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## KEY STAGE 4 OPTIONS PROCESS 2025

### An Introduction for Students

Last year, for the first time in your school lives, you were given the opportunity to personalise part of your year 9 curriculum in line with your interests, abilities and aspirations. This curriculum flexibility was created to help further develop your knowledge and skills in subjects which you were considering for GCSE, allowing specialisation alongside the chance to experience new subjects which were previously only available in years 10 and 11. Consequently, your experiences this year should help to inform some of your decisions as you start another important and exciting phase in your education: the Key Stage 4 options process.

Over the next few weeks, you will receive a lot of advice and guidance to help you make appropriate choices from a range of option subjects. These decisions will not only shape your time at Ilkley Grammar School, but they will also affect your future lives.

Our Key Stage 4 curriculum is ambitious, aspirational and is designed to provide opportunities for all students to achieve. In order to ensure breadth and balance, all students must follow a core curriculum of English Language, English Literature, mathematics and combined science (covering physics, chemistry and biology) which leads to 5 GCSEs. Students must also continue to study PE as part of promoting an active, healthy lifestyle, as well as PSHE (Personal Social Health Education) and citizenship, a programme to ensure spiritual, moral and cultural development and preparing for life in modern Britain.

In addition, you will make four options choices which will complete your curriculum. The combination of choices will be influenced by the pathway you follow.

ENGLISH BACCALAUREATE PATHWAY: The expectation for students currently in top sets for languages		
<b>Core Subjects</b> (followed by all students)	<ul style="list-style-type: none"> <li>GCSE English Language</li> <li>GCSE English Literature</li> <li>GCSE Mathematics</li> <li>GCSE Combined Science</li> <li>Core PE (non-examination subject)</li> <li>PSHE and citizenship (non-examination subjects)</li> </ul>	
<b>EBacc Subjects:</b> (one language <u>and</u> GCSE History <u>or</u> Geography to be selected from this group)	<ul style="list-style-type: none"> <li>GCSE French</li> <li>GCSE Spanish</li> </ul>	<ul style="list-style-type: none"> <li>GCSE Geography</li> <li>GCSE History</li> </ul>
<b>Open Option Subjects</b> (up to 2 subjects to be selected from this group in addition to the two EBacc subjects already selected)	<ul style="list-style-type: none"> <li>GCSE Geography</li> <li>GCSE History</li> <li>GCSE French</li> <li>GCSE Drama</li> <li>GCSE Music</li> <li>GCSE Food Preparation &amp; Nutrition</li> <li>GCSE Resistant Materials</li> <li>GCSE PE</li> <li>BTEC Health &amp; Social Care</li> <li>BTEC Performing Arts</li> <li>WJEC Award in Hospitality &amp; Catering</li> </ul>	<ul style="list-style-type: none"> <li>GCSE Business Studies</li> <li>GCSE in Religious Studies</li> <li>GCSE Spanish</li> <li>GCSE Art, Craft &amp; Design</li> <li>GCSE Photography</li> <li>GCSE Textiles</li> <li>GCSE Electronic Products</li> <li>GCSE Computer Science</li> <li>GCSE Separate Science</li> <li>GCSE Media</li> <li>Digital Information Technology</li> <li>Engineering Design Award</li> <li>BTEC Sport (Level 2)</li> </ul>

Even if you do not follow the Ebacc pathway, you must select at least one choice from the EBacc group of subjects (computer science; separate science; geography; history; French; Spanish), alongside three further choices from the open options subjects.

NON ENGLISH BACCALAUREATE PATHWAYS		
<b>Core Subjects</b> (followed by all students)	<ul style="list-style-type: none"> <li>• GCSE English Language</li> <li>• GCSE English Literature</li> <li>• GCSE Mathematics</li> <li>• GCSE Combined Science</li> <li>• Core PE (non-examination subject)</li> <li>• PSHE and citizenship (non-examination subjects)</li> </ul>	
<b>EBacc Subjects</b> (at least one subject to be selected from this group) (unless you are recommended for the Supported Study pathway)	<ul style="list-style-type: none"> <li>• GCSE Geography</li> <li>• GCSE French</li> <li>• GCSE Computer Science</li> </ul>	<ul style="list-style-type: none"> <li>• GCSE History</li> <li>• GCSE Spanish</li> <li>• GCSE Separate Science</li> </ul>
<b>Open Option Subjects</b> (up to 3 subjects to be selected from this group)	<ul style="list-style-type: none"> <li>• GCSE Geography</li> <li>• GCSE History</li> <li>• GCSE French</li> <li>• GCSE Drama</li> <li>• GCSE Music</li> <li>• GCSE Food Preparation &amp; Nutrition</li> <li>• GCSE Resistant Materials</li> <li>• GCSE PE</li> <li>• BTEC Health &amp; Social Care</li> <li>• WJEC Award in Hospitality &amp; Catering</li> <li>• Functional Skills English which is a guided option (<i>all students still study the full GCSE English curriculum</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• GCSE Business Studies</li> <li>• GCSE in Religious Studies</li> <li>• GCSE Spanish</li> <li>• GCSE Art, Craft &amp; Design</li> <li>• GCSE Photography</li> <li>• GCSE Textiles</li> <li>• GCSE Electronic Products</li> <li>• GCSE Computer Science</li> <li>• GCSE Separate Science</li> <li>• GCSE Media</li> <li>• Digital Information Technology</li> <li>• Engineering Design Award</li> <li>• BTEC Performing Arts</li> <li>• BTEC Sport Level 2</li> </ul>

Our aim is for you to be given as much information as you need to make the most appropriate course choices. Use this booklet as a first step; talk to your teachers, form tutor, and Head of Year, and Mrs Lowe, our Careers Adviser. You will also have the opportunity to ask questions in a tutor group session with a senior member of staff during form time. The Options Evening on **12<sup>th</sup> March 2025** will be an opportunity to find out more. We want you to choose courses which will extend your knowledge and skills, courses you will find interesting and challenging whilst offering you real opportunities for success. They should help meet your career needs and aspirations, and support your progression into Post-16 at IGS, onto College or into Modern Apprenticeships or training. You must not choose courses simply because your friends are taking them, or because you like a particular teacher.

GCSEs are an important stepping stone to the next stage of your education and must be taken seriously. All further education courses will require certain GCSE, or equivalent grades. To enter the Sixth Form at Ilkley Grammar School, you will be required to achieve 5 good GCSEs including maths and English; A Level/Level 3 subjects also have subject specific criteria. Consequently, it is important that you follow an appropriate pathway and choose a combination of subjects which will maximise your chances of success.

Finally, make the most of the opportunities we can offer you, and aim high over the next two years – we will watch your progress with interest. We want to support you in achieving your Personal Best.

Ms Gemma Cloughton

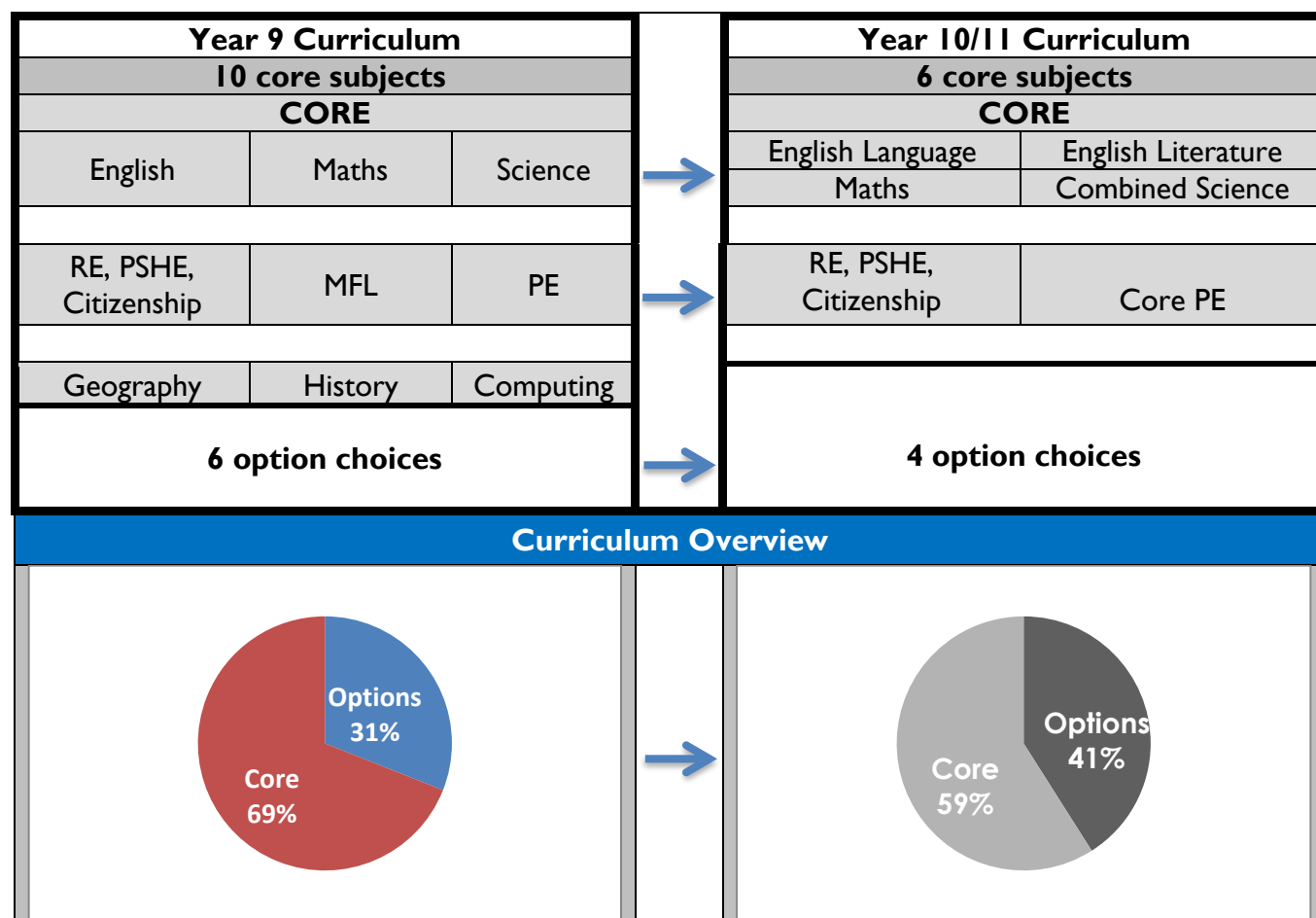
**Deputy Headteacher**

## KEY STAGE 4 OPTIONS PROCESS 2025

### “An Introduction for Parents/Carers”

As you may be aware, eight years ago we reformed the Year 9 curriculum by reducing the number of core subjects which all students had to study. This provided the curriculum flexibility to introduce a pre-GCSE options process allowing students for the first time to make choices to personalise their curriculum in line with their interests, ability and aspirations. Whilst we believe that a curriculum which is designed by student choice encourages motivation, achievement, direction and success, the reforms were also introduced to support the Key Stage 4 options process so that students could make more informed decisions.

The Key Stage 4 options process is different from the Year 8-9 process with a further reduction in both the number of core and options subjects as the diagram below reflects:



In Years 10 and 11, all students study the compulsory core subjects leading to 5 GCSE qualifications in English Language, English Literature, mathematics and combined science (2 GCSEs); core PE and RE, PSHE, citizenship are not accredited. The additional 4 options will be dependent on which pathway is most appropriate for students to follow.

Regardless of which pathway is followed, almost all of our students at IGS will need to select at least one subject from the “EBacc” suite of subjects:

**Geography**

**French**

**Computer Science**

**History**

**Spanish**

**Separate Sciences**

This is to ensure that students are following a broad and balanced curriculum comprising of at least 6 traditionally “academic” subjects and, in light of national changes, to also make sure our students are not

disadvantaged when competing for university or college places, apprenticeships and employment. Indeed, all students who are likely to achieve a grade 5 at GCSE are **strongly recommended** to take a language and GCSE History or Geography as this combination will make up the English Baccalaureate (EBacc). The EBacc is not a certificated qualification in its own right, but recognises students achieving 6 GCSE grades currently at grades 5-9 in a range of academic subjects: English, mathematics, 2 sciences, history or geography and a language. It is a traditional, academic pathway and is highly appropriate for students who have the ability to meet its criteria, and who are considering university education as it has been described as a “university-based curriculum”. In many high performing countries including Japan, South Korea and the Netherlands, there is a wider core curriculum of academic subjects which have to be studied and examined at the age of 16 and the Ebacc is based on this principle to ensure all young people study a broader curriculum prior to specialisation at post-16 regardless of their social background.

Given the increasing academic demands of core GCSE qualifications, some students will benefit from selecting at least one technical/vocational course which includes controlled assessment and fewer exams. Such flexibility and variety in the curriculum offer helps to ensure that programmes can be fully personalised to meet individual learner needs.

The main purposes of this booklet are:

- to provide information to help students’ decision making;
- to set out the syllabus content, organisation and methods of assessment for both core and options subjects.

It has been written with a student audience in mind. However, you are also asked to familiarise yourself with its contents since your support, encouragement and interest will help your child to reach informed, positive decisions. Both this booklet and our Options Evening will provide you with the information your child needs, however, if you have any further questions, please email: [year9options@ilkleygs.co.uk](mailto:year9options@ilkleygs.co.uk)

We believe in helping our learners to achieve their potential. For many students this will come in the form of academic achievement at the highest level with 9 high GCSE grades. For others, a more practical experience may result in a mixture of GCSEs and technical qualifications. Neither of these is “better” than the other. What is important is for the learner to succeed at the highest level appropriate for them as an individual, and for them to achieve in a range of subjects that will support future progression. We hope that by continuing to work in partnership with parents and carers we can ensure that every child embarks on the very best programme possible to maximise their chances of success.

*Miss Gemma Cloughton*

**Deputy Headteacher**



# Pathways at Ilkley Grammar School

## 1: Academic EBacc Pathway

**Guided Option 1: EBacc Humanities**  
History or Geography

**Guided Option 2: EBacc MFL**  
French or Spanish

### Open Options 3 and 4

2 further choices from a range of options. To ensure you follow a broad and balanced curriculum we recommend one of your choices should be a practical/creative subject.

If you follow the full EBacc pathway, you will study a suite of academic qualifications known as the English Baccalaureate. This currently recognises achievement at grade 5 and above in the selected subjects of English, mathematics, two sciences, history or geography and a language. Given the emphasis that the government has placed on the EBacc, alongside the fact that EBacc subjects are considered essential to many degrees, it is strongly recommended that this pathway is followed. Given that in future, this pathway may become compulsory for more students in line with government priorities, all students who have the potential to meet its criteria are encouraged to take this route.

## 2: Comprehensive Pathway

### Guided Option 1: EBacc Option

Geography	French	Computer Science
History	Spanish	Separate Science

1 choice from the above EBacc subjects.

### Open Options 2, 3 and 4

3 further choices including any EBacc subject not selected as Option 1 or from the range of options choices.

This pathway is designed to make sure you are studying a 6<sup>th</sup> academic subject as is strongly recommended.

To ensure you follow a broad and balanced options curriculum, we would recommend as part of your choices that you should select one humanities subject, one language and one creative/practical subject.

## 3: Technical GCSE Pathway

### Guided Option 1: EBacc Option

Geography	French	Computer Science
History	Spanish	Separate Science

1 choice from the above EBacc subjects.

### Guided Options 2 and 3

2 choices from:

Technical or BTEC courses/  
practical/creative subjects.

### Open Option 4

Open choices from a range of subjects including any EBacc subjects not selected as Option 1.

The technical GCSE pathway involves a 6<sup>th</sup> academic subject to ensure that students follow a broad and balanced curriculum.

It also recognises that not all students benefit from a curriculum based solely on exams, allowing students to take vocational or technical qualifications alongside creative/practical subjects. Technical/vocational qualifications are usually based on more controlled assessment, with an externally marked exam and an opportunity to resit this component. Creative/practical subjects often involve at least 40% practical and one exam worth up to 60%. All students are also able to make an additional fourth choice from the full range of subjects.



## 4: Supported Pathway

### Guided Option 1: Functional Skills English

This course is designed to develop written and verbal communication, and students can have the opportunity to gain additional qualifications such as Functional Skills English as part of this option. More generally, this option works in parallel with GCSE English and provides students with additional practice and literacy support. Students taking the Functional Skills option continue to work towards their GCSE English and English literature in their core English lessons. Students are assessed through an ongoing process for Functional Skills. It is delivered in a small group environment through the Inclusive Learning Department. There is opportunity for careers guidance as part of this course.

### Guided Options 2 and 3

2 choices from BTEC/technical qualifications, and a range of practical/creative subjects.

### Open Option 4

Open choice from a range of subjects.

This is a guided pathway, and students will be selected for this provision. The Supported Pathway is intended for a small number of students, for whom it would be beneficial to develop their written and verbal communication skills that will support them across the curriculum. Students involved then spend the time equivalent to one option block receiving small group support and small group teaching of Functional Skills English and literacy. Students on this pathway are guided to take two options which involve more practical assessment and fewer written examinations; this is likely to involve a BTEC or technical qualification and/or creative/practical subjects.

All students are also able to make an additional fourth choice from the full range of subjects to ensure breadth and balance.

All students in Functional Skills English will remain in their core English lessons, accessing the full curriculum.

## 5: Alternative Curriculum Pathway

### Bespoke Curriculum:

Students accessing this pathway are likely to receive a college, and/or work experience provision and also receive a curriculum that focusses heavily on their achievement in English, maths and science.

Students may study options in school from BTEC/technical suite, such as Engineering and Hospitality and Catering.

The Alternative Curriculum pathway is a bespoke provision for a small group of students for whom mainstream education is not appropriate. This is a guided pathway, and students will be selected for this provision.

Alongside English Language, Literature, maths and science, students may have the opportunity to take at least two BTEC/technical qualifications, or work experience, or a college course.

