this booklet.

General Certificate of Secondary Education (GCSE)

Pupils are assessed in a variety of ways depending on the subject. In some subjects credit is given for work done throughout the three years; this is assessed through controlled assessment/coursework. This is either a long project in school time or shorter pieces of work done under exam conditions. Controlled assessment is an essential part of some examinations and without it a GCSE grade cannot be awarded. Other subjects are 100% examination in year 11.

There are two grading structures, depending on whether the subject is a new, reformed GCSE or an older syllabus. Older GCSEs retain the grading A* to G. The new GCSE grades range from grade 9 (highest) to grade 1 (lowest). In science and mathematics, pupils are entered for the appropriate level or tier in their examinations where applicable. Where tiered entry is offered, subjects have two tiers of entry: Foundation Tier (grades 1 to 5) and Higher (grades 4 to 9).

BTEC

Agriculture is a Pearson BTEC qualification. This is not a GCSE but is equivalent to two GCSEs. Grading is Pass, Merit, Distinction and Distinction*. It has a high proportion of coursework.

Applied GCSEs

These courses are more vocational in focus than other GCSEs and are assessed differently, with a higher proportion of the assessment coming from Controlled Assessments. Applied courses taken at Ripley are worth two GCSEs.

Future Education

The Raising of the Participation Age (RPA) means that all young people will continue in **education or training to 18 from 2015**. This means that your child will continue in education or training to 18.

This change does not necessarily mean staying in school. Young people will be able to choose one of the following routes:

- full-time education, such as school, college or home education;
- work-based learning, such as an apprenticeship; or
- part-time education or training, if they are employed, self-employed or volunteering for more than 20 hours a week.

OTHER COURSES

Personal, Social, Health and Economic Education (PSHEe) with Citizenship and Careers

Our 'drop down days' cover a breadth of subjects to enrich each young person's knowledge and understanding of the world around them and to equip them to be good citizens of the future.

Our 'journey of life' workshops consider relationships, parenthood, separation, loss and conflict. This is complemented by our health fair and sex education sessions.

A thought provoking 'crime and punishment' day challenges pupils' moral values and core beliefs. In Year 11 pupils consider their future and have the opportunity to write CVs and participate in mock interviews. External KS5 providers as well as our own sixth form staff are invited to speak to students about the different pathways open to them for future study.

Pupils will have the opportunity for an interview with our independent careers advisor and to use the school resources focusing on different careers.

Physical Education

All pupils follow courses in Physical Education throughout Key Stage 4.

Monitoring Pupils' Progress

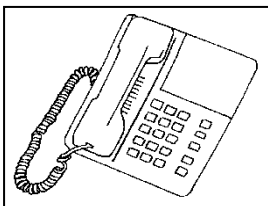
Tutors and subject teachers will be keeping a careful track of pupils' progress throughout Years 9, 10 and 11. However, it is essential that pupils monitor their own progress and have their own goals and targets.

All staff



will continue to ensure that pupils make good use of their Journal to record homework, to note important dates, to record their core skills, as well as conveying information between teachers and parents.

When



there is a particular matter of concern, or indeed special commendation, contact with home will be made on an individual basis. Otherwise, the formal 'draft' reporting schedule is as follows:

Year 9 – 2015/2016

Termly Grade Card

March : Parents' evening

June/July : Annual examinations

Year 10 – 2016/2017

Termly Grade Card

November : Parents' evening

May/June : Annual examinations

June : Full Annual Report

Year 11 – 2017/2018

Termly Grade Card

October : Parents' evening

December : Mock examinations

February : Full Annual Report

April : Mock examinations

August : GCSE results issued

What can parents do to help?

The support of parents is a crucial feature in the success of their child at school. Naturally parents cannot do the Controlled Assessment for their child.

Parents can help:

- by providing a quiet place in the home where their child can do homework. Although some children may find it easier to work with music in the background, television and smart phones etc are always a distraction,
- by checking that sufficient time is allowed for homework. This may mean checking that homework is completed before children go out,
- by regularly checking and signing their child's journal,
- by talking to their child about the progress of work; encouraging them when it is difficult and helping if there are problems,
- by ensuring their child is aware of controlled assessment deadlines and helping to plan in order to meet them,
- by encouraging their child to produce the best possible work in terms of presentation, quantity etc,
- by ensuring their child goes to bed at a reasonable time so that he/she is neither tired nor late for school,
- by providing basic equipment which can be used at home. This should include a calculator, an English dictionary and, for students taking a modern language, the appropriate French, German or Spanish dictionary. (Teachers will be able to advise you regarding which are the best ones to buy),
- by ensuring their child has a **black pen**, pencil, ruler, eraser, compass, protractor etc.

Remember, if you do have concerns we are here to help. Do contact us sooner rather than later if you are anxious about your child's work.

Making Decisions

Making decisions is never easy! It is essential that you think carefully regarding which subjects to study.

Remember.....

- do choose subjects you enjoy,
- do choose any subjects which are essential for your career choice,
- do look at the information in the careers library and ask Mrs Burr for advice,
- do discuss your ideas with your parents and teachers.

But.....

- do **not** choose a subject because you like or dislike a particular teacher as you may never have that teacher again,
- do **not** choose a subject because a friend has chosen it as your friend is different from you.

Will I get what I choose?

Although it is hoped that the majority of pupils will be allocated to the subjects they have opted for, the school can only accommodate a certain number in each area. Pupils will not be allocated on a "first come, first served" basis, but each pupil will be considered in his or her own right.

If too few pupils choose a particular subject, it may not be a 'viable' group, in which case pupils will be allocated to their reserve choices.

It is essential that reserve choices are filled in; option forms which are incomplete will be returned to pupils.

The Procedure

3 rd March	Year 8 reports to parents
4 th March	Options Information Evening for Parents at 7.00pm
12 th March	Year 8 Parents Evening (5.00pm-8.00pm)
18 th March	Option Forms returned to Progress Tutors

Please note that if a pupil fails to return the Option Form by the date set, then that pupil may be allocated to whatever subjects have capacity.

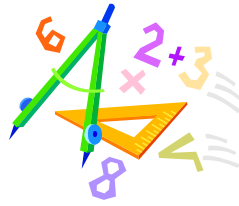
Section A

CORE SUBJECTS

Subject Details

These are all compulsory.

