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## Message from Mr K Winstanley, Headteacher

April 2021

Dear Parents and Students

This Key Stage 4 options booklet contains information about the Key Stage 4 curriculum for 2021-2023, in particular the subject options that students can choose.

The Year 10/11 curriculum is as follows:

<b>Core subjects (compulsory)</b>		
English (Language for all + Literature for some)	4 lessons	1 – 2 GCSEs
Mathematics	4 lessons	1 GCSE
Science ***	6 lessons	2 GCSEs or equivalent
Games, Life Skills and Moral & Ethical Philosophy	4 lessons	**
<b>Optional subjects</b>		
Students choose up to 4 subjects ****	4 x 3 = 12 lessons	4* GCSEs or equivalent
<b>Total school week</b>	<b>30 lessons</b>	<b>8 – 9*GCSEs/equivalent</b>

\* some students will study fewer qualifications than this if they select a Private Study option.

\*\* Four lessons per week are reserved for Games, Life Skills and Moral & Ethical Philosophy. These are important although they are not formally assessed. In Moral & Ethical Philosophy students will explore topical issues, debate ethical dilemmas and discuss philosophical problems. They will have the flexibility to learn about current affairs and explore their own views on different topics. They will develop critical-thinking skills, gain an awareness of different ethical, religious and political viewpoints and put into practice expressing their opinions in a safe and respectful environment.

\*\*\* Most students study Science for 6 lessons per week, from which they are expected to gain 2 GCSEs or equivalents. There are some variations:

- Some students may desire more Science specialisation and opt to take separate GCSEs in Biology, Chemistry and Physics. This requires 9 lessons so uses one additional subject option.
- Subject to sufficient demand, we are offering students who wish to minimise the amount of science they do the chance to take a single GCSE in Science for 3 lessons alongside 3 lessons of Engineering, Health & Social Care or Private Study. Each of these subjects is also available separately as an optional subject.
- Students taking the standard 6 lessons of Science will follow either IGCSE Co-ordinated Sciences or BTEC Sciences. We will assign each student to the route we believe is preferable, which we can discuss.

\*\*\*\* Students select up to 4 optional subjects from the list set out in this booklet. As your son/daughter's subjects and results will affect their route through the next few years and beyond, we hope you will encourage them to give their choices some thought. Please consider carefully how each possible option choice will help your son or daughter get into Further Education at school or college, Higher Education, training, employment or self-employment. All learning routes should be realistically chosen to lead into one of these areas. In some cases, having good grades is more important than having specific subjects and students should choose subjects where they have the skills and interest needed to succeed. Students should make their own choices and not be heavily influenced by their friends.

Some students may wish to take fewer than 4 option subjects, replacing one of these with supervised (private) study. This allows students to spend more time gaining a deeper understanding of core and other option subjects. The objective here is better grades in slightly fewer subjects. Private study can really complement subjects with large amounts of coursework. In some cases, we may modify elements of the pathway to better meet the specific needs of an individual student. For example, some students may desire long term work experience. Others may seek mentoring, and yet others may benefit from specific subject and skills support.

Standard entry for Sixth Form study is 5 or more Level 2 Passes (GCSEs at Grades A\* - C or equivalents) including English Language and Mathematics. Universal skills such as the ability to communicate, form positive relationships, and utilise resourcefulness and resilience are sought increasingly by employers, together with the best possible set of qualifications. Our aim is to support each student's learning with the most appropriate programme for them to achieve their goals.

You can talk to your form tutor and subject teachers about your pathway and options. Please then complete the online form with your initial choices by **Friday 30 April** <https://forms.gle/Qip9wu67nVG9SSPJ9>. We will review options once submitted and in some cases may suggest that you think again.

We request options at this stage to help plan our curriculum and timetable. We will confirm option blocks later on in the Summer Term once we have confidence about demand and our staffing levels for next year. The Key Stage 4 curriculum will start in September 2021. Individual students can change their mind about their options until July. It is often possible to change subjects soon after the courses have actually started in September.

If you'd like help with these important decisions please contact your son or daughter's group tutor, Mrs Manson or Mr Danielson, our Curriculum Lead, who has overall responsibility for the process.

Yours faithfully



Mr K Winstanley  
Headteacher

## Address by Mrs Manson – Head of Year 9

*“Sometimes the smallest step in the right direction ends up being the biggest step of your life.”*

Over the last 18 months I have had the privilege of watching you continue to grow and mature and here we are, ready to make decisions on which subjects you will continue to study as you start your GCSE journey.

It has been a very strange 18 months for us all and picking the right path is not easy in the best of times; often the road is challenging and tough. Where you get to at the end of it all, however, will make it worthwhile and open the doors to a lifetime of exciting opportunities.

The world is a fast paced and stimulating place to live. Never before has the employment markets offered such vast prospects for the next generation to explore. For some of you, the jobs you will do will not even exist yet, an idea that is both thrilling and scary. Nonetheless, the bottom line is to ensure your options skill you up for whatever the future might hold.

So what subjects should you take? There is ‘no one size fits all’ and what works for you, will not always work for the person sitting next to you. You have to reflect on your own strengths and weaknesses, and pick a combination of subjects that you will enjoy. If you allow your passion to become your purpose, then one day it will become your profession.

My job is not to make these decisions for you, for in doing so, I would strip you of your ownership and responsibility. Instead, I want to provide you with the information that ensures you are confident in making positive choices that are right for you. For once made, it will be your mind-set that separates you from everyone else and make you a success.

Do you feel confused or worried? Please speak to someone if you are. Whether it be myself, your tutor, your subject teacher or someone at home; talk through your worries and concerns but please don’t panic. We are here to support you on this journey and help you get onto a pathway that feels right. This journey is well trodden and many have gone before you. Here is some of the advice they have for you:

*“Don’t necessarily go for the ones you’re good at, go for the ones you enjoy.”*

*“Pick your choices carefully as you could regret a bad decision.”*

*“Pay attention. Take ones that you enjoy and that will challenge you.”*

*“Take what **you** want to do, not what your friends are doing.”*

*“Don’t think any subject is an ‘easy’ choice”*

*“Don’t let the workload come as a surprise.”*

Whichever pathway you decide to follow, one of the most important things you can do to achieve academic success at KS4 will be one of the most basic: attend school every day. Full attendance is a basic requirement for all courses. If your attendance is 90% it represents the equivalent of missing half a day a week. 80% attendance equals 38 days of education missed per year, or nearly 8 weeks. Every single day counts and we need you to make every effort in every lesson.

Make the most of the pathways evening and think carefully about your choices. I will be with you all every step of the way until you complete your KS4 journey. Together we can ensure that you make good choices to allow you to continue on your chosen pathway.

Mrs Manson - Head of Year 9

# **CORE SUBJECTS**

# Mathematics



**Exam Board:**

**WJEC**

**Syllabus Code:**

**3300**

## Course outline:

This is a **compulsory** course for every student in Years 10 & 11 because mathematical thinking is important for all members of society. Mathematics equips students with uniquely powerful ways to describe, analyse and change the world, and it provides tools for understanding Science, Engineering, Technology and Economics.

## Course assessment:

There are 3 possible tiers of entry – Higher, Intermediate and Foundation

The grades are awarded as follows:

Higher – A\*-C

Intermediate – B-E

Foundation – D-G

Students will sit 2 papers for each tier of entry.

