

Riddlesdown Collegiate



Learners of today. Leaders of tomorrow.

# **Key Stage 4 Curriculum & Options Booklet**

## **2018 - 2020**

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# INTRODUCTION

Dear Student

## Preparing for Success at Key Stage 4

This is an exciting time for you. You are at the point in your school career when you can begin to make choices about the next stage of your education as you prepare to start Key Stage 4 courses in Year 10 this September. These courses offer the chance to study new subjects and experience new ways of learning, as well as extending your learning in subjects you already study. It is important to get these choices right as they will help to shape your future and your success will determine your next steps after Key Stage 4. It is important to remember, however, that the right choice is different for each student – working with your Tutor and Senior Tutor and with the advice of your family, you will be making the right choices for you over the coming weeks.

At Riddlesdown, we believe in a rich, broad and balanced curriculum. At Key Stage 4, the curriculum is divided into two parts: the **Core Curriculum** (courses that all students must follow) and the **Options** (courses that students can choose depending on their aptitude and interests). We are committed to delivering a curriculum which enables all of our students to develop their talents and make outstanding progress. To achieve this, we have developed a curriculum at Key Stage 4 which offers students the opportunity to study a wider range of subjects, with fewer restrictions, than in most other schools. We offer two types of qualifications: GCSEs, which everyone will study, and a small number of vocational qualifications, which might be suitable options for some students.

**GCSEs** are General Certificates in Secondary Education – they are considered general qualifications and are the most common type of course that students follow at Key Stage 4. Students with strong GCSE passes will usually go on to study A Levels and then have the opportunity to obtain a degree from a university or other Higher Education institution. The main characteristic of GCSEs is that they are assessed by exams at the end of the course. GCSEs are now graded 9-1, where Grade 4 is described as a standard pass and Grade 5 is described as a strong pass.

**Vocational qualifications** are more directly linked to a specific job or area of employment and are ideally suited to learners with a preference for practical learning, in addition to theoretical learning. They focus on the practical abilities you need to get a job in that sector. Vocational qualifications are assessed through a combination of externally assessed examinations and internally assessed units. The internal units may be assessed through a controlled assessment or through a practical assessment. Vocational qualifications are graded pass, merit or distinction.

In September 2018, you will begin your Key Stage 4 courses. Courses will be completed over two years and examined in the summer of 2020, except for GCSE Religious Education which will be completed during Year 10 and examined in the summer of 2019. The time then gained in Year 11 from having completed the course in Year 10 will be used to support your other options and English and Mathematics.

For core subjects, Colleges will work in pairs so that Aquila and Orion students will be taught together and Pegasus and Phoenix students will be taught together. This will allow us to group students across 6 teaching groups, ensuring that students with very similar levels of current attainment are grouped together. At Key Stage 4, this finer setting enables teachers to teach more effectively and leads to even better student outcomes.

Option subjects will have students from across all Colleges and will not necessarily be set by ability. To support you in making the best option choices, students will be assigned to a **Pathway** which will determine an appropriate range of options. Further details are on pages 8-10.

This booklet contains a lot of the information that you will need to consider through the options process, but it will also be necessary for you to listen carefully to the information and advice that you are given and to speak with your teachers and parents so that you can be sure that the choices you make will be the best ones to support your success and your future. Ask as many questions as you like and make sure that you are active in this process – remember, they are your choices!

Good luck!



Mr D Osborne  
Assistant Principal

## THE PROCESS

Students have already started to investigate options as part of their PSHEE programme this year and have covered other areas of Careers Education in their Year 7 & 8 PSHEE lessons. The timeline for this process is outlined below:

**7<sup>th</sup> February,  
Key Stage 4 Options  
Booklets and pathway  
issued**

To inform discussion  
between students and  
parents

**27<sup>th</sup> February, Options  
Assembly**

To provide information  
about choices and  
courses for students

**28<sup>th</sup> February, Options  
Evening**

To provide information  
about choices and  
courses for parents and  
students and an  
opportunity for discussion  
with subject teachers

**7<sup>th</sup> March, Parents  
Evening**

To provide an opportunity  
to discuss progress in  
individual subjects

**Between 8<sup>th</sup> and 19<sup>th</sup>  
March,  
Options submitted  
electronically**

## THE KEY STAGE 4 CURRICULUM: EBACC & PROGRESS 8

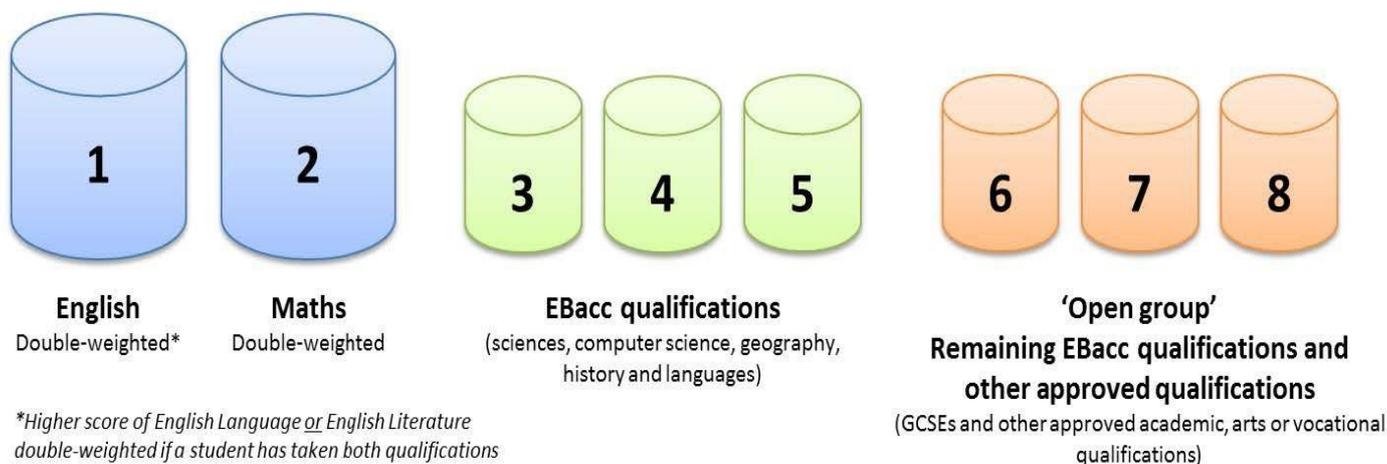
During the last parliament, the Coalition Government introduced a number of changes which aimed to ensure that all students followed a broad and balanced curriculum. One of the most significant changes was the introduction of the **English Baccalaureate (EBacc)**. This is not actually a qualification, in itself; it is the achievement of a set of qualifications that represents success in a traditional academic curriculum – something that universities are increasingly keen to see and something that schools are accountable for. To achieve the EBacc, students must achieve five standard GCSE passes, at least one from each of the boxes below.

Mathematics	English Language <i>or</i> English Literature	Science (Computer Science may be included)	An Ancient <i>or</i> Modern Foreign Language (MFL)	Geography <i>or</i> History
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Whilst this approach may not suit all students throughout the country, Riddlesdown has an able intake and this route is suitable for the majority of Riddlesdown students. The Collegiate believes that this is appropriate for its students as it will help to give them a broad education and keep their future opportunities as wide as possible. As Riddlesdown has always followed a traditional curriculum, this has not resulted in significant changes for the Collegiate.

The government also changed the ways in which schools would be held to account for students' results. The most significant change was the introduction of the **Progress 8** measure which assigns a value to each student, describing the amount of progress made from their starting points across a range of specified subjects. This has replaced the previous 5 A\*-C (including English and Maths) as the main accountability measure at Key Stage 4. It can be summarised in the diagram below:

### Progress 8 measure



Essentially, this means that all students must follow a curriculum which enables them to place qualifications in each of the Progress 8 “buckets”: English, Mathematics, any three other EBacc subjects and any three other “open group” subjects (these may be GCSEs or vocational qualifications).

## THE PATHWAYS

The Riddlesdown curriculum is designed to maximise a student’s future opportunities whilst maintaining the option for students to follow their own areas of interest and aptitude. To achieve this, we take a Pathways approach. This means that individual students will be assigned to a particular route, depending on their aptitude, ability and interests based on their progress during Key Stage 3. Students and parents will be informed of their allocated pathway on the 7<sup>th</sup> February. These pathways are outlined below.

