

RIPLEY ST THOMAS CHURCH OF ENGLAND ACADEMY



Year 8 Options Booklet 2018

Believe.....

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Welcome to the Key Stage 4 Options Booklet for 2018. 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 is often possible to study a subject at A-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. Oversubscribed classes will mean some pupils not getting their preferred choice and being allocated a reserve choice. In this situation, pupils will be chosen for their reserve by random lottery.

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

I G Gomersall
Director of Operations

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.

Reformed GCSE and the new grading system

The Government has introduced new, tougher GCSEs. These reformed GCSEs will be graded from 9 to 1, instead of A* to G we will have been familiar with in the past (see chart below). Grade 5 will be awarded to around the top third of students gaining the equivalent of a grade C and bottom third of a grade B. This has been defined as a **good pass** by the Department for Education.

New grading structure	Current grading structure
9	A*
8	
7	
6	B
5	
4	
3	C
2	
1	
U	U

GOOD PASS (DfE)
5 and above = top of C and above

AWARDING
4 and above = bottom of C and above

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. Many subjects are 100% examination in year 11.

In science, MFL 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).

English Baccalaureate (EBacc)

In order to gain the English Baccalaureate (EBacc) award, pupils have to achieve a pass grade or better in the following subjects:

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

Successfully achieving passes in this combination of GCSEs will entitle the pupil to the EBacc. The combination of these subjects may be sought after by certain universities and unquestionably this broad balance of subjects provides an excellent platform for further and higher qualification routes. We strongly feel that this may be advantageous for many pupils.

All pupils at Ripley study English, mathematics and combined / separate sciences. In order to gain the Baccalaureate, pupils will therefore need to select a **language and either History or Geography**.

Whilst pupils passing in this combination of subjects will be deemed to have gained the EBacc, they will not receive an additional certificate on results day to signify this.

BTEC/City & Guilds

BTEC and City & Guilds are alternative qualifications. These are not GCSE courses but are equivalent to GCSE. Grading is Pass, Merit, Distinction and Distinction*. They have a high proportion of coursework. Please see the subject pages for more details of these types of courses.

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.

Key Stage 4: Subjects to be studied

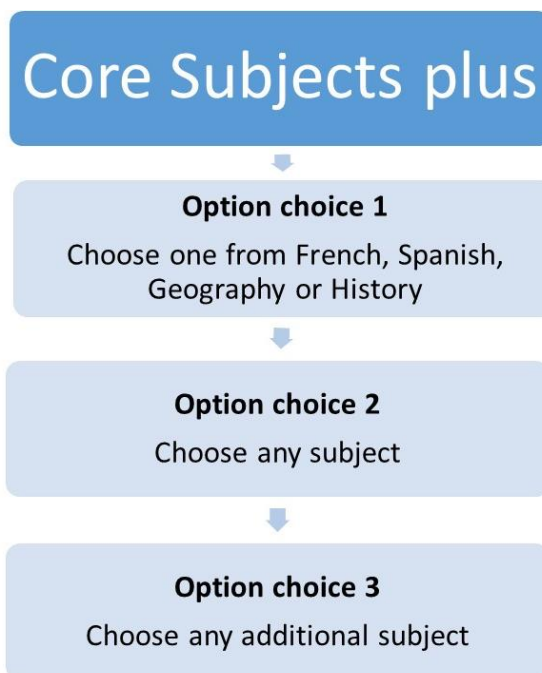
All pupils are expected to study the following subjects to GCSE level:

- English Language and English Literature
- Mathematics
- (Combined) 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

The Government has expressed a clear view that pupils should be studying the Ebacc suite of qualifications. We agree that for most pupils this mix of subjects is the most appropriate pathway and would encourage the majority of pupils to consider choosing subjects that would lead to the Ebacc. Since all pupils will choose one of the Ebacc suite of subjects in option choice 1, pupils would only need one more Ebacc type subject to gain this qualification.



Free choices may be made from any of the subjects below except for subjects already chosen i.e. you cannot choose History twice.

