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## Headteacher's Introduction

Dear Parents and students

This Key Stage 4 options booklet contains information about the subjects we expect to offer here for 2022-2024.

This booklet provides guidance about the choices available. Remember that the options chosen now will affect your son or daughter's route through the next few years and beyond, so we hope you will encourage them to give this some thought. The market place they will go out into as school leavers will be very different from the one you faced at a similar age. Increasingly it is universal skills such as the ability to communicate, form positive relationships, be resourceful and show resilience which employers are looking for, along with the best possible set of qualifications.

Our aim is to support each student's learning with the most appropriate programme for them. 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. We continually emphasise to students the importance of making their own positive choices and not being heavily influenced by their friends.

**The Pathways Evening on 7 April** will give you some further insight into your potential pathway and options. You should speak to teachers about the content and assessment arrangements for their subject and to ask their opinion of how suitable it would be for you. You then need to complete and return the options choices form to Reception by **29 April**.

Your Head of Year, Mr Deakin, will then look at your choices and consider their suitability for you. This may mean that some students may be asked to think again. No changes will be made without informing students and parents.

Next year's timetable has not been written as there may be some staffing changes for the coming academic year; this isn't fixed until the second half of the Summer Term. As a consequence, the list of options provided at this stage is subject to change. We hope to be able to offer final confirmation of individual Year 10 options towards the end of the Summer Term.

If you require any further assistance please do not hesitate to contact either your son or daughter's form tutor, Mr Deakin, or other staff at school so that we can help you with these important decisions.

Yours faithfully

Keith Winstanley  
Headteacher

# 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.

English Language				
Exam Board:	Cambridge International	Syllabus Code:	0500	
<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>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.</p>				
<b>Exam paper (2 hours)</b>				
<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>				
<b>Coursework Portfolio</b>				
<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 feedback.</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> 1 hour 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 Combined



**Exam Board:**

**Edexcel**

**Syllabus Code:**

**1SC0**

## Course outline:

The Combined Sciences course results in 2 x GCSEs which are graded from 9 to 1. As science is a compulsory core subject, this course offers a good route for students who are seeking a balanced range of subjects studied.

The Combined Sciences GCSE course will develop students' understanding of Biology, Chemistry and Physics to a level where they will be able to access a range of Level 3 Science courses. High grades in Combined Science will enable students to access Biology, Chemistry and Physics A Levels.

## Course assessment:

At the end of the course, students sit six exam papers:

**2 x Biology papers**

**2 x Chemistry papers**

**2 x Physics papers**

**Each of these papers has 60 available marks and is 1hr10minutes in duration.**

**All papers are available at foundation and higher tier. Foundation tier papers are for candidates aiming at grades 1-5. Higher tier papers are for candidates aiming at grades 4-9**

Each paper has a mix of: multiple-choice questions, scaffolded and short answer questions, calculations, and extended open response questions. Some of the questions are based on the 'Core Practicals' which students will have completed as part of their studies.

For learners who may struggle to access parts of the curriculum, it is likely that a Level 1 qualification will be offered alongside this course.

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

Students will develop their investigative skills as part of this course and they will need to be committed to playing a full part in the 'Core Practicals' carried out in class.

For each topic studied, students will be supported in using strategies to memorise and recall relevant subject content so that they can fulfil their potential in the examinations at the end of the course. These strategies will require consistent effort and a willingness to respond to feedback and advice. Students that can develop their sense of curiosity about the science that is all around them will find that this is a strong motivating factor.


## What can this course lead to?


The Combined Science GCSEs are a good preparation for A Level Sciences.

Obtaining two Science GCSEs at grade C or above can open the door to a whole host of other Level 3 courses and can lead to a wide variety of career pathways.

