



## **Options 2024-2026**

# **Moving from Year 9 into Key Stage 4**

### **Important dates for your diary:**

Thursday 8<sup>th</sup> February 2024 – Year 9 Options Evening

Thursday 22<sup>nd</sup> February 2024 – Year 9 Parents Evening

Friday 23<sup>rd</sup> February 2024 – Subject selection opens for students

Friday 8<sup>th</sup> March 2024 – Deadline for subject choice submission



Dear Students,

You have reached that time of Year 9 already: time for you to have some choice over what you study at school. The first time you will have had a proper choice about what you will do in your day-to-day school life. I am sure you will approach this with great maturity and careful thought.

These are important decisions: some of you will already have a very clear idea about what to choose; others may be feeling rather uncertain and maybe even a little bit anxious. Now is the time to lean on the adults around you. Your parents, carers and Ridgewood staff will be there to support and guide you. For once, it is perfectly okay for you to be the centre of everyone's attention! Please ask us as many questions as you like. We want you to get this right.

Think ahead, research carefully and above all please be ambitious. Keep your options as open as possible and show your future employers that you have gained skills and knowledge across a range of subjects. At your age, you have the capacity to be anything you want to be. Dream big, and good luck!

**Mrs Cope**  
**Headteacher**

Picking your options is an exciting process; you will be making very grown-up and mature decisions about the subjects you want to take which will shape your future. This is the most important stage in your education so far and we understand it can be quite a struggle and a dilemma, to make the best choice. Making the right decisions and choices is of vital importance. You will need to put some time aside to think carefully about the subjects that will be best for you by taking into consideration which subjects you enjoy and in which you feel most confident. You may be very lucky and already have a career pathway in mind. If this is the case, you could work backwards- eg what qualifications does an economist need? Some of us are not so sure about our future ambitions. This is okay. Staff are here to guide and advise you. Talk through any of your ideas with your Form Tutors, subject teachers, Mrs Harrison or myself. We are all here to support you, should you need us.

**Miss Billingham**  
**Head of Year 9**

Year 9 have done fantastically well in recent months as they have prepared for making their subject choices, and their efforts have been impressive. We are all very proud of the progress they have made, and the resilience that they have shown towards their studies.

Throughout Key Stage 3, our students have been following a common curriculum which has provided a broad, balanced, and deep education, whilst also preparing children for study in Year 10 and 11, (KS4). At Ridgewood, in KS4, we offer a variety of academic (GCSEs) and vocational (BTEC or Cambridge Nationals) qualifications that are suited to the different types of students we have. We strongly believe that students should have a free choice when selecting their subjects for study at KS4, because we want them to select subjects that they are passionate about.

All students will study a core curriculum of English Language, English Literature, Mathematics, and Science. For many students, this will be the Double Award Science, whilst some students may select Triple Science. There will also be compulsory core PE and PSHCE lessons.

We will do our absolute best to ensure that your child can study their first-choice subject choices, although we cannot always guarantee this. Therefore, we will ask students to select two reserve subject choices.

We understand that this is important and exciting time for your child, and you may have questions and queries. If this is the case, please do not hesitate to contact us using [options@ridgewood.dudley.sch.uk](mailto:options@ridgewood.dudley.sch.uk).

**Mr Cannon**  
**Deputy Headteacher**

## What will my child's curriculum look like in September 2024?

English Literature and English Language (8)	Mathematics (7)	Science (8)
Option 1 (6)		
Option 2 (6)		
Option 3 (6)		
Option 4 (6)		
PSHCE (Staggered at various points)	Core PE (3)	

(Numbers in brackets denote the number of lessons per fortnight).

### The English Baccalaureate

It is important to note that in many schools, most students would be expected to take a language as one of their GCSE options. Whilst we will not insist that students take GCSE French, we would strongly advise our upper ability students to consider it as an option. This is because completion of GCSE French, and one of History or Geography will mean students leave Ridgewood with a suite of qualifications called The English Baccalaureate. This is recognised by colleges, employers and top universities and may place students in an advantageous position when it comes to applying for these institutions.

### Frequently asked questions:

#### **Is there a subject students must take?**

We ask students to select ONE of History, Geography, Triple Science, Computer Science or French. If appropriate, they can select more than one of these, but they must choose at least one.

#### **Can my child take History and Geography?**

Yes, we do have students who take both History and Geography. It would be worth your child speaking with their History and Geography teachers first, if they have any queries about this.

#### **If my child takes Triple Science, do they still have four options?**

No, Triple Science would take the place of one of the option blocks. This is because students will have additional Science lessons if they study the Triple Award.