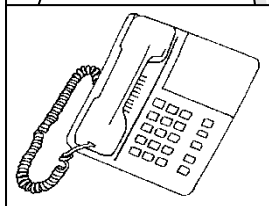
Art	French	Physical Education (GCSE)
Business	Geography	Science (Triple science)
Computer Science	History	Spanish
Drama	Land Based Studies	Technology
Food Preparation & Nutrition	Music	

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, 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 – 2018/2019

Half termly Progress Reports

December : Parents' evening

June/July : Annual examinations

Year 10 – 2019/2020

Half termly Progress Reports

February : Parents' Evening

May/June : Annual examinations

Year 11 – 2020/2021

Half termly Progress Reports

October : Parents' evening

December : Christmas Mock examinations

January : Second Parents' evening

April : Easter 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 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.

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.

If too many pupils apply for a particular course, then some pupils will be allocated their reserve choice. Pupils will be chosen by random lottery.

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

The Procedure

1 st March	Options Information Evening for Parents at 6.30pm
8 th March	Year 8 Parents' Evening (5.00pm-8.00pm)
14 th March	Option Forms returned to Progress Tutors

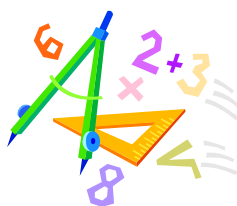
Please note that if a pupil fails to return the Option Form by the date set, then that pupil may be allocated to whatever subjects have capacity.

Section A

CORE SUBJECTS 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 nonfiction from a period of over 400 years, including Shakespeare and the Romantic poets as well as contemporary texts. In addition, pupils will develop their own writing skills for a range of purposes and audiences.

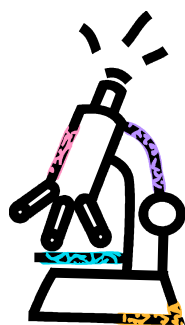
The importance and use of correct grammar, spelling and punctuation is taught throughout the course both through the ongoing study of the texts and explicitly through language based work and exercises.

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 four formal, un-tiered examinations at the end of the three years, leading to two separate English qualifications. A spoken language component is awarded as a separate certificate.

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

SCIENCE



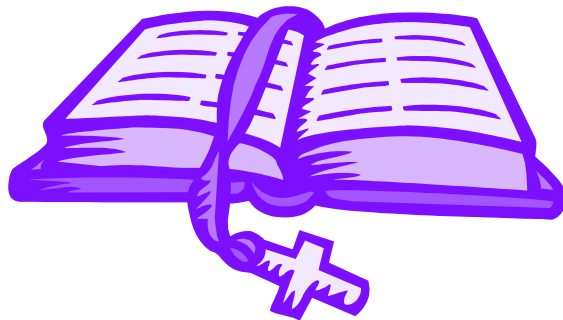
Pupils will follow the AQA Combined Science route with Biology, Chemistry and Physics being taught as individual subjects. This will be a linear course, with all examinations taken in Year 11. It is expected that pupils will be completing compulsory practical work throughout the course, with practical skills examined within the written papers.

Pupils may be offered Higher or Foundation examination routes. All routes lead to the award of GCSE Science, the equivalent of two GCSE grades.

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.

RELIGIOUS STUDIES



All pupils will follow a GCSE course in Religious Studies. Religious Studies is an exciting and interesting subject that investigates 'The Big Questions' in life and considers what religious beliefs have to offer modern society. It is more than just learning about religion, it requires you to consider your own and others viewpoints about topical issues relating to human behaviour and experiences and offers an opportunity to consider topics that will challenge you both academically and personally.

Pupils will study two world religions, Christianity and Islam and four contemporary issues topics. The contemporary issues topics include issues such as whether violent protest or use of nuclear weapons can be justified, whether traditional marriage has value in modern society, whether religion promotes equality and should the death penalty be reintroduced in Britain. Pupils will be expected to respond to the contemporary issues from the perspective of the religions studied as well as expressing their own beliefs and opinions. The course provides students with a number of transferable skills which are highly valued by employers and Higher Education providers.

The course will be assessed by two exams both taken at the end of year 11. One exam will focus upon knowledge and understanding of Christianity and Islam and the other will focus upon assessing understanding of the contemporary issues studied. Both exams will include long and short answer questions. There is no coursework element for this subject.

