

RIPON GRAMMAR SCHOOL



UPPER SCHOOL CURRICULUM

2017-2019

Information Evening (Thursday 2nd February 2017 at 5.30pm)

On this evening, a detailed description of the curriculum, the choices to be made and the timetable of events will be presented. There will be an opportunity to ask questions.

UPPER SCHOOL CURRICULUM 2017-2019

The details in this booklet describe the subjects of the curriculum available from September 2017, leading to GCSE examinations in the summer of 2019. Our curriculum is shaped by the requirements of the National Curriculum and meets the needs of the students at the Grammar School irrespective of their intended destinations. In outline it is:

Compulsory Core Subjects

All students will follow a core curriculum comprising:-

English Language and English Literature [2 GCSEs]

Mathematics [GCSE]

A Modern Foreign Language [French, German or Spanish – GCSE]

Science: students study the three separate sciences, Biology, Chemistry and Physics in the fourth year. In the fifth year some students may study Science (Combined – 2 GCSEs) instead of three separate sciences. [3 GCSEs]

Computing/Information Communication Technology [ECDL available]

Physical Education and Games [non-examination]

Religious Education [non-examination]

Optional Subjects

In addition, students will study three option [GCSE] subjects from the following options:

Art and Design

Astronomy

Classical Civilisation

French

Geography

German

History

Home Economics: Food Preparation and Nutrition

Music

Religious Studies

Spanish

NOTES

Students may take only one design technology subject (including 'Home Economics: Food Preparation and Nutrition').

Latin will be available as an additional GCSE subject beyond the school timetable. It will be taught as a twilight subject utilising lunchtimes and/or after school times as appropriate.

COMPULSORY CORE SUBJECTS

{leading to qualifications}

English Language and English Literature

Mathematics

A Modern Foreign Language [French, German or Spanish]

The three separate sciences: Biology, Chemistry and Physics. Some students may study Combined Sciences [equivalent to two GCSEs] in the fifth form.

Computing/Information Communication Technology

More detailed information including full course specifications and past papers are available from the examination board websites.

AQA: www.aqa.org.uk

Edexcel/Pearson: www.edexcel.org.uk

OCR: www.ocr.org.uk

COMPULSORY CORE SUBJECTS

{not leading to qualifications}

Physical Education

Religious Education

ENGLISH LANGUAGE & ENGLISH LITERATURE

Examination Title	:	English Language	(8700)
		English Literature	(8702)
Examination Board	:	AQA	

All pupils sit both English Language and English Literature at GCSE; they are taught for both examinations together by the same teacher, in an integrated course that leads to certification in both subjects. From September 2015 there will be no assessment by Controlled Assessment or coursework; this means that the course will be entirely assessed by terminal examination at the end of the 2 year course. Pupils have five lessons a week in the fourth and fifth years.

The GCSE specifications develop and reinforce skills which pupils have worked on in earlier years: speaking and listening, reading and interpretation of a wide range of print, electronic and media texts, both literary and non-literary, and a range of writing skills.

ENGLISH LANGUAGE

Examination 100%:

The two examination papers test candidates' ability to respond to various kinds of reading, all of which will be unprepared and unseen, and also to write in various styles. The examinations will focus on literary texts and non-fiction texts, some of which will be literary non-fiction. At least one of the texts on the examination will be from the nineteenth century. The work completed in class will provide the necessary preparation and practice for approaching and responding to such texts in the final examinations. Writing tasks will include descriptive and narrative based writing as well as writing to present a particular viewpoint.

Speaking & Listening is the only component that is teacher assessed. In the past this part of the course has contributed towards students' final grades in English Language. However, the changes to GCSEs in recent years mean that Speaking and Listening is now reported as a separate mark on the GCSE certificate with no contribution towards the overall final grade for GCSE English Language. We continue to value the importance of students developing the vital communication skills that they will need later in life. A number of opportunities will be provided for structured individual and small group-based activities focusing on current affairs, literary texts and individual pastimes and interests.

ENGLISH LITERATURE

Examination 100%:

This involves the preparation of a number of set texts for examination. Students will study one Shakespeare play, one nineteenth century novel, a selection of poetry from the AQA Anthology and one modern prose or drama text. In addition students will develop the skills required to respond to unseen poetry. Some examination questions will be based on extracts from the texts printed in the examination paper, though the majority of questions will be essay-based.

By the time they reach the fourth year, pupils should have a firm grounding in the basics of English grammar, spelling and punctuation; given the amount of work to be covered in the GCSE course there will not be time to spend on the basics in class. At this stage pupils can do most to help improve their grades by working on their own spelling errors, and by regularly reading newspapers and books to raise their standards of expression and breadth of vocabulary. Full practice of all examination tasks and techniques forms an integrated part of the course.

MATHEMATICS

Examination Title : **Mathematics Specification A (J560)**

Examination Board : **OCR**

1. Teaching Arrangements

Pupils are setted for mathematics in the fourth and fifth years. Transfer of a pupil from one set to another can happen but such movement is kept to a minimum in order to provide as much continuity as possible for each pupil during their GCSE course.

2. The Syllabus

All pupils will be entered for OCR syllabus GCSE mathematics examinations with the examinations being completed in the summer of the fifth year. Please note that there is a significant amount of extra material to be studied in the new GCSE.

3. Course Content

The syllabus covers topics in number and algebra, shape and space and data-handling.

4. Assessment

Pupils sit three examination papers each carrying equal weight and each being 1 hour 30 minutes in length. Papers can include any of the topics studied but the second paper taken is a non-calculator paper. All three papers must be taken in the same examination session. In addition, internal examinations may be taken twice in the fourth year and once, a Mock in the fifth year.

5. Selection of Tiers

Each paper is available at foundation and higher tier, with the two tiers providing different levels of content and assessment. It is likely that nearly all pupils at Ripon Grammar School will study the higher tier (Levels 4-9) for all three papers. The mathematics department selects the most suitable tier for each pupil. Should a pupil experience obvious difficulties then, after discussion with that pupil and his or her parents, the mathematics staff may decide to change the level of entry.

6. Coursework

There is no formal written coursework as part of the assessment.