# OPTIONAL SUBJECTS

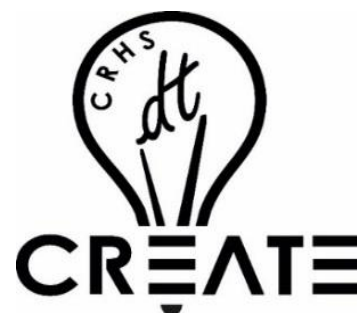


Art				
Exam Board:	WJEC	Syllabus Code:	3651QS (Fine Art)	
<b>Course outline:</b>				
The WJEC GCSE in Art and Design is designed to provide engaging, challenging, coherent and meaningful learning experiences, through a flexible structure that supports the sequential and incremental development of creative 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.				
<b>Course assessment:</b>				
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.				
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.				
The following assessment objective headings have been provided to assist teachers and students:				
AO1 Critical understanding, AO2 Creative Making, AO3 Reflective Recording and AO4 Personal Presentation.				
<b>What qualities do I need to take this subject?</b>				
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.				
<b>What can this course lead to?</b>				
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.				
Past students have gone on to achieve success in a wide range of careers.				

Business Studies				
Exam Board:	Cambridge International	Syllabus Code:	0450	
Course outline:				
<p>The course is designed to help students understand how businesses are set up, and what it takes to become a great entrepreneur.</p> <p><b>Key Learning Topics</b></p> <ul style="list-style-type: none"><li>• Understanding Business Activity</li><li>• People in Business</li><li>• Marketing</li><li>• Operations Management</li><li>• Financial Information &amp; Decisions</li><li>• External Influences on Business Activity</li></ul>				
Course assessment:				
<p><b>In Business, there are two assessments taken at the end of the two years.</b></p> <p><b>Paper 1</b>                      <b>80 marks</b>                      <b>50%</b></p> <p>This is a 1 hour 30 minute paper consisting of shorter answer questions, based on all aspects of the syllabus.</p> <p><b>Paper 2</b>                      <b>80 marks</b>                      <b>50%</b></p> <p>This is a 1 hour 30 minute paper consisting of longer answer questions, based on all aspects of the syllabus.</p>				
What qualities do I need to take this subject?				
<p>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.</p> <p>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.</p>				
What can this course lead to?				
<p>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.</p>				

Computer Science				
Exam Board:	Cambridge International	Syllabus Code:	0478	
<b>Course outline:</b>				
<p>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.</p> <p><small>*This syllabus has been significantly updated this year with more emphasis on quality programming techniques and less focus on hardware.</small></p>				
<b>Course assessment:</b>				
<p>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.</p>				
Paper	Topic	Length	Weighting	Assessment
1	Theory	1 hour 45 minutes	50%	External
	1 Data representation 2 Data transmission 3 Hardware 4 Software 5 The Internet and its uses 6 Automated and emerging technologies			
2	Problem-solving and Programming	1 hour 45 minutes	50%	External
	7 Algorithm design and problem solving 8 Programming 9 Databases 10 Boolean Logic			
<b>What qualities do I need to take this subject?</b>				
<p>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.</p>				
<b>What can this course lead to?</b>				
<p>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.</p>				

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



<b>Exam Board:</b>	<b>SQA</b>	<b>Syllabus Code:</b>	<b>C243 74/ C253 75</b>
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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 Creative Pathway Graphic Design				
Exam Board:	WJEC	Syllabus Code:	3653QS	
<b>Course outline:</b>				
This course allows you to develop meaningful skills necessary for the modern world, whilst encouraging freedom to express your imagination. You will have the opportunity to learn cross-media and explore the subject from a number of critical perspectives, challenging the different roles graphic designers can take. This course values individualism and encourages concept-driven work, showing a clear understanding of design problems as well as the production of visual languages. You will sharpen your creative skills and reimagine methods of communication through numerous visual platforms and environments, such as typography, editorial design, data visualisation and much more.				
<b>Course assessment:</b>				
There are two components in this course that assess your technical knowledge, and your ability to design creative practical outcomes.				
<b>1) Portfolio – Coursework</b>				<b>60%</b>
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 initial and final practical outcomes.				
<b>2) Externally Set Assignment – Timed focus study</b>				<b>40%</b>
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 Graphic Design outcome(s).				
<b>What qualities do I need to take this subject?</b>				
A graphic designer must be imaginative and able to apply imagination into their own work, people are drawn to brands that engage them with a compelling story, and graphic designers are a key part of this type of marketing, therefore creativity is essential. Strong verbal and written communication skills are required. Problem solving characteristics are preferred though not required, this will be learned through spaced repetition throughout the course.				
<b>What can this course lead to?</b>				
Visual communication through graphic design touches and shapes many aspects of modern life. From mobile apps and interactive posters to pop-up shows and global branding – graphic design is everywhere. This course will prepare you for an exciting career that can take you on many diverse paths and provides you with a solid foundation of technical knowledge and practical skills for further study. Opportunities for further and higher education include A Level Graphic Design in our Sixth Form, secure a place on a course at UCM or use your skills to apply for a job on island. Many students taking Graphic Design have gone on to create album covers for established artists, branding for house hold names and created their own businesses.				