The course is adapted and modified to enable pupils of all abilities to derive the maximum benefit from the course. There are no tiers of entry and all pupils have the opportunity to achieve to the best of their ability. Christianity lies at the heart of the curriculum because church schools reflect the Christian gospel in all they do. Pupils are not expected to become committed Christians. Pupils from all faiths, and none, will enjoy engaging with inspiring RE related to a range of life experiences.

Section B

Optional Subject Details



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 components. Component 1 is called a Portfolio and consists of a selection of work undertaken during the course of study. This component is worth a possible 60% of the total GCSE grade. The students here will develop their own ideas in response to a given brief. Component 2 is an 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.

The portfolio and the externally set assignment 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: GCSE Art

Exam Board: AQA

Course Name: Art and Design

Pupils are examined by:

Coursework Portfolio: 60%

Externally set assignment: 40%

Tiers of entry: Single

BUSINESS



This GCSE is an ideal qualification for those pupils who want a broad background in business and a genuine understanding of the world of work. It will enable pupils to develop as commercially minded and enterprising individuals.

Pupils will resource 'real-life' organisations in order to develop their knowledge. Visits and outside speakers are used to enhance the delivery of the subject.

Pupils will develop their knowledge and understanding in the following areas:

- Business Activity
- Influences on Business
- Business Operations
- Finance
- Marketing
- Human Resources

Pupils will develop a number of skills throughout the three year programme of study, most notably, appropriate use of business terminology; application of business concepts; problem solving; decision making; investigation, analysis and evaluation of business opportunities and issues. A number of quantitative skills will also be introduced throughout the course.

A new and unique 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.

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 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 course has been designed with this in mind.

Computer science compliments subjects that use data analysis and understanding how to interpret results to provide a clear working path. You'll also gain transferable skills which are valued in both higher education and the world of work such as problem-solving, logical thought and the ability to work independently.