#### **How will subjects be assessed?**

In line with government reforms, GCSE subjects will be examined in the summer of 2025, and may or may not include pieces of controlled assessment. This is independent work that is undertaken in controlled conditions. Different subjects carry different weightings of exams and controlled assessment. Our vocational qualifications involve pieces of assessed work that are completed over the entire course. It is worth checking the details of each subject within this booklet, prior to making a subject choice.

#### **Have all decisions been made in terms of exam boards and approved courses?**

Heads of Faculty spend large amounts of time researching courses, but not all final decisions have been made, and those that have are always subject to change. Consequently, the information in this booklet is correct at the time of going to press. Any changes will be communicated to you as soon as we know. **The school reserves the right to remove a subject from the curriculum if the set size is not viable, if there is a change in staffing, or if the qualification is not approved. In this instance, we will endeavour to give the student their reserve option.**

### **My child has a particular career in mind, so how important are subject choices at this stage?**

Whilst these decisions are important, there is no need to worry too much at this stage. We have designed the curriculum to ensure that all our pupils will maintain a balanced combination of lessons and leave us with a balanced set of qualifications. It is almost impossible to limit career options at this early stage.

### **What happens if sets are over-subscribed?**

This can happen and there is no easy solution to this. We cannot simply create more sets as we do not have the staff or rooms to do this. It is for this reason that each pupil is asked to include two reserve subjects within their subject selection.

### **How will students be graded in their qualifications?**

Students studying GCSE programmes will leave with a grade between 1-9. This has replaced the old model of A\*-U in September 2017. Grade 9 is the highest grade and recognises performance beyond that of an A\* level. A Grade 5 is considered a 'good' pass, in the same way a Grade C was. Students studying vocational qualifications will leave with grades of either Pass, Merit, Distinction, or Distinction\*, which carry an equal weighting to the GCSE subjects.

### **I still have questions, who can I contact?**

For subject specific questions, students should speak to their subject teachers, or the appropriate Faculty Leader. You can also speak with us by using [options@ridgewood.dudley.sch.uk](mailto:options@ridgewood.dudley.sch.uk).

### **Which subjects can students select?**

The following pages show the different subjects that students can select. Students can select FOUR of these subjects, along with two reserve choices. Students should avoid selecting the same subject twice. When students have submitted their choices, we will create the Option Blocks based on those choices. We may have to use students reserve choices if required, it is important to think carefully about this choice too. On the online form students will use to select their subjects, there will be four lists of subjects. Students should select one subject from each list.

**Reminder:** You must pick ONE OF History, Geography, French, Computer Science or Triple Science.

## Making subject choices for Key Stage 4 study – top tips from current Year 10 and 11 students!

1. *Select subjects that you are passionate about, and that you enjoy studying. The work level goes up in Key Stage 4 and so it is important that you find it interesting and engaging.* (Evie, Year 11)
2. *Talk to your teacher about what topics will be studied in Key Stage 4. Make sure you have as much information as possible before making the final decision.* (Tillie, Year 11).
3. *Don't pick a subject just because your friends have picked it, because you may end up in a different class group!* (Jacob, Year 11).
4. *Think about what job you'd like to do in the future. Whatever subjects you pick, you will be able to access A Levels and a Degree if that is what you want to do but having these ideas in your mind sooner rather than later, can help you and gives you something to aspire towards!* (Josh, Year 11).

## How do I select my subject choices?

The link to the form that students need to submit their choices, will be **posted on students Form Group channel, on Microsoft Teams, from Friday 23<sup>rd</sup> February 2024.** Students should complete the form and submit it. Students must only submit one form.



**Friday 8<sup>th</sup> March 2024** is the deadline for the form to be submitted. At this point, the link will be removed. Please ensure forms are submitted by this date, otherwise you may lose the ability to select some or all your subjects.

### So, what next for students?

1. Read this booklet with your parents and think about the subjects you might choose.
2. Talk with your parents to discuss your potential choices and discuss the reasons for your choices.
3. Talk with subject teachers; ask them questions about studying their subject at KS4.
4. Ensure you engage with both **Options Evening (Thursday 8<sup>th</sup> February 2024)** and **Year 9 Parents Evening (Thursday 22<sup>nd</sup> February 2024)**, as these events are great opportunities to ask lots of questions about the subjects you might wish to choose.
5. Select your choices from **Friday 23<sup>rd</sup> February 2024**. This will be via Teams.

**Option Blocks 2024**

Students should select one subject from each block. Students will also be asked to select two reserve subjects.

