

# Y9 Options Booklet



**Submit your Option Choices by Friday 3rd March 2023.  
The form can be found on our website:**

**[www.ridgeway.herts.sch.uk/year-9-options](http://www.ridgeway.herts.sch.uk/year-9-options)**

# Headteacher's Introduction



Dear Parents/Carers

Your son/daughter is about to embark on one of the most important and exciting stages of their educational career so far.

The opportunities available to your child in the future will very much depend upon what they achieve during the next two years. For example, to be able to follow many sixth form and college courses they will have to gain at least five GCSE passes and the more passes they have the more opportunities are available to them. However, all achievements are important, from taking part in school teams to basic things like showing that they have excellent attendance and punctuality records, that they are well mannered and polite and that they are trustworthy and reliable. Employers are looking for many of these skills and also that they are able to work with other people, they can solve problems and they are prepared to continue to improve their own learning.

This booklet provides details of all the core and optional subjects available to our students in Years 10 and 11 together with the options process and timescale for choices to be made. We want each student to choose wisely having considered his or her own aptitudes and abilities and hope that parents/carers will be able to support their children in making these important educational decisions.

We recommend that families consider what lies beyond KS4 when making choices. Many of our students will progress to post-16 education and follow A-Level and equivalent subjects. Others will wish to move to work based learning at 16, so it is important to plan ahead when making choices for Year 10.

This booklet is one part of the process, we have also arranged opportunities for students and parents/carers to speak with individual teachers. Miss Jackie Smith, Deputy Headteacher will oversee the overall process and help students arrive at their final option choices.

This is a crucial period for your son/daughter and I cannot stress too strongly the importance of the decisions being made. The subject choices form must be returned no later than Friday 3rd March and confirmation of choices will be made as soon after this as possible.

Yours sincerely

Mrs S Mitcherson  
**Headteacher**

# Welcome



Welcome to our Year 9 into 10 options information booklet. The information in this booklet outlines the options process for 2023. It combines an overview of our Key Stage 4 curriculum and details of the range of courses on offer to you at Ridgeway Academy, with detailed step by step guidance and advice on the different factors to consider when making your options choices.

We offer a broad curriculum at Key Stage 4 with a wide choice of academic, creative, and vocational courses. All students follow a 'core' curriculum consisting of Mathematics, English, Science, PE and Personal development.

Alongside their core subjects, students are then able to select additional options subjects for study in Years 10 and 11. In recognition of the high status accorded to Modern Foreign Languages by universities and employers, we strongly advise that students capable of achieving a good pass in GCSE French should opt for French as one of their options choices. Students are also strongly encouraged to consider History and/or Geography.

In recognition of the significant importance of good quality passes in Mathematics, English Language and English Literature for our students, our Key Stage 4 curriculum model includes an increase in the lesson time devoted to core subjects.

The Key Stage 4 curriculum provides many opportunities for students to follow their interests and develop their strengths. Before students finalise their choices, it is important to consider which subjects or combinations of subjects might be necessary in the future for entry onto post -16 programmes of study. Most importantly, I cannot stress enough how important it is that students choose subjects that they will enjoy and will be successful in.

Support for students and parents/carers will be available throughout the options process. There will be a series of presentations about each subject given by the subject leaders available to view on our school website as well as a presentation explaining the full process. All students will have an individual interview with a senior member of staff to review, discuss and confirm their choices. This is an important time for your child and with co-operation between home and school, I am confident we will arrive at the best curriculum options for each student.

Good luck with your choices!

Miss J Smith  
**Deputy Headteacher**

In recent years there have been significant changes to GCSE and vocational qualifications including the grading system and method of examination. The changes are outlined below:

- *The replacement of modular assessment with terminal linear assessment, with students being examined at the end of Year 11 rather than at regular interval throughout the course.*
- *A reduction in opportunities to re-sit individual units.*
- *Greater emphasis upon written examinations and less focus on coursework and controlled assessment.*
- *More marks awarded for spelling, punctuation and grammar (SPAG).*
- *An increase in the amount of content that students are expected to cover in each specification.*
- *Specific changes to assessment in individual subject areas such as the removal of controlled assessment and separate reporting of the speaking and listening component of the English Language GCSE.*
- *A limit on how many vocational courses a students can complete (2).*

Key features of the new reformed GCSEs include:

- *Increased content and challenge*
- *Terminal linear assessment (exams at the end of courses not throughout the two year course)*
- *Single tier exams in most subjects*
- *Greater emphasis upon literacy*
- *Grades 9-1 to replace current A\*-G\**

The new grading system that goes with these reforms is explained on the next page.

# New GCSE Grading Structure



The changes described on the previous page mean that for the current Year 9 at the end of their GCSE programme of study, students will receive the new 9-1 numerical grades rather than the old A\*-G style grades.

The chart below shows how the existing A\*-G grades map across to the new 9-1 grading system. By replacing the current A\* with Grades 8 and 9, the new system allows for greater differentiation at the top end.

The government considers a 'good pass' to be a grade 5 or above.

Support for students and parents/carers will be available throughout the options process. Following the Options Information Evening all students will have an individual interview with myself, the Director of Learning or another senior member of staff to review and discuss their choices before the submission of their completed option forms by Friday 4th March.

NEW GCSE GRADING STRUCTURE	CURRENT GCSE GRADING STRUCTURE
9	A*
8	
7	A
6	B
5	
4	C
3	D
2	E
1	F
	G
U	U

5 and above = top of C and above

4 and above = bottom of C and above

# Reserve Choices and Timeline



## Reserve Choices

In addition to their three options choices, students are asked to make two reserve choices. Whilst every effort is made to accommodate students' first options choices, it is not always possible to guarantee that individuals will be allocated places in their first three subjects.

This is because:

- Courses occasionally depend on demand and staffing availability so it may not be possible to run all the classes indicated on the option form if number of students requesting the course is very low
- Places in classes are limited (e.g. amount of space in Technology and Catering) so if numbers are too high students may be assigned their reserve choice.
- Timetabling constraints mean some courses will be run at the same time so a timetable clash would occur for the student.

## Timeline for the Year 9 Options Process

Date	Event
Thursday 26th January	Year 9 Options Evening (on site plus video presentations available on the school website)
Tuesday 21st February	Year 9 Virtual Options Interviews with SLT/ DOL
<b>Friday 3rd March</b>	<b>Options Form Deadline</b>

Choosing your options in Year 9 is one of the first big decisions in life you will have to make, but don't panic. No one expects you to have all the answers immediately.