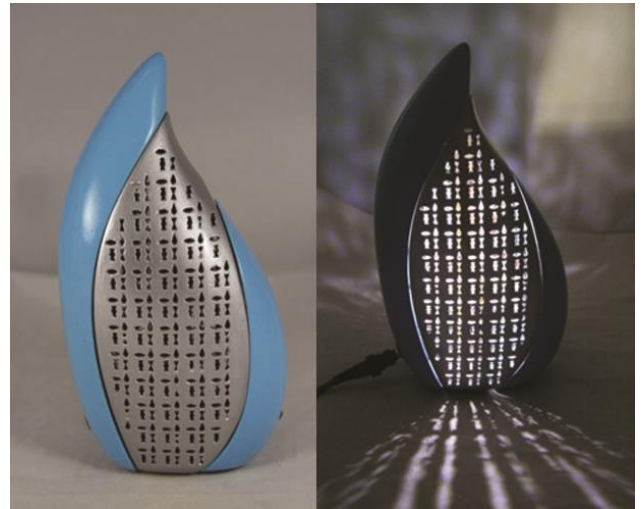
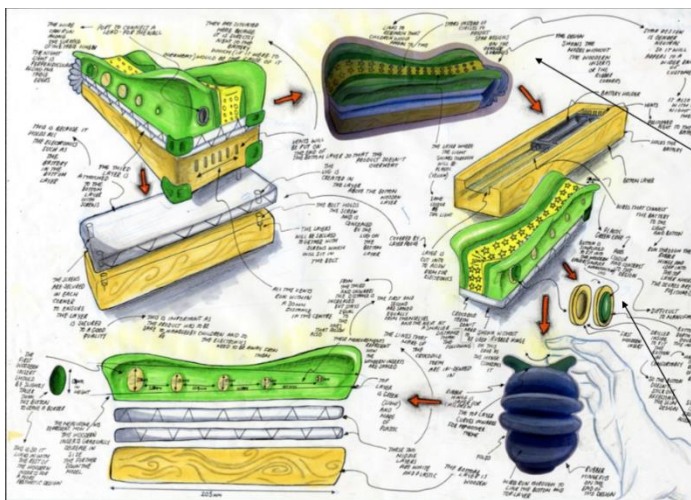
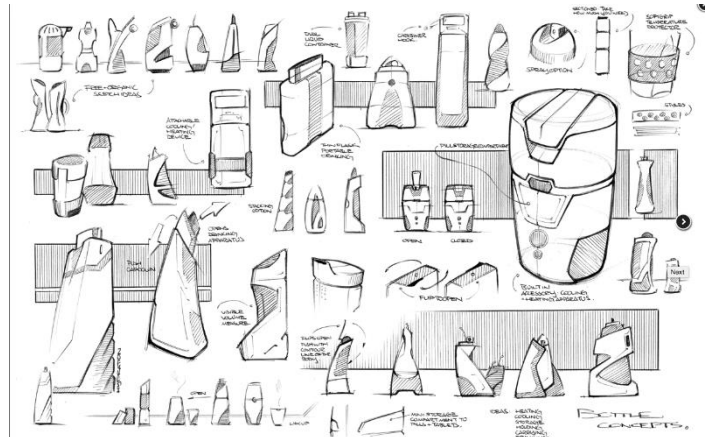
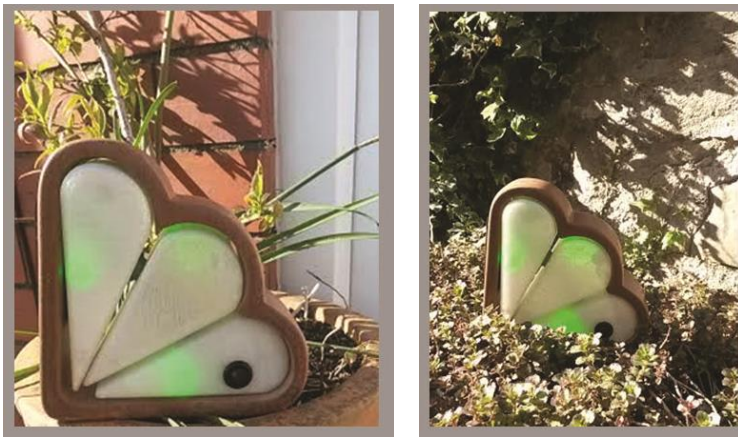
What will I learn?

- Computational thinking. This is the process of thinking through a complex problem and then developing potential solutions.
- The fundamentals of data representation and computer networks.
- You'll delve in to the world of cyber security and the ethical, legal and environmental impacts of digital technology.
- Software development. You'll learn how to implement and test a design to make sure it works effectively.

For more information visit www.aqa.org.uk and search for GCSE Computer Science or speak to the Subject Leader, Computing.

DESIGN & TECHNOLOGY

Why should you study D&T? Go to www.data.org.uk and watch the video. At GCSE students design based around a theme set by the Awarding Organisation (AQA).



This is the new single award Design & Technology specification, and it is designed to provide opportunities in designing and making with presentation, sketching, model making skills, experimentation with materials, CAD / CAM (including 3D Printing), and final working manufactured 'product'. It is to be delivered through design tasks, making tasks, and 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 a wide range of different skills, knowledge and understanding using a variety of materials. Pupils who have a natural bias towards a specialist area will be encouraged to work in others but to specialise in one or two. There will be an emphasis in developing advanced sketching skills and communication techniques, these having a 'hands on' approach producing two & three dimensional sketches and models; and advanced making skills using a range of compliant materials and suitable communication techniques. There will be the opportunity to experiment with a range of others skills and techniques incorporating electronic control components and textile materials. This D&T course will cover 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 of which much is used in the official AQA GCSE Design & Technology textbook.

The non examined assessment (NEA / coursework) will represent **50%** of the total marks and final grading, and consist of a single integrated design and manufacture project, in response to the theme set by the examination board, taking account of the environmental, sustainable, social, economic and industrial commercial relevance. The design e-Portfolio will consist of approximately 20-25 PowerPoint slides, with design work on A3 paper, with all pupils completing a finished manufactured outcome(s). 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 Design & Technology with over 70% of pupils achieving an A*/A grade (Product Design) over the past few years and 40% A* grades (National average 4%) in 2017. We envisage that this GCSE should be highly popular, as it is designed to be rigorous, academic and needed by universities and industry, and so should have a number of teaching groups. The examination, which represents 50% of the total grading, has 15% of the marks awarded for mathematics use.