	Unit 1	Unit 2
<b>Time allowed</b>	1 hour 45 minutes for Higher and Intermediate 1 hour 30 minutes for Foundation	1 hour 45 minutes for Higher and Intermediate 1 hour 30 minutes for Foundation
<b>Marks</b>	80 marks for Higher and Intermediate 65 marks for Foundation	80 marks for Higher and Intermediate 65 marks for Foundation
<b>Percentage Weighting</b>	50%	50%
<b>Calculator</b>	Non Calculator Paper	Calculator Paper


## What equipment do I need to take this subject?

Students are expected to have a pen, pencil, ruler, geometry set and scientific calculator (Casio preferably) for every single lesson.

## What can this course lead to?

Students should aim to achieve at least a grade C in Mathematics as this opens many more opportunities in terms of future pathways. This could be in our Sixth Form to complete A Levels, many apprenticeships or even straight into the world of work.

Students who achieve at least a grade A at GCSE Maths Higher Tier could go onto to study Maths at A Level.

<h1>English Language</h1>				
<b>Exam Board:</b>	<b>Cambridge International</b>	<b>Syllabus Code:</b>	<b>0500</b>	
<b>Course outline:</b>				
<p>All students will study IGCSE English Language, with the vast majority sitting one English Language exam and completing a coursework portfolio comprising three written pieces. Throughout the course, students will study a wide variety of fiction and non-fiction texts designed to develop their skills as a reader and writer. The texts studied are selected to engage the students, with a range of forms, purposes and topics covered. All students will complete the same exam as there is no tiered option within this course. The coursework and exam are equally weighted, and the grading for this course is from A* to G.</p> <p><i>In rare and extenuating circumstances, students may be entered for the dual exam pathway. Students on this route sit two examinations, each worth 50% of their final grade.</i></p>				
<b>Course assessment:</b>				
<p><b>The assessment for IGCSE English Language course consists of an examination and the submission of a coursework portfolio. Students are assessed on both their reading and writing skills in both components.</b></p> <p><b><u>Exam paper (2 hours)</u></b></p> <ul style="list-style-type: none"> <li>• Worth 50% of the final GCSE grade</li> <li>• Marked out of a total of 80 marks</li> <li>• Students must read 3 passages</li> <li>• Students will complete 3 questions, two of which are broken down into shorter tasks.</li> </ul> <p>Preparation for this component will require students to read widely to enhance vocabulary and hone analytical skills. As the focus of this paper is reading, we will look at a range of newspapers, websites, magazines, memoirs, travel writing, biographies, diaries and blogs during the course of our study. We advise students to read further examples of these text types outside of lesson time. Although the exam focuses on non-fiction, reading fiction will still help students develop the skills required in this examination. We recommend that students read widely and often outside of lesson time.</p> <p><b><u>Coursework Portfolio</u></b></p> <ul style="list-style-type: none"> <li>• Worth 50% of the final GCSE grade</li> <li>• Marked out of a total of 80 marks</li> <li>• Students complete 3 assignments of 500-800 words each: <ul style="list-style-type: none"> <li>• Response to text (include the text)</li> <li>• Descriptive Writing</li> <li>• Narrative writing</li> </ul> </li> </ul> <p>Preparation for this component will require students to produce a portfolio of writing. Students will have the opportunity to redraft their pieces to ensure that the portfolio is of the highest possible standard.</p>				
<b>What qualities do I need to succeed in English?</b>				
<ul style="list-style-type: none"> <li>• Students must have a positive, resilient attitude. Developing a willingness to read, often and widely, will also enhance the skills required to ensure success in English Language.</li> <li>• Students must be pro-active in their learning; seeking to achieve their full potential by making use of all opportunities to further develop their work by acting on the feedback they receive.</li> </ul>				



# English Literature



**Exam Board:**

**Cambridge International**

**Syllabus Code:**

**0475**

## Course outline:

A large number of students will have the opportunity to study English Literature alongside their English Language IGCSE. Throughout the course, students will develop their reading and writing skills, whilst studying a variety of literature forms, including a play, a collection of poetry and either a novel or a selection of short stories. The Literature qualification is graded from A\* to G, with no tiers, so all students studying English Literature will sit the same exam papers and complete the same coursework tasks.

## Course assessment:

### ENGLISH LITERATURE ASSESSMENT

Unit	Assessment Details
<b>Exam Paper 1</b> 1hr 30 minutes 50 marks 50% of grade	<ul style="list-style-type: none"> <li>This is a <b>closed book</b> exam worth <b>50%</b> of the Literature GCSE.</li> <li>There is a choice of two questions in each section.                             <ul style="list-style-type: none"> <li><i>Section A:</i> assesses students' understanding of a <b>collection of poetry</b></li> <li><i>Section B:</i> assesses students' understanding of a <b>novel or selection of short stories</b></li> </ul> </li> <li>All questions carry equal marks (25 marks each).</li> <li>All questions require an extended essay response.</li> </ul>
<b>Exam Paper 3</b> 45 minutes 25 marks 25% of grade	<ul style="list-style-type: none"> <li>This is an <b>open book</b> exam worth <b>25%</b> of the Literature GCSE.</li> <li>The exam assesses students' understanding of a set <b>play</b></li> <li>Candidates answer one <b>extended essay</b> question from a choice of two and relevant passages are printed on the question paper.</li> <li>All questions carry equal marks (25 marks each).</li> <li>Candidates may take a clean copy of the set text into the exam.</li> </ul>
<b>Coursework Component 5</b> 25 marks 25% of grade	<ul style="list-style-type: none"> <li>This is a <b>coursework component</b> worth <b>25%</b> of the Literature IGCSE.</li> <li>Candidates complete a portfolio of two assignments (600-1200 words each). Each assignment should be based on the study of one complete text. One of these texts can be the same as a text studied elsewhere in the Literature course.</li> <li>The work will be marked and internally assessed, and externally moderated by the board.</li> </ul>

## What qualities do I need to succeed in English?

- Students must have the motivation to read a wide-range of literary works from the three main aspects of literature: poetry, prose and drama.
- Literature enables the study of universal themes that encompass time, culture and the human experience. Students must be willing to explore, engage with and challenge ideas that are raised within the study of Literature; while analysing the impact the written word has on its reader.
- Literature students must display an open-mind, an awareness of others, and empathy, as there is never one 'correct' interpretation of a text's meaning or message.

# Science Separates



**Exam Board:**

**Cambridge International**

**Syllabus Code:**

**Biology 0610, Chemistry 0620, Physics 0625**

## Course outline:

The Separate Sciences course results in 3 x IGCSEs, one in each of Biology, Chemistry and Physics. It involves **nine** lessons per week and therefore reduces the number of other subjects for which students can opt by one. However, Separate Science students will enjoy more in-depth learning and will have additional opportunities to develop a passion for Science.

The separate Sciences IGCSE courses will develop students' understanding of Biology, Chemistry and Physics to a high level and, as such, are an excellent basis for A Level Science. High grades in Separate Sciences will enable students to access the whole range of Level 3 courses in the Sciences: Biology, Chemistry and Physics A Levels and BTEC Applied Science.

## Course assessment:

For each of the three subjects there are three examinations during the Year 11 Summer session

**Paper 2 Multiple Choice Questions      40 raw marks      25% of the final grade**

This is a 45 minute Multiple choice paper based on all topics throughout the course.