Key Stage 4 options are an exciting prospect. You can choose to continue with those subjects which interest you the most and you can start some new ones. Take care! Your decisions will lead to a two-year commitment, so a lot of thought and discussion is needed. **Consider what you are good at, what you enjoy and which subjects you may need for the future.**

## Why do I have to choose?

- It is time for you to have a say in what you are going to study
- There is not enough time to fit in every subject
- As work gets harder you will want to concentrate on your strengths
- You might want to take some of the new subjects available
- To aid you in making decisions about your future career prospects

## Getting the balance right

Whatever your plans are for the future, the chances are you will probably change your mind a number of times over the next few years and have a number of different jobs/careers in the future. So it is important to try and choose a broad range of subjects now.

Choosing the subjects you enjoy, but also getting a good balance of subjects, will leave you with more options when you are choosing your courses and careers for the future.

## So how do you choose?

### First of all think for yourself:

- What are you good at, what are your talents?
- What are your strengths and weaknesses?
- Which subjects interest you?
- Do you need any specific subjects for your future education needs or the careers that you are interested in?

### Next, find out as much information as you can:

- Talk to your Subject Teachers.
- What do the courses actually involve?
- Have you checked out your career ideas and/or the college/university courses you may be interested in and the qualifications you may need?
- How are the courses assessed? How much coursework/controlled assessment is there?

# Advice for Students



## Finally, talk your plans over with:

- Your parents or carers
- Friends and relatives who know you well
- Your Form Tutor and/or Director of Learning

## Ultimately the choice is yours!

## A little extra advice ...

These **DOs** and **DON'Ts** may help you.

### DO...

- Get as much advice as you can. If you don't know something **ASK!** Talk to your parents, Form Tutor, Director of Learning or Subject Teachers.
- Find out as much as possible about the courses on offer: what will you learn and how?
- Try to choose those subjects you are **good** at or **enjoy**, these are the ones you are most likely to do well at.
- Decide yourself. It is **you** who will be studying your chosen subjects for the next two years. It is **your** future you are considering.

### DON'T...

- Think you are expected to know at this stage what you want to do later in life. The curriculum is constructed to keep open as many doors as possible.
- Choose a course because your friend is choosing it. You may easily find yourselves in different groups.
- Choose a course because you like the teacher you have now. You may have a different teacher in Year 10.
- Worry if you can't fit everything in. Some subjects can be picked up again in the Sixth Form. **IF IN DOUBT, FIND OUT.**



# Further guidance and contacts



## Careers Guidance

When considering options choices, there is wide range of careers guidance available to students to encourage them to think about the right progression pathways for their future.

During KS4, students will have access to careers advice through Personal development workshops, extended learning days and one to one interviews with professional advisers.

Other useful sources of information for reference include:

- The Directgov website <https://www.gov.uk/careers-helpline-for-teenagers> provides lots of information for young people.
- Information about University Entrance is available on the UCAS website at [www.ucas.com](http://www.ucas.com)
- Students can look at <https://www.grows.ac.uk/resources/education-options/> to see what courses to study for careers in different industries.
- For a broad description of a wide range of careers together with details of preferred A-Level subjects visit <https://www.prospects.ac.uk/job-profiles>
- Finally, the choice of GCSE options subjects can determine what subjects are available to students at 16 and 18. The Russell Group of universities has produced this helpful guide to help young people make informed choices:  
<http://www.russellgroup.ac.uk/media/5272/informedchoices-print.pdf>

Staff Member	Email address
Miss S Standage - Head of Year	<a href="mailto:Sarah.Standage@ridgeway.herts.sch.uk">Sarah.Standage@ridgeway.herts.sch.uk</a>
Mrs J Smith - Deputy Headteacher	<a href="mailto:Jackie.Smith@ridgeway.herts.sch.uk">Jackie.Smith@ridgeway.herts.sch.uk</a>
Mrs T Yelland - Subject Leader for English	<a href="mailto:Tara.Yelland@ridgeway.herts.sch.uk">Tara.Yelland@ridgeway.herts.sch.uk</a>
Miss L Jesson - Subject Leader for Maths	<a href="mailto:Louise.Jesson@ridgeway.herts.sch.uk">Louise.Jesson@ridgeway.herts.sch.uk</a>
Mrs E Kemp - Subject Leader for Science	<a href="mailto:Emma.Kemp@ridgeway.herts.sch.uk">Emma.Kemp@ridgeway.herts.sch.uk</a>

# Subject Information

## What will I learn in English?

- To study both English Language and English Literature
- To develop a clear understanding and appreciation of different types of reading material including prose and poetry
- To analyse and interpret both fiction and non fiction texts from 19th, 20th and 21st century.
- To learn how to write and speak clearly and appropriately for the intended audience
- To learn how to write creatively and informatively with clear purpose

## What areas will I cover?

### English Language:

- Unseen Fiction extract 20th/21st Century
- Narrative writing from stimulus
- Unseen Non Fiction text extracts
- Writing with specific purpose and viewpoint

### English Literature:

- 19th Century novel: A Christmas Carol
- Shakespeare: Macbeth
- Modern Text: An Inspector Calls
- Poetry anthology Power and Conflict
- Unseen poetry

### Speaking and Listening

- Use of standard English through individual presentations

## How will I be assessed?

Assessment Method	GCSE Language	GCSE Literature
External examination at the end of Year 11	100% (across two exam papers)	100% (across two exam papers)
Spoken Language skills are assessed but reported separately and do not form any part of the qualifications awarded. These will take place before the Summer exam series begins.		

## What examination board and syllabus will I follow?

AQA

English Language GCSE

English Literature GCSE

## Is there any additional information about this course I need to know?

Students begin studying GCSE content in the Summer Term of Year 9. Students are taught in groups broadly banded by ability and target grade.

## Who should I speak to for further information?

Your Subject Leader for English is Mrs T Yelland.

Your Assistant Subject Leader for English is Ms I Adeyemi.