<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
History	History	History	Geography
Food	Dance	Computer Science	Creative iMedia
Art	Media Studies	PE	Media Studies
DT	Music	French	French
PE	Triple Science	Drama	Religious Studies

Students are reminded that they must choose one of History, Geography, Triple Science, Computer Science or French. These subjects are shown above in BLUE.

### Our Core Curriculum Offer at Ridgewood:

All students will follow a Core Curriculum of English, Maths and Science. These will be examined in the Summer of 2025. Information about these subjects can be found below:

<b>Subject</b>	English Language and English Literature	<b>Exam Board</b>	AQA
<b>Qualification Type</b>	GCSE	<b>Assessment Methods</b>	Examination

The English faculty at Ridgewood High School follow the AQA exam board and deliver a two-year GCSE course in both English Language and English Literature. The specifications enable students of all abilities to develop the skills needed in order to read, understand and analyse a wide range of texts from the 19<sup>th</sup>, 20<sup>th</sup> and 21<sup>st</sup> century. Students also learn how to write in a clear and concise manner with effective use of vocabulary, punctuation, and sentence structures. AQA exam papers are not tiered: all pupils will sit the same paper. In addition to the two GCSEs mentioned above, in which pupils will be awarded grades 1-9, they will also complete a Spoken Language component of the course aiming to achieve one of the following grades: Pass, Merit or Distinction.

<b>Subject</b>	Maths	<b>Exam Board</b>	Edexcel
<b>Qualification Type</b>	GCSE	<b>Assessment Methods</b>	Examination

At Ridgewood, we follow Edexcel for GCSE Maths. Students will take either the Higher Paper (Grades 9 to 4) or the Foundation Paper (Grades 5 to 1). The final decision regarding the tier of entry for a student will take place around Easter of Year 11. To allow students to have the freedom of movement between the tiers, all students follow the same scheme of learning with higher students taking each unit of work to the next level to cover the additional content. The scheme of learning covers the KS4 Maths curriculum and includes five areas of Mathematics: Number, Algebra, Geometry and Measures, Statistics and Probability, and Ratio and Proportion.

<b>Subject</b>	Combined Science	<b>Exam Board</b>	AQA
<b>Qualification Type</b>	GCSE	<b>Assessment Methods</b>	Examination

The Combined Science course allows students to achieve two Science GCSEs, between 9-9 and 1-1. Students study Biology, Chemistry and Physics and will have two exams in each. The final pair of grades is calculated by the addition of the scores in all of these exams. Each exam has two tiers of entry (Higher: Grades 9-9 to 4-4, Foundation: Grades 5-5 to 1-1). The course follows a varied mix of topics, such as Energy, Cells, Atomic Structure, and Inheritance. It also develops skills in communication, data interpretation and Scientific practical skills.

*It should be noted that if students select Triple Science as an option, they will study this in place of Combined Science. It will also take up one of the four subject choices.*

Students will also take Core PE and PSHCE which do not lead to formal qualifications but are statutory elements of a school curriculum.

## What subjects can I study at KS4 at Ridgewood?

<b>Subject</b>	Art and Design	<b>Exam Board</b>	OCR
<b>Qualification Type</b>	GCSE	<b>Assessment Methods</b>	Controlled Assessment

GCSE Art and Design is designed to encourage learners to develop knowledge, skills, and understanding along with creativity and imagination. Learners show this through their responses to a range of visual and written stimuli. This course provides an opportunity for learners to take a personal interest in why Art and Design matters and to be inspired and changed by studying an exciting and stimulating course of study. Learners have the opportunity to gain insight into the practices of individuals, organisations, creative and cultural industries.

The qualification has a choice of seven specification titles to choose from. Each is made up of two components: a Portfolio (60%) and an externally set task (40%). Pupils are expected to develop artefact(s)/product(s)/personal outcome(s) in relation to their chosen title and area(s) of study. Pupils will complete a Portfolio which is made up of practical work, exploring the skills, knowledge and understanding in the learner's chosen practical area(s) of study.

This specification is 100% non-exam assessment, all components are internally marked and externally moderated by visit. Art and Design is a very popular subject with pupils as they enjoy the creativity and opportunity to work in a wide variety of media depending on their strengths. Pupils thrive in the calm and purposeful atmosphere, supporting and encouraging each other with their ideas and skills.

<b>Subject</b>	Computer Science	<b>Exam Board</b>	OCR
<b>Qualification Type</b>	GCSE	<b>Assessment Methods</b>	Examination

Our GCSE in Computer Science is engaging and practical, encouraging creativity and problem solving. It encourages students to develop their understanding and application of the core concepts in computer science. Students also analyse problems in computational terms and devise creative solutions by designing, writing, testing, and evaluating programs.