**Paper 4 Theory      80 raw marks      60 % of the final grade**

This is a 1 hour 15 minute paper requiring short and longer written answers from topics throughout the course.

**Paper 6 Alternative to practical      60 raw marks      15% of the final grade**

This 1 hour paper requires written answers on practical aspects of the three Sciences and is taken instead of completing coursework.

## What qualities do I need to take this subject?

Separate Sciences are demanding courses, but the rewards of obtaining 3 IGCSEs are great. These courses are suited to students who work hard and are able to learn a great deal of subject content and are able to cope with 9 hours of examinations (3 hours per Science subject) at the end of Year 11.

## What can this course lead to?

The additional depth of separate Sciences is an excellent precursor to A Level Sciences.

For those students who wish to take Science in Sixth Form, but not specialise in a single Science subject, it is also a great grounding for BTEC Level 3 Applied Sciences.

Obtaining three Science IGCSEs can open the doors to a whole host of other Level 3 courses and the world of work, especially as separate Science is seen as academically demanding.

# Science Co-ordinated



**Exam Board:**

**Cambridge International**

**Syllabus Code:**

**0654**

## Course outline:

The Co-ordinated Sciences course results in 2 x IGCSEs, and is graded from A\*A\* to GG and U. It involves **six** lessons per week and therefore offers a good route for students who are seeking a balanced range of subjects studied.

The Co-ordinated Sciences IGCSE course will develop students' understanding of Biology, Chemistry and Physics to a level where they will be able to take A Level Sciences if they wish. High grades in Co-ordinated Science will enable students to access the whole range of Level 3 courses in the Sciences: Biology, Chemistry and Physics A Levels and BTEC Applied Science.

## Course assessment:

**Paper 2 Multiple Choice Questions 40 raw marks 25% of the final grade**

This is a 45-minute Multiple-choice paper based, on all topics throughout the course.

**Paper 4 Theory 120 raw marks 60 % of the final grade**

This is 2-hour paper, answered using short and longer written answers, from topics throughout the course.

**Paper 6 Alternative to practical 60 raw marks 15% of the final grade**

This 1-hour paper is answered using written answers on practical aspects of the three Sciences and is taken instead of completing coursework.

## What qualities do I need to take this subject?

As for separate Science, there is a lot of subject content that needs to be learned and remembered, some of it for three years.

These courses are suited to students who work hard and are able to learn a great deal of subject content and are able to cope with the examination requirements at the end of Year 11.

## What can this course lead to?

Co-ordinated Sciences are an excellent precursor to A Level Sciences.

For those students who wish to take Science in Sixth Form but not specialise in a single Science subject, it is also a great grounding for BTEC Level 3 Applied Sciences.

Obtaining two Science IGCSEs at grade C or above can open the doors to a whole host of other Level 3 courses and the world of work.

# Science Applied



**Exam Board:**

**Edexcel**

**Syllabus Code:**

**600/4787/2 Principles  
600/4796/2  
Applications**

## Course outline:

The Applied Sciences course results in 2 x BTEC qualifications, equivalent to 2 GCSEs. Each qualification is graded from Distinction\* to Pass at Level 2 (equivalent to GCSE grades A\* - C), Pass at Level 1 (equivalent approximately to GCSE grade E) and U. The two BTECs are Principles of Applied Science, and Applications of Applied Science. The course involves **six** lessons per week.

The course content is similar to the content covered in Co-ordinated Sciences; the key difference is the way these courses are assessed, which is 75% course/portfolio work and 25% external examination, as opposed to 100% terminal examination for the Co-ordinated Sciences course.

This is an applied course and, as such, students will develop a host of applied skills, which are sought after by employers, colleges and Universities. Many University courses use a similar basis of portfolio work and written examination for their assessments.

A key strength of this course is that good marks in the portfolio work can compensate for lower marks in the exam, but it is essential to realise that if any part of the portfolio work or the exam is not taken this can result in a complete fail. Another strength is that the external examinations can be resat.

## Course assessment:

For each of the two qualifications there will be:

**Portfolio work - 75% of final grade.** Each course will have assignments with learning aims in Biology, Chemistry and Physics units and will be completed during Year 10 and the start of Year 11.

**External examination - 25% of the final grade.** A 1-hour paper will cover taught content from Biology, Chemistry and Physics units and is taken in Year 11 during March and/or May if needed.

The grades awarded in this course are: Distinction\*, Distinction, Merit, Pass (Level 2), and Pass (Level 1). These grades equate to A\*, A, B, C and approximately E, respectively.

A major advantage of this course is, for example, a Merit in one of the portfolio units can compensate for a Level 1 pass in the externally examined unit, or Merits in 2 of the portfolio units can compensate for an Ungraded in the exam, allowing a Level 2 pass to still be awarded. The same compensation can also be applied to the awarding of Merit grades.

## What qualities do I need to take this subject?

Applied Sciences are fantastic courses for a range of different students for different reasons, for example:

They can enable students to drastically reduce examination congestion/stress at the end of Year 11, enabling students to concentrate on other subjects safe in the knowledge that they have already passed 2 Science IGCSE equivalents.

They enable students who work hard, but historically do not perform well in written examinations, to achieve Level 2 passes in Science, by portfolio work compensating for examination marks.

Key qualities that students need to achieve in these courses are, most importantly, good attendance and also the ability to work consistently.

## What can this course lead to?

This course is an excellent precursor to BTEC Level 3 Applied Science in our Sixth Form. It can open doors to a whole host of other post-16 courses by providing two of the 5 grade C passes that are normally needed for post-16 courses. The core skills of organisation, researching, and portfolio construction are key skills that many employers, Colleges and Universities seek.

# Science Combined



**Exam Board:**

**Cambridge  
International**

**Syllabus Code:**

**0653**

## Course outline:

The Combined Sciences course results in 1 x IGCSE and is graded A to U. It involves students studying Science for **three** lessons per week, and undertaking private study for **three** lessons per week.

Students will be introduced to elements of Biology, Chemistry and Physics through this course. This course will suit students who want to study other subjects and those who will make good use of the supervised Private Study which accompanies it.

There are some professions which require a Science GCSE, for example primary teaching, and this course is a less time-intensive way to gain a suitable science qualification.

## Course assessment:

**Multiple Choice Paper**                      **40 raw marks**                      **~25% of the final grade**

This is a 45-minute multiple-choice paper based on all topics throughout the course.

**Theory Paper**                                      **80 raw marks**                      **~ 60 % of the final grade**

This is a 1 hour 15 minute paper, requiring short and longer written answers, from topics throughout the course.

**Alternative to practical paper**              **60 raw marks**                      **~15% of the final grade**

This 1-hour paper requires written answers on practical aspects of the three sciences and is taken instead of completing coursework.


## What qualities do I need to take this subject?

With grades available from A\*-G means, the demand, in terms of difficulty, is the same as for Co-ordinated Sciences. The key difference is there is less content to learn in Combined Sciences and so this course suits students who are hardworking but desire or need to focus on mastering less content than is required to do well in Co-ordinated Sciences.

## What can this course lead to?

The nature of the Combined Science course means that students taking Combined Science will not be able to study A level Biology, Chemistry or Physics at Castle Rushen High School. At Sixth Form, BTEC Level 3 Applied Science is available to students securing appropriate grades at IGCSE Combined Science.