## The Options Process

During years 10 and 11, you will follow a curriculum containing a more limited number of subjects than is the case in year 9. The choice of these subjects cannot be made hastily: it requires much careful consideration. Choices made now have significant implications for your future employment or educational opportunities. It is also important to realise that you are highly unlikely to be able to change your subject choices once the courses have started due to constraints imposed by both the timetable and maximum group sizes.

To help you make informed choices, the following process has been arranged:

Year 9	
PROCESS	DATES
<b>Year 9-10 Options Assembly Launch</b> <b>Distribution of options booklets electronically</b>	<b>Wednesday 22<sup>nd</sup> January 2025 during PBT</b>
<b>Year 9 Parents' evening</b>	<b>Thursday 30<sup>th</sup> January 2025</b>
<b>Options forms available electronically</b>	<b>Wednesday 29<sup>th</sup> January 2025</b>
<b>PBT sessions with Leadership Team</b>	<b>Wednesday 29<sup>th</sup> January and Wednesday 5<sup>th</sup> February 2025</b>
<b>February half term</b>	<b>17-21<sup>st</sup> February 2025</b>
<b>Year 8 and 9 Options Evening</b>	<b>Wednesday 12<sup>th</sup> March 2025</b>
<b>Optional drop in meetings with Leadership Team</b>	<b>Monday 10<sup>th</sup> February- Friday 14<sup>th</sup> February 2025</b>
<b>Deadline for submission of electronic options forms</b>	<b>Friday 14<sup>th</sup> March 2025</b>

It is important to note that:

- All students will be seen in tutor time by Ms Cloughton Deputy Headteacher, or another member of the Leadership Team to discuss options, the online options form and ask questions;
- All students will also have the ability to book a 'drop in meeting' with a member of the Leadership Team, if any questions cannot be answered in the assembly, booklet or tutor sessions (students will receive a communication later this term about how to book);
- During Options Evening on **Wednesday 12<sup>th</sup> March**, there will not only be the opportunity to visit curriculum areas, but multiple opportunities to see an options presentation from key members of the Leadership Team to further support students in making their choices;
- The year 9 Options mailbox will be monitored during the options process to answer any questions from students, parents and carers: [year9options@ilkleygs.co.uk](mailto:year9options@ilkleygs.co.uk)

**March-May 2025:** All options forms will be processed and teaching groups set up. We aim to allocate as many students as possible to their first preferences. However, because we cannot teach very small or very large numbers of students, some choices may not be able to be accommodated. Students would be offered their reserve choice in this case.

**June/July 2025:** Formal curriculum offer made to students.

# The Options Form

## Filling in the form

A blank sample form is provided on page 13 to practise pencilling in your options. Please note this form is just a practice and the options are submitted online. We use an electronic system and the electronic form will be explained in your tutor group. You will be able to update and edit your options form from **29<sup>th</sup> January 2025**, though we encourage you to wait until the tutor session and Options Evening have taken place before making your final decisions.

## Academic Ebacc Pathway

1. Tick the first box to identify that you are taking the full English Baccalaureate.
2. Select history or geography and tick your language option.
3. Select two further options choices.
4. Indicate a reserve choice using “R”.

## Comprehensive GCSE Pathway /Technical GCSE Pathway

1. Tick the box to show you are taking an EBacc subject, but not the Academic Ebacc Pathway.
2. Select your EBacc subject from: history, geography, separate science, computer science, French or Spanish.
3. Choose 3 further choices (these can include other EBacc subjects).
4. Indicate a reserve choice using “R”.

## Supported Pathway

1. Indicate that you are following a pathway which does not have to include an Ebacc subject.
2. Tick your Functional Skills option.
3. Tick your two choices from the list of creative, practical or technical subjects.
4. Choose a further choice which is different from those already selected.
5. Indicate a reserve choice using “R”.

Overleaf is an example of a completed form. The student is hoping to study:

- GCSE Geography (EBacc subject)
- GCSE in Religious Studies
- GCSE French
- GCSE Music

This combination of subjects fulfils the requirements of the English Baccalaureate. It is broad and balanced involving 2 humanities subjects, 1 language and a creative, practical subject.

The student has also indicated that they definitely wish to study GCSE Philosophy and Ethics as indicated by the asterisk; they have also explained the reasons for this in the additional information.

# Example Option Form (Completed)

**STUDENT NAME:**

**TUTOR GROUP:**

Please tick the following statement which applies to you:

I am taking the Academic Ebacc pathway (the full English Baccalaureate) and have selected a language and history or geography.	✓
I have chosen an EBacc subject (geography/history/computer science/separate science/ French/Spanish), but I am not taking the full English Baccalaureate (e.g. Comprehensive pathway/ Technical pathway).	
I am following the Supported pathway and I do not need to choose an EBacc subject.	

## Option Subjects.

Tick four subjects from this group and mark your reserve choice using "R". You must select at least one of the EBacc subjects which are in bold and in a shaded cell, unless you are following the Supported pathway.

Humanities subjects	<b>GCSE Geography</b>	✓	<b>GCSE History</b>	
	GCSE in Religious Studies	✓*	GCSE Business Studies	
MFL subjects	<b>GCSE French</b>	✓	<b>GCSE Spanish</b>	
Creative/Practical subjects	GCSE Art, Craft and Design		GCSE Photography	
	GCSE Drama		GCSE Music	✓
	GCSE Food Preparation and Nutrition		GCSE Textiles	
	GCSE Electronic Products		GCSE Resistant Materials	
	GCSE Media		GCSE PE	
Sciences	<b>GCSE Computer Science</b>		<b>GCSE Separate Science – biology, chemistry, physics</b>	
Technical / Practical	Digital IT	R	Engineering Design Award	
	BTEC Health & Social Care		BTEC Performing Arts	
	WJEC Award in Hospitality & Catering		BTEC Sport Level 2	
Inclusive Learning Guided Option	<b>Supported Pathway: Functional Skills English</b> Students will develop written and verbal communication skills and <b>may</b> complete the Functional Skills English qualification.			

**Additional Information**

If you have a strong reason for requesting a particular course, please explain why in the space opposite.

make this clear by asterisking (\*) one subject and explaining

Signed Parent/Carer: \_\_\_\_\_ Student signature: \_\_\_\_\_

Parent/Carer print name: \_\_\_\_\_

# Year 9 Option Form (Blank)

**STUDENT NAME:**

**TUTOR GROUP:**

**Please tick the following statement which applies to you:**

I am taking the Academic Ebacc pathway (the full English Baccalaureate) and have selected a language and history or geography.	
I have chosen an EBacc subject (geography/history/computer science/separate science/ French/Spanish), but I am not taking the full English Baccalaureate (e.g. Comprehensive pathway/ Technical pathway).	
I am following the Supported pathway and I do not need to choose an EBacc subject.	

## Option Subjects.

**Tick four subjects from this group and mark your reserve choice using "R". You must select at least one of the EBacc subjects which are in bold and in a shaded cell, unless you are following the Supported pathway.**

<b>Humanities subjects</b>	<b>GCSE Geography</b>		<b>GCSE History</b>	
	GCSE in Religious Studies		GCSE Business Studies	
<b>MFL subjects</b>	<b>GCSE French</b>		<b>GCSE Spanish</b>	
<b>Creative/Practical subjects</b>	GCSE Art, Craft and Design		GCSE Photography	
	GCSE Drama		GCSE Music	
	GCSE Food Preparation and Nutrition		GCSE Textiles	
	GCSE Electronic Products		GCSE Resistant Materials	
	GCSE Media		GCSE PE	
<b>Sciences</b>	<b>GCSE Computer Science</b>		<b>GCSE Separate Science – biology, chemistry, physics</b>	
<b>Technical / Practical</b>	Digital IT		Engineering Design Award	
	BTEC Health & Social Care		BTEC Performing Arts	
	WJEC Award in Hospitality & Catering		BTEC Sport Level 2	
<b>Inclusive Learning Guided Option</b>	<b>Supported Pathway: Functional Skills English</b> Students will develop written and verbal communication skills and <i>may</i> complete the Functional Skills English qualification.			

**Additional Information**

If you have a strong reason for requesting a particular course, please explain why in the space opposite.

make this clear by asterisking (\*) one subject and explaining

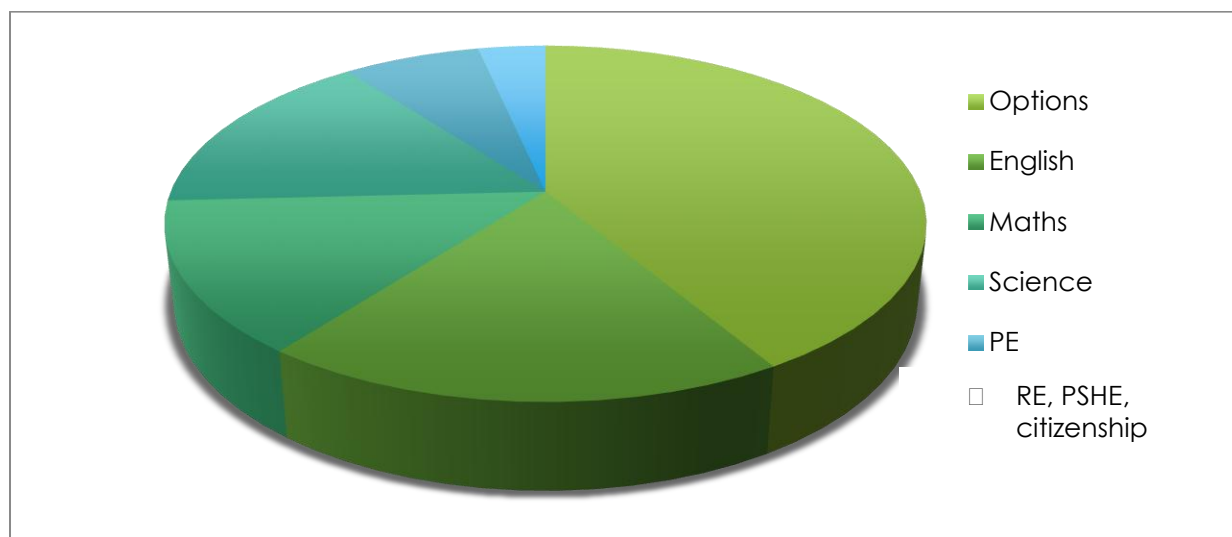
Signed Parent/Carer: \_\_\_\_\_ Student signature: \_\_\_\_\_

Parent/Carer print name: \_\_\_\_\_

## Key Stage 4 Curriculum

The Key Stage 4 curriculum consists of a compulsory core of key subjects which all students follow. This includes English Language and Literature, mathematics and science which lead to 5 GCSE qualifications, as well as core PE and PSHE, core RE and citizenship which are non-examined subjects. Students do not have any choice with respect to these subjects and they are automatically added to the timetable.

There is an increasing emphasis placed on literacy and numeracy skills and the core subjects of English, mathematics and science. In terms of qualifications, admission tutors in Further and Higher Education, as well as personnel officers in the world of work, want to know the grades achieved in these key subjects. As a result, 59% of curriculum time is spent on the core curriculum, with the remaining 41% spent on option choices:



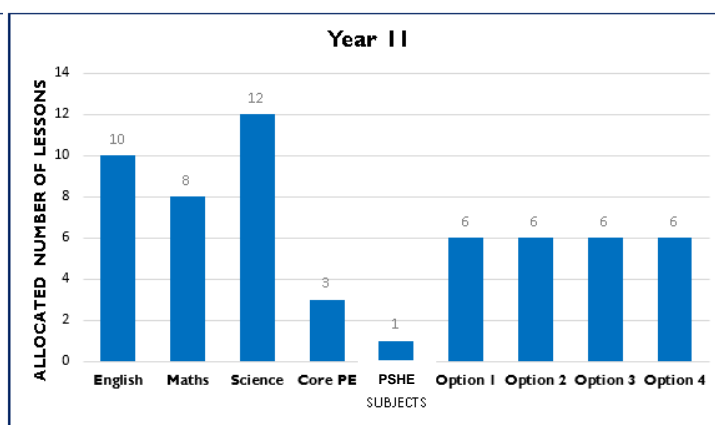
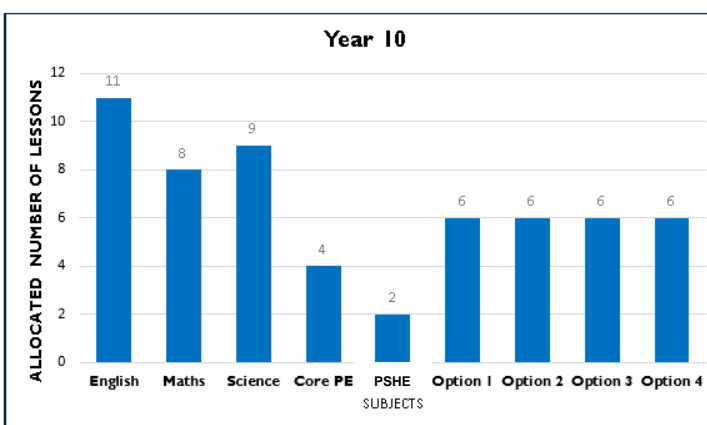
In light of changes made by the Department of Education, almost all students at IGS will need to select at least one subject from the EBacc suite of subjects (geography, history, French, Spanish, computer science or separate science) as one of their four options. For many students this will happen as a result of them following the full English Baccalaureate pathway which involves both a language and GCSE History or Geography.

### An example of what a student's timetable might look like in year 10:

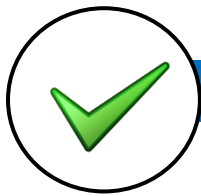
Day	Mon A	Tues A	Weds A	Thurs A	Fri A		Day	Mon B	Tues B	Weds B	Thurs B	Fri B
<b>P1</b>	Science - Chemistry	Option A	English	Option B	Option D		<b>P1</b>	Science-Physics	Maths	Option D	Option B	Science-Biology
<b>P2</b>	Option A	English		Science-Biology			<b>P2</b>	Maths	Science-Biology	Option C		English
<b>P3</b>	Maths	Option C	Science-Physics	PSHE	English		<b>P3</b>	English	Option D	CORE PE	Maths	English
<b>P4</b>	Option C		Maths	English	Maths		<b>P4</b>		English			Option C
<b>P5</b>	English	Option D	Option B	CORE PE	Science - Chemistry		<b>P5</b>	Option A	Science - Chemistry	Option A	Option C	Science-Physics
<b>P6</b>	Option B	Maths			Option A		<b>P6</b>		Option B		PSHE	Option D

# Time Allocation

The Core subjects	Time Allocation	Outcomes
<b>English</b>	Year 10: 11 lessons per cycle	2 GCSEs graded 9-1 (9 being the highest) in English language and literature
	Year 11: 10 lessons per cycle	
<b>Maths</b>	8 lessons per cycle	1 GCSE graded 9-1
<b>Combined Science</b>	Year 10: 9 lessons per cycle	2 GCSEs graded 9-1 All 3 sciences are studied (biology, chemistry and physics)
	Year 11: 12 lessons per cycle	
<b>Core PE</b>	Year 10: 4 lessons per cycle	This is a non-examined course focussed on active participation in sport.
	Year 11: 3 lessons per cycle	
<b>RE, PSHE and citizenship</b>	Year 10: 2 lessons per cycle	This is a non-examined course which explores aspects of personal, social, health, citizenship, economics and religious education.
	Year 11: 1 lesson per cycle	
<b>Option subjects</b>	Time Allocation	Outcomes
	6 lessons per cycle per subject in both years 10 and 11	All GCSE options taken by current year 9 students in 2025 will lead to a grade 9-1. Technical and BTEC qualifications are equivalent to GCSEs and are graded pass, merit and distinction. Depending on your pathway, options will result in up to 4 GCSEs or equivalent qualifications.







## Informing Your Decisions

Our experience tells us that there are certain Do's and Don'ts to consider when making choices:

### Do's and Don'ts

#### Do's:



choose subjects **you** want to do. You are the person who has to do the work for two years.



choose subjects where you are most likely to fulfil your potential.



talk to your tutor, your teachers and your parents/carers and get their advice; they want to help you.



think carefully about future education/career plans if you have any – if not keep your options open.

#### Don'ts



simply choose what your friends have chosen. There is no guarantee you will be in the same class as many of the subjects have more than one group. Think about your own future.



choose a subject because you like the teacher. They might not teach you next year.



choose something new just for a change. Find out about it first.



choose before reading everything in this booklet, listening to advice and attending the choices evening on **Wednesday 12<sup>th</sup> March 2025**.

**IT IS IMPORTANT THAT YOU GET IT RIGHT. IT IS NOT USUALLY POSSIBLE TO SWAP COURSES ONCE YOU HAVE STARTED.**

This is a really exciting time for you. You are moving on to the next phase of your school career. There are so many wonderful opportunities ahead, both within the courses you follow and in the fantastic range of activities available to you outside the classroom.

**Challenge yourself** – you will be surprised at what you can achieve!



## Frequently Asked Questions

### **How do I use the options booklet to help me make decisions?**

The booklet is designed to give you detailed information about the subjects available in years 10 and 11. It is important that you discuss this information with parents, carers and teachers. When reading through the booklet, you need to ask yourself the following questions before making your choices:

1. Do I like the subject?
2. Will I do well in the subject?
3. Am I specialising too early?
4. Will the type of assessment suit my learning style?
5. Will the qualifications I choose support progression to education or training beyond 16?
6. Which subjects do I need for my possible career?

### **Will I get my first choices?**

It is hoped that all students will get their first preference of option subjects, but with a huge number of students all choosing different subjects, it is sometimes impossible to give everybody their first choice. You may not be able to get one of your first choices because:

- the group is too large to include everyone
- the option group is too small and has to be withdrawn

You should therefore make sure that **all** of your choices including your reserve choice are subjects that you definitely want to study. You will be given time to make sure that you are certain about your decisions, so use this time to speak to as many different people as possible.