7. Expectations and Demands

The success rate in GCSE mathematics at Ripon Grammar School is very high. Normally, 100% of our pupils gain Grade C or better and about 70% go on to study mathematics in the 6th Form. Therefore, it is expected that all pupils will achieve a grade 4 or above. It is emphasised that all pupils have every prospect of achieving a good grade in this subject but such results do not happen automatically. Pupils will need to demonstrate commitment, resilience and determination throughout the course.

Other Points

- All pupils require a scientific calculator and all mathematics staff are willing to give advice on suitable calculators. Graphical calculators are NOT a requirement of the course.
- Some pupils in the fourth and fifth years are entered for the Intermediate Mathematics Challenge which is held every February. Gold certificates and national recognition are a possibility, but it is tough!

FURTHER MATHEMATICS

Examination title: Level 2 Certificate in Further Mathematics (8360)

Examination board: AQA

Please note this course is under review and likely to be an amended specification for first examination in summer 2019

Under the old GCSE, this course was followed by the alpha 1 and alpha 2 sets in addition to the normal GCSE mathematics. With the significant amount of extra material in the new GCSE, it is hoped that the alpha 1 set will still be able to take this course, however, time pressures may mean the alpha 2 set will not have time to do the course properly.

GCSE Further Mathematics awards grades A* with distinction (A[^]) to C and is designed to offer stretch and challenge to the most able students. Many of the topics are extensions to those seen at GCSE with the addition of matrices and differentiation. This qualification is assessed by two written papers, one non-calculator and one calculator and there is no coursework element.

STATISTICS

Examination Title : Statistics (9-1) (1STO)

Examination Board : Edexcel/Pearson

Please note this specification is still awaiting confirmation by OfQual and there may be further amendments to the specification as a result

Under the old GCSE, this course was only followed by the alpha 1 set, in addition to GCSE mathematics and further mathematics. Given that the new GCSE has substantial extra material to study, there is no guarantee that the alpha 1 set will have time to complete this course as well as the normal mathematics and further mathematics courses.

Like the mathematics course, the GCSE Statistics course is now different. Here are the main changes:

- There is no longer a project element to the course and grades (9-1) are awarded via two one and a half hour papers.
- There is more material to learn, with topics gone into more depth, although some of the work is included in the GCSE mathematics course.
- More emphasis on formal notation with students expected to remember most formulae used.

MFL - FRENCH

Examination Title : **French (8658)**

Examination Board : **AQA**

The aims of the French course are to encourage pupils to:

- develop a good understanding of spoken and written French in a range of contexts, including short stories, poems and songs;
- develop the ability to communicate effectively in French, through both the spoken and written word, using a range of vocabulary and structures;
- develop the ability to translate texts both from English into French and from French into English;
- develop knowledge and understanding of French grammar as well as the ability to apply it;
- apply their knowledge and understanding in a variety of relevant contexts which reflect their previous learning and maturity, especially social issues;
- develop knowledge and understanding of countries and communities where French is spoken;
- develop positive attitudes to acquiring a foreign language;
- establish a solid foundation for the further study of languages and/or the practical use of French.

Course Content

Lessons are conducted in both French and English, and involve considerable use of question and answer, pair work and group speaking activities as well as listening, reading and writing tasks such as video work, true-or-false comprehension, gap-fill exercises, summary, translation into and from French, and short written compositions. There are also regular grammar exercises and interactive vocabulary learning activities. We use ICT to enhance learning, particularly with interactive websites and PowerPoint. Cultural topics are regularly covered in lessons. The course used is *Tricolore Total Book 4* (Nelson-Thornes), which follows a rigorous grammatical and topic/situational progression. The GCSE topics covered fall into three thematic areas: identity and culture; local, national, international and global areas of interest; and current and future study and employment.

Assessment

There will be regular end-of-unit tests to assess listening, reading and writing as well as frequent but informal speaking assessments and weekly vocabulary learning targets. At GCSE, pupils will be entered at the foundation or higher tier in LISTENING (25% of GCSE marks) SPEAKING (25% of GCSE marks), READING (25% of GCSE marks) and WRITING (25% of GCSE marks).

LISTENING: This will be an examination of 35 minutes (Foundation) or 45 minutes (Higher). Answers in English, non-verbal, and in French.

SPEAKING: This will be 7-9 minutes (Foundation) or 10-12 minutes (Higher), and will involve a role-play, questions relating to a photo card, and a general conversation. Your teacher will conduct this exam.

READING: This will be 45 minutes (Foundation) or 1 hour (Higher). It will include answers in English, non-verbal, and in French. There is also a section of translation from French into English.

WRITING: This will be 1 hour (Foundation) or 1 hour 15 minutes (Higher). Question 1 is a structured writing task (in response to a written stimulus or photo). Question 2 is an open-ended writing task in response to two bullet points. Question 3 is a translation from English into French.

MFL - GERMAN

Examination Title : **German (8668)**

Examination Board : **AQA**

The aims of the German course are to encourage pupils to:

- develop a good understanding of spoken and written German in a range of contexts, including short stories, poems and songs;
- develop the ability to communicate effectively in German, through both the spoken and written word, using a range of vocabulary and structures;
- develop the ability to translate texts both from English into German and from German into English;
- develop knowledge and understanding of German grammar as well as the ability to apply it;
- apply their knowledge and understanding in a variety of relevant contexts which reflect their previous learning and maturity, especially social issues;
- develop knowledge and understanding of countries and communities where German is spoken;
- develop positive attitudes to acquiring a foreign language;
- establish a solid foundation for the further study of languages and/or the practical use of German.

Course Content

Lessons are conducted largely in German and involve considerable use of question and answer, pair work and group speaking activities as well as listening, reading and writing tasks such as video work, true-or-false comprehension, gap-fill exercises, summary, translation into and from German, and short written compositions. There are also regular grammar exercises and interactive vocabulary learning activities. We use ICT to enhance learning, particularly with interactive websites and PowerPoint. Cultural topics are regularly covered in lessons. The course reviews basic word order and tenses taught at Key Stage 3 before progressing to *Stimmt! AQA GCSE Higher*, which follows a rigorous approach to the grammar, topics and language situations on the latest syllabus. The GCSE topics covered fall into three thematic areas: identity and culture; local, national, international and global areas of interest; and current and future study and employment.