MATHEMATICS



The 3-year course covers the requirements of the National Curriculum and pupils study topics in the following areas: number, algebra, geometry & measures, ratio, proportion & rates of change, probability and statistics. Pupils will be taught to develop fluency, reason mathematically and solve problems.

All pupils are assessed by three examination papers at the end of Year 11:

Paper 1	Non-calculator paper
Paper 2	Calculator paper
Paper 3	Calculator paper

There is no controlled assessment in GCSE Mathematics.

The material taught to pupils depends on the ability of the group.

There are **two** overlapping tiers of entry for GCSE: Higher and Foundation

ENGLISH LANGUAGE & ENGLISH LITERATURE



These two GCSEs are taught as an integrated course during Key Stage 4 and pupils will gain two separate qualifications.

Pupils will study a range of literature and non-fiction writing from 19th, 20th and 21st Centuries, including Shakespeare and the Romantic Poets, and will also develop their own writing skills for a range of purposes and audiences.

The importance and use of correct grammar, spelling and punctuation is taught throughout the course both through the ongoing study of the texts and explicitly through language based work and exercises.

Pupils must develop their spoken language skills and will take part in a variety of speaking and listening activities throughout the course, complementing their reading and writing studies.

The courses are assessed by formal examination at the end of the three years, with a spoken language component being awarded as a separate mark.

Details of the current Schemes of Work can be found on the English section of Curriculum Online on the school website.

SCIENCE



Pupils will follow the AQA Separate Science route with Biology, Chemistry and Physics being taught as individual subjects. This will be a linear course, with all examinations taken in Year 11. It is expected that pupils will be completing compulsory practical work throughout the course, with practical skills examined within the written papers. As yet, the exact details have not been confirmed by AQA.

Pupils may be offered Higher or Foundation examination routes and a Combined Science alternative may be considered. Exam entry decisions will be made following accreditation in October 2015. All routes lead to the award of GCSE Science.

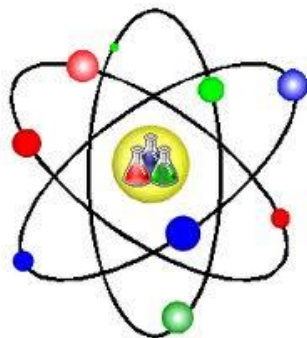
COMBINED SCIENCE

A three year linear course leads to two separate science GCSEs. These two GCSEs together provide a basis for the study of AS or A2 level Biology, Chemistry and Physics.

Key subject aims

- to impart a systematic body of scientific knowledge and facts, and an understanding of scientific concepts, principles, themes and patterns,
- to further pupils' appreciation of the practical nature of science, developing experimental skills based on correct and safe laboratory techniques,
- to develop an appreciation of the importance of accurate experimental work in scientific method and reporting,
- to develop pupils' ability to form hypotheses and design experiments to test them,
- to sustain and develop an enjoyment of, and interest in, the scientific world,
- to foster an appreciation of the significance of science in wider personal, social, environmental, economic and technological contexts, with a consideration of ethical issues,
- to enable pupils to select, organise and present information clearly and logically, using appropriate scientific terms and conventions,
- to prepare students for more advanced courses in each of the three scientific disciplines that comprise this specification.

SEPARATE SCIENCE



The separate science course is designed for the most able scientists. It leads to separate GCSEs in Biology, Chemistry and Physics. Each of these single award GCSEs would provide a firm basis for the study of AS or A2 level Biology, Chemistry and Physics.

Key aims of three courses:

- learn about the unifying patterns and themes of Biology, Chemistry and Physics,
- acquire knowledge and understanding of physical facts, concepts and principles,
- appreciate the practical nature of Biology, Chemistry, Physics, developing experimental and investigative skills based on correct and safe laboratory techniques,
- appreciate the importance of accurate experimental work and reporting as scientific methods,
- develop a logical approach to problem-solving in a wider context,
- evaluate, in terms of their scientific knowledge and understanding, the benefits and drawbacks of scientific and technological developments, including those related to social, environmental and economic issues,
- select, organise and present information clearly and logically, using appropriate scientific terms and conventions,
- prepare for more advanced courses in Biology, Chemistry, Physics.

RELIGIOUS STUDIES



All pupils follow a GCSE course in Religious Studies. Two modules will be studied and will be examined in year 11, in 2 separate examinations.

Module Titles

Year 9/10 – Religion & Life Issues

Year 10/11 - Religious Philosophy & Ultimate Questions or Religion & Morality

Pupils will consider reactions to global and contemporary issues such as war and peace, abortion, care for the planet, etc., from the perspective of Christianity and other world faiths.

In Year 11 some groups will study the philosophy option which involves pupils exploring philosophical and spiritual issues such as “Why is there evil in the world?” Other groups will study Religion & Morality, which looks at issues around medical ethics and crime punishment. These options in combination with Religion & Life Issues will lay down the foundation for A Level Religious Studies.

The course is adapted and modified to enable pupils of all abilities to derive the maximum benefit from the course. It is an exciting and interesting syllabus as it allows pupils to think about faith and religious belief in a modern context.

Section B

OPTIONAL SUBJECTS

Subject Details

Pupils MUST choose ONE subject from this section.

COMPUTER SCIENCE



Why choose Computer Science?

Computing is of enormous importance to the economy, and the role of Computer Science as a discipline itself and as an 'underpinning' subject across Science and Engineering is growing rapidly.

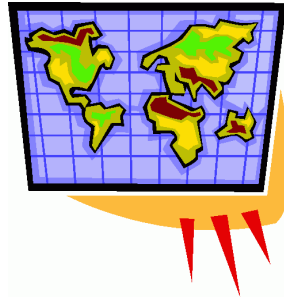
Computer technology continues to advance rapidly and the way that technology is consumed has also been changing at a fast pace over recent years. The growth in the use of mobile devices and web-related technologies has exploded, resulting in new challenges for employers and employees. For example, businesses today require an ever-increasing number of technologically-aware individuals. This is even more so in the gaming, mobile and web related industries and this specification has been designed with this in mind.

This course provides the knowledge, skills and understanding that a growing number of employers are demanding.

What will I learn?