Where does it lead? Product Design is a very popular choice at A level standard. 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. Work produced at Ripley St Thomas is considered, year on year, to be some of the best in the country. Student work is featured in national presentations, publications, films, and as exemplar work for the examination board.

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, Lego etc., etc.

DRAMA

The course offers the opportunity for pupils to develop their performance skills in Drama and enhance their appreciation and understanding of performance through devised work, scripted plays and live theatre productions. The AQA specification lays an appropriate foundation for further study of the BTEC National Extended Certificate in Performing Arts offered at Ripley or indeed A Level Theatre Studies/BTEC Performance Design and Technology. Any pathway for further study that involves communication, presenting, public speaking, group work, self-discipline, reflective written work, project work, research or creativity could be enhanced by having experience in the study of Drama. 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 the playwrights intentions for an audience through style, subtext, genre and period
- increased self and group awareness and the ability to appreciate and evaluate the work of others, encouraging a sense of community and shared purpose within the group
- creativity, self-confidence, concentration, self-discipline, social skills, communication and many more.

Pupil assessment:

	Content	How is it assessed?	When?	Internal/External	Weighting %
Component 1	Understanding Drama through the study of a set text, understanding theatre roles and terminology and a review of a live theatre performance	Formal written exam	May of exam year	External	40
Component 2	Devising Drama An original group performance	Performance and coursework	Summer Term of Year 10	Internal	40
Component 3	Scripted Drama 2 Extracts	Performance	Spring Term of Year 11	External	20

The course has a firm focus on polished performances and offers many opportunities for public performance. Extra-curricular commitment is important and the ability to work independently is expected. We are involved in the Shakespeare Schools Festival and the National Theatre Connections project. We have links with the Dukes Theatre and The University of Lancaster as well as casting agencies and touring theatre companies. There is the opportunity to go on many theatre trips. Recently our GCSE groups have seen 'The Curious Incident of the Dog in the Night-Time', 'The Woman in Black' at The Lowry, 'Blood Brothers' at Liverpool Empire and Frantic Assembly's 'Things I Know to be True' by Andrew Bovelli.

FOOD PREPARATION AND NUTRITION



The GCSE course focuses on practical cooking skills to ensure that students develop greater understanding of nutrition, food provenance and the working characteristics of food materials. At the heart of the qualification is a focus on developing practical cookery skills and a robust understanding of nutrition.

The course equips students with the knowledge, understanding and skills required to cook and also to apply the principles of food science, nutrition and healthy eating. Following this qualification will encourage learners to cook and enable them to make informed decisions about food and nutrition in order to be able to feed themselves and others affordably and nutritiously, now and later in life. It will allow the students to understand the huge challenges that we face globally to supply the world with nutritious and safe food. Pupils 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 helps you to develop a greater understanding of nutrition, food provenance and the working characteristics of food materials. You'll also learn about food from around the world, through the study of British and international culinary traditions as well as developing an understanding of where food comes from (food provenance) and the challenges surrounding food security. You'll master culinary skills and appreciate the science behind food and cooking. This is an exciting and creative course which will allow you to demonstrate your practical skills and make connections between theory and practice.

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.

Areas of Content

1. Food, nutrition and health
2. Food provenance
3. Food science
4. Food choice
5. Food safety

Assessment

Component 1: Principles of Food Preparation and Nutrition

Written examination: 1 hour 45 minutes

50% of qualification – this will assess your knowledge of the theory behind food preparation and nutrition.

Component 2: Food Preparation and Nutrition in Action

50% of qualification - Non-examination assessment: internally assessed, externally moderated, involving practical work

Task 1 Food Investigation: 30 marks (15%)

Students will carry out an investigation into the scientific principles that underpin the preparation and cooking of food.