Assessment

There will be regular end-of-unit tests to assess listening, reading and writing as well as frequent but informal speaking assessments and weekly vocabulary learning targets. At GCSE, pupils will be entered at the foundation or higher tier in LISTENING (25% of GCSE marks) SPEAKING (25% of GCSE marks), READING (25% of GCSE marks) and WRITING (25% of GCSE marks).

LISTENING: This will be an examination of 35 minutes (Foundation) or 45 minutes (Higher). Answers in English, non-verbal, and in German.

SPEAKING: This will be 7-9 minutes (Foundation) or 10-12 minutes (Higher), and will involve a role-play, questions relating to a photo card, and a general conversation. Your teacher will conduct this exam.

READING: This will be 45 minutes (Foundation) or 1 hour (Higher). It will include answers in English, non-verbal, and in German. There is also a section of translation from German into English.

WRITING: This will be 1 hour (Foundation) or 1 hour 15 minutes (Higher). Question 1 is a structured writing task (in response to a written stimulus or photo). Question 2 is an open-ended writing task in response to two bullet points. Question 3 is a translation from English into German.

MFL - SPANISH

Examination Title : **Spanish (8698)**
Examination Board : **AQA**

The aims of the Spanish course are to encourage pupils to:

- develop a good understanding of spoken and written Spanish in a range of contexts, including short stories, poems and songs;
- develop the ability to communicate effectively in Spanish, through both the spoken and written word, using a range of vocabulary and structures;
- develop the ability to translate texts both from English into Spanish and from Spanish into English;
- develop knowledge and understanding of Spanish grammar as well as the ability to apply it;
- apply their knowledge and understanding in a variety of relevant contexts which reflect their previous learning and maturity, especially social issues;
- develop knowledge and understanding of countries and communities where Spanish is spoken;
- develop positive attitudes to acquiring a foreign language;
- establish a solid foundation for the further study of languages and/or the practical use of Spanish.

Course Content

Lessons are conducted in both Spanish and English, and involve considerable use of question and answer, pair work and group speaking activities as well as listening, reading and writing tasks such as video work, true-or-false comprehension, gap-fill exercises, summary, translation into and from Spanish, and short written compositions. There are also regular grammar exercises and interactive vocabulary learning activities. We use ICT to enhance learning, particularly with interactive websites and PowerPoint. Cultural topics are regularly covered in lessons. The course used Mira GCSE (Higher Tier), which follows a rigorous grammatical and topic/situational progression. The GCSE topics covered fall into three thematic areas: identity and culture; local, national, international and global areas of interest; and current and future study and employment.

Assessment

There will be regular end-of-unit tests to assess listening, reading and writing as well as frequent but informal speaking assessments and weekly vocabulary learning targets. At GCSE, pupils will be entered at the foundation or higher tier in LISTENING (25% of GCSE marks) SPEAKING (25% of GCSE marks), READING (25% of GCSE marks) and WRITING (25% of GCSE marks).

LISTENING: This will be an examination of 35 minutes (Foundation) or 45 minutes (Higher). Answers in English, non-verbal, and in Spanish.

SPEAKING: This will be 7-9 minutes (Foundation) or 10-12 minutes (Higher), and will involve a role-play, questions relating to a photo card, and a general conversation. Your teacher will conduct this exam.

READING: This will be 45 minutes (Foundation) or 1 hour (Higher). It will include answers in English, non-verbal, and in Spanish. There is also a section of translation from Spanish into English.

WRITING: This will be 1 hour (Foundation) or 1 hour 15 minutes (Higher). Question 1 is a structured writing task (in response to a written stimulus or photo). Question 2 is an open-ended writing task in response to two bullet points. Question 3 is a translation from English into Spanish.

BIOLOGY

Examination Title : **Biology (8461)**

Examination Board : **AQA**

Introduction

Biologists are scientists who study the natural world and the living things in it. In biology we study how organisms work, evolve and interact with their environment. We study everything from the nature of DNA to the conservation of endangered species.

Biology is a key subject for lots of STEM careers, particularly in healthcare, medicine and jobs involving plants or animals including nursing, dentistry, forensic science, psychology, physiotherapy, botany, environmental science, zoology, geology, oceanography, pharmaceuticals, energy, teaching, science writing, genetics and research.

A significant part of the course also looks at scientific method which are skills for life not just for the scientist.

Course Content

The course is made up of seven teaching units.

1. Cell biology
2. Organisation
3. Infection and response
4. Bioenergetics
5. Homeostasis and response
6. Inheritance, variation and evolution
7. Ecology

Practical work and scientific method

Throughout the course you will be taught how to use specific pieces of apparatus as well as practical techniques. There are also eight specific 'Core Practicals' that have particular importance and all students must do. You will also continue to develop your skills of scientific method.

Assessment

There will be two examinations at the end of the course in Year 11. Note that

- at least 15% of the marks will be from questions based on practical techniques
- at least 20% of the marks will be on questions using mathematical skills.

Module	Paper 1	Paper 2
Content	Topics 1, 2, 3, 4	Topics 5, 6, 7
Type of questions	Multiple choice, short & long answer	Multiple choice, short & long answer
Length of exam	1 hour 45 minutes	1 hour 45 minutes
% of final grade	50%	50%

Each paper can be taken at Higher Tier (grades 4-9) or Foundation Tier (grades 1-5).

CHEMISTRY

Examination Title : **Chemistry (8462)**

Examination Board : **AQA**

Introduction

Everything is made of chemicals and everything is chemistry. It is the food you eat, clothes you wear, water you drink, medicines, air, cleaners, etc.

At GCSE, we learn how useful substances such as metals, plastics, medicines, fertilisers and food can be made from raw materials such as air, water, rock and oil. We also learn about the structure of different substances so that we can understand why substances behave as they do.

A significant part of the course also looks at scientific method which are skills for life not just for the scientist.

Course Content

The course is made up of eleven teaching units. We build the material from C11 (Formulae & equations) into the teaching of the other ten topics at appropriate times.

C1	Atomic structure & the Periodic Table	C7	Organic chemistry
C2	Structure & bonding	C8	Analysis
C3	Calculations	C9	The atmosphere
C4	Chemical changes	C10	Using resources
C5	Energy changes	C11	Formulae & equations
C6	Rates & equilibria		

Practical work and scientific method

Throughout the course you will be taught how to use specific pieces of apparatus as well as practical techniques. There are also eight specific 'Required Practical Activities (RPAs)' that have particular importance and all students must do. You will also continue to develop your skills of scientific method.

