



GCSE COURSES 2024 - 2026

An *Island* School with a GLOBAL Outlook



RYDE SCHOOL
WITH UPPER CHINE

CONTENTS

GCSE COURSES 2024 - 2026

INTRODUCTION TO YEAR 10 AND 11 CURRICULUM	2
COURSES	
- ART AND DESIGN	3
- BUSINESS STUDIES	4
- CLASSICAL CIVILISATION	5
- COMPUTER SCIENCE	6
- DESIGN AND TECHNOLOGY	7
- DRAMA	8
- ENGLISH LANGUAGE AND LITERATURE	9
- ENGLISH AS A SECOND LANGUAGE	10
- GEOGRAPHY	11
- GLOBAL PERSPECTIVES	12
- HISTORY	13
- HOME COOKING SKILLS (BTEC)	14
- LATIN	15
- MATHEMATICS	16
- MODERN LANGUAGES	17
- MUSIC	18
- PHYSICAL EDUCATION	19
- SCIENCES	20
LEARNING SUPPORT, EXAM ACCESS ARRANGEMENTS, EXTRA ENGLISH	21
THE CAREERS DEPARTMENT	22
EXAMINATION RESULTS	23

INTRODUCTION TO YEAR 10 AND 11 CURRICULUM

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

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

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

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

English Language & English Literature			
Mathematics	Science Dual (Trilogy) Award or Triple (Separate) Award		
Language (Choose one subject)	French	German	Spanish
	Latin	Mandarin	ESL**
Options (Choose three subjects*) (*N.B. If a pupil has selected Triple (Separate) Science, they will choose two subjects)	Art	BTEC Cooking	Business Studies
	Classical Civilisation	Computer Science	Design & Technology
	Drama	French	Geography
	German	Global Perspectives	History
	Latin	Mandarin	Music
	Physical Education	Spanish	
Personal Development	Games	CAS	

**For pupils who speak English as a second language

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

Miss G. S. Stenning, Assistant Head (Academic) & Director of Studies (Years 7-11)
January 2024

ART & DESIGN

ABOUT THIS COURSE

The GCSE Fine Art syllabus offers pupils the opportunity to work in a wide variety of mediums. After three introductory projects pupils choose to work on a main coursework project that can be in any Fine Art based medium. All projects should refer to artists and designers but be used to express a personal idea or vision.

EXAM BOARD
EDEXCEL GCSE

GRADING SYSTEM
9 - 1

COURSE CONTENT/STRUCTURE

Pupils will learn about art, artists and cultures. Pupils will extend their skills in a range of mediums and techniques to develop and express their own ideas into personal pieces of work. The course requires that they learn skills relating to:

- The importance of drawing as the base of all Art and Design.
- Analysis and understanding of art.
- Collection and presentation of resources and observations and ideas.
- The ability to use various materials and development of final ideas.

Pupils are required to produce sufficient amounts of work in each element of the course to meet each of the four Assessment Objectives (AO):

- AO1 - Develop (25%)
- AO2 - Experiment (25%)
- AO3 - Record (25%)
- AO4 - Present (25%)

ASSESSMENT

This is in three parts:

Controlled Assessment Coursework: This will be built up from class learning and Prep during the two years. This counts for 60% of the final mark.

Preparation for the Examination: Pupils will be given a theme 8 weeks before the examination so that they can carry out preparatory studies, which the final exam will be based on. This, along with the examination, counts towards the final mark.

A ten-hour Examination where pupils do their final work (if pupils prepare sufficiently, the examination will be a result of their preparation). This counts for 40% of the final mark.

BUSINESS STUDIES

ABOUT THIS COURSE

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

EXAM BOARD
CAMBRIDGE IGCSE

GRADING SYSTEM
9 - 1

COURSE CONTENT/STRUCTURE

Six core units:

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

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

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

ASSESSMENT

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

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

CLASSICAL CIVILISATION

ABOUT THIS COURSE

The course in Classical Civilisation allows pupils to enjoy a broad, cohesive and rewarding study of the culture of the Greek and Roman world. Pupils have the opportunity to study the art, literature and material culture of the classical world, and to acquire an understanding of their social, historical and cultural contexts.