The Key Stage 4 curriculum is in two parts:

1. *Core Curriculum* which is followed by all students on that Pathway
2. *Option Choices* in which a degree of flexibility is available

**Pathway 1** is the most academically challenging route offered and, given the ability profile of students in Year 9, it will be the most common Pathway with the majority of students assigned to it. It will enable students to achieve a total of 11 or 12 GCSEs (dependent on whether students take Triple or Combined Science – to be confirmed in the summer term), and offers some more challenging academic subjects within the options available. This route will lead to a wide range of options in the future. Students on this Pathway are encouraged to choose a Language AND one from Geography or History as these options will secure the achievement of the EBacc.

**Pathway 2** is also an academic route but also incorporates the opportunity to choose some vocational qualifications. It will enable students to achieve 11 GCSEs, including Combined Science (2 GCSEs) alongside GCSE and vocational courses within the options. This route will also lead to a similar wide range of future options. If students choose a Language AND one from Geography or History, they will also secure the achievement of the EBacc.

**Pathway 3** is designed for a very small number of students who would benefit from additional support in order to give them the best possible opportunity to achieve at Key Stage 4. Students will have similar option choices to those on Pathway 2, but will receive additional Maths and English support in place of one of their options. This route will enable students to achieve 10 GCSEs (and fill their Progress 8 “buckets”).

**PATHWAY 1**  
**(11 or 12 GCSEs)**

<b>CORE CURRICULUM</b> <b>(7 or 8 GCSEs)</b>	<b>OPTION CHOICES</b> <b>(4 Options)</b>
<p><b><u>English and Maths Subjects</u></b></p> <ul style="list-style-type: none"> <li>• English Language</li> <li>• English Literature</li> <li>• Mathematics</li> </ul> <p><b><u>EBacc Subjects: Science</u></b></p> <ul style="list-style-type: none"> <li>• Triple Science (3) or Combined Science (2)</li> </ul> <p><b><u>Open Group Subjects</u></b></p> <ul style="list-style-type: none"> <li>• Religious Education (to be completed and examined in Summer 2019)</li> </ul> <hr style="border-top: 1px dashed black;"/> <p><b><u>Non GCSE Courses</u></b></p> <ul style="list-style-type: none"> <li>• Core Computing (<i>Certificate in Digital Application, equivalent to 1 full GCSE</i>)</li> <li>• Physical Education (non-examined)</li> <li>• PSHEE (non-examined)</li> </ul>	<p><b><u>EBacc Subjects:</u></b></p> <ul style="list-style-type: none"> <li>• <b>At least one</b> EBacc subject must be selected.</li> <li>• A Language AND either Geography or History needs to be selected in order to achieve the EBacc qualification.</li> <li>• You may choose to select EBacc subjects for all 4 of your options.</li> <li>• Both Geography and History can be chosen.</li> </ul> <ul style="list-style-type: none"> <li>• Computer Science</li> <li>• Latin</li> <li>• Geography</li> <li>• History</li> <li>• French (Aquila/Phoenix)</li> <li>• Spanish (Orion/Pegasus)</li> </ul> <hr style="border-top: 1px dashed black;"/> <p><b><u>Open Group Subjects:</u></b></p> <ul style="list-style-type: none"> <li>• Art and Design (Fine Art)</li> <li>• Business Studies</li> <li>• Classical Civilisation</li> <li>• Dance</li> <li>• Design and Technology</li> <li>• Drama</li> <li>• Economics</li> <li>• Health &amp; Social Care (<i>BTEC</i>)</li> <li>• Media Studies</li> <li>• Music</li> <li>• Physical Education</li> </ul>

To achieve the EBacc, students must achieve a standard pass (Grade 4 or above) in each of the following subject groups:

Group 1	Group 2	Group 3	Group 4	Group 5
Mathematics	English Language <i>or</i> English Literature	Science <span style="margin-left: 20px;">or</span> Computing	French, Spanish <i>or</i> Latin	Geography <i>or</i> History

**PATHWAY 2  
(11 GCSEs)**

CORE CURRICULUM (7 GCSEs)	OPTION CHOICES (4 Options)
<p><b><u>English and Maths Subjects</u></b></p> <ul style="list-style-type: none"> <li>• English Language</li> <li>• English Literature</li> <li>• Mathematics</li> </ul> <p><b><u>EBacc Subjects</u></b></p> <ul style="list-style-type: none"> <li>• Combined Science (2)</li> </ul> <p><b><u>Open Group Subjects</u></b></p> <ul style="list-style-type: none"> <li>• Religious Education (to be completed and examined in Summer 2019)</li> </ul> <hr style="border-top: 1px dashed black;"/> <p><b><u>Non GCSE Courses</u></b></p> <ul style="list-style-type: none"> <li>• Core Computing (<i>Certificate in Digital Application, equivalent to 1 full GCSE</i>)</li> <li>• Physical Education (non-examined)</li> <li>• PSHEE (non-examined)</li> </ul>	<p><b><u>EBacc Subjects:</u></b></p> <ul style="list-style-type: none"> <li>• <b>At least one</b> EBacc subject must be selected.</li> <li>• A Language AND either Geography or History needs to be selected in order to achieve the EBacc qualification.</li> <li>• You may choose to select EBacc subjects for all 4 of your options.</li> <li>• Both Geography and History can be chosen.</li> </ul> <ul style="list-style-type: none"> <li>• Geography</li> <li>• History</li> <li>• French (Aquila/Phoenix)</li> <li>• Spanish (Orion/Pegasus)</li> </ul> <hr style="border-top: 1px dashed black;"/> <p><b><u>Open Group Subjects</u></b></p> <ul style="list-style-type: none"> <li>• Art and Design (Fine Art)</li> <li>• Business Enterprise and Marketing (<i>OCR Cambridge National</i>)</li> <li>• Classical Civilisation</li> <li>• Dance</li> <li>• Design and Technology</li> <li>• Drama</li> <li>• Health &amp; Social Care (<i>BTEC</i>)</li> <li>• Computing (<i>CiDA</i>)</li> <li>• Media Studies</li> <li>• Music</li> <li>• Performing Arts (<i>AQA Technical Award</i>)</li> <li>• Sport and Leisure (<i>BTEC</i>)</li> </ul>

To achieve the EBacc, students must achieve a standard pass (Grade 4 or above) in each of the following subject groups:

Group 1	Group 2	Group 3	Group 4	Group 5
Mathematics	English Language <i>or</i> English Literature	Science <i>or</i> Computing	French, Spanish <i>or</i> Latin	Geography <i>or</i> History

**PATHWAY 3  
(10 GCSEs)**

<b>CORE CURRICULUM (7 GCSEs)</b>	<b>OPTION CHOICES (3 Options)</b>
<p><b><u>English and Maths Subjects</u></b></p> <ul style="list-style-type: none"> <li>• English Language</li> <li>• English Literature</li> <li>• Mathematics</li> </ul> <p><b><u>EBacc Subjects</u></b></p> <ul style="list-style-type: none"> <li>• Combined Science (2)</li> </ul> <p><b><u>Open Group Subjects</u></b></p> <ul style="list-style-type: none"> <li>• Religious Education (to be completed and examined in Summer 2019)</li> </ul> <hr style="border-top: 1px dashed black;"/> <p><b><u>Non GCSE Courses</u></b></p> <ul style="list-style-type: none"> <li>• Core Computing (<i>Certificate in Digital Application, equivalent to 1 full GCSE</i>)</li> <li>• Physical Education (non-examined)</li> <li>• PSHEE (non-examined)</li> <li>• Study Support (Additional support for English, Maths &amp; Study Skills)</li> </ul>	<p><b><u>EBacc Subjects:</u></b></p> <ul style="list-style-type: none"> <li>• <b>At least one</b> EBacc subject must be selected.</li> <li>• A Language AND either Geography or History needs to be selected in order to achieve the EBacc qualification.</li> <li>• You may choose to select EBacc subjects for all 4 of your options.</li> <li>• Both Geography and History can be chosen.</li> </ul> <ul style="list-style-type: none"> <li>• Geography</li> <li>• History</li> <li>• French (Aquila/Phoenix)</li> <li>• Spanish (Orion/Pegasus)</li> </ul> <hr style="border-top: 1px dashed black;"/> <p><b><u>Open Group Subjects</u></b></p> <ul style="list-style-type: none"> <li>• Art and Design (Fine Art)</li> <li>• Business Enterprise and Marketing (<i>OCR Cambridge National</i>)</li> <li>• Classical Civilisation</li> <li>• Dance</li> <li>• Design and Technology</li> <li>• Drama</li> <li>• Health &amp; Social Care (<i>BTEC</i>)</li> <li>• Computing (<i>CiDA</i>)</li> <li>• Media Studies</li> <li>• Music</li> <li>• Performing Arts (<i>AQA Technical Award</i>)</li> <li>• Sport and Leisure (<i>BTEC</i>)</li> </ul>