Assessment

There will be two examinations at the end of the course in Year 11. Note that

- at least 15% of the marks will be from questions based on practical techniques
- at least 20% of the marks will be on questions using mathematical skills.

Module	Paper 1	Paper 2
Content	Topics C1, C2, C3, C4, C5, C11	Topics C6, C7, C8, C9, C10, C11 (and aspects of C1, C2, C3)
Type of questions	Multiple choice, short & long answer	Multiple choice, short & long answer
Length of exam	1 hour 45 minutes	1 hour 45 minutes
% of final grade	50%	50%

Each paper can be taken at Higher Tier (grades 4-9) or Foundation Tier (grades 1-5).

PHYSICS

Examination Title : Physics (8463)

Examination Board : AQA

Introduction

Physics is the study of the fundamental principles that govern the universe in which we live. It looks at how everything, from the smallest particle to the largest cluster of galaxies, behaves. It examines the forces that affect everything within this universe. In this course, we build upon the knowledge and understanding developed over key stage 3. A significant part of the course looks at “Working scientifically” in the context of the physics studied. The aim of this is to become scientifically literate so you are able to consider new scientific issues as they arise in everyday life in the media and society. This looks at how scientific thinking develops experimental skills and strategies, analysis and evaluation of data as well as scientific vocabulary, quantities, units, symbols and nomenclature.

Course Content

The course, which begins after Christmas in the 3rd Year, is made up of eight topics. Each topic includes a significant element of “Working scientifically”. There are also ten “**core practical**” activities that all students are required to carry out and are assessed through questions in the two final exams.

P1 – Energy

P2 – Electricity

P3 – Particle model of matter

P4 – Atomic Structure

P5 – Forces

P6 – Waves

P7 – Magnetism and electromagnetism

P8 - Space physics.

Assessment

Two examination papers will all be taken at the end of the course, each worth 50% of the GCSE. They are available at two levels: higher tier (grades 9-4) and foundation tier (grades 5-1). Which tier is suitable will be decided by the teacher and student together, based upon their performance in tests.

Module	Paper 1	Paper 2
Content	Topics P1, P2, P3, P4	Topics P5, P6, P7, P8
Type of questions	Multiple choice, short & long answer	Multiple choice, short & long answer
Length of exam	1 hour 45 minutes	1 hour 45 minutes
% of final grade	50%	50%

The exams will measure how students have achieved the following assessment objectives.

- AO1 [40%]: Demonstrate knowledge and understanding of: scientific ideas, techniques and procedures.
- AO2 [40%]: Apply knowledge and understanding of: scientific ideas, enquiry, techniques and procedures.
- AO3 [20%]: Analyse information and ideas to: interpret and evaluate; make judgments and conclusions; develop and improve experimental procedures.

The students will also be required to demonstrate a range of mathematical skills including using standard form; estimation and orders of magnitude calculations; finding the mean, mode and median; giving appropriate significant figures; re-arranging and solving equations; calculating gradients; plotting graphs; extrapolating lines; drawing tangents as well as calculating the areas and volumes of simple shapes. They will also need to remember 23 out of the 35 equations studied during the course.

COMPUTING AND INFORMATION COMMUNICATION TECHNOLOGY AT KEY STAGE 4

The European Computer Driving Licence

The British Computer Society

All fourth year students will study modules from the European Computer Driving Licence (ECDL) with the intention of improving their ICT skills in a wide range of areas to allow them to progress to higher levels of study or to a professional career. If students cover sufficient modules they will be invited to formally certificate this qualification.

Aims

The development of basic IT skills is important in the development of learners. ICT equips students to participate fully in modern life; appropriate use of information communication technology will allow students to exploit fully opportunities in education and training. The European Computer Driving Licence is recognised by employers throughout the UK and internationally.

Achieving this IT qualification will prove a student can:

- Use ICT systems
- Find and select information effectively
- Develop, present and communicate information using the main Office applications
- Use the internet and email effectively

Why developing IT skills are important?

- They are the general skills that can help you improve your own learning and performance. They are relevant to your education, training, work and life in general.
- They are important in your learning because they can help you focus on *what* you are learning and *how* you are learning so you get better results.
- They are important in your career because they help you to be flexible in whatever kind of work you do. Employers look for functional skills when recruiting and promoting people. These skills are relevant to all levels of an organisation, as well as self-employment.

Course Content

As part of the programme of study you will be given assignments where you can demonstrate your knowledge and skills using a variety of software applications such as:

- Security for IT Users
- IT User Fundamentals
- Word Processing
- Spreadsheets
- Databases
- Presentations
- Using Email and the Internet

Coursework requirements

There are no formal coursework requirements for this course.

Assessment arrangements

Students working towards the European Computer Driving Licence are required to complete seven on-screen examinations. The outcome of each examination is either 'pass' or 'fail', there are no formal grades. Students can retake each modular test up to three times.

Other information

Do universities value and recognise the European Computer Driving Licence?

All universities like to see student start their undergraduate courses with competency in the main IT software applications. Indeed, many universities offer the ECDL qualification as an additional enrichment qualification for their students.

Is there a charge for taking this qualification?

Yes. Presently the cost is £60. This includes registration with the British Computer Society, seven practice on-screen tests and seven on-screen final examinations and the student certificate. This examination is subsidised by the school and in many educational institutions can cost as much as £300.

Are there opportunities to complete Advanced ECDL modules?

Yes, there are four modules available:

- Advanced Word Processing*
- Advanced Spreadsheets*
- Advanced Presentation*
- Advanced Database*

These can be taken at any time once students have completed the main ECDL qualification. There will be an additional charge for each of these modular tests.

Useful websites

www.bcs.org

www.ecdl.com

P.E. AT KEY STAGE FOUR

Students in the fourth and fifth year have one double lesson and one single lesson of P.E. a week. Choice is an important element of the key stage four curriculum. This promotes enjoyment, maximum participation and hopefully encourages lifelong participation. Health Related Fitness permeates all aspects of P.E. both implicitly and explicitly.

Throughout key stage four students are encouraged to plan, perform and evaluate their own and others' work in all their sporting activities. They are encouraged to adapt and refine their physical and tactical awareness and skills and to take on the roles of performer, official and coach.