# OPTIONAL SUBJECTS

<h1>Art</h1>				
<b>Exam Board:</b>	<b>WJEC</b>	<b>Syllabus Code:</b>	<b>3651QS (Fine Art)</b>	
<b>Course outline:</b>				
<p>The WJEC GCSE in Art and Design is designed to provide engaging, challenging, coherent and meaningful learning experiences, through a flexible structure that supports the sequential and incremental development of creative practice. Our rewarding and immersive programme of study broadens experience, develops imagination and technical skills, fosters creativity and promotes personal and social development. The focus of the specification is to nurture an enthusiasm for Art, Craft and Design and, through a broad introductory foundation programme, to develop critical, practical and theoretical skills that enable students to gain a holistic understanding of a range of practices and contexts in the visual arts, crafts and design fields.</p>				
<b>Course assessment:</b>				
<p>The internally assessed, externally moderated Unit 1 'Portfolio' (60%) encourages adventurous and open programmes of study that promote purposeful exploration, experimentation and opportunities for productive personal expression.</p> <p>The internally assessed, externally moderated Unit 2 'Externally Set Assignment' (40%) enables students to apply the knowledge, understanding and skills that they have acquired in Unit 1 by producing an appropriate outcome within a set time frame to demonstrate their best achievement.</p> <p>The following assessment objective headings have been provided to assist teachers and students:</p> <p>AO1 Critical understanding, AO2 Creative Making, AO3 Reflective Recording and AO4 Personal Presentation.</p>				
<b>What qualities do I need to take this subject?</b>				
<p>Embarking on any GCSE course is a big commitment, but particularly with an Art course. There are going to be lots of challenges, along with exciting opportunities to develop yourself as creative artist. If you are practically minded, hands on, creative and open to new ideas, then GCSE Art is the subject for you. Come and find out more at the Art stall on the Pathways Evening.</p>				
<b>What can this course lead to?</b>				
<p>Art develops a growth mind set. This course embraces new technology and all creative media. We help students develop a wide skill set. Creative thinking is an advantage of any career. Art GCSE can lead to a fulfilled, creative and exciting visual experience in whatever field of work you choose to pursue.</p> <p>Past students have gone on to achieve success in a wide range of careers.</p>				

# Business Studies



<b>Exam Board:</b>	<b>Cambridge International</b>	<b>Syllabus Code:</b>	<b>0450</b>
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## Course outline:

The course is designed to help students understand how businesses are set up, and what it takes to become a great entrepreneur.

### Key Learning Topics

- Understanding Business Activity
- People in Business
- Marketing
- Operations Management
- Financial Information & Decisions
- External Influences on Business Activity

## Course assessment:

**In Business, there are two assessments taken at the end of the two years.**

### **Paper 1**                      **80 marks**                      **50%**

This is a 1 hour 30 minute paper consisting of shorter answer questions, based on all aspects of the syllabus.

### **Paper 2**                      **80 marks**                      **50%**

This is a 1 hour 30 minute paper consisting of longer answer questions, based on all aspects of the syllabus.

## What qualities do I need to take this subject?

Business is about making decisions. Students need to be able to think creatively, explain their ideas and work with numbers to solve business problems. Students should enjoy learning about the world of business through research and investigation.

Prior to starting the qualification, students are not expected to have any business knowledge. However, students should have an interest in business, for example an ambition to either work in the world of business or to start their own business one day. Students need to have an enquiring mind and want to learn about the world around them.

## What can this course lead to?

Students become skilled in making decisions, being creative, solving problems, understanding finance, dealing with data, communicating and working as part of team. A business course could lead to work in a business-related profession such as Accountancy, Law, Marketing or the Leisure and Tourism industry.



# Computer Science



<b>Exam Board:</b>	<b>Cambridge International</b>	<b>Syllabus Code:</b>	<b>0478</b>
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## Course outline:

The Cambridge IGCSE Computer Science aims to study the main principles of problem solving using computers. Students will apply their understanding to develop computer-based solutions to problems using algorithms in a high level programming language. In addition, they will look at the computer, how it stores data, its key hardware and software, the Internet, communications and security concerns.

\*This syllabus has been significantly updated this year with more emphasis on quality programming techniques and less focus on hardware.

## Course assessment:

The assessment of the Cambridge IGCSE Computer Science course is all at the end of Year 11 and takes the form of two written examinations.

Paper	Topic	Length	Weighting	Assessment
<b>1</b>	<b>Theory</b>	<b>1 hour 45 minutes</b>	<b>50%</b>	<b>External</b>
	<ol style="list-style-type: none"> <li>1 Data representation</li> <li>2 Data transmission</li> <li>3 Hardware</li> <li>4 Software</li> <li>5 The Internet and its uses</li> <li>6 Automated and emerging technologies</li> </ol>			
<b>2</b>	<b>Problem-solving and Programming</b>	<b>1 hour 45 minutes</b>	<b>50%</b>	<b>External</b>
	<ol style="list-style-type: none"> <li>7 Algorithm design and problem solving</li> <li>8 Programming</li> <li>9 Databases</li> <li>10 Boolean Logic</li> </ol>			

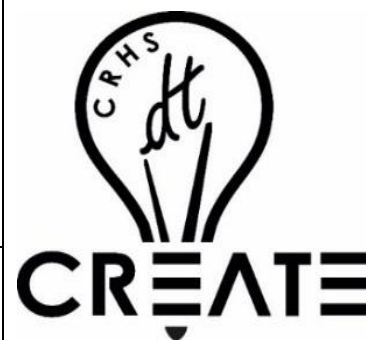
## What qualities do I need to take this subject?

This course is suitable for students who want to learn the basics of how to program in a high-level language, who want to know more about the computer, how it works, its internal and external components. Students who are successful are usually meticulous, precise, organised and thrive on the creative challenge of writing programs.

## What can this course lead to?

Students who have completed this course can move on to the A Level in Computer Science or access Level 3 BTEC qualifications in IT at UCM. The art of programming is often embedded in a number of Engineering and Science degrees. Although prior knowledge isn't required in these instances, it is a distinct benefit. There are also many job opportunities on the Island and across for IT literate individuals.

# D&T Technical Pathway (National 4/5) Engineering Skills



<b>Exam Board:</b>	SQA	<b>Syllabus Code:</b>	C243 74/ C253 75
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## Course outline:

The Engineering Skills course has been designed to provide a basis for progression into Further Education or for moving directly into an apprenticeship. The overall purpose of the course is to ensure that students start to develop the generic and practical skills, knowledge and understanding and employability skills needed within an engineering company. This course focuses on the broad areas of Mechanical, Fabrication, Electrical, Electronic, Maintenance, Manufacture and an element of Design.

## Course assessment:

There are 4 coursework units. It is anticipated that all students will work towards a National 5 qualification, which is equivalent to an A\*-C grade at GCSE. However, if this cannot be attained, students will be entered for National 4.

### Mechanical and Fabrication

**25%**

In this unit, students are required to manufacture a vice. During the manufacture, candidates will read simple engineering drawings, measure and mark, select appropriate materials, and work to specified tolerances.

### Electrical and Electronic

**25%**

In this unit students will select the correct tools and components required to construct a basic functional extra low voltage electrical circuit and assemble an electronic circuit from a given diagram and specification.

### Maintenance

**25%**

In this unit candidates will select the correct tools, materials and equipment required to test, disassemble, repair, and assemble an engineering part.