## What will I learn in Mathematics?

- To develop investigational skills
- To learn how to use and apply Mathematics in theoretical and real-life situations
- To develop confidence and competence in the use of numbers

## What areas will I cover?

- **Number** - applying the rules of number in a variety of situations
- **Ratio and proportion** - dividing a quantity in a given ratio; best buys; direct and inverse proportion
- **Algebra** - Solving equations; drawing graphs, indices
- **Geometry and Measures** - recognising shapes and solids, calculating angles and lengths, converting between different units of measurement
- **Statistics and probability** - probability, statistical diagrams, conducting surveys and experiments and drawing conclusions
- **Using and Applying Mathematics** - investigational and practical tasks using the skills learned in the other area of study.

## How will I be assessed?

There are three examinations: one non-calculator paper and two calculator papers.

<b>Foundation (Grades 1-5)</b>	<b>Paper 1</b> Non-calculator 1/3 weighting 80 marks	<b>Paper 2</b> Calculator 1/3 weighting 80 marks	<b>Paper 3</b> Calculator 1/3 weighting 80 marks
<b>Higher (Grades 4-9)</b>	<b>Paper 1</b> Non-calculator 1/3 weighting 80 marks	<b>Paper 2</b> Calculator 1/3 weighting 80 marks	<b>Paper 3</b> Calculator 1/3 weighting 80 marks

## What examination board and syllabus will I follow?

EDEXCEL

Mathematics GCSE: Linear  
1MA1  
Foundation/Higher

## Is there any additional information about this course I need to know?

This GCSE has a range of questions, some structured and some unstructured. The papers test the application of mathematics in both mathematical and non-mathematical contexts. The use of a calculator continues to be of importance, although one of the written papers is a non-calculator paper. It is advised you have a standard Casio scientific calculator and a full geometry set for every lesson, which remains in good working order for the examination.

## Who should I speak to for further information?

Your Subject Leader for Mathematics is Miss L Jesson .  
Your Assistant Subject Leaders for Mathematics are Mr D Ahmad and Miss M Shearer.

## **What will I learn in Science?**

- Develop their knowledge and understanding of the material, physical and living worlds.
- Develop their understanding of the nature of Science and its applications and the inter-relationships between science and society.
- Develop and apply their observational, practical, enquiry and problem-solving skills and understanding in laboratory, field and other learning environments.
- Develop their ability to evaluate claims based on Science through critical analysis of the methodology, evidence and conclusions.
- Develop their skills in communication, Mathematics and the use of technology in scientific contexts.
- Develop an understanding of how Science can be applied and used.

## **What areas will I cover?**

Pathways are decided on a prior attainment and teacher assessment basis

Both Science pathways cover Biology, Chemistry and Physics

Students will study Combined Science or Triple Science. Both provide pathways to A level Science courses and careers. Students selected for Triple Science will study additional units and receive 3 GCSE grades.

## **How will I be assessed?**

There are six papers in total, two from each subject specialism.

## **What examination board and syllabus will I follow?**

AQA

Trilogy Foundation/Higher

## **Is there any additional information about this course I need to know?**

Science backgrounds can lead to a huge variety of difference career choices. Some of the more obvious are: Medicine, Nursing, Teaching, Research, Engineering, Physiotherapy, Sports Science, Computer Game Development, Music Technology, Animal Health, Forensics, Photography, Media and Astronomy.

## **Who should I speak to for further information?**

Your Subject Leader for Science is Mrs E Kemp.

Your Assistant Subject Leader for Science is Mr A Panayioti.

## **What will I learn in Core PE?**

- To maintain and develop an enjoyment of active sport
- To develop individual and team skills
- To fully understand a healthy lifestyle through sport and exercise

## **What areas will I cover?**

Over the years all students will receive two one hour lessons a week following a range of activities including:

- Trampolining / gymnastics
- Basketball
- Weight training
- Health Related Exercise
- Athletics
- Football / netball
- Volleyball
- Badminton
- Aerobics
- Dance
- Rugby / hockey
- Tennis

## **How will I be assessed?**

All students will have the chance to follow a leadership programme through core PE having the opportunity to work with students from the local primary schools. All students will have the chance to develop their skills of CPR and basic first aid. All students will have the opportunity for Inter and Intra sport leagues.

## **What examination board and syllabus will I follow?**

Core PE is not an examination subject, but will be studied by all students.

## **Is there any additional information about this course I need to know?**

As well as developing your health, fitness, strength and conditioning and vital first aid skills, core PE will of course help you work towards a career in the sports industry, such as PE teacher, Personal Trainer, Sports Business Management and Sports Coaching.

## **Who should I speak to for further information?**

Your Subject Leader for PE is Mr J Chappell.

## What will I learn in Art?

Art and Design enables students to be creative, increase their practical skills and improve their analytical, communication and research abilities. The skills they gain make it a great complement to other subjects. Art and design is a way of seeing things and making sense of the world around us. It can help students with further study and prepare them for the world of work.

Students will develop ideas through investigations, learning to demonstrate critical understanding of sources. They will develop the skills to refine their work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. They will learn how to record ideas, observations and insights relevant to their intentions as their work progresses. Working in an increasingly independent way, they will present a series of personal and meaningful responses that realise their intentions.

## What areas will I cover?

The coursework is project based. Core areas will include:

- Contextual references including artist, movements and trends
- Drawing
- Painting
- Printing
- Collage
- 3D work

These will initially be introduced in a workshop format by your teacher and eventually develop into independent studies based on your strengths and interests.

## How will I be assessed?

Art GCSE requires you to produce (over the two years) a personalised portfolio of artwork. This is made up of the following Components:

### Component 1 Coursework:

A portfolio of work where the themes are determined by the teacher. This will start in Year 10 and is made up of sketchbooks, development sheets and final pieces. These will be selected, mounted and submitted by the student. 60%

### Component 2 Externally Set Assignment:

A portfolio of work that includes a final piece, produced in a 10 hour monitored exam. Preparatory drawings and development work usually presented in a sketchbook. 40%

## What examination board and syllabus will I follow?

AQA

## Is there any additional information about this course I need to know?

Art is a demanding but highly rewarding subject. A lot of the work produced is completed at home. The ability to draw is an integral part of the course and students should be confident and skilled in this area. Students will develop strong independent learning skills that can be applied to other subjects and future learning experiences. Art & Design impacts many careers due to the visualisation element these include: Graphic design, Theatre designer, Animator, Video game designer, Illustrator, Museum curator, Photographer, Architecture, Product design, Ceramics, Advertising, Publishing, Hair and make-up design, Retail design, Exhibition design, Artist, Visual media or Teaching.

