



# GCSE COURSES 2025 - 2027

An *Island* School with a GLOBAL Outlook



**RYDE SCHOOL**  
WITH UPPER CHINE

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## GCSE COURSES 2025 - 2027

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# INTRODUCTION TO YEAR 10 AND 11 CURRICULUM

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

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

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

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

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

\*\*For pupils who speak English as additional language

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

**Miss G. S. Stenning, Assistant Head (Academic) & Director of Studies (Years 7-11)**  
**January 2025**

# ART & DESIGN

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## ABOUT THIS COURSE

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

**EXAM BOARD**  
EDEXCEL GCSE

**GRADING SYSTEM**  
9 - 1

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## COURSE CONTENT/STRUCTURE

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

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

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

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

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## ASSESSMENT

This is in three parts:

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

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

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

# BUSINESS STUDIES

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## ABOUT THIS COURSE

The course offers pupils an introduction to a wide range of business skills and an understanding of the ways businesses work. Pupils work through two Themes, each containing five separate units that focus on different areas of business start-up and management. Pupils are encouraged to apply their knowledge to case study examples and their own understanding.

The skills and knowledge gained from a Business Studies Course are directly transferable to the workplace and also support more wider study in finance, economics and maths. It is considered an academic subject and is highly sought after by sixth form colleges, universities and employers.

**EXAM BOARD**  
EDEXCEL GCSE

**GRADING SYSTEM**  
9 - 1

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## COURSE CONTENT/STRUCTURE

### Theme 1: Investigating a small business

Within this theme, pupils will focus on the key business concepts, issues and skills involved in starting and running a small business. It provides a framework for students to explore core concepts through the lens of an entrepreneur setting up a business.

### Theme 2: Building a business

Within this theme, pupils examine how a business develops beyond the start-up phase. It focuses on the key business concepts, issues and decisions used to grow a business, with an emphasis on aspects of marketing, operations, finance and human resources. It also considers the impact of the wider world on the decisions a business makes as it grows.

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## ASSESSMENT

Each theme has their own examination paper, each counting towards 50% of the final grade. There are 90 marks available in each paper.

Section A: 35 Marks  
Section B: 30 Marks  
Section C: 25 Marks

The course covers all aspects of business and with further training you may wish to specialise and study a professional qualification in your chosen area such as marketing, finance, or human resources management. This course also lends itself well to further study at Ryde Sixth Form in subjects such as Economics and BTEC Business Studies.

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

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

# COMPUTER SCIENCE

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## ABOUT THIS COURSE

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

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

**EXAM BOARD**  
CAMBRIDGE IGCSE

**GRADING SYSTEM**  
9 - 1

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## COURSE CONTENT/STRUCTURE

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

These areas include:

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

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## ASSESSMENT

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

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

# DESIGN AND TECHNOLOGY

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## ABOUT THIS COURSE

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

**EXAM BOARD**  
EDEXCEL GCSE

**GRADING SYSTEM**  
9 - 1

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## COURSE CONTENT/STRUCTURE

### Component 1

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

### Component 2

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

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## ASSESSMENT

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

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

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

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

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

# DRAMA

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## ABOUT THIS COURSE

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

**EXAM BOARD**  
EDEXCEL GCSE

**GRADING SYSTEM**  
9 - 1

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## COURSE CONTENT/STRUCTURE

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

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## ASSESSMENT

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



# ENGLISH

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## ENGLISH LANGUAGE

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## ENGLISH LITERATURE

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### ABOUT THIS COURSE

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

**EXAM BOARD**  
EDEXCEL IGCSE

**GRADING SYSTEM**  
9 - 1

### COURSE CONTENT/STRUCTURE

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

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

### COURSE CONTENT/STRUCTURE

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

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

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### ASSESSMENT

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

# ENGLISH AS A SECOND LANGUAGE

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## ABOUT THIS COURSE

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

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

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

**EXAM BOARD**  
EDEXCEL IGCSE

**GRADING SYSTEM**  
9 - 1

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## COURSE CONTENT/STRUCTURE

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

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## ASSESSMENT

All candidates take four components.

**Paper 1 - Reading** - 1 hour (25%, 50 marks)

Candidates respond to a range of text types

Structured comprehension questions.

Externally assessed.

**Paper 2 - Listening** - 45 minutes (25%, 50 marks)

Candidates listen to a range of recordings

Multiple choice and short questions.

Externally assessed.

