



The Ripley Academy

2023 – 2025

**KEY STAGE 4
CURRICULUM HANDBOOK**



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INTRODUCTION

This booklet gives details of the content and schemes of assessment for subjects studied at Key Stage 4 and should be read in conjunction with the Ripley Academy Options Handbook 2023.

The Key Stage 4 curriculum consists of a compulsory 'Core' and a choice of 'Options'.

60%	40%
Core <ul style="list-style-type: none">• English Language and English Literature• Mathematics• Combined Science: Trilogy• Personal, Health and Social Education• Physical Education	Options <ul style="list-style-type: none">• 4 x school-based subjects

2023-25 KEY STAGE 4 CURRICULUM – CHOOSING OPTIONS

CORE SUBJECTS

All students will study:

- English Language and English Literature
- Mathematics
- Combined Science: Trilogy, or Separate Sciences: Biology/Chemistry/Physics*
(*students studying Separate Sciences will be invited to choose this as an option subject)
- Personal, Health and Social Education
- PE

OPTION SUBJECTS

It is expected that most students will:

Choose a combination of subjects contributing to achievement of the English Baccalaureate (EBacc) qualification.

N.B. To achieve the full EBacc suite of qualifications, students need to attain a grade 4 or better in all three areas:
i.e. 1x Humanities (History or Geography) + 1x Language (Spanish or French) + 2x Science courses

HUMANITIES:

ALL STUDENTS ARE EXPECTED TO CHOOSE HISTORY OR GEOGRAPHY.
(Students may choose both History and Geography as two separate choices).

MFL:

IT IS RECOMMENDED THAT STUDENTS FROM SET 1/2 MATHS AND/OR ENGLISH CHOOSE A LANGUAGE.

To ensure breadth and balance, consider choosing from **at least 3 different ‘Options Families’**.

The Options ‘Families’					
<i>English Baccalaureate (eBacc) subjects</i>			<i>Non-eBacc subjects</i>		
Humanities	Modern Foreign Languages	Sciences	Design and Technology	Expressive Arts	Additional Opportunities
Geography	French	Separate Sciences	Food Preparation and Nutrition	Arts, Craft & Design (3D Design/Textiles)	Business Studies Health & Social Care Option Support * Photography Religious Studies Physical Education
History	Spanish	Computer Science	Design & Technology	Fine Art	
				Drama	
				Music	

FURTHER GUIDANCE:

- *Option Support will be offered to some students to provide time and help to complete GCSE work
- Specialist staff will give advice where students may struggle to access EBacc subjects

SUMMARY OF CORE CURRICULUM

Core Subjects	Outcomes / Qualifications	Number of Lessons per Fortnight in Yr 10/11
English Language	1 GCSE	8
English Literature	1 GCSE	
Mathematics	1 GCSE	8
Combined Science: Trilogy	2 GCSEs	10
PHSE		1
PE		3
	TOTAL	30

1. PHSE consists of: Citizenship and Personal, Social and Health Education, and includes Relationship and Sex Education, Careers Guidance, Enterprise, Economic Wellbeing and Personal Finance Education.
2. PE is compulsory for all students and is a National Curriculum Subject.
3. PHSE is compulsory for all students and has compulsory National Curriculum elements.

SUMMARY OF OPTIONS OFFERED BY THE RIPLEY ACADEMY

Fine Art
Photography
Arts, Craft & Design (3D Design/Textiles)
Business Studies
Computer Science
Design Technology
Drama
Food Preparation and Nutrition
French
Geography
Health and Social Care
History
Music
Option Support*
Physical Education
Religious Studies
Spanish
Separate Sciences

**Option Support is offered by invitation*

**KEY STAGE FOUR COURSES TAUGHT AT
THE RIPLEY ACADEMY FOR YEAR 10 STUDENTS
FROM SEPTEMBER 2023**

**SUMMARY OF EXAMINED SUBJECTS,
QUALIFICATIONS AND AWARDING BODIES**

Subject	Qualification	Type	Level	Awarding Body / Specification
English Language	GCSE	Academic	1 & 2	AQA 8700
English Literature	GCSE	Academic	1 & 2	AQA 8702
Mathematics	GCSE Foundation and Higher	Academic	1 & 2	OCR J560
Combined Science: Trilogy	GCSE Foundation and Higher	Academic	1 & 2	AQA 8464
Fine Art	GCSE	Academic	1 & 2	AQA 8202
Photography	GCSE	Academic	1 & 2	AQA 8206
Computer Science	GCSE	Academic	1 & 2	OCR J277
Food Preparation and Nutrition	GCSE	Academic	1 & 2	AQA 8585
DT: Design & Technology	GCSE	Academic	1 & 2	AQA 8552
Art, Craft & Design – 3D design/Textiles	GCSE	Academic	1 & 2	AQA 8201
Drama	GCSE	Academic	1 & 2	EDEXCEL 1DR0
Business Studies	GCSE	Academic	1 & 2	AQA 8132
Geography	GCSE	Academic	1 & 2	AQA 8035
History	GCSE	Academic	1 & 2	Edexcel 1HI0
Religious Studies	GCSE	Academic	1 & 2	AQA 8062
French Spanish	GCSE Foundation and Higher	Academic	1 & 2	AQA 8658 AQA 8698
Music	GCSE	Academic	1 & 2	OCR J536
Option Support*	Non-examined course			
Physical Education	GCSE	Academic	1 & 2	AQA 8582
Separate Sciences: • Biology • Chemistry • Physics	GCSE Foundation and Higher	Academic	1 & 2	AQA 8461 AQA 8462 AQA 8463
Health & Social Care	BTEC Technical Award	Technical	1 & 2	Pearson

***invitation only**

OPTIONS CALENDAR 2022~23

WEDNESDAY 11 TH JANUARY 2023	Options booklets issued to Year 9 students. Year 9 Options Assembly
THROUGHOUT JANUARY	Subject specific information available on the school website
MONDAY 16 TH – Friday 20 TH JANUARY	Options interviews with a member of SLT
MONDAY 16 TH JANUARY	Options Evening 6-7.30pm
WEDNESDAY 1 ST FEBRUARY 2023	Year 9 Parents Evening: An opportunity to discuss the feasibility of options choices with subject teachers.
1 ST – 6 TH FEBRUARY 2023	Options Application Forms available and returned ONLINE. Available by following the link in Show My Homework.
MONDAY 6 TH FEBRUARY 2023	Deadline for return of Options applications.
MAY 2023	School Governors approve finalised Options offer.
MONDAY 3 RD JULY 2023	Notification to students/parents/guardians of outcome of Options applications

Please note:

Options applications will not normally be accepted or amended after the **6TH February 2023 deadline**

SUPPORT AND GUIDANCE

In addition to the events listed on the Options Calendar, support and guidance is available as follows:

Head of Year and Form tutors: to discuss suitability of choices, combinations of subjects.

Mrs Fidler, Mrs Clark-Hallam and the Learning Support Team: an essential source of guidance and support for students who access additional support.

Mrs Tollervey (Careers Lead): Further guidance on how options choices link to careers and post-16 pathways.

Subject Staff: an opportunity to get in depth information about subjects

Mrs Thawley (Deputy Headteacher): for any outstanding option related queries

ADVICE TO STUDENTS ON CHOOSING OPTIONS: 'DOs AND DON'Ts'

DO

- Seek advice then think for yourself.
- Look for a balanced programme which meets your personal needs and particular interests: avoid 'too much of the same thing'.
- Show ambition.
- Research the subjects and courses which you are interested in.
- Think about what you are good at.
- Consider what you want to do in the future.
- If in doubt, 'keep your options open' and aim for 'balance' and 'breadth'.