## Who should I speak to for further information?

Your Subject Leader for Art is Mrs K Parsons

## **What will I learn in Textiles?**

Textiles Art enables students to be creative, increase their practical skills and improve their analytical, communication and research abilities. The skills they gain make it a great complement to other subjects. Textiles Art is a way of responding to the textiles and fashion world. It can help students with further study in the field and prepare them for the creative industries.

Students will develop ideas through investigations, learning to demonstrate critical understanding of sources. They will develop the skills to refine their work by exploring ideas, selecting and experimenting with thread and fabric. Experimenting with traditional and contemporary textiles techniques. They will learn how to record ideas, observations and insights relevant to their intentions as their work progresses. Working in an increasingly independent way, they will present a series of personal and meaningful responses that realise their intentions in a functional or artistic way.

## **What areas will I cover?**

The coursework is project based. Core areas will include:

- Contextual references including textiles artists/designers, movements and trends.
- Hand sewing
- Machine stitching
- Weaving
- Drawing with fabric and thread
- Adapting or constructing garments

These will initially be introduced in a workshop format by your teacher and eventually develop into independent studies based on your strengths and interests.

## **How will I be assessed?**

Textile Art GCSE requires you to produce (over the two years) a personalised portfolio of artwork. This is made up of:

### **Component 1 Coursework:**

A portfolio of work where the themes are determined by the teacher. This will start in Year 10 and is made up of sketchbooks, developmental samples and final pieces. These will be selected, mounted and submitted by the student. 60%

### **Component 2 Externally Set Assignment:**

A portfolio of work that includes a final piece, produced in a 10 hour monitored exam. Preparatory drawings and fabric development work usually presented in a sketchbook. 40%

## **What examination board and syllabus will I follow?**

AQA

## **Is there any additional information about this course I need to know?**

Textile Art is a demanding but highly rewarding subject. A lot of the work produced is completed at home. The ability to draw is an integral part of the course and students should be confident and skilled in this area. Textile Art & Design impacts many careers due to the visualisation element these include: Fashion design, Theatre designer, Museum curator, Fashion Photographer, Product design, Textiles design, Interior design, Fashion and media journalism, Hair and make-up design, Retail design, Jewellery design, Textiles Artist or Teaching.

## **Who should I speak to for further information?**

Your Subject Leader for Textile Art is Mrs K Parsons.



## **What will I learn in Business Studies?**

Business Studies aims to provide students with the opportunity to study and explore the elements needed to run a successful business.

Throughout the course students have the opportunity to develop core skills such as organisation, time-management, presentation skills, as well as the ability to reflect and evaluate.

## **What areas will I cover?**

Through the Business course students will be introduced to the world of business and will look at the elements needed to make a successful business. It is developed to :

- encourage personal development of knowledge and skills relevant to the business world through practical participation in a range of vocational business activities
- give learners a wider understanding and appreciation of the broad range of business specialisms through selection of optional specialist units
- encourage learners to develop their people, communication, planning and teamworking skills by having the opportunity to select from optional units available in the qualification structure
- provide education and training for employees in the business sector
- give opportunities for business employees to achieve a nationally recognised level 1 or level 2 vocationally-specific qualification
- give full-time learners the opportunity to enter employment in the business sector or to progress to other vocational qualifications, such as the Pearson BTEC Level 3 Nationals in Business
- give learners the opportunity to develop a range of skills and techniques, personal skills and attributes essential for successful performance in working life.

## **How will I be assessed?**

The course is a combination of externally assessed units and internally assessed units.

Evidence for assessment may be generated through a range of diverse activities, including assignment and project work, case studies, workplace assessment, role play and presentations. Delivery strategies should reflect the nature of work within the business sector by encouraging learners to research and carry out assessment in the workplace, or in simulated working conditions, wherever possible.

## **What examination board and syllabus will I follow?**

Edexcel

## **Is there any additional information about this course I need to know?**

Business Studies is now one of the most popular subjects in Higher and Further Education and offers many different pathways.

If you are considering a career in Retail, Management, Leisure Industry, Marketing or Finance then this course will give you core skills which will be useful in these areas.

## **Who should I speak to for further information?**

Your Subject Leader for Business Studies is Mrs W Lewis.

## **What will I learn in Computer Science?**

Computer Science is a modern and a rapidly growing subject in terms of technicality and implications. The study of Computing enlightens students' curiosity about how the vast number of computers function alone, how they work together and how they interlink. As a result, the Computer Science curriculum aims to; firstly, embed technical understanding of Computing hardware and software to students across all key stages. Secondly, the curriculum aims to raise insight by equipping students with skills and competencies in an effort to heighten their chances of employability in the digital world. Learners will be introduced to algorithms and programming, learning about programming techniques, how to produce robust programs, computational logic, translators, facilities of computing languages and data representation.

*OCR's GCSE (9–1) in Computer Science will encourage learners to:*

- Understand and apply the fundamental principles and concepts of Computer Science, including abstraction, decomposition, logic, algorithms, and data representation
- analyse problems in computational terms through practical experience of solving such problems, including designing, writing and debugging programs
- think creatively, innovatively, analytically, logically and critically
- understand the components that make up digital systems, and how they communicate with one another and with other systems
- understand the impacts of digital technology to the individual and to wider society
- apply mathematical skills relevant to Computer Science.

## **What areas will I cover?**

- Systems Architecture & Networks
- Systems Software and Security
- Ethical, legal, cultural and environmental concerns
- Algorithms & Programming
- Logic and Languages
- Data representation

## **How will I be assessed?**

There are two externally examined components (01 and 02) weighted at 50% each.

### Written Paper 1: Computer Systems

This component will introduce learners to the Central Processing Unit (CPU), computer memory and storage, wired and wireless networks, network topologies, system security and system software.

It is expected that learners will become familiar with the impact of Computer Science in a global context through the study of the ethical, legal, cultural and environmental concerns associated with Computer Science.

### Written Paper 2: Computational thinking, algorithms and Programming

This component incorporates and builds on the knowledge and understanding gained in Component 01, encouraging learners to apply this knowledge and understanding using computational thinking.