**Paper 3 - Writing** - 1 hour and 15 minutes (25%, 50 marks)

Candidates complete 3 written tasks

Informal, formal and professional writing styles

Externally assessed

**Paper 4- Speaking** - 22-23 minutes (25%, 50 marks)

Candidates take part in an interview, short presentation and discussion.

Externally assessed.

# GEOGRAPHY

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## ABOUT THIS COURSE

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

**EXAM BOARD**  
CAMBRIDGE IGCSE

**GRADING SYSTEM**  
9 - 1

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## COURSE CONTENT/STRUCTURE

There are three compulsory papers:

### **Paper 1 – Geographical Themes**

Theme 1: Population and migration. Settlement and urbanisation.

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

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

### **Paper 2 – Geographical Skills**

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

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

### **Paper 4 – Alternative to Coursework Paper**

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

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## ASSESSMENT

### **Paper 1 - Geographical Themes**

1 hour 45 minutes (45%) 75 marks.

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

### **Paper 2 - Geographical Skills**

1 hour 30 minutes (27.5%) 60 marks.

Candidates answer all the questions. Externally assessed.

### **Paper 4 - Alternative to Coursework Paper**

1 hour 30 minutes (27.5%) 60 marks.

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

# HISTORY

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## ABOUT THIS COURSE

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

**EXAM BOARD**  
AQA GCSE

**GRADING SYSTEM**  
9 - 1

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## COURSE CONTENT/STRUCTURE

### **Conflict and Tension: The Inter-War Years, 1918 - 1939**

This unit covers a very significant 21 year period in modern world history. It focuses on the causes of the Second World War and seeks to show how and why conflict occurred and why it proved difficult to resolve the issues which caused it.

Key content includes: The Treaty of Versailles, The League of Nations and the Outbreak of War

### **America, 1920-1973: Opportunity and Inequality**

This unit focuses on the development of America during one of the most turbulent periods of change in its history. It explores an age of extremes, when some Americans lived the “American Dream” and reached new heights of wealth and happiness, while others struggled with the nightmare of poverty, intolerance and discrimination.

Key content includes: The Boom, The Bust and Post War America

### **Britain: Health and the people: c1000 - Present**

This thematic study covers over 1000 years in the history of medicine and public health in Britain. We will explore how medicine and public health changed, why change happened when it did, whether change brought progress, and the significance of the changes.

Key content includes: Medieval, Renaissance and Georgian advances as well as modern medicine.

### **Elizabethan England 1568 - 1603**

The British Depth Study focuses on key developments and events in the history of Britain. By investigating the last 35 years of Elizabeth’s reign, we will consider economic, religious, political, social and cultural aspects of the period. We will also investigate a historic site and its context and relationship to the period.

Key content includes: Elizabeth’s court and parliament, life in Elizabethan times and the Golden Age.

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## ASSESSMENT

The course is assessed through two written papers. There is no coursework or controlled assessment for this specification. Both papers offer a range of questions, both short and longer answers, although there is no expectation for pupils to write essays.

# HOME COOKING SKILLS (BTEC)

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## ABOUT THIS COURSE

Being able to cook is an essential life skill. This course aims to give learners the skills and confidence to enjoy cooking meals at home, to apply skills learnt to new recipes, to continue cooking for themselves and their families and to inspire others.

The Pearson BTEC Level 2 Award in Home Cooking Skills enables pupils to develop:

- a wide variety of practical skills to cook nutritious meals at home.
- knowledge of time planning, sourcing food, hygiene and food safety.
- an understanding of how to economise when planning and cooking meals.
- an understanding of the importance of presenting food well and how this contributes to its enjoyment.
- an ability to inspire others by transferring knowledge.

There will be a small termly contribution towards the cost of ingredients for this course.

**EXAM BOARD**  
PEARSON BTEC LEVEL 2

**GRADING SYSTEM**  
PASS / FAIL

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## COURSE CONTENT/STRUCTURE

The course and assessment focuses on practical skills however, pupils are required to do some written work, for example reflecting on recipes prepared, learning about food sourcing, meal preparation and planning and healthy choices. No prior knowledge, understanding, skills or qualifications are required before starting the course, although a keen interest in food and its preparation, and the willingness to work with different ingredients are important.

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

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

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## ASSESSMENT

- In the final assessment pupils are required to create a nutritious two-course meal showing presentation skills and complete a short written assessment pack explaining how to economise, and how they can pass on their cookery skills.
- Working safely and hygienically throughout the preparation and cooking process is essential to be able to pass the course. This includes lessons and the assessment.