In the single lessons students experience a unit of swimming where the emphasis is on stroke technique, lifesaving skills and water polo. The students also follow short courses in badminton, basketball, volleyball and world games.

Girls' PE

During the autumn and spring terms of the fourth year, students are given the opportunity to opt for traditional games, for example, hockey, netball, basketball, badminton and lacrosse where skills, tactics, officiating and coaching skills are further refined and developed. Alternatively, students can opt for aesthetic or movement activities such as dance and fitness (aerobics, boxercise, etc.) where choreography and performance are the focus. Rock climbing is also included within the option blocks.

All fourth year girls are given the opportunity to follow a Sports Leaders course which is designed by the RGS P.E. staff. Leadership, communication and organisation skills are developed and the skills acquired here can be utilised in assisting with the various clubs at R.G.S. and with primary festivals and competitions that take place over the academic year.

The fifth year P.E. programme is a continuation of the fourth year curriculum. There is an element of choice in the double lesson. Students are able to opt for the games route or a combination of games and movement / aesthetics activities as in the fourth year. Rock climbing is also included within the option blocks.

The summer term has tennis, rounders and athletics as the main activities.

Boys' P.E.

In the fourth and fifth year, the boys are given an expanded choice of options for the double-games lessons. It is expected that each student will opt for at least two different activities in games lessons in some depth. All rugby specialists continue to develop their appreciation of the game, and advanced tactics and skills are considered along with the analysis of match situations. Alternative options include hockey, football, badminton and basketball as winter options and again skills, tactics, officiating and coaching skills are further refined. Alternatively, students may opt to follow a fitness route and/or to further develop their rock climbing skills and these may be combined with a games option.

The summer term has tennis, cricket, softball and athletics as the main activities.

Extra-curricular sport

Extra-curricular opportunities are numerous, for example, there are hockey, netball, rugby, football, cross-country, tennis, rock climbing, cricket, athletics, rounders and cross-country clubs. Regular lunchtime and after school practices are organised and there are regular intra and inter-school competitions/fixtures.

RELIGIOUS EDUCATION at KEY STAGE 4

In the fourth and fifth year, the statutory religious education course deals with a wide variety of religious, ethical and philosophical issues. These include the following topic areas

- Personal relationships - including love, sex, marriage and divorce and sexuality.
- Peace and Justice - war, nuclear weapons, human rights, racism.
- Birth and death issues - abortion, contraception, euthanasia and suicide.
- World community - global poverty and inequality of wealth.
- A special study into the issue of capital punishment.
- An exploration of the question – ‘What does it mean to be human?’ including an investigation into the implications of artificial intelligence and the philosophical debate about free will.
- A study of some of world’s great philosophers.

In studying these issues, students will look at a variety of religious and non-religious perspectives and where relevant, the historical, legal and medical background to the topics. Students will approach the issues in a variety of ways, including small group and whole class discussions, student presentations, drama and role play, films, outside speakers and formal debates. Students will be encouraged to develop their own thoughtful and reflective perspectives on these important contemporary religious, ethical and philosophical issues.

OPTIONAL SUBJECTS

Students are invited to choose three subjects from the list below. In making choices students are reminded of the importance of ensuring they select subjects which they enjoy and for which they have an aptitude. Whilst options allow students to focus upon areas of learning, students should seek to ensure there is breadth and balance in the range of subjects they study. With this in mind, please note that students may only select one design technology subject (including 'Home Economics': Food Preparation and Nutrition).

Art and Design

Astronomy

Classical Civilisation

Design Technology

French*

Geography

German*

History

Home Economics: Food Preparation and Nutrition

Latin [only available as an additional GCSE subject beyond the school timetable]

Music

Religious Studies

Spanish*

* Full course descriptions are available in the compulsory section of this booklet.

Please also note that students may choose additional languages in this section. They should opt for their first choice language in the compulsory sections and other languages in this section. However, for the purpose of timetabling to create as much flexibility as possible whilst maintaining optimum class sizes students studying a second language may not be allocated as they expect.

More detailed information including full course specifications and past papers are available from the examination board websites.

AQA: www.aqa.org.uk

Edexcel/Pearson: www.edexcel.org.uk

OCR: www.ocr.org.uk

ART AND DESIGN

Examination Title: Art and Design: Fine Art (2FAO1)
Examination Board: Edexcel/Pearson

Introduction

The course will develop the creative and imaginative powers needed to communicate and express ideas, feelings and meaning in art, craft and design. We encourage each student to develop their own style and to respond personally to all units. Students will develop both their practical skills and aesthetic understanding through a broad (unendorsed) syllabus which includes aspects of art, craft and design in contemporary societies and in other times and cultures. All students are required to purchase sketchbooks and A2 folios (available through the school).

Course Content

Students will explore a range of themes through an integrated approach to the critical, practical and theoretical demands of the course. Practical activities will focus on the development of drawing, painting and sculpture through a variety of approaches including ICT. The development of mixed media and textile work is possible, particularly in the second year of the course. Gallery visits are important to the course. We encourage all students to extend their learning by using art rooms at lunchtime and after school when possible.

Personal Portfolio (coursework) Requirements

All work, including homework, forms part of a personal portfolio unit. It is vital to understand this from the outset. The course requires students to submit either two units of coursework from two different areas of study. A unit of work must meet all four of the following assessment objectives:

- Develop ideas through investigations, demonstrating critical understanding of sources
- Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes
- Record ideas, observations and insights relevant to intentions as work progresses
- Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language

Students are required to be well organised and adhere to all coursework deadlines.

Assessment

The Personal Portfolio (coursework) is assessed with your teacher at regular intervals and is subject to external assessment in May of your final year. Assessment at the end of the course will be weighted as follows:

- 60% for Personal Portfolio [coursework]
- 40% for Externally Set Assignment [examination] which is available from January of the Fifth Form.

This course provides a broad and creative experience for all. It is important to recognise however that art and design is a very demanding course, which requires significant commitment throughout the year of extra time spent on pieces at home, or in the department at lunchtime, or after school. Students may also need to develop their awareness of art in its wider context through independent gallery visits where possible.