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



<b>Exam Board:</b>	<b>SQA</b>	<b>Syllabus Code:</b>	<b>C739 74/C839 75</b>
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## 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.

D&T Creative Pathway Product Design				
Exam Board:	WJEC	Syllabus Code:	3653QS	
<b>Course outline:</b>				
<p>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.</p> <p>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.</p>				
<b>Course assessment:</b>				
<p>There are two components in this course that assess your technical knowledge, your ability to design creative solutions and to make prototypes.</p>				
<b>1) Design and Technology in the 21<sup>st</sup> Century – Exam</b>				<b>50%</b>
<p>This 2-hour paper assesses technical knowledge and understanding of product design. This exam will take place at the end of Year 11.</p>				
<b>2) Design and make - Coursework</b>				<b>50%</b>
<p>In this component, you will design and make a product to solve a contextual challenge. It will assess your ability to;</p> <ul style="list-style-type: none"><li>Identify, investigate, analyse and outline design possibilities</li><li>Design and make prototypes and evaluate their fitness for purpose.</li></ul> <p>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).</p>				
<b>What qualities do I need to take this subject?</b>				
<p>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.</p>				
<b>What can this course lead to?</b>				
<p>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.</p>				



# 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			
<b>Course outline:</b>						
<p>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:</p> <ul style="list-style-type: none"><li>• Create, interpret and communicate a role or character;</li><li>• Experiment with different genres and performance styles;</li><li>• Understand how plays are constructed and realised through the study of at least one substantial published play;</li><li>• Apply performance and/or production skills;</li><li>• Select, synthesise and use ideas and skills to create drama</li></ul>						
<b>Course assessment:</b>						
Unit	Name	Undertaking				
1	Devised Practical Performance (40%) – Internal Assessment	<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	Performance from a Text (20%) – External Practical Examination	<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	Written Examination (40%) – External Written Examination (1 hour 30 minutes)	<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		
Practical	Creative	Confident	Constructive	Actor	Front of House	Stage Manager
Driven	Analytical	Motivated	Collaborative	Stage Manager	Sound Technician	Make-up artist
Resilient	Proactive	Experimental	Open minded	Set Designer	Props Designer	Costumier

Enterprise				
Exam Board:	Cambridge International	Syllabus Code:	0454	
Course outline:				
<p>The course is designed to help students understand what it means to be enterprising, and the skills required to set up an enterprise.</p> <p><b>Key Learning Topics</b></p> <ul style="list-style-type: none"><li>• Setting up an enterprise</li><li>• Enterprise opportunities, risk, legal obligations and ethical considerations</li><li>• Negotiation</li><li>• Finance</li><li>• Business planning</li><li>• Markets and customers</li><li>• Help and support for enterprise</li><li>• Communication.</li></ul>				
Course assessment:				
<p>In Enterprise, there are two assessments.</p> <p><b>Examination Paper    100 marks                      50%</b></p> <p>This is a 1 hour 30 minute paper consisting of shorter answer questions, based on all aspects of the syllabus.</p> <p><b>Coursework                      60 marks                      50%</b></p> <p>Students have to set up their own enterprise project and then create a portfolio of evidence summarising this. Tasks include selecting an appropriate business idea, communicating marketing and conducting a negotiation.</p>				
What qualities do I need to take this subject?				
<p>Students need to be able to think like an entrepreneur, and adopt their thoughts and actions. To be successful, students will need a strong interest in the practicalities of setting up and running their own new enterprise. Planning, organisation, communication and financial management skills will be required.</p> <p>Prior to starting the qualification, students are not expected to have any enterprise knowledge. However, students should have an interest in enterprise, for example an ambition to start their own business one day.</p>				
What can this course lead to?				
<p>Students become skilled in negotiation, being creative and being resilient. The course will particularly appeal to students who have an ambition of one day setting up and running their own business.</p>				

