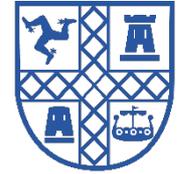


CASTLE RUSHEN HIGH SCHOOL

KS4 OPTIONS BOOKLET



**Castle Rushen
High School**

CASTLE RUSHEN HIGH SCHOOL

This booklet marks an exciting step in your educational journey at Castle Rushen High School, as you begin to tailor your learning towards your individual interests and aspirations.

The qualifications curriculum you'll explore here is a natural extension of the "Head, Heart, and Hands" approach that has shaped your learning in Key Stage 3. Building on the strong academic foundations you've developed ("Head"), we'll encourage you to become empathetic members of the community ("Heart"). Crucially, you'll also gain practical skills and real-world experiences ("Hands") through your chosen options, equipping you with the knowledge, skills, and personal qualities you need to thrive in the future.

Carefully consider the options presented in this booklet, and choose a pathway that challenges you, excites you, and prepares you for a bright and fulfilling future.

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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 2026-2028.

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 marketplace 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 1st 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 ask their opinion of how suitable it would be for you. You then need to complete the options choices form online by **Friday 24th April**. The link to do so will be sent out via email.

Your Head of Year, Miss Libreri, will then look at your choices and consider their suitability for you. This may mean that some students may be asked to reconsider their selections.

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 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, Miss Libreri, or other staff at school so that we can help you with these important decisions.

Yours faithfully

Mr K Winstanley
Headteacher

CORE SUBJECTS

All students study English, Maths and Science.
There are different pathways within these subjects to meet all students' needs.

MATHEMATICS

EXAM BOARD:

Eduqas

SYLLABUS CODE:

C300

COURSE OUTLINE:

This course is **compulsory** for all students in Years 10 and 11, as mathematical thinking is essential for everyone in society. Mathematics plays a vital role in daily life, helping individuals manage finances, measure time, and make informed decisions. GCSE Mathematics develops logical thinking and problem-solving skills while providing fundamental knowledge applicable to numerous career paths. Fields such as medicine, finance, computing, and engineering all rely on strong mathematical foundations, making this subject invaluable for future opportunities.

COURSE ASSESSMENT:

There are 2 possible tiers of entry – Higher and Foundation.

Grade 4 is the 'Standard Pass Grade'

The grades awarded at each tier level are:

Higher – 9-4

Foundation – 5-1

Students will sit 2 papers for each tier of entry.

	Component 1	Component 2
Time allowed	2 hours and 15 minutes	2 hours and 15 minutes
Marks	120 marks	120 marks
Percentage Weighting	50%	50%
Calculator	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 4 in Mathematics, as this opens many more opportunities in terms of future pathways. This could be in Sixth Form to complete A-Levels, apprenticeships or even straight into the world of work.

ENGLISH LANGUAGE

EXAM BOARD:

Cambridge International

SYLLABUS CODE:

0500

COURSE OUTLINE:

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 and coursework tasks, as there is no tiered option. The coursework and exam are equally weighted, and the grading for this course is from A* to G.

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.

COURSE ASSESSMENT:

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.

Exam paper (2 hours)

- Worth 50% of the final GCSE grade
- Marked out of a total of 80 marks
- Students must read 3 passages
- Students will complete 4 questions, three of which are broken down into two or more shorter tasks.

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 analytical skills required in this examination. We recommend that students read widely and often outside of lesson.

Coursework Portfolio

- Worth 50% of the final GCSE grade
- Marked out of a total of 80 marks
- Students complete 3 assignments of 500-800 words each:
 - A letter in response to a controversial newspaper article
 - Descriptive Writing
 - Narrative writing

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.

WHAT QUALITIES DO I NEED TO SUCCEED IN ENGLISH LANGUAGE?

Students must have a positive, resilient attitude in the face of challenging material.

Developing a willingness to read, often and widely, will also enhance the skills required to ensure success in English Language.

Students must be proactive in their learning; seeking to achieve their full potential by making use of all opportunities to further develop their work by acting on feedback.

ENGLISH LITERATURE

EXAM BOARD:

Pearson Edexcel International

SYLLABUS CODE:

4ET1

COURSE OUTLINE:

A number of students will also study English Literature alongside their English Language IGCSE. Throughout the course, students will develop their reading and analytical writing skills, whilst studying two plays, a collection of poetry and a novel. The Literature qualification is graded from 9 to 1, with no tiers, so all students studying English Literature will sit the same exam papers.

COURSE ASSESSMENT:

The assessment for IGCSE English Literature course consists of an examination and the submission of a coursework portfolio. Students are assessed on their knowledge of literary texts, their analytical writing and their understanding of how contextual factors shape meanings within certain texts.