A GCSE in Classical Civilisation will help pupils to understand the legacy of the classical world, whilst developing their knowledge and skills in preparation for further educational opportunities, including (but certainly not limited to) courses in Classics, Architecture, English, History, and the Arts. This course is entirely in English, so no study of ancient languages (Greek & Latin) is required, but many pupils may find the course also supports their cultural studies in a language class.

EXAM BOARD
OCR GCSE

GRADING SYSTEM
9 - 1

COURSE CONTENT/STRUCTURE

The course has two main components, with a range of required literary and visual sources for each:

Component Group 1: Thematic Study

Pupils study either *Myth and Religion* or *Women in the Ancient World*. Both of these components involve a comparative study of ancient Greece and Rome, and combine literary and visual/material sources. Recently, we have studied the *Myth and Religion* option.

Component Group 2: Literature & Culture

Pupils study one of the following: *The Homeric World*; *Roman City Life*; or *War and Warfare*. All of these components contain an in-depth cultural study and a study of related literature. Recently, we have opted for the *War and Warfare* option, which includes several of Greece and Rome's most famous and exciting battles.

Pupils learn through a wide combination of activities, which may include independent and teacher-led research; reading and writing assignments; visual projects or presentations; discussions; and exam-style practice.

ASSESSMENT

Pupils will be assessed externally through two written papers, taken at the end of Year 11. Each paper comprises a mix of short-answer and longer-response questions based on sources, key terms, and major course themes.

Paper 1: Thematic Study

90 marks
1 hour 30 minutes
50% of total GCSE

Paper 2: Literature & Culture

90 marks
1 hour 30 minutes
50% of total GCSE

COMPUTER SCIENCE

ABOUT THIS COURSE

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

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

EXAM BOARD
CAMBRIDGE IGCSE

GRADING SYSTEM
9 - 1

COURSE CONTENT/STRUCTURE

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

These areas include:

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

ASSESSMENT

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

- **The Theory of Computer Science** - 50% of the overall marks.
This section covers the body of knowledge about computer systems, networks and the use of automated and emerging technologies
- **Practical Problem-solving, Programming and Databases** - 50% of the overall marks.
This section covers algorithm design and problem-solving and the use of pseudocode and flowcharts in designing solutions to problems. It also covers the use of data structures and data types to store and retrieve data.

DESIGN AND TECHNOLOGY

ABOUT THIS COURSE

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

EXAM BOARD
EDEXCEL GCSE

GRADING SYSTEM
9 - 1

COURSE CONTENT/STRUCTURE

Component 1

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

Component 2

- Pupils will undertake a project based on a contextual challenge released a year before certification.
- The project will test pupils' skills in investigating, designing, making and evaluating a prototype of a product.
- The task will be internally assessed and externally moderated.

ASSESSMENT

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

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

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

Component 2 – The non-examined assessment is worth 50% of the qualification.

The marks are awarded for each part as follows: Investigate (16 marks); Design (42 marks); Make (36 marks); Evaluate (6 marks).

DRAMA

ABOUT THIS COURSE

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

EXAM BOARD
EDEXCEL GCSE

GRADING SYSTEM
9 - 1

COURSE CONTENT/STRUCTURE

- **Component 1 – Devised Piece** with written **Portfolio** - 40%
In groups, responding to creative stimuli, assessed for either acting or designing, work is developed and shown which is written up as part of the process and evaluated after the showing in a 2,000-word portfolio.
- **Component 2 – Presentation** of two key **Extracts** from a published text - 20%
A play text is chosen and explored, resulting in two extracts being staged: monologue, duologue or small group. Design alternatives are available.
- **Component 3 – Written Exam** - 40%
A section of a set text, which has been fully explored in class, is revealed in the exam room and five questions relating to acting, direction and design are asked. Two further questions are asked relating to live theatre seen during the two-year course.

ASSESSMENT

- The **Devised Piece, Component 1**, carries 60 marks, 45 of which are allocated to the **Portfolio**, 15 marks for the performance. This amounts to 40% of the GCSE and is internally examined and externally moderated.
- The **Extracts, Component 2**, which form 20% of the GCSE, are marked externally out of 48.
- The 1 hour 45 minutes **written exam, Component 3**, focuses on answering questions about the set text that the pupils will have explored in class. It is externally assessed and forms the remaining 40% of the GCSE and is marked out of 60.