Component 01: Computer systems: Introduces students to the central processing unit (CPU), computer memory and storage, data representation, wired and wireless networks, network topologies, system security and system software. It also looks at ethical, legal, cultural, and environmental concerns associated with computer science.

Component 02: Computational thinking, algorithms, and programming: Students apply knowledge and understanding gained in component 01. They develop skills and understanding in computational thinking: algorithms, programming techniques, producing robust programs, computational logic, and translators.

Practical programming: Students are to be given the opportunity to undertake a programming task(s) during their course of study which allows them to develop their skills to design, write, test, and refine programs using a high-level programming language. The programming language that students will learn in Computer Science is Python.

<b>Subject</b>	Creative iMedia	<b>Exam Board</b>	OCR
<b>Qualification Type</b>	Cambridge National	<b>Assessment Methods</b>	Combination of Exam and Assessment

Cambridge National in Creative iMedia will inspire and equip you with the confidence to use skills that are relevant to the digital media sector and the wider industry. It's a vocational qualification, equivalent in value to a GCSE and contains both practical and theoretical elements. You will complete an NEA unit during lesson time in Year 10 which is worth 25% of their overall grade whilst in Year 11 you will complete NEA project equating to 35% of your overall



grade before sitting the Creative iMedia in the media industry exam at the end of the course which is worth 40% of your overall grade for this qualification.

R093: Creative iMedia in the media industry, is the exam and it is all about the media industry, digital media products, how they are planned, and the media codes which are used to convey meaning, create impact and engage audiences. Topics include:

- The media industry
- Factors influencing product design
- Pre-production planning
- Distribution considerations

R094: Visual Identity and Digital Graphics; is all about developing a visual identity, planning a digital graphic that fits with this identity and then creating the visual identity and digital graphic. In this unit students will develop skills digital graphic planning and creating using the Adobe Suite of applications.

R097: Interactive Digital Media; is all about creating a piece of interactive digital media that satisfies a client brief. The client brief will be given to you at the beginning of the project by your teacher and you will work through this brief and create the interactive digital media that is requested by the client. The interactive digital media product will include embedded files such as animation, images, video and sound all created by students themselves.

<b>Subject</b>	Dance	<b>Exam Board</b>	AQA
<b>Qualification Type</b>	GCSE	<b>Assessment Methods</b>	Combination of Exam and Assessment

The Dance course is a very practical course, which will explore creativity and develop confidence. As you move through the course, you will see your confidence grow, your written skills improve along with your motivation and resilience. It is a course which builds teamwork, develops a love for learning and gives students the opportunity to take time, care, and development into their own performance pieces. Dance allows students to develop creativity, versatility, adaptability, academic vigour, self-discipline, and the ability to understand ideas in much more depth. Studying the dance course will develop creative skills in preparation for any future employment industry as around 94% of employers consider creativity as a highly important skill when hiring.

The dance course begins with the development of each individual student's technique, performance, choreographic skills, analytical understanding, and evaluative skills, to understand their own self-development as not only a creative dancer, but an individual.

In Year 10 students will study Component 2: Dance Appreciation, where they will study six professional dance works, learn a range of choreographic approaches, performance techniques and train in the style of different choreographers. This will involve studying Dance with Technology, communicating narrative through Dance, creating Dance films outside the studio, and learning Dance from different cultures.

Students will then study Component 1: Performance and Choreography, learning set phrases, creating a duet/trio and their own choreography. Students will be assessed 60% in practical throughout Year 10 and 11 with 40% theory in an end of Year 11 exam. The theory components link to the practical, helping students to develop physical thinking.

Component 1: (60%)

1. Set Phases
2. Duet/trio
3. Choreography

Component 2: (40%)

Six professional works: Emancipation of Expressionism, Infra, Shadows, Within her eyes, Artificial Things, A Linha Curva.

Students will learn about costumes, lighting, staging and set, choreographic intention, performance skills, choreographic skills.

We use cross curricular links to develop French terminology, historical context and develop analytical thinkers, designed to support students' progress across the board. Students will develop their own identity as a dancer, learning to work collaboratively with others. Students will learn how to work efficiently as a dancer, choreographer and rehearsal director.

Styles available to study (dependent on the group, other styles can be explored)

- Contemporary
- Jazz
- Ballet
- Street

We provide a range of professional workshops and opportunities, even during our virtual learning experience, with our students performing at Black Country Dance Hub events, Halesowen College, and various links with professional companies and artists such as the Centre for Advanced Training in Dance scheme. We aim to engage students through a positive nurturing environment, rooted with high expectations. We want to develop a love for moving and creativity and students can go on to study and develop a professional career in Dance in vocational and A Level study or use Dance as a creative tool within any profession as the development of confidence and positive mind-set develops a determined and thriving young person. Please speak to Miss Truslove for more information.