## **What examination board and syllabus will I follow?**

OCR

## **Is there any additional information about this course I need to know?**

Employment in the field of Technical Computing and Programming. Potential areas for further study and careers include Computer Engineering, Information Systems, Software Engineering, Database Administrator, Network Engineer and Systems Analyst.

## **Who should I speak to for further information?**

Your Subject Leader for Computer Science is Miss F Malik.

## What will I learn in Dance?

Actively engage in the process of dance in order to develop as effective and independent learners and as critical and reflective thinkers with enquiring minds.

- Develop their skills, knowledge and understanding of the contemporary style of dance through the process of performing, choreographing and appreciating dances
- Develop physical, technical and expressive skills in dance
- Develop a critical appreciation of dance through studying a variety of professional works
- Develop their knowledge and understanding of health, fitness and safe working practices relevant to performing and choreographing dances

## What areas will I cover?

Unit 1 - Performance and Choreography (60%)

What is assessed

- Set phrases through a solo performance -1 minute dance
- Duet/Trio performance -3 minutes dance
- Solo choreography - 2 minutes 30 dance

Unit 2 - Dance Appreciation (40%)

What is assessed

- Knowledge and understanding of choreographic processes and performance
- Critical appreciation on own work
- Critical appreciation of professional works

This is assessed during an exam paper of 1 hour 30 minutes, worth 80 marks

## How will I be assessed?

You will be graded 9-1

- 1 written exam - 90 minutes
- 1 practical exam consisting of:
  - \* Set phrases
  - \* Trio performance
  - \* Solo choreography

## What examination board and syllabus will I follow?

AQA

GCSE Dance (9-1)

## Is there any additional information about this course I need to know?

A Dance GCSE could open doors to become a Dance Coordinator, Dance Teacher, Dance Coach, Costume Designer, Professional Dancer, Gym Instructor, Choreographer, Stage/lighting/prop Designer, owning own business.

## What else will I gain from GCSE Dance?

- Develop confidence
- Develop leadership
- Develop analytical skills
- Work with professional choreographers
- Taking part in productions
- Learn and perform in the style of Contemporary dance

## Who should I speak to for further information?

Your Subject Leader for Dance is Miss S Standage.

# 3-Dimensional Design



## **What is Three-Dimensional Design?**

*Three-dimensional design is the design, prototyping, modelling and making of both functional and aesthetic products, objects, and environments, developing and applying your intellectual, creative and practical skills.*

## **What will I learn in GCSE Three-Dimensional Design?**

Students will have the opportunity to explore exciting topics related to a variety of areas, including; designing for film, television and theatre, this could include creating sets and props for an identified production. Alternatively, Students may choose to focus on architectural design and modelling which could involve creating prototypes for buildings and their interiors. Alternatively, you may choose to develop your design and make skills in areas of Product Design, which could involve anything from Children's toys to furniture!

## **What areas will I cover?**

The 3-Dimensional Design course will enable students to develop and then demonstrate a range of skills in the following areas; researching and identifying suitable materials, modelling, fabrication, surface treatments and finishes and producing outcomes that successfully meet an identified brief. Students will research and make use of a range of appropriate media and materials to realise their ideas, including; wood, metal, plastic and recycled or found materials. In addition, students will explore a variety of relevant cultural, social and environmental contexts from which to source inspiration for their ideas.

There will be opportunities for students to develop the skills to enable them to develop ideas that meet the requirements for an intended client or audience.

## **How will I be assessed?**

### **Component 1. Portfolio:**

A portfolio of work that demonstrates thorough coverage of the four assessment objectives. It must include a detailed project evidencing the journey from initial engagement to the realisation of intentions and a selection of further work undertaken during the student's course of study.

No time Limit

96 marks

60% of total GCSE marks

### **Component 2. Externally Assessed Assignment:**

Students respond to their chosen starting point from an externally set assignment paper relating to their subject title, evidencing coverage of all four assessment objectives.

Preparatory period followed by 10 hours of supervised time.

96 marks

40% of total GCSE marks

## **What examination board and syllabus will I follow?**

AQA 3-Dimensional Design

## **Is there any additional information about this course I need to know?**

The 3-Dimensional Design GCSE course will enable students to develop the relevant skills and knowledge to support and inspire further study and prepare them for related career opportunities such as Product Design, Architecture and many other creative industries.

## **Who should I speak to for further information?**

Your Subject Leader for AQA 3-Dimensional Design is Mr S Warren.

## **What will I learn in Drama?**

- To develop a broad awareness of a variety of performing arts areas - including acting, production and backstage
- To produce, rehearse and perform a large scale production encompassing all areas of study

## **What areas will I cover?**

Three units, including:

- Acting
- Devising theatre (with log book controlled assessment)
- Scripted Plays
- Lighting, Costumes, Backstage opportunities
- In-depth work on acting, performing and devising plays
- Live Theatre visit
- Written exam paper

## **How will I be assessed?**

Students must complete all three units.

Component 1 is an externally marked written paper which is completed at the end of Year 11.  
Component 2 consists of a devised practical performance to an audience which is supported by a written log.  
Component 3 is performances of a scripted piece.

## **What examination board and syllabus will I follow?**

AQA

GCSE

## **Is there any additional information about this course I need to know?**

A GCSE in Drama could lead to a career as a Technical Operator or Designer, Stage Manager, Theatre Manager, Publicity/Marketing/Fundraising for the arts, PR, Director, Actor, Theatre in Education Practitioner or Drama Teacher.

Drama also offers transferrable skills such as confidence with public speaking, the ability to work effectively as a team, think creatively, understand commitment and the importance of meeting deadlines, flourishing under pressure and being able to identify strengths and weaknesses and how to develop.

## **Who should I speak to for further information?**

Your Subject Leader for Drama is Miss S Standage.

## What will I learn in French?

- To enable students to communicate effectively in French, using the four skills: reading, writing, speaking and listening
- To develop a broad awareness of the country, its people and customs, to facilitate effective communication

## What areas will I cover?

Students study the following topic areas:

- Self, family and friends
- Celebrations and customs
- Free time and technology
- Holidays
- School
- Healthy eating
- Work
- Town and environment

## How will I be assessed?

Speaking exam	25%
Listening exam	25%
Reading and translation exam	25%
Written and translation exam	25%

- **Speaking** - (i). One role play on any of the specified topics. (ii). A conversation based around a photo and 2 discussions linked to topics which have been studied (see topics above)
- **Listening** - Understanding and responding in both French and English to a wide variety of spoken language based on the above topics
- **Reading** - Exam will contain comprehension type activities where students answer questions in both French and English using a range of texts. There will also be a French into English translation. All based on the above topics.
- **Writing** - Under exam conditions students will have to write two essays, on the topics studied, in the target language of between 90 and 150 words. There will also be an English to French translation.