There will be another opportunity to consider your options at the age of 16.

DO NOT

- Just follow your friends.
- Look for 'easy options' – there aren't any!
- Apply for just any course because you think it will be easier than others: the requirements of any course will be demanding from start to finish.
- Assume that a vocational course will automatically guarantee you a job.
- Rush your decisions.
- 'Window shop': choose courses on the basis of 'appearance' without actually knowing anything much about them.

‘STEP BY STEP’ - HOW TO APPLY FOR KEY STAGE 4 COURSES

1. Decide which subjects / courses you would like to study
2. Fill in the ONLINE application form listing **SIX** subjects in **order of preference**.
3. Do not apply for any course unless you have definitely decided that you are **fully committed** to this course.
4. Return the application form **online** by **Monday 6th February 2023**.

Your tutor will check through your application to make sure that it has been completed properly and discuss your choices with you.

If there are any issues identified, you may be asked to amend the form.

5. After the form is completed and checked, it will be passed to Mrs Thawley.

Please note:

- The forms may be submitted at any time between the 1st and 6th February 2023.
- Returning the form early does not have any impact in terms of you receiving an offer of your first four choices.
- Apply for courses which offer you ‘Breadth and Balance’.
- We cannot guarantee that you will get your first four choices.
- The order of preference of your **6 choices** will influence what is offered to you if we cannot timetable one or more of your first four choices.
- Your order of preference will also influence how the Option Blocks are put together. The order is very important, so we ask you to think very carefully about it.

CORE CURRICULUM

GCSE English Language and English Literature

All students are entered for both English Language and English Literature which are two separate GCSEs.

Examination Board:

AQA – English language 8700; English literature 8702

Assessment:

100% Examination

GCSE English Language:

Paper 1 = 50% of the overall GCSE – 80 marks – 1 hour 45 minutes

Section A: Students will answer 4 questions on a Literature Fiction Text. These questions will increase in difficulty and length

Section B: Students will answer one extended writing question in which they will be asked to *describe* or *narrate*. 40% of this mark will be awarded for “technical accuracy”.

Paper 2 = 50% of the overall GCSE – 80 marks – 1 hour 45 minutes

Section A: Students will answer 4 questions (increased in difficulty) on a Literature Fiction Text (pre 1900) AND a Literature Non-Fiction Text.

Section B: Students will answer one extended writing question in which they will be asked to write *presenting a viewpoint*. Again 40% of this mark will be awarded for “technical accuracy”.

GCSE English Literature:

Paper 1 = 40% of the overall GCSE – 64 marks – 1 hour 45 minutes

Section A: Students will answer a question on Macbeth by William Shakespeare. One part of the question will be from an extract and one will be about the play as a whole.

Section B: Students will answer a question on A Christmas Carol by Charles Dickens. One part of the question will be from an extract and one will be about the play as a whole.

Paper 2 = 60% of the overall GCSE – 96 marks – 2 hours 15 minutes

Section A: Students will answer one essay question on An Inspector Calls by J.B. Priestley

Section B: Students will answer a comparative question on one named poem and one other poem of their choice taken from the Power and Conflict Poetry Anthology.

Section C: Students will answer one question on an Unseen Poem and then one question comparing this poem to a second unseen poem.

What Will You Learn?

English Language and English Literature will provide you with a wide range of experiences to improve your communication skills and your ability to read for meaning. Through the active study and analysis of fiction and non-fiction texts, you will learn how to decode messages from the writer and understand how language influences us as readers. You will study a variety of texts which include a modern play or novel, a wealth of literature from different times and cultures and a range of poems.

The Value of English Language and English Literature (Career Pathways)

If you do not attain a grade 4 by the end of this course in one of your English GCSEs, you will be required to resit these exams. English lends itself very well to further study and careers in Media, Journalism, History and Law.

All students continue to study Maths during Years 10 and 11, building on the work done at Key Stage 3, following a linear Maths course.

To gain a qualification in Maths GCSE, pupils will sit a total of three exams at the end of Year 11 at either Foundation or Higher level. Each paper counts for $33\frac{1}{3}$ % of the course and will each cover a full range of topics from Number, Algebra, Ratio and Proportion, Geometry and Measures, and Probability and Statistics.

At both Foundation and Higher Level, Paper 2 is a non-calculator exam.

For Paper 1 and Paper 3 the use of a calculator is allowed.

1½ hours is allowed for each examination paper.

Why a Linear Course?

Modular courses are no longer offered at GCSE. However, the course in Maths is structured in a modular fashion to allow for maths topics to be taught and assessed at a particular level before moving on. This allows pupils to develop a clear understanding of what is required at each level and helps boost motivation and confidence.

What about ICT skills?

A calculator is required for the majority of the mathematics course, you will learn to use calculators effectively and efficiently. Where appropriate, you will learn to use an extended range of function keys, including trigonometrical and statistical functions; we recommend a 'Casio fx-83GT plus' however, if students are wishing to study mathematics at a higher level the 'Casio fx991EX classwiz' may be more appropriate.

What about Functional Skills?

These are taught as an integral part of your Maths course. You will apply what you learn to real life situations, where you have to choose the maths to use. Functional Skills are tested as part of this GCSE qualification.

What can I go on to do?

A qualification in Maths is one of the most highly regarded, along with English, by employers and colleges. It is certainly a valuable asset in any field of vocational activity. Students who achieve grades 6 - 9 (B - A*) at GCSE are well prepared for study at Advanced Level. Students who do not achieve a minimum of a grade 4 at GCSE are required to continue studying mathematics in post 16 education.

Summary of Grades – there are two tiers of entry at GCSE:

Tier	Target Grades
Foundation	1 - 5 (G - C/B)
Higher	3 - 9 (C - A*)

The tier that you are entered for will depend on your achievement during Key Stage 3 and will be appropriate to your needs.

GCSE Combined Science: Trilogy is a double award qualification worth 2 GCSEs provided by AQA. All Year 9 students started this course in September of Year 9. As the course will result in a qualification that carries the weight of two GCSEs, students will receive a pair of (equal or consecutive) grades of the form 9–9, 9–8, 8–8, 8–7..., 2–2, 2–1, 1–1 (a 17-point scale). Each student had the opportunity to purchase a CGP Science revision guide at the start of Year 9 to reduce the need for note taking in lessons and allowing more time to focus on challenging concepts and exam style questions. They will be offered another opportunity if they did not take this offer up in Year 9. It is also expected that students use their revision guide to revise for ongoing assessments.

What will I study?

The Biology topics cover Organisation, Ecology, Infection and response, Bioenergetics, Response, Inheritance and Evolution. The Chemistry topics include Atomic structure, The Periodic Table, Bonding, Properties of matter, Quantitative chemistry, Organic chemistry, Chemical analysis and The Atmosphere. The Physics topics will cover Energy, Electricity, Particle models of matter, Radiation, Forces, Waves and Magnetism.

Examinations

There are 2 assessments for each Science meaning students will sit 6 examinations in total which will all be undertaken in the summer of Year 11. Each assessment will last 1 hour and 15 minutes and will make up 16.7% of the final GCSE grade.

The assessments will include application of knowledge and assessment of practical knowledge and understanding. There are required practical experiments which students will complete throughout the course and part of the examinations will assess how well the students have understood these experiments.