Exam paper (2 hours)

- Worth 60% of the final GCSE grade
- Marked out of a total of 90 marks
- The examination is made up of the following three components:
 - **Section A** – Unseen Poetry: one 20-mark essay question exploring the meaning and effects created in an unseen poem.
 - **Section B** – Anthology Poetry: one 30-mark essay question from a choice of two, comparing two poems from the set poetry anthology.
 - **Section C** – Modern Prose: one 40-mark essay question from a choice of two on the set text *Of Mice and Men*.
- The examination is closed book, which means that texts are not allowed in the examination. However, students will be provided with the anthology poems in the examination.

Coursework Portfolio

- Worth 40% of the final GCSE grade
 - Marked out of a total of 60 marks (30 marks per piece)
 - Students complete 2 assignments
 - The coursework is made up of the following two components:
 - **Assignment A** – Modern Drama: one essay response to the play *An Inspector Calls*
 - **Assignment B** – Literary Heritage Texts: one essay response to the play *Macbeth*
- Students will have the opportunity to redraft their pieces to ensure that the portfolio is of the highest possible standard.

WHAT QUALITIES DO I NEED TO SUCCEED IN ENGLISH LITERATURE?

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 human experience and students must be open-minded and empathetic in their willingness 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. Finally, Literature students will also need to have strong prioritisation and time management skills, as this qualification is completed in tandem with GCSE English Language.

SCIENCE COMBINED

EXAM BOARD:

Edexcel

SYLLABUS CODE:

1SC0

COURSE OUTLINE:

The Combined Sciences course results in 2 x GCSEs which are graded from 9-9 to 1-1 and will be taught over 6 lessons a week.

The course offers a broad view of Biology, Chemistry and Physics and aims to develop students' knowledge and understanding of scientific theories, as well as their ability to apply that knowledge, analyse and evaluate information, in practical and everyday scenarios. It will support students' understanding of current local and global problems and their possible solutions and enable them to assess the validity and reliability of information disseminated via social media and other unregulated sources. The course also helps students to develop life skills, regardless of their future pathway.

High grades in Combined Science will enable students to access Biology, Chemistry and Physics A Level courses.

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 1 hour 10 minutes in duration. All papers are available at foundation and higher tier. Foundation tier papers are for candidates aiming for grades 1-1 to 5-5. Higher tier papers are for candidates aiming at grades 4-4 to 9-9. *Grade 4-4 is the 'Standard Pass Grade'*. Each paper has a mix of question types including: 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 Entry Level 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 will need to be committed to participating fully in the 'Core Practicals' carried out in lessons. 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 4 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.

SEPARATE SCIENCES

EXAM BOARD:

Edexcel

SYLLABUS CODE:

BIOLOGY 1BIO, CHEMISTRY 1CHO, PHYSICS 1PH0

COURSE OUTLINE:

Students will choose between Combined Science or Separate Science. The Separate Science courses result in 3 GCSEs—one in Biology, Chemistry, and Physics—each graded on a scale between 9 and 1. Students opting for Separate Science will have an additional three science lessons per week, making a total of nine science lessons. Due to this, they will only **select three option subjects** instead of four. The Separate Science GCSE courses provide in-depth learning and are an excellent preparation for studying A Levels in these subjects.

COURSE ASSESSMENT:

For each of the three subjects there are two examinations at the end of the course:

GCSE Biology - two papers

GCSE Chemistry - two papers

GCSE Physics - two papers

Each of these papers has 100 available marks and are 1 hour 45 minutes in duration.

All papers are available at foundation and higher tier. Foundation tier papers are for candidates aiming for grades 1-5. Higher tier papers are for candidates aiming for grades 4–9. *Grade 4 is the 'Standard Pass Grade'.*

Each paper has a mix of question types including: 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.

WHAT QUALITIES DO I NEED TO TAKE THIS SUBJECT?

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.

WHAT CAN THIS COURSE LEAD TO?

The additional depth of separate Sciences is an excellent preparation for A Level Sciences. Obtaining three Science GCSEs 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.

OPTIONAL SUBJECTS

Students choose options subjects in addition to their core subjects.

ART

EXAM BOARD:

WJEC

SYLLABUS CODE:

3651SQ (Fine Art)

COURSE OUTLINE:

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 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.

COURSE ASSESSMENT:

The internally assessed, externally moderated, Unit 1 'Portfolio' (60%) encourages adventurous and open study that promotes 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
- AO4 Personal Presentation.

WHAT QUALITIES DO I NEED TO TAKE THIS SUBJECT?