ENGLISH LANGUAGE

ENGLISH LITERATURE

ABOUT THIS COURSE

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

EXAM BOARD
EDEXCEL IGCSE

GRADING SYSTEM
9 - 1

COURSE CONTENT/STRUCTURE

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

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

COURSE CONTENT/STRUCTURE

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

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

ASSESSMENT

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

ENGLISH AS A SECOND LANGUAGE

ABOUT THIS COURSE

The syllabus is created especially for international pupils and this course offers pupils the opportunity to gain lifelong skills and knowledge including:

- better communicative ability in English.
- improved ability to understand English in a range of everyday situations and in a variety of social registers and styles.
- greater awareness of the nature of language and language-learning skills.
- a wider international perspective.

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

EXAM BOARD
CAMBRIDGE IGCSE

GRADING SYSTEM
9 - 1

COURSE CONTENT/STRUCTURE

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

ASSESSMENT

All candidates take three components.

Paper 1 - Reading and Writing - 2 hours (50%, 60 marks)

Candidates respond to six exercises: four reading and two writing.
Structured and essay style questions.
Externally assessed.

Paper 2 - Listening - 50 minutes (25%, 40 marks)

Candidates listen to five exercises.
Multiple choice style questions.
Externally assessed.

Paper 3 - Speaking - 10-15 minutes (25%, 40 marks)

Candidates take part in an interview, short talk and discussion.
Internally assessed and externally moderated.

GEOGRAPHY

ABOUT THIS COURSE

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

EXAM BOARD
CAMBRIDGE IGCSE

GRADING SYSTEM
9 - 1

COURSE CONTENT/STRUCTURE

There are three compulsory papers:

Paper 1 – Geographical Themes

Theme 1: Population and migration. Settlement and urbanisation.

Theme 2: The natural environment: Hazards, climate, rivers and coasts.

Theme 3: Economic development: Water supply, food production, industrial change and environmental risks, as a result of human development.

Paper 2 – Geographical Skills

Skills of application, interpretation and analysis of geographical information, for example:

- topographical maps
- tables of data
- other maps
- written material
- diagrams
- photographs and pictorial material
- graphs
- application of graphical and other techniques

Paper 4 – Alternative to Coursework Paper

Candidates will complete the alternative to coursework written paper: 1 hour 30 minutes, 60 marks. To prepare for this, pupils will undertake local fieldwork opportunities.

ASSESSMENT

Paper 1 - Geographical Themes

1 hour 45 minutes (45%) 75 marks.

Candidates must answer one question from each of the three sections. Externally assessed.

Paper 2 - Geographical Skills

1 hour 30 minutes (27.5%) 60 marks.

Candidates answer all the questions. Externally assessed.

Paper 4 - Alternative to Coursework Paper

1 hour 30 minutes (27.5%) 60 marks.

Candidates answer two compulsory questions, completing a series of written tasks. Externally assessed.

GLOBAL PERSPECTIVES

ABOUT THIS COURSE

Global Perspectives is best understood as a course which trains pupils in high-level, independent research skills in advance of taking A-Levels and attending university. Pupils will be trained to analyse complex social problems, evaluate arguments, and present their thoughts in a professional academic format; furthermore, they will be given opportunities for independent, self-directed work to a greater extent than in most other subjects.

In terms of content, Global Perspectives considers a variety of global issues (such as crime, climate change, demographic shifts, etc.) and prompts pupils to empathise and view these problems through the eyes of various 'stakeholders' - from international organisations, to governments, to individuals who are directly affected. Pupils will investigate and analyse these issues, coming up with creative solutions which take the desires, feelings and beliefs of different groups into account. It is ideal preparation for higher-level studies in the humanities, and as an introduction to thinking in a flexible, and open-minded - but still rigorous - way.