Biology Paper 1***What's assessed:***

Topics 1-4: Cell Biology, Organisation, Infection and response and Bioenergetics

How it's assessed:

1 hour 15 minutes written exam
Foundation or Higher Tier
70 marks
16.7% of GCSE

Chemistry Paper 1***What's assessed:***

Topics 8-12: Atomic structure and the periodic table; Bonding, structure, and the properties of matter; Quantitative chemistry; Chemical changes; and Energy changes.

How it's assessed:

1 hour 15 minutes written exam
Foundation or Higher Tier
70 marks
16.7% of GCSE

Physics Paper 1***What's assessed:***

Physics topics 18 – 21: Energy; Electricity; Particle model of matter; and Atomic structure.

How it's assessed:

1 hour 15 minutes written exam
Foundation or Higher Tier
70 marks
16.7% of GCSE

Biology Paper 2***What's assessed:***

Topics 5-7: Homeostasis and response, Inheritance, Variation and evolution; and Ecology

How it's assessed:

1 hour 15 minutes written exam
Foundation or Higher Tier
70 marks
16.7% of GCSE

Chemistry Paper 2***What's assessed:***

Topics 13-17: The rate and extent of chemical change; Organic chemistry; Chemical analysis; Chemistry of the atmosphere; and Using resources.

How it's assessed:

1 hour 15 minutes written exam
Foundation or Higher Tier
70 marks
16.7% of GCSE

Physics Paper 2***What's assessed:***

Physics topics 22 – 24: Forces; Waves; and Magnetism and electromagnetism

How it's assessed:

1 hour 15 minutes written exam
Foundation or Higher Tier
70 marks
16.7% of GCSE

Who is this course for?

All students who are not going on to study Separate Sciences will be entered for the GCSE Combined Science: Trilogy course and students will be entered for either Foundation Tier (Grades 1-5) or Higher Tier (Grades 4-9) examinations. Mock examinations which are carried out throughout the GCSE course will be used to determine the most suitable paper for individual students so they can achieve the best grades they possibly can.

Progression routes

Students achieving Grades 9-5 (previously Grades A*-C) would have the necessary experience to progress to AS/A-level Science courses.

Further information

Further information about the Combined Science: Trilogy course can be found on the AQA website:
<http://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464>

PSHE (Personal, Social and Health Education)

This course is about helping young people to:

- become aware of the feelings, attitudes and values of themselves and others
- be aware of their own strengths, weaknesses and aptitudes: acquire confidence in, and an ability to express, their own reasoned opinions
- acquire decision-making skills
- adapt to change in themselves and their environment
- acquire the skills to relate effectively to others, and to be effective members of the group in which they live and work
- develop a sympathetic concern for other people and a responsibility towards them

This course covers topics such as careers education including decision making, team building, employability skills and career planning. Health issues including teenage pregnancy, drugs in society, personal health and caring for the elderly. Personal finance including personal budgeting and avoiding debt. Students will also encounter a focus on the enterprise skills, financial understanding, independent learning and thinking skills which make for success within society.

In Year 10, students are entitled to one week of work experience. This will include completing application forms, writing CVs and developing interview technique.

In Year 11, students will be prepared for the challenges of post-16 progression.

Citizenship

Citizenship equips young people with the knowledge, skills and understanding to play an effective role in public life. It considers our values, rights and responsibilities and how we can respond to the challenges which face us all at local, national and international levels.

At present, the majority of the material for student's citizenship entitlement will come through form time activities and curriculum enrichment.

This course covers topics such as: Rights and Responsibilities, Identities and Diversity, Equal Opportunities, Law and Order, Personal Finance, the Economy and the European Union.

Physical Education – Core

In Years 10 and 11, students will follow Key Stage 4 of the Physical Education National Curriculum. They will concentrate on two main areas of activity: Games and Athletics. Students will have an element of choice within these areas.

They currently participate in 3 lessons per fortnight and the major sports covered during this time will be football, netball, basketball, hockey, badminton, athletics and rounders.

They will also have the opportunity to experience other 'roles' in sport in addition to a performer, for example coach, referee and organiser, which will allow them to further develop their all-round abilities in physical education.

OPTIONAL SUBJECTS

Art and Design (Fine Art or Photography)

[AQA 8202/8206]

(Fine Art can not be taken in conjunction with Art, Craft & Design – 3D design/Textiles)

The GCSE Art and Design course continues to develop the skills and techniques that have been studied through Years 7, 8 and 9. Pupils can choose to focus on one of the following specialisms

- **Fine Art**
- **Photography**

Both courses are assessed in the same way.

Assessment

	Component	Weighting
Unit 1	Controlled Assessment (portfolio of work)	60%
Unit 2	Externally-set Assignment	40%

There is no tiering of papers in Art and Design; pupils will be awarded a grade from 9 to 1 depending upon the quality and quantity of work produced for the Controlled Assessment and Externally-set Assignment.

In both the Controlled Assessment and Externally-set Assignment, pupils will be expected to present work towards the following 4 assessment areas:

- Drawings from visual research
- Developing ideas inspired by the work of others
- Explore a range of materials and refine ideas as they progress
- A personal response, making clear connections to the work of others

Controlled Assessment (Coursework)

The course starts as soon as the pupil enters Year 10 and the emphasis is placed on the pupil producing a large portfolio of work that demonstrates a wide range of Art and/or Photography skills and experiences. Pupils will be set a combination of termly and half termly projects that explore a range of materials and themes, these will include a combination of traditional and modern techniques and processes. As the course progresses students will be able to place more individual interpretation into the topics being covered developing work that expresses their own artistic preferences

Externally-set Assignment (Exam)

Pupils will receive an examination paper in the spring term of Year 11. The paper will contain a selection of open-ended questions and the pupil will be required to answer in depth one question. The pupils will have a set period of classroom and homework time to pre-plan and test their ideas, with help and advice, before producing a final piece of unaided work over 10 hours of examination time.

GCSE Art and Design is an enjoyable course which will be of interest to anyone who has enjoyed the subject at Key Stage 3, and is an essential course for any student who is considering careers in; interior design, architecture, graphic design, fashion design and theatre design. It is also seen as a valuable course that shows your creative flair for careers in floristry, decorating, hairdressing and retail.

For further information, please contact Mr Goddard or Miss Hart.

GCSE Computer Science

The GCSE in Computer Science is an engaging and practical course which encourages creativity and problem solving. You will take an in-depth understanding of how computer technology works and a look at what goes on 'behind the scenes'. As part of the course, a large amount of time will be spent learning computer programming. Through this study of computer programming, the course will help you develop critical thinking, analysis and problem solving skills. For many, it will be a fun and interesting way to develop these skills, which can be transferred to other subjects, especially mathematics and other sciences.

A GCSE 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

The Computer Science department is proud to offer the OCR GCSE course.

In an ever increasing digital age, computers and technology continue to have growing significance. This means there will be an ever increasing demand for professionals who are qualified in this area. If you want to go on to progress further with the subject beyond GCSE and are seeking employment in the field of Computer Science, you will find that this course provides a superb stepping stone.

How will you be assessed?

Assessment is split into three components and is detailed below;

2 x 1 hour 30 minute written exams (100%)

- Computer Systems (Paper 1)
- Computational thinking, algorithms and programming (Paper 2)

For further information, please see Mr Hudson

GCSE Food Preparation and Nutrition

[AQA 8585]

GCSE Food Preparation and Nutrition is an exciting and creative course which focuses on practical cooking skills to ensure students develop a thorough understanding of nutrition, food provenance and the working characteristics of food materials. At its heart, this course focuses on nurturing students' practical cookery skills to give them a strong understanding of nutrition.