To achieve the EBacc, students must achieve a standard pass (Grade 4 or above) in each of the following subject groups:

Group 1	Group 2	Group 3	Group 4	Group 5
Mathematics	English Language <i>or</i> English Literature	Science <i>or</i> Computing	French, Spanish <i>or</i> Latin	Geography <i>or</i> History

## CURRICULUM TIME AT KEY STAGE 4

The time allocated to each subject is shown in the tables below:

### Pathway 1 & 2

### Pathway 3

Subject	Lessons per fortnight		Lessons per fortnight	
	Year 10	Year 11	Year 10	Year 11
English	8	9	10	11
Maths	8	9	10	11
Science	12	12	12	12
RE	5	0	5	0
PE*	4	4	4	4
PSHEE*	1	0	1	0
Core Computing	2	2	2	2
Option A	5	6	5	6
Option B	5	6	5	6
Option C	5	6	5	6
Option D	5	6	0	0
Study Support*	0	0	1	2
	60	60	60	60

\*non-examined

Note: PSHEE in Year 11 will be delivered through the PDT programme.

## **CORE CURRICULUM**

The Core Curriculum is compulsory for all students (although the requirements differ between pathways).

### **ENGLISH (Language & Literature) (All students)**

#### **Course description**

All students study English Language and English Literature. Students will develop a range of skills, including:

- learning how to analyse a range of texts, both fiction and non-fiction
- understanding how writers of both fiction and non-fiction utilise a range of techniques to convey their messages
- analysing the impact of the language, structure and form of a text on the reader
- understanding how to explore connections and comparisons between texts
- developing independent thinking and communication skills
- writing for a range of purposes and audiences
- developing confidence in speaking and listening for a range of purposes and audiences

#### **Course structure**

- Writing for a range of different audiences and purposes
- Writing creatively and descriptively
- Understanding and analysing poetry, both seen and unseen
- Interpreting and exploring Shakespearian texts, as well as drama texts from the 20<sup>th</sup> Century
- Exploring extracts from a variety of both fiction and non-fiction texts from across the 19<sup>th</sup>, 20<sup>th</sup> and 21<sup>st</sup> Century

Both courses are assessed through units at the end of the two year course.

**Qualification:** GCSE in each of English Language & English Literature

**Director of Learning: Mr A Cameron**  
**[andrew.cameron@riddlesdown.org](mailto:andrew.cameron@riddlesdown.org)**

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### **MATHEMATICS (All students)**

#### **Course description**

Students will learn the core units of Number, Algebra, Ratio, Proportion and Rates of Change, Geometry, Measures, Statistics and Probability. Within these areas they will learn to develop and use a range of methods of computation, applying these to a variety of problems. Students will learn to use and apply mathematics in practical tasks and real-life problems, considering different lines of mathematical argument.

Students will consider how relationships between number operations underpin the techniques for manipulating algebraic expressions and use algebra to model real-life situations and solve problems. They will explore geometry and measures through drawing and practical work and gain an understanding of the geometric properties of shapes. Students will work through the data handling cycle, formulating questions that can be considered using statistical methods, understanding purposeful enquiries based on data analysis, completing appropriate calculations and representing results graphically in order to draw conclusions and evaluate the process.

Students are assessed on their ability to use and apply mathematical knowledge and techniques. Students will be required to reason, interpret and communicate mathematically and solve problems within mathematics and in non-mathematical contexts. Some questions will test the quality of written communication through their ability to explain the mathematical rules being applied.

Students are assessed through units at the end of the two year course.

**Qualifications:** GCSE Mathematics

**Director of Learning: Miss A Ogunseye**  
**[abimbola.ogunseye@riddlesdown.org](mailto:abimbola.ogunseye@riddlesdown.org)**

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## **SCIENCE (All students)**

### **Course description**

All students study Science at GCSE and will be guided to one of the routes shown below depending on their ability and aptitude. Students will follow the Edexcel GCSE Science courses, which are linear. This means all units and assessments take place at the end of Year 11.

The Combined Science course gives students an opportunity to study Biology, Chemistry and Physics and provides the foundation for understanding the world around us. Students will develop scientific knowledge and understanding, alongside developing their practical skills. Studying Combined Science will give students two GCSE grades at the end of the course that are an average of their achievement in the examinations for all three areas of Science. Studying Triple Science enables students to achieve separate grades for Biology, Chemistry and Physics. This provides further challenge and detail for students that achieve highly in Science and have a strong interest in the subject. Throughout the course, whichever path of study students follow, there is an emphasis on the importance of the understanding and application of scientific concepts, including through practical work. It is possible to achieve Grade 9 and study A Level Sciences regardless of the course they follow.

## **GCSE Combined Science**

This course covers topics such as health and disease, chemical reactions and forces. Students will complete 17 core practical assessments during the two years to develop their practical skills. These skills will be assessed through written exam papers. Combined Science is assessed through six 1 hour 10 minutes papers at the end of Year 11. The written examinations will contain a mixture of question styles including: objective questions; short answer questions and extended writing questions. They will be available at either higher tier (9-4) or foundation tier (5-1).

**Qualification:** 2 GCSEs in Combined Science

## **GCSE Biology, Chemistry and Physics**

In addition to the Combined Science topics, students will study concepts such as protein synthesis, quantitative analysis and astronomy in more depth. Students will also have to complete 8 core practical assessments for each subject which will be assessed in the written exam papers. Each subject is assessed through two 1 hour 45 minutes written examinations that will contain a mixture of question styles including: objective questions; short answer questions and extended writing questions. These examinations will be available at higher tier (9-4).

**Qualification:** GCSE in each of Biology, Chemistry & Physics

**Director of Learning: Mrs S Chapman**

**[sarah.chapman@riddlesdown.org](mailto:sarah.chapman@riddlesdown.org)**

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## **CORE COMPUTING (All students)**

### **Course description**

All students studying Core Computing will work towards the CiDA qualification alongside learning about cyber-security, computational thinking and developing programming skills. The Certificate in Digital Applications (CiDA) is a vocationally related qualification that takes a practical approach to Computing. Students will study a range of industry-relevant units based on how ICT might be used in the workplace. The course includes two mandatory units which have been developed at level 2 for creative learners with a passion for digital content. This course is equivalent to 1 GCSE.

### **Course structure**

25% practical exam (2h30min) Building a Website

75% coursework (See Unit 1 and Unit 2 details below)

## **Unit 1: Developing Web Products**

Students will learn how to develop web based products using a range of software. Students will be assessed through two activities. In the first activity, students will have to use web authoring software and other software tools to create a web product for a specified audience and purpose, using a client brief. In the second activity, students will evaluate their product.

## **Unit 2: Creative Multimedia**

Students will demonstrate their knowledge and understanding of creative multimedia through a project brief. This project brief will require students to create multimedia products for a specified client brief and could include tasks such as creating animations, videos and web based content.

While working on a project students will be expected to use ICT efficiently, legally and safely. This ranges from file-management to personal effectiveness, quality assurance and codes of practice.

## **Qualification**

Certificate in Digital Applications (CiDA)

**Director of Learning: Mrs I Singh**  
**[isabelle.singh@riddlesdown.org](mailto:isabelle.singh@riddlesdown.org)**

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## **RELIGIOUS EDUCATION (All students, to be completed and examined in summer 2019)**

### **Course description**

GCSE Religious Education gives students the opportunity to study two world religions in detail. Throughout the course students will examine the key features of Christianity and Hinduism and will be able to compare their similarities and differences and the role they have in the world today. Students will study the values and traditions that form the basis of these religions and will also learn how they approach the moral issues which are evident in modern societies.

### **Course structure**

GCSE Religious Education is a compulsory course. Students study units during Year 10 and sit the GCSE unit papers at the end of Year 10, enabling more time to be spent on other core subjects in Year 11. The units studied are:

Unit 1: Philosophy and Ethics in Religion: Students will study four compulsory themes.