There are going to be lots of challenges, along with exciting opportunities to develop yourself as a creative artist. If you are practically minded, hands on, creative, and open to new ideas, then GCSE Art is the subject for you.

WHAT CAN THIS COURSE LEAD TO?

Art develops a growth mindset. 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:

OCR

SYLLABUS CODE:

J204

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:

- Business Activity
- Marketing
- People
- Operations
- Finance
- Influences on Business

COURSE ASSESSMENT:

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

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

A 1 hour 30-minute paper on Business Activity, Marketing & People, consisting of multiple choice, short answer and long questions.

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

A 1 hour 30-minute paper on Operations, Finance & Influences on Business, consisting of multiple choice, short answer and long answer questions.

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

EXAM BOARD:

Cambridge International

SYLLABUS CODE:

0478

COURSE OUTLINE:

The Cambridge IGCSE Computer Science aims to study the main principles of problem-solving using computational thinking. Students will build and apply logical thinking skills to develop computer-based solutions by using algorithms, flowcharts and high-level programming languages. In addition, they will look at the components of a computer, how it stores data and current concepts such as robotics, cyber threats and data security.

COURSE ASSESSMENT:

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

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			

WHAT QUALITIES DO I NEED TO TAKE THIS SUBJECT?

The most essential characteristic required for this course will be curiosity and engagement with computing, both within the syllabus and in the real world. While analytical and mathematical skills will be useful, these will be further developed in the continued study of this course. Students who are successful are usually meticulous, organised and thrive on creative challenges.

WHAT CAN THIS COURSE LEAD TO?

This course helps build transferrable skills that will support learners across multiple pathways. Students who have completed this course can move on to the A Level in Computer Science or access Level 3 BTEC qualifications in IT. Computer literacy is now highly valued across all industries, and achieving a GCSE in Computer Science will demonstrate a good level of attention to detail, adaptability and resilience.

DANCE

EXAM BOARD:

WJEC GCSE Dance

SYLLABUS CODE:

3910QS

COURSE OUTLINE:

GCSE Dance supports learners to explore dance created and performed by other people and develop their own talents in dance. It will develop students' understanding of a range of forms, genres, styles, techniques, contexts, and means of presenting dance, as well as the elements of dance.

Students will develop knowledge, understanding and appreciation of how meaning is communicated through dance, alongside being able to respond to and reflect on others' dance works, applying knowledge of context to evaluate the effectiveness of ideas and techniques used to communicate meaning.

Students will develop physical, technical, and expressive skills to communicate choreographic intention and demonstrate control, developing creative skills through experimenting and investigating choreography, in response to a broad range of stimuli, and purposefully communicate meaning. Students will reflect on, refine, and evaluate their own and others' work through the study of multiple inspiring set works at industry level.

COURSE ASSESSMENT:

Unit	Name	Assessment	The purpose of the unit is to:
1	Choreography NEA - 40%	<ul style="list-style-type: none"> 1 piece of choreography created for either a solo or a group of dancers 1 performance of the piece 1 written/audio-visual reflective log 	<ul style="list-style-type: none"> Develop an awareness of the choreographic process of creating dance for a specific purpose Develop learners' skills in self-evaluation, refinement and development of their own work Inspire learners to explore choreography from various styles/genres, periods/contexts
2	Performance NEA – 30%	<ul style="list-style-type: none"> 2 performances 1 solo, 1 solo/ensemble 	<ul style="list-style-type: none"> Inspire learners to explore a range of dance repertoire and provide opportunities to select pieces they wish to perform from various styles/genres, periods/contexts Allow learners to develop their technical and performance skills by reflecting on their work in an ongoing cycle of practice and improvement Provide opportunities for learners to perform individually and as part of a group, and develop the skills required to become proficient
3	Dance Appreciation On-Screen Exam – 30%	<ul style="list-style-type: none"> 1 on-screen exam 1 hour 30 min 	<ul style="list-style-type: none"> Demonstrate and apply knowledge and understanding of how dance is developed, choreographed and performed through the context of set works and unseen work Explore professional dance from various style/genres, periods/contexts Develop the language of describing and analysing dance Develop an understanding and appreciation of how meaning is communicated through dance

WHAT QUALITIES DO I NEED TO TAKE THIS SUBJECT?

A great dance student would be someone who wants to develop the skills they may have established in a dance club or society through their extra-curricular activities. Having creativity and being able to challenge yourself within a range of dance styles and contexts is key – being willing to experiment, be practical, creative, confident, driven, analytical, motivated, collaborative, resilient and proactive will see you succeed within this subject.

WHAT CAN THIS COURSE LEAD TO?