### **Why would a group or subject be withdrawn?**

Should a subject not attract a sufficient number of students to make it economic for the school to run, it might be withdrawn; students who have chosen that subject would then be guided to their reserve choice.

### **Some subjects are new. How do I know whether to choose them?**

As well as information available from this booklet, more information will be available during the choices evening on Wednesday 12<sup>th</sup> March 4pm-7pm.

### **When do I have to hand in the final options form?**

The deadline for forms is Friday 14<sup>th</sup> March 2025. These will be submitted electronically.

### **Can I change my mind later?**

Changing subject choices is not possible, unless there are **exceptional** individual circumstances which apply.

If you have any further questions regarding options, please email: [year9options@ilkleygs.co.uk](mailto:year9options@ilkleygs.co.uk)



## Further Information

Curriculum Area	Course	Member/s of staff
<b>Creative Arts</b> Ms J Womack	GCSE Art, Craft and Design	Miss C Harris
	GCSE Photography	
	GCSE Drama	Ms L Ramrattan
	BTEC Performing Arts	
	GCSE Music	Mrs V Chapman
<b>Humanities</b> Mr R Greening Mrs J Ibbertson	GCSE History (EBacc subject)	Mr J Adams
	GCSE Geography (EBacc subject)	Mr P Walton
	GCSE Business	Mr J Comiskey
	GCSE Religion	Mr A Dickson
<b>IT/Computing</b> Miss V Brides	GCSE Computer Science (EBacc subject)	Miss V Brides
	Digital IT	
	GCSE Media	Ms S Riley
<b>Inclusive Learning/ guided option</b> Mrs A Graham/ Mr D Keane	Functional Skills English	Mrs A Graham/ Mr Keane
<b>Modern Foreign Languages</b> Mrs A Paley- Hernandez	GCSE French (EBacc subject)	Mr K Kehoe/ Miss Blane-Hernandez
	GCSE Spanish (EBacc subject)	Mr K Kehoe/ Miss Blane-Hernandez
<b>PE</b> <b>BTEC Sport- Level 2</b> Mr R Burton	GCSE PE BTEC Sport Level 2	Mr R Burton / Mr S Peltier
<b>Science</b> Dr A Marshall	GCSE Chemistry GCSE Biology GCSE Physics	Separate Science Dr A Marshall Miss L Porritt Mr J Myers
<b>Technology</b> Mrs R Eyles	GCSE Food and Nutrition Award in Hospitality & Catering GCSE Textiles GCSE Resistant Materials GCSE Electronic Products Engineering Design Award	
<b>Technical Learning</b> Mrs V Marshall	BTEC Health & Social Care	Ms L Ainscow

### Useful websites:

**OCR** [www.ocr.org.uk](http://www.ocr.org.uk)

**AQA** [www.aqa.org.uk](http://www.aqa.org.uk)

**Edexcel** <https://qualifications.pearson.com/en/home.html>

**BTECs** <http://qualifications.pearson.com/en/about-us/qualification-brands/btec.html>

### Careers Information:

<https://nationalcareersservice.direct.gov.uk/Pages/Home.aspx>

Independent careers advice is also available through our careers' adviser Mrs T Lowe.



## **GCSE Reforms**

All modular GCSEs now have linear assessments (exams sat at the end of the course.) The government made this decision in order to:

- ensure that GCSE exams are taken at the end of the course when students have a complete body of knowledge and can make links between their learning
- remove the opportunity for multiple re-sitting of units
- give greater emphasis to spelling, punctuation and grammar

## **General Certificate of Secondary Education (GCSE) Qualifications**

GCSE remains the traditional academic route through Key Stage 4. In some subjects, for example English and maths, GCSE is assessed completely by examinations; in other subjects, it is assessed through a combination of examinations and controlled assessment with the weighting of the exam dependent on the individual subject. All subjects are now based on new GCSE specifications following the first changes made to English Language, English Literature and maths in 2015. These new specifications are more demanding in terms of quantity, as well as depth of subject knowledge, and are graded on a 9 to 1 scale rather than A\*-G.

## **The English Baccalaureate**

The government introduced the English Baccalaureate in 2010. This is not a separate qualification in itself. It currently recognises students who achieve a grade 5 or above in English, mathematics, two sciences, a language and a humanities subject. The subjects included are designed to allow students to demonstrate they have studied a broad, rigorous, academic curriculum.

- All students can access the English, mathematics and the science element of this qualification through the compulsory core. It was also announced by the DfE that computer science is included as a subject in the science element.
- Only history and geography are recognised as EBacc humanities subjects.
- Modern Foreign Languages (French and Spanish) are available as an option. We have always advised students that the continuation of a language is highly recommended.

In the future, the English Baccalaureate may be considered as an additional factor by some employers and higher education institutions. Certainly, the view of the government is that almost all students should study the combination of subjects which make up the English Baccalaureate to ensure a rigorous, academic education. Therefore, all students likely to achieve a grade 5 or above in the EBacc subjects are strongly recommended to follow the full English Baccalaureate pathway at Ilkley Grammar School. However, other students with aspirations to follow a predominantly academic route at higher education level are also strongly recommended to select the options (geography and/or history, alongside a language) which will allow them the opportunity to achieve the English Baccalaureate.

The subjects within the English Baccalaureate are highly valued by universities as they are academically rigorous. Indeed, all the EBacc subjects, with the exception of Computer Science, are recognised as facilitating subjects at Advanced Level. By choosing some EBacc subjects at GCSE, students will have a much wider range of university options from which to select.

## **Technical (vocational) Qualifications**

Over the last six years, the government has reviewed technical qualifications and has generated a list of approved courses which they consider to be equivalent to GCSE. Please see the following website for the

most up to date information: <https://www.gov.uk/government/publications/key-stage-4-qualifications-discount-codes-and-point-scores>

When calculating the school's figures, up to 3 approved technical or vocational qualifications are taken into consideration by the government. However, all qualifications, GCSE or equivalent, count for the individual student.

### **British Technology and Education Council (BTEC) Qualifications**

BTECs are work-related qualifications which have been developed in consultation with employers and higher education experts. They are designed to help students acquire knowledge, skills and understanding through practical, work-related activities. BTECs are mainly assessed through assignments at regular intervals with a small examination involved in some courses. A BTEC level 1 pass is equivalent to GCSE grade 2 (previously E/F); a BTEC level 2 is equivalent to GCSE grades 4-9 with a 'Pass' equivalent to a grade 4 (C) and a 'Distinction' a grade 8.5 (A-A\*).

### **Raising of the Participation Age**

All children need to remain in full time education or training until at least their 18th birthday. This does not necessarily mean staying in school; young people have a choice about how they continue in education or training post-16 which could be through:

- full-time study in a school, college or with a training provider;
- full-time work or volunteering combined with part-time education or training;
- an apprenticeship.

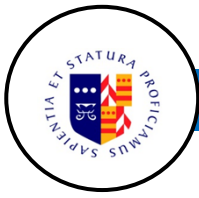
# GCSE Grading

The grading system for GCSE has been changed with all GCSEs now being graded on a scale from 1 to 9 rather than G - A\*.

NEW GCSE GRADING STRUCTURE									
9	8	7	6	5	4	3	2	1	U
			<div><div><div>4 = C</div><div>and above</div><div>and above</div></div><div><div></div><div></div></div></div> <div><ul style="list-style-type: none"><li>■ Broadly the same proportion of students will achieve a grade 4 and above as currently achieve a grade C and above.</li><li>■ Broadly the same proportion of students will achieve a grade 7 and above as achieve an A and above.</li><li>■ The bottom of grade 1 will be aligned with the bottom of grade G.</li></ul></div>						
</									







## GCSE

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# English Language

## In English Language you will learn about:

- non-fiction texts from the 19<sup>th</sup>, 20<sup>th</sup> and 21<sup>st</sup> century including articles, reports, letters, diaries and quality journalism
- works of literature, considering how writers use narrative and descriptive techniques to capture readers' interests
- comparing linked sources from different time periods, considering perspectives or views over time and how authors influence the reader
- how to respond to unseen literature extracts
- writing creatively and accurately for a number of different audiences and purposes
- developing presentation skills and discussion skills in front of an audience



## You will learn by:

- taking part in activities designed to develop confidence in reading and writing
- being involved in group discussions, arguments and debates
- encountering a range of non-fiction texts across three centuries to build your confidence in reading skills
- having the opportunity to read and enjoy literature from a range of times and genres
- being encouraged and supported to develop personal responses to literature through analysing unseen texts
- practising technical aspects of written and spoken expression to develop a precise and accurate writing style

## You will be assessed by:

- two terminal written exams both lasting 1 hour 45 minutes with questions on a range of non-fiction texts and 2 creative writing tasks (100% of final grade)

Paper 1 (50% of grade)	Paper 2 (50% of grade)	Non-Examination Assessment (0%)
Explorations In Creative Reading and Writing	Writers' Viewpoints and Perspectives	Spoken Language
<b>Section A: Reading</b> Answer 4 questions on unseen C20th or C21st extracts.	<b>Section A: Reading</b> Answer 4 questions on 2 linked non-fiction texts from different time periods.	This is given a separately reported grade. <b>Focus:</b> <ul style="list-style-type: none"> <li>• a formal presentation</li> <li>• responding to questions and to feedback, asking questions</li> <li>• using spoken Standard English</li> </ul>
<b>Section B: Writing</b> Answer one extended writing question in response to a stimulus.	<b>Section B: Writing</b> Answer one extended writing question, for example responding to an opinion.	

## Tiers of entry:

- There are no longer any tiers of entry in English Language.
- All students, regardless of ability, sit the same examinations leading to grades 9-1.

# GCSE Core Subject

## Course specification and exam board information:

AQA GCSE English language  
8700

Further details are available  
from:

<http://www.aqa.org.uk/subjects/english/gcse/english-language-8700/specification-at-a-glance>

<http://www.aqa.org.uk/8700>

## This course aims to develop the ability to:

- read a wide range of texts, fluently and with good understanding
- read critically, and use knowledge gained from wide reading to inform and improve students' own writing
- write effectively and coherently using Standard English appropriately
- use grammar correctly, punctuate and spell accurately
- acquire and apply a wide vocabulary, alongside knowledge and understanding of grammatical terminology, and linguistic conventions for reading, writing and spoken language

## Additional information on subject content:

The GCSE specification in English Language requires students to study the following content:

Critical Reading & Comprehension	Writing	Spoken Language
<ul style="list-style-type: none"> <li>• <i>Critical reading &amp; comprehension</i> e.g. making inferences &amp; justifying them; reading in different ways for different purposes; identifying bias</li> <li>• <i>Summary and synthesis</i> e.g. identifying the main themes</li> <li>• <i>Evaluation of a writer's choices</i> e.g. analysing vocabulary, form, structure</li> <li>• <i>Comparison of two or more texts</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Producing clear and coherent text</i> e.g. writing effectively for different purposes and audiences; using language imaginatively and creatively</li> <li>• <i>Writing for Impact</i> e.g. selecting, organising and emphasising facts, ideas and key points; citing evidence and quotation effectively and to support views; creating emotional impact</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Presenting information and ideas:</i> e.g. selecting and organising information and ideas effectively and persuasively for prepared spoken presentations; planning effectively; making presentations and speeches</li> <li>• <i>Responding to spoken language:</i> e.g. listening to and responding appropriately to any questions and feedback</li> <li>• <i>Spoken Standard English</i></li> </ul>

## Where could English Language take you next?

- The key English skills of reading, writing, speaking and listening are required in all academic courses and all careers.
- You will learn the art of effective communication, developing analytical and creative skills and the ability to argue a point of view convincingly.
- The study of English develops confidence.
- Indeed, it is difficult to think of a job where English would not be a benefit. However, it is particularly useful for a career in: journalism; advertising; marketing; management; education and training; publishing; law; television; film; radio; arts; administration and the civil service.

## Additional information:

- For further information please see Mrs Lowes, Curriculum Leader or Mrs Lister, Second in Department.

# English Literature

## In English Literature you will learn about:

- works of literature, considering how writers use narrative and descriptive techniques to capture readers' interests
- comparing linked sources from different time periods, considering perspectives or views over time and how authors influence the reader
- how to respond to unseen literature extracts
- developing presentation skills and discussion skills in front of an audience
- the context of various plays, novels and poems
- how writers create and shape meaning in their texts
- the various works of writers in the English Literary Heritage, developing appreciation and interest



## You will learn by:

- taking part in activities designed to develop confidence in reading and writing
- being involved in group discussions, arguments and debates
- encountering a range of fiction texts to build your confidence in reading skills
- having the opportunity to read and enjoy literature from a range of times and genres
- being encouraged and supported to develop personal responses to literature through analysing unseen texts
- practising technical aspects of written and spoken expression to develop a precise and accurate writing style

## You will be assessed by:

- two terminal written exams, one lasting 2 hours 15 minutes (60%) and one lasting 1 hour 45 minutes (40%)

Paper 1: Shakespeare and the 19th- Century Novel Exam= 1 hour 45 minutes, 40% of GCSE	Paper 2: Modern texts and poetry Exam= 2 hours 15 minutes, 60% of GCSE
<b>Section A: Shakespeare</b> Answer one question on <b>Macbeth</b> , writing in detail about an extract and then the play as a whole. <b>Section B: the 19th-century novel</b> Answer one question on The Strange Case of Dr Jekyll and Mr Hyde writing in detail about an extract and then the novel as a whole.	<b>Section A: Modern texts</b> Answer one essay question on An Inspector Calls or Lord of the Flies <b>Section B: Poetry</b> Answer one comparative question on one named poem printed on the exam paper and one other poem from the 'Power and Conflict Cluster'. <b>Section C: Unseen poetry</b> Answer one question on one unseen poem and one question comparing this poem with a second unseen poem.

## Tiers of entry:

- There are no longer any tiers of entry in English Literature.
- All students, regardless of ability, sit the same examinations leading to grades 9-1.

# GCSE Core Subject

## Course specification and exam board information:

AQA GCSE English Literature 8702  
Further details are available from:

English Literature:  
<http://www.aqa.org.uk/8702>

## This course aims to develop the ability to:

- read a wide range of classic literature fluently and with good understanding, and make connections across their reading
- read in depth, critically and evaluatively, so that they are able to discuss and explain their understanding and ideas
- develop the habit of reading widely and often
- appreciate the depth and power of the English Literary Heritage
- write accurately, effectively and analytically about their reading, using Standard English
- acquire and use a wide vocabulary, including the grammatical terminology and other literary and linguistic terms they need to criticise and analyse what they read

## What skills will you develop from this course?

*The GCSE specification in English Literature requires students to study the following content:*

**AO1:** Read, understand and respond to texts. Students should be able to: maintain a critical style and develop an informed personal response, use textual references, including quotations, to support and illustrate interpretations.

**AO2:** Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.

**AO3:** Show understanding of the relationships between texts and the contexts in which they were written.

**AO4:** Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

## Where could English Literature take you next?

- The key English skills of reading, writing, speaking and listening are required in all academic courses and all careers.
- You will learn the art of effective communication, developing analytical and creative skills and the ability to argue a point of view convincingly.
- The study of English develops confidence.  
Indeed, it is difficult to think of a job where English would not be a benefit. However, it is particularly useful for a career in: journalism; advertising; marketing; management; education and training; publishing; law; television; film; radio; arts; administration and the civil service.

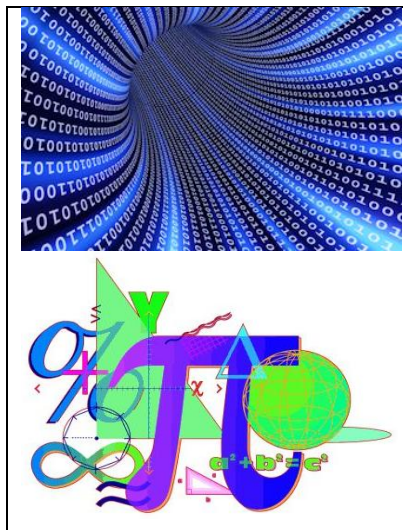
## Additional information:

For further information please see Mrs Lowes, Curriculum Leader for English or Mrs Lister, Second in Department.

# Mathematics

## In mathematics you will learn about:

- how to apply a broad range of mathematical concepts to solve problems, both abstract and in context
- the number system and how to effectively work with numbers including percentages, fractions, decimals and ratios
- the use of algebra to solve problems involving unknowns
- properties of shapes and space and how to effectively use measures
- the use of statistics and data handling to collect, present and analyse data



## You will learn by:

- working on investigations and rich tasks to solve problems and make mathematical connections and discoveries for yourself
- completing paired and group work to build team working and communication skills alongside developing your mathematical knowledge and skills
- exploring mathematical concepts and how they relate to and describe the world around us
- using specialist maths applications on the iPad, the IGS maths website and the Sparx Maths website: <https://www.sparxmaths.uk/>

## You will be assessed by:

- three terminal examinations at the end of Year 11 each of which includes material from the entire syllabus (all 3 papers are out of 80 marks, worth one-third of the overall GCSE and are 1 hour 30 minutes in length)

NB: There is no controlled assessment in mathematics.

Paper 1	Paper 2	Paper 3
Non-calculator	Calculator	Calculator
A mix of question styles, from short, single-mark questions to multi-step problems.		
The mathematical demand increases throughout the paper.		