- Issues of Relationships
- Issues of Life and Death
- Issues of Good and Evil
- Issues of Human Rights

Unit 2: Study of Christianity: Students will study the beliefs, teachings and practices of Christianity

Unit 3: Study of a World Faith – Hinduism: Students will study the beliefs, teachings and practices of Hinduism

Students will sit 3 exam papers at the end of Year 10. One for each unit:

**Unit 1:** 2 hour paper making up 50% of the final qualification

(This unit will be assessed by compulsory questions focusing on knowledge, understanding and evaluation of the identified themes)

**Unit 2:** 1 hour paper on Christianity making up 25% of the final qualification

(This unit will be assessed by compulsory questions focusing on knowledge, understanding and evaluation of the subject content)

**Unit 3:** 1 hour paper on Hinduism making up 25% of the final qualification

(This unit will be assessed by compulsory questions focusing on knowledge, understanding and evaluation of the subject content)

**Qualification:** GCSE in Religious Education

**Director of Learning: Mrs S Lawson**

**[sarah.lawson@riddlesdown.org](mailto:sarah.lawson@riddlesdown.org)**

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**In addition, all students will also study the following subjects as part of the Core Curriculum:**

- Personal, Social, Health and Economic Education
- Physical Education (also offered as a GCSE or BTEC option, in addition)



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## OPTION CHOICES

In addition to the Core Curriculum, students will select 3 or 4 Option Choices to study.

Making the right choices will increase your chances of success. In making your choices you should consider the following:

- which subjects do you enjoy?
- which subjects are you good at?
- which subjects / qualifications will you need for your future career?

You should be careful not to be influenced by the following points:

- whether or not you like a particular teacher
- which subjects your friends choose
- a new subject sounds good

There is a lot of information in this booklet and you will have the opportunity to talk to subject specialists at the Options Evening on the 28<sup>th</sup> February. Take this opportunity to find out more about all the courses before you make your choices.

This year, all students will submit their option choices online. **Students will be able to register and select their options online between 8th and 19th March.** Prior to the online submission window opening you will be sent a step-by-step guide of how to register, log in and select your chosen options.

When submitting option choices online, all students are required to select a reserve option. This is because it is not always possible for every student's choices to be fitted into the timetable and if a course does not attract sufficient numbers of students then we may decide not to run the course. We may also not run a course if it is new and does not gain accreditation. However, in any of these circumstances, we will work with students and families to resolve any issue.

If you need further advice, speak to your Tutor in the first instance. Further advice is available from Senior Tutors and Directors of Learning.

### **Which subjects can I choose?**

Students on Pathway 1 or Pathway 2 should choose four subjects from the options column. Whilst at least one must be from the EBacc Group you may select more than one EBacc subject. Students on Pathway 3 should choose three subjects from the options column, again selecting at least one subject from the EBacc group (**see pages 8-10 for all Pathways**).



### **How can I find out about each subject?**

On the following pages, there is a short description of each subject – read them all carefully. Also, take the chance to speak to subject specialists at the Options Evening on 28<sup>th</sup> February.

## **Art and Design (FINE ART)**

### **Course description**

Whether you prefer a Botticelli at The National Gallery or a Banksy on Brick Lane, you will learn how to accomplish your own personal style through studying art at Riddlesdown Collegiate. You will work independently through student led projects, which mirror the reality of working within creative industries. Personal interpretation of artists' work and your own ideas will be the driving force to create exciting and imaginative pieces, which will be on display in the @RC Gallery.

### **Course structure**

There are four assessment objectives in art, craft and design, which you will cover in each project. Each assessment objective includes visual and written content.

- AO1 Develop idea by researching primary and contextual sources.
- AO2 Refine my work by experimenting appropriately.
- AO3 Create a visual record of my ideas.
- AO4 Present a personal and meaningful response.

You can understand these assessment objectives in more depth by reading pages 1 & 2 from your Year 9 CPA progress booklet.

### **Component 1: Personal Portfolio 60%**

In Year 10, you will work on one portfolio in response to the stimulus 'force'. Your teacher will set tasks to allow you to refine your skills in a creative way. You will complete a final piece in July within 10 hours. You will be off timetable for two days to do this.

In Year 11, you will complete a mock exam portfolio from September-January. The stimulus will be the real exam title from the previous year. You will complete a final piece at the end of January within 10 hours. You will be off timetable for two days to do this.

### **Component 2: Externally Set Assignment 40%**

In Year 11, you will complete an exam portfolio from late January – early May. This will be in response to a stimulus set by Edexcel. You will complete a final piece in May within 10 hours. You will be off timetable for two days to do this.

Qualifications: GCSE in Art and Design (Fine Art)

**Director of Learning: Miss T McKeefry**  
**[tracey.mckeefry@riddlesdown.org](mailto:tracey.mckeefry@riddlesdown.org)**

## **BUSINESS STUDIES (GCSE)**

### **Course description**

Business Studies involves the study of different business functions within organisations in their economic, political and social contexts. The performance of business is studied from a range of perspectives. Using multiple choice questions and case studies, Business Studies ensures that you gain experience of the real world of business organisations. The use of case study materials also requires that you use a variety of methods to analyse and evaluate this evidence and thus can make reasoned judgements in the context of real business scenarios.

### **Course structure**

This course comprises 2 Units:

- Unit 1 – Influences of Operations and HRM on Business Activity is assessed by a 1 hour 45 minutes written paper equivalent to 50% of the qualification.
- Unit 2 - Influences of Marketing and Finance on Business Activity is also assessed by a 1 hour 45 minutes written paper equivalent to 50% of the qualification.

**Qualification:** GCSE in Business Studies

**Curriculum Leader: Mr A Wallett**  
**[adrian.wallett@riddlesdown.org](mailto:adrian.wallett@riddlesdown.org)**

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## **BUSINESS ENTERPRISE & MARKETING (Cambridge National Certificate)**

### **Course description**

This qualification is GCSE equivalent. Students are required to complete 3 units over the 2 years. 1 unit is externally assessed and 2 are internally assessed.

Unit 1: **Enterprise and Marketing Concepts** is externally set and assessed through a 1 hour and 30 minutes written paper. (80 marks/120UMS)

By completing this unit, students will understand the main activities that will need to happen to support a start-up business and what the key factors are to consider when starting up a business. Students will understand how and why customer segmentation is used and how to target a customer market. They will also develop an understanding of how to attract and retain customers, the techniques to use when developing products and how to investigate what makes a product viable.

These elements will provide students with underpinning knowledge and understanding for completion of this qualification, as well as developing transferable knowledge and understanding to allow for progression onto related study.

**Unit 2: Design a Business Proposal** is internally assessed and externally moderated. (60 marks/60UMS)

This unit will provide students with the skills and knowledge to design a product proposal to meet a business challenge scenario. Students will be able to identify a customer profile for their own product design, develop market research tools and use these to complete market research for their product.

Students will use their research outcomes to generate product design ideas, assess their strengths and weaknesses and work collaboratively with peers to gain feedback to inform final design decisions. Students will complete financial calculations to select a pricing strategy and determine whether their proposal is viable.

On completion of this unit, students will have gained some of the essential skills and knowledge required when considering starting a business, but also the transferable skills of self-assessment, providing and receiving feedback, research and evaluation. The skills and knowledge developed by completing this unit will also be transferable to further learning in related areas and will be required by students when completing Unit 3 *Market and pitch a business proposal*.

**Unit 3: Market and Pitch a Business Proposal** is internally assessed and externally moderated. Students will spend 16-20 hours completing assessment tasks from a model assignment. (60 marks/60UMS)

This unit will provide students with the skills and knowledge to create a brand identity and promotional plan for their product proposal, developed in Unit 2. They will be able to pitch their product proposal to an external audience after completing a practice pitch, and complete a review of both their pitching skills and product proposal, using their learning from this qualification, self-assessment and feedback generated.

By completing this unit, students will know how to use a combination of branding and promotional methods that complement each other and appeal to a specific customer profile. They will gain the crucial skills of professionally pitching to an unknown audience. This will help to prepare them both for employment situations such as interviews and for starting up a business in the future, while also developing the transferable skill of presenting information to others in a clear and persuasive manner.

### **Course structure**

Unit 1 will be introduced in Year 10 and continued in Year 11. This unit will be examined and externally assessed in Year 11

Unit 2 will be completed and submitted for external moderation in Year 10

Unit 3 will be completed and submitted for external moderation in Year 11

**Qualification:** Cambridge National Certificate in Enterprise and Marketing (Level 1/2)

**Curriculum Leader: Mr A Wallett**  
**[adrian.wallett@riddlesdown.org](mailto:adrian.wallett@riddlesdown.org)**

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## **CLASSICAL CIVILISATION**

### **Course description**

1. Thematic Study: *Myth and Religion*
2. Literature and Culture: *War and Warfare*

The course aims to encourage independent learning and reflective thinking through enquiry into the Classical world. It helps to develop an awareness of the continuing influence of the Classical world on later times. As well as this, students develop critical and analytical skills and make informed, personal responses to the material studied. Students are expected to read texts and evaluate source material. The exam is made up of a mixture of short answers and essays. This is a non-linguistic course and all the material covered is in English, except for a few key terms.