- How to create applications that run on mobile devices
- How to create applications that operate in a web enabled environment
- How to create simple computer games
- You will gain an understanding of the fundamental concepts around creating software applications

GEOGRAPHY



GEOGRAPHY can be the most up-to-date subject in the curriculum!

The world in which we live is likely to change more rapidly than it has ever done before. Our role in that change is more important than ever. Geography looks for patterns and helps to prepare people. It is a subject about now and the future.

GEOGRAPHY combines and applies your knowledge and skills from other areas to give a practical, balanced, real place-based viewpoint, which is essential preparation for the world of work.

GEOGRAPHY will develop your understanding about places, and how people are linked to their environment. You will learn about human issues that may change or threaten the way we live. You will also learn how to explain many of the earth's surface processes, which will help you to understand various landscapes and hazards. You will further use and increase your map and graphic skills.

The GCSE course is designed to give the students the opportunity to explore a wide variety of geographical topics.

Place knowledge will be developed through studying the geography of the UK which will include both its physical and human landscapes.

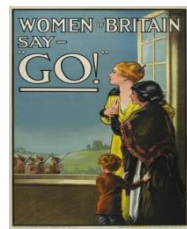
Physical geography topics will investigate how we deal with issues such as changing weather and climate patterns and its consequences such as flooding.

Aspects of **human geography** will also be explored with learning focusing on cities & urban societies and how we best sustain development and change.

A key issue that will be addressed throughout the course is **sustainability**. This will help students to better understand the role we have in looking after our planet for present and future generations.

Geographical fieldwork is another important part of the course which means that we have to leave the classroom in order to fully interact with and appreciate the real world.

HISTORY



GCSE History encourages you to think about the causes and consequences of events. Pupils develop a wide range of transferable skills sought after by many employers, for example the ability to collect, collate and prioritise information. Pupils learn to use, and make judgements about various kinds of evidence such as film, photographs, and written material. This allows them to detect bias or prejudice, and to understand how attitudes and societies change over time.

In Year 9, pupils will study a variety of C20th topics that should give them a breadth of understanding of key events of this century along with the contextual depth they will need for the following two years. Topics will include The Russian Revolution, Trench Warfare, Key Events of World War 2, Nazi Germany and the Holocaust. We will focus on developing pupil skills required at GCSE using the same format of exam questions in their assessment. History GCSE will be taught in two different units across the next two years. This will provide the opportunity to divide assessment across Years 10 and 11. There are opportunities to study history from a variety of perspectives, including political, social, economic and cultural thereby helping students to appreciate the diversity of the societies studied.

Unit One: International Relations: Conflict and Peace in the 20th Century

- Origins of World War One
- Peacemaking 1918-1939
- Origins of World War Two

Unit Two: Depth Studies

- USA 1918-1929 - social, economic and political history
- Germany 1929-1945 – social, economic and political history
- The USA in Vietnam 1954-1975 – origins of the conflict, a comparison of tactics, impact of the media and reasons for US withdrawal

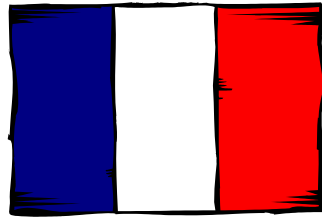
Units One and Two will both be assessed by written examination during the summer of Year 11.

Unit Three: Historical Enquiry Britain at War

A comparison of Britain's methods of warfare during the First and Second World Wars focusing on developing technology on land, sea and in aerial combat.

Students will be guided and supported through the preparation stage of the historical enquiry. Unit Three is assessed by these two questions and is worth 25% of the total marks for History GCSE.

FRENCH



French at Ripley is a strong communicative course. We promote pupil collaboration in the target language in French within small groups but we also encourage our learners to work independently on vocabulary and skills and reflect upon the learning process. Classes are taught in French although Grammar is taught in English for ease of comprehension. Emphasis is also placed on vocabulary learning as well as the accuracy of spelling in French. Each of the four language skills; listening, reading, speaking and writing is tested separately. Pupils may be entered either for Foundation or Higher level in the skills of listening and reading at the end of year 11 according to their progress. These skills are each worth 20% of the final grade.

Controlled Assessment in Speaking and Writing takes place during the final two years of the course; each skill worth 30% of the final grade. The entry level here is open ended. There is an opportunity in Year 11 to travel to Paris to take part in the French Exchange with the Lycée Buffon in Paris.

Pupils follow the Edexcel GCSE course and each pupil has his/her own textbook suited to ability level/target grade. Listening and Reading practice is promoted in lessons on the whiteboard using the interactive resources from our electronic course textbook. In addition we use Edexcel's own published assessment materials and we prepare pupils for linear exams by regular past paper skill practice each term. GCSE Edexcel work books are also available which promote independent learning. There is integral answer key as well as access to further online listening materials.

During the 3 year course pupils study four main topic areas; media and culture, sport and leisure, travel and tourism, work and employment. In Year 9 we concentrate on the foundational elements of language learning, vocabulary acquisition and retention as well as written accuracy and oral confidence. In Years 10 and 11 we focus on the preparation for assessment further developing communication and comprehension skills.

GERMAN

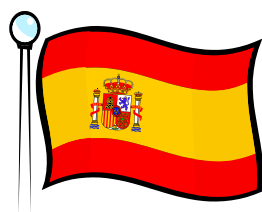


German at Ripley is a strong communicative course. We promote pupil collaboration in the target language in German within small groups but we also encourage our learners to work independently on vocabulary and skills and reflect upon the learning process. Classes are taught in German although Grammar is taught in English for ease of comprehension. Emphasis is also placed on vocabulary learning as well as the accuracy of spelling in German. In the final examination at the end of year 11 each of the four language skills; listening, reading, speaking and writing is tested separately. Pupils may be entered either for Foundation or Higher according to their progress. Each skill is worth 25% of the final grade.

Pupils follow the OUP Zoom course in year 9 and the Edexcel GCSE course in years 10/11. Each pupil has his/her own textbook suited to ability level/target grade. Listening and Reading practice is promoted in lessons using the interactive resources from our electronic course textbooks. In addition we use a range of assessment materials and independent learning resources which prepare pupils for their linear exams. During the 3 year course pupils study topic areas such as; media and culture, sport and leisure, travel and tourism, work and employment. In Year 9 we concentrate on the foundational elements of language learning, vocabulary learning and retention as well as written accuracy and oral confidence. In Year 10 and 11 we focus on preparing pupils for assessment and further develop their oral and written communication skills. There will be an opportunity to travel to Berlin on an extended study weekend during the course.