Subject specific career paths: professional performers, choreographers, dance teachers, dance therapists, studio owners, and arts administrators. This qualification also develops transferable skills which will be important within any future pathway, learners will enhance their communication skills, interpersonal skills, time management skills, creative problem-solving skills and analytical skills.

D&T CREATIVE PATHWAY

GRAPHIC DESIGN

EXAM BOARD:
WJEC

SYLLABUS CODE:
3654CS

COURSE OUTLINE:

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 explore the subject from a number of critical perspectives. 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.

COURSE ASSESSMENT:

There are two components in this course that assess your technical knowledge, and your ability to design creative practical 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 initial and final practical 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 Graphic Design outcome(s).

WHAT QUALITIES DO I NEED TO TAKE THIS SUBJECT?

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.

WHAT CAN THIS COURSE LEAD TO?

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 and provides you with a solid foundation of technical knowledge and practical skills for further study. Many students taking Graphic Design have gone on to create album covers for established artists, branding for household names and created their own businesses.

D&T TECHNICAL PATHWAY

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.

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 TECHNICAL PATHWAY

PRACTICAL WOODWORKING

EXAM BOARD:

SQA

SYLLABUS CODE:

C862/75

COURSE OUTLINE:

The National 5 Practical Woodworking Course enables students to gain skills in woodworking techniques and in measuring and marking out timber sections and sheet materials. Learners develop safe working practices in workshop environments, practical creativity, and problem-solving skills, and an understanding of sustainability issues in a practical woodworking context.

COURSE ASSESSMENT:

Practical Coursework

70%

This is a Practical course and is assessed through making wooden products to defined tolerances.

Final Examination

30%

The written examination that will test the knowledge and understanding of working with different timbers, tools, and processes to shape and cut the material.

WHAT QUALITIES DO I NEED TO TAKE THIS SUBJECT?

Students must be able to work with a range of wood based materials to set tolerances. Students will also sit a written examination. Students must always obey the Health and Safety Code of Conduct for Workshops. Failure to do this will prevent them from completion of their product.

WHAT CAN THIS COURSE LEAD TO?

This course would form a good foundation for further study in Carpentry, Joinery or Construction. The course would also set up vital skills to enter the world of work through Apprenticeships in this industry.

D&T CREATIVE PATHWAY

PRODUCT DESIGN

EXAM BOARD:
WJEC

SYLLABUS CODE:
3603CS

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. In Year 10 we will delve into the world of Computer Aided Design and Manufacture to make a series of product using out laser cutters, routers and 3d Printers. We will enhance skills and knowledge in order for you to design and make your own outcomes. 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 sustainable 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 21st Century – Exam 30%

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 70%

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. 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 GCSE Textiles course offers a rich and creative exploration of textile materials, processes, and design. Throughout the course, you will investigate the work of textile designers and artists, developing your understanding through contextual research and responding to the world around you. Your ideas will be recorded and developed using digital design, photography, and a wide range of mixed-media approaches. Students are encouraged to experiment widely, refine their techniques, and build strong technical skills across a variety of textile disciplines. These may include textile construction, printing, fashion and illustration, fabric manipulation, computer-aided design, dyeing processes, and fine art decorative textiles. As the course progresses, you have the freedom to explore personal themes, develop imaginative responses, and strengthen your ability to think critically and reflectively. You will work towards producing personal outcomes that showcase your individual style and design journey.

COURSE ASSESSMENT:

1) Portfolio – Coursework

60%

This unit begins with one project in Year 10 where students are introduced to a range of techniques and processes, followed by more in-depth personal investigations and development in Year 11. Both involve working in sketchbooks and producing a final creative textile outcome—this may be a wearable piece of art, a canvas, an installation, or a more complex fashion accessory or outfit

2) Externally Set Assignment – Timed focus study

40%

The timed assessment is a practical exam completed in the Textiles classroom. You will choose from a selection of starting points and have a 16-week preparation period to develop your ideas and experiment with a wide range of techniques. You will then complete a 10-hour focused practical session to produce your final textile outcome(s).

WHAT QUALITIES DO I NEED TO TAKE THIS SUBJECT?

This course is ideal for students who are inquisitive, imaginative, and creative and enjoy experimenting in a wide variety of different media. Basic drawing skills, time management, and having an eye for composition are helpful, but not essential - students will have plenty of opportunity to develop these qualities throughout the course.

WHAT CAN THIS COURSE LEAD TO?