## Tiers of entry and exam board:

- Our exam board is Edexcel
- GCSE Mathematics has a Foundation tier (grades 1 – 5) and a Higher tier (grades 4 – 9)
- Students must take all three question papers at the same tier

# GCSE Core Subject

## Course specification and exam board information:

\* Edexcel GCSE Mathematics IMAI (Foundation Tier and Higher Tier)

\* Full details are available from:

<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/mathematics-2015.html>

## This course aims to develop:

- confidence in, and a positive attitude towards, mathematics and to recognise the importance of mathematics in students' own lives and to society
- fluent knowledge, skills and understanding of mathematical methods and concepts
- students' ability to acquire, select and apply mathematical techniques to solve problems
- students' ability to reason mathematically, make deductions and inferences and draw conclusions
- students' ability to comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the information and context
- a strong mathematical foundation for students who go on to study mathematics at a higher-level post-16

## Additional information on subject content:

Topic area:	Foundation Tier (%)	Higher Tier (%)
Number	25	15
Algebra	20	30
Ratio	25	20
Geometry	15	20
Probability & statistics	15	15

## Where could mathematics take you next?

- Mathematics underpins the world around us and a good understanding of maths will help with many everyday life activities from managing personal finances to baking a cake!
- It develops a range of key transferable skills: problem solving; analytical thinking; reasoning; critical thinking; accuracy; the ability to construct a logical argument; communication and independence.
- Many other subjects have mathematical elements so GCSE maths will help to support further studies in science, geography, psychology, business, economics and many more.
- Careers which require a good mathematical foundation include accountancy and finance, science and medicine, engineering and social sciences; the opportunities are endless!

## Additional information:

- For further information please see Mr Hughes KS4 Mathematics Lead & Deputy Curriculum Leader or Dr Billinge, Curriculum Leader



# Combined Science: Trilogy

**In GCSE Combined Science you will learn about:**

**Biology**

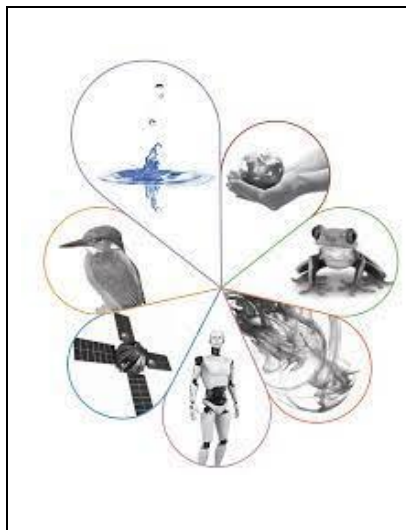
- cells, infection and response, bioenergetics
- homeostasis and response, inheritance, evolution, ecology

**Chemistry**

- atomic structure and the periodic table
- bonding, structure and properties, quantitative chemistry, organic chemistry, chemical analysis

**Physics**

- forces, energy, waves, electricity, magnetism, particle model



**You will learn by:**

- performing experiments
- experimental work that will form the basis of 21 required practicals
- analysis of graphical data alongside manipulation of formulae and units
- developing your use of scientific knowledge and vocabulary
- applying your knowledge to unknown or complex situations
- evaluating information
- giving your opinions on key scientific areas

**You will be assessed by:**

- 21 required practical tasks that will be questioned in the exams
- 2 chemistry exam papers each lasting 1hr 15mins
- 2 biology exam papers each lasting 1hr 15mins
- 2 physics exam papers each lasting 1hr 15mins
- Exam questions may include multiple choice, closed short answer questions alongside open response longer answer questions with 20% of questions linked to mathematical skills.

**Tiers of entry:**

GCSE Combined Science has a Foundation tier (grades 1 – 5) and a Higher tier (grades 4 – 9).

# GCSE Core Subject

## Course specification and exam board information:

AQA 8464 Trilogy route

<https://www.aqa.org.uk/subjects/science/gcse/science-8464/specification>

## Aims of the course:

In science, learners will develop their scientific skills and knowledge, their understanding of the effects and importance of science in society and of the nature of science and the scientific process. Learners will develop their ability to evaluate claims through critical analysis of methodology, evidence, and conclusions. Science develops literacy, numeracy and students' independent problem-solving skills.

## What skills will you develop from this course?

- You will acquire scientific skills, knowledge and understanding.
- You will develop a critical approach to scientific evidence and methods.
- You will develop your mathematical ability alongside your literacy skills.
- You will be able to make reasoned and informed judgements on societal issues and debates.
- Hopefully, the course will also promote a thirst for more scientific knowledge!

## Where could Combined Science take you next?

A good grounding in science is seen favourably by all employers and higher education providers.

Two high grades in science (6-9) will provide you access to A Level Science courses.

## Additional information:

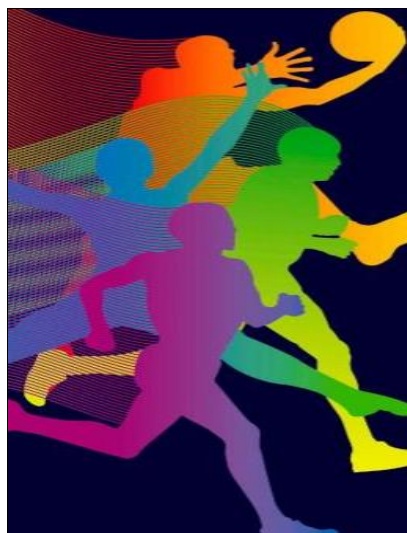
All science exams are now taken in Year 11 and are no longer split into Core and Additional as in previous years.

There is no longer coursework in GCSE Science; each exam is worth 16.7% of the final grades. Required practicals are assessed in the exams.

## Core PE

### In Core PE you will learn about:

- the importance of leading an active and healthy lifestyle whilst gaining confidence and independence
- skills, tactics and officiating in a wide range of games, athletics and fitness activities including: netball; rugby; volleyball; football; cross-country and fitness; basketball; badminton; handball; cricket; tennis; rounders and water polo
- how to improve your own personal fitness



### You will learn by:

- practical participation in a variety of team and individual activities and sports
- experimenting, consolidating, and practising in an enjoyable environment
- problem solving, decision making, organising, and evaluating
- being empowered to take on leadership and officiating roles

### You will be assessed by:

There is no external assessment in Core PE.

### Tiers of entry:

N/A. This is a core non-examination subject.

## Core PE

### Course specification and exam board information:

N/A

### Whilst the Core PE course does not lead to accreditation, it aims to:

- provide situations in which all students can experiment, consolidate and practise in an enjoyable manner
- widen the range of activities for students and to promote interest in PE and sport
- develop existing and newly acquired skills
- develop qualities of determination, conscientiousness, consistency, fairness, and honesty
- foster leadership, social relationships, cooperation, self-discipline, tolerance, and self-esteem

### Learners will have the opportunity to learn and develop the following skills:

- participate in a variety of practical activities, developing their performance and confidence
- communicate effectively, in a variety of situations, using a wide range of techniques
- work well with others, individuals, or teams, so that work can be properly planned
- solve problems in a variety of circumstances
- sports leadership skills in a variety of different activities undertaking a range of roles including: coach; captain; media officer; analyst and many more
- develop and gain experience as officials and umpire in a variety of different activities

### Where could Core PE take you next?

- Core PE will provide you with the experience, confidence and understanding to become a life-long participant in physical activity.
- The various activities and games are designed to encourage a love of sport, as well as enhancing physical fitness and encouraging healthy lifestyles.

### Additional information:

Students wishing to achieve a qualification in PE can do so by selecting GCSE PE as one of their options (see pages 82-83)

# Personal, Social, Health and Economic Education (PSHE)

## Course overview

**PSHE** is a part of the core curriculum for all KS4 students. Within the PSHE curriculum and supporting sessions in PBT, topics will be broken into three strands:

1. **Living in the Wider World**
2. **Health and Wellbeing**
3. **Relationships and Sex**

PSHE develops the whole person. Through the curriculum, we ensure our students understand their rights and responsibilities as UK and global citizens as well as developing the skills and attributes that they will need to be active, responsible, informed citizens in the ever changing local, national and global landscape. Areas covered and discussed will also aid in students spiritual, moral, social and cultural development as well as their understanding of British Values and the IGS Personal Best Values. This will allow students to explore and develop their own values and attitudes and explore the complex and sometimes conflicting range of attitudes they will encounter now and in the future. Furthermore, students will be equipped with the knowledge and skills to speak up in the face of injustice and discrimination, refusing to be bystanders and to celebrate diversity and treat others with tolerance and kindness.

The PSHE curriculum is inclusive, age appropriate, rooted in research and is responsive to emerging local, national and global patterns and trends. PSHE teachers will use distancing techniques in lessons and will regularly signpost students to a wide range of sources of advice support inside and outside school so that the PSHE curriculum plays its part in keeping students safe.



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## You will learn by:

- Contributing to class discussions and debates
- Role playing to explore your own points of view and respond to those of others
- Visits from guest speakers
- Self-reflection to help you recognise the strengths and weaknesses in your own personal, social, health and economic development
- Being exposed to current affairs both locally, nationally and internationally by watching the news or reading articles
- Making full use of ICT and the internet for simulations and to carry out research
- Group work and discussion which will enable you to develop and hone teamworking skills
- Questioning your place in the world, recognising your responsibilities within it and identifying your aspirations
- Analysing and reflecting on data and statistics to challenge attitudes and pre-conceptions
- Critically engaging with a range of media
- Challenging and developing your own views, beliefs and core values

## You will be assessed by:

- Teacher, peer and self-assessment
- Baseline self-assessment of confidence at the start of a topic that will be revisited (ipsative assessment)
- Student voice and discussion tasks
- Use of 'I can' statements
- Independent tasks where you will reflect on and apply your knowledge to case studies
- Low stakes recall quizzing of the knowledge developed through the course
- A longer annual PSHE survey
- **You will be given an effort grade for the subject in your report**

## Tiers of entry:

There are no tiers of entry for PSHE as it is not externally assessed.

# Personal, Social, Health and Economic Education (PSHE)

## Course specification and exam board information:

There is no formal examination of PSHE.

PSHE study is informed by the following documentation:

- Statutory guidance for Relationships and Sex education:  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1090195/Relationships\\_Education\\_RSE\\_and\\_Health\\_Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1090195/Relationships_Education_RSE_and_Health_Education.pdf)
- Keeping children safe in education – Statutory safeguarding guidance (2024):  
[Keeping children safe in education - GOV.UK](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/115610/Keeping_children_safe_in_education_-_GOV.UK.pdf)
- Equality Act (2010)

## What skills will you develop from this course?

- Critical thinking
- Critical enquiry
- Active participation
- Informed decision-making
- Tolerance
- Advocacy
- Evaluation
- Collaborative working and teamwork
- Negotiation
- Planning
- Communication
- Representing your views to others
- Representing others' views

## Where could PSHE take you next?

PSHE is intended to create and improve students' connections with the people and environment around them and as such PSHE will be a grounding in what is hoped will be a life-long journey of positive physical, emotional and mental health, informed by effective self-reflection and communication.

Students who develop their skills in these areas have the potential to become highly valued members of society who make a positive difference to their own lives and to the lives of those around them and who are well-prepared for life in the modern world.

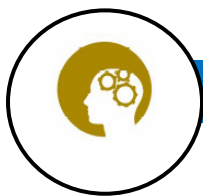
## Additional information:

For further information, please email [admin@igs.mlt.co.uk](mailto:admin@igs.mlt.co.uk) and ask to be contacted by the Head of PSHE, RSE and citizenship.





## SECTION ONE



## HUMANITIES OPTIONS AT IGS

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● History (EBacc subject)	42
● GCSE Religious Studies	44

If you are studying the full English Baccalaureate, you must select GCSE History or Geography as one of your choices, alongside a language.

# Business Studies

## In GCSE Business Studies you will learn about:

- **Theme 1 – Investigating small business**

This unit covers the key issues involved in enterprise. It allows students to identify the marketing, financial, human and operational issues of starting and running a small business.

- **Theme 2 – Building a Business**

This unit builds on theme 1 and looks at the key issues in developing understanding of life in medium and large sized businesses. The unit incorporates external factors such as the environment and ethical behaviour, as well as marketing and people management.



## You will learn by:

- investigating real-life business scenarios in an enjoyable environment
- debating business problems and challenging yourself to think strategically
- taking part in role play and group activities to solve business problems
- investigating local businesses and carrying out market research to identify their strengths and weaknesses
- making effective use of IT and the Internet for business simulations

## You will be assessed by:

- Theme 1 - Exam, 90 minutes. The paper will consist of calculations, multiple choice, short-answer and extended-writing questions. (**50% GCSE**)
- Theme 2 - Exam, 90 minutes. The paper will consist of calculations, multiple choice, short-answer and extended-writing questions. (**50% GCSE**)

## Tiers of entry:

- There are no tiers of entry in GCSE Business Studies.
- All students, regardless of ability, sit the same examinations leading to grades 9-1.

# Business Studies

## Course specification and exam board information:

- Edexcel GCSE in Business Studies IBSO

[http://qualifications.pearson.com/content/dam/pdf/GCSE/Business/2017/specification-and-sample-assessments/GCSE\\_Business\\_Spec\\_2017.pdf](http://qualifications.pearson.com/content/dam/pdf/GCSE/Business/2017/specification-and-sample-assessments/GCSE_Business_Spec_2017.pdf)

## This course aims to develop students' ability to:

- actively engage in the study of business and economics to develop as effective and independent learners and as critical and reflective thinkers with enquiring minds
- use an enquiring, critical approach to distinguish facts and opinions, to build arguments and make informed judgements
- develop and apply their knowledge, understanding and skills to contemporary issues in a range of local, national and global contexts
- appreciate the range of perspectives of different stakeholders in relation to business and economic activities
- consider the extent to which business and economic activity can be ethical and sustainable

## What skills will you develop from this course?

- practical skills – time management, personal organisation and action planning
- presentational skills – addressing audiences using a variety of media and forms
- personal skills – showing evidence of progression
- interpersonal skills – communication and group work
- cognitive skills – reflection and review of own and others' performances

## Where could GCSE Business Studies take you next?

- This is a qualification that is relevant to the world of work. Employers value this qualification as they see it as relevant.
- There are real opportunities to progress in education or employment.
- It is beneficial for most careers but particularly those in: accountancy; law; economics; marketing; journalism; management; banking; teaching; the civil service; human resources (HR).
- It may lead on to A Levels in Business, Economics or both but is not essential for those courses.

## Additional information:

- When you leave school and wish to get a job, you will understand a little more about the way a business works. If you choose not to become an employee, you will perhaps have the skills and knowledge to start your own business.
- For further information about this course see Mr J. Comiskey, Head of Business and Economics.

# Geography

## In GCSE Geography you will learn about:

- The natural world in which we live and how humans interact with the surrounding environment
- The concept of sustainability and its growing importance in an ever-developing world
- Contemporary case studies in the United Kingdom, higher income countries, newly emerging economies, and lower income countries
- The views and attitudes of stakeholders regarding issues that impact upon them
- A range of geographical skills including fieldwork



## You will learn by:

- A wide variety of tasks including group work, discussions, debates, presentations
- Relating classroom theory to real-life 'case studies' of contemporary examples in order to apply knowledge into a more applicable context
- Investigating key questions and concepts through guided learning and independent research
- Using a range of stimuli such as maps, photographs, GIS (Geographical Information Systems), graphs, satellite images and remote sensing
- Completing fieldwork and collecting primary and secondary data to complete an investigation

## You will be assessed by:

	Paper 1	Paper 2	Paper 3
Topic	Living with the Physical Environment	Challenges in the Human Environment	Geographical Applications
Length	1 hr 30mins	1 hr 30mins	1 hr 15mins
Weighting	35%	35%	30%
Question type	Multiple choice, short answer, extended answer		
Additional information			Partially based on a pre-release resources booklet available 12 weeks prior to the exam

## Tiers of entry:

There are no longer different tiers of entry. All students will therefore sit the same examinations leading to grades 9-1.

# Geography (EBacc option subject)

## Course specification and exam board information:

Course: GCSE Geography  
Exam board: AQA  
Specification Code: 8035

<http://www.aqa.org.uk/subjects/geography/gcse/geography-8035>

## Aims of the course:

- Promote a greater understanding of the world in which we live
- Foster a thirst for knowledge and a love of all things geographical
- Enhance transferable skills that will assist students in learning and in the future
- Develop global citizens, with a sound and balanced awareness of a global world

## What skills will you develop from this course?

- Geographical skills such as cartographic skills and fieldwork
- Key employable skills such as data interpretation, analysis, evaluation, teamwork, resilience, independence, empathy and enquiry-based skills amongst others

## Additional information on subject content:

Theme	Living with the Physical Environment	Challenges in the Human Environment
Content overview	Natural Hazards (tectonic and climatic), Climate Change, Ecosystems, Tropical Rainforests, Hot Desert, UK Physical Landscapes including Rivers and Coasts	Urban Issues and Challenges, The Changing Economic World, Poverty, Development, Resource Management of Water

## Where could GCSE Geography take you next?

Geography graduates are some of the most sought-after employees due to the skills those who study the subject develop. Careers in almost every path involve some form of geography. Careers and industries directly involving geography include environment and sustainability; travel and tourism; the business world; meteorologist; travel agent; teacher; tour operator; cartographer; surveyor; town planner; environmentalist; oceanographer.

The environment and sustainability is an increasingly large sector for business which involves geographical theory and thinking. Many careers in planning and engineering require some form of geographical thinking and technique in the form of Geographical Information Systems (computer programme system).

## Additional information:

Two fieldwork investigations need to be completed as part of the course. This may take the form of a whole day or shorter periods within scheduled lesson time. There is no coursework write-up; instead, the fieldwork is assessed as part of the Paper 3 examination. A small contribution may be required to cover part of the cost of this. For further information, please see Mr P. Walton, Head of Geography.

# History

## In GCSE History you will learn about:

- a wide range of historic periods, ranging from medieval to modern history
- a broad range of human history, which will allow you to address a series of fundamental questions about our collective past
- different interpretations of the past, and how and why these views have been formed
- how to use historical sources in a critical manner to study the past
- a local site of historic significance
- the process of forming substantiated conclusions



## You will learn by:

- completing activities which develop your knowledge and understanding of different historic periods
- being involved in discussions and debate about how the past has been interpreted differently
- completing independent and group enquiries into controversial issues in the past
- analysing a range of source material, including images, film, text and artefacts
- developing your own interpretations and conclusions about the past, using specific evidence to substantiate your views
- communicating your knowledge in an accurate and analytical fashion.