Please note: Regretfully, German will not be offered in the Ripley Sixth Form from 2017 onwards.

SPANISH



Spanish at Ripley is a strong communicative course. We promote pupil collaboration in the target language in Spanish within small groups but we also encourage our learners to work independently on vocabulary and skills and reflect upon the learning process. Classes are taught in Spanish although Grammar is taught in English for ease of comprehension. Emphasis is also placed on vocabulary learning as well as the accuracy of spelling in Spanish. Each of the four language skills; listening, reading, speaking and writing is tested separately. Pupils may be entered either for Foundation or Higher level in the skills of listening and reading at the end of Year 11 according to their progress. These skills are each worth 20% of the final grade.

Controlled Assessment in Speaking and Writing takes place during the final two years of the course; each skill worth 30% of the final grade. The entry level here is open ended. There is an opportunity in Year 9 to travel to Barcelona, in the north of Spain.

Pupils follow the Edexcel GCSE course and each pupil has his/her own textbook suited to ability level/target grade. Listening and Reading practice is promoted in lessons on the whiteboard using the interactive resources from our electronic course textbook. In addition we use Edexcel's own published assessment materials and we prepare pupils for linear exams by regular past paper skill practice each term. GCSE Edexcel work books are also available which promote independent learning. There is integral answer key as well as access to further online listening materials.

During the 3 year course pupils study four main topic areas; media and culture, sport and leisure, travel and tourism, work and employment. In Year 9 we concentrate on the foundational elements of language learning, vocabulary acquisition and retention as well as written accuracy and oral confidence. In Years 10 and 11 we focus on the preparation for assessment further developing communication skills as well as all communication and comprehension skills.

Section C

OPTIONAL SUBJECTS

Subject Details

Pupils MUST choose TWO subjects from this section.

ANIMAL CARE AND AGRICULTURE



The **BTEC Level 2 Certificates in Animal Care and Agriculture** are ideal for those students who seek to learn more about Farm livestock, animal behaviour, animal wellbeing and the general care of smaller non-farm animals. It is the ideal foundation to future courses such as Agriculture, Animal Science, Animal Welfare, Veterinary Science or Veterinary Nursing.

The two courses are a mixture of theory and practical, comprising of units chosen by the centre.

Agriculture

The two units which will be taught are **Farm Animal Production** and **Sheep Husbandry**. This will enable students to learn which products are produced, production methods and the health and welfare requirements of farm animals.

Particular emphasis will be given to the management of our own flock of sheep at school.

Animal Care

We will teach four units for this qualification. **Animal Health, Animal Handling, Animal Housing** and the **Principles of Animal Behaviour**. Students will learn how to assess animal health, correctly handle farm livestock and small animals, provide appropriate housing and recognise variations of behaviour.

Assessment is via one externally assessed examination and school assessed coursework assignments. All assignments will be assessed and verified within school. The qualifications are the **equivalent of one GCSE** each.

APPLIED BUSINESS



This GCSE is an ideal qualification for those pupils who want a broad background in business and are capable of independent work.

The fundamental philosophy of this specification is that in order to understand the nature of business, pupils must experience the business environment. This will be achieved through links with local organisations, outside speakers and visits.

The course is divided into four units of study:

Unit 1	Setting up a Business
Unit 4	People in Business
Unit 5	Marketing and Customer Needs
and Unit 7	Business Finance

Unit 1 introduces pupils to issues concerning the setting up and operation of a business.

Unit 4 pupils will investigate how businesses organise and motivate their staff. Pupils will also reflect on their potential as future employees by considering their personal qualities.

Unit 5 pupils will investigate how businesses use marketing activities to meet customers' needs and deal with competition.

Unit 7 pupils will be introduced to sources of business finance, costs and break-even, financial statements and financial planning and forecasting.

The final award is based on a total of all unit results. The final qualification will be worth 2 GCSEs and will be awarded on a scale from A*A* - GG

A **NEW** feature of the course is the opportunity for students to apply their knowledge of business by taking part in various 'Ripley Apprentice' challenges throughout the three year programme of study.



ART



The three year Art and Design course is broad-based. It gives our pupils opportunities to gain further experience and confidence in a range of media including drawing, painting, printmaking, design, photography, textiles and three dimensional design.

In year 9 pupils will work on a number of different projects which will help them to develop their drawing skills as well as introducing them to a variety of new and exciting techniques. The lessons will build on previous skills and increase their assurance in areas that are vital for advancement in Art.

Throughout the whole course pupils pursue various activities that develop their abilities to observe, select and interpret visual stimulus with imagination, feeling and understanding. They will be given the opportunity to explore and experiment with a wide range of media, techniques and processes which will broaden their knowledge of art practice. The work of artists, designers and craft people is explored through research and practical experimentation.

The course consists of two units. Unit one is called a portfolio of work and consists of a selection of work undertaken during the course of study. This unit is worth a possible 60% of the total grade. The students here will develop their own ideas in response to a given brief. Unit two is the externally set assignment and worth a possible 40%. Pupils develop ideas based on a starting point set by the exam board which subsequently leads on to producing a personal practical piece during 10 hours of supervised time.

Coursework and exam are marked in school by the Art staff and moderated by an external assessor.

Where does art lead? Any job that requires aesthetic judgement - Advertising, Marketing, Publishing, illustrating, Designing in any field, Textile artist, Art College, Fashion, Teacher, Architect, Shop Buyer, Art Therapy, Artist, Window Dresser, Curator, Museum work, Set or Exhibition design, – the list is endless!

Syllabus Information:

Subject: G.C.S.E. Art

Exam Board: AQA

Course Name: Art and Design

Pupils are examined by:

Coursework: 60%

End of Year 11 exam: 40%

Tiers of entry: Single

BUSINESS STUDIES



This course is designed to provide pupils with a broad background in business and a genuine understanding of the world of work.

Pupils will resource “real life” organisations in order to develop their knowledge. Visits are used to enhance the delivery of the subject where appropriate.