ASTRONOMY

Examination Title : **Edexcel GCSE in Astronomy (2AS01)**

Examination Board : **Edexcel/Pearson**

Astronomy is one of the oldest and most thought provoking of the sciences. From when our ancestors first gazed up at the stars, to the present day, astronomers are still discovering new things about the universe. During this course you will take a journey from the Earth to the outer reaches of the known universe, building your knowledge of all known objects and the laws of nature governing their existence and motion, creation and destruction. You will learn how we observe all these objects from Earth and through space exploration. This course will develop your research, presentation and mathematical skills and will give you an opportunity to develop independent study and observational skills. It does not require any prior knowledge other than key stage three sciences. The course will be taught as an option by a specialist from the physics department.

Course Content

From September 2017 a new version of GCSE Astronomy is being introduced using the new GCSE grading system from 9-1. The course will cover the following areas:

1. **Earth, Moon and the Sun** - their structure, properties and interactions with each other.
2. **Planetary Systems** - origins and properties of planets, asteroids, meteors and comets.
3. **Stars** - constellations, life cycle of stars, distance calculations, neutron stars and black holes.
4. **Galaxies and Cosmology** - types of galaxies, red shift and Hubble's Law, dark matter, dark energy and the fate of the universe.

Assessment Arrangements

This new GCSE in Astronomy sees the removal of the previous observational coursework that was worth 25%. However, students will still need to practice observational skills throughout the winter months of the course both independently and as a class, as these will be assessed as part of the final examination. GCSE Astronomy is assessed by one written paper taken at the end of the fifth year worth 100%. There is only one tier of entry and this provides access to grades 9 – 1 (9 being the highest grade). Observational skills will cover a selection of the following topics using the naked eye, cameras, binoculars and telescopes, including the school's observatory.

Examples of Observational Skills topics

Lunar Features
Meteor Shower sketches and photography
Drawings and photographs of Lunar or Solar Eclipse
Constellation Drawings and photography
Drawings of Celestial Events
A Shadow Stick and sundial investigations
Photographic Measurement of Levels of Light Pollution
Sketches and photography of Sunspots

Students will formally record and present their observational skills work in written format.

CLASSICAL CIVILISATION

Examination Title : **Classical Civilisation (J199)**

Examination Board : **OCR**

This course centres around the study of some of the most exciting and influential achievements of the Greeks and Romans, enabling students both to appreciate these works in their own right and also to understand more about how our own society and culture have evolved.

There are two units to this course focusing on the study of literary and visual/material sources.

Unit 1: Myth and Religion

Students will study myths regarding the role of the gods and heroes in the founding of Athens and Rome and the importance of Heracles/Hercules to both the Greek and Roman world. Myth as a symbol of power will also be explored, as will ever-popular myths about the underworld.

Students will also look at the role of religion in the everyday lives of ancient Greeks and Romans. The study of temples, sacrifice, festivals, death and beliefs in the afterlife will give a broad overview of religion in the ancient world, and provides opportunity for the study of a wide variety of material remains, including remarkable temples and works of art.

Students will be required to make informed comparisons between Greek and Roman ideas, including the characteristics of the different societies, and the impact of the different cultural contexts on the theme studied. They will also be expected to use literature and visual/material culture in conjunction with one another in order to inform their judgements, including discussion of why or how the sources may present things differently from each other.

Unit 2: Roman City Life

In this component Students will explore everyday life in Roman cities, with a particular focus on the Imperial period and popular sites and artefacts from Rome, Ostia, Pompeii and Herculaneum.

The unit also comprises of a study of a variety of aspects of Roman society; such as Roman housing, education, entertainment and culture.

The Literature topics examine poetry and prose, fiction and non-fiction texts to provide students with an introduction to a variety of literature.

The classical civilisation course requires commitment and hard work. With its high literary demands and need for accurate recall it is not a 'soft option'. However, its appeal is enduring and wide-ranging, and pupils with an interest in the ancient world generally find it very stimulating and enjoyable.

The rigours of analysis involved as well as the subject content make this subject a good preparation for further study in many other areas, including in particular history, literature, theatre, archaeology, and Latin and Greek. The study of classical civilisation itself may be continued at A-level and beyond.

DESIGN TECHNOLOGY AND HOME ECONOMICS

Introduction

Students can choose a full GCSE course in:

- Design Technology (New course for 2017)
- Food Preparation and Nutrition

In both subjects students will continue to 'learn through doing'. They will build upon the knowledge and understanding gained in previous years. Appropriate projects will enable students to explore their understanding of the subjects further. These projects will demand a high degree of academic understanding, independent working, practical application and theoretical analysis.

By the nature of design, there are often no absolute answers just degrees of success. Students will need to learn how to assess the available information and make informed choices whilst being able to reach a compromise when appropriate.

Students will learn through experience and the evaluation of their own performance. This will equip them to make progress on subsequent projects. Courses will involve designing and making high-quality products. Assessment of both courses is the very similar.

- 50% NEA (Non examined assessment)
- 50% Examination at the end of the course.

DESIGN TECHNOLOGY: Design Technology

Examination Title : Design Technology (8552)

Examination Board : AQA

Course Content

In the study of 'Design Technology', students will receive a broad curriculum covering the aesthetic and technical considerations of the subject. This is a new and exciting opportunity where students will be taught to consider the inside of the product-'how it works', the outside of the product - 'how it looks', the manufacture of the product - 'How it's made', and the business of the product – 'How is it sold'. This broad subject lays the foundational understanding leading to the opportunity to further develop into Product Design, Engineering, Business, Marketing, Production Engineering, Graphics, architecture, etc.

We will cover all aspects of the course during year 10 using a combination of project work, focused practical tasks and appropriate theory. The projects will allow students to explore the topic, making their own decisions regarding the direction of their design & making work, they will also improve their skills of showing evidence of the decisions they make. The focused practical tasks will be guided practicals where little design freedom is given and will allow students to focus on their making skills. Theory will extend their knowledge and understanding around the subject and give context to much of the work being undertaken. Tasks will include: business, marketing, industrial practice, wood, metal, plastic, electronics, graphics, CAD/CAM, paper & card, sustainability etc.

Course Requirements

This course builds upon prior Design Technology experience. All the work done previously is directly applicable to this new GCSE. Students will have a good understanding of the work covered so far and we will ensure this is secure and build upon it to move them towards their GCSE.