Events				
Exam Board:	WJEC	Syllabus Code:	603/7016/6	
<b>Course outline:</b>				
<p>The Events sector is worth over £40 billion to the UK economy.</p> <p>WJEC Level 1/2 Events is a new qualification which is available to be taught for the first time in September 2022.</p> <p>You should take it if you have an interest in learning how to organise an event, whether it's a wedding, conference, festival, exhibition, trade show or sporting event. The skills apply to arranging parties, trips and holidays too! You will learn what you have to think about to make your event a success and show you can do it by planning, preparing for and running an event.</p> <p>You will develop your communication, problem solving, researching and technological skills on this course. These will help you get a job or undertake further study.</p> <p>You will learn about the requirements of many different jobs in the events sector, which can help you with your career choices. Visits and guest speakers will enrich the course.</p>				
<b>Course assessment:</b>				
<b>There are two units:</b>				
<b><u>Unit 1</u> The events industry</b>				<b>40%</b>
This is externally assessed through a paper which takes 1 hour and 20 minutes.				
<b><u>Unit 2</u> Planning and running an event</b>				<b>60%</b>
This is internally assessed through a controlled assessment (timed coursework) task.				
This qualification is graded on an 8 point scale: Level 2 Distinction*, Level 2 Distinction, Level 2 Merit, Level 2 Pass, Level 1 Distinction*, Level 1 Distinction, Level 1 Merit, Level 1 Pass. These equate to GCSE grades A* - G.				
<b>What qualities do I need to take this subject?</b>				
<p>Be interested in organising and running events, seeing this as important for your future self.</p> <p>Be willing to try something new, valuing the contrast with your other subjects.</p> <p>Be prepared to have a go, say what you think, get things wrong and then reflect on what has happened.</p> <p>Having a sense of fun, good humour and consideration for others will definitely help!</p>				
<b>What can this course lead to?</b>				
<p>Organising an event is a skill that you need in your life. You are sure to have to do it. Getting people together and running an event is great fun if you know you have the confidence and skills to do it.</p> <p>This course will count towards your further study, for example attending Sixth Form or going to UCM.</p> <p>This course will help equip you to work in the events industry where there is a huge range of careers including wedding/party/event planner, venue manager, marketing and communications executive, sales coordinator, finance manager, account administrator, customer services adviser and security officer. The skills to bring people together for a successful event will help you in many other jobs too.</p> <p>Speak to Mr Danielson to find out more.</p>				

Geography				
Exam Board:	Cambridge International	Syllabus Code:	0460	

**Course outline:**

Geography helps you makes 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 will get to grips with some of the 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.