The course is divided into three units of study:

Unit 1: Setting up a Business

Unit 2: Growing as a Business

Unit 3: Investigating Business

Unit 1 explores the activities of business and the reasons for success or failure. It encourages pupils to appreciate that businesses must operate within society and that this involves businesses engaging with a wide range of stakeholders.

Unit 2 builds upon the content of Unit 1, allowing pupils to study businesses as they grow and the issues that expansion raises.

Unit 3 requires pupils to undertake a business investigation for example, presenting an idea for setting up a business which could provide a service that meets a local need.

A **NEW** feature of the course is the opportunity for students to apply their knowledge of business by taking part in various ‘Ripley Apprentice’ challenges throughout the three year programme of study.

CHILD DEVELOPMENT



Child Development examines the changing needs of the developing child within the context of the family and society. The course offers an interesting and stimulating programme of study. Pupils will have the opportunity to develop their knowledge and understanding of human needs in a diverse society and to work in a variety of contexts. Delivery of the course content involves the use of community links, visiting speakers, DVDs, practical work, research activities, group work assignments and individual assignment work.

SUMMARY OF SUBJECT CONTENT

Parenthood: The family, Planning for a family, Preparing for the baby and Provision of a safe environment.

Pregnancy: Reproduction, Pre-conceptual care, Pregnancy, Preparation for the birth, Labour and birth, Newborn baby and Postnatal care.

Development of the child: Physical, Intellectual, Social and Emotional development, Learning and play.

Diet, health and care of the child: A healthy diet, Feeding a baby, Weaning, Feeding the young child, Food related problems, Child care and Child health.

Support for the parent and child: Types of support available, Child care provision and Educational and developmental provision.

ASSESSMENT

Unit 1: Written paper tests all areas of the syllabus (40%)

Unit 2: Research task is completed under supervision (20%).

Unit 3: Child Study (40%) – the observation of a pre-school child's development over a five month period. This includes the researching, planning and evaluating of appropriate activities for the chosen child.

Students considering a career in the early-years sector e.g. nursery nurse, primary school teacher will find this course particularly beneficial. Child Development is also a component of the AS Health & Social Care course offered in the sixth form.

COMPUTER SCIENCE



Why choose Computer Science?

Computing is of enormous importance to the economy, and the role of Computer Science as a discipline itself and as an 'underpinning' subject across Science and Engineering is growing rapidly.

Computer technology continues to advance rapidly and the way that technology is consumed has also been changing at a fast pace over recent years. The growth in the use of mobile devices and web-related technologies has exploded, resulting in new challenges for employers and employees. For example, businesses today require an ever-increasing number of technologically-aware individuals. This is even more so in the gaming, mobile and web related industries and this specification has been designed with this in mind.

This course provides the knowledge, skills and understanding that a growing number of employers are demanding.

What will I learn?

- How to create applications that run on mobile devices
- How to create applications that operate in a web enabled environment
- How to create simple computer games
- You will gain an understanding of the fundamental concepts around creating software applications

DRAMA



At Ripley, pupils study GCSE Drama from AQA. The course offers the opportunity for pupils to develop their practical skills in Drama and enhance their appreciation and understanding of performance through devised work and a range of play texts. The AQA specification lays an appropriate foundation for further study of Drama/Theatre Studies and/or Performing Arts, both at AS and A Level. The 3 years study encourages pupils to develop the following:

- An understanding and response to a range of play texts and dramatic styles; lifting Drama from the page to the stage. Clearly communicating characters' intentions to an audience,
- increased self and group awareness and the ability to appreciate and evaluate the work of others,
- skills of creativity, self-confidence, concentration, self-discipline and communication,
- excellent social and expressive skills, all of which are tied into the notion of professionalism at all times.

Pupil assessment:

1. Pupils are assessed on the course through **Creating, Performing** and **Evaluating**. Two pieces of work; scripted & devised performances form the basis for these assessments.
2. Pupils take a written exam with a choice of two questions from the following sections:
 - **Practical work** completed on the course
 - Study and performance of a **scripted play**
 - Study of a **live theatre** production seen.

The course is strongly focused towards performance and offers many opportunities for work in front of audiences. Extra-curricular commitment is important and the ability to work independently is expected.

Year 9 will be used as a foundation year for furthering skill development and consolidating the skills learned during KS3 in readiness for examined performances.

FOOD TECHNOLOGY



N.B. Please note that the new syllabus is not due to be released and taught until September 2016.

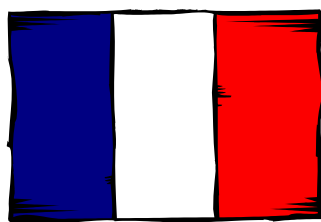
The new GCSE Food will require pupils to acquire an understanding of the scientific principles behind food and nutrition, and use a number of practical cooking techniques to prepare and cook food.

The course has a strong focus on developing practical cookery skills and a strong understanding of nutrition. Students will learn the essentials of food science, nutrition and how to cook healthily. This qualification will give young people the preparation they need to succeed in the food and hospitality industries; as well as giving them vital life skills that enable them to feed themselves and others affordably and nutritiously, now and later in life.

In studying Food, students must:

- demonstrate effective and safe cooking skills by planning, preparing and cooking using a variety of food commodities, cooking techniques and equipment
- develop knowledge and understanding of the functional properties and chemical processes as well as the nutritional content of food and drinks
- understand the relationship between diet, nutrition and health, including the physiological and psychological effects of poor diet and health
- understand the economic, environmental, ethical, and socio-cultural influences on food availability, production processes, and diet and health choices
- demonstrate knowledge and understanding of functional and nutritional properties, sensory qualities and microbiological food safety considerations when preparing, processing, storing, cooking and serving food.

FRENCH



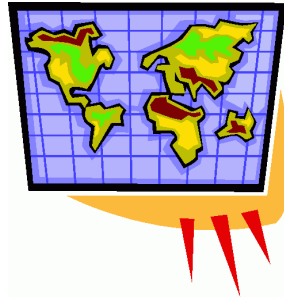
French at Ripley is a strong communicative course. We promote pupil collaboration in the target language in French within small groups but we also encourage our learners to work independently on vocabulary and skills and reflect upon the learning process. Classes are taught in French although Grammar is taught in English for ease of comprehension. Emphasis is also placed on vocabulary learning as well as the accuracy of spelling in French. Each of the four language skills; listening, reading, speaking and writing is tested separately. Pupils may be entered either for Foundation or Higher level in the skills of listening and reading at the end of Year 11 according to their progress. These skills are each worth 20% of the final grade.