EXAM BOARD
CAMBRIDGE IGCSE

GRADING SYSTEM
A* - G

COURSE CONTENT/STRUCTURE

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

There are three compulsory components:

Component 1 - Written Examination: Pupils answer four compulsory questions based on a range of sources provided with the paper. These will present a global issue from a range of perspectives, personal, local and/or national and global, and will be drawn from one of a list of eight topics (knowledge of these topics is not what is being assessed - the focus is on skills such as analysis and critical reading).

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

Component 3 - Team Project: Pupils devise and develop a collaborative project into an aspect of one topic (from a choice of eight). This choice of project must allow for the exploration of different cultural perspectives. This component is assessed with reference to a Team Element (a group presentation, and an explanation of 300–400 words) worth 25 marks, and a Personal Element (a Reflective Paper of 750–1,000 words on the individual pupil's research, contribution and personal learning) worth 45 marks.

ASSESSMENT

Component 1 - Written Examination: 1 hour 15 minutes (70 marks - 35%)
Internally set and externally marked.

Component 2 - Individual Report: 1,500-2,000 words (60 marks - 30%)
Internally set and externally marked.

Component 3 - Team Project: (70 marks - 35%)
Internally assessed and externally moderated.

HISTORY

ABOUT THIS COURSE

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

EXAM BOARD
AQA GCSE

GRADING SYSTEM
9 - 1

COURSE CONTENT/STRUCTURE

Paper 1 Period Studies:

International Relations 1918 - 1939

- The aftermath of WWI, the rise of the dictators, the failure of the League of Nations and the causes of WWII.

USA 1920 - 1973

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

Paper 2 Thematic Studies:

Health and Medicine 790 - Present

- The development of medicine over a period of 1,000 years, examining key factors that contribute to medical progress.

Elizabethan England 1568 - 1603

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

ASSESSMENT

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

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

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

HOME COOKING SKILLS (BTEC)

ABOUT THIS COURSE

Cookery is a vital life skill and the lifelong love for food and the ability to be able to create nutritious meals and not depend on ready meals or takeaway is one of the best things we can give our pupils. Learning how to work with fresh and seasonal ingredients will be a lesson that can be used throughout life.

The Pearson BTEC Level 1 and Level 2 Awards in Home Cooking Skills are suitable for pupils to develop:

- knowledge, understanding and confidence to cook meals at home.
- an understanding of how to economise when planning a meal.
- an ability to transfer skills learned to different recipes.
- an ability to inspire others by transferring that knowledge.

This is a mainly practical course although some written work is required. Pupils will learn how to cook a variety of dishes and learn skills that can be transferred to different meals and cuisines.

EXAM BOARD

PEARSON BTEC LEVEL 1 & LEVEL 2

GRADING SYSTEM

PASS / FAIL

COURSE CONTENT/STRUCTURE

The course and assessment focus on practical skills. Pupils are required to do some written work, for example reflecting on recipes prepared in their three weekly lessons. This course consists of Level 1 and Level 2 and after each of these there will be a mainly practical assessment, in which pupils have to write up their recipes and do some written work. No prior knowledge, understanding, skills or qualifications are required before starting the course, although a keen interest in food and its preparation, and the willingness to work with different ingredients are important.

The course comprises a variety of skills and cuisines and slowly builds up skill levels week after week. Pupils are required to pass a food hygiene course before they can do practical work in the kitchen and must subsequently show safe and hygienic working practice in each lesson.

This is a course teaching cookery skills and food preparation. While it is recognised pupils have different dietary choices, they are expected to prepare dishes that contain a variety of ingredients, some of which they might not eat or be part of their usual food choices. The course is based on skills rather than catering to each pupils' preferred meals and tastes. However, any allergies will, of course, be taken into consideration.

ASSESSMENT

- **Level 1 Assessment:** pupils are required to create a one course meal, reflect on their learning and the value of acquiring cooking skills. They are also required to consider ways to pass on their learning to others and complete the assessment pack.
- **Level 2 Assessment:** pupils are required to create a two-course meal, explain how to economise, show presentation skills, pass on their cookery skills and complete the assessment pack.
- **For both levels,** presenting food safety and hygiene throughout the preparation and cooking process is essential to be able to pass the course. This includes lessons and the assessment.

Level 1 will be assessed around Easter in the first year and Level 2 will be assessed at a similar time in Year 11.