## What skills do I need?

Students will have to have a very good understanding of French grammar. They will have to be able to use with confidence six different tenses in the positive and a range of negatives. They will be expected to use object pronouns, comparatives and key phrases as well as other grammatical structures in a range of topics without reference to their exercise books.

## What examination board and syllabus will I follow?

AQA

Full course 8658 GCSE

## Is there any additional information about this course I need to know?

A shortage of people who speak a foreign language, even at a low level, means that there are so many career possibilities. Whatever you choose to do, especially if you want to continue studying at post 16, a GCSE language is a worthwhile choice.

## Who should I speak to for further information?

Your Subject Leader for Modern Foreign Languages is Ms M Lewin.

Your Assistant Subject Leader for Modern Foreign Languages is Ms C Mullins.

## What will I learn in Geography?

- To learn about people and the environment through a home-based approach encouraging you to provide your own views and opinions
- To explore global sustainability by investigating economic, social and environmental issues that affect all our futures
- To be able to effectively debate; see all sides of an argument and make decisions
- To develop confidence in Geographical, ICT and GCSE skills

## What areas will I cover?

For those interested in environmental, physical and human geography this course is motivating, relevant and up-to-date. It will equally be challenging and rewarding. This continuously evolving subject involves us all - it looks at the key global issues and raises awareness of how we behave, relationships between people in different countries and their impact on the environment. The course is taught through 6 key themes:

- Theme 1: Natural Hazards
- Theme 2: Physical Landscapes in the UK
- Theme 3: The Living World
- Theme 4: Urban Issues and Challenges
- Theme 5: The Changing Economic World
- Theme 6: Challenge of Resource Management

Each of these themes will provide the basis of the final exams taken at the end of Year 11.

Students will attend a residential field trip in Year 11 to support their learning for this course.

## How will I be assessed?

At the end of Year 11 you will take three exams:

Living with the Physical Environment (exam 90 minutes)	<b>35%</b>
Challenges in the Human Environment (exam 90 minutes)	<b>35%</b>
Geographical Skills and Fieldwork (exam 75 minutes)	<b>30%</b>

## What examination board and syllabus will I follow?

AQA

GCSE A (2016)

## Is there any additional information about this course I need to know?

Geography is a highly desirable subject for employers and is very flexible. Many geographers have successful careers in Economics, Environment, Advertising, Geology, Marketing, Sales, Business, Law and many more.

## Who should I speak to for further information?

Your Subject Leader for Geography is Mr M Broad.

## **What will I learn in History?**

- To investigate key events and ideas from history
- To use and evaluate sources
- To identify how events and changes have multiple causes that are complex and interconnected

## **What areas will I cover?**

Paper 1: Thematic study and historic environment (1H10/10-12)

- Medicine through time, C1250-present.
- The British sector of the Western Front, 1940-18: injuries, treatments and the trenches.

Paper 2: Period Study and British Depth Study (1H10/20-290)

- Superpower Relations and the Cold War, 1941-91 ((26/27).
- Early Elizabethan England, 1558-88 (B4).

Paper 3: Modern Depth Study (1H10/30-33)

- Weimar and Nazi Germany, 1918-39

## **How will I be assessed?**

There are three written exams.

Paper 1: 1 hour and 15 minutes exam **30%**

Paper 2: 1 hour and 45 minutes **40%**

Paper 3: 1 hours and 20 minutes **30%**

## **What examination board and syllabus will I follow?**

Edexcel GCSE (9-1) in History

## **Is there any additional information about this course I need to know?**

A History GCSE shows employers, colleges and universities that you have good analytical skills and can work hard. History can prepare you for a career in Law, Politics, Business or anything that requires the ability to analyse information and discuss ideas.

## **Who should I speak to for further information?**

Your Subject Leader for History is Mrs N Picariello.



## What will I learn in Media Studies?

GCSE qualification (9-1)

The qualification will enable students to:

- Demonstrate skills of enquiry, critical thinking, decision making and analysis
- Acquire knowledge and understanding of a range of important media issues
- Develop appreciation and critical understanding of the media and their role, both historically and currently in society, culture and politics.

## What areas will I cover:

Section A will focus on Television and Promoting Media. Questions in this section will test the following forms:

- Contemporary and historic television products
- Advertising and marketing
- Media forms of film
- Video games

Section B will focus on Music and The News. Questions in this section will test the following forms:

- Magazines
- Radio
- Music Video
- Online, social and participatory media

There is a non-exam assessment in the course which will be on creating media and for this students will create media products through applying knowledge and understanding of media language and media representations to express and communicate meaning to an intended audience.

## How will I be assessed?

### Paper 1: Television and Promoting Media

Written exam : 1 hour 45 minutes - 70 marks - 35% of GCSE

### Paper 2: Music and News

Written exam: 1 hour 15 minutes - 70 marks - 35% of GCSE

### Non Exam Assessment: Creating Media

30 marks - 30% of GCSE

## What examination board and syllabus will I follow?

OCR

## This course could lead onto further studies in:

Advertising, Broadcast journalism, Editorial assistant, Event management, Film direction, Information officer, Magazine journalism or Market research.

## Who should I speak to for further information?

The Media Studies teacher is Mrs T Yelland.

## **What will I learn in Music?**

- Students will cover a wide range of musical topics, but all within a selection of internally assessed units.
- Students will have mandatory units to follow, and some optional units that will enable each learner to tailor their course to their strengths.
- This course is more than just playing and writing music, there will also be the chance to explore other avenues within the music industry and opportunity to plan and put on larger projects and events within the music department.

## **What areas will I cover?**

- Exploring music: Exploring different ways of creating music.
- Professional Development: Exploring career paths and how to best prepare for that pathway.
- Self-promotion in the Music Industry: Understanding branding and ways to make “a name for yourself” within the music industry.
- Music Project: Working on a project developed in response to a set brief.
- 2 optional units: Choosing from; performing, creating, music production & sound engineering.