Food preparation skills are integrated into five core topics:

- Food, nutrition and health
- Food science
- Food safety
- Food choice
- Food provenance.

This GCSE will allow students to:

- Demonstrate effective and safe cooking skills by planning, preparing and cooking using a variety of food commodities, cooking techniques and equipment.
- Develop knowledge and understanding of the functional properties and chemical processes as well as the nutritional content of food and drinks.
- Understand the relationship between diet, nutrition and health, including the physiological and psychological effects of poor diet and health choices.
- Demonstrate knowledge and understanding of functional and nutritional properties, sensory qualities and microbiological food safety considerations when preparing, processing, storing, cooking and serving food.
- Understand and explore a range of ingredients and processes from different culinary traditions (traditional British and international), to inspire new ideas or modify existing recipes

50% of the GCSE is assessed through 2 major tasks:

- **Task 1: Food investigation**
This will assess the students' understanding of the working characteristics, functional and chemical properties of ingredients. Practical investigations are a compulsory element of this task. Written or electronic report, (1,500– 2,000 words) including photographic evidence of the practical investigation.
- **Task 2: Food preparation**
This will test the students' knowledge, skills and understanding in relation to the planning, preparation, cooking, presentation of food and application of nutrition related to the chosen task.

Students will prepare, cook and present a final menu of 3 dishes within a single period of no more than three hours, planning in advance how this will be achieved. Students will produce a written or electronic portfolio including photographic evidence. Photographic evidence of the three final dishes must be included.

50% of the GCSE is assessed through a 1 hour 45min written exam at the end of year 11

- Multiple choice questions (20 marks)
- Five questions, each with a number of sub questions (80 marks)

Upon completion of this course, students will be qualified to go on to further study, or embark on an apprenticeship or full time career in the catering or food industries.

Please note: Due to the practical element of the course students are expected to provide their own ingredients throughout the two years.

For further information, please contact Mrs Bishop or Mr Goddard.

GCSE Design and Technology

[AQA 8552]

The GCSE Design and Technology at Ripley Academy focuses on products designed and manufactured using timbers and polymers. Students have to complete an exam and a piece of coursework (the NEA), each weighted at 50%.

This GCSE in Design and Technology focuses on developing practical skills within a particular material area, allowing students to manufacture high quality outcomes. They'll learn about commercial processes and careers in related industries, as well as developing core transferable skills, such as collaboration and communication. This course places greater emphasis on understanding and applying iterative design processes. Students will use their creativity and imagination to design and make prototypes that solve real and relevant problems, considering their own and others' needs, wants and values.

Projects carried out are; Architectural CAD/CAM lighting, casting and packaging, plastic forming, design and making products influenced by other designers, programming and mechanisms.

50% of the GCSE is assessed through a substantial design and make task. This is called the NEA (Non -Exam Assessment)

- The design and make task will take 30-35 hours (approx.) and will assess the students on their Investigating, Designing, Making, Analysing and Evaluating skills.
- Students will produce a working prototype and a portfolio of evidence (max 20 pages).
- This assessment starts in June in Year 10.

50% of the GCSE is assessed through a 2 hour written exam at the end of year 11

- Section A – Core technical principles (20 marks).
- Section B – Specialist technical principles (30 marks).
- Section C – Designing and making principles (50 marks).

Topics covered in the exam are;

New and emerging technologies, Energy, materials, systems and devices, Materials and their working properties, Specialist technical principles (Timbers and Polymers), Design principles and Making principles.

For further information, please contact Mr Goddard or Mrs Tollervey.

Art, Craft & Design – 3D Design/Textiles (theatre, film and TV)

(Art, Craft & Design – 3D design/Textiles can not be taken in conjunction with Fine Art)

DT are offering this GCSE Art and Design course (focusing on Fashion and 3D Design). This continues to develop the skills and techniques learnt in Design and Technology in Years 7, 8 and 9. Pupils will work in a range of media and develop items based around theatre, film and television (fashion design, costume design, set design and prop design).

Assessment

	Component	Weighting
Unit 1	Controlled Assessment (portfolio of work)	60%
Unit 2	Externally-set Assignment	40%

There is no tiering of papers in Art, Craft and Design; pupils will be awarded a grade from 9 to 1 depending upon the quality and quantity of work produced for the Controlled Assessment and Externally-set Assignment.

In both the Controlled Assessment and Externally-set Assignment, pupils will be expected to present work towards the following 4 assessment areas:

- Drawings from visual research
- Developing ideas inspired by the work of others
- Explore a range of materials and refine ideas as they progress
- A personal response, making clear connections to the work of others

Controlled Assessment (Coursework)

The course starts as soon as the pupil enters Year 10 and the emphasis is placed on the pupil producing a large portfolio of work that demonstrates a wide range of 3D design skills and experiences. Pupils will be set a combination of termly and half termly projects that explore a range of materials and themes, these will include a combination of traditional and modern techniques and processes. As the course progresses students will be able to place more individual interpretation into the topics being covered developing work that expresses their own artistic preferences

Externally-set Assignment (Exam)

Students will receive an examination paper in the spring term of Year 11. The paper will contain a selection of open-ended questions, students are required to answer in depth one question. Students will have a set period of classroom and homework time to pre-plan and test their ideas, with help and advice, before producing a final piece of unaided work over 10 hours of examination time.

GCSE Art and Design is an enjoyable course which will be of interest to anyone who has enjoyed the subject at Key Stage 3, and is an essential course for any student who is considering careers in; interior design, architecture, graphic design, fashion design and theatre design. It is also seen as a valuable course that shows your creative flair for careers in floristry, decorating, hairdressing and retail.

For further information, please contact Mr Goddard or Mrs Tollervey.

The course is an introduction to the creative and performance process of Drama. It will be a great stepping stone for any student wishing to continue the development of their knowledge within the performing arts or for those who wish to build upon their self-confidence and self-esteem. We explore plays and historical/contemporary topics/issues in a fun learning environment.

How is the course assessed?

Assessment is divided into three components; please see below –

Component	% of overall GCSE	Assessment breakdown
1 = Devising	40% (30% portfolio and 10% practical)	As a performer, students will work in groups to create a piece of drama in response to a stimulus. Students are also assessed through a documentary portfolio which is an analysis and evaluation of both the development of the piece and the actual performance.
2 = Performance from a Text	20%	As a performer, students will explore two key extracts from a performance text. Students will then create a performance of the chosen extracts and present them to a visiting examiner.
3 = Theatre Makers in Practice (1 hour 30 minutes written exam)	40%	Students will be asked to demonstrate and understand how a performance text can be developed and performed. The subject teacher will select the chosen text to explore and students will practically explore this text so that, they are fully competent in answering questions in the written exam.

Is the course suitable for me?

If you enjoy being practical and imaginative, then this could be the right course for you! The course is suited to students who ideally have an interest or passion for the subject.

Students should be committed to rehearsing and improving their performing, evaluative and analytical skills to ensure that they develop and reach their full potential.

Why choose Drama?

GCSE drama students acquire many transferable skills – creativity, team-worker, co-operation, organisation, logical thinking, creative thinking, aural skills, self-evaluation and critical analysis. Drama is a balance of both practical and theory that enables you to be creative and explore yourself as a performer both independently and as part of a group.