<b>Subject</b>	Design and Technology	<b>Exam Board</b>	AQA
<b>Qualification Type</b>	GCSE	<b>Assessment Methods</b>	Combination of Exam and Assessment

GCSE Design and Technology is a very modern, forward-looking subject that investigates how new and emerging technologies are shaping the future of the creative industries. Students develop a rich understanding of how resistant materials are produced and used in industry, they investigate enterprise, design, and innovation, and explore the challenges of sustainability and environmental impact.

With a curriculum specification made up of 10% Science and 15% Maths, D&T is a valuable S.T.E.M. subject for those students who are interested in a pathway to a variety of careers from engineering, construction and electronics to fashion and textiles, product design and graphic design.

Students who enjoy a more practical approach to learning may benefit from the course, with 50% of the grade consisting of design and manufacture based coursework projects, working with traditional hand tools, modern machines and processes, computer aided design programs and a variety of technical drawing practices. Practical work is enhanced and blended with a carefully planned theory curriculum, targeting the core technical principles needed to succeed in this ever-popular subject.

<b>Subject</b>	Drama	<b>Exam Board</b>	OCR
<b>Qualification Type</b>	GCSE	<b>Assessment Methods</b>	Combination of Exam and Assessment

Drama is a fantastic subject for anyone that is either creatively minded or wanting to gain confidence with their own public speaking, we will focus on lots of different areas of Drama work with some fantastic practitioners and Genres that will expand your imagination and creativity.

Aims:

- To develop the student as an Actor with skills necessary for analysing a piece of dialogue in dramatic writing and to be able to perform it appropriately to an audience.
- To develop skills required for a live performance, including planning, rehearsing, and performing in front of a live audience.
- To develop students' ability to reflect upon their work with a focus on future development.
- To develop students' ability to analyse and evaluate the work of Professional live Theatre Course Overview

Devising Drama 30%: In this unit students will devise their own piece of Theatre from a stimulus / source which is provided by the exam board. Students are responsible for planning, performing and the evaluation of their work. Students will perform as actors to a Live audience.

Presenting and Performing Texts 30%: In this unit students as an actor, will perform chosen scenes from an existing Performance Text. Students will develop and apply theatrical skills to convey meaning to a live audience.

Performance and Response 40%: Students will explore practically a performance text to demonstrate their knowledge and understanding of drama. Students will analyse and evaluate a live Theatre Performance.

#### Assessment

##### Devising Drama 30%

- Internal assessment 60 marks
- Live Performance / Acting (practical)
- Portfolio: Research, creating, developing and evaluation

##### Presenting and Performing Texts 30%

- Internal assessment 60 marks
- As an actor, two performances from one published script

##### Performance and Response 40%:

- Written Examination 80 marks
- Exploration of Performance text (40 marks)
- Live Theatre Review (40 marks)

#### Extended Learning:

Extended learning will provide a key component to the students' development as an Actor. Students will be expected to research the topics being studied, which includes finding factual information that can be used within the work, as well as watching Live Theatre and films to develop their reference points when creating work. Extended learning may also take the form of group rehearsal in which students will be expected to use the studio space outside of lesson time to refine and develop their practical work. Extended learning may also include watching a recorded piece of live theatre and analysing the performance.

<b>Subject</b>	Food Preparation and Nutrition	<b>Exam Board</b>	AQA
<b>Qualification Type</b>	GCSE	<b>Assessment Methods</b>	Combination of Exam and Assessment

This AQA GCSE Food Preparation and Nutrition is an exciting and creative course which focuses on practical cooking skills to ensure students develop a thorough understanding of nutrition, food provenance and the working characteristics of food materials. At its heart, this qualification focuses on nurturing students' practical cookery skills to give them a strong understanding of nutrition. It is a course that will build pupils' confidence, independence, and practical skills. Lessons are an equal balance of theory and practical and pupils are assessed in both areas. It is an expectation that students bring their own ingredients for practical lessons (we can support those who are not able to

provide this). Pupils that study Food at GCSE leave school with not only the essential life skills to be able to cook complex, nutritious food but also a love and appreciation of the subject. This is a popular choice at GCSE which reflects the pupils' enjoyment of Food.

Food preparation skills are integrated into five core topics:

1. Food, nutrition, and health
2. Food science
3. Food safety
4. Food choice
5. Food provenance.

Upon completion of this course, students will be qualified to go on to further study or embark on an apprenticeship or full-time career in the catering or food industries. There is a wealth of excellent opportunities for careers in the food industry. These include jobs in food development, catering, hospitality, nutrition, and styling.