This creative pathway builds a strong foundation of transferable skills for any career route alongside specialist technical knowledge and practical skills for further study. Potential career routes include fashion journalism, costume design, theatre / set design, fashion illustrator, textiles designer, digital media roles, visual merchandiser, marketing, stylist, fashion photographer, fashion buyer or brand/ fashion designer. The opportunities are extensive. The Creative Industries consistently remains one of the largest contributors to the UK economy, offering diverse and expanding career prospects.

DRAMA

EXAM BOARD:
WJEC

SYLLABUS CODE:
3620QS

COURSE OUTLINE:

Within this specification students can opt to focus on acting skills and be assessed solely on this or can take a design pathway and be assessed solely on their lighting, sound, set or costume design. This specification will require learners to engage with the creative process, allowing learners to explore, respond to stimuli and create and reflect on their own work while engaging in rich, authentic experiences. The qualification aims to enable learners to explore the Expressive Arts essential skills to developing artistry and knowledge and it enables learners to become curious and creative individuals responding and reflecting, both as artist and audience. The qualification centers around creating work and combines skills and knowledge, drawing on the senses, inspiration and imagination.

COURSE ASSESSMENT:

Unit	Name	Undertaking	The purpose of this unit is to:
1	Devised Practical Performance Worth 40% of qualification NEA	Learners can choose to be assessed in either acting or design for this unit. Assessment: Learners will create, refine and perform a piece of theatre. Learners will also produce a Reflective Log of the process. Unit to be completed in Year 10.	<ul style="list-style-type: none"> Develop an awareness and understanding of a range of theatrical practitioners/companies/styles and genres Develop learners' awareness and skills regarding the creation and development of their own work. Provide an opportunity for learners to develop their ability to reflect, analyse and evaluate their creative decisions.
2	Performance from a Text Worth 30% of qualification NEA	Learners can choose to be assessed in either acting or design for this unit. Assessment: Students will be assessed on either their acting or a theatre skill in a scene from a published play. Design candidates will present a Viva, demonstrating their design process and final realisation of the design. Unit to be completed in Year 11 – Visiting Examiner to arrange exam between January-May.	<ul style="list-style-type: none"> Develop learners' awareness and skills regarding the development, amendment and refinement of their own text-based performance or design. Develop learners' application of performance or design skills within a live performance.
3	Interpreting Theatre Worth 30% of qualification External Assessment	Learners will be assessed on their ideas for a set work and unseen extract as designers, directors and actors. Assessment: Students will complete a final written examination of their ideas for the staging of a set work and analyse and evaluate an unseen extract in performance. <ul style="list-style-type: none"> 2 hour on-screen exam Unit to be completed in Year 11 – May-June 	<ul style="list-style-type: none"> Demonstrate and apply knowledge and understanding of how drama is designed, developed and performed. Develop learners' creative skills as an actor, designer and director through the context of prepared and unprepared works. Reflect on and analyse the work of others through the context of unprepared work.

WHAT QUALITIES DO I NEED TO TAKE THIS SUBJECT?

A great Drama student is: practical, creative, driven, analytical, motivated, collaborative, resilient, proactive, experimental, tolerant and open minded. A passion for drama and theatre is imperative, whether that be in acting, designing or directing, but also a desire to work with others to create and produce exciting pieces of theatre is vital!

WHAT CAN THIS COURSE LEAD TO?

Subject specific career paths: actor, front of house, stage manager, sound technician, make-up artist, set designer, props designer and costumier. This qualification also develops transferable skills which will be important within any future pathway.

GEOGRAPHY

EXAM BOARD:

Cambridge International

SYLLABUS CODE:

0460

COURSE OUTLINE:

Geography helps students to make sense of the changing world around them. 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 interpret and evaluate different types of geographical information. It also helps students to become informed and responsible global citizens, who recognises the challenges facing our world.

COURSE ASSESSMENT:

At IGCSE Geography there are three main assessments:

Paper 1 Physical Geography **75 marks** **36%**

This paper is 1 hour 45 minutes and is externally assessed.

The paper consists of structured questions containing short answers and extended responses.

Topics include: changing river and coastal environments, changing ecosystems, tectonic hazards and climate change.

Paper 2 Human Geography **75 marks** **36%**

This paper is 1 hour 45 minutes and is externally assessed.

The paper consists of structured questions containing short answers and extended responses.

Topics include: changing population, changing towns and cities, development, changing economies and resource provision.

Paper 4 Geographical Investigations **60 marks** **28%**

This paper is 1 hour 30 minutes and is externally assessed.

The paper consists of two compulsory questions containing short answers and extended responses.

Questions are based on source material, geographical skills and analysis.

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 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 AND SOCIAL CARE

EXAM BOARD:

Pearson BTEC

SYLLABUS CODES:

603/7047/6

COURSE OUTLINE:

The course we are offering is the **BTEC Tech Award in Health and Social Care**.