## You will be assessed by:

- three terminal written exams, two of which last 1 hour and 45 minutes and one which lasts 1 hour
- The three exams will assess your knowledge and understanding of the different topics studied.

Component 1	Component 2	Component 3
<b>British History</b>	<b>History around us</b>	<b>World History</b>
<b>Thematic Study (20%)</b> The People's Health, c.1250 to present	<b>Local Study (20%)</b> A study of a historic environment in the local areas	<b>Period Study (20%)</b> The Viking Expansion, c.750 – c.1050
<b>British Depth Study (20%)</b> The Norman Conquest, 1065–1087		<b>World Depth Study (20%)</b> Living under Nazi Rule, 1933–1945

## Tiers of entry:

- There are no tiers of entry in GCSE History.
- All students, regardless of ability, sit the same examinations leading to grades 9-1.

# History (EBacc option subject)

## Course specification and exam board information:

OCR History B (Schools History Project) – J411

Further details are available from:

<http://www.ocr.org.uk/qualifications/gcse-history-b-schools-history-project-j411-from-2016/>

## This course aims to develop students' ability to:

- develop their knowledge and understanding of specified key events, periods and societies in local, British and wider world history
- engage in historical enquiry to develop as independent learners and as critical and reflective thinkers
- develop the ability to ask relevant questions about the past, to investigate issues critically and to reach valid conclusions by using a range of sources
- develop an awareness of why people, events and developments have been viewed as significant and how and why different interpretations have been formed
- organise and communicate their historical knowledge and understanding in different ways and reach substantiated conclusions

## What skills will you develop from this course?

The GCSE specification in History requires students to develop their ability in four key areas:

Assessment Objectives	
<b>AO1</b>	Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.
<b>AO2</b>	Explain and analyse historical events and periods studied using second-order historical concepts.
<b>AO3</b>	Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.
<b>AO4</b>	Analyse, evaluate and make substantiated judgements about interpretations (including how and why Interpretations may differ) in the context of historical events studied.

## Where could GCSE History take you next?

- The qualification provides an ideal foundation for learners to progress to AS and A Level History.
- It promotes a lifelong love of the subject and study of the past.
- The analytical skills developed are transferable to a wide range of other subjects and provide an excellent skill set to enter a wide range of careers.
- Leading universities refer to history as a 'facilitating' subject as it is a well-respected, academic qualification when applying to university and provides students with more options.
- The skills developed are particularly useful for a career in: journalism; law; accountancy; teaching; academia and the civil service.

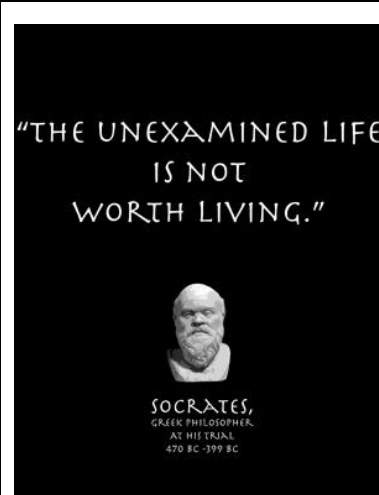
## Additional information:

- For additional information please see Mr Adams, Head of History, or speak to your history teacher.

# Religious Studies

## In GCSE Religious Studies, you will learn about:

- Christian and Buddhist beliefs and practices, exploring their perspectives on various ethical and philosophical moral issues that significantly impact our contemporary world.
- How these religions respond to issues such as: Peace and Conflict, Crime and Punishment and Human Rights and Social Justice.
- The role of religion in contemporary society and its impact on individuals and communities.
- Philosophical questions related to existence, purpose, and the nature of reality.



## You will learn by:

- Understanding key concepts and explore the significance of religious practices, rituals, and symbols within Christianity and Buddhism.
- Examining ethical and moral issues from religious perspectives, encouraging critical thinking and ethical reasoning.
- Analysing religious texts and scriptures to comprehend the teachings and values they convey.
- Developing skills in expressing well-reasoned arguments and opinions on religious and moral matters.

## You will be assessed by:

	Component 1: The study of religions: beliefs, teachings, and practices.	Component 2: Thematic studies.
<b>Question type:</b>	Each religion has a common structure of two five-part questions of 1, 2, 4, 5 and 12 marks.	Each theme has a common structure of one five-part question of 1, 2, 4, 5 and 12 marks.
<b>Length:</b>	1 hr 45 mins.	1 hr 45 mins.
<b>Total marks available:</b>	Each religion is marked out of 24.	Each theme is marked out of 24.
<b>Weight:</b>	50%	50%
<b>Additional information:</b>	3 marks for spelling, punctuation, and grammar (SPAG).	3 marks for spelling, punctuation, and grammar (SPAG).

## Tiers of entry:

- There are no tiers of entry.
- All students, regardless of ability, sit the same examinations leading to grades 9-1.



# Religious Studies

## Course specification and exam board information:

GCSE Religious Studies A 8062. Further details are available from:

<http://www.aqa.org.uk/religious-studies>

## This course aims to develop:

- Students' exploration of questions surrounding belief, values, meaning, purpose, and truth, encouraging the development of their individual perspectives on religious issues.
- Students will cultivate an understanding of the foundational role that religion, philosophy, and ethics play in shaping our culture.
- Students will enhance analytical and critical thinking skills, proficiency in working with abstract ideas, as well as leadership and research skills.

## What skills will you develop from this course?

- A deep understanding of key concepts, beliefs, and practices within Christianity and Buddhism.
- Explore and analyse ethical and moral issues from various religious perspectives, fostering the ability to make informed and thoughtful ethical decisions.
- Engage in philosophical inquiries related to fundamental questions about existence, purpose, and truth.
- Enhance skills in interpreting and analysing religious texts and scriptures to extract meaningful insights and understanding.

## Where could GCSE Religion take you next?

- Many students choose to continue their studies by taking A-level courses in Philosophy and Ethics, deepening their understanding, and exploring more advanced topics.
- Successful completion of A-levels may lead to pursuing a degree in Religious Studies, Theology, Philosophy, or related fields at the university level.
- Religious Studies can complement other subjects, leading to interdisciplinary courses that combine elements of philosophy, sociology, anthropology, or history.
- The skills developed in Religious Studies, such as critical thinking, research, and communication, can be valuable in various professional fields. Students might explore careers in law, journalism, counselling, social work, or education.

## Additional information:

- For additional information please see Mr Dickson, Head of Religious Studies, or speak to your Religious Studies teacher.



## SECTION TWO



### MODERN LANGUAGES OPTIONS AT IGS

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• French (EBacc subject)	48
• Spanish (EBacc subject)	48

If you are studying the full English Baccalaureate, you must select a language alongside GCSE History or Geography.

# MFL: French and Spanish

## In Spanish and French you will learn about:

- **Theme 1: People and lifestyle.**

### You will study:

- Identify and relationships with others
- Healthy living and lifestyle
- Education and work

- **Theme 2: Popular Culture.**

### You will study:

- Free-time activities
- Customs, festivals and celebrations
- Celebrity culture



**The world is your friend  
when you speak a  
foreign language.**

## You will learn by:

- Engaging with collaboratively planned resources by the MFL team based on the AQA specification
- Exam Pro as per the exam board criteria containing past reading, listening, writing and speaking resources to maximise exposure to the target language
- Inspiring, fun and engaging lessons where maximum participation and enjoyment are not only expected but guaranteed by a wealth of experienced teachers and facilitators
- Use of iPads for access to games, Quizlets, Kahoots, Gim Kit, Blooket, Wordwall and many more resources, audio files and online resources to increase exposure to the language
- Sessions with your lesson with the Foreign Language Assistant (FLA), a native speaker and teacher of the language, at least once a cycle to help you practise your pronunciation and understanding of the language
- On-line resources for homework such as LanguageGym and SentenceBuilders.com to ensure you engage with the language on a day-to-day level!
- Exchange trips and Cultural Trips. For GCSE French, Y10/11 students there is the option of the longstanding exchange with Coutances in Normandy. For GCSE Spanish students in Y11, they will have the chance to go on the Madrid Exchange. Both trips allow for a fully immersive experience in the target language, which helps you become a more confident language learner as well as allowing you to build your cultural capital.

## You will be assessed in all **four** strands which will all count for **25% each** of your final grade:

	Listening	Speaking	Reading	Writing
<b>Foundation</b>	<b>35 mins exam</b> Section A: English Section B: Dictation where students transcribe short sentences	<b>7-9 mins with 15 mins prep time</b> 3 parts including a roleplay, reading aloud task and short conversation and a photo card discussion.	<b>45 mins</b> Section A: Reading comprehension in English/non-verbal responses Section B: Translation from French into English (35 words min)	<b>1 hr 10 mins</b> <b>Question 1</b> – student produces five short sentences in response to a photo (10 marks) <b>Question 2</b> – student produces a short piece of writing in response to five compulsory bullet points, approximately 50 words in total (10 marks) <b>Question 3</b> – student completes five short grammar tasks (5 marks) <b>Question 4</b> – translation of sentences from English into French, minimum 35 words in total (10 marks) <b>Question 5</b> (overlap question) – student produces a piece of writing in response to three compulsory bullet points, approximately 90 words in total. There is a choice from two questions (15 marks)

## Tiers of entry:

GCSE French and Spanish have a Foundation Tier (grades 1–5) and a Higher Tier (grades 4–9). Students must take all four question papers at the same tier.

## MFL (EBacc option subjects)

### Course specification and exam board information:

French:

<https://www.aqa.org.uk/subjects/languages/gcse/french-8652>

Spanish:

<https://www.aqa.org.uk/subjects/languages/gcse/spanish-8652>

### This course aims to develop:

- a range of interpersonal communication skills
- an insight and appreciation of other cultures, people and lifestyles
- an understanding of your own plus another language which will complement your studies of other subjects and will promote an appreciation for your own language and how it works
- enjoyment of a variety of experiences, exposure to new places, people and ideas
- Having a GCSE in a foreign language will open doors for you in higher education and a range of careers. It is also a fun and rewarding subject which will give you a highly valued skill.

### What skills will you develop from this course?

Languages open many gateways and the study of a language will provide you with many transferable skills. Languages are valued by a wide-range of employers and really help to broaden your cultural horizons. In this course you will:

- develop a range of learning skills
- gain an insight into other cultures
- acquire a very marketable skill
- enjoy a variety of learning activities
- make new friends and visit new places

### Where could studying a foreign language take you next?

**Students can move onto study languages at university. Courses include:**

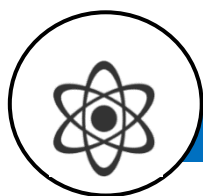
- International business with languages
- Economics with languages
- Music with languages
- International Development Studies
- Maths with languages (for international accounting)
- Sciences with languages (for translation of medical and scientific terms as well as international commerce)
- Teaching
- Translation and interpretation (especially from a political point of view) but also for business contracts
- Law and languages (international law, human rights and the EU)

### Additional information:

A language is no longer 'foreign' once you learn how to speak it. It becomes a part of your everyday life. It opens doors to a new world, making friends, meeting people, understanding other cultures and allows you to travel. The personal skills you will gain are incomparable with any other subject as it is a truly 'heightening of all your senses.' It is a rewarding experience to learn another language! For further information, please see Mrs Paley Hernandez, Curriculum Leader: MFL.



## SECTION THREE



## SCIENCE OPTIONS AT IGS

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• Computer Science (EBacc subject)	52
• Biology (EBacc subject)	54
• Chemistry (EBacc subject)	56
• Physics (EBacc subject)	58

**Separate Sciences**  
These take up one option

# Computer Science

## In Computer Science you will learn about:

- the highly creative and exciting world of computing and programming
- coding solutions to practical problems, using programming techniques and a variety of languages
- the fundamentals of computer science and how computers work to process data
- creating games and puzzles, web pages and database solutions for the growing web and mobile environment
- how computer science is increasingly an underpinning subject across science and engineering



## You will learn by:

- independently finding solutions to problems using programming techniques and coded solutions
- carrying out research on various topics related to computing and programming
- working in a group to learn programming languages and coding solutions to various problems
- being given coded solutions to work out processes and techniques, and to learn how to code in different languages
- finding out how to program scripted languages like Python, SQL and HTML

## You will be assessed by:

- Two written exam papers, one focusing on the theory of computer science and one with a focus on programming and algorithms. Both papers have identical weighting (50% of the total grade, 80 marks each) and last 1 hour 30 minutes.

## Tiers of entry:

GCSE Computer Science has a single tier of entry leading to grades 9 to 1.



# Computer Science (EBacc option subject)

## Course specification and exam board information:

GCSE Computer Science  
OCR

J277

Full details are available from:

<https://www.ocr.org.uk/Images/558027-specification-gcse-computer-science-j277.pdf>

## This course aims to develop students' ability to:

- understand and apply the fundamental principles and concepts of Computer Science, including abstraction, decomposition, logic, algorithms, and data representation
- analyse problems in computational terms through practical experience of solving such problems, including designing, writing and debugging programs
- think creatively, innovatively, analytically, logically and critically
- apply mathematical skills relevant to computer science

## What skills will you develop from this course?

Computer Science is a practical subject where learners can apply the knowledge and skills learned in the classroom to real-world problems.

- Students will develop valuable thinking and programming skills that are extremely attractive in the modern workplace.
- They will develop a deep understanding of computational thinking and how to apply it through a chosen programming language.

## Where could GCSE Computer Science take you next?

- Many subjects require students to be effective problem solvers and to think logically and computationally. The skills developed through this course will help to support further studies in IT, maths, science and many more.
- Computer Science is an integral part of careers, this course will help towards any future employment.
- Computer Science can lead to further study at KS5; at IGS we currently offer an A Level in Computer Science.
- Specific careers include: computer games creation; software development; programming; graphic design; web design and network technician.

## Additional information:

For further information please see:

Miss Brides – Curriculum Leader: Computing & Media Studies

Mrs Smith – Teacher of Computing

# Separate Science: Biology

## In GCSE Biology you will learn in detail about:

- cell biology
- organisation of the body, of other animals and plants
- infection and response
- bioenergetics
- homeostasis and response
- inheritance, variation and evolution
- Ecology

You will study additional topics to combined science



## You will learn by:

- performing experiments and designing investigations
- researching using scientific text, videos and relevant websites
- problem solving
- analysis of graphical data
- developing your use of scientific knowledge and vocabulary
- applying your knowledge to unknown or complex situations
- evaluating information, data and scientific methods
- discussing key scientific areas

## You will be assessed by:

- completing 8 required practical tasks that you will be questioned about in the exams
- 2 Biology exam papers each lasting 1 hr 45mins and each worth 50% of your final grade
- exam questions that will include multiple choice, closed short answer questions, open response longer answer questions, data analysis and application questions. There are also 10% of questions that require mathematical skills

PAPER 1	PAPER 2
Topics 1–4: Cell biology; Organisation; Infection and response and Bioenergetics.	Topics 5–7: Homeostasis response; Inheritance, variation and evolution and Ecology.

## Tiers of entry:

Higher (grades 4-9)  
Foundation (grades 1-5)

# Separate Science: Biology (EBacc subject)

## Course specification and exam board information:

AQA 8461

<https://www.aqa.org.uk/subjects/biology/gcse/biology-8461/specification>

## This course aims to develop:

- scientific knowledge and conceptual understanding of biology
- understanding of the nature, processes and methods of biology
- observational, practical, modelling, enquiry and problem-solving skills
- skills, both in the laboratory, in the field and in other learning environments
- the ability to evaluate claims based on biology through critical analysis of the methodology, evidence and conclusions, both qualitatively and quantitatively

## What skills will you develop from this course?

- You will acquire scientific skills, knowledge and understanding.
- You will develop a critical approach to scientific evidence and methods.
- You will develop your mathematical ability alongside your literacy skills.
- You will be able to make reasoned and informed judgements on societal issues and debates.
- Hopefully, the course will also promote a thirst for more scientific knowledge and a genuine love of biology!

## Where could GCSE Biology take you next?

A good grounding in sciences is seen favourably by all employers and higher education providers.

High grades in GCSE Biology (6-9) will provide you access to A Level Science courses.

Taking the separate science option (alongside strong A Levels) can lead to degree courses such as medicine, dentistry, pharmacy, law, engineering and veterinary science.

## Additional information:

Pupils who chose biology, also must take separate physics and chemistry alongside it. The separate sciences are ideal for students with a real love for science and those who are prepared to put in the time needed to learn all the factual content. Students should also have sound mathematical skills.

If you are considering progressing to A Level, the Separate Science route will allow you to study the topics in more depth which is good preparation for A Level science.

# Separate Science: Chemistry

## In Chemistry you will learn in detail about:

- atomic structure and the periodic table
- bonding, structure and the properties of matter
- quantitative chemistry
- chemical changes
- energy changes
- the rate and extent of chemical change
- organic chemistry
- chemical analysis
- chemistry of the atmosphere
- life cycle assessment and recycling
- chemical cells and fuel cells



## You will learn by:

- performing experiments
- experimental work that will form the basis of 8 required practicals
- analysis of graphical data
- manipulation of equations and units and balancing equations
- developing your use of scientific knowledge and vocabulary
- applying your knowledge to unknown or complex situations
- evaluating information
- giving your opinions on key scientific areas

## You will be assessed by:

- 8 required practical tasks that will be questioned in the exams
- 2 chemistry exam papers each lasting 1 hour 45 minutes and each worth 50% of your final grade
- exam questions that may include multiple choice, closed short answer questions alongside open response longer answer questions with 20% of questions linked to mathematical skills

PAPER 1	PAPER 2
Topics 1–5: Atomic structure and the periodic table; Bonding, structure, and the properties of matter; Quantitative chemistry; Chemical changes and Energy	Topics 6–10: The rate and extent of chemical change; Organic chemistry; Chemical analysis; Chemistry of the atmosphere and Using resources.