<b>Subject</b>	French	<b>Exam Board</b>	AQA
<b>Qualification Type</b>	GCSE	<b>Assessment Methods</b>	Examination

GCSE French is a great opportunity for those students who enjoy using their communication skills and are interested in French culture and the French speaking world. The course assesses listening, reading, and writing in three separate exam papers, and there is a final one-to-one speaking exam in year 11.

There are two tiers of entry: Foundation (Grades 1-5) and Higher (Grades 5-9). There are three very broad themes (Identity & culture/ Local, national & international areas of interest/ Current & future study & employment) which are then sub-divided into many smaller topic areas e.g. family & relationships, leisure activities, travel & tourism, school, future aspirations to name but a few.

GCSE French is a challenge that enables students to develop a variety of transferable skills along the way; furthermore, it provides a basis for exciting opportunities in careers and travel, as well as the potential for the study of other foreign languages.

<b>Subject</b>	Geography	<b>Exam Board</b>	AQA
<b>Qualification Type</b>	GCSE	<b>Assessment Methods</b>	Examination

Geography allows students the opportunity to explore the world around them from the comfort of their own classroom, and through fieldwork experiences, learning about both physical and social aspects along the way. Geography impacts our everyday lives and gives students a broader understanding of some of the key opportunities and challenges facing our ever-changing world.

Students will become geographers, developing a mix of academic and life skills ranging from writing, communication, teamwork, and analytical skills. The content of the GCSE course is based on real-life case studies and examples, to enable students of all abilities to learn and develop. Employers and universities see Geography as a robust academic subject rich in skills, knowledge and understanding.

Geography is great for any kind of career that involves the environment, planning or collecting and interpreting data. Popular careers for people with geography qualifications include town or transport planning, surveying, conservation, sustainability, tourism and weather forecasting. The army, police, government, law, and business world also love the practical research skills that geographers develop alongside jobs in charity and international relations too.

<b>Subject</b>	History	<b>Exam Board</b>	AQA
<b>Qualification Type</b>	GCSE	<b>Assessment Methods</b>	Examination

History at GCSE enables students to study four topics encompassing a wide range of knowledge across time periods and countries. Britain: Health and the People covers the Ancient World right up to the present day considering a thematic approach studying knowledge of disease, treatment and prevention, surgery and public health. We consider factors such as war, religion, individuals, science and technology and the impact these factors have had on developments in medicine.

International Relations 1950-1975 develops our understanding of the Cold war and the American policy of containment in attempting to prevent the spread of communism. We will study the Korean and Vietnam Wars looking at causal factors, impact and significance whilst considering success and failures.

The British Depth Study sees students investigating Norman England, 1066 - 1100 and the impact of the Norman Conquest. Methods of control will be studied as well as, changes to law and order, religion and the impact on society.

The fourth topic is a study of Germany, 1890-1945: democracy and dictatorship. Students will investigate Germany prior to and post-World War One, including the changing roles of leadership and power of the people, the social impact of war, the crisis years of 1919-1923. Recovery 1923-1929 will be followed by the rise of the Nazi Party and life in Nazi Germany.

History encourages enquiring minds, debate, interpretation, evaluation, reasoning, concluding as well as the ability to think, speak and write like subject specialists. Such cross transferable skills are welcomed in many careers for example, the police force, graphic design, law, publishing, civil service, marketing and selling and the theatre to name but a few. With a keen interest in the subject the rest falls into place.

*"The more you know about the past the better you are prepared for the future". Theodore Roosevelt*

<b>Subject</b>	Media Studies	<b>Exam Board</b>	WJEC
<b>Qualification Type</b>	GCSE	<b>Assessment Methods</b>	Combination of Exam and Assessment

Media Studies is the exploration of a range of media forms from across the 20th and 21st century, including newspapers, radio, magazines, television, and advertising. You will study how these various forms are designed to communicate meanings, represent social dynamics such as gender and ethnicity, how the industries behind them operate, and how audiences respond.

Students will also produce their own media product, showcasing their creative and technological skills. Be warned: this course is certainly fun, but by no means easy! It is a challenging course that incorporates the analytical side of English, social politics of PSCE and the corporate elements of ICT and business- if you enjoy doing these then you will enjoy Media Studies.

The course is a great step into studying English Language or Psychology at A Level, as well as A Level Media Studies. Students enjoy Media because it allows us to consider and explore complex and serious issues that relate to our daily lives through the mediums we love and know well.