### Design and Manufacture

**25%**

In this unit candidates will develop Computer Aided Design (CAD) skills and select and use the correct tools and materials required to design, manufacture, test, and evaluate their product. They will have to show present their design work in a project report.

**There is no exam in this course.**

## What qualities do I need to take this subject?

This subject is a must for students who have a keen interest in working in the engineering sector. The course provides students with a taster of different engineering disciplines in order to hone skills and make an informed choice about future pathways. This course assesses practical abilities, unlike other GCSE options.

## What can this course lead to?

This technical pathway provides you with a solid foundation of technical knowledge and practical skills for further study. You could go onto study A' Level Product Design in our Sixth Form, secure a place on an apprenticeship at UCM or use your skills to apply for a job.

# D&T Technical Pathway (National 4/5) Practical Cookery



Exam  
Board:

SQA

Syllabus Code:

C739 74/C839 75

## Course outline:

This course aims to further develop students' life skills and enhance their personal effectiveness in terms of cookery and to provide a set of skills for those who wish to progress to further study in the hospitality context. In preparing candidates for life, the course anticipates their future needs and enables them to learn how to plan, prepare and cook food for themselves and others. It also develops organisational skills, which have an application in a wide variety of contexts.

## Course assessment:

It is anticipated that all students will work towards a National 5, which is equivalent to an A\*-C grade at GCSE. However, if this cannot be attained, students will be entered for National 4.

### Exam

**25%**

This 1-hour paper assesses technical knowledge and understanding. This exam will take place at the end of the course in June 2022.

### Practical Assessment

**75%**

This assessment is conducted in two stages:

- Stage 1: Planning – students are required to produce a time plan, equipment requisition and provide service details for a three-course meal.
- Stage 2: Implementing – students are required to follow their time plans to make and serve their three course meal to specific deadlines.


**There are plenty of opportunities for you to develop practical skills.**

## What qualities do I need to take this subject?

If you are interested in food, a keen cook and enjoy being creative, then this course is perfect for you. The ability to plan your time, work independently and produce dishes to a high standard would be a distinct advantage. An eye for quality, attention to detail and good practical skills are also beneficial, however you will have plenty of opportunity to develop all these qualities throughout the course. This course assesses practical abilities, unlike other GCSE options.

## What can this course lead to?

This pathway provides you with a solid foundation of technical knowledge and practical skills for further study or employment. You could go on to study professional cookery at UCM or use your skills to apply for a job. Students who have chosen to follow this course may wish to utilise their cookery knowledge and skills at home, in the wider community or, ultimately, in the hospitality industry.

<b>D&amp;T Creative Pathway</b>			
<b>Product Design</b>			
<b>Exam Board:</b>	<b>WJEC</b>	<b>Syllabus Code:</b>	<b>3653QS</b>

**Course outline:**

This recently refreshed and enhanced course offers students a unique opportunity to cultivate their creativity and not just subject knowledge. This engaging and practical course will develop your ability to identify and resolve real design problems. We begin, in Year 10, by completing the Ventura design and enterprise challenge. You will work in teams to design a new product for the Design Museum Shop; the winning product, from all the national entries, will be manufactured and sold in the shop in London.

This course covers more than just the skills to make products; you are taught about emerging technologies, environmental issues and the impact design and technology has on society. You will consider the needs of future generations as well as your own, to design and manufacture sustainably products. This is vital for economic prosperity as well as mitigating the effects of climate change.

**Course assessment:**

There are two components in this course that assess your technical knowledge, your ability to design creative solutions and to make prototypes.

**1) Design and Technology in the 21<sup>st</sup> Century – Exam 50%**

This 2-hour paper assesses technical knowledge and understanding of product design. This exam will take place at the end of Year 11.

**2) Design and make - Coursework 50%**

In this component, you will design and make a product to solve a contextual challenge. It will assess your ability to;

- Identify, investigate, analyse and outline design possibilities
- Design and make prototypes and evaluate their fitness for purpose.

Students typically create a design portfolio of between 15-20 A3 slides and make a prototype of their product. This will be done in Year 11 and is roughly 2 terms of work (24 weeks).

**What qualities do I need to take this subject?**

If you are inquisitive, imaginative and creative then GCSE Product Design is the course for you! The ability to communicate ideas through sketching, computer aided design and modelling would be a distinct advantage. An eye for quality, attention to detail and good practical skills are also beneficial; however, you will have plenty of opportunity to develop all these qualities throughout the course.

**What can this course lead to?**

This creative pathway provides you with a solid foundation of technical knowledge and practical skills for further study. You could go onto study A' Level Product Design in our Sixth Form, secure a place on an apprenticeship at UCM or use your skills to apply for a job. However, more importantly, this course will give you 'design skills for life'. A recent UK study found that people who use design skills are more productive and design is no longer confined to particular sectors or occupations. Tomorrow's innovative companies need people with design skills.

# D&T Creative Pathway

## Textiles Design



Exam  
Board:

WJEC

Syllabus Code:

3603QS

### Course outline:

This course is designed to provide engaging, challenging and meaningful learning experiences through the development of creative practice. You will have many opportunities to be creative with textile materials and techniques. You will investigate other textile designers and reflect on the world around you, recording your ideas through photography and mark making. You will also experiment with a range of materials and textile processes, before creating your own personal response, developing your imagination and critical reflective thinking.

### Course assessment:

There are two components in this course that assess your technical knowledge, your ability to design creative solutions and make high quality textile outcomes.

#### 1) Portfolio – Coursework

60%

This unit consists of two projects in Year 10 and a more in depth investigation and development in Year 11, working in sketchbooks as well as making final creative textile outcomes.

#### 2) Externally Set Assignment – Timed focus study

40%

This unit represents the culmination of your GCSE study and provides both focus and challenge. You will be given stimulus materials and a preparation period to develop your ideas in a sketchbook. You will then have 10 hours of focused study time to produce a creative textile outcome(s).

**There will be plenty of opportunities for you to develop practical skills. Almost all of the course content is taught authentically through practical projects.**

### What qualities do I need to take this subject?

If you are inquisitive, imaginative and creative then GCSE Textiles Design is the course for you! The ability to communicate ideas through sketching, sampling and modelling would be a distinct advantage. Sound drawing skills, time management and good practical skills are also beneficial however, you will have plenty of opportunity to develop all these qualities throughout the course.

### What can this course lead to?

This creative pathway provides you with a solid foundation of technical knowledge and practical skills for further study. You could go onto study A Level Textiles Design in our Sixth Form, secure a place on a course at UCM or use your skills to apply for a job. However, more importantly, this course will give you 'design skills for life'. A recent UK study found that people who use design skills are more productive and design is no longer confined to particular sectors or occupations. Tomorrow's innovative companies need people with design skills.