Global Perspectives																
Exam Board:	Cambridge International	Syllabus Code:	0457													
<b>Course outline:</b>																
<p>This is a course led by <b>Mr Williams</b> which is totally different to anything you have previously studied. Would <b>Artificial Intelligence</b> solve all our problems or create new ones? How do you react to a <b>clash of global superpowers</b>? Is it ever OK to accept to break the law? If you have a view, an opinion or an interest in topics like this, Global Perspectives is the course for you.</p> <p>You will explore issues of global significance and make judgements about global issues of relevance and Importance to your own life. You will learn, develop, and apply skills in critical thinking, problem-solving, teamwork, research, communication and collaboration.</p> <p>This syllabus is firmly based on <b>skills</b> rather than <b>specific content</b>. Through the study of a range of current global issues, you will explore different and sometimes opposing perspectives. Topics are diverse and include areas including human rights, poverty and inequality, biodiversity and culture &amp; identity.</p> <p>You will become more aware of your own beliefs and assumptions and become more self-critical and be open to different views and ways of thinking. You will develop research skills that will enable you to obtain information, evaluate its reliability and usefulness and use the evidence gathered to construct your own arguments and lines of reasoning.</p>																
<b>Course assessment:</b>																
<p>At IGCSE Global Perspectives there are three main assessments:</p> <table><tr><td><b>Paper 1 Written Examination</b></td><td><b>35%</b></td></tr><tr><td colspan="2">This is a 1 hour 15 min exam based on range of sources presenting a global issue. This is externally assessed.</td></tr><tr><td><b>Paper 2 Individual Report</b></td><td><b>30%</b></td></tr><tr><td colspan="2">Students research one topic area of personal, national or global significance and submit a report based on their research (1,500-2000 words). The title is devised by the candidate themselves. This is internally set and externally marked.</td></tr><tr><td><b>Paper 3 Team Report</b></td><td><b>35%</b></td></tr><tr><td colspan="2">Students devise and develop a collaborative project into an aspect of one of the key topics (for the topic list, see p10 of the specification using the QR code above). There is a small collaboration exercise (300 words) and a more significant individual reflective paper (1000 words) on their research, contribution and personal learning. This is internally assessed and externally moderated.</td></tr></table>					<b>Paper 1 Written Examination</b>	<b>35%</b>	This is a 1 hour 15 min exam based on range of sources presenting a global issue. This is externally assessed.		<b>Paper 2 Individual Report</b>	<b>30%</b>	Students research one topic area of personal, national or global significance and submit a report based on their research (1,500-2000 words). The title is devised by the candidate themselves. This is internally set and externally marked.		<b>Paper 3 Team Report</b>	<b>35%</b>	Students devise and develop a collaborative project into an aspect of one of the key topics (for the topic list, see p10 of the specification using the QR code above). There is a small collaboration exercise (300 words) and a more significant individual reflective paper (1000 words) on their research, contribution and personal learning. This is internally assessed and externally moderated.	
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<b>What qualities do I need to take this subject?</b>																
<p>Are you interested in the news, do you have a viewpoint on global events and issues. Can you listen well and keep up with deadlines? You also need to have the ability to listen to the view of those around you and be able to make a contribution to class discussions and to work as part of a team – excellent attendance will be really important. If you can focus consistently well throughout the year, you'll thrive in Global Perspectives.</p>																
<b>What can this course lead to?</b>																
<p>The skills you learn in the Global Perspectives iGCSE are transferrable to almost any other subject available at GCSE and beyond to A Level or further education courses. Global Perspectives will develop you into a self-motivated and independent learner. You will develop the employability and life skills that will ensure you are well equipped for the next step in your learning journey. If you are ready for new challenge and a real change in how learn, this is the course for you! If you enjoy the course there is also the opportunity to study Global Perspectives at A-Level</p>																

# 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

<b>BTEC Award (1 GCSE equivalent)</b>	<b>BTEC Certificate (2 GCSE equivalent)</b>
Unit 1: Human Lifespan Development	Units 1,2,3, 6 (same as BTEC Award)
Unit 2: Health and Social Care Values	Unit 9: Healthy Living
Unit 3: Effective Communication	Unit 10: Body Systems and Care of Disorders
Unit 6: Impact of Nutrition on Health	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 Mann, Miss Strauss & 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 BTEC Level 3 Health & Social Care 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, law 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:**

**Edexcel**

**Syllabus Code:**

**1H10**

## Course outline:

The Edexcel course will develop students' knowledge and understanding of specified key events, periods and societies in local, British and wider world history; and of the wide diversity of human experience.

1. Medicine in Britain, c1250-present  
and the British sector of the Western Front, 1914-18: injuries, treatment and the trenches.
2. Early Elizabethan England, 1558-88.
3. Superpower relations and the Cold War, 1941-91.
4. Weimar and Nazi Germany, 1918-39.

## Course assessment:

There are three main assessments across the two years.

**Paper 1 Thematic study and historic environment** **52 marks** **30%**

This is a 1 hour and 15 minutes exam paper which will be completed at the end of Year 11.