Assessment

For much of Year 11 students will undertake a Non-Examined Assessment (NEA). This will be on a task set by the exam board where students will have the opportunity to specialise in the subject areas that interest them most. This is where students will start to develop an in-depth experience of their chosen subject area. This is an exciting opportunity where students will work independently to design and make a full design of their own. Hoping to address the issue of the past where students have suggested that DT takes a long time and requires too much work this NEA is restricted in time to 35 hours of supervised time and the amount of evidence required has been reduced from previous years.

HOME ECONOMICS: FOOD PREPARATION and NUTRITION

Examination title : **Food Preparation and Nutrition (J309)**
Examination board : **OCR**

Course content

The Food Preparation and Nutrition qualification aims to equip learners with the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating. The qualification will encourage learners to cook and make informed decisions about a wide range of further learning opportunities and career pathways as well as develop life skills.

The course will give pupils the opportunity to study food preparation and nutrition. This will develop their knowledge of human needs and diverse societies. They will be working in a variety of different contexts throughout the course and will experience a wide range of practical skills.

Course Requirements

This course will build upon the experiences gained in food lessons during the lower school. In the fourth year, there will be an emphasis on the investigative study of nutrition, diet and health throughout life, the physical properties of food, consumer choice and the techniques and skills of food preparation.

Assessment

Students will be entered for the final examination accounting for 50% of the grade awarded; the examination will be one and a half hours in duration and cover the entire content of the specification.

In addition, there will be two controlled assessment tasks, each set by the examination board. The first controlled assessment is worth 15% of the GCSE and covers 'Food Investigation' this will assess the scientific principles underlying the preparation and cooking of food. The second controlled assessments task carries 35% of the GCSE marks and is the 'Food Preparation' task. This will cover the planning, preparation, cooking and presentation of food. The controlled assessments will be internally marked and externally moderated and will account for 50% of the final GCSE grade awarded.

GEOGRAPHY

Examination Title : **Geography (8035)**

Examination Board : **AQA**

There are three main elements to the specification:

Paper 1: Living with the physical environment

Section A: The challenge of natural hazards

Section B: The living world

Section C: Physical landscapes in the UK

Geographical Skills

Assessment

- Written exam: 1 hour 30 minutes
- 88 marks (including 3 marks for spelling, punctuation, grammar and specialist terminology (SPaG))
- 35% of GCSE

Paper 2: Challenges in the human environment

Section A: Urban issues and challenges

Section B: The changing economic world

Section C: The challenge of resources management

Geographical Skills

Assessment

- Written exam: 1 hour 30 minutes
- 88 marks (including 3 marks for spelling, punctuation, grammar and specialist terminology (SPaG))
- 35% of GCSE

Paper 3: Geographical applications

Section A: Issue evaluation

Section B: Fieldwork

Assessment

- Written exam: 1 hour 15 minutes
- 76 marks (including 6 marks for SPaG)
- 30% of GCSE
- Pre-release resources booklet made available 12 weeks before Paper 3 exam

Fieldwork

Students need to undertake **two geographical enquiries**, each of which must include the use of primary data, collected as part of a fieldwork exercise. This means that students carry out **fieldwork** outside the classroom and school grounds on at least **two** occasions. The two enquiries will be carried out in contrasting environments and to show an understanding of both physical and human geography.

Students will then be assessed in the examination on their knowledge and understanding of processes that interacted within their study area but also on applying their knowledge of the fieldwork enquiry process to unfamiliar contexts.

The course aims to develop the students' geographical skills, knowledge and understanding. We aim to illustrate the themes through the examination of various case studies at a local, national and global scale. It is a course ideally suited for young people who are interested in and care about their environment.

HISTORY

Examination Title : History (8145)

Examination Board : AQA

History at GCSE is both informative and exciting. The study of the discipline of history affords students the opportunity to delve into Britain's fascinating past and look further afield to world developments in the Twentieth century.

The GCSE History content comprises the following elements:

- one period study
- one thematic study
- one wider world depth study
- one British depth study including the historic environment.

For Paper I students examine German history from 1890-1945 including German Imperialism, Weimar Germany and the Nazi state. Students will also examine International relations from 1918-1939 including developments from the Treaty of Versailles up to the outbreak of the Second World War.

For Paper II students examine British history. Units include Britain: Migration, empires and the people: c790 to the present day examining the fascinating make-up of the British Isles and Britain's relationship with Europe and the wider world. The other unit involves the study of Medieval England: the reign of Edward I, 1272–1307. This unit affords students the opportunity to study the relationship between ruler and those who are subject to Edward's rule. Edward's military campaigns will also be examined.

Paper 1: Understanding the modern world

What is assessed?

In Section A there is a choice of four period studies, each with a focus on two key developments in a country's history over at least a 50 year period. In Section B there is a choice of five wider world depth studies. These focus on international conflict and tension.

How it is assessed: Written exam: 1 hour 45 minutes

Paper 2: Shaping the nation

What is assessed?

In Section A there is a choice of three thematic studies, which look at key developments in Britain over a long period. In Section B there is a choice of four British depth studies incorporating the study of a specific historic environment.

How it is assessed: Written exam: 1 hour 45 minutes

GCSE history will help students to develop skills vital for university and the workplace. The subject offers interested students an insight into the makeup of the modern world and Britain's place in the world. GCSE students need to be well-motivated and interested in furthering their understanding through reading and writing about the subject.

LATIN – EXTRA CURRICULAR ONLY

Examination Title : **Latin (J282)**
Examination Board : **OCR**

A demanding and swift-paced course in Latin is available, taking pupils from scratch to GCSE in just two years. Within a year pupils will be reading excerpts from the works of authors such as Pliny, Apuleius, Ovid and Virgil. The course will appeal to those who are interested in language and are of a highly logical disposition. The workload is high and rote-learning of Latin word endings is required; the rewards however are correspondingly great and the qualification prestigious. Pupils who enjoy this course tend to be self-disciplined and keen problem-solvers.

There is no coursework. At the end of the second year of study three exam papers are sat in the following areas:

- | | | | |
|--------------------------|-----------------------------------|------------------------|-----|
| <input type="checkbox"/> | Unit J282/01 - Latin Language one | (one and a half hours) | 50% |
| <input type="checkbox"/> | Unit J282/03 - Prose Literature | (one hour) | 25% |
| <input type="checkbox"/> | Unit J282/05 - Verse Literature | (one hour) | 25% |

Pupils may pursue the study of Latin to A level and beyond. Latin may profitably be combined with a very wide range of other subjects. A qualification in Latin provides evidence both of high levels of literacy in scientists and of well-developed analytical and logical skills in arts students.