## Tiers of entry:

Higher (grades 4-9)  
Foundation (grades 1-5)

# Separate Science: Chemistry (EBacc subject)

## Course specification and exam board information:

AQA 8462

<https://www.aqa.org.uk/subjects/chemistry/gcse/chemistry-8462/specification>

## This course aims to develop:

- scientific knowledge and conceptual understanding of chemistry
- understanding of the nature, processes and methods of chemistry
- observational, practical, modelling, enquiry and problem-solving skills
- skills, both in the laboratory, in the field and in other learning environments
- the ability to evaluate claims based on chemistry through critical analysis of the methodology, evidence and conclusions, both qualitatively and quantitatively

## What skills will you develop from this course?

- You will acquire scientific skills, knowledge and understanding.
- You will develop a critical approach to scientific evidence and methods.
- You will develop your mathematical ability alongside your literacy skills.
- You will be able to make reasoned and informed judgements on societal issues and debates.

Hopefully, the course will also promote a thirst for more scientific knowledge and a genuine love of chemistry.

## Where could Chemistry take you next?

A good grounding in science is seen favourably by all employers and higher education providers.

High grades in chemistry (6-9) will provide you access to A Level Science courses

Taking the separate science option (alongside strong A levels) can lead to degree courses such as medicine, dentistry, pharmacy, law, engineering and veterinary science.

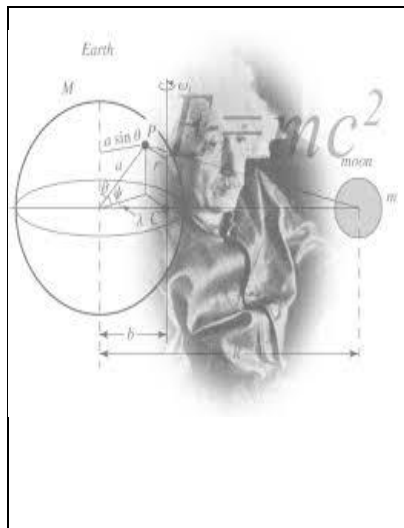
## Additional information:

Pupils who chose chemistry, also must take separate physics and biology alongside it. The separate sciences are ideal for students with a real love for science and those who are prepared to put in the time needed to learn all the factual content. Students should also have sound mathematical skills. For further information, please see Dr J Winship or Mr Hussain (Heads of Chemistry) or your chemistry teacher.

# Separate Science: Physics

## In Physics will learn in detail about:

- forces
- energy
- waves
- electricity
- magnetism and electromagnetism
- particle model of matter
- atomic structure
- space physics



## You will learn by:

- performing experiments
- experimental work that will form the basis of 10 required practical activities.
- analysis of graphical data
- manipulation of equations and units
- developing your use of scientific knowledge and vocabulary
- applying your knowledge to unknown or complex situations
- evaluating information
- giving your opinions on key scientific areas

## You will be assessed by:

- 10 required practical tasks that will be questioned in the exams
- 2 physics exam papers each lasting 1hr 45mins and each worth 50% of your final grade
- exam questions that may include multiple choice, closed short answer questions alongside open response longer answer questions with 30% of questions linked to mathematical skills

PAPER 1	PAPER 2
Energy, Electricity, Particle Model of Matter, Atomic Structure	Forces, Space Physics, Magnetism and Electromagnetism, Waves
100 marks = 50% of GCSE	100 marks = 50% of GCSE

## Tiers of entry:

Higher (grades 4-9)  
Foundation (grades 1-5)

# Separate Science: Physics (EBacc subject)

## Course specification and exam board information:

AQA 8463

<https://www.aqa.org.uk/subjects/physics/gcse/physics-8463/specification>

## This course aims to develop:

- scientific knowledge and conceptual understanding of physics
- understanding of the nature, processes and methods of physics
- observational, practical, modelling, enquiry and problem-solving skills
- skills, both in the laboratory, in the field and in other learning environments
- the ability to evaluate claims based on physics through critical analysis of the methodology, evidence and conclusions, both qualitatively and quantitatively

## What skills will you develop from this course?

- You will acquire scientific skills, knowledge and understanding.
- You will develop a critical approach to scientific evidence and methods.
- You will develop your mathematical ability alongside your literacy skills.
- You will be able to make reasoned and informed judgements on societal issues and debates.
- The course aims to promote a thirst for more scientific knowledge and a genuine love of physics.

## Where could GCSE Physics take you next?

A good grounding in science is seen favourably by all employers and higher education providers.

High grades in physics (6-9) will provide you access to A Level Science courses

Taking the separate science option (alongside strong A Levels) can lead to degree courses such as medicine, dentistry, pharmacy, law, engineering and veterinary science.

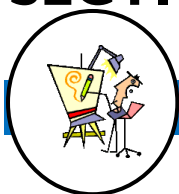
## Additional information:

Pupils who chose physics must also take separate biology and chemistry alongside it. The separate sciences are ideal for students with a real love for science and those who are prepared to put in the time needed to learn all the factual content. Students should also have sound mathematical skills. For further information, please see Mr J Myers, Head of Physics or your physics teacher.





## SECTION FOUR



### CREATIVE/PRACTICAL GCSE OPTIONS AT IGS

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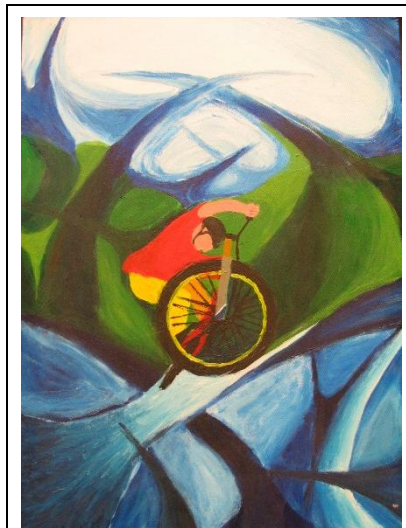
**NB: The following combinations are not allowed as they are considered to be too similar:**

- **Two technology courses from DT Electronic Products, DT Resistant Materials, DT Textiles**
- **GCSE Drama and BTEC Performing Arts**

# Art, Craft and Design

## In Art you will learn about:

- Drawing, painting, printmaking, digital art, photography, mixed media.
- Artists, craftspeople and designers.
- How to research an idea, develop it and successfully complete a final piece
- Where your strengths and interests lie in art



## You will learn by:

- Lessons dedicated to developing your skills learnt at KS3, to the standard expected at GCSE.
- Technical workshops covering a range of techniques such as printmaking and paint.
- Developing your own ideas from a given starting point.
- Understanding how to improve and refine your work further so your artistic confidence and skills develop.
- Being creative and experimental with your ideas, materials and techniques.
- Researching artists and learning how to understand, write and respond to their work.
- Understanding how to present your portfolio of work.

## You will be assessed by:

- Practical portfolio of coursework is worth 60% of your grade. This includes all classwork and homework from the start of year 10 through to January of year 11.
- A 4-month exam starting January in Year 11. This is a practical exam, responding to a theme set by the exam board. You have 4 months to prepare, plan and practise your practical work and then a final 10-hour practical exam (over 2 full days) to make your final piece. This 4-month body of work is 40% of your grade. *(It is worth noting that your exam is in April, concluding your course before your other exams begin.)*
- You are expected to include writing within your sketchbooks; however, your exam is not a written exam, it is purely practical.

## Tiers of entry:

N/A for Art, Craft and Design.

# Art, Craft and Design

## Course specification and exam board information:

AQA GCSE Art, Craft and Design  
Code 8201

A broad course within which students must work in a minimum of two material areas.

[https://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201/specification/subject-content/fine-art#Fine\\_art](https://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201/specification/subject-content/fine-art#Fine_art)

## Aims of the course:

For the Art, Craft and Design Assessment Objectives candidates must demonstrate their ability to:

- develop their ideas through investigations informed by contextual and other sources demonstrating analytical and cultural understanding
- refine their ideas through experimenting and selecting appropriate resources, media, materials, techniques and processes
- record ideas, observations and insights relevant to their intentions in visual and /or other forms
- present a personal, informed and meaningful response demonstrating analytical and critical understanding, realising intentions and where appropriate, making connections between visual, written, oral or other forms

## What skills will you develop from this course?

This course is predominantly a practical one.

You will therefore develop good dextrous and craft skills across a range of media and techniques. Other skills you will learn and develop are problem-solving, creative thinking, communication and organisation. You will learn to analyse art works and develop the vocabulary to express reasoned opinions. You will become expressive and self-reflective. These life skills will provide a positive grounding for any career path you wish to follow.

## Where could Art, Craft and Design take you next?

From a successful GCSE at IGS you can progress to an A Level in Art or Photography. Art related courses at a local art institution, e.g. Leeds Arts University and Skipton College. Direct entry to BA(Hons) degrees can also be applied for in year 13.

This GCSE would directly support careers in: fashion; graphic design; fine art; architecture and engineering; photography; multimedia; gallery based occupations; art therapy; special effects; make-up artists; film industry; theatre studies; web design; computer game design; television industry. However the creative thinking, research, planning and evaluative elements of this course make it a very good fit with other career paths too.

## Additional information:

GCSE Art and Design is an intensive but a satisfying and rewarding course. As this is a coursework heavy course it rewards those who consistently work hard every lesson and with homework, as all work completed can contribute towards 60% of your grade. There are lunchtime and after school art sessions to support you with your work. The exam is in April, the course will be completed before your other exams begin. For further information, please see Mrs. C Harris, Head of Art.

# Art and Design: Photography

## In GCSE Photography you will learn about:

- how to use a DSLR and control depth of field and shutter speed to achieve creative results
- using Affinity editing software to enhance and improve your original photos and achieve creative results through adding text or combining images
- how to research an idea, develop it and successfully complete a final piece
- being inspired by other artists and how to use them to drive forward your own learning
- where your strengths and interests lie in photography
- different types of lighting and how to use them to achieve creative results



## You will learn by:

- completing a number of different projects for your 'Portfolio', each exploring a different genre (toys and games, movement photography and portraits) and using different photography techniques
- completing a practical mock exam in year 11. In this project you will respond independently to one of 7 given themes.
- practically exploring the cameras, working on location, learning techniques, developing skills and being experimental with how you take photos
- Using the computer to edit your photos to improve them, to add text to create graphic products and to use layers to create creative, innovative and unusual outcomes.
- discussing and reflecting on your work and progress individually and in groups
- annotating your work to explain, evaluate your progress and plan your next steps
- researching the work of other artists, discussing and writing analytical notes

## You will be assessed by:

- Practical portfolio of coursework is worth 60% of your grade. This includes all classwork and homework from the start of year 10 through to January of year 11.
- A 4-month exam starting January in Year 11. This is a practical exam, responding to a theme set by the exam board. You have 4 months to prepare, plan and practise your practical work and then a final 10-hour practical exam (over 2 full days) to make your final piece. This 4-month body of work is 40% of your grade. *(It is worth noting that your exam is in April, concluding your course before your other exams begin.)*

## Tiers of entry:

N/A for Photography

# Art and Design: Photography

## Course specification and exam board information:

AQA GCSE Photography  
Code 8206

This is a broad photographic course within which students work across a range of photographic disciplines including Fine Art, Design and Graphics

<https://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201/specification/subject-content/photography#Photography>

## Aims of the course:

For the GCSE Photography Assessment Objectives candidates must demonstrate their ability to:

- develop their ideas through investigations informed by contextual and other sources demonstrating analytical and cultural understanding
- refine their ideas through experimenting and selecting appropriate resources, media, materials, techniques and processes
- record ideas, observations and insights relevant to their intentions in visual and /or other forms
- present a personal, informed and meaningful response demonstrating analytical and critical understanding, realising intentions and where appropriate, making connections between visual, written, oral or other forms

## What skills will you develop from this course?

This course is predominantly a practical one. You will therefore develop good technical and craft skills within the photography genre. You will learn to take photos in the studios and on location, to arrange objects to take photos of as well as how to 'find' exciting images in the world around you. Other skills you will learn and develop are problem-solving, creative thinking, communication and organisation. You will learn to analyse photographs and develop the vocabulary to express reasoned opinions. You will become expressive and self reflective. These life skills will provide a positive grounding for any career path you choose.

## Where could Photography take you next?

From a successful GCSE at IGS you can progress to an A Level in Art or Photography. Before a specialist arts degree many students complete a Foundation Course at a local college, e.g. Leeds College of Art.

Direct entry to related degrees can also be applied for in year 13 through UCAS

This GCSE would directly support careers in: medical illustration; police forensics and photography; fashion; graphic design; fine art; architecture and engineering; photography (wedding, catalogue etc.); journalism; multimedia; gallery based occupations; art therapy; special effects; make-up artists; film industry; theatre studies; web design; computer game design and television industry. However, the creative thinking, research, planning and evaluative elements of this course make it a very good fit with many other career paths.

## Additional information:

GCSE Photography is an intensive but a satisfying and rewarding course. The more you put into this course, the more you will get out of it. If you are to succeed it is essential that you work as hard outside lesson time as in lesson time; homework is a vital part of this GCSE to personalise coursework units.

A DSLR is not required but is desirable; the department will provide camera equipment in lessons, and students are able to borrow cameras for homework shoots with parents/guardians permission.

# Design and Technology: Electronic Products

In Year 10, students will complete the “Modular Circuit Project”, where they build a project board, which allows them to breadboard different circuit outcomes. They will then be set a challenge for which they will design, make and code their own PCB and make a casing for their product. They will cover all the skills needed for the GCSE Non Exam Assessment (NEA), which begins in June of Year 11.

For the GCSE NEA, students are given a title from the exam board, and must find a problem and design and make a prototype to solve that problem. Students will make a prototype and an accompanying portfolio of evidence showing their actions and thought process throughout the project.

The students will also have lessons on Core Theory, covering the content needed for the exam, and have plenty of revision and recall lessons to embed their knowledge.



## You will learn by:

- Building on the skills learnt in year 9 Electronics, and earlier D&T subjects. (Note we recommend you take year 9 Electronics to take this course, however, if you haven't please prepare to work hard to bridge the knowledge gaps.)
- Carrying out focused practical tasks and *design and make* projects.  
These projects will be based around a real-life context, considering client needs and wants. Students will develop knowledge and understanding about: printed circuit board production; circuit board assembly; microcontrollers, coding, casing design and manufacture using the materials and machines available in the workshop.  
Students will produce a portfolio for each project to be submitted with the practical outcome that will showcase the investigating, designing, making, analysing and evaluating skills needed for GCSE. Independent research tasks will include theory, knowledge and exam questions alongside a portfolio of ongoing tasks.

## You will be assessed by:

**Exam Paper:** Core technical principles, Specialist technical principles, Designing and making principles through a written exam of 2 hours (100 marks) worth 50% of the GCSE.

- Section A – Core technical principles (20 marks): a mixture of multiple choice and short answer questions assessing a breadth of technical knowledge and understanding.
- Section B – Specialist technical principles (30 marks): several short answer questions (2–5 marks) and one extended response to assess more in-depth knowledge of technical principles.
- Section C – Designing and making principles (50 marks): a mixture of short answer and extended response questions including a 12-mark design question.

**Practical application of:** Core technical principles, Specialist technical principles, Designing and making principles through Non-exam assessment (NEA) approx. 30-35 hours (100 marks) worth 50% of GCSE. Students will complete a substantial design and make task and portfolio that will be broken down into investigating, designing, making, analysing and evaluating.

## Tiers of entry:

- There are no longer any tiers of entry in any technology subjects.
- All students, regardless of ability, sit the same examinations leading to GCSE grades 1-9.

# Design and Technology: Electronic Products

## Course specification and exam board information:

AQA GCSE Design Technology  
8552

Further details are available from:

<http://filestore.aqa.org.uk/resources/design-and-technology/specifications/AQA-8552-SP-2017.PDF>

## Aims of the course:

Students will acquire and apply knowledge of practical electronic systems through creative activities in designing and making functioning products. You will also learn to:

- work independently and in small groups
- extend your knowledge in a specialist area of interest to you
- work in a challenging context
- gain excellent organisational and planning skills
- develop practical skills with specific equipment and machinery
- use your creativity to design, develop and model ideas
- gain a GCSE in a subject you enjoy

## What skills will you develop from this course?

GCSE Design Technology with Electronic Products is a most enjoyable and rewarding subject specialism to study which will provide you with a fantastic basis to explore your logic and gain the opportunity to work in a hands-on environment. Students will develop skills at designing circuits with breadboard and computer software, soldering and assembling printed circuit boards and manufacturing product casings in wood and plastic. More specifically you will work out how to make circuits function in different ways and will write control programs of PIC chips. Design skills include: how to research and investigate topics; create specifications; plan and work to set deadlines; communicate thoughts visually; problem solve and evaluate your performance and outcome/s. This course could prove to be most valuable for various aspects of life.

## Where could Electronic Products take you next?

Possible career opportunities include: engineering, electronic engineering, and manufacturing.

### Also leading to:

- Further Education (trades courses)
- Manufacturing Industries
- Engineering
- Product Design (via A Level Product Design)

## Additional information:

- This course follows on from Year 9 Electronics and earlier D&T lessons and we advise that you should complete the year 9 Electronics course in order to take this KS4 option. However, you can choose the course without the experience, but please prepare to work hard to bridge the knowledge gaps.
- Students that study GCSE Design Technology with Electronic Products will be requested to contribute to the cost of consumables for projects in year 10 and their final outcome in year 11. However, support is available for students in receipt of the Pupil Premium.
- Students who wish to take more than one Design Technology subject can combine Resistant Materials OR Electronics OR Textiles with Food Preparation and Nutrition and/or the Award in Engineering Design and/or Level 2 Hospitality and Catering.
- For further information, please see Mrs Eyles, Curriculum Leader of Design & Technology or Ms Clifford teacher of Electronic Products.