Controlled Assessment in Speaking and Writing takes place during the final two years of the course; each skill worth 30% of the final grade. The entry level here is open ended. There is an opportunity in Year 11 to travel to Paris to take part in the French Exchange with the Lycée Buffon in Paris.

Pupils follow the Edexcel GCSE course and each pupil has his/her own textbook suited to ability level/target grade. Listening and Reading practice is promoted in lessons on the whiteboard using the interactive resources from our electronic course textbook. In addition we use Edexcel's own published assessment materials and we prepare pupils for linear exams by regular past paper skill practice each term. GCSE Edexcel work books are also available which promote independent learning. There is integral answer key as well as access to further online listening materials.

During the 3 year course pupils study four main topic areas; media and culture, sport and leisure, travel and tourism, work and employment. In Year 9 we concentrate on the foundational elements of language learning, vocabulary acquisition and retention as well as written accuracy and oral confidence. In Years 10 and 11 we focus on the preparation for assessment further developing communication and comprehension skills.

GEOGRAPHY



GEOGRAPHY can be the most up-to-date subject in the curriculum!

The world in which we live is likely to change more rapidly than it has ever done before. Our role in that change is more important than ever. Geography looks for patterns and helps to prepare people. It is a subject about now and the future.

GEOGRAPHY combines and applies your knowledge and skills from other areas to give a practical, balanced, real place-based viewpoint, which is essential preparation for the world of work.

GEOGRAPHY will develop your understanding about places, and how people are linked to their environment. You will learn about human issues that may change or threaten the way we live. You will also learn how to explain many of the earth's surface processes, which will help you to understand various landscapes and hazards. You will further use and increase your map and graphic skills.

The GCSE course is designed to give the students the opportunity to explore a wide variety of geographical topics.

Place knowledge will be developed through studying the geography of the UK which will include both its physical and human landscapes.

Physical geography topics will investigate how we deal with issues such as changing weather and climate patterns and its consequences such as flooding.

Aspects of **human geography** will also be explored with learning focusing on cities & urban societies and how we best sustain development and change.

A key issue that will be addressed throughout the course is **sustainability**. This will help students to better understand the role we have in looking after our planet for present and future generations.

Geographical fieldwork is another important part of the course which means that we have to leave the classroom in order to fully interact with and appreciate the real world.

GERMAN

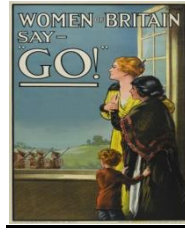


German at Ripley is a strong communicative course. We promote pupil collaboration in the target language in German within small groups but we also encourage our learners to work independently on vocabulary and skills and reflect upon the learning process. Classes are taught in German although Grammar is taught in English for ease of comprehension. Emphasis is also placed on vocabulary learning as well as the accuracy of spelling in German. In the final examination at the end of year 11 each of the four language skills; listening, reading, speaking and writing is tested separately. Pupils may be entered either for Foundation or Higher according to their progress. Each skill is worth 25% of the final grade.

Pupils follow the OUP Zoom course in year 9 and the Edexcel GCSE course in years 10/11. Each pupil has his/her own textbook suited to ability level/target grade. Listening and Reading practice is promoted in lessons using the interactive resources from our electronic course textbooks. In addition we use a range of assessment materials and independent learning resources which prepare pupils for their linear exams. During the 3 year course pupils study topic areas such as; media and culture, sport and leisure, travel and tourism, work and employment. In Year 9 we concentrate on the foundational elements of language learning, vocabulary learning and retention as well as written accuracy and oral confidence. In Year 10 and 11 we focus on preparing pupils for assessment and further develop their oral and written communication skills. There will be an opportunity to travel to Berlin on an extended study weekend during the course.

Please note: Regretfully, German will not be offered in the Ripley Sixth Form from 2017 onwards.

HISTORY



GCSE History encourages you to think about the causes and consequences of events. Pupils develop a wide range of transferable skills sought after by many employers, for example the ability to collect, collate and prioritise information. Pupils learn to use and make judgements about various kinds of evidence such as film, photographs and written material. This allows them to detect bias or prejudice and to understand how attitudes and societies change over time.

In Year 9, pupils will study a variety of C20th topics that should give them a breadth of understanding of key events of this century along with the contextual depth they will need for the following two years. Topics will include The Russian Revolution, Trench Warfare, Key Events of World War 2, Nazi Germany and the Holocaust. We will focus on developing pupil skills required at GCSE using the same format of exam questions in their assessment. History GCSE will be taught in two different units across the next two years. This will provide the opportunity to divide assessment across Years 10 and 11. There are opportunities to study history from a variety of perspectives, including political, social, economic and cultural thereby helping students to appreciate the diversity of the societies studied.

Unit One: International Relations: Conflict and Peace in the 20th Century

- Origins of World War One
- Peacemaking 1918-1939
- Origins of World War Two

Unit Two: Depth Studies

- USA 1918-1929 - social, economic and political history
- Germany 1929-1945 – social, economic and political history
- The USA in Vietnam 1954-1975 – origins of the conflict, a comparison of tactics, impact of the media and reasons for US withdrawal

Units One and Two will both be assessed by written examination during the summer term of Year 11. Together they form 75% of the total marks for History GCSE.

Unit Three: Historical Enquiry Britain at War

A comparison of Britain's methods of warfare during the First and Second World Wars focusing on developing technology on land, sea and in aerial combat.

Students will be guided and supported through the preparation stage of the historical enquiry. Unit Three is assessed by these two questions and is worth 25% of the total marks for History GCSE.

ICT



Why Choose IGCSE ICT?

IGCSE ICT is not just how you use technology but how it works and the effects it has – not just on our daily lives but in everything from commerce and communication, to politics and the music industry.

It's the way of the future for all careers – so whether you're looking at heading towards business studies, fashion, engineering, graphic or game designing, health or the environment, you will need to know how ICT works and the impact it has.