As a subject, it puts students in a good position when applying for further education, as providers understand the commitment and dedication required to work with others and perform in front of a live audience. Past students have gone on to study Drama and Performing Arts at A level and BTEC.

For further information, please see Mrs Forster

Business Studies

Business GCSE 9-1 (AQA)

Business is an internationally recognised qualification and therefore valuable in securing employment within a wide variety of industries. The GCSE 9-1 Business course provides students with an opportunity to study the activities of real Businesses and the qualification also provides opportunities for students to develop valuable skills that employers and Higher Education establishments look for including;

- Problem Solving
- Effective methods of gathering and analysing data
- Written communication skills
- Working in a small team
- Creativity
- Evaluation (including self) and reflection

Everyone during their life will work, shop and socialise within a Business, therefore the subject is relevant for all future employment. In an ever changing Business environment with an increasing presence of Technology, studying Business enables a fuller understanding of our modern, vibrant, global society. You will enjoy this course if you want to study a subject that involves the future and identifying the characteristics of some of the most successful and influential Businesses of our time. You will be given the opportunity to develop skills to look beyond the headlines, ask questions and express your own opinion, as well as encouraging you to produce well-reasoned conclusions based on thorough evaluation.

The 6 Topics that are studied in this course include;

- Business in the real world
- Influences on Business
- Business Operations
- Human Resources
- Marketing
- Finance

The Business department is proud to offer the AQA GCSE 9-1 course.

Business offers students the opportunity to explore real business issues and understand how businesses work. It offers a relevant and diverse specification with students being encouraged to consider the practical application of business concepts to 'real world' Business examples including Google, Facebook and Apple as well as local industries. Business provides opportunities to explore theories and concepts in the most relevant way, through the context of events in the modern business environment. The knowledge and skills gained from this course will provide students with a firm foundation for further study and employment within a varied range of careers due to its diverse nature.

How will you be assessed?

There are two exam papers, each 1 hour and 45 minutes that cover the key topics. Both papers are equally weighted at 50%.

- Influences of Operations and HRM on Business Activity (Paper One)
- Influences of Marketing and Finance on Business Activity (Paper Two)

For further information, please see Mrs Taylor

Geography helps you make sense of the world around you. You will study a good mix of topics such as urban issues, world development, extreme environments, landscapes and hazards to name but a few. Geography is very practical with opportunities to learn new skills such as modern computer based mapping (called GIS), map skills, interpreting photographs, fieldwork skills, presenting, role play and debating techniques. You will improve your literacy through your report writing and written work and numeracy skills when you interpret data and construct graphs. Fieldwork is a really important part of Geography. It will be a brilliant opportunity to experience some of the things you have learnt about in class, see things differently and of course have fun.

Summary of Assessments:

Unit One - Living in the physical environment

Written exam: 1 hour 30 minutes, worth 88 marks (including 3 marks for spelling, punctuation, grammar and specialist terminology (SPaG) = 35% of the qualification.

Theme A – Natural hazards - including tectonic/weather and climate change.

Theme B – The living world – including ecosystems of the tropical rainforest and hot deserts.

Theme C – Physical landscapes in the UK – coasts and river landscapes.

Component 2 – Changes in the human environment

Written exam: 1 hour 30 minutes, worth 88 marks (including 3 marks for SPaG) = 35% of the qualification

Part A – Urban issues and challenges – including urban change in the UK and in newly emerging economies. Also, sustainable urban development.

Part B – The changing economic world – looking at issues to do with the development gap, uneven development and trade. This is both in the UK and a newly emerging economy.

Part C - The challenge of resource management – the global distribution of resources and food, water or energy management.

Component 3 – Geographical applications

Written exam: 1 hour 15 minutes worth 76 marks (including 6 marks for SPaG) = 30% of GCSE qualification.

Pre-release resources booklet made available 12 weeks before Paper 3 exam to prepare for decision making section of exam.

The geographical skills gained on the 2 fieldwork trips of contrasting environments will help pupils answer exam questions on approaches to methods, representation and analysis of data as well as exploring geographical concepts.

For further information, please see Mrs Richmond or Mrs Shetra-Tilley

History

[Edexcel 1HI0]

We are proud to offer a diverse History course at GCSE, which cover a wide time period and elements of British, European and international studies. You will enjoy this course if you want to learn about, and discuss events and people that have helped shape the world we live in today. We will further the historical skills you have practised in years 7-9 and there is an opportunity to study in greater depth some existing topics, along with brand new areas of study too. History is a multi-disciplinary subject and will teach you written skills, along with constructing an argument and evaluating evidence. Although you will be examined on a lot of content at GCSE, there is a more skills-based approach in all three examination papers.

Our Edexcel GCSE course is varied to cater for most historical interests. Topics include 'Medicine in Britain' (c.1250-present day), which includes a case study of surgery and treatment of soldiers on the Western Front during the First World War. We also offer a British topic of 'Early Elizabethan England' (1558-88), in which we examine the early problems Elizabeth faced as Queen of England. In addition to this, we study 'The American West' (c.1835-c.1895), where we will examine the impact of increasing white settlement in the west on the Native American Indians. Finally, we study 'Weimar and Nazi Germany' (1918-39), in which we learn about the position of Germany after the First World War, why Adolf Hitler became Chancellor and what life was like for ordinary people living in 1930's Germany.

How will you be assessed?

There are **three** exam papers that cover the four key topics.

Paper 1 - Thematic Study and Historic Environment

30% of the qualification, 1 hour and 15-minute exam paper

Section A: *The British Sector of the Western Front, 1914-18*

Section B: *Medicine in Britain, c.1250-present*

Paper 2 - Period Study and British Depth Study

40% of the qualification, 1 hour and 45-minute exam paper

Section A: *Early Elizabethan England, 1588-88*

Section B: *The American West, c.1835-c.1895*

Paper 3 - Modern Depth Study

30% of the qualification, 1 hour 20-minute exam paper

Weimar and Nazi Germany, 1918-39

For further information, please see Mrs Kenway or Mr Shaw

What will I learn in lessons?
Component 1: The study of religions: beliefs, teachings and practices of Christianity & Buddhism
<p>A. Christianity:</p> <p>1. Christian Beliefs & Teachings:</p> <ul style="list-style-type: none"> • Key beliefs and the nature of God; Jesus Christ and salvation <p>2. Christian Practices:</p> <ul style="list-style-type: none"> • Worship and festivals; The role of the Church in the local and the worldwide community
<p>B. Buddhism:</p> <p>1. Buddhist Beliefs and Teachings:</p> <ul style="list-style-type: none"> • Key beliefs and the role of Dharma, the four noble truths and the Buddha <p>2. Buddhist Practices:</p> <ul style="list-style-type: none"> • Buddhist Ethics and worship and festivals
<p>How it's assessed</p> <ul style="list-style-type: none"> • Written exam: 1 hour 45 minutes • 96 marks (plus 5 marks for spelling, punctuation and grammar) • 50% of GCSE
Component 2: Philosophical and ethical studies
<p>Theme A: Relationships and families.</p> <ul style="list-style-type: none"> • Sex, marriage and divorce; Families and gender equality; <p>Theme B: Religion and life.</p> <ul style="list-style-type: none"> • The origins and value of the universe; Ethical issues such as animal rights, abortion and Euthanasia. <p>Theme D: Religion, peace and conflict; Pacifism, Violent Protests and views on Weapons of Mass destruction.</p> <p>Theme E: Religion, crime and punishment</p> <ul style="list-style-type: none"> • Reasons for crime, aims of punishment, attitudes to death penalty, suffering and forgiveness
<p>How it's assessed</p> <ul style="list-style-type: none"> • Written exam: 1 hour 45 minutes • 96 marks (plus 5 marks for spelling, punctuation and grammar) • 50% of GCSE

Assessment Objectives:
<p>The exams will measure how students have achieved the following assessment objectives.</p> <ul style="list-style-type: none"> • AO1: Demonstrate knowledge and understanding of religion and beliefs including: beliefs, practices and sources of authority; influence on individuals, communities and societies; similarities and differences within and/or between religions and beliefs. • AO2: Analyse and evaluate aspects of religion and belief, including their significance and influence.