# Design and Technology: Resistant Materials

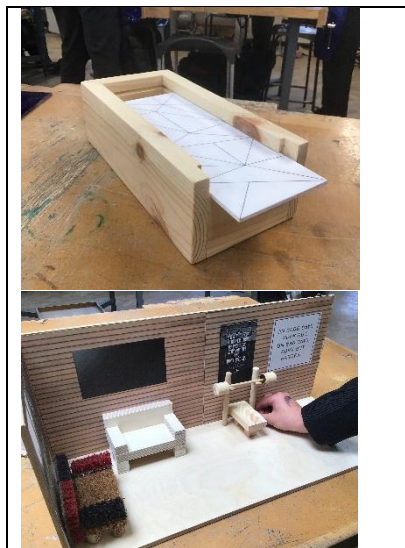
## GCSE Resistant Materials:

In year 10, students will complete 2 product projects, equipping students with the knowledge, skills and confidence necessary to design and make successful products independently.

The first project is the Slider Box where pupils use new machinery saws, CAD, the laser cutter, alongside developing their existing skills with hand tools and machinery, creating a timber and polymer outcome.

Their second project is 'Tiny Spaces' where pupils are challenged to research, design, test, analyse, make and evaluate a living space for a scaled 20ft container. This is set out as a mini Non Exam Assessment (NEA) to support pupils project skills ready for the GCSE NEA starting in June of year 10.

Alongside this pupils learn the core D&T knowledge across materials, processes and the bigger picture of the D&T subject, supporting their design, manufacturing understanding, also to develop strong problem-solving skills to go towards their final exam.



## You will learn by:

- Carrying out focused practical tasks and short *design and make* projects. The projects include the Slider Box, polymer testing & processes and Tiny Spaces
- Core Knowledge lessons covering the topics above developing pupils knowledge to enhance the NEA, and also to prepare pupils for the D&T exam.

Students will build knowledge and understanding of; working in a range of different material areas including woods, metals and plastics, acquiring skills in the use of hand, power and machine tools, understanding how to research effectively, analysing a product, creating design brief and specification, creative thinking, developing their own designs into high quality products, prototyping and evaluating.

Students will produce a portfolio for each project to be submitted with the practical outcome that will build investigating, designing, making, analysing and evaluating skills needed for the GCSE. Independent research tasks will build theoretical knowledge tested in exam questions, alongside portfolio ongoing tasks.

## You will be assessed by:

**NEA Coursework:** June – Feb NEA coursework solving a contextual challenge provided by AQA. The coursework covers six principles of design and consists of a 20 page, A3 portfolio and a final manufactured prototype worth 50% (100 marks) of the DT GCSE and completed before the exam.

**Exam Paper:** Core technical principles, Specialist technical principles, Designing and making principles through a written exam of 2 hours (100 marks) worth 50% of the GCSE.

- Section A – Core technical principles (20 marks): a mixture of multiple choice and short answer questions assessing a breadth of technical knowledge and understanding.
- Section B – Specialist technical principles (30 marks): several short answer questions (2–5 marks) and one extended response to assess more in-depth knowledge of technical principles.
- Section C – Designing and making principles (50 marks): a mixture of short answer and extended response questions including a 8-mark design question.

**Practical application of:** Core technical principles, Specialist technical principles, Designing and making principles through Non-exam assessment (NEA) approx. 30-35 hours (100 marks) worth 50% of GCSE. Students will complete a substantial design and make task and portfolio that will be broken down into investigating, designing, making, analysing and evaluating.

## Tiers of entry:

- There are no longer any tiers of entry in any technology subjects.
- All students, regardless of ability, complete the NEA project and sit the same examinations leading to GCSE grades 1-9.



# Design and Technology: Resistant Materials

## Course specification and exam board information:

AQA GCSE Design Technology 8552  
Further details are available from:  
<http://filestore.aqa.org.uk/resources/design-and-technology/specifications/AQA-8552-SP-2017.PDF>

## Aims of the course:

Students will:

- work independently and in small groups,
- extend their design and manufacturing knowledge in a specialist area of interest,
- work to a set challenging context,
- gain excellent organisational and planning skills,
- develop practical skills with specific equipment and machinery,
- use creativity to design, develop and model ideas,
- gain a GCSE in an enjoyable subject.

## What skills will you develop from this course?

GCSE Design Technology with Resistant Materials is a most enjoyable and rewarding specialism to study, which will provide you with a fantastic basis to explore your creativity and gain the opportunity to work in a problem solving and hands-on environment. Students will develop skill at 2D and 3D drawing; 3D CAD; using hand and machine tools with precision; and the skills of creative designing. More specifically the course will develop skills in: modelling, CAD, CAM to laser cutting, vinyl and 3D printer. Also includes timber construction with a range of hand and machine tools, casting, copper etching, routing, drilling, sawing and many more. Design skills include; how to research and investigate topics, create specifications, creative thinking, communicate thoughts visually, working for a client, problem solve, model making, prototype making, testing and improving, finishing in an evaluation of their project performance and outcome/s. This course develops many life skills and knowledge throughout the engaging and inspiring NEA project.

## Where could Resistant Materials Technology take you next?

Possible career opportunities include; engineering of many types, manufacturing again across many sectors, construction, design across multiple sectors, furniture making, carpentry, joiner, welder, blacksmith and fabrication.

### Also leading to:

- Post-16 - A Level Product Design
- Further Education (Engineering, creative subjects and trades courses)
- Apprenticeships
- Design including; product, 3D, conceptual, furniture, transport, technical, etc.
- Manufacturing Industries; aerospace, furniture manufacturing, metal construction, etc
- Engineering Industries; mechanical, electronic, aerospace, etc
- Architecture

## Additional information:

- This course follows on from Year 9 Resistant Materials and earlier D&T lessons and we advise that you should complete the year 9 RM course in order to take this KS4 option. However, you can choose the course without the experience, but please prepare to work hard to bridge the knowledge gaps.
- Students that study GCSE Design Technology will be requested to contribute to the cost of consumables for projects in year 10 and their final outcome in year 11. However, support is available for students in receipt of the Pupil Premium.
- Students who wish to take more than one Design Technology subject can combine Resistant Materials OR Electronics OR Textiles with Food Preparation and Nutrition and/or the Award in Engineering Design and/or Level 2 Hospitality and Catering.
- For further information, please see Mrs Eyles, Curriculum Leader of Design & Technology

# Design Technology: Textiles

## Design Technology with Textiles:

In year 10, students will make an interactive toy, equipping students with the knowledge, skills and confidence necessary to design and make successful textile products independently. From September to May students will have 3 of the 6 lessons per cycle taught on a 'core' element which cover a range of theory-based tasks common to all Design Technology courses under some of the following headings:

- New technologies
- Energy storage and generation
- Smart and modern materials
- System approach to design
- Mechanical devices
- Materials and their properties.

Core theory is taught with a practical approach, with the focus on students applying their learning in a hands on way.

From 1<sup>st</sup> June of year 10 until February of Year 11, students will work on their Non-Exam Assessment which contributes to 50% of their final grade. During year 11 students will also develop their skills in creative thinking, independent enquiry and self-management in the form of written and practical investigations whilst completing their Non-Exam Assessment.



## You will learn by:

- Carrying out focused practical tasks and *design and make* projects.  
The projects will cover fashion and an interactive children's soft toy that will combine e-Textiles.

Students will experiment with a range of decorative and constructive techniques such as: embellishment; embroidery; dyeing; printing; pleating; ruffles; darts and inserting fastenings.

Students will produce a portfolio for each project to be submitted with the practical outcome that will build investigating, designing, making, analysing and evaluating skills needed for the GCSE.

Independent research tasks will build theoretical knowledge tested in exam questions, alongside portfolio ongoing tasks.

## You will be assessed by:

**Exam Paper:** Core technical principles, Specialist technical principles, Designing and making principles through a written exam of 2 hours (100 marks) worth 50% of the GCSE.

- Section A – Core technical principles (20 marks): a mixture of multiple choice and short answer questions assessing a breadth of technical knowledge and understanding.
- Section B – Specialist technical principles (30 marks): several short answer questions (2–5 marks) and one extended response to assess more in-depth knowledge of technical principles.
- Section C – Designing and making principles (50 marks): a mixture of short answer and extended response questions including a 12-mark design question.

**Practical application of:** Core technical principles, Specialist technical principles, Designing and making principles through Non-exam assessment (NEA) approx. 30-35 hours (100 marks) worth 50% of GCSE. Students will complete a substantial design and make task and portfolio that will be broken down into investigating, designing, making, analysing and evaluating.

## Tiers of entry:

- There are no longer any tiers of entry in any technology subjects.
- All students, regardless of ability, sit the same examinations leading to GCSE grades 1-9.

# Design Technology: Textiles

## Course specification and exam board information:

AQA GCSE Design Technology 8552  
Further details are available from:  
<http://filestore.aqa.org.uk/resources/design-and-technology/specifications/AQA-8552-SP-2017.PDF>

## Aims of the course:

- To work independently and in small groups
- To extend your knowledge in a specialist area of interest to you
- To work in a challenging context
- To gain excellent organisational and planning skills
- To develop practical skills with specific equipment and machinery
- To use your creativity to design, develop and model ideas
- To gain a GCSE in a subject you enjoy

## What skills will you develop from this course?

GCSE Design Technology with Textiles is a most enjoyable and rewarding subject specialism to study which will provide you with a fantastic basis to explore your creativity and gain the opportunity to experiment with a variety of fabrics, threads and techniques. Students will learn how to: research and investigate topics from primary and secondary sources; create specifications; plan and work to set requirements; communicate thoughts visually and through annotation; problem solve and evaluate their performance and outcome/s. This course could prove to be most valuable for various aspects of life.

## Where could GCSE Textiles take you next?

- Fashion industry (*buyer, designer, fashion illustrator, interior designer, merchandiser, blogger, journalism, costume designer for theatre and film*)
- Retail industry (*sales, manager, window dresser*)
- Marketing (*including social media*)
- Designer/Sample machinist/Pattern cutter
- Teaching

Fashion and Textiles is one of the largest industries in the UK and this country offers a range of further and higher education courses to build on students' talents and knowledge.

## Additional information:

- This course follows on from Year 9 Textiles and earlier D&T lessons and we advise that you should complete the Year 9 Textiles course in order to take this KS4 option. However, you can choose the course without the experience, but please prepare to work hard to bridge the knowledge gaps.
- Students that study GCSE Design Technology with Textiles will be expected to provide fabrics and components for projects in year 10 and their final outcome in year 11. However, support is available for students in receipt of the Pupil Premium.
- Students who wish to take more than one Design Technology subject can combine Resistant Materials OR Electronics OR Textiles with Food Preparation and Nutrition and/or the Award in Engineering Design and/or Level 2 Hospitality and Catering.
- For further information, please see Mrs Marshall, Associate Assistant Headteacher, and teacher of textiles.

## OCR Cambridge Nationals Engineering Design Level 1/2 Award

### In Engineering Design you will learn about:

- The overall design process through the study of the design strategies and factors which influence design solutions such as product life cycle analysis, modern materials and manufacturing processes
- Techniques used in the development of design solutions including 2D & 3D sketching, engineers' drawings and computer aided design.
- The development of design briefs and design specifications for the development of new products
- The evaluation of products through disassembly and analysis.
- The manufacture & evaluation of prototypes.



### You will learn by:

- Generating design ideas through 2D & 3D sketching techniques.
- Developing design proposal through engineers' drawings.
- Presenting and testing design proposals using 3D Computer aided design
- Analysing products through testing and disassembly (reverse engineering)
- Interpreting design briefs and specifications
- Planning the manufacture of prototypes
- The manufacture of 3D prototypes
- Testing and evaluating your prototypes.

### You will be assessed by:

One externally set exam lasting one hour (40% of overall marks).

Two centre assessed units (60% of overall marks).

R038	Unit R039	Unit R040
External Exam	Centre assessed Unit	Centre assessed Unit
<b>Principles of Engineering Design</b>	<b>Communicating Designs</b>	<b>Design Evaluation and modelling</b>

### Tiers of entry:

- There are no longer any tiers of entry in any Technology subjects.
- All students, regardless of ability, sit the same examinations leading to Level 2 awards from Pass-Distinction\* that equates to GCSE grades 4-8.5

# OCR Cambridge Nationals Engineering Design Level 1/2 Award

Course specification and exam board information:

OCR Cambridge  
NATIONALS LEVEL 1/2  
Engineering Design

<https://www.ocr.org.uk/qualifications/cambridge-nationals/engineering-design-level-1-2-j822/>

Aims of the course:

- To provide learners with an in-depth knowledge and understanding of the fundamental principles of Engineering Design including the design process, types of drawing, influences on design and the use of computer aided design.
- To provide learners with knowledge and practical skills that can be applied to real life contexts and work situations.
- To develop learners' ability to think creatively, analytically, logically and critically.

**What skills will you develop from this course?**

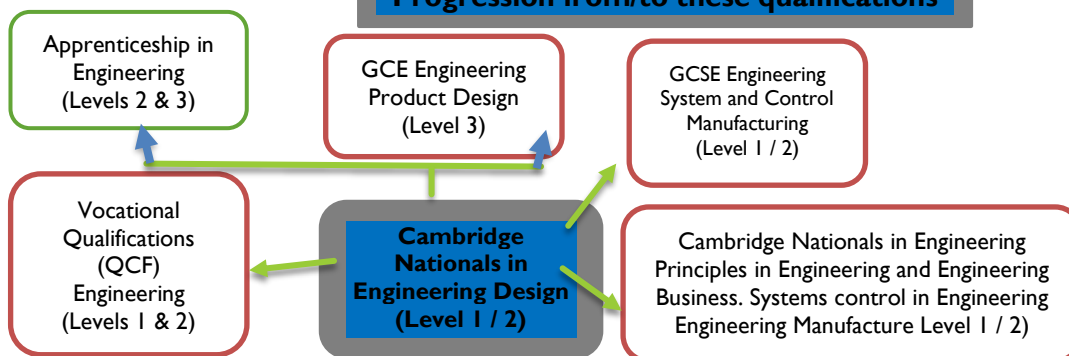
- Critical thinking
- Problem solving
- 2D and 2D sketching
- 2D and 3D technical drawing
- 2D and 3D computer aided design

- Product analysis skills
- Product disassembly skills
- Manufacturing skills
- Digital presentation skills

**Where could Engineering Design take you next?**

- **A level Product Design**

**Progression from/to these qualifications**



# Food Preparation and Nutrition

## In GCSE Food Preparation and Nutrition you will learn about:

- food preparation skills
- food, nutrition and health
- food science
- food safety
- food choice
- food provenance (where things come from)
- food preparation and cooking techniques



## You will learn by:

- developing and acquiring a wide range of food preparation skills
- using a wide variety of cooking tools and equipment
- completing
- investigation work to develop an understanding of the function of ingredients
- analysing foods to find out their nutritional content
- independent research tasks
- experimental work looking at the functional and chemical properties of food
- completing sensory evaluation tasks

## You will be assessed by:

- **Completing a food science investigation (15%)**
- You will complete a science investigation in school and write a report on your understanding of the scientific principles that underpin the preparation and cooking of food. This will be completed in 10 hours.
- **Food preparation and assessment. (35%)**
- You will plan, prepare, cook and present a three-course menu within 3 hours. You will produce a concise portfolio that will demonstrate your application of technical skills and practical outcomes. It will explain how you planned and carried out the preparation, cooking and presentation of your three final dishes and include an evaluation of cost, sensory properties and nutritional characteristics of each dish.
- One final 1 hour 45 minutes exam **(50%)**

## Tiers of entry:

There are no tiers of entry in GCSE Food Preparation and Nutrition.  
All students regardless of ability, sit the same examination leading to grades 9-1.

# Food Preparation and Nutrition

## Course specification and exam board information:

AQA GCSE Food Preparation and Nutrition

Further details are available from:

<http://www.aqa.org.uk/subjects/food-preparation-and-nutrition>

## Aims of the course:

- To demonstrate effective and safe cooking skills
- To develop knowledge and understanding of the functional properties and chemical processes and nutritional content of food and drink
- To understand the relationship between diet, nutrition and health
- To understand the economic, environmental, ethical and socio-cultural influences on food
- To demonstrate knowledge and understanding of functional and nutritional properties, sensory qualities and food safety when preparing, processing, storing, cooking and serving food
- To inspire new ideas and modify recipes

## What skills will you develop from this course?

This GCSE in Food Preparation and Nutrition is an exciting creative course which focuses on both the theory of food and practical cooking skills to ensure students develop a thorough understanding of nutrition, food provenance and the working characteristics of food materials.

The essence of the course is to nurture practical cookery skills and to develop a strong understanding of nutrition.

## Where could Food Preparation and Nutrition take you next?

On completion of this course, students will be qualified to go on to further study, or embark on an apprenticeship or a whole host of careers in the hospitality industry, examples include:

- Food Product development
- Food technology
- Butcher
- Caterer
- Confectioner
- Food Marketing
- Food Scientist
- Chef

## Additional information:

This course follows on from Year 9 Food Technology and earlier D&T lessons and we advise that you should complete the Year 9 Food Technology course in order to take this KS4 option. However, you can choose the course without the experience, but please prepare to work hard to bridge the knowledge gaps.