LATIN

ABOUT THIS COURSE

Latin is a rewarding course at GCSE, and it certainly sets pupils apart from the rest. The study of Latin develops rigour, logic and problem-solving skills. The literature and civilisation components enable pupils to gain an excellent understanding of the Roman world and classical culture, often with a comparative eye.

The GCSE Latin course provides the foundations for understanding the ancient world through the study of its art, literature and culture. Pupils study relevant texts in both English and Latin. The richness in language as well as history makes Latin one of the most rewarding, if sometimes challenging, subjects on offer. The Latin GCSE is an exceptional learning opportunity and powerful differentiator for university applications.

EXAM BOARD

WJEC Eduqas GCSE

GRADING SYSTEM

9 - 1

COURSE CONTENT/STRUCTURE

The Latin GCSE's dual focus is first on language and its vocabulary, morphology and syntax: pupils learn to read, understand and interpret Latin. The second focus is upon literature that enables pupils to develop their knowledge and understanding of the ancient texts themselves, which illuminate Roman values and experiences. Ultimately pupils will develop and apply their analytical skills to evaluate evidence from a range of textual and material sources.

The Eduqas course assumes no prior knowledge, so pupils at Ryde who approach it following three years of Latin in the Senior School are at an advantage in terms of the depth of their linguistic knowledge. However, pupils who have a sincere interest in the Classical world but who need additional support with the linguistic elements of the course are welcome to join. In Latin, a dedication to consistent study and hard work is certainly rewarded and, in many ways, is a better indicator of success than natural linguistic ability.

ASSESSMENT

In contrast to the modern languages, this course's exams do **not** include listening or speaking components. The course is assessed in three papers:

- **Component 1, The Latin Language Paper** (1 hour 30 minutes) counts for 50% of the total marks, and assesses pupils on Latin language and syntax; it is composed of a mixture of comprehension and translation of a Latin text, followed by a choice of English to Latin translation or an exercise covering basic grammar and syntax.
- **Component 2, Latin Literature and Sources (Themes)** (1 hour 15 minutes) counts for 30% of the GCSE and is an open-book assessment on a selection of prose and verse literature. Topics for 2024–2026 include *Love and Marriage* and *Romans in the Countryside*.
- **Component 3: Roman Civilisation** (1 hour) counts for 20% of the GCSE and is a further open-book assessment on a narrative scheme, which includes study of a range of ancient sources in English. Pupils also look at art (mosaics, statues, wall paintings, architecture) in their exploration of the chosen theme. Topics for 2024–2026 include *Roman Family Life* and *The City of Rome*.

MATHEMATICS

ABOUT THIS COURSE

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

Recent specification changes in other subjects have seen an increase in the Mathematics content not only in the Sciences but also the likes of Geography, Design and Technology and Computer Science, so the work we cover will help pupils succeed across a range of disciplines, both now and in the future.

Pupils in sets 1 and 2 will also be studying the Statistics GCSE alongside the main Mathematics content.

EXAM BOARD

EDEXCEL IGCSE (Mathematics)
EDEXCEL GCSE (Statistics)

GRADING SYSTEM

9 - 1

COURSE CONTENT/STRUCTURE

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

Statistics GCSE, for pupils in sets 1 and 2, will allow for further exploration of one of the most widely used elements of Mathematics and will include research and analysis projects - potentially linked to an area of personal interest.

For those pupils in set 1 who have shown themselves to be performing to a high level in both their Mathematics and Statistics work, there may be the potential to pursue a further extension qualification which will be discussed and decided upon early in Year 11.

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

ASSESSMENT

The Mathematics IGCSE is examined at two levels, Higher Tier and Foundation Tier, each with its own clearly defined targets, although both tiers mix question styles, from short, single-mark questions to multi-step problems, and the mathematical demand increases as a pupil progresses through a paper. The possible grades at the Higher Tier are 9 to 3 (scores below a 3 are graded U), while the Foundation Tier ranges from 5 to 1 as potential outcomes. It is likely that all sets will embark on the Higher Tier course initially but, depending on the individual, some pupils may be entered for the Foundation Tier in order to achieve the best grade possible.