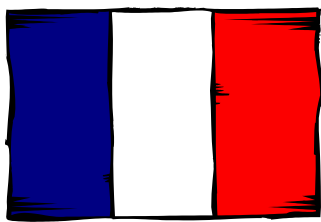
This task will provide you with an opportunity to demonstrate your knowledge and practically apply your understanding of the science behind cooking. You'll practically investigate ingredients and explain how they work and why.

Task 2 Food Preparation Assessment: 70 marks (35%)

Students will plan, prepare, cook and present a 3 course menu.

This task will provide you with an opportunity to cook up a storm and showcase your creativity and cooking skills. You might make a street food menu, create delicious tapas dishes or cook up a menu for a student on a budget.

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.

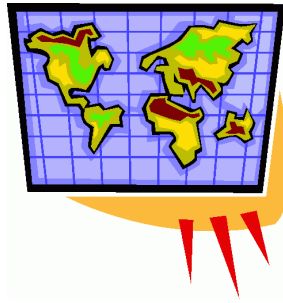
The new GCSE course is 100% exam and it will all be examined at the end of Year 11. The GCSE is comprised of speaking, writing (including translation), listening and reading. Each paper is worth 25% of the final grade. Pupils may be entered either for Foundation or Higher level for their GCSE. Pupils must take all four question papers at the same tier.

Pupils follow the AQA 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. We also have a subscription to the online resource website thisislanguange.com and pupils will regularly use this in school and at home to develop their skills. In addition we use AQA's own published assessment materials and we prepare pupils for linear exams by regular past paper skill practice each term.

During the 3 year course pupils study three main themes: identity and culture; local, national, international and global areas of interest; current and future study and employment. Pupils will have already a firm grasp of the French language and culture, having studied the subject for 2 years at Ripley in KS3. In Year 9, we concentrate on deepening the foundational elements of language learning such as 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.

There is an opportunity in Year 11 to travel to Paris to take part in the French exchange with our partner school, the Lycée Buffon in Paris.

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 is a subject that helps to prepare people for those changes. 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 natural processes, which will help you to understand various landscapes and hazards.

We will follow the **AQA Geography GCSE course** which is designed to give the students the opportunity to explore a wide variety of geographical topics.

Year 9

In Year 9 the students will complete a topic called Challenges of natural hazards. This will include the study of earthquakes, volcanoes, tropical storms and extreme weather in the UK. In addition to this, they will also study a topic on Urban Issues & Challenges. This will include a close look at how our urban areas have developed with issues such as urban deprivation and squatter settlements being investigated.

Years 10 & 11

Year 10 will include the study of the following topics: Changing economic world; Physical Landscapes of the UK; Living world; Challenge of resource management.

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

Assessment

There will be three exams, all sat at the end of Year 11. These are as follows:

Unit 1: Living with the physical environment - 1hour 30mins

Unit 2: Challenges in the human environment – 1hour 30mins

Unit 3: Geographical Applications – 1 hour 15mins

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. 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. Given the linear three year nature of the course, there will be a number of review periods each year to consolidate topic content and exam technique.

Students now cover subject content from three eras (medieval, early modern and modern), on three timescales (short, medium and long) and on three geographical contexts (a locality, British and European/wider world). British history must form 40% of the assessed content.

Pupils will study for two 1 hour 45 minute exams that are equally weighted: 'Understanding the modern world' and 'Shaping the nation'.

Paper One: Understanding the modern world

- **Section A: Germany, 1890-1945.** This period study focuses on the development of Germany during a turbulent half century of change. It was a period of democracy and dictatorship – the development and collapse of democracy and the rise and fall of Nazism.
- **Section B: Conflict and tension, 1918-1939.** This wider world depth study enables students 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.

Paper Two: Shaping the nation

- **Section A: British Thematic study: Migration, empires and the people c.790 to present.** This thematic study will enable students to gain an understanding of how the identity of the people of Britain has been shaped by their interaction with the wider world. It will consider invasions and conquests. It will also study the country's relationship with Europe and the wider world. It will consider the ebb and flow of peoples into and out of Britain and evaluate their motives and achievements. It considers the causes, impact and legacy of Empire upon the ruled and the ruling in the context of Britain's acquisition and retreat from Empire.
- **Section B: British Depth study: Norman England c.1066-1100.** This option allows students to study in depth the arrival of the Normans and the establishment of their rule. The depth study will focus on major aspects of Norman rule, considered from economic, religious, political, social and cultural standpoints of this period and arising contemporary and historical controversies.