Final practical assessments will take place around Easter in Year 11.

# MATHEMATICS

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## ABOUT THIS COURSE

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

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

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

### EXAM BOARD

EDEXCEL IGCSE (Mathematics)

EDEXCEL GCSE (Statistics)

### GRADING SYSTEM

9 - 1

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## COURSE CONTENT/STRUCTURE

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

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

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

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

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## ASSESSMENT

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

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

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

# MODERN LANGUAGES

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## ABOUT THIS COURSE

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

### EXAM BOARD

EDEXCEL IGCSE (French & German)  
AQA GCSE (Mandarin & Spanish)

### GRADING SYSTEM

9 - 1

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## COURSE CONTENT/STRUCTURE

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

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

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

The topic areas covered in IGCSE French and German are:

- A. Home and Abroad**
- B. Education and Employment**
- C. Personal Life and Relationships**
- D. The World Around Us**
- E. Social Activities, Fitness and Health**

The topic areas covered in GCSE Mandarin and Spanish are:

- 1. Identity and Culture**
  - 2. Local, National, International and Global Areas of Interest**
  - 3. Current and Future Study and Employment**
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## ASSESSMENT

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

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

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

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

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

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

# MUSIC

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## ABOUT THIS COURSE

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

**EXAM BOARD**  
EDEXCEL GCSE

**GRADING SYSTEM**  
9 - 1

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## COURSE CONTENT/STRUCTURE

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

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

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

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

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

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## ASSESSMENT

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

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

# PHYSICAL EDUCATION

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## ABOUT THIS COURSE

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

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

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

**EXAM BOARD**  
AQA GCSE

**GRADING SYSTEM**  
9 - 1

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## COURSE CONTENT/STRUCTURE

Pupils have three lessons per week; two theory and one practical in Year 10 and three theory in Year 11 to cover both parts of the syllabus.

The practical assessments are initially done by the teachers of the subject throughout the course, (continually, from Year 10) and an external moderator comes to the School to oversee the non-exam assessment in the latter stages of Year 11.

### Units covered:

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

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## ASSESSMENT

**Two written papers** both 1 hour and 15 minutes.

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

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

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

# RELIGIOUS STUDIES

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## ABOUT THIS COURSE

RS covers a range of religions and philosophical and ethical themes, ensuring students have a variety of intriguing subjects to explore. They will be challenged with questions about belief, values, meaning, purpose and truth, enabling them to develop their own values and attitudes towards religious issues. Students will also gain an appreciation of how religion, philosophy and ethics form the basis of our culture. They will develop analytical and critical thinking skills, the ability to work with abstract ideas, leadership and research skills. All these will help prepare them for further study. It is a genuinely interesting course where we discuss and investigate ideas together and students have had some excellent results.

**EXAM BOARD**  
AQA GCSE

**GRADING SYSTEM**  
9-1

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## COURSE CONTENT/STRUCTURE

Students should consider different beliefs and attitudes to the issues studied, both religious and non-religious issues, in contemporary British society. They should be aware that the religious traditions of Great Britain are, in the main, Christian, and that religious traditions in Great Britain are diverse. They include the following: Christianity, Buddhism, Hinduism, Islam, Judaism and Sikhism, as well as other religious and non-religious beliefs such as atheism and humanism. This knowledge may be applied throughout the assessment of the subject content.

- **Section A:** The study of religions: beliefs and teachings of two religions from the following:  
Christianity  
Islam  
Judaism  
Buddhism.
- **Section B:** Thematic studies: religious, philosophical and ethical studies:  
Four of the following choices:  
Theme A: Relationships and families.  
Theme B: Religion and life.  
Theme C: The existence of God and revelation.  
Theme D: Religion, peace and conflict.  
Theme E: Religion, crime and punishment.  
Theme F: Religion, human rights and social justice.

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## ASSESSMENT

Two Written exams of 1 hour 45 minutes each

# SCIENCES – (TRILOGY AND SEPARATE AWARDS)

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## ABOUT THIS COURSE

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

Providing options for different pathways, keen scientists can develop their skills fully and gain excellent preparation for more advanced study such as A Level or the IB Diploma.

Separate Science GCSEs provide a GCSE award each, whereas Trilogy (Dual Award as it was formally known) covers less of the material of each GCSE and is therefore worth two GCSE grades. Practical work and activities permeate through the courses and are tested in the final exams. Mathematical skills are linked to the topics.