The Thematic Study unit provides our students with the opportunity to compare ancient Greek and Roman cultures through the way that they approached mythology and religion. We will study the powers, origins, worship and stories of the gods, the life of Hercules, temples, sacrifices, worship in the home, death and burial and the ancient afterlife. Students will need to compare and contrast different sources and ways of life. We will see how the ways that these ancient peoples worshipped tell us so much about them and still impact our lives today.

The Literature and Culture unit allows our students to study both ancient writing and history in order to understand various aspects of the ancient world. We study “War and Warfare”, focussing on the wars of the 5<sup>th</sup> century BC (Persia against Greece and then Athens against Sparta), the Roman military and the Romans at war. We will focus upon training, equipment, structure, presentation of war and the battles themselves.

### **Course structure**

All units are externally assessed at the end of Year 11.  
Each paper is 90 minutes long and is worth 50% of the final mark.

**Qualification:** GCSE in Classical Civilisation

**Director of Learning: Mr J Weeks**  
**[jay.weeks@riddlesdown.org](mailto:jay.weeks@riddlesdown.org)**

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## COMPUTER SCIENCE

### Course description

Computer Science GCSE is an innovative course which aims to give students a real, in-depth understanding of how computer technology work. Students will develop critical thinking, analysis and problem-solving skills through the study of computer programming. The course provides excellent preparation for higher study and employment in the field of Computer Science.

### Course structure

This course comprises 2 units:

#### Unit 1 – Computational thinking and problem solving

Written unit paper: a mixture of short and long answer questions, some of which will require candidates to write program code. This unit is assessed by a 1 hour 30 minutes exam worth 50% of the GCSE.

#### Unit 2 – Written Assessment

Written unit paper: a mixture of short and long answer questions, some of which will require candidates to write program code. This unit is assessed by a 1 hour 30 minutes exam worth 50% of the GCSE.

**Qualification:** GCSE in Computer Science

**Director of Learning: Mrs I Singh**  
**[isabelle.singh@riddlesdown.org](mailto:isabelle.singh@riddlesdown.org)**

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## COMPUTING (CiDA)

### Course description

The Certificate in Digital Applications (CiDA) option compliments and extends the work that students will complete in their Core Computing lessons. Through studying this course students will be able to develop the depth and breadth of their Computing skills and knowledge. Students will study a range of industry-relevant units based on how ICT might be used in the workplace. The course includes two mandatory units which have been developed at level 2 for creative learners with a passion for digital content.

### Course structure

25% practical exam (2h30min) Building a Website  
75% coursework (See Unit 1 and Unit 2 details below).

#### Unit 1: Developing Web Products

Students will learn how to develop web based products using a range of software. Students will be assessed through two activities. In the first activity, students will have to use web authoring software and other software tools to create a web product for a

specified audience and purpose, using a client brief. In the second activity, students will evaluate their product.

#### **Unit 4: Game Making & Design**

In this unit students will learn about different types of computer games, investigate what makes a game successful and learn how to plan, design and create great games for others to play. Before starting to produce computer games themselves, students will need to learn about the different types of computer games created by others, including a focus on features, such as style, game play, platform and PEGI rating. Students will need to learn how to use a moodboard to demonstrate their ideas and how they can be used to provide information about the game, testing functionality and playability. They will also learn how to use assets from the game to create a promotion that attracts interest and persuades people to play and buy their game. Students will have to evaluate their own work.

While working on a project students will be expected to use ICT efficiently, legally and safely. This ranges from file-management to personal effectiveness, quality assurance and codes of practice.

**Qualification:** Certificate in Digital Applications (CiDA)

**Director of Learning: Mrs I Singh**  
**[Isabelle.Singh@riddlesdown.org](mailto:Isabelle.Singh@riddlesdown.org)**

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## **DANCE**

### **Course description**

The Dance GCSE course is aimed towards students who are enthusiastic about dance. Dance is an empowering and powerful form of communication which enables the development of creative, imaginative, physical, emotional and intellectual capacities.

This GCSE has been designed to give students an opportunity to study Dance in both its practical and theoretical setting. It prepares students for further education or a career in the performing arts industry as well as promoting key skills such as leadership and team work. Literacy skills are also developed to a point where students can analyse dance to a high level, expressing their opinions through written work. This compliments all other written subjects particularly English. Students will also learn how to work with others, solve problems and challenge yourself and your imagination.

### **Course structure**

The course is split into two units; Performance & Choreography, and Dance Appreciation.

## **Unit 1: Performance & Choreography.**

**Choreography:** Students will learn how to structure and create dances and how to make movements interesting and unique through variations in space, style, pathways and technique. By the end of Year 11 students will need to choreograph a final piece that will display all they have learnt over the course. Students can choose to perform either a solo or a group choreography, of between two to three minutes, choreographed in response to a range of stimuli chosen by the exam board.

**Performance:** Students will understand how to dance to the best of their ability, learning about projection, extension and style. Students will learn six set phrases and perform three of these as a solo (approx. 1 minute long) and will also perform as either a duet or trio in any dance style (as long as it meets the assessed criteria) based on the set phrases. (Approx. 3- 3 and a half minutes long)

The practical unit is marked out of 80 and is worth 60% of the overall GCSE Grade.

**Qualification:** GCSE in Dance

**Curriculum Leader: Mrs H Bell**  
**[hannah.bell@riddlesdown.org](mailto:hannah.bell@riddlesdown.org)**

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## **DESIGN AND TECHNOLOGY**

### **Course description**

GCSE Design and Technology is a practical subject which requires the application of knowledge and understanding when developing ideas, planning, producing products and evaluating them. The course helps students develop the ability to design and make products with creativity and originality, using a range of materials and techniques.

Students to learn about all forms of Design and Technology. Students will develop their knowledge and skills in Resistant Materials, Graphic Products, Electronics, Textiles and Product Design. Although students will learn about each of these areas, the main practical focus will be Resistant Materials, Graphic Products and Product Design.

Much of the practical work will focus on wood, metal and plastics as the main materials. Students will use a wide range of machinery, materials, processes, hand tools and equipment throughout the course.

The final product that is designed and made will be completely individual to each student based on the brief given by the exam board.

## Course structure

### Year 10:

Students complete a series of 'Focused Practical Tasks' that develop students' subject skills, knowledge and understanding. The theory which relates to the course is embedded within set tasks and practicals.

### Year 10-11: Non-exam assessment (50% GCSE).

Students complete a non-exam assessment, worth 50% of the final GCSE. This is a substantial design and make task which students can select from a choice of set tasks. It is expected that students should spend approximately 30-35 hours on this activity. As part of the assessment students will be demonstrating:

- investigating
- designing
- making
- analysing and evaluating.

The contextual challenges (task) will be released annually by AQA on 1 June, in the year before submission. Students will produce a working prototype and a portfolio of evidence (maximum 20 pages) to demonstrate the assessment criteria above.

### Year 11: Unit (50% GCSE).

A 2 hour written unit sat in June of the final year of the course. The paper will look at:

#### Section A: Core technical principles

Multiple choice and short answer questions which assess broad technical knowledge and understanding.

#### Section B: Specialist technical principles

Several short answer questions and one extended response

#### Section C: Designing and making principles

Short and extended response questions which includes a design question.

**Qualification:** GCSE in Design Technology

**Director of Learning: Miss S Obike**

**[sandra.obike@riddlesdown.org](mailto:sandra.obike@riddlesdown.org)**

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## DRAMA

### Course Description

Studying Drama at GCSE will include the practical study and performance of play texts, the development of acting, directing and devising skills and the acquisition of knowledge to effectively analyse and evaluate performance. The ideal student will enjoy being creative and contributing ideas and be able to consider and take on opinions that are different to their own.

## **Qualification aims and objectives**

The aims and objectives of this qualification are to enable students to:

- apply knowledge and understanding when making, performing and responding to drama
- explore performance texts, understanding their social, cultural and historical context, including the theatrical conventions of the period in which they were created
- develop a range of theatrical skills and apply them to create performances
- work collaboratively to generate, develop and communicate ideas
- develop as creative, effective, independent and reflective students able to make informed choices in process and performance
- contribute as an individual to a theatrical performance
- reflect on and evaluate their own work and that of others
- develop an awareness and understanding of the roles and processes undertaken in contemporary professional theatre practice
- adopt safe working practices.