# Drama



**Exam Board:**

**WJEC**

**Syllabus Code:**

**3690QS**

## Course outline:

This specification fosters candidates' creativity, personal growth, self – confidence, communication and analytical skills through the acquisition of knowledge, skills and understanding and the exercise of the imagination. It promotes students' involvement in, and enjoyment of, drama as performers, devisers, directors and designers. It provides opportunities for students to attend professional and community dramatic performances and to develop their skills as informed and thoughtful audience members. Following a course in GCSE Drama will enable students to:

- Create, interpret and communicate a role or character;
- Experiment with different genres and performance styles;
- Understand how plays are constructed and realised through the study of at least one substantial published play;
- Apply performance and/or production skills;
- Select, synthesise and use ideas and skills to create drama

## Course assessment:

Unit	Name	Undertaking
1	<b>Devised Practical Performance (40%) – Internal Assessment</b>	<ul style="list-style-type: none"> <li>• Students create a devised performance based on a theme, practitioner and genre. Then they produce a portfolio of significant moments in the devising process.</li> <li>• Students may choose either acting or a theatre design skill e.g. lighting or costume.</li> <li>• After the final performance, students will create an evaluation of the Devised Performance.</li> </ul>
2	<b>Performance from a Text (20%) – External Practical Examination</b>	<ul style="list-style-type: none"> <li>• Students will be assessed on either their acting or a theatre skill e.g. lighting or costume in a scene from a published play.</li> <li>• Prior to the external examiner's visit, students will prepare a short paragraph stating their artistic intentions for their final performance. This will be marked in conjunction with their final piece.</li> </ul>
3	<b>Written Examination (40%) – External Written Examination (1 hour 30 minutes)</b>	<p><b>Section A:</b> Students will be assessed on their ability to analyse and apply ideas to a set text in terms of an actor, designer and director.</p> <p><b>Section B:</b> Students will have to respond to live/streamed theatre. They will write a review of a performance of their choice, considering two scenes from the original performance in terms of performance skill of the actor or the design elements and work collaboratively and creatively to achieve shared dramatic intentions.</p>

### What qualities do I need to take this subject?

### What can this course lead to?

#### A great Drama student is ...

#### Subject specific career paths

<b>Practical</b>	<b>Creative</b>	<b>Confident</b>	<b>Constructive</b>	<b>Actor</b>	<b>Front of House</b>	<b>Stage Manager</b>
<b>Driven</b>	<b>Analytical</b>	<b>Motivated</b>	<b>Collaborative</b>	<b>Stage Manager</b>	<b>Sound Technician</b>	<b>Make-up artist</b>
<b>Resilient</b>	<b>Proactive</b>	<b>Experimental</b>	<b>Open minded</b>	<b>Set Designer</b>	<b>Props Designer</b>	<b>Costumier</b>

# Geography



**Exam Board:**

**Cambridge  
International**

**Syllabus Code:**

**0460**

## Course outline:

Geography helps you make sense of the world around you. The Cambridge IGCSE Geography course enables students to develop lifelong skills, including an understanding of the processes, which affect physical and human environments; an understanding of location on a local, regional and global scale; the ability to use and understand geographical data and information; an understanding of how communities around the world are affected and constrained by different environments.

## Course assessment:

At IGCSE Geography there are three main assessments:

### **Paper 1 Geographical Themes      75 marks      45%**

This is a 1 hour 30 minute paper. Students answer three questions, each worth 25 marks. The paper has three sections:

Theme 1: Population and Settlement

Theme 2: The Natural Environments

Theme 3: Economic Development

Students must answer one question from each section.

### **Paper 2 Geographical Skills      60 marks      27.5%**

The paper assesses students' skills such as interpretation and analysis of geographical information, maps, diagrams, graphs, tables of data, written material, photographs and pictorial material.

### **Paper 3 Coursework      60 marks      27.5%**

Students complete a river study investigation of up to 2000 words.

## What qualities do I need to take this subject?

Are you interested in the world around you? Are you interested in how landforms form? Then this is the course for you. Studying the IGCSE course will allow you to get to grips with some of the big questions which affect our world. You will develop an understanding of the social, economic and physical forces and processes which shape and change our world.

## What can this course lead to?

IGCSE Geography will provide students with a solid foundation for study at A Level. The Royal Geographical Society has suggested that Geography graduates have some of the highest rates of graduate employment. Popular careers for people with Geography qualifications include: town or transport planning, conservation, waste and water management, tourism, and weather forecasting. Geography can also be useful for jobs in charity and international relations.

# Health & Social Care



**Exam Board:**

**Pearson BTEC**

**Syllabus Codes:**

**600/4782/3  
600/6311/7**

## Course outline:

We are offering this new course in **two sizes**:

- **BTEC Award** – counts as 1 GCSE (*3 lessons per week*) Syllabus Code 600/4782/3
- **BTEC Certificate** – counts as 2 GCSEs (*6 lessons per week, uses 2 options*) Syllabus Code 600/6311/7

**Grades** awarded are Distinction\*, Distinction, Merit and Pass at Level 2 (same as GCSE grades A\*, A, B and C) or Pass at Level 1 (like a GCSE grade E).

The **Units** studied are

### BTEC Award (1 GCSE equivalent)

Unit 1: Human Lifespan Development

Unit 2: Values

Unit 3: Effective Communication

Unit 6: Impact of Nutrition on Health

### BTEC Certificate (2 GCSE equivalent)

Units 1, 2, 3, 6 (same as BTEC Award)

Unit 9: Healthy Living

Unit 10: Body Systems and Care of Disorders

Unit 11: Services

We have prepared a **booklet** showing what each unit contains and how it is assessed. If you'd like one, please request a copy!

## Health & Social Care is

- **Interesting.** You will learn about people, their needs, relationships and how to communicate.
- **Relevant.** We change as we grow. You will learn how this happens, some of the pitfalls and how to overcome them.
- **Challenging.** This is a “grown up” course which is often taught to adults. You will have to think about and discuss how to address difficult situations.
- **Developmental.** You will learn a lot about yourself, your own health and wellbeing, and how to build sound relationships with others. You will gain important skills for life.

The Health & Social Care sector is a **Major Employer**.

**The team** for this subject will include Mrs Almond, Mr Danielson, Mr Fallon, Mr Mann, Mr Seddon & Mrs Winstanley.

## Course assessment:

Both the Award and Certificate are assessed via **25% Exam, 75% Coursework**. Work hard throughout but fewer exam stresses!

## What can this course lead to?

A **huge range of careers** including within the NHS, Social Work, Care Work and Youth Work; Charity work; Teaching; Police, Prison, and Youth Justice careers; specialist therapy, legal and public policy.

The **skills developed** through this course are applicable to almost every place where you might work. We also offer the range of BTEC Level 3 Health & Social Care qualifications in Sixth Form (it is our most popular Year 12 Subject), and this qualification prepares you very well **to stay on at school**.

## What qualities do I need to take this subject?

You need an interest in **people**, a willingness to explore and discuss **issues**, and a desire to understand more about health, care and relationships. You also need to meet deadlines.

Please see **Mrs Almond** or **Mr Danielson** or **Mrs Winstanley** for more information; we'd love to help you make your choices!



# History



**Exam Board:**

**Cambridge  
International**

**Syllabus Code:**

**0470**

## Course outline:

The Cambridge IGCSE will develop students' understanding of international relations and covers many of the main events of the 20th Century. We shall focus on the period after 1918.

- Were the peace treaties of 1919–23 fair?
- To what extent was the League of Nations a success?
- Why had international peace collapsed by 1939?
- Who was to blame for the Cold War?
- How effectively did the USA contain the spread of Communism?

We also focus on Germany in depth from 1918-1945.

- Was the Weimar Republic doomed from the start?
- Why was Hitler able to dominate Germany by 1934?
- How effectively did the Nazis control Germany, 1933-45?
- What was it like to live in Nazi Germany?