The Latin GCSE course will be offered only as an extra-curricular additional subject and the additional workload needs to be considered carefully.

MUSIC

Examination Title : **Music J536**
Examination Board : **OCR**

Pupils who have developed a good level of musical skill are encouraged to opt for Music at GCSE. Pupils who are late starters or who have not previously studied a musical instrument need not worry but should be aware of the fact that they will need to develop performance skills up to Associated Board Grade IV (or equivalent) if they are to be capable of achieving a top grade at GCSE. The opportunity to perform and compose using music software is available. It is essential that candidates are receiving tuition on their chosen instrument for the duration of the GCSE. It is also important that candidates take an active role in the extra-curricular life of the music department in order that their musical perception and skill as an ensemble musician is developed.

Aims

The aim of the course is to promote an appreciation, understanding and enjoyment of music, through an active involvement in the three core musical activities of listening, composing and performing. The skills acquired will deepen students' understanding of the music they study as part of the course but also any music they come across in or out of school. We aim to encourage the understanding and expression of thoughts and feelings, which may be more readily accessible through music than through other forms of communication.

The specifications are based on five areas of study:

1. **'My Music'** - Focus on music for candidates own instrument
2. **The Concerto Through Time** - A study of instrumental roles and combinations in classical music
3. **Rhythms of the World** - A study of music from India, Africa, Central and South America and the Middle East
4. **Film Music** - A study key elements of film music and ways in which music is used as a descriptive tool.
5. **Conventions of Pop** - A study of the developments in popular music from 1950 to the present day including the role technology plays in popular music

Lessons will cover a wide range of topics, skills and types of music from across the world and across the centuries. The development of each student's individual imaginative skills is a priority in compositional work, and solo and ensemble performance skills are developed in group work.

Syllabus

The Syllabus is made up of 3 Components:

Unit 1 - 30%

Integrated tasks. Students will produce a solo performance on their chosen instrument and a composition for their chosen instrument, usually inspired by the piece they have performed. Internally assessed and moderated by OCR

Unit 2 - 30%

Practical portfolio. Students will produce an ensemble performance; playing their chosen instrument with other musicians. A second composition responding to a brief set by OCR. Internally assessed and moderated by OCR

Unit 3 - 40%

Listening Paper - A listening exam lasting unto 1hour 40 minutes. Students will be assessed on their knowledge of key features of areas of study 2, 3, 4 & 5. Externally assessed

Students will complete a 'dry run' of the entire course in Fourth Form before putting their acquired skills into practice in creating their formal coursework in Fifth Form. 60% of the work for GCSE Music is marked by Ripon Grammar School music staff and this is then externally moderated by OCR who will externally assess the remaining 40%.

Performance opportunities

Senior Girls' Choir
Man Choir
Chamber Orchestra
Big band
Wind Band

Guitar Ensemble
Music Technology Club
Chamber Choir
Brass Ensemble
Jazz Trio

RELIGIOUS STUDIES

Examination Title: AQA Religious Studies (syllabus A 8062)

Component 1: The Study of Religions: beliefs, teachings & practices

- **Buddhism (25%)**
- **Christianity (25%)**

Component 2: Thematic Studies: Religious, philosophical & ethical studies (25%)

- **Religion, peace & conflict**
- **Human rights & social justice**

Textual Studies: Mark's Gospel (25%)

- **The life of Jesus**
- **Mark's Gospel as a source of religious, moral & spiritual truths**

Examination Board: AQA

The GCSE is composed of four units: - Buddhism, Christianity, philosophy & ethics, and Mark's gospel.

Buddhism

- Key Buddhist concepts: interdependence of all things, three universal truths, human personality, inherent emptiness of all things, enlightenment.
- The life of the Buddha, the four noble truths & the eightfold path.
- Worship & festivals: Wesak; Buddhist images, art and temples; meditation
- Buddhist ethics: karma & rebirth; the Five Precepts & the Six Perfections

Christianity

- Beliefs about the nature of God, belief in life after death, beliefs about the person & work of Christ – the Incarnation, crucifixion & resurrection; beliefs about sin & salvation.
- Worship & prayer; sacraments – baptism & Eucharist
- Pilgrimage & festivals – Easter & Christmas
- Role of the Church – helping the poor CAFOD, Christian Aid, Tearfund; Mission & evangelism

Mark's Gospel

- Life of Jesus: baptism & temptation, miracles, Jesus' message, final days in Jerusalem, conflict with Jewish authorities, Last Supper, trials of Jesus, crucifixion, resurrection; significance Jesus' life for Christians today; meaning of Jesus' titles - Son of God, Messiah, Son of Man; fundamentalist & liberal interpretations of historicity of miracles & resurrection narratives.
- Mark's Gospel as a source of religious, moral & spiritual truths: kingdom of God; Jesus' relationship society's 'rejects'; faith & discipleship; significance for Christians today

Philosophy & Ethics

- Religion, peace & conflict: peace, justice, forgiveness, reconciliation, violence, terrorism, war, just war, holy war, pacifism; nuclear weapons & other WMDs, religion as a cause of war.
- Religion, human rights & social justice: equality ethics – race, religion, gender, sexuality & disability; wealth & poverty & the causes of inequality, exploitation of poor, eg: unfair pay, excessive interest on loans, people trafficking; charity.

These ethical issues will be studied in relation to Christian & secular perspectives.

Assessment

Each of the four modules (Buddhism, Christianity, Mark's Gospel & Philosophy/Ethics) are worth 25% of the total marks. Two 1 hour 15 minute terminal examinations will take place in the summer term of the fifth year. **There is no coursework required for this GCSE.**

There are two assessment objectives:

AO1: Demonstrate knowledge and understanding of religion and beliefs including:

- beliefs, practices and sources of authority
- influence on individuals, communities and societies
- similarities and differences within and/or between religions and beliefs.

AO2: Analyse and evaluate aspects of religion and belief, including their significance and influence.

Weblink

The full syllabus specification may be found on the AQA website at:

<http://filestore.aqa.org.uk/resources/rs/specifications/AQA-8062-SP-2016.PDF>