Both the Separate Science GCSEs and the Trilogy course prepares pupils well for further study. We recommend that pupils study all three sciences, either as Separate or Trilogy, rather than dropping a science, so they do not limit study options later, and are able to link their learning in the three sciences together.

**EXAM BOARD**  
AQA GCSE

**GRADING SYSTEM**  
9 - 1

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## COURSE CONTENT/STRUCTURE

### BIOLOGY

Year 10

- Cell biology
- Organisation
- Infection and response
- Ecology

Year 11

- Bioenergetics
- Homeostasis and response
- Inheritance, variation and evolution

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### CHEMISTRY

Year 10

- States of matter
- Atomic structure
- Bonding
- The Periodic Table
- Electrolysis
- Equations and calculations
- Reactivity series
- The extraction of metals; acids and bases, salt preparations and titrations and chemical tests

Year 11

- Energetics
- Rates of reaction
- Reversible reactions and equilibria
- Organic chemistry

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### PHYSICS

Year 10

- Energy
- Electricity
- Particles
- Atomic/nuclear
- Forces and motion

Year 11

- Forces and motion
- Waves
- Magnetism and electromagnetism
- Space physics

## **ASSESSMENT**

Separate GCSE courses are assessed by two exams:

- Paper 1 (1 hour 45 min)
- Paper 2 (1 hour 45 min)

Trilogy (Dual Award) is assessed by two exams for Biology, Chemistry and Physics, each 1 hour 15 min and covers the core content in each of the separate sciences.

- All exams are taken at the end of Year 11.
- There are no coursework components for either the Separate Sciences or Trilogy

## LEARNING SUPPORT

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

## EXAM ACCESS ARRANGEMENTS

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

## EXTRA ENGLISH

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

# THE CAREERS DEPARTMENT

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

## Year 10 - What Careers Interest Me:

### Key Events

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

### Other Input

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

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

## Year 11 - What Path Should I Take Post 16:

### Key Events

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

### Other Input

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



# EXAMINATION RESULTS

GCSE results shown below cover the period 2022 – 2024

SUBJECT	Number of Candidates	A*/9/8	A/7	B/6	C/5/4	D/3	E/2	F/G/U/1
Art & Design	101	19	18	24	32	8	0	0
Biology	143	39	21	19	40	14	3	7
Business Studies	98	4	15	20	37	10	6	6
Chemistry	127	28	20	18	31	17	6	7
Chinese	13	7	0	4	2	0	0	0
Design & Technology	61	26	12	8	14	0	0	1
Drama	97	13	8	21	41	13	0	0
English Language	252	96	48	53	46	7	2	0
English Literature	242	79	48	63	47	5	0	0
English as Second Language	15	1	2	1	9	2	0	0
French	93	23	24	13	27	5	0	1
Geography	143	23	26	34	42	15	3	0
German	42	22	10	8	2	0	0	0
Global Perspectives	49	1	10	19	15	3	1	0
History	170	29	21	37	58	18	4	3
ICT / Computer Science	22	10	1	5	5	1	0	0
Latin	13	3	4	1	2	3	0	0
Mathematics	268	55	46	57	87	20	1	2
Music	33	3	4	6	12	6	1	1
Physical Education	70	10	12	23	19	6	0	0
Physics	93	40	19	7	18	7	1	1
Dual Science I	71	11	20	10	22	6	1	1
Dual Science II	71	8	12	14	25	9	1	2
Spanish	85	13	8	10	32	15	1	6
Other (Dutch/Arabic/3D Art/ Russian/Greek/RS/Single Science/Add Maths)	39	8	11	6	7	5	1	1
<b>Totals</b>	<b>2411</b>	<b>571</b>	<b>420</b>	<b>481</b>	<b>672</b>	<b>195</b>	<b>33</b>	<b>39</b>
<b>Percentages</b>	<b>100</b>	<b>23.7</b>	<b>17.4</b>	<b>20.0</b>	<b>27.9</b>	<b>8.1</b>	<b>1.4</b>	<b>1.6</b>
<b>Cumulative Percentages</b>		<b>23.7</b>	<b>41.1</b>	<b>61.1</b>	<b>88.9</b>	<b>97</b>	<b>98.4</b>	<b>100.0</b>

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

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

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

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

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

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

“ Don't try and do everything! ”

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

## GCSE COURSES 2025 - 2027



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