What other qualifications can this subject lead to in the sixth form?
<p>With a qualification in Religious Studies you could go on to study Philosophy and / or Religious Studies at A-level. The level of English required and the ability to consider different points of view means it is also relevant to a wide range of other post 16 courses such as English, Psychology, Sociology and History.</p>

Careers and work related opportunities:
<p>It is extremely desirable for future careers that deal with people e.g. teaching, the legal profession or any of the public services. Areas of work such as journalism that require thoughtful, reflective thinkers who can skilfully communicate ideas would also benefit. In addition to this, Religious Studies is a well-respected subject in its own right and suitable for entry into a wide range of other professions.</p>

For further information, please see Mrs Campton

Modern Foreign Languages

GCSE French and Spanish

[AQA 8658 & AQA 8698]

Cultural interest areas during the course	<ul style="list-style-type: none"> • Applying for work • Big events/music festivals • Buying souvenirs • Climate change • Clothes • Discover Arequipa and the Incas • Discover France/Spain • Dangers of Drugs and Alcohol • Eating in restaurants abroad • Ethical shopping • Festivals and traditions • Films and cinema • Gap years • Healthy lifestyles • International Sport • Literature: Fiction and non-fiction • Music • Plans and hopes for the future • Role models • Sporting events • Technology, social media and life online • Television • Travelling and holidays • Typical foods • Work and work experience • World trends 												
Course Themes	<p>The content of the GCSE course is divided in to three themes:</p> <ul style="list-style-type: none"> • Theme 1 - Identity and culture • Theme 2 - local, national, international and global areas of interest • Theme 3 – Current and future study and employment <p>A commitment to learning grammar and vocabulary on a regular basis is also expected</p>												
Why study a language?	<p>As you will know from your presentation by millionaire David Binns, studying a language allows you to stand out from the crowd by adding an extra dimension to your studies whilst learning about other cultures and the world. What is more, languages give you an advantage over your peers as only 38% of the UK population speak two or more languages; whilst 62% can only speak English. Language learning allows you to train your brain! It improves memory and attention by up to 20% whilst at the same time languages give you a break from writing subjects – foundation maximum 90 words/ higher 150 words.</p> <p>In the world of work 9 out of 10 employers prefer candidates with language skills because a GCSE in a language is not just a GCSE - It is a skill. Employers know it is a challenging GCSE and they are more likely to employ someone who seems hard working and resilient whilst the employee can earn up to 20% higher wage.</p>												
What can languages lead to?	<p>Business Person, Sports Reporter, Broadcast Journalist, Diplomatic Services, Logistics Manager, International Aid/Developer, Distribution Manager, Marketing Executive, Patent Examiner, Sales Executive, Sports Competitor, Tour Manager, Interpreter, High School Teacher, Translator, English Teacher abroad, Film Producer, Fashion Designer, Brand Purchaser, Air Steward, Pilot, Tourist Guide.</p>												
Examination requirements	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; text-align: center;">Paper 1 Listening</td> <td style="width: 10%; text-align: center;">25%</td> <td>Multiple choice / short-answer questions: identify key points, deduce meaning and draw conclusions</td> </tr> <tr> <td style="text-align: center;">Paper 2 Speaking</td> <td style="text-align: center;">25%</td> <td>There are three tasks which must be conducted in order: <ul style="list-style-type: none"> • Task 1 – role play • Task 2 – questions based on a picture • Task 3 – conversation based on two themes </td> </tr> <tr> <td style="text-align: center;">Paper 3 Reading</td> <td style="text-align: center;">25%</td> <td>Multiple choice / short-answer questions and translation to English</td> </tr> <tr> <td style="text-align: center;">Paper 4 Writing</td> <td style="text-align: center;">25%</td> <td>Write text in the form of emails, blogs or descriptive pieces and a translation from English. Foundation tier: 1 hour 10 minutes; 60 marks Higher tier: 1 hour 20 minutes; 60 marks</td> </tr> </table>	Paper 1 Listening	25%	Multiple choice / short-answer questions: identify key points, deduce meaning and draw conclusions	Paper 2 Speaking	25%	There are three tasks which must be conducted in order: <ul style="list-style-type: none"> • Task 1 – role play • Task 2 – questions based on a picture • Task 3 – conversation based on two themes 	Paper 3 Reading	25%	Multiple choice / short-answer questions and translation to English	Paper 4 Writing	25%	Write text in the form of emails, blogs or descriptive pieces and a translation from English. Foundation tier: 1 hour 10 minutes; 60 marks Higher tier: 1 hour 20 minutes; 60 marks
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More info?	<p>See Mr Pardo Roques, Miss Le Therisien, Miss Grabowska or Mrs Stanford</p>												

The GCSE Music course builds on the work done in Years 7-9 and covers performing, composing, listening and appraising. Students will study Musical Elements, Musical contexts and Musical Language through the five areas of study:

1. My Music – focusing on their instrument/voice
2. The Concerto through Time
3. Rhythms of the World
4. Film Music
5. Conventions of Pop

How is the course assessed?

Assessment is divided into three components; Performance (30%), Composition (30%) and Listening and Appraising (40%).

Students must be willing to sing or play an instrument and must submit one solo and one ensemble (group) performance for final moderation. Pupils will be expected to perform and maintain practise throughout the course.

Two original compositions must be submitted for coursework. One brief is set by the pupil, the other by the exam board. A written version and recording are sent for moderation.

The listening and appraising component is assessed by final examination and questions are set on recorded music based on Areas of Study 2 – 5.

Is the course suitable for me?

The course is suited to pupils who already play or sing. The course is both practical and theory based. Students should be committed to practising and improving their musical skills throughout the two years and are given many opportunities to rehearse both independently and as part of an ensemble. If you enjoy performing, practical lessons and learning about different styles of music then this is the course for you!

Why choose Music?

GCSE Music students acquire many transferable skills – co-operation, organisation, logical thinking, creative thinking, aural skills, self-evaluation and critical appraisal.

As a subject, it puts students in a good position when applying for further education, as providers understand the commitment and dedication musicians have to complete their studies and extra-curricular musical activities. Past students have gone on to study Music, Music Technology and Performing Arts at A level and BTEC.

For further information, please see Miss Byrne

Option Support

This course will enable those students who need extra support to catch-up on their other subjects.

It will also be used to access different learning environments and work opportunities, and alternative curriculum qualifications will prepare the student for their Post-16 career.

The course will have a practical focus and will include some of the following:

- Key skills: English, Maths, ICT, problem solving and working with others.
- Additional input for core subjects and options.
- Life Skills.

Students will be invited to this option course dependent upon their personal needs.

Students hoping to study this course should be aware that **70% is the Theory of Sport** where they will sit two written exam papers at the end of Year 11 (60%) and undertake a piece of written coursework worth 10%.