**It is recommended that students selecting Music have experience of playing an instrument or singing (via music lessons or extra-curricular activities), or being actively involved in music production/sound engineering for at least two years. If you do not meet this requirement, that is not an issue, please speak to a member of the Music Department.**

## **How will I be assessed?**

The course consists of 4 mandatory units and 2 optional units. All work is internally assessed and moderated by the exam board. There is no written examination as part of this course.

## **What examination board and syllabus will I follow?**

Pearson

BTEC Level 2 Diploma in Music Industry Skills

## **Is there any additional information about this course I need to know?**

Music is useful for any job that involves communication and expressive skills. It is also a good preparation for further musical study and solid foundation for sixth form opportunities in Music and Music Technology. Future jobs might include careers in the Music Industry, Publishing, Entertainment and Teaching.

Creativity and initiative are necessary skills in all jobs and careers. Achieving a qualification in music, as in any other creative subject, provides you with a well rounded education that demonstrates a set of transferable skills that can be used in a variety of different careers. Universities and employers want to see that you have interests and hobbies and music can be a skill used for the whole of your life.

## **Who should I speak to for further information?**

Your Subject Leader for Music is Mr D Edmonds.

## **What will I learn in Philosophy and Ethics?**

- To develop an in-depth knowledge and understanding of Christianity and Islam
- To understand the effect of Christianity and Islam on life and society
- To evaluate different points of view, including your own, using evidence and religious argument to support your point of view

## **What areas will I cover?**

The impact of religion in world affairs and on people's lives with specific references to Christianity and Islam

## **How will I be assessed?**

Two 1 hour 45 minutes exams

### Paper 1: Religion and Ethics through Christianity

Christian Beliefs  
Marriage and the Family  
Living the Christian Life  
Matters of life and Death

### Paper 2: Religion, Peace and Conflict through Islam

Muslim Beliefs  
Crime and Punishment  
Living the Muslim Life  
Peace and Conflict

## **What examination board and syllabus will I follow?**

Edexcel

## **Is there any additional information about this course I need to know?**

This course could open up a career in the Police, as a Social worker, Journalist, in Medicine, as a Lawyer, Teacher or Youth worker

## **Who should I speak to for further information?**

Your Subject Leader for Philosophy and Ethics is Mr J Beka.

# Photography



## What will I learn in Photography?

Photography enables students to be creative, increase their practical skills and improve their analytical, communication and research abilities. The skills they gain make it a great complement to other subjects especially as they gain an in-depth understanding of editing suites. Photography is a unique and instant way of seeing things and making sense of the world around us. It can give them an insight into how photographic industries work.

Students will develop ideas through investigations, learning to demonstrate critical understanding of sources. They will develop the skills to refine their work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. These will mainly be based around digital editing, physical editing and traditional darkroom methods. They will learn how to record ideas, observations and insights relevant to their intentions as their work progresses. Working in an increasingly independent way, they will present a series of personal and meaningful responses that realise their intentions.

## What areas will I cover?

The coursework is project based. Core areas will include:

- Contextual references including artist, movements and trends
- Drawing
- Using a DSLR camera
- Photoshop editing
- Dark room experiments
- Physical manipulation
- Digital portfolio

These will initially be introduced in a workshop format by your teacher and eventually develop into independent studies based on your strengths and interests.

## How will I be assessed?

Photography GCSE requires you to produce (over the two years) a personalised portfolio of photography work. This is made up of:

### Component 1 Coursework:

A portfolio of work where the themes are determined by the teacher. This will start in Year 10 and is made up of digital sketchbooks, physical experiments and final pieces. These will be selected, mounted and submitted by the student. 60%

### Component 2 Externally Set Assignment:

A portfolio of work that includes a final piece, produced in a 10 hour monitored exam. Preparatory photographic work and development work are usually presented in a sketchbook. 40%

## What examination board and syllabus will I follow?

AQA

## Is there any additional information about this course I need to know?

Photography is a demanding but highly rewarding subject. A lot of the work produced is completed at home. The ability to draw is an integral part of the course and students should be confident and skilled in this area, this may be sketching, storyboarding or drawing into photographs. Photography impacts many careers due to the visualisation element. These include: Graphic design, Animator, Video game designer, Photographer, Architecture, Documentary photography, cinematography, fashion photography, independent photographer, Product photography, Advertising, Publishing, Visual media or Teaching.

## Who should I speak to for further information?

Your Subject Leader for Photography is Mrs K Parsons.

## What will I learn in Sociology?

Sociology will encourage students to explore the world around them. Looking at systems in place that lead to social hierarchy and exploitation of groups within society that benefit the few. Students will look at a range of institutions used to govern society and learn to argue the very existence of these using genuine research findings to support their views.

There are 2 components to the course:

### Component 1: Understanding Social Processes

- Key concepts and process of cultural transmission
- Families
- Education
- Research Methods

### Component 2: Understanding social structures

- Social differentiation and stratification
- Crime and deviance
- Applied methods of sociological enquiry

## How will I be assessed?

### Paper 1: 1 hr 45 mins

#### Understanding social process

- Key concepts and processes of cultural transmission
- Families
- Education
- Sociological research methods

### Paper 2: 1 hr 45 mins

#### Understanding Social structure

- Social differentiation and stratification
- Crime and deviance
- Applied methods of sociological enquiry

This is a linear course with students sitting both exams in the summer of Year 11. These papers will consist of a mixture of short answer and essay style responses required in both papers.

## What progression is there after this course?

A Level Sociology is offered in the 6th Form at Ridgeway Academy and alongside other A Level or Level 3 equivalent qualifications is a route into university.

Careers that stem from Sociology are varied and can include working in sectors such as; Politics, Councillors, Teaching, Social Work and Law based careers.

## What examination board and syllabus will I follow?

AQA Syllabus

## Who should I speak to for further information?

Your Subject Leader for Sociology is Mrs W Lewis.