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

The Statistics GCSE is assessed by 2 exams and, although the plan is to cover most of the content in Year 10, this will also be examined at the end of Year 11 alongside all other subjects.

MODERN LANGUAGES

ABOUT THIS COURSE

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

EXAM BOARD

EDEXCEL IGCSE (French & German)

AQA GCSE (Mandarin & Spanish)

GRADING SYSTEM

9 - 1

COURSE CONTENT/STRUCTURE

We use the Hodder IGCSE language courses for French and German which follow on from courses used in Years 7-9 along with the Dynamic Learning Edexcel IGCSE package. For Mandarin and Spanish, we follow the AQA GCSE courses. All four skill areas will be practised throughout the course and the course books provide ample revision material, along with exam-style practice. The new IGCSE and GCSE courses require far more independence and spontaneity, and an understanding of the key grammar and culture of the target language countries is essential.

An (I)GCSE in Modern Languages will enable pupils to:

- Communicate confidently, express and develop thoughts and ideas spontaneously and fluently.
- Listen to and understand clearly articulated, standard speech at near normal speed.
- Deepen their knowledge about how language works and enrich their vocabulary.
- Develop awareness and understanding of the culture and identity of the countries and communities where the language is spoken.
- Develop language learning skills both for immediate use and to prepare them for further language study and use in school, higher education or in employment.

The topic areas covered in IGCSE French and German are:

A. Home and Abroad

B. Education and Employment

C. Personal Life and Relationships

D. The World Around Us

E. Social Activities, Fitness and Health

The topic areas covered in GCSE Mandarin and Spanish are:

1. Identity and Culture

2. Local, National, International and Global Areas of Interest

3. Current and Future Study and Employment

ASSESSMENT

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

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

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

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

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

Each exam is worth 25% of the final grade. The speaking element will be conducted internally by a teacher during an examining period defined by the exam board. It is externally assessed.

MUSIC

ABOUT THIS COURSE

This is an exciting and rewarding GCSE course and gives pupils the opportunity to really understand how music from different genres is put together. Studying and analysing the music of others will then allow pupils to understand the techniques involved in creating their own compositions. This is an excellent platform for them to explore and improve their own creativity and musicality, through writing, performing and listening to music. Pupils receive three lessons per week which is divided into one composition lesson and two to focus on the analysis and listening element of the course.

EXAM BOARD
EDEXCEL GCSE

GRADING SYSTEM
9 - 1

COURSE CONTENT/STRUCTURE

Performance 30%: Pupils will perform two pieces for their performance module. One will be a solo and the second a group performance. The preferred standard at the end of the course is approximately Grade IV-V Associated Board, RockschooL or equivalent, so pupils should aim to be around Grade II-III at the start of the course in order to achieve the higher grades, although this is not essential. Pupils will have regular monitoring of their practical work, and will be given an opportunity to perform one of their chosen pieces in lunchtime recitals held each term. It is recommended that pupils receive a weekly lesson on their instrument from either one of the Department's peripatetic teachers, or from a teacher outside of the Department.

Composition 30%: Pupils will compose two pieces as coursework using the Noteflight software programme. One will be a free composition where they can choose and develop their own style. Pupils will begin this in Year 10 and it offers them the opportunity to study and write in a musical style that they enjoy. The other will be to a set brief, chosen from a choice of four set by the Examination Board. This will be started at the beginning of Year 11.

Appraising 40%: Pupils will learn and develop listening and appraising skills, gaining a much better understanding of how music is created and has been developed. This is achieved through the study of the following eight contrasting set works from four areas of study:

- **Instrumental Music 1700 – 1820** - JS Bach: 3rd Movement from Brandenburg Concerto No 5 in D major, Beethoven: 1st Movement from the "Pathetique" piano sonata.
- **Vocal Music** - Purcell: Music for a While, Queen: Killer Queen.
- **Music for Stage and Screen** - Schwartz: Defying Gravity (Wicked), John Williams: Main Title / rebel blockade runner (from the Star Wars Episode IV soundtrack).
- **Fusions** - Afro Celt Sound System: Release, Esperanza Spalding: Samba Em Preludio.