<b>Subject</b>	Music	<b>Exam Board</b>	OCR
<b>Qualification Type</b>	GCSE	<b>Assessment Methods</b>	Combination of Exam and Assessment

Students who take Music GCSE will be gaining a qualification that proves they are; highly academic, highly skilled, highly ambitious and confident performers, and are able to balance a demanding workload. You will gain the skills of

being able to read and write in a different language using music notation and Italian terminology and have skills that only 10% of students in the UK will be qualified in- making you stand out as highly desirable to employers and further education institutions.

There is no requirement to already be able to play an instrument or sing in year 9, but it is compulsory to be signed up to weekly lessons on your chosen performance instrument (or voice) by the start of year 10 either through school or with a tutor outside of school, as your performing coursework (30% of the course), will largely be developed outside the main classroom. By year 11 OCR suggest that you would be between grade 2 and 5 in performing, ready to take your GCSE. Many of our most successful year 10 and 11 music students started from just year 9 class lessons but have worked hard in their instrument lessons and have gone on to be excellent musicians gaining high quality GCSE grades. For more information on this please speak to Miss Haines.

Throughout the course, you will study for the Listening and Appraising Exam paper (40% total) covering the following topics:

- AOS1- The study of your own pieces
- AOS2- The Concerto through Time
- AOS3- Rhythms of the World,
- AOS4- Film and Game Music
- AOS5-Conventions of Pop Music.

If you love listening to music and feel you can describe it well, this is a large portion of the exam.

You will be working towards two performances (30% total): A solo performance, and an ensemble performance, and writing music for two compositions (30% total): A free-choice composition in any style and an OCR set-brief composition.

This course is relevant for modern-day musicians, and teaches skills like recording, editing, listening, composing, performing, and analysing music. Our music students perform as groups and as soloists throughout the year at Christmas Concerts, Charity events, School events, and for our community. We can't wait to have you on board to join our music department as a committed confident and highly stylish performer. If you love to listen to music and are willing to practise to make perfect, then this course is for you.

<b>Subject</b>	Religious Studies	<b>Exam Board</b>	AQA
<b>Qualification Type</b>	GCSE	<b>Assessment Methods</b>	Examination

GCSE Religious Studies is the detailed study of the beliefs and practices of two world religions, with both religious and secular responses to four thematic studies. You will develop your knowledge and understanding of religion by exploring the impact of beliefs, teachings, and practices in contemporary British society. You will study religious, philosophical, and ethical arguments about a variety of topic areas and the influence of these responses on the modern world.

GCSE Religious Studies will widen your awareness and understanding of society and teach you to communicate your own views on many topical issues in an open-minded and tolerant way. You will develop teamwork and communication skills, a deeper level of empathy for others, the ability to ask meaningful questions and the skills to research and construct reasoned responses. This course will challenge you to ask questions about belief, values, meaning, purpose, and truth. Furthermore, it will encourage you to appreciate how religion, philosophy and ethics form the basis of our culture. Religious Studies will develop your attitude towards religious and secular issues, including the value of alternative points of view, and give you the skills to academically challenge others in the many areas we will discuss and debate throughout the course.

This subject could lead to further study of religious studies or related subjects at A level. It will develop a set of transferable intellectual skills, such as, comprehension, interpretation, analysis, and evaluation, which will facilitate the development of independent thinking. This course also provides the opportunity for you to practice, construct, develop and maintain clear, coherent arguments both verbally and within your extended writing, which is vital for

your success when progressing on to A-levels. Related A-levels to GCSE RS are religious studies, law, sociology, English language, philosophy, politics, ethics, government & politics, history & psychology.

Careers linked to this subject include archivist, charity fundraiser, chaplain, counsellor, journalism, law, personnel and management, police officer, politics, social services, teaching and lecturing, youth, or social worker.

You will study the following topics:

Paper 1: The study of religions: beliefs, teachings, and practices

- Christianity
- Sikhism

Paper 2: Thematic studies

- Theme A: Relationships and families.
- Theme D: Religion, peace, and conflict.
- Theme E: Religion, crime, and punishment.
- Theme F: Religion, human rights, and social justice.

<b>Subject</b>	PE	<b>Exam Board</b>	Edexcel
<b>Qualification Type</b>	GCSE	<b>Assessment Methods</b>	Combination of Exam and Assessment

This course is for students who have an interest in both the theoretical and practical side of PE and Sport.

The theory side of the course (which will take up 80% of the teaching time) is split into studying 2 main areas; Fitness and Body Systems and Health and Performance. These areas look in detail at aspects of anatomy and physiology, movement analysis, physical training, health, fitness & well-being, sports psychology and socio-cultural influences. The practical side of the course (will take up 20% of lesson time) aims to develop students' abilities in practical sport as well as their knowledge, understanding and appreciation of skills and tactics.