This counts as a single GCSE and has three lessons per week.

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

The **Units** studied are

Component 1	Human Lifespan Development
Component 2	Health and Social Care Services and Values
Component 3	Health and Wellbeing

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.

This qualification is assessed through both internal, teacher-marked assignments (60%) for components 1&2 and an external terminal assessment (40%) for component 3.

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.

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.

HISTORY

EXAM BOARD:
EDEXCEL

SYLLABUS CODES:
1HIO

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, and 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:

WJEC GCSE in DIGITAL TECHNOLOGY

SYLLABUS CODES:

3540QS

COURSE OUTLINE:

The WJEC GCSE qualification in Digital Technology is a broad-based qualification that allows learners to build on the digital skills, knowledge and understanding that is used both in their school and everyday lives. The qualification will allow learners to develop their understanding of the range of digital technology systems at use in our connected and globalised society. It will also allow learners to explore the ever-evolving nature of digital technology systems and how these systems can be used productively, creatively and safely.

Students will:

- Demonstrate & apply knowledge and understanding of digital technology.
- Design, test & evaluate digital products that meet the needs of specified audiences.

COURSE ASSESSMENT:

The assessment of the WJEC Digital Technology course is at the end of Year 11 and takes the form of one on- screen examination and two non-exam assessments (NEA).

Unit	Topic	Length	Weighting	Assessment
1	The Digital World	On screen Exam 1-hour 30 minutes	40%	External
2	Digital practices - practical project	45 hours	40%	Internal & moderated by WJEC
3	Communicating in the digital world - game or animation	15 hours	20%	Internal & moderated by WJEC

WHAT QUALITIES DO I NEED TO TAKE THIS SUBJECT?

A good understanding of digital skills can open up many opportunities in the workplace, and it is widely known that there is a shortage of skills in the digital 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 a GCSE in Digital Technology is for you!

WHAT CAN THIS COURSE LEAD TO?

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 will become independent, confident creators of digital products such as making a game or animation. They will develop lifelong skills in a wide variety of hardware and software, and it is also suitable for those wishing to continue onto further IT pathways or into employment.

MODERN FOREIGN LANGUAGES

EXAM BOARD:
WJEC (2025)

SUBJECTS OFFERED:
FRENCH 3830QS & SPANISH 3840QS

COURSE OUTLINE:

The WJEC GCSEs in French and Spanish have been designed to enable you to use languages in meaningful ways. You will learn how to understand the language and communicate in both speaking and writing, in realistic settings. You will also develop an awareness of the culture and society of the countries and communities where the language is spoken and make connections with your own language and culture.

COURSE ASSESSMENT:

The course has 4 units. Two are assessed in examinations in the final year of study. The other two units are completed as non-examination assessments in your classroom, also in your final year.

Speaking Exam

30%

This will be conducted by your teacher. You will read aloud a short sentence to show your understanding of pronunciation. You will take part in a role-play. You will give a short presentation followed by a short discussion. Finally, you will take part in a short conversation with your teacher.

Reading and Writing Exam

15%

This is a non-examination assessment that you will complete in your classroom. You will study a short work and then give a written response in the foreign language.

Listening Exam

20%

You will listen to a range of speakers in French/Spanish and will demonstrate your understanding of what you have heard by, for example, answering multiple choice questions or questions in English.

Reading and Writing Exam

35%

You will read texts in the foreign language and answer questions on them in English. You will also be required to complete a translation into English. Finally, you will be able to demonstrate your written language skills by writing up to 120 words in the foreign language from a choice of 3 questions.

WHAT QUALITIES DO I NEED TO TAKE THIS SUBJECT?

A GCSE in a Modern Foreign Language is an academic course and our goal is that students will be well equipped to use the language in a variety of realistic settings by the end of the course. You have no need to worry about prior learning, as a lot of vocabulary and grammar from Key Stage 3 are revisited. You will need to be able to commit vocabulary and grammatical structures to memory. 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, learning another language contributes to your transferable skill set and could be considered a rare asset today, as language learners are becoming increasingly sought after.

MUSIC

EXAM BOARD:
WJEC

SYLLABUS CODE:
3630QS

COURSE OUTLINE:

This specification will require learners to engage with the creative process of studying and making music, allowing learners to explore, respond to stimuli by creating their own compositions and create and reflect on their own work while engaging in rich, authentic experiences. The qualification aims to enable learners to explore the Expressive Arts essential skills to developing artistry and knowledge and it enables learners to become curious and creative individuals responding and reflecting, both as musician and audience.