Each area of study also has **Wider Listening**. This consists of other related pieces that will be introduced and listened to throughout the course in order to gain further knowledge and understanding of each style.

ASSESSMENT

The **Performance and Composition** modules are assessments of practical coursework and make up 60% of the course. This will allow pupils to demonstrate the musical skills and techniques they have gained throughout the course rather than just in one exam at the end. These two modules should be completed by the end of the Spring term in Year 11.

Knowledge, Understanding and Musicality will be tested in a final exam worth 40% of the course, lasting 1 hour 45 minutes, based on extracts of the 8 set works, melodic and rhythmic dictation as well as a question on unfamiliar music. Pupils are required to write a comparison essay on a set work and an unfamiliar piece.

PHYSICAL EDUCATION

ABOUT THIS COURSE

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

It is certainly an academic subject, with 60% of the final examination grade being made up from two theory papers and the other 40% from practical performance and knowledge over three different sports. Pupils who have studied the course in the past have gone on to study Physiotherapy, Psychology, Nutrition and Sport and Leisure Business Studies.

It is important that pupils wanting to take this course are capable of performing their three practical sports to a strong level in order to score highly in the practical element of the course.

EXAM BOARD
AQA GCSE

GRADING SYSTEM
9 - 1

COURSE CONTENT/STRUCTURE

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

Units covered:

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

ASSESSMENT

Two written papers both 1 hour and 15 minutes.

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

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

Non-exam assessment: Practical performance in physical activity and sport - three different physical activities: one team activity, one individual activity and a third in either an individual or team activity. There is also a piece of written coursework worth **10% of a pupil's final grade** that focuses on the 'Analysis and Evaluation' of sporting performance from a chosen sport. All combined are worth **40% of a pupil's final grade**.

SCIENCES – DUAL (TRILOGY) & TRIPLE (SEPARATE) AWARDS

ABOUT THIS COURSE

All Science GCSE courses aim to provide pupils with a thorough understanding of fundamental knowledge and skills, through specifications which allow opportunities for contextualised learning, creative thinking and problem solving.

All pupils will sit either Dual (Trilogy) Science, or Triple (Separate) Sciences. Pupils will therefore continue to study all three sciences, to ensure they make links between the different areas, and to ensure they do not limit their options in the future.

Triple (Separate) Sciences provides a GCSE award in each of the three sciences, whereas Dual (Trilogy) Science covers two thirds of the material of each GCSE, and is therefore worth two GCSE grades. Practical work and activities permeate through the courses and are tested in the final exams. Mathematical skills are linked to the topics.

Both Dual (Trilogy) Science and Triple (Separate) Science Awards prepare pupils well for further study. Both pathways allow for A Level/IB sciences to be taken, and are accepted by all Universities for science-based courses. Triple (Separate) Science will have nine hours of lessons per week, whereas Dual (Trilogy) Science will have six hours of lessons per week, meaning pupils who would like more option choices or a border range of subjects can access these. The topics on the courses are the same, but Triple (Separate) Science pupils study key areas in further depth.

EXAM BOARD
AQA GCSE

GRADING SYSTEM
9 - 1

COURSE CONTENT/STRUCTURE

BIOLOGY

- Cell biology
- Organisation
- Infection and response
- Bioenergetics
- Homeostasis and response
- Inheritance, variation and evolution
- Ecology
- Key ideas

CHEMISTRY

- Atomic structure and the periodic table
- Bonding, structure, and the properties of matter
- Quantitative chemistry
- Chemical changes
- Energy changes
- The rate and extent of chemical change
- Organic chemistry
- Chemical analysis
- Chemistry of the atmosphere
- Using resources

PHYSICS

- Energy
- Electricity
- Particle model of matter
- Atomic structure
- Forces
- Waves
- Magnetism and electromagnetism
- Space physics (separate physics only)

ASSESSMENT

- Each Triple (Separate) Award Science GCSE course is assessed by two exams, each of 1 hour 45 minutes.
- Dual (Trilogy) Award Science pupils also take two exams per science, but the exams are only 1 hour 15 minutes each.
- All exams are taken at the end of Year 11.
- There are no coursework components; practical work is assessed in the written exams.
- Pupils will be entered for either the Higher Tier or Foundation Tier, each with its own clearly defined targets. Pupils taking Higher Tier assessments will be awarded a grade within the range of 9 to 4 and pupils taking Foundation Tier assessments will be awarded a grade within the range of 5 to 1.