LAND BASED STUDIES

This Level 2 Vocational Qualification in Land Based Studies is ideal for those students who seek to pursue a career in the land based industry. You will learn about the work involved in running a farm and the general care of animals.

The awarding body for this qualification is likely to be BTEC or City & Guilds. We await final accreditation of the specification for these courses (expected late spring 2018). We will inform parents of the exact course details as soon as possible.

This 'taster' qualification focuses on the personal qualities and work skills that are required in the land based sector. The course is a mixture of theory and practicals, comprising of units chosen by the centre.

Students will learn how to assess animal health, correctly handle farm livestock and small animals, carry out estate maintenance tasks and work safely on a farm.

Assessment is a combination of one externally assessed examination and school assessed coursework assignments.

The qualification is the **equivalent of one GCSE**



MUSIC



Whether we are listening to the latest songs on our phones, 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 eight 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 Bach and Beethoven alongside those by Queen and John Williams. 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 are organised to compliment the activities that 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.

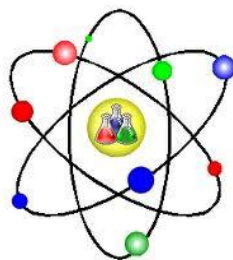
Syllabus Information

Exam Board: OCR

Pupils are examined by:

End of Year 11 Exam: 60%
Coursework: 40%
(3 practical activities as a performer)

SEPARATE SCIENCE GCSE



Separate science leads to the award of three 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:

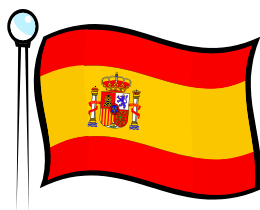
- learn about the unifying patterns and themes of Biology, Chemistry and Physics
- acquire knowledge and understanding of physical facts, concepts and principles
- appreciate the practical nature of Biology, Chemistry, Physics, developing experimental and investigative skills based on correct and safe 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

Board: AQA

Specification: AQA GCSE Biology/Chemistry/Physics

Exams: Terminal examination at the end of year 11

SPANISH



We are excited to offer Spanish as a GCSE option starting ab initio in Year 9. 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 often taught in English for ease of comprehension. Emphasis is also placed on vocabulary learning as well as the accuracy of spelling in Spanish.

The GCSE course is 100% exam and it will all be examined at the end of Year 11. The GCSE is comprised of speaking, writing (including translation), listening and reading. Each paper is worth 25% of the final grade. Pupils may be entered either for Foundation or Higher level for their GCSE. Pupils must take all four question papers at the same tier.

Pupils follow the AQA 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. We also have a subscription to the online resource website thisislanguagewebsite.com and pupils will regularly use this in school and at home to develop their skills. In addition we use AQA's own published assessment materials and we prepare pupils for linear exams by regular past paper skill practice each term.

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Examination information

Subject	Board	Tiers	Assessment
Mathematics	AQA	Higher and foundation	100% examination
English Language	WJEC	Single	100% examination
English Literature	WJEC	Single	100% examination
Biology, Chemistry & Physics	AQA	Higher and foundation	100% examination
Religious Studies	AQA	Single	100% examination
Art	AQA	Single	40% examination 60% controlled assessment
Business	AQA	Single	100% examination
Computer Science	AQA	Single	100% examination
Design & Technology	AQA	Single	50% examination 50% controlled assessment
Drama	AQA	Single	40% examination 60% controlled assessment
Food Preparation & Nutrition	AQA	Single	50% examination 50% controlled assessment
French	AQA	Higher and foundation	100% examination
Geography	AQA	Single	100% examination
History	AQA	Single	100% examination
Land Based Studies	TBC	TBC	TBC
Music	Edexcel	Single	40% examination 60% controlled assessment
PE	OCR	Single	60% examination 40% controlled assessment
Spanish	AQA	Higher and foundation	100% examination