So, whatever career path you are thinking of choosing, **explore ICT to help get the future you want.**

What will I learn?

Look at current and upcoming technologies - Look at what ideas and resources are needed to create the latest technology. You can explore companies such as Apple, Sony, IBM and Google.

How to solve problems using ICT tools and techniques:

- Look at the different stages of creating a new ICT tool from generating ideas to producing the tool or system.
- Look at a variety of ICT tools that interest you such as communication tools like Facebook and the Internet, leisure activities like booking movie tickets or downloading music

The impact of ICT on society - You get to explore real life situations which ICT effects. You can discuss personal effects of ICT including the growth of personal websites and social networks.

Music



Whether we are listening to our iPods, watching the TV or playing computer games, music is everywhere. Some people really enjoy making music as singers or instrumentalists and some simply enjoy listening to it; however we use music, it plays a big part in our lives.

The course studied at Key Stage 4 is the Edexcel GCSE Music which is designed to offer you the opportunity to develop your knowledge, understanding and skills in Performing, Composing, Listening and Appraising. There is considerable flexibility in the course, allowing you to follow your own musical interests and aptitudes, including popular as well as classical styles.

The transferable social and personal skills developed through this course are highly valued by employers and universities and, as such, GCSE Music is suitable as a qualification in itself for those people who enjoy music but don't intend to take it further. It is also suitable for those wishing to study music at A-level and beyond.

COURSE CONTENT

Performing

You will be assessed on your performance on the instrument of your choice (including voice). You will be expected to develop skills in playing or singing, showing technical control and good interpretation. A recording of one solo performance piece and one ensemble (group) performance piece form 30% of the overall marks for the course.

Composing

You will write two pieces of music using the industry-standard Sibelius software, each according to a given brief, which will be recorded and submitted for assessment. This element of the course is worth 30%.

Listening and appraising

Through the study of twelve set works from a range of musical styles and cultures, you will develop your understanding of how and why particular pieces were written. This unit covers a wide range of musical styles from the last 600 years or so and through it you'll look at pieces by Mozart and Chopin alongside those by Jeff Buckley and Moby. There is an exam paper to test your understanding in this area which is worth 40% of the qualification.

Performing Levels

You should be dedicated to your playing/singing. You will need to be receiving tuition for this and regularly taking part in ensembles. You will be expected to contribute to the musical life of the school.

Extra curricular enrichment opportunities

Alongside the full range of instrumental and vocal ensembles, the Music Department also offers many enrichment trips, visits and workshops to widen pupils' experiences. From Rock Bands to Chapel Choir there is something for everyone!

PHYSICAL EDUCATION



The GCSE Physical Education course is designed to provide pupils with a broad theoretical background where students are inspired, motivated and challenged by the subject. The course will equip students with the knowledge, understanding and skills to develop their performance in physical activities and understand the benefits to health, fitness and well-being. This will require them to:

- understand how the physiological and psychological state affects performance in physical activity and sport
- perform effectively in different activities by developing skills and techniques
- develop their ability to analyse and evaluate to improve performance in physical activity and sport
- understand the contribution which physical activity and sport make to health, fitness and well-being
- understand key socio-cultural influences which can affect people's involvement in physical activity and sport

Areas covered within the course include; Applied Anatomy and Physiology, Movement Analysis, Physical Training, Use of Data, Sport Psychology, Socio-Cultural influences, Health, Fitness and Well-Being and Practical Performance.

Pupils will be able to demonstrate their knowledge and understanding by answering examination questions through their involvement in practical activities.

The pupils will be taught in mixed ability and gender groups. Practical aspects of the course is organised to compliment the activities pupils are taught in curriculum PE.

A list of the activity areas and activities can be found on the OCR website through which they will be internally assessed and externally moderated by OCR.

Syllabus Information

Exam Board: OCR

Pupils are examined by:

End of Year 11 Exam: 60%

Coursework: 40%

(3 practical activities as a performer)

PRODUCT DESIGN



This new syllabus is designed to provide opportunities in designing and making with a presentation, sketching, model making and product design bias. It is delivered through design and manufacture assignments in which pupils and teachers will identify needs arising from real life products and artefacts to solve real life problems. Focused practical tasks will be undertaken during Year 9 to develop specific Product Design skills, knowledge and understanding. In Year 10 particular emphasis will be in developing advanced sketching skills and communication techniques, these having a 'hands on' approach producing 2 and 3 Dimensional sketches and models. This course covers many different communication skills and techniques including the use of CAD, CAM, 3D printing, marker work etc. Pupils use cutting edge facilities to produce nationally recognised exemplar work.

Controlled Assessment will represent 50% of the total marks and consist of a single integrated design and manufacture project taking account of the environmental, sustainable, social, economic and industrial-commercial relevance. The design e-Portfolio will consist of approximately 25 PowerPoint slides, with design work on A3 marker paper, and all pupils must complete a finished manufactured outcome(s), representing 45 hours of Controlled Assessment in supervised time. All pupils are expected to use CAD, CAM, and 3D printing as an integral part of this work. Pupils are also expected to conduct independent study outside of the supervised time. Pupils achieve extraordinarily highly in Product Design with over 70% of pupils achieving an A*/A grade in 2013 & 2014. We envisage that this specialism should be highly popular, with a number of teaching groups.

Where does it lead? It is a very popular choice at A level standard where there are currently over 70 Product Design students. The A level course is featured on Ofsted's Good Practice website where it is rated as 'Outstanding'. We have a highly valued reputation with Universities and many unconditional places are offered to students based on the strength of their exceptional portfolio and manufactured work.

It leads to careers in: Product Design, Industrial Design, Technology, Engineering, Architecture, Interior Design, Technical Authorship, Apprenticeships, Teaching, any design based career. Students who apply for a University design related course receive multiple offers from highly respected Universities. Students progress on to work for companies, nationally and internationally, such as Dyson, Jaguar / Land Rover, BAE Systems, Heals, Bill Gates Foundation, Ralph Lauren, RCA Design, Early Learning Centre etc., etc.