The remainder of the course is **30% Practical Assessment**.

From the five lessons timetabled over two school weeks, three of these will be spent in the classroom studying the theoretical aspects of the course. The other two lessons will be practical based.

Students will benefit from studying this course if they possess a **high level of sporting skills** and a **commitment to detailed study**, both in school lessons and their own time outside of school.

The GCSE Physical Education Course

Theoretical Aspects: 3 Components (70% of final GCSE Grade)

COMPONENT 1 (30%) <i>1hr 15min exam</i>	COMPONENT 2 (30%) <i>1hr 15min exam</i>	COMPONENT 3 (10%)
Applied Anatomy & Physiology Movement Analysis Physical Training Use of Data	Health, Fitness & Well-Being Sports Psychology Socio-Cultural Aspects Use of Data	Analyse and evaluate. Written coursework.

Practical Aspects: (30% of final GCSE Grade)

Personal Performance

Students will be assessed on their personal performance three times from a set list of activities:

- Once performing as an individual
- Once performing as a team member
- Once performing either as an individual or a team member

Students will be assessed on their abilities to apply skills in progressive practice situations and the full version of the sport in a fully competitive situation.

For further information, see Mr McTaggart.

Separate Sciences (Biology, Chemistry and Physics)

Separate Sciences are three single science qualifications, providing students with 3 separate Science GCSEs.
GCSE **Biology** (AQA 8461) / GCSE **Chemistry** (AQA 8462) / GCSE **Physics** (AQA 8463)

Students will be invited to study Triple Science and will be selected based on their performance within lessons and mainly through their understanding shown in the challenging assessments they will sit from Year 7 onward. It is important that students are selected and invited to study Triple Science to avoid putting unnecessary pressure on students who would find the extra content, longer examinations and deeper understanding extremely challenging. Students who have purchased a Combined Science revision guide will be able to trade this for 3 x Separate Science Revision Guides (Biology / Chemistry / Physics) at no additional charge.

What does this course cover?

Students completing the Separate Sciences course will cover the main content of the AQA Combined Science: Trilogy course but in Year 11 students will cover additional content in depth.

Examinations

Each GCSE will be assessed by two examinations which will all be undertaken in the summer of Year 11.

Biology Paper 1

What's assessed:

Topics 1 – 4: Cell biology; Organisation; Infection and response; and Bioenergetics.

How it's assessed:

1 hour 45 minutes written exam
Foundation or Higher Tier
100 marks
50% of GCSE

Chemistry Paper 1

What's assessed:

Topics 1 – 5: Atomic structure and the periodic table; Bonding, structure, and the properties of matter; Quantitative chemistry, Chemical changes; and Energy changes.

How it's assessed:

1 hour 45 minutes written exam
Foundation or Higher Tier
100 marks
50% of GCSE

Physics Paper 1

What's assessed:

Topics 1 – 4: Energy; Electricity; Particle model of matter; and Atomic structure.

How it's assessed:

1 hour 45 minutes written exam
Foundation or Higher Tier
100 marks
50% of GCSE

Biology Paper 2

What's assessed:

Topics 5 – 7: Homeostasis and response; Inheritance, variation and evolution; and Ecology.

How it's assessed:

1 hour 45 minutes written exam
Foundation or Higher Tier
100 marks
50% of GCSE

Chemistry Paper 2

What's assessed:

Topics 6 – 10: The rate and extent of chemical change; Organic chemistry; Chemical analysis, Chemistry of the atmosphere; and Using resources.

How it's assessed:

1 hour 45 minutes written exam
Foundation or Higher Tier
100 marks
50% of GCSE

Physics Paper 2

What's assessed:

Topics 5 – 8: Forces; Waves; Magnetism and electromagnetism; and Space physics.

How it's assessed:

1 hour 45 minutes written exam
Foundation or Higher Tier
100 marks
50% of GCSE

For further information, please see Mr Brown or Miss Hayter

VOCATIONAL SUBJECTS

Health and Social Care (subject to qualification accreditation)

Pearson BTEC Level 1/ Level 2 Tech Award in Health and Social Care: equivalent to **one** GCSE.

This course provides an engaging, robust, broad-based introduction to Health and Social Care, giving an opportunity for learners to achieve a nationally recognised level 1 / level 2 qualification, and supports progression into more specialised level 3 vocational or academic courses and apprenticeships.

Grading the qualification:

BTEC Grade	GCSE Equivalence:
Level 2 Distinction*	8/9
Level 2 Distinction	7/8
Level 2 Merit	5/6
Level 2 Pass	4/5
Level 1 Distinction	3
Level 1 Merit	2
Level 1 Pass	1

Course content:

Learners must complete all units and achieve a minimum of a Level 1 Pass in every unit.

CORE UNITS:

- Component 1: Human Lifespan Development (36 GLH / internal assessment) – The focus of this unit is on how people grow and develop. We also consider the factors that influence our development.
- Component 2: Health and Social Care Services and Values (36GLH / internal assessment) – Learners study and explore practically, health and social care services and how they meet the needs of service users. Learners will also begin to develop the skill of applying care values.
- Component 3: Health and Wellbeing (48 GLH / external assessment) – Learners will study the factors that affect health and wellbeing, learning about physiological and lifestyle indicators. Questions will include multiple choice, short answer and long answer questions.

(GLH=guided learning hours)

For further information, please see Miss Rokita

FURTHER INFORMATION

Information on Careers Opportunities and Post-16 Pathways

Students now remain in Education or Training until the age of 18.

At the age of 14, most students will not be clear about what career they will wish to pursue after completing their full time education. People may also change their minds – often many times! At this stage it is important that you keep your 'Options' open so that you can choose the best pathway for yourself at the age of 16.

The main pathways Post-16 are as follows:

- Employment with training e.g. apprenticeships and 'day release'
- Full-time Further Education leading to GCSE, Advanced Level or vocational qualifications in a Sixth Form or College of Further Education
- University Education
- Employment after University

For any further guidance on careers, Post-16 and Post-18 pathways contact our Head of Careers Mrs L Tollervey by email ltollervey@ripleyacademy.org.

Ripley Academy Sixth Form is a natural post-16 progression route for students at The Ripley Academy. To find out more information about what courses are offered visit www.ripleyacademy.org and click on the Sixth Form link or contact Mrs E Taylor by email etaylor@ripleyacademy.org.

Personalised Curriculum - Breadth and Balance

The Government insist that 14-19 education meets the following standards:

- **Personalised Curriculum** – Students should be able to follow a range of courses which meet their particular needs, aspirations and interests.
- **Breadth** – Students must study a broad range of courses as set out in the Core offer of the National Curriculum and recommended optional courses. This is to ensure that they acquire the necessary skills and knowledge for continuing education, work and adult life.
- **Balance [Options]** see ‘**The Options Families**’ below.

Options provide an opportunity to ‘personalise’ curriculum. They are also a way of achieving variety and contrast. Students should try to avoid repetition and overlap e.g. choosing too many options from the same ‘family’. Students should consider choosing from **at least 3 different ‘Options Families’**.

The options system offers a **flexible programme** designed to meet **individual needs**, but students must **choose carefully** and responsibly giving consideration to future opportunities for careers, courses and qualifications which they might wish to pursue post-16.

At the age of 14, it is unlikely that students will be absolutely clear about what they eventually want to do, and between ages of 14-16, students frequently change their mind about things.

So, make an informed choice and **“KEEP YOUR OPTIONS OPEN”**.