## Course assessment:

**In IGCSE History, there are three main assessments across the two years.**

**Paper 1 International Relations 60 marks 40%**

This is a 2 hour exam paper which will be completed at the end of Year 11.

**Paper 2 Source Work Paper 50 marks 33%**

Candidates answer six questions on one prescribed topic taken from the Core Content.

This is a 2 hour examination which will be completed at the end of Year 11.

**Paper 3 Coursework 50 marks 27%**


One piece of extended writing based on a local study – The Significance of Castle Rushen. Students will receive guidance on content and structure in order to complete this piece of coursework at the end of Year 10.

## What qualities do I need to take this subject?

You need to be curious about the past and want to read and learn more which will help you to understand the world today. You need to be able to make detailed clear notes to help your knowledge develop and to write good explanations for examination questions.

## What can this course lead to?

History IGCSE is a wise choice for you! History is not just about facts, dates or people. It is about developing skills of analysis and evaluation that you will be able to take into the workplace or onto A-Levels and University or College. Employers and admissions tutors regard History as an excellent qualification, which allows students to demonstrate their true ability. We have had many students who have gone onto studying History at University. History is a fascinating subject.

<h1>ICT</h1>			
<b>Exam Board:</b>	<b>Cambridge International</b>	<b>Syllabus Code: 0417</b>	

## Course outline:

The Information Communication Technology syllabus encourages students to develop lifelong skills, which will be useful to them in their work across the curriculum and prepare them for future employment. Students will develop an understanding of the implications of technology in society, including social, economic and ethical uses and awareness of the ways ICT can help in home, learning and work environments.

The syllabus combines theoretical and practical studies focusing on the ability to use common software applications to solve problems, including word processors, spreadsheets, databases, interactive presentation software, web browsers and website design. Learners analyse, design, implement, test and evaluate ICT systems, ensuring that they are fit for purpose.

## Course assessment:

The assessment of the Cambridge IGCSE ICT course is all at the end of Year 11 and takes the form of 3 examinations.

Paper	Topic	Length	Weighting	Assessment
1	Theory	1-hour 30 minutes	40%	External
2	Document Production, Data Manipulation and Presentations	2-hours 15 minutes	30%	External
3	Data Analysis and Website Authoring	2 hours 15 minutes	30%	External

## What qualities do I need to take this subject?

Having even a **basic** understanding of ICT can open up a lot more opportunities in the workplace, whether you're working in a shop, an office or elsewhere in industry. It is widely known that there is a skills shortage in the ICT sector. Most employers today expect staff to be able to use a computer and, used well, technology is a tool that can empower you and help you succeed, it also looks good on your C.V. So if you want to deepen your knowledge of technology, enjoy practical activities, can problem solve and want to learn new skills in an engaging way then ICT is for you!

## What can this course lead to?

Students who have completed this course can move on to Level 3 BTEC Extended Certificate in IT or a range of UCM IT courses. The ability to work with and use ICT correctly is an invaluable transferrable skill in our society, no matter which pathway you may follow in the future. Students who have completed this course can develop lifelong skills in a wide variety of software, which will be useful to them in their work across the curriculum and prepare them for future employment. It is suitable for those wishing to continue onto further IT pathways or into employment.

# Modern Foreign Languages

**Exam Board:**

**WJEC**

**Subjects offered:**

**French & Spanish**



## Course outline:

These WJEC courses have been designed to develop the four key skill areas of listening, reading, writing and speaking. In total students, study nine topic areas, covering a range of subjects such as youth culture, home and local area and lifestyle habits. An important element of the course is the skill of translation both from and into the foreign language, which we spend a considerable amount of time developing. As well as this, the course has a strong emphasis on grammatical accuracy and, by the end of the course, students will not only have a well-developed understanding of the language but a wider appreciation of the culture associated with it.

## Course assessment:

There are four components to the assessment, all taken at the end of Year 11. There is no coursework element.

### 1) Speaking Exam 25%

This consists of a role-play, a photo card and a spoken interaction.

### 2) Listening Exam 25%

Students will tackle a range of short listening extracts completing multiple choice, gap fill and short answer tasks.

### 3) Reading Exam 25%

Students will tackle a range of short reading extracts completing multiple choice, gap fill and short answer tasks.

### 4) Writing Exam 25%


Students complete a translation task, write a short response to a question and then a longer response of between 100-150 words on a second question.


## What qualities do I need to take this subject?

A GCSE in a Modern Foreign Language is a highly academic course. As a result, you will be well equipped to use the language in the world of work at the end of the course and therefore the standard is high. Nonetheless, we try to make the course fun and engaging and make use of a wide range of authentic resources. If you are interested in travelling, learning about another culture or having an international career then a modern language is for you.

## What can this course lead to?

A GCSE in a Modern Foreign Language will open a number of exciting doors. Firstly, in a post-Brexit world it will make you more employable. Secondly, it is a facilitating subject, which will help you to get into a top level University. Finally, it will help you later in life if you chose to travel around the world. Learning another language gives you a very impressive skill set and sets you up for life.

<h1>Music</h1>				
<b>Exam Board:</b>	<b>Cambridge International</b>	<b>Syllabus Code:</b>	<b>0410</b>	
<b>Course outline:</b>				
<p>The Cambridge IGCSE Music course will develop students' understanding of how music is created through performing, composing, listening and appraising. These elements provide a means through which the students will examine a wide variety of musical traditions and styles from around the world. The course will enable students to develop their performing and composition skills in a supportive and nurturing environment, collaborating with their peers in the production of two performances and compositions. The course will aim to develop students' theoretical knowledge of music and prepare them to apply these skills to all aspects of their assessment within the course.</p>				
<b>Course assessment:</b>				
<p>At IGCSE Music, there are three main assessments across the two years that involve performing, listening and composing.</p>				
<p><b>1) Listening Exam                      70 marks                      40%</b>  This is a 1 hour 15 minutes paper based on different musical styles and areas of study. This will be completed as an exam in June 2023.</p>				
<p><b>2) Performing coursework    50 marks                      30%</b>  Students will prepare two performances, one solo and one ensemble, performed on any instrument or voice. These will be recorded and submitted to Cambridge for moderation in May 2023.</p>				
<p><b>3) Composing coursework    50 marks                      30%</b>  Students will create two contrasting compositions in any style appropriate to the students' musical interests. These compositions will be completed at the end of Year 10 and start of Year 11 and submitted in May 2023.</p>				
<p><b>60% of the course is coursework based and 40% is listening. This offers students lots of practical opportunities.</b></p>				
<b>What qualities do I need to take this subject?</b>				
<p>Embarking on any GCSE course is a big commitment, but particularly with a Music course. There are going to be lots of challenges, along with exciting opportunities to develop yourself as a musician. If you are practically minded, hands on, creative and open to new ideas, then IGCSE Music is the subject for you. Come and find out more at the Music stall on Pathways evening.</p>				
<b>What can this course lead to?</b>				
<p>The IGCSE Music course provides students with a great platform to further develop practical musical skills. Universities and employers really value students who have wider skills such as music and the course has many different pathways post GCSE. Previous students have gone on to study popular music courses at some of the country's leading Music Colleges. Students have also used the skills they have learnt through GCSE music to contribute to music ensembles and pursue music courses at degree level. Music is a fantastic facilitating subject.</p>				