COURSE ASSESSMENT:

Unit	Name	Undertaking	The purpose of this unit is to:
1	Performance Worth 32.5% of qualification Internal Assessment	Performance Assessment: Learners will perform a minimum of two pieces of music giving a total performance time of 4-6 minutes.	<ul style="list-style-type: none"> • Allow learners to explore a range of performing repertoire and select pieces they wish to perform • Allow learners to develop their technical and performing skills by reflecting on their work in an ongoing cycle of practice and improvement • Provide opportunities for learners to perform individually and/or as part of an ensemble
2	Composition Worth 32.5% of qualification Internal Assessment	Composition Assessment: Learners will compose two original pieces with a recommended duration of 3-6 minutes. Composition 1 - responding to brief set by WJEC. Composition 2 - responding to a devised brief set by the learner. Reflective log on the composition process.	<ul style="list-style-type: none"> • Develop an awareness of the process of creating original music • Develop learners' skills in self-evaluation, refinement and development of their own work • Develop a sense of writing music for a specific purpose • Allow learners to explore creating music in a variety of different genres, styles and periods
3	Appraising Worth 35% of qualification External Assessment	Appraising Assessment: Students will complete a final written examination with questions requiring objective responses, short and extended answers in response to the chosen set works and unseen extracts. The examination will last 1hr30min.	<ul style="list-style-type: none"> • Allow learners to experience a range of music from contrasting styles/genres and periods/contexts • Allow learners to develop transferable listening skills based on an appreciation of the elements of music and how they are used • Develop the language of describing and analysing familiar and unfamiliar music

WHAT QUALITIES DO I NEED TO TAKE THIS SUBJECT?

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 GCSE Music is the subject for you. Not already playing an instrument is not necessarily a barrier as long as you are committed, and staff will be able to help you find an instrumental teacher to support the development of those skills.

WHAT CAN THIS COURSE LEAD TO?

The GCSE Music course provides students with a great platform to further develop practical musical skills as well as transferable problem-solving and analytical skills. Music can also give you opportunities to travel, meet people and get the most out of life. Universities and employers really value students who have wider skills such as music, and the course has many different pathways post GCSE.

PERSONAL EFFECTIVENESS (PEQ)

EXAM BOARD:

ASDAN

SYLLABUS CODES:

Level 1 Certificate in Personal Effectiveness 610/5905/5

Level 2 Certificate in Personal Effectiveness 610/5908/0

COURSE OUTLINE:

The Personal Effectiveness Qualification (PEQ) is a flexible, nationally recognised course that helps students develop essential life and employability skills. Available from 1 to Level 2, it allows learners to work at their own level and pace while building a portfolio of real-world experiences. The course focuses on six key skills: learning, communication, decision-making, thinking, teamwork, and self-awareness. Through practical activities and projects, students gain confidence, independence, and resilience. PEQ supports wellbeing and prepares learners for further education, training or employment, making it an ideal option for those who prefer hands-on, skills-based learning.

COURSE ASSESSMENT:

To achieve the Personal Effectiveness Qualification (PEQ), students must complete a set number of credits. Most courses require 14 or 15 credits, depending on the size of the qualification chosen. Each unit is worth a certain number of credits, and students build these up as they complete tasks and projects. Credits are gained through successfully meeting the assessment criteria for each unit and adding evidence to their portfolio. This system allows students to track their progress clearly and work towards a recognised qualification at a pace that suits them, ensuring they stay motivated and focused throughout the course. You will be assessed on six key skills;

- Learning
- Communication
- Decision-making
- Thinking
- Teamwork
- Self-awareness.

WHAT QUALITIES DO I NEED TO TAKE THIS SUBJECT?

- Motivation – a willingness to take part and complete tasks independently
- Organisation – keeping track of work and building a portfolio over time
- Resilience – staying positive and persevering when tasks are challenging
- Self-reflection – thinking about strengths, progress and areas for improvement

WHAT CAN THIS COURSE LEAD TO?

The Personal Effectiveness Qualification (PEQ) can lead to a wide range of future pathways because it is a flexible, student-led course. Students can shape their learning around their own interests and career ambitions, tailoring projects and experiences to suit their goals. This personalised approach helps them explore potential career paths in a meaningful and relevant way.

Students can take part in vocational tasters and gain practical, real-life experiences linked to their chosen pathway. This allows them to build a portfolio that shows future employers they have explored their interests in depth and developed relevant skills. These “lived experiences” can be extremely valuable when applying for college courses, apprenticeships or jobs.