It is expected that most students will:

Choose a combination of subjects contributing to achievement of the English Baccalaureate (eBacc) qualification.

N.B. To achieve the **full eBacc** suite of qualifications, students need to attain a grade 4 or better in all three areas:
i.e. 1x Humanities + 1x Language + 2x Science courses
[Combined Science (Double Award) or 2 from Biology / Chemistry / Physics / Computer Science]

ALL STUDENTS ARE EXPECTED TO CHOOSE HISTORY OR GEOGRAPHY.

(Students may choose both History and Geography as two separate choices).

IT IS RECOMMENDED THAT STUDENTS FROM SET 1/2 MATHS AND/OR ENGLISH CHOOSE A LANGUAGE.

The Options ‘Families’					
English Baccalaureate (eBacc) subjects			Non-eBacc subjects		
Humanities	Modern Foreign Languages	Sciences	Design and Technology	Expressive Arts	Additional Opportunities
Geography	French	Separate Sciences	Food Preparation and Nutrition	Fine Art Arts, Craft & Design: 3D Design	Business Studies Health & Social Care Option Support * Photography Religious Studies Physical Education
History	Spanish	Computer Science	Design Technology	Drama Music	

The English Baccalaureate

The English Baccalaureate was introduced as a performance measure for schools in England in the 2010 performance tables. It is not a qualification. The measure recognises where pupils have achieved a Level 2 grade (9-4), or better at GCSE in English, Mathematics, History or Geography, two sciences (Combined Science or two from Biology, Chemistry, Physics and Computer Science) and a Modern or Ancient Language.

The English Baccalaureate includes academic subjects highly valued by the Russell Group of leading UK universities, but it is not currently required for entry to any Russell Group university. Most universities require English and Maths at grade 5 or better. Some may also require a Modern Foreign Language. Successful applicants are normally expected to have achieved good grades in a range of subjects at GCSE or equivalent, and to meet any specific requirements for their chosen course. (See *Informed Choices* on page 40).

All students will study English Language, English Literature and Mathematics.

To achieve the full **EBacc** combination of subjects, a student might choose option subjects as follows:

Four options from:

1x **Humanities** subject:

- Geography
- History

1x **Science*** subject:

- Separate Sciences (Biology, Chemistry, Physics replaces Combined Science: Trilogy plus ONE option choice)
- Computer Science

1x **Modern Foreign Language** subject:

- Spanish
- French

1x additional subject or another EBacc subject.

PLEASE NOTE:

- ❖ Combined Science: Trilogy is compulsory for all students, unless they opt for Separate Sciences
- ❖ All students are expected to choose History or Geography
- ❖ It is recommended that students in set 1/2 Maths and/or English choose Spanish or French as an option.

INFORMED CHOICES

Pre-16 (Key Stage 4) qualifications and university entry guidance from The Russell Group – representing a group of leading UK universities

General entrance requirements

With the exception of English and Maths, and in a few cases a Modern Foreign Language, most universities have no universal entry requirements in terms of specific GCSE subjects. Subject choice is ultimately much more important at the post-16 or A-level stage.

However, entrance requirements do vary between universities and courses (for example Medicine courses sometimes require certain subjects and grades at GCSE). Therefore, we strongly encourage students to check universities' websites for further information published by individual institutions.

For example, some medical courses ask for five subjects (sometimes more) at grade 9.

GCSE English Language is often required at grade 5, at least, for any degree course.

Mathematics is also often required at grade 5, at least, for any course.

Currently, University College London (UCL) is the only Russell Group institution to require a Modern Foreign Language GCSE at grade 4 or above for all of its programmes. If you did not take a Modern Foreign Language GCSE, you will need to complete a short course in a Modern Foreign Language, either on a summer school or in the first year of your degree.

For many courses a grade 6, at least, in GCSE English Language is needed with science and engineering courses in particular often specifying this. Equally, courses such as Business and Psychology, commonly ask for a grade 6 in Mathematics and, in some cases, sciences.

The English Baccalaureate

The English Baccalaureate includes academic subjects highly valued by the Russell Group but it is not required for entry to any Russell Group university (see above).

Requirements for specific subjects

The summary below gives example GCSE requirements that you might come across for certain degree courses. It is important to check university websites for detailed requirements before applying.

- Applicants to study Medicine, Dentistry and Veterinary Science are usually required to have very good GCSE results in Maths, Science and English.
- Applicants for Teacher Training are required to have at least grade 5 in GCSE Maths, Science and English.
- For a degree in English, universities often look for a GCSE in a modern or classical language.
- For a Business degree, sometimes a grade 7, or more often at least a grade 6, in GCSE Maths is required.
- A grade 6 in maths is often required for a degree in Psychology, and a grade 6 in science may be required.
- To study a science subject at university (including Biology, Chemistry or Physics) applicants will often need to have achieved a minimum of a grade 5 in Maths at GCSE.

What subjects can give me the most options at degree level?

Many courses at university level build on knowledge and skills which you will gain while still at school. Universities need to make sure that all the students have prepared themselves in the best way to cope with their chosen course. Some university courses may require you to have studied a specific subject prior to entry, others may not.

However, some subjects are required more often than others, sometimes referred to as **facilitating subjects**.

Subjects that can be viewed as facilitating subjects at Advanced Level are:

- Mathematics and Further Mathematics
- English Literature
- Physics
- Biology
- Chemistry
- Geography
- History
- Languages (Classical and Modern)

GLOSSARY OF QUALIFICATIONS

- GCSE
The main qualification taken by 16 year olds at the end of the compulsory Key Stage 4 phase of education.
- GCSE Tiers
This is when a subject offers GCSE at different levels of difficulty e.g. Maths has:
 - Higher Tier - grades 9-3
 - Foundation Tier - grades 5-1Where tiers are available students are guided to enter the level at which they are likely to perform best.
In addition to Maths, tiered GCSE assessment is available in: Science, and Modern Foreign Languages.
- Combined Science: Trilogy
Double Award – two GCSEs
- BTECs:
 - BTEC L2 First Award
Equivalent to 1 GCSE Grade 9-5
 - BTEC L1 First Award
Equivalent to 1 GCSE Grade 4-1
- Level 2 Technical Award
Equivalent to 1 GCSE Grade 9-5
- Cambridge National
A vocational qualification that is equivalent to a GCSE Grade 9-1

FURTHER INFORMATION FROM TEACHING STAFF

Subject Enquiries

If you require more information about any subjects, please speak with the following staff:

Fine Art	Miss A Hart, Mr C Goddard
Art, Craft & Design: 3D Design	Mr C Goddard
Business Studies	Mrs E Taylor
Careers Information	Mr L Tollervey – ltollervey@ripleyacademy.org
Computer Science	Mr C Hudson
Design & Technology	Mr C Goddard
Drama	Mrs L Forster
English	Mrs L Bottomley
French Spanish	Mr R Pardo Roques
Food Preparation and Nutrition	Mrs L Bishop
Geography	Mrs J Richmond, Mrs H Shetra-Tilley
Health and Social Care	Miss E Rokita
History	Mrs C Kenway
Inclusion: Learning Support	Mrs S Fidler
Mathematics	Ms A Townend
Music	Miss E Byrne
Photography	Miss A Hart
PHSE	Mr L Tollervey
Physical Education	Mr J McTaggart
Religious Studies	Mrs C Kenway
Science	Mr W Brown

Students may also wish to discuss how option choices could fit their preferred career / study pathways with their tutor, Head of Year, or with Mrs Thawley (Deputy Headteacher).