**Paper 2 Period Study and British depth Study** **64 marks** **40%**

This is a 1 hour and 45 minutes exam paper which will be completed at the end of Year 11.

**Paper 3 Modern depth study** **52 marks** **30%**

This is a 1 hour and 20 minutes exam paper which will be completed at the end of Year 11.

## 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 GCSE 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.



# ICT



**Exam Board:**

**Cambridge  
International**

**Syllabus Code:**

**0417**

## 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 the country of the language studied.

## 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 somewhat academic course and our goal is that students will be well equipped to use the language in the world of work at the end of the course. You have no need to worry about prior learning, as much vocabulary and a number of grammar concepts from Key Stage 3 are revisited. You will need to be able to find strategies to commit vocabulary and grammatical structures to memory. 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 contributes to your skill set and could be considered a rare skill today as language learners are becoming increasingly sought after.

Music				
Exam Board:	Cambridge International	Syllabus Code:	0410	
<b>Course outline:</b>				
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.				
<b>Course assessment:</b>				
At IGCSE Music, there are three main assessments across the two years that involve performing, listening and composing.				
<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 2024.				
<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 2024.				
<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 2024.				
<b>60% of the course is coursework based and 40% is listening. This offers students lots of practical opportunities.</b>				
<b>What qualities do I need to take this subject?</b>				
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.				
<b>What can this course lead to?</b>				
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.				

# Personal and Social Effectiveness



**Exam Board:**

**ASDAN**

**Syllabus Code:**

**Level 1 100/3558/8  
Level 2 100/3559/X**

## Course outline:

Personal and Social Effectiveness Skills is run by the awarding organisation ASDAN which offers a number of programmes and qualifications that explicitly develop: skills for learning, skills for employment and skills for life. This course encourages, engages and motivates learners, adapting to both their learning styles and their individual needs. Its unique curriculum ensures that the students' interests are catered for in a personalised format where students have the opportunity to achieve a Level 1 or Level 2 qualification.

## Course assessment:

**This course is purely portfolio based. It is 100% coursework with no exam.**

- The Personal, Social, Effectiveness award is a levelled certificate.
- Their performance is graded on how they engage with the curriculum over the two years.
- Students will either come out with a Level 1 or Level 2 in Personal, Social Effectiveness.
- The modules students will cover are: Developing Myself; Developing my Performance; Delivering a Project; and Working with Others.

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

- Motivation
- A student who wants to develop and progress in their skills
- Students who are wanting to experience a range of cross curricular subjects

## What can this course lead to?

This course provides students with skills to prepare them for life outside of high school. Skills such as CPD, social skills, practical skills and cross curricular learning give our students a unique insight into the working world. This personalised qualification can help boost students' confidence and motivation. Most of our students have progressed to Further Education such as Sixth Form and UCM; and others have gone straight into the workplace. This course is a great way to provide a portfolio of work to show future employers a range of skills and CPD development they have undertaken.

# Physical Education



**Exam Board:**

**Cambridge  
International**

**Syllabus Code:**

**0413**

## Course outline:

Students will be assessed on their **practical** 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. **Theoretically**, pupils will study a number of areas that include: Anatomy & Physiology, Health & Fitness, Skill Acquisition, Sports Psychology, and the Social, Cultural, Technological & Ethical factors that influence sport.

## Course assessment:

### Theory - 50%

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.

100 marks.

### Practical – 50%

Candidates are assessed in **four** practical activities from a range of activity areas, worth 25 marks each. All practical performances will be filmed and submitted for external moderation.

100 marks.

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

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.

## What can this course lead to?

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!

# Religious Studies



**Exam Board:**

**WJEC**

**Syllabus Code:**

**1167**

## Course outline:

The WJEC GCSE is comprised of two units that each contain four components. They are laid out as follows:

Unit 1 Part A	Students study the core beliefs, teachings and practices of:	<ul style="list-style-type: none"> <li>• Christianity</li> <li>• Islam</li> </ul>
Unit 1 Part B	Students study the two philosophical themes (below) from the perspective of Christianity and Islam;	<ul style="list-style-type: none"> <li>• Life and Death</li> <li>• Good and Evil</li> </ul>
Unit 2 Part A	Students study the core beliefs, teachings and practices of:	<ul style="list-style-type: none"> <li>• Christianity</li> <li>• Islam</li> </ul>
Unit 2 Part B	Students study the two ethical themes (below) from the perspective of Christianity and Islam;	<ul style="list-style-type: none"> <li>• Relationships</li> <li>• Human Rights</li> </ul>

All candidates must also consider non-religious beliefs, such as those held by Humanists and Atheists.