LEARNING SUPPORT

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

EXAM ACCESS ARRANGEMENTS

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

EXTRA ENGLISH

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

THE CAREERS DEPARTMENT

The aim of the Careers programme is to give pupils the self-confidence and skills to make informed decisions about their future. Part of this process is to help our pupils realise that there is not necessarily a single, simple pathway that they should follow. Therefore, we focus on setting ambitious initial plans, making sensible choices and building support mechanisms so pupils can make informed, ambitious choices, based on sound information and the application of their acquired skills.

Year 10 - What Careers Interest Me:

Key Events

- Termly Careers Gatherings with speakers, presenters, exhibitors
- Aptitude Assessments / Inspirations Testing
- Careers Week
- External Speakers

Other Input

- Careers Café
- STEM opportunities through Inspire
- Target Setting Guidance
- The Influence of Mind Set on Learning

The development of key skills and attributes continues on from those developed in Year 9. With GCSE-style exams at the end of Year 10, there is an increasing emphasis on exam technique, time management and organisation.

Year 11 - What Path Should I Take Post 16:

Key Events

- Termly Careers Gatherings with speakers, presenters, exhibitors
- Post 16 Interviews
- Careers Week
- External Speakers
- Support on Post Exams Experiences

Other Input

- Careers Café
- STEM opportunities through Inspire
- Work Experience Post GCSE
- Options Interviews with Mr Windsor, assisted by Mrs McCue, Mr Willetts and Mr Shapland.

EXAMINATION RESULTS

GCSE results shown below cover the period 2021 – 2023

SUBJECT	Number of Candidates	A*/9/8	A/7	B/6	C/5/4	D/3	E/2	F/G/U/1
Art & Design	107	11	16	29	43	8	0	0
Biology	166	50	27	26	42	12	2	7
Business Studies	91	14	19	21	26	6	2	3
Chemistry	147	38	33	19	30	13	7	7
Chinese	9	7	0	2	0	0	0	0
Design & Technology	60	24	14	6	16	0	0	0
Drama	85	14	10	18	32	11	0	0
English Language	262	101	51	50	53	5	2	0
English Literature	237	79	42	65	47	4	0	0
English as Second Language	14	4	4	1	3	2	0	0
French	105	29	26	16	31	3	0	0
Geography	138	29	26	31	38	11	3	0
German	43	21	12	8	2	0	0	0
Global Perspectives	42	1	9	19	10	3	0	0
History	164	36	33	34	46	10	4	1
ICT / Computer Science	28	15	3	7	3	0	0	0
Latin	18	7	3	2	3	3	0	0
Mathematics	259	74	38	53	83	10	0	1
Music	34	8	5	6	9	5	0	1
Physical Education	57	8	13	15	18	3	0	0
Physics	102	54	21	8	13	4	1	1
Dual Science I	38	7	8	9	12	2	0	0
Dual Science II	38	5	7	7	14	5	0	0
Spanish	70	18	13	8	23	7	1	0
Other (Dutch/Arabic/3D Art/ Russian/Greek/RS/Single Science/Add Maths)	48	7	10	6	19	4	1	1
Totals	2362	661	443	466	616	131	23	22
Percentages	100	28.0	18.8	19.7	26.1	5.5	1.0	0.9
Cumulative Percentages		28.0	46.7	66.5	92.5	98.1	99.1	100.0

Year 10 students were asked what advice they would give Year 9s choosing their GCSE options and advice they would now give their Year 9 selves.

“ Choose subjects you are passionate about, not just what your friends are doing, because we all have different interests. ”

“ Choose things for **you**, nobody else. ”

“ Choose what you enjoy. Talk to people about it. Try not to close any doors. ”

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

“ Follow your ambitions, not others' ambitions. Keep your mind open to new ideas and opportunities. ”

“ Don't try and do everything! ”

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

GCSE COURSES 2024 - 2026



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