It is important to understand that PEQ is not a GCSE. However, achieving a Level 2 in PEQ is equivalent to a GCSE grade 7–9 (A–A*), making it a strong and recognised qualification. Students should also be aware that PEQ takes up two option choices, reflecting the time and commitment needed to complete the course successfully.

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 and lifesaving. 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:

Eduqas

SYLLABUS CODE:

C120QS

COURSE OUTLINE:

Religious Studies GCSE explores big questions about life, belief, and the world. Students study two major world religions alongside non-religious viewpoints, gaining a broad understanding of different perspectives. Students will consider questions such as: How did the universe begin? Why is there suffering? What makes something right or wrong? The course also explores ethical issues, including medical ethics (abortion, embryology, animal testing) and controversial topics like assisted dying. Students develop critical thinking, debate, and extended writing skills valuable for further study and future careers.

COURSE ASSESSMENT:

<p>Paper 1: Religious, Philosophical and Ethical Studies in the Modern World Written examination: 2 hours 50% of qualification Candidates will study the following four themes. All questions are compulsory. Theme 1: Issues of Relationships Theme 2: Issues of Life and Death Theme 3: Issues of Good and Evil Theme 4: Issues of Human Rights This component will be assessed by compulsory questions focusing on knowledge, understanding, and evaluation of the identified themes.</p>
<p>Paper 2: Study of Christianity Written examination: 1 hour 25% of qualification Candidates will study the beliefs, teachings and practices of Christianity. This component will be assessed by compulsory questions focusing on knowledge, understanding, and evaluation of the subject content.</p>
<p>Paper 3: Study of a World Faith Written examination: 1 hour 25% of qualification Candidates will study the beliefs, teachings and practices of Islam.</p>

WHAT QUALITIES DO I NEED TO TAKE THIS SUBJECT?

You will need 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 considering what they have learnt.

WHAT CAN THIS COURSE LEAD TO?

Studying Eduqas Route A GCSE Religious Studies equips students with highly valued skills for future careers. It develops critical thinking, analysis, and the ability to evaluate different viewpoints which are essential in careers such as law, medicine, teaching, policing, and business. Students learn to communicate clearly, debate confidently, and make informed decisions on complex issues. Understanding different beliefs and cultures is also vital in today's global society, making this qualification a strong foundation for both further education and a wide range of career pathways.

KEY SKILLS

EXAM BOARD:

ASDAN

COURSE OUTLINE:

ASDAN Entry Level PEQ (Personal Effectiveness Qualification) is suitable for students who are unable to study the full complement of GCSE/Level 2 qualifications.

ASDAN creates accessible, high quality and impactful courses, programmes and qualifications, to foster the personal, social and work-related abilities of learners with diverse needs. Personal, social, and work-related skills are essential for all learners as they:

- support academic and vocational learning
- help learners re-engage in their education
- enable the acquisition of knowledge and skills for work and service
- prepare learners for entry-level work
- equip learners to live well and make full use of their abilities

COURSE ASSESSMENT:

To achieve the Entry Level Personal Effectiveness Qualification (PEQ), students must complete a set number of credits. Students build these up as they complete tasks and projects. Credits are gained through successfully meeting the assessment criteria for each unit and adding evidence to their portfolio.

Students will be assessed on six key skills:

- Communication skills
- Decision making skills
- Learning skills
- Team working skills
- Thinking skills
- Wellbeing in learning.

WHAT QUALITIES DO I NEED TO TAKE THIS SUBJECT?

- Motivation – a willingness to take part and complete tasks independently
- Organisation – keeping track of work and building a portfolio over time
- Resilience – staying positive and persevering when tasks are challenging
- Self-reflection – thinking about strengths, progress and areas for improvement

WHAT CAN THIS COURSE LEAD TO?

This course is aimed at students whose primary focus is their Core Subjects and who will benefit from a more bespoke Key Stage 4 curriculum. It is not equivalent to a GCSE; however, students who progress well at Entry Level can be put forward for Level 1/ Level 2 Personal Effectiveness Qualifications.

UCM

COURSES AVAILABLE:

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

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

OPTION 3: VTCT Skills NVQ Level 2 Hairdressing & Beauty Therapy

OPTION 4: UAL Level 2 Award in Creative Media Production and Technology

OPTION 5: Level 1 Certificate in Construction Skills

Please be aware that options 1 and 2 require students to pass an aptitude test before being accepted on the course whilst options 3 and 4 may require an initial assessment/interview. We have only a small number of places available on each option.

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

Please pay particular attention to the level of the course and ensure it is appropriate for you: Level 2 courses will allow successful learners to gain a Level 2 Pass, equivalent to a GCSE grade C or above. However, Level 1 courses, do not.