## **Course Outline**

### **Unit 1 Devising (40%)**

Students will work in a group to create and develop ideas to devise a piece of Drama. They will perform this piece of work and produce a written portfolio detailing the devising process and evaluating their decisions. They will be assessed on both their performance and their portfolio. This unit is marked by their teachers and moderated by the exam board.

### **Unit 2 Performance of Text (20%)**

Students will interpret and explore a performance text and perform 2 extracts from it to an external examiner.

### **Unit 3 Written Exam (40%)**

Students will study a set play from the position of both a performer and a designer and answer questions on the play in an exam. Students will also watch a piece of live theatre before the exam and then write a review of the play they have seen in the exam. The set play is DNA by Dennis Kelly.

## **Is this the course for me?**

You must enjoy performing.

You must like group work.

You must like devising and performing your own work.

You must enjoy learning lines and performing existing plays.

You must like writing about Drama.

You must be prepared to rehearse outside lessons.

You must be prepared to write coursework outside lessons.

You must be prepared for a written exam

**Qualification:** GCSE in Drama (Edexcel)

**Director of Learning: Ms A Gillie**  
[andrea.gillie@riddlesdown.org](mailto:andrea.gillie@riddlesdown.org)

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## **ECONOMICS**

### **Course description**

The GCSE course is concerned with the way in which the world's scarce resources are used by individuals, firms and governments.

### **Course structure**

#### **Unit 1 Introduction to Economics:**

This unit introduces learners to the fundamental economic terms and concepts. Learners will apply these to investigate and explain how markets work in contemporary and historical economic contexts. They will study the different roles and perspectives of the main economic agents (consumers, producers and the government) and how they interact in the economy. Learners will develop the ability to use and interpret quantitative data to justify economic decisions. They will learn to appreciate that all economic choices have costs and benefits. This will encourage them to consider moral, ethical and sustainability issues that arise as a result of the impact of economic activity in a range of national and global contexts.

#### **Unit 2 National and International Economics:**

This unit provides learners with an understanding of the main economic objectives and role of the government in achieving them. Learners will investigate the effects of economic policies on markets. They will use and interpret quantitative evidence, such as unemployment figures, in contemporary and historical economic contexts. They will learn to appreciate the importance and impact of international trade by analysing data such as quantitative information on exports and imports. Learners are encouraged to consider moral, ethical and sustainability issues that arise as a result of the impact of economic activity in a range of national and global contexts.

Each unit is assessed through a 1 hour 30 minutes written exam (each of 50% weighting).

**Qualification:** GCSE in Economics

**Curriculum Leader: Mr A Wallett**  
[adrian.wallett@riddlesdown.org](mailto:adrian.wallett@riddlesdown.org)

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## **FRENCH (Aquila and Phoenix students)**

### **Course description**

The French GCSE is a two year topic based course that tests the four skills: listening, reading, speaking and writing. Students will be expected to understand and extract details from texts, advertisements, messages, announcements, recordings and conversations by native speakers. They will be required to talk about a range of topics and exchange information. In addition, students will increase their understanding of the culture of French-speaking countries.

### **Course structure**

Students will sit all their examinations at the end of the course. All examinations are externally assessed.

**Paper 1:** Listening unit. The purpose of the exam is to understand and respond to different types of spoken language. The Listening unit comprises 25% of the final grade.

**Paper 2:** Speaking unit. The purpose of the exam is to communicate and interact effectively in speech for a variety of purposes. Students will sit in a Role-play exam and will be asked questions based on a photo. The Speaking unit comprises 25% of the final grade.

**Paper 3:** Reading unit. The purpose of the exam is to understand and respond to different types of written language. There will also be a translation text from French to English. The Reading unit comprises 25% of the final grade.

**Paper 4:** Writing unit. The purpose of the exam is to communicate effectively in writing for a variety of purposes. There will also be a translation text from English to French. The Writing unit comprises 25% of the final grade.

Candidates must take all four question papers at the same tier. They may be entered for the Foundation or Higher papers depending on their strengths.

**Qualification:** GCSE in French

**Director of Learning: Mr J Fernandez**  
**[jose.fernandez@riddlesdown.org](mailto:jose.fernandez@riddlesdown.org)**

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## **GEOGRAPHY**

### **Course description**

GCSE Geography provides an exciting and stimulating look at the world and the dynamic changes that it experiences. It provides the opportunity to develop and extend students' understanding of the interactions between people and environments and to develop a range of key skills including through fieldwork and use of Geographical Information Services. Students will be able to apply geographical knowledge to contemporary issues such as climate change, global interdependence

and sustainable development. Students will undertake fieldwork on at least two occasions, investigating both physical and human geographical issues.

### **Course structure**

The course comprises three units:

**Unit 1: Our Natural World** – this is worth 35% of the final grade and is assessed through a 1 hour 15 minutes examination. Section A will examine four key themes (Global Hazards, Changing Climate, Distinctive Landscapes and Sustaining Ecosystems), Section B will be based on Physical Geography Fieldwork.

**Unit 2: People and Society** – This is worth 35% of the final grade and is a 1 hour 15 minutes examination. Section A will examine four key themes (Urban Futures, Dynamic Development, UK in the 21<sup>st</sup> Century and Resource Reliance), Section B will be based on Human Geography Fieldwork.

**Unit 3: Geographical Exploration** – This is worth 30% of the final grade and is a 1 hour 30 minutes examination. This will examine a range of topics across both Our Natural World and People and Society and will feature a decision-making exercise based on a Resource Booklet.

**Qualification:** GCSE in Geography

**Director of Learning: Mrs N Davis**  
[nicola.davis@riddlesdown.org](mailto:nicola.davis@riddlesdown.org)

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## **HEALTH & SOCIAL CARE (BTEC)**

### **Course description**

The course investigates the role of the health or social care worker, their relationship with patients/service users and their responsibilities towards patients/service users and the wider health and social care sectors. It provides opportunities for learners to gain a nationally recognised vocationally specific qualification to enter employment in the health and social care sector.

### **Course structure**

Students must complete the 3 compulsory components to reach a BTEC Tech Award Level 1/2

### **Compulsory Units**

Component 1: Human Lifespan Development

Component 2: Health and Social Care Services and Values

Component 3: Health and Wellbeing (Externally assessed)

## **Assessment**

The BTEC Tech Award is on-going and is based upon the completion of a portfolio of assignments over the two years, apart from Component 3 which is externally assessed in Year 11.

## **Grading**

The BTEC Tech Award is a Level 2 qualification with Pass, Merit, Distinction and Distinction \* grades. The assessment criteria are hierarchical. A learner can achieve a Merit only if they provide sufficient evidence for the Level 2 Pass and Merit criteria. Similarly, a learner can achieve a Distinction only if they give sufficient evidence for the Pass, Merit and Distinction criteria.

## **Assessment Dates**

Public unit will take place March 2020

All internally assessed units will be marked during the course of the year.

**Qualification:** BTEC Tech Award Level 2 in Health and Social Care

**Curriculum Leader: Miss S Harris**  
[sherene.harris@riddlesdown.org](mailto:sherene.harris@riddlesdown.org)

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## **HISTORY**

### **Course description**

For GCSE History, students will need an enquiring mind to discover the realities of the past and why things have progressed. Students will debate different arguments and form their own opinions supported by evidence. Students will need to have good literacy and be able to write at length.

### **Course Structure**

#### **Unit 1: Thematic study and historic environment**

- Medicine in Britain, c1250-present and historical site study of the British sector of the Western Front, 1914-18: injuries, treatment and the trenches
- Paper 1 is assessed through a 1 hour 15 minutes written unit worth 30% of the qualification.

#### **Unit 2: Period study and British depth study**

- Early Elizabethan England, 1558-88
- Superpower relations and the Cold War, 1941-91
- Paper 2 is assessed through a 1 hour 45 minutes written unit worth 40% of the qualification.

#### **Unit 3: Modern depth study**

- Weimar and Nazi Germany, 1918-39

- Paper 3 is assessed through a 1 hour 20 minutes written unit worth 30% of the qualification.

**Qualification:** GCSE in History

**Director of Learning: Mrs J Hastings**  
**[jodi.hastings@riddlesdown.org](mailto:jodi.hastings@riddlesdown.org)**

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## LATIN

### Course description

This course is available to students studying Latin in Year 9. It is strongly advised that students should have started the subject in Year 7 or Year 8, but we may make exceptions for those that have started in Year 9 and show great ability and enthusiasm for the subject.