## What will I learn in Spanish?

- To enable students to communicate effectively in French, using the four skills: reading, writing, speaking and listening
- To develop a broad awareness of the country, its people and customs, to facilitate effective communication

## What areas will I cover?

Students study the following topic areas:

- Self, family and friends
- Celebrations and customs
- Free time and technology
- Holidays
- School
- Healthy eating
- Work
- Town and environment

## How will I be assessed?

Speaking exam	25%
Listening exam	25%
Reading and translation exam	25%
Written and translation exam	25%

- **Speaking** - (i). One role play on any of the specified topics. (ii). A conversation based around a photo and 2 discussions linked to topics which have been studied (see topics above)
- **Listening** - Understanding and responding in both Spanish and English to a wide variety of spoken language based on the above topics
- **Reading** - Exam will contain comprehension type activities where students answer questions in both Spanish and English using a range of texts. There will also be a Spanish into English translation. All based on the above topics.
- **Writing** - Under exam conditions students will have to write two essays, on the topics studied, in the target language of between 90 and 150 words. There will also be an English to Spanish translation.

## What skills do I need?

Students will have to have a very good understanding of Spanish grammar. They will have to be able to use with confidence six different tenses in the positive and a range of negatives. They will be expected to use object pronouns, comparatives and key phrases as well as other grammatical structures in a range of topics without reference to their exercise books.

## What examination board and syllabus will I follow?

AQA Spanish GCSE 8698

## Is there any additional information about this course I need to know?

A shortage of people who speak a foreign language, even at a low level, means that there are so many career possibilities. Whatever you choose to do, especially if you want to continue studying at post 16, a GCSE language is a worthwhile choice.

## Who should I speak to for further information?

Your Subject Leader for Modern Foreign Languages is Ms M Lewin.

Your Assistant Subject Leader for Modern Foreign Languages is Ms C Mullins.

## **What will I learn in Enterprise CTEC?**

Component 1: Exploring Enterprises

Component 2: Planning for and Pitching an Enterprise

Component 3: Promotion and Finance for Enterprise

## **What areas will I cover?**

The development of key skills that prove aptitude in planning an enterprise activity, including market research, planning, carrying out financial transactions, communication and problem solving

- knowledge that underpins effective use of skills, such as the features and characteristics of enterprises and entrepreneurs, and the internal and external factors that can affect the performance of an enterprise
- attitudes and ways of working that are considered most important for enterprise, including monitoring and reflecting on performance of an enterprise idea and own use of skills.

## **How will I be assessed?**

Component 1: Exploring Enterprises - Internal coursework

Component 2: Planning for and Pitching an Enterprise - Internal coursework

Component 3: Promotion and Finance for Enterprise - External exam

## **What examination board and syllabus will I follow?**

CTEC OCR

## **This course could lead onto further studies or vocations in:**

Marketing, Business Management, Finance, Human Resources and Apprenticeships in Administration.

## **Who should I speak to for further information?**

Your Subject Leader for Enterprise CTEC is Mrs W Lewis.

## **What will I learn in Health and Social Care BTEC?**

Around 3 million people work in the health and social care sectors in the UK currently. Health care roles include doctors, pharmacists, nurses, midwives and healthcare assistants, while social care roles include care assistants, occupational therapists, counsellors and social workers, to name just a few. Together, they account for nearly one in ten of all paid employment in the UK.

Demand for both health and social care is likely to rise, so these sectors will continue to play a key role in UK society and the demand for people to carry out these vital roles will increase.

## **What areas will I cover?**

There are 3 components to the course:

### **Component 1: Human Lifespan Development**

Learners will investigate using life like scenarios how human development is affected by a range of factors and why people cope differently with life events.

### **Component 2: Health and Social Care Services and Values**

Learners explore a wide range of health care and social care services, investigating how they meet the needs of real service users. Whilst learning the range of skills and attributes that underpin the delivery of services, students will have the opportunity to demonstrate these and build on their own skills set.

### **Component 3: Health and Wellbeing**

In this synoptic unit, students will bring together their learning from components 1 and 2, and use this knowledge to assess an individuals' health and well-being. Using this information, they will design an individualised health and wellbeing improvement plan that considers the obstacles and circumstances, adjusting their plans to suit each individual.

## **How will I be assessed?**

Components 1 and 2 are assessed through internal assessment.

Internal assessment is through assignments. This style of assessment promotes deep learning through ensuring the connection between knowledge and practice. Component 3 is assessed through examination in Year 11.

## **This course could lead onto:**

This course could lead to the study of Level 3 Health and Social Care at our sixth form, which alongside other Level 3 or A Level qualifications creates a route into University, or Level 3 apprenticeships in a range of health and social care careers.

## **What examination board and syllabus will I follow?**

Pearsons Edexcel National Award

## **Who should I speak to for further information?**

Your Subject Leader for Health and Social Care BTEC is Mrs W Lewis.



## **What will I learn on the Cambridge National in Sport Science?**

Sport is a high-profile and expanding industry and there is a growing need for qualified professionals in all forms of the industry. Students will receive a well-rounded and full introduction to the world of physical education and sport. Developing an understanding of how the mind and body works in relation to performance in physical activity.

Students will develop a wide range of highly desirable, transferable skills such as communication, problem solving, team work and performing under pressure.

## **What areas will I cover?**

Elite sport has fully embraced sport science and considers every minute detail of an athlete's training programme, rest time, environment and psychology in the pursuit of excellence. The Cambridge Nationals in Sport Science offer learners the opportunity to study key areas of sport science:

1. Reducing the risk of sports injuries and dealing with common medical conditions
2. Applying the principles of training: fitness and how it affects skill performance
3. The body's response to physical activity and how technology informs this
4. Nutrition and sports performance

The course is equivalent to one GCSE qualification.

## **How will I be assessed?**

The course is divided into two mandatory units:

1. Reduce risk of sport injuries assessed through an exam
2. Applying Principles of training assessed through OCR set assignment demonstrating the knowledge and understanding in practical task.

And then one optional unit from:

1. The body's response to physical activity and how technology informs this
2. Nutrition and sports performance

Units assessed through OCR set assignments which provide the student with opportunity to demonstrate knowledge and understanding to external audience.

## **What examination board and syllabus will I follow?**

Oxford Cambridge and RSA (OCR) examination board and are following the Level 2 J828 syllabus

## **Is there any additional information about this course that I need to know?**

Cambridge Nationals provide a strong base for progression to Further Education, whether it is on to Level 3 Cambridge Technicals or A Levels or to apprenticeship or work.

## **Who should I speak to for further information?**

Your subject leader for the Cambridge Nationals in Sport Science is Mr J Chappell.