### Component 1: Fitness and Body Systems

Written examination: 1 hour and 30 minutes 36% of the qualification;80 marks

- Topic 1: Applied Anatomy and Physiology
- Topic 2: Movement Analysis
- Topic 3: Physical Training
- Topic 4: Use of Data

### Component 2: Health and Performance

Written examination: 1 hour and 15 minutes 24% of the qualification 60 marks

- Topic 1: Health, Fitness and Well-being
- Topic 2: Sport Psychology
- Topic 3: Socio-cultural Influences
- Topic 4: Use of Data

### Component 3: Practical Performance

NEA: internally marked and externally moderated 30% of the qualification 105 marks (35 marks per activity)

- Three physical activities from a set list, containing at least one team and one individual activity
- Skills during individual and team activities
- General performance skills

### Component 4: Personal Exercise Programme (PEP)

NEA: internally marked and externally moderated 10% of the qualification 20 marks

- Aim and planning analysis.
- Carrying out and monitoring the PEP
- Evaluation of the PEP

<b>Subject</b>	Triple Science	<b>Exam Board</b>	AQA
<b>Qualification Type</b>	GCSE	<b>Assessment Methods</b>	Examination

In Triple Science, you will study equal amounts of Biology, Chemistry and Physics. This will lead to you gaining three GCSEs (GCSE Biology; GCSE Chemistry; GCSE Physics).

Each exam has two tiers of entry (Higher: grades 9 to 4, Foundation: grades 5 to 1). Triple Science extends the breadth of Scientific experience students encounter, compared to Combined Science. It gives them a greater understanding and knowledge of the concepts and topics studied at Key Stage 4, delving into each topic a little deeper.

The course is useful for students who would like to study Science after GCSE, either at A level or BTEC. However, it is also suitable for those students with an interest in the Sciences and who would enjoy discovering the concepts covered in greater depth.



### **Contact details:**

Please do not hesitate to email us if you have any questions about the next steps... a list of useful contacts is below:

For general options queries, please contact us using [options@ridgewood.dudley.sch.uk](mailto:options@ridgewood.dudley.sch.uk)

For specific Year 9 queries, please contact Miss Billingham using [rbillingham@ridgewood.dudley.sch.uk](mailto:rbillingham@ridgewood.dudley.sch.uk)

For SEND queries, please contact Miss Rose using [jrose@ridgewood.dudley.sch.uk](mailto:jrose@ridgewood.dudley.sch.uk)

For subject specific queries, please contact the relevant Faculty Leader...

- Media Studies – [hwright@ridgewood.dudley.sch.uk](mailto:hwright@ridgewood.dudley.sch.uk)
- Triple Science – [sdunstan@ridgewood.dudley.sch.uk](mailto:sdunstan@ridgewood.dudley.sch.uk)
- History, Geography, French, RE – [jhill1@ridgewood.dudley.sch.uk](mailto:jhill1@ridgewood.dudley.sch.uk)
- Music, Drama, Dance, Sport – [shalford@ridgewood.dudley.sch.uk](mailto:shalford@ridgewood.dudley.sch.uk)
- Design and Technology, Food, Art, Health and Social Care, Creative iMedia, Computer Science – [rlawrence@ridgewood.dudley.sch.uk](mailto:rlawrence@ridgewood.dudley.sch.uk)

### **Things to consider when picking subjects for study in Key Stage 4:**

1. Do not pick a subject because you like the teacher; we have lots of teachers who teach similar subjects so there is no guarantee you will get a certain teacher!
2. Do not pick a subject because your friends are picking a subject. We have lots of classes of the same subject running, so it is likely you will end up in a different group.
3. Please avoid picking Dance, Drama or Music if you do not like performing in front of others. There is a firm expectation in these subjects that you will be part of regular performances to your peers, and other people.
4. Students are reminded that they must choose one blue subject from the choice of History, Geography, Triple Science, Computer Science or French.

### **If you are considering the following careers, you might think about:**

- Primary School Teacher? You need as many subjects as possible that you have studied at KS3 (Key Stage 3).
- Nurse? You will need five or more GCSEs at Grade 4 or 5 or above.
- Starting an Apprenticeship? You will need GCSE English and Maths at Grade 4.

*If you do not get a Grade 4 in English and/or Mathematics, you will be required to resit these courses at college.*

It is useful to think about what subjects you might want to visit on Options Evening. Make a list of six subjects that you are considering, as well as more specific questions you might have.

I am considering studying...	I would like to ask more specific questions about...

After Options Evening, I now think that...

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