Students will study for the OCR Latin GCSE. The lessons will be first based around the Cambridge Latin Course content. For the language and civilisation there will be an emphasis on Roman Britain. We will then move onto John Taylor's Essential Latin GCSE and our own linguistic notes. At a certain point in the year we will move away from the textbooks and on to study the set texts. The students will be examined both on their knowledge of texts that they have already studied and their ability to translate and answer questions on texts they have not seen before.

Latin is a subject for students who enjoy languages and have an interest in the ancient world. It combines the cultural analysis of History, the code-breaking of Maths, linguistics of MFL and the literary skills of English. It helps students with the modern romance languages (French, Spanish, Italian, Portuguese and Romanian), while also improving their English fluency, vocabulary and grammar. It is useful for careers in law, medicine, science, history, classics and archaeology, among many others. Most importantly, it is for students who want to experience a world that is simultaneously alien and familiar to our own.

### Course structure

Unseen translation and comprehension: Latin Language (50% of the GCSE, 1 hour 30 minutes) (Mythology and domestic life).

Set texts:

Latin Prose Literature: *Germanicus and Piso* by Tacitus and *Regulus* by Pliny. We learn about life in ancient Rome through two great historians Tacitus and Pliny. In particular, we study the rivalry between Germanicus, the heir to Emperor Tiberius, and Piso who brings about his downfall. Then, we move on to looking at Regulus, a legacy hunter, who bewitched others out of their fortunes.

Latin Verse Literature: Virgil's *Aeneid* Book 2 – we look at the great Roman epic, Virgil's *Aeneid* and its hero Aeneas as he and his people escape the Trojan War and goes on to found the city that would evolve into Rome. In particular, we study Aeneas' escape from Troy, after the Greeks have invaded and his city burns around him.

Each set text unit is worth 25% of the final mark. Each exam lasts 1 hour.

**Qualifications:** GCSE

**Director of Learning: Mr J Weeks**  
[jay.weeks@riddlesdown.org](mailto:jay.weeks@riddlesdown.org)

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## **MEDIA STUDIES**

### **Course description**

GCSE Media Studies is designed to widen the intellectual horizons of the learner through the analysis of a wide range of media forms and contexts. It will enable students to develop a wider understanding and appreciation of the media in both an historical and contemporary context.

### **Course structure**

Unit 1: Examination worth 35% of GCSE

Learners will explore how media products follow generic conventions, use media language, represent events, issues, places, individuals and social groups, address audiences and reflect their industrial context.

Unit 2: Examination worth 35% of GCSE

Learners will explore a range of media forms to exemplify media industry issues demonstrating their knowledge and understanding of the theoretical framework (media language, representation, audiences and media industries) as it applies to each form. Learners will apply the theoretical framework and theoretical perspectives to three in-depth studies.

Unit 3: Coursework worth 30% of GCSE

Learners will create a range of media products through applying knowledge and understanding of media language and representation and communicate meaning to an intended audience.

**Qualification:** GCSE in Media Studies

**Director of Learning: Mr I Holmes**  
[ian.holmes@riddlesdown.org](mailto:ian.holmes@riddlesdown.org)

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# MUSIC

## Course description

The Edexcel GCSE in Music is designed to allow the study of music through the integration of performing, composing, and listening & appraising, with opportunities to use music technology. It recognises that we live in an age of cultural diversity and the Areas of Study cover a wide range of music: instrumental music, vocal music, music for stage and screen, and fusions. This flexibly structured course allows students to capitalise on their different interests. It gives students the opportunity to make music, both individually and in groups, to develop a life-long interest in music, and to progress to further study.

We expect students who take GCSE music as an option to play an instrument or sing to about Grade 3 standard.

## Course structure

### Unit 1 - Performing: Internally assessed under controlled conditions

In this unit students develop their performing skills in both a solo and ensemble context. They will be given the opportunity to rehearse and refine performances in their chosen discipline or genre, developing technical control, expression and interpretative skills. This unit will encourage students to develop creative thinking, aesthetic sensitivity, critical awareness, self-confidence, self-motivation and their own musical interests and skills, including the ability to make music individually and in groups.

This unit is assessed through:

- One solo performance. The solo performance must last a minimum of 1 minute.
- One ensemble performance. The ensemble performance must last a minimum of 1 minute.

Ensemble & Solo performances combined must last a minimum of 4 minutes. This unit is worth 30% of the GSCE.

### Unit 2 - Composing: Internally assessed under controlled conditions

Composing music emphasises the creative aspect of music and allows students to appreciate the process of creating music. Students will be introduced to the technical and creative skills required by a composer. Students will be encouraged to explore a range of compositional starting points and investigate a range of techniques for developing and manipulating ideas, and turn them into completed pieces of music. Students can also explore the skills needed to arrange music for different musical instruments.

This unit is assessed through:

- One composition, written from a choice of 4 briefs provided by Edexcel. This composition must be at least 1 minute in duration.

- One free composition, written from a brief provided by the student. This composition must be at least 1 minute in duration.

Both compositions combined must last a minimum of 3 minutes. This unit is worth 30% of the GCSE.

### **Unit 3 - Listening and Appraising: Externally assessed unit**

Students will develop their listening and appraising skills through the study of music across a variety of styles and genres. The content for the unit is grouped into four Areas of Study each of which contains two set works that the students will analyse. This unit will be assessed through a 1 hour 45 minutes unit worth 40% of the GCSE.

**Qualification:** GCSE in Music

**Director of Learning: Miss S Pochin**  
[stephanie.pochin@riddlesdown.org](mailto:stephanie.pochin@riddlesdown.org)

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## **PERFORMING ARTS: Performance and Production (AQA Technical Award)**

### **Course description**

If you want a practical course in the Performing Arts that explores all the elements that make up a production, then this is the course for you. This course is suitable for students who are interested in production skills such as lighting and sound as well as students who are interested in performing as an actor or musician. This is a vocational course that is focused on applying skills learnt to real life situations.

### **Course structure**

The course comprises 3 units:

#### **Unit 1: Unlocking creativity 30%**

In this unit you will devise an idea for a production. You will create a portfolio of supporting evidence and produce a presentation of your final pitch. You will be assessed on your research, idea development, planning and budgeting, presentation (skills and content). You must choose a minimum of 2 areas to focus on. One from the performance list and one from the production list. This unit is worth 30% of the GCSE.

#### **Unit 2: The production/performance 30%**

In this unit you will produce a performance. You will choose one performance or production discipline from the list and be assessed on your role and the skills demonstrated plus your supporting written evidence. This unit is worth 30% of the GCSE.

### **Unit 3: The Performing Arts experience 40%**

This written exam is based on the knowledge that you have developed through your work on Unit 1 and 2 and will include:

- Roles and responsibilities within the performing arts industry
- The role of performing arts in society
- Approaches to rehearsal
- Working as a deviser/performer/director
- Marketing and public relations
- Health and safety
- Design and technical elements
- Reviewing performance
- Theatre/film in education.

Throughout the course you will be able to choose from the following lists the different areas you want to focus on:

- Performance: Acting, Musician (vocal or instrumental), Physical theatre
- Production: Lighting, Sound, Stage management, Original writing (script or song), Public relations, including front of house, box office, marketing and publicity.

**Qualification:** AQA Technical Award Performing Arts (Performance and Production)

**Director of Learning: Ms A Gillie**  
[andrea.gillie@riddlesdown.org](mailto:andrea.gillie@riddlesdown.org)

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## **PHYSICAL EDUCATION**

### **Course description**

Students will undertake a range of practical activities and demonstrate their abilities in increasingly challenging situations. Students will also learn the theoretical concepts that under-pin how sporting performances can be developed and enhanced.

The GCSE PE breakdown is 60% theory, 10 % coursework and 30% practical. The change in theory and practical percentages, makes the course much more challenging and students will need a good biological back round to assist them with the examinations. There will now be two examinations for PE, one focusing on the human body and the other focusing on current affairs and psychology in sport.

Students should be keen and enthusiastic sports men/women, who take part in competitive sport either in or out of the Collegiate. They should have a passion or interest in sport and with excellent sporting knowledge of at least one, if not more sports.

## Course structure:

### Unit 1: Fitness and Body systems

Written unit: 1 hour and 15 minutes, worth 78 marks and 30% of the qualification.

#### Content overview

- Topic 1: Applied anatomy and physiology
- Topic 2: Movement analysis
- Topic 3: Physical training
- Topic 4: Use of data

### Unit 2: Socio-cultural influences

Written unit: 1 hour and 15 minutes, worth 78 marks and 30% of the qualification.