RESISTANT MATERIALS



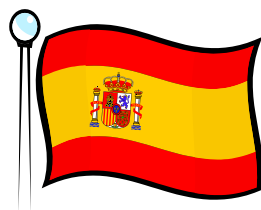
This new syllabus is concerned with designing and making, but with a greater emphasis placed on the making skills. It is delivered through the design and manufacture, using wood, metal and plastics, of minor projects in Year 9, skills development in Year 10 and leading ultimately to a major project completion in Year 11. Theoretical areas of the syllabus include designing, materials and their properties, product analysis, product manufacture and health and safety.

The major project in Year 10 and Year 11, worth 50% of the total marks, will take approximately 45 hours of Controlled Assessment in supervised time in which candidates demonstrate their ability to integrate their knowledge, designing and making skills to produce a quality outcome that satisfies a specific need or function. Pupils will be expected to conduct independent study outside of the supervised time. The main materials for project work will be wood, metal, and plastic, but other materials and components can be used provided they do not dominate the outcome. All pupils are expected to use CAD / CAM in some part of their coursework realisation. Controlled Assessments will be assessed through an e-Portfolio consisting of approximately 25 slides and the completed manufacture of the project. Pupils achieve very highly in Resistant Materials. We envisage that this specialism will have a small number of teaching groups.

Where does it lead? It leads to Product Design at Advanced Level, however some students encounter difficulties in picking up some of the fundamental skills taught on the Product Design course and it is strongly recommended to study the Product Design specialism if you are considering A level Design & Technology.

It leads to careers in: Product Design, Industrial Design, Technology, Engineering, Architecture, Interior Design, Technical Authorship, Teaching or any design based career.

SPANISH



Spanish at Ripley is a strong communicative course. We promote pupil collaboration in the target language in Spanish within small groups but we also encourage our learners to work independently on vocabulary and skills and reflect upon the learning process. Classes are taught in Spanish although Grammar is taught in English for ease of comprehension. Emphasis is also placed on vocabulary learning as well as the accuracy of spelling in Spanish. Each of the four language skills; listening, reading, speaking and writing is tested separately. Pupils may be entered either for Foundation or Higher level in the skills of listening and reading at the end of Year 11 according to their progress. These skills are each worth 20% of the final grade.

Controlled Assessment in Speaking and Writing takes place during the final two years of the course; each skill worth 30% of the final grade. The entry level here is open ended. There is an opportunity in Year 9 to travel to Barcelona, in the north of Spain.

Pupils follow the Edexcel GCSE course and each pupil has his/her own textbook suited to ability level/target grade. Listening and Reading practice is promoted in lessons on the whiteboard using the interactive resources from our electronic course textbook. In addition we use Edexcel's own published assessment materials and we prepare pupils for linear exams by regular past paper skill practice each term. GCSE Edexcel work books are also available which promote independent learning. There is integral answer key as well as access to further online listening materials.

During the 3 year course pupils study four main topic areas; media and culture, sport and leisure, travel and tourism, work and employment. In Year 9 we concentrate on the foundational elements of language learning, vocabulary acquisition and retention as well as written accuracy and oral confidence. In Years 10 and 11 we focus on the preparation for assessment further developing communication skills as well as all communication and comprehension skills.

SYSTEMS AND CONTROL



Systems and Control is an exciting, forward-looking subject, which blurs the lines between scientific thinking and creativity. Pupils will learn skills which will prepare them for the modern world they will grow up into. As more aspects of our lives become automated and systems based, engineers are needed who are conversant in these technologies. The skills learnt are easily transferable to other career paths; time management, problem solving, analysis and evaluation, lateral thinking, efficiency and hand-eye coordination. A pupil who understands Systems and Control is one who is well prepared for future job markets.

Pupils who opt for Systems and Control will gain a mastery of modern electronics and essential soldering skills. They will study programming languages and will learn about mechanisms and mechanical advantage. In Yr9, pupils will solder an amplifier for their phone or mp3 player. They will work with CAD packages to create accurate drawings of mechanisms utilising computer-aided manufacture to realise their designs. This understanding of mechatronics will lead pupils to robotics in Yr10, where pupils will program our LEGO NXT robots to complete simple tasks, using a variety of sensor inputs and mechanical and opto outputs. We will also look in more detail at sensing circuits and the different ways to prototype an electronic design. The GCSE qualification is made up of 40% examination, taken at the end of Yr11 and 60% coursework; a design and manufacture task, which will draw upon the skills learnt over the last two years.

Places on the Systems and Control course are limited, possibly to one group. Pupils will not have studied Systems and Control previously and no prior knowledge is necessary.

There is currently a worldwide shortage of engineers. British engineers are incredibly scarce. Female engineers are especially rare and sought after - girls are particularly encouraged to apply for this GCSE. According to a study commissioned by the Royal Academy of Engineering, the British education system needs to double the number of graduates in engineering it produces annually. Systems and Control sets pupils on a trajectory towards engineering the future.

Examination information (assessment details to be confirmed)

Subject	Board	Tiers	Assessment
Mathematics	Edexcel (TBC)	Higher and foundation	100% examination
English Language	WJEC	Single	100% examination
English Literature	WJEC	Single	100% examination
Double Award Science	AQA	Higher and foundation	90% examination 10% coursework
Triple Award Science	AQA	Higher and foundation	90% examination 10% coursework
Religious Studies	AQA	Single	100% examination
Applied Business	AQA	Single	40% examination 60% controlled assessment
Agriculture	Pearson BTEC	Single	100% coursework
Art	AQA	Single	40% examination 60% controlled assessment
Business Studies	AQA	Single	75% examination 25% controlled assessment
Child Development	AQA	Single	40% examination 60% controlled assessment
Computer Science	AQA	Single	40% examination 60% controlled assessment
Drama	AQA	Single	40% examination 60% controlled assessment
Food Technology	AQA (TBC)	Single	50% examination 50% controlled assessment
French	Edexcel	Single	100% examination
Geography	AQA	Single	100% examination
German	Edexcel	Single	100% examination
History	Edexcel	Single	100% examination
ICT	Cambridge	Single	100% examination 40% theory & 60% practical
Music	Edexcel	Single	40% examination 60% controlled assessment
PE	OCR	Single	60% examination 40% controlled assessment
Product Design	AQA	Single	40% examination 60% controlled assessment
Resistant Materials	AQA	Single	40% examination 60% controlled assessment
Spanish	Edexcel	Single	100% examination
Systems and Control	AQA	Single	40% examination 60% controlled assessment