<h1>Physical Education</h1>			
<b>Exam Board:</b>	<b>Cambridge International</b>	<b>Syllabus Code:</b>	
<b>Course outline:</b>			
<p>Students will be assessed on their <b>practical</b> abilities across a wide range of activities, these will include sports that pupils regularly participate in, alongside new activities such as weight training for fitness, lifesaving and hillwalking. <b>Theoretically</b>, pupils will study a number areas that include: Anatomy &amp; Physiology, Health &amp; Fitness, Skill Acquisition, Sports Psychology, and the Social, Cultural, Technological &amp; Ethical factors that influence sport.</p>			
<b>Course assessment:</b>			
<b>Theory - 50%</b>			
<p>Students will be required to sit a 1 hour 45 minute paper at the end of the two-year course, covering all areas of the specification as outlined above.</p> <p>100 marks.</p>			
<b>Practical – 50%</b>			
<p>Candidates are assessed in <b>four</b> practical activities from a range of activity areas, worth 25 marks each. All practical performances will be filmed and submitted for external moderation.</p> <p>100 marks.</p>			
<b>What qualities do I need to take this subject?</b>			
<p>The Physical Education option is aimed at those students who may be interested in a career within the sports industry, in addition to those who have a general interest in sport, nutrition and physical activity.</p>			
<b>What can this course lead to?</b>			
<p>Teaching, Sports Therapy, Fitness Instruction, Sports Coaching, Physiotherapy, Outdoor Pursuits Instructing, Sports Development. Exercise Science, Fire Fighting, Armed Forces, Sports Event Management, Police, Youth Work, Sports Journalism, Management, and many more!</p>			

# Private Study

## What is it?

Private Study can be built in to your options to offer a bespoke element to your studies. By opting in, you will be timetabled 3 lessons per week in a classroom. The classroom is supervised by a member of staff who will act purely as a supervisor to ensure you are working on your other subjects independently. Staff will monitor what you do and ensure you are using your time productively.

## What is it for?

Students use their time to consolidate learning from other lessons, complete homework, undertake extension tasks and complete coursework. In Year 11, it will also allow students greater amounts of time in school to revise for forthcoming exams.

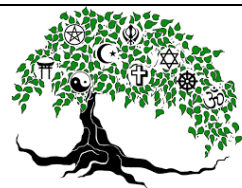
## Who will this option suit?

This option is directed towards students who may struggle with the workload of a full complement of GCSE's. Both students and parents must understand this option is very much a choice and, in electing for private study time, you are reducing the number of GCSEs being sat in Year 11. However, in doing so, you will have more time to complete work and undertake additional studies that may gain you better grades in the GCSEs you do sit. It will require a degree of self-discipline and motivation to do well.

## Have more questions?

Within the current Year 10 cohort, a group of students have elected to undertake Private Study and are on hand to help with any questions you may have. In addition, Mr Williams is happy to discuss this option and your suitability for it next year.

# Religious Studies



**Exam Board:**

**WJEC**

**Syllabus Code:**

## Course outline:

The WJEC GCSE in Religious Studies aims to provide opportunities for learners to follow a course that is engaging, current and that balances a knowledge of core beliefs, teachings and practices of at least two religions, with an understanding of how they can be applied to philosophical and ethical themes.

We look at two religious faith groups, and the course is split into two units. Unit 1 is called **Religion and Philosophical Themes** is comprised of four modules:

- Christianity
- Islam
- Issues of Life and Death
- Issues of Good and Evil

Unit 2 is called **Religion and Ethical Themes** and is also comprised of four modules:

- Christianity
- Islam
- Issues of relationships
- Issues of human rights

The course provides opportunity for in-depth discussion, ethical debates, philosophical arguments and a reflection on what people believe, their practices, and why they

## Course assessment:

Religious Studies students will be assessed through two examinations which they will sit at the end of the course in Year 11. The break down is as follows:

**Unit 1: Religion and Philosophical Themes – 126 marks**

**Written examination: 2 hours**

**50% qualification**

Students will study the core beliefs, teachings and practices of Christianity and Islam and then will study the Philosophical themes of Life and Death and Good and Evil with reference to Christian and Muslim beliefs.

**Unit 2: Religion and Ethical Themes – 126 marks**

**Written examination: 2 hours**

**50% qualification**

Students will study the core beliefs, teachings and practices of Christianity and Islam and then will study the Ethical themes of Relations and Human Rights with reference to Christian and Muslim beliefs.

## What qualities do I need to take this subject?

This course requires students to be dedicated, committed and willing to share their ideas. It is expected that students will be given plenty of opportunity to develop their critical thinking skills, pick apart and evaluate a variety of topical issues, and consider and debate different viewpoints. If you are looking at choosing this subject, open-mindedness and the ability to have your views challenged are key.

## What can this course lead to?

A Religious Studies GCSE shows an appreciation of different cultures and philosophies and the ability to consider different viewpoints from one's own. This is an asset in many different working environments, but can also lead to careers in politics, media, law and education.

# Key Skills

## Course Outline

Please note that this course is not an optional subject. Access onto this is by invitation only. Students attend Key Skills to focus on improving English literacy, Maths and Numeracy skills. There is no formal exam for Key Skills, however students will also produce portfolios of work for 2 ASDAN short courses.

## Course Assessment

ASDAN short courses provide students with opportunities to develop knowledge and skills and teaches them how to use them.

Students are also given the opportunity to demonstrate independent learning and broaden their experiences.

**Year 10** – During these sessions students will produce a portfolio of work for the ASDAN short course module Careers and Experiencing Work. The course accredits 60 hours of work and provides development of skills and understanding work related issues. Understanding the World of Work module will help students produce CV's and fill in application forms.

**Year 11** – During these sessions, students will produce a portfolio of work for the ASDAN short course module Living Independently. This course accredits 60 hours of working and helps develop and demonstrate independent living activities and studies.

Gaining skills in independence will help students understand life after school, learning about bills, and the cost of living together with other experiences that they may encounter during their adult lives.

### ASDAN Short Courses

For every 10 hours of work, a credit is gained.

10 hours - 1 credit

30 hours - 3 credits

60 hours - 6 credits

These credits can contribute to the ASDAN Personal Development Programme or CoPE enabling students to gain Bronze, Silver, Gold, Level 1 or Level 2 qualifications.

## What qualities do I need for Key Skills?

Students must have a positive and 'can do' attitude to their learning.

Students will need to be self-motivated and, with the help of staff, be willing to use technology to help them reach their full potential.

## Have more questions?

Please see Mrs Lamb for further details.



# UCM Courses

**OPTION 1:** OCR Level 2 Cambridge National Certificate in Engineering Manufacturing

**OPTION 2:** CACHE Level 2 Award in Child Development and Care

**OPTION 3:** City & Guilds Level 1 in Hospitality and Catering

**OPTION 4:** VTCT Level 1 Diploma in an Introduction to the Hair and Beauty Sector

**OPTION 5:** Environment and Sustainability Pathway

- Award in Forensic Science (NCFE Level 1)
- Award in Practical Actions to Protect the Environment (NFCE Level 1)
- Young Driver Awareness: Responsibilities and Motor Vehicle Maintenance
- Award in Construction Skills (City & Guilds Level 1)

Please refer to UCM 14-16 prospectus for further details about the above courses. Note that all are subject to availability. Level 1 qualifications involve an award which is lower than a C grade at GCSE.