#### Content overview

- Topic 1: Health, fitness and well-being
- Topic 2: Sport psychology
- Topic 3: Socio-cultural influences
- Topic 4: Use of data

### Unit 3: Practical Performance

Non-examined assessment: internally marked and externally moderated worth 75 marks (25 marks per activity) and 30% of the qualification.

#### Content overview

- Skills during individual and team activities
- General performance skills

## Assessment overview

The assessment consists of students completing **three** physical activities from a set list.

- One must be a **team** activity
- One must be an **individual** activity
- The final activity can be a **free** choice

### Unit 4: Controlled assessment: Analysis of Performance

Non-examined assessment: internally marked and externally moderated 25 marks and 10% of the qualification.

#### Content overview

- Aim and planning analysis
- Strengths and weaknesses of skills/components

**Qualification:** GCSE in PE

**Director of Learning: Mr P Langan**  
[paul.langan@riddlesdown.org](mailto:paul.langan@riddlesdown.org)

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## **SPANISH (Orion and Pegasus students)**

### **Course description**

The Spanish GCSE is a two year topic based course that tests the four skills: listening, reading, speaking and writing. Students will be expected to understand and extract details from texts, advertisements, messages, announcements, recordings and conversations by native speakers. They will be required to talk about a range of topics and exchange information. In addition, students will increase their understanding of Spanish and Latin American culture.

### **Course structure**

Students will sit all their examinations at the end of the course. All examinations are externally assessed.

**Paper 1:** Listening unit. The purpose of the exam is to understand and respond to different types of spoken language. The Listening unit comprises 25% of the final grade.

**Paper 2:** Speaking unit. The purpose of the exam is to communicate and interact effectively in speech for a variety of purposes. Students will sit in a Role-play exam and will be asked questions based on a photo. The Speaking unit comprises 25% of final the grade.

**Paper 3:** Reading unit. The purpose of the exam is to understand and respond to different types of written language. There will also be a translation text from Spanish to English. The Reading unit comprises 25% of the final grade.

**Paper 4:** Writing unit. The purpose of the exam is to communicate effectively in writing for a variety of purposes. There will also be a translation text from English to Spanish. The Writing unit comprises 25% of the final grade.

Candidates must take all four question papers at the same tier. They may be entered for the Foundation or Higher papers depending on their strengths.

**Qualification:** GCSE in Spanish

**Director of Learning: Mr J Fernandez**  
[jose.fernandez@riddlesdown.org](mailto:jose.fernandez@riddlesdown.org)

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## **SPORT (BTEC)**

### **Course description**

The BTEC Level 2 First is designed to encourage you to develop the personal skills and qualities you need for work, learning and to help you achieve your full potential. BTEC Level 2 Firsts are intended as practical “hands on” programmes with each one taught in the context of real jobs and careers in a chosen vocational sector. This gives you the chance to explore the opportunities offered in that sector, and to acquire appropriate vocational skills.

BTEC Level 2 First is an equivalent to a GCSE and is graded at either pass, merit or distinction.

### **Course structure:**

The course comprises of four units: one unit is externally assessed through an online exam, with the other three units internally assessed.

Students will complete the following units:

- Unit 1 – Fitness for Sport and Exercise (Exam)
- Unit 2 – Practical Sports Performance
- Unit 5 – Training for Personal Fitness
- Unit 6 – Leading Sports Activities

### **Assessment**

The Core units are graded P (pass), M (merit) or D (distinction). Passing the course is equivalent to achieving a Grade 4. If you wanted to continue with your studies you could:

- Take the additional units required for the BTEC Level 2 First in Sport.
- Take another qualification at Level 2 in an alternative sector eg. another BTEC First qualification or an NVQ.
- Take a qualification at level 3 in the same or an alternative sector, e.g. a BTEC National Diploma or NVQ

A BTEC Level 2 First in Sport can also prepare you for employment in the Sport and Leisure industry.

**Qualification:** BTEC Level 2 First in Sport

**Director of Learning: Mr P Langan**  
**[paul.langan@riddlesdown.org](mailto:paul.langan@riddlesdown.org)**

## THINKING AHEAD... COLLEGE VI COURSES AT RIDDLEDOWN

College VI is the place to be for Sixth Form success. This is as a result of the excellent curriculum, great teaching and facilities and fantastic support and guidance. For most students at the Collegiate, the best progression route after GCSE is into College VI, whilst students looking for a vocational qualification will consider one of the many excellent local Colleges. At the beginning of Year 11, students will need to think about post 16 progression. This may well seem far off, but it is surprising how quickly time passes.

The current entry requirement for A Level courses is seven GCSEs at grade 9-5 including Maths and English. Students also need to achieve at least a grade 6 in the subjects they propose to take (or an equivalent subject). **Mathematics, Further Mathematics and the Sciences require a grade 7 at GCSE.** College VI offers a wide range of subjects.

A Level courses include:

Accounting	Geography
Art	Government and Politics
Biology	History
Business Studies	Latin
Chemistry	Mathematics
Classics	Media Studies
Computing	Music
Dance	Photography
Design Technology	Physical Education
Drama & Theatre Studies	Physics
Economics	Psychology
English Literature	Sociology
French	Spanish
Further Maths	

Additionally a BTEC National Course in Sport is offered at Level 3.

## WHO TO CONTACT

For parents, supporting their children through these choices can prove difficult as they may be very different from your own time at school. To help you support your child in making these choices, we have provided a lot of detail in this booklet. Should you need to talk further to a member of staff, please contact the Tutor or relevant Senior Tutor, in the first instance. We also hope that parents will be able to attend the Options Evening on Wednesday 28<sup>th</sup> February with Year 9 students.

### AQUILA COLLEGE

9ARM	Ms A R Miller	<a href="mailto:angela.miller@riddlesdown.org">angela.miller@riddlesdown.org</a>
9CCW	Mrs C C Wakelin	<a href="mailto:charlotte.wakelin@riddlesdown.org">charlotte.wakelin@riddlesdown.org</a>
9DEW	Miss D E Woolman	<a href="mailto:danielle.woolman@riddlesdown.org">danielle.woolman@riddlesdown.org</a>
<b>Senior Tutor KS3</b>	<b>Miss L J Bicknell</b>	<b><a href="mailto:laura.bicknell@riddlesdown.org">laura.bicknell@riddlesdown.org</a></b>

### ORION COLLEGE

9STB	Mrs S T Booth	<a href="mailto:susan.booth@riddlesdown.org">susan.booth@riddlesdown.org</a>
9MLH	Mr M L Harman	<a href="mailto:matthew.harman@riddlesdown.org">matthew.harman@riddlesdown.org</a>
9WLR	Mr W L Rees	<a href="mailto:will.rees@riddlesdown.org">will.rees@riddlesdown.org</a>
<b>Senior Tutor KS3</b>	<b>Miss J L Relph</b>	<b><a href="mailto:joanne.relph@riddlesdown.org">joanne.relph@riddlesdown.org</a></b>

### PEGASUS COLLEGE

9JEB	Miss J E Bushnell	<a href="mailto:julie.bushnell@riddlesdown.org">julie.bushnell@riddlesdown.org</a>
9GAD	Mr G A Daniels	<a href="mailto:george.daniels@riddlesdown.org">george.daniels@riddlesdown.org</a>
9JAH	Mrs J A Hastings	<a href="mailto:jodi.hastings@riddlesdown.org">jodi.hastings@riddlesdown.org</a>
<b>Senior Tutor KS3</b>	<b>Miss S T Harris</b>	<b><a href="mailto:sherene.harris@riddlesdown.org">sherene.harris@riddlesdown.org</a></b>

### PHOENIX COLLEGE

9NPG	Miss N P Gandhi	<a href="mailto:nikita.gandhi@riddlesdown.org">nikita.gandhi@riddlesdown.org</a>
9KER	Miss D Marques	<a href="mailto:dulce.marques@riddlesdown.org">dulce.marques@riddlesdown.org</a>
9CMT	Mrs C M Taylor	<a href="mailto:christine.taylor@riddlesdown.org">christine.taylor@riddlesdown.org</a>
<b>Senior Tutor KS3</b>	<b>Miss A M McKirdy</b>	<b><a href="mailto:arline.mckirdy@riddlesdown.org">arline.mckirdy@riddlesdown.org</a></b>

**If you need further advice:**

**Mr D A Osborne, Assistant Principal**

**[daniel.osborne@riddlesdown.org](mailto:daniel.osborne@riddlesdown.org)**