## Course assessment:

Unit 1:	Religion and Philosophical Themes	<ul style="list-style-type: none"> <li>• Written Examination: 2 hours</li> </ul>
Unit 2:	Religion and Ethical Themes	<ul style="list-style-type: none"> <li>• Written Examination: 2 hours</li> </ul>


124 hours of lessons required.

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

The ability to construct well-argued, well-informed, balanced and structured written arguments, demonstrating depth and breadth of understanding of the subject. The course challenges learners to reflect on and develop their own values, beliefs and attitudes in light of what they have learnt.

## What can this course lead to?

It is of particular benefit to professions where you have to deal with other people such as Customer Services, Human Resources, Teaching and Caring professions. It is also of great value to professions where you have to put forward your own and other people's views, such as Law or Journalism. We focus on topical issues and feature current issues and news events.

Science Separates		
Syllabus Code:	Biology 1BI0, Chemistry 1CH0, Physics 1PH0	
Course outline:		
<p>The Separate Sciences course results in 3 x GCSEs, one in each of Biology, Chemistry and Physics. Each of these is graded on a scale between 9 and 1. Students on this course will enjoy in-depth learning and the chance to develop an existing passion for Science. Separate sciences will require students to opt for an extra three science lessons per week making a total of nine science lessons per week.</p> <p>The Separate Sciences GCSE courses will develop students' understanding of Biology, Chemistry and Physics to a high level and, as such, are an excellent preparation for studying A Levels in these three subjects.</p>		
Course assessment:		
<p>For each of the three subjects there are two examinations at the end of the course:</p> <p><b>GCSE Biology - two papers</b> <b>GCSE Chemistry - two papers</b> <b>GCSE Physics - two papers</b></p> <p><b>Each of these papers has 100 available marks and is 1hour 45 minutes in duration.</b></p> <p><b>All papers are available at foundation and higher tier. Foundation tier papers are for candidates aiming at grades 1-5. Higher tier papers are for candidates aiming at grades 4–9</b></p> <p>Each paper has a mix of: multiple-choice questions, scaffolded and short answer questions, calculations, and extended open response questions. Some of the questions are based on the 'Core Practicals' which students will have completed as part of their studies.</p>		
What qualities do I need to take this subject?		
<p>Separate Sciences are demanding courses, but the rewards of obtaining three GCSEs are great. These courses are suited to students who work hard, are able to memorise and recall a large amount of subject content, and can cope with over 10 hours of examinations (3 hours and 30 minutes per Science subject) at the end of Year 11.</p>		
What can this course lead to?		
<p>The additional depth of separate Sciences is an excellent preparation for A Level Sciences.</p> <p>Obtaining three Science IGCSEs can open the doors to a whole host of other Level 3 courses and career pathways, especially as the separate sciences are seen as academically demanding.</p>		

# 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, whilst also focusing on completing Asdan courses.

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 also 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 Personal Development Programme. The course accredits 60 hours of work and provides development of skills and understanding work related issues. **Opportunities through the course to develop the following core skills, Ability to learn, Teamwork, Problem Solving, IT skills, Literacy and Numeracy.**

**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:** Level 1 Hairdressing & Beauty Therapy

**OPTION 4:** Level 1 Short Pathway (This pathway is offered over two years and consists of a variety of short courses, some of which are Level 1 certified. Examples of the courses are:

- Forensics
- Fundraising
- Robotics
- Young Driver Awareness
- Environmental Conservation
- Professional Standards for employment
- Digital Marketing

Please note that places are limited for this pathway

Please refer to UCM prospectus for further details about any of the above courses