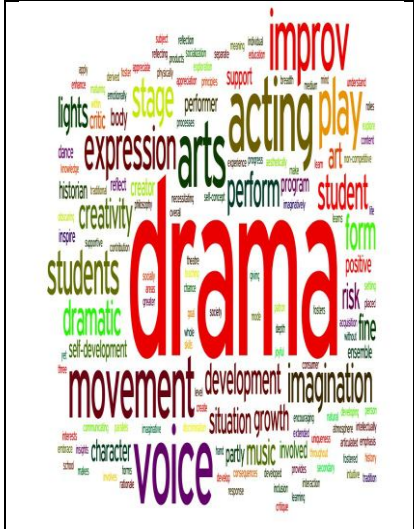
Students who study GCSE Food Preparation and Nutrition will be expected to provide food ingredients for all their practical work. However, support is available for students in receipt of the Pupil Premium.



## Drama GCSE

## In GCSE Drama you will learn to:

- Perform extracts from scripts
- Create and perform devised pieces
- Apply different practitioners' approaches to your performances
- Develop, polish and hone your performance and acting skills
- Develop, improve and hone your design skills
- Review and evaluate live theatre performance
- Analyse performance texts
- Write detailed evaluations of your own and others' work
- Communicate and work effectively in a group



**You will learn by:**

- developing as a performer, designer or a combination of the two
- devising your own piece of drama performance
- exploring two scripts and working on them practically
- exploring drama as a practical art form in which ideas and meaning are communicated to an audience through choices of form, style and convention
- developing theoretical knowledge and vocabulary
- writing analytical and evaluative responses
- visiting theatre productions

**You will be assessed by:**

- A combination of practical and written work
- **Unit 1 – Understanding Drama.** 1 hour 45mins written exam, open book (40% of GCSE). Study set play (Blood Brothers), live theatre evaluation.
- **Unit 2 – Devising Drama.** Working from a stimulus to create your own performance. Can be performer or designer. Devising log coursework to go with the performance/presentation (40% of GCSE).
- **Unit 3 – Texts in Practice.** 2 extracts from a play, can be performer or designer (20% of GCSE).

<p><b>Tiers of entry:</b></p> <p>No tiers of entry.</p> <p>All students regardless of ability, sit the same examination leading to grades 9-1.</p>
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# GCSE Drama

## Course specification and exam board information:

GCSE DRAMA – AQA  
Syllabus code 8261

More info can be found at:

<http://www.aqa.org.uk/subjects/drama/gcse/drama-8261>

## The course aims to:

- engage and encourage students to become confident performers and designers with the skills needed for a successful future
- develop students' ability to apply knowledge and understanding when making, performing and responding to drama
- provide opportunities to work collaboratively to generate, develop and communicate ideas
- develop creative, effective, independent and reflective students who can make informed choices in process and performance
- promote reflection and evaluation skills

## What skills will you develop from this course?

You will learn to collaborate with others, think analytically and evaluate effectively. You will gain the confidence to pursue your own ideas, reflect and refine your work.

The department organises several theatre visits to a range of venues throughout the year. Attending these visits will enhance your appreciation of theatre and develop your ideas about directing, devising, designing and performing.

## Where could drama take you next?

A Levels or Level 3 Vocational Qualifications such as BTEC National in Performing Arts.

Whatever the future holds, drama students emerge with a toolkit of transferrable skills, applicable to further studies and in the workplace. Drama GCSE is not about becoming an actor!

The skills you will learn and extend are useful to all areas of life and are recognised as valuable by all employers and higher education institutions. You will develop your: communication; teamwork; presentation; reasoning and evaluation skills.

Additionally, you will: extend your use of dramatic techniques; develop acting skills; enhance the way you structure performances and develop understanding of, and ability to, design and write for the theatre.

## Additional information:

Pick this option if you like creating, performing and writing about drama and theatre. Please see one of the drama teachers for more information.

If you are considering a career within the theatre, you should look at the National Theatre's Channel on YouTube:

<https://www.youtube.com/playlist?list=PLJgBmjHpqgs46-RNviW886ZlIBWvn-vSw>

and the Get into Theatre video & website: <https://www.youtube.com/watch?v=u3FDmqsHPPA>

For further information, please see Mrs L Ramrattan, Head of Drama.

# Music

## In GCSE Music you will learn about:

- how to develop performing skills as both a soloist and as part of a group
- develop an understanding of techniques and devices used in composition and incorporate these into your own work
- analyse pieces of music, considering how composers use elements to create a musical effect
- music of different cultures and styles through time



## You will learn by:

- participating in practical lessons and accessing peer and teacher feedback to improve your work
- listening, score reading and analysing music
- short composition tasks using computer software and your own instrument
- undertaking research topics on different styles of music
- participating in composition and performance activities to develop skills and a sense of personal style

## You will be assessed by:

- **Component 1: Understanding Music (40% of the total grade)**

Section A- listening exam on 'unseen' questions

Section B- written answers on work studied in class

*Assessed via examination at the end of Year 11*

- **Component 2: Performing Music (30% of the total grade)**

Performance 1- solo

Performance 2- ensemble

*Assessed in school and moderated by the exam board*

- **Component 3: Composing Music (30% of the total grade)**

Composition 1- composing to a brief

Composition 2- free composition

*Assessed in school and moderated by the exam board*

## Tiers of entry:

- There are no tiers of entry in GCSE Music.
- All students, regardless of ability, sit the same examinations and assessments leading to grades 9-1.

# Music

## Course specification and exam board information:

AQA GCSE Music 8271

Further details are available from:

<http://filestore.aqa.org.uk/resources/music/specifications/AQA-8271-SP-2016-V0-1.PDF>

## This course aims to develop the ability to:

- actively engage in the process of music study in order to develop as effective and independent learners and as critical and reflective thinkers with enquiring minds
- develop students' own musical interests and skills including the ability to make music individually and in groups
- evaluate students' own and others' music
- understand and appreciate a range of different kinds of music

## Additional information on subject content:

Component 1 AoS1 & either AoS 2, 3 or 4	Component 2 Solo and group performance.	Component 3 Two compositions (brief and free)
<b>AoS1:</b> Western Classical Tradition 1650-1910 <b>AoS 2:</b> Popular Music <b>AoS 3:</b> Traditional Music <b>AoS 4:</b> Western Classical Tradition since 1910	Combined performance time is 4 minutes minimum.  Highest level of demand is Grade 5 standard or above.	Combined running time is 3 minutes minimum.

## Where could Music take you next?

- GCSE Music is a good preparation for further musical study and a solid foundation for the AS/A Levels in Music and Music Technology as well as BTEC National Diplomas (in Music, Popular Music and Music Technology).
- You may wish to go into a career in the music industry, publishing, entertainment and teaching or any job which involves communication and expressive skills.
- The study of music develops confidence, resilience, group skills, problem-solving, time-management skills and the ability to present to an audience. It is difficult to think of a career or post -16 pathway where these skills would not be useful.
- It is a very creative subject and will provide a sense of balance to your curriculum.

## Additional information:

It is expected that you have a weekly lesson on your chosen instrument or voice. This will help you to fulfil your potential in component 2.

If you choose to have school-based instrumental/vocal lessons with one of our peripatetic teachers, this will be subsidised by school, but you must let Mrs Chapman know before the end of the summer term.

# Media

## In subject you will learn about:

- A wide range of media industries including Film, Print Publishing, Video Games, TV Crime Drama, Radio, Music Videos, News Media, Advertising and Participatory (Social) Media.
- Key Media Studies theories including Media Language, Representation, Audience and Industries.
- How to plan and produce media productions including print publications.
- Media Language – how media products are constructed to give messages and meaning to their audiences.



## You will learn by:

- taking part in activities that are designed to develop an understanding of different forms of media;
- being involved with discussions and debates about existing media and wider issues surrounding the subject;
- responding to creative briefs in a number of media areas;
- working creatively and collaboratively on a range of practical projects including graphic design tasks and print production;
- analysing a variety of media texts.

## You will be assessed by:

Component 1: Written Exam	Component 2: Written Exam	Component 3: Individual Media Production
40% of qualification	30% of qualification	30% of qualification.
1 hour 30 minutes	1 hour 30 minutes	An individual media production for an intended audience in response to a choice of briefs set by the exam board.
Section A: Exploring Media Language and Representation Section B: Exploring Media Industries and Audiences	Section A: Television (Crime Drama) Section B: Music (music videos and online media)	

## Tiers of entry:

- All students, regardless of ability, sit the same examinations leading to GCSE grades 1-9.

# GCSE Media

## Course specification and exam board information:

WJEC Eduqas GCSE (9-1) in Media Studies.

Further information is accessible at:

<https://www.eduqas.co.uk/qualifications/media-studies-gcse/>

## This course aims to develop the ability to:

- Understand the ways in which media texts are constructed for specific audiences.
- Analyse media texts and identify their messages and meanings.
- Plan and produce media products for audiences.
- Media Studies will even help you to develop skills that you'll be able to use in your other subjects such as critical thinking, analysis, research, planning, practical skills, time management, essay writing skills and more.

## Additional information on subject content:

- You will analyse how media products like TV programmes and music videos use images, sounds, language, and representations to create meaning.
- You will learn about media industries and how each industry affects the way media products are made.
- You will investigate media audiences, exploring who are the people who watch, read and consume the products, and considering how different people might be affected by media products differently, and why.
- There's also a significant amount of practical work where you might create music videos, magazines, television programmes, advertisements and more.

## Where could Media Studies take you next?

- During the GCSE Media course you'll develop and practise a range of skills which will equip you for progression to Level 3 study.
- Over one hundred universities offer courses in Media, Communications and Cultural Studies in the UK. A Level 3 qualification in Media Studies, informed by study at GCSE level, helps you to move towards these courses.
- There are many career opportunities in the media, and it's an industry that is growing very quickly. If you are interested in the idea of a career in TV and film production, advertising, journalism, interactive media, and digital marketing, technical production, special effects, web design and post-production, then studying Media at GCSE level is a great place to start.
- Figures published by the Office for National Statistics show that medicine is the UK's most employable degree, closely followed by media studies.

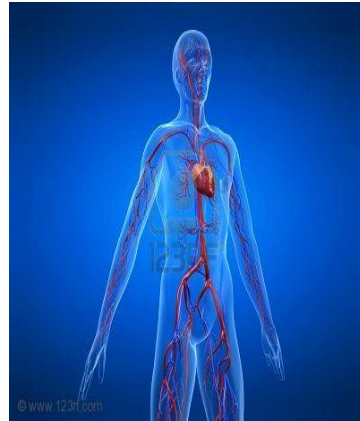
## Additional information:

- For further information please see Miss Riley, Head of Media, or Miss Parmar Media Studies teachers.

# GCSE PE Physical Education

## In GCSE PE you will learn about:

- the physical factors affecting performance, including applied anatomy & physiology and physical training
- socio-cultural issues and sports psychology, including socio-cultural influences, sports psychology and health, fitness and well-being
- a range of advanced skills and tactics in both team and individual sports
- analysing and evaluating performance from a sport of your choice



## You will learn by:

- working on advanced skills and tactics in a range of different sports and fitness activities
- putting theoretical aspects into practical situations from the following topic areas: applied anatomy and physiology; physical training; socio-cultural influences; sports psychology and health; fitness and well-being
- evaluating and analysing practical performance

## You will be assessed by:

- Non-Exam Assessment (NEA). Three practical performances. One Performance Analysis task. (40% of final grade)
- A total of two hours assessment split over two examination papers (2x 1 hour) taken at the end of the two-year course (60% final grade)
- The exams will involve a wide range of question types including: multiple choice, single mark, short answer and extended response questions.

You will have the opportunity to demonstrate your knowledge of the theory and performance skills in both your NEA and examination.

## Tiers of entry:

- All students, regardless of ability, will sit the same exam leading to grades 9-1.

# GCSE PE Physical Education

## Course specification and exam board information:

OCR GCSE (9–1) in Physical Education (J587)

<http://www.ocr.org.uk/qualifications/gcse-physical-education-j587-from-2016>

## Aims of the course:

- develop theoretical knowledge and understanding of the factors that underpin physical activity and sport and use this knowledge to improve performance
- understand how the physiological and psychological state affects performance in physical activity and sport
- perform effectively in different physical activities by developing skills and techniques and selecting and using tactics, strategies and/or compositional ideas
- develop the ability to analyse and evaluate, to improve performance in physical activity and sport
- understand the contribution which physical activity and sport make to health, fitness and well-being
- understand key socio-cultural influences which can affect people's involvement in physical activity and sport

## What skills will you develop from this course?

Skills for a modern world – students have the opportunity to develop a practical set of key skills, including dealing with pressure, split second decision-making, interpreting and analysing data, and many more.

## Where could GCSE PE take you next?

- GCSE Physical Education is not just an excellent base for the OCR A Level in Physical Education, it can take you much further. For those of you fascinated by the human mind, why not carry on to A-level Psychology? For people into the 'why' of the human race this carries you through to A-level Sociology. This is also an excellent additional qualification for those undertaking the sciences with the intention to move through into medicine or physiotherapy routes.
- Beyond A Level, the study of Physical Education can lead on to university degrees in: sports science; sports management; healthcare; or exercise and health. Physical Education can also complement further study: in biology; human biology; physics; psychology; nutrition; sociology; teacher training and many more. The transferable skills you learn through your study of Physical Education, such as decision making, and independent thinking are also useful in any career path you choose to take.

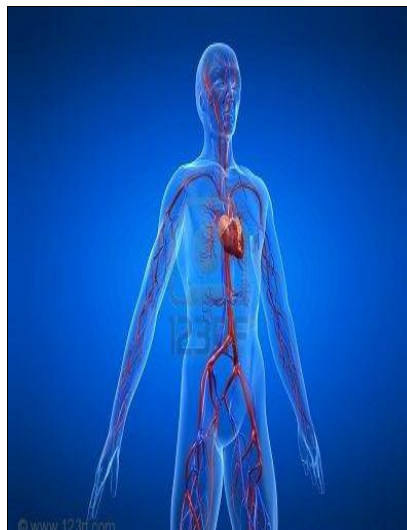
## Additional information:

For more information, please visit the OCR website or see Mr Burton, Head of PE or Mr Peltier, Second in PE.

# BTEC Level 2 Sport

## In BTEC Sport you will learn about:

- Preparing Participants to take part in Sport and Physical activity - this includes the different types of physical activity and providers, the needs of participants, barriers to participation and ways to overcome these barriers. Equipment and technology required to take part in sport is also included. Learners will also develop an applied understanding of physiology and anatomy as they learn how to plan and deliver a warm up to prepare participants to take part in sport and physical activity.
- Taking part and improving other participants sporting performance - this includes the components of fitness and how they are used in different types of sport; practical participation in sport and the rules and regulations in sport and ways to improve other participants sporting performance through planning and delivery of sports drills and conditioned practices.
- Developing Fitness to improve other participants performance in sport and physical activity - this covers fitness testing, training and programming for different types of participants to improve their sport and physical activity performance.



## You will learn by:

Developing knowledge and associated practical skills that can be used when working in the sport industry.

## You will be assessed by:

The three components in the qualification give learners the opportunity to develop broad knowledge and understanding of the sport sector, and specialist skills such as analysis, leadership, and teaching and communication at Levels 1 and 2.

### Internal assessment – externally moderated

Components 1 and 2 are assessed through non-exam internal assessment. The non exam internal assessment for these components has been designed to demonstrate application of the conceptual knowledge underpinning the sector through realistic tasks and activities. This style of assessment promotes deep learning through ensuring the connection between knowledge and practice.

### External synoptic assessment

There is one external assessment, Component 3, which provides the main synoptic assessment for the qualification. Component 3 builds directly on Components 1 and 2 and enables learning to be brought together and related to a real-life situation.

## Tiers of entry:

N/A



# BTEC Level 2 Sport

## Course specification and exam board information:

Pearson BTEC Level 1/Level 2  
Tech Award in Sport  
Qualification number: 603/7068/3

<https://qualifications.pearson.com/content/dam/pdf/btec-tech-awards/sport/2022/specification-and-sample-assessments/btec-tech-award-sport-spec.pdf>

## Aims of the course:

**Component 1:** Preparing Participants to Take Part in Sport and Physical Activity

**Component 2:** Taking Part and Improving Other Participants Sporting Performance

**Component 3:** Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity

## Learners will have the opportunity to learn and develop the following skills:

This course will give you the opportunity to develop knowledge and technical skills in a practical learning environment. You will develop key practical skills for working with other people, which include communication, leadership, organisation and time management. These are essential in the sport industry as this will primarily involve working with customers and supporting their individual needs.

## Where could BTEC Level 2 Sport take you next?

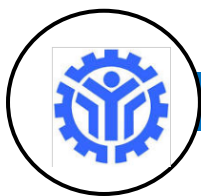
Once you have completed the qualification, you will have developed a practical understanding of the sport industry. You will have built useful skills, which are not generally covered in GCSE courses, and you will have developed a good understanding of whether the sport industry is for you, and if so, which part of it you might want to study further. If you decide to go on to further study of sport, the best option for you will depend on the grades you have achieved in this and the other qualifications you have taken, and what you enjoy doing. You could progress to a Level 2 Technical Certificate or to a Level 3 programme.

## Additional information:

For more information, please visit the Pearson website or see Mr Burton, Head of PE or Mr Peltier, Second in PE.



## SECTION FIVE



### TECHNICAL/PRACTICAL OPTIONS AT IGS

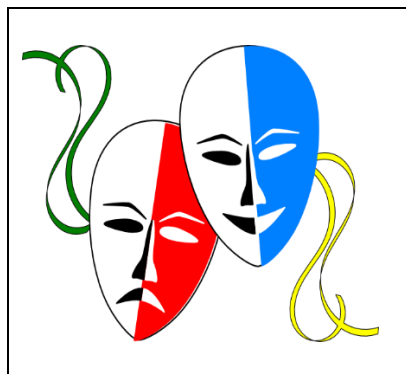
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**All of our technical/practical options are offered to level 2 (equivalent to GCSE grades 4 to 8.5)**

# Performing Arts – Drama

## In BTEC Performing Arts you will learn to:

- Develop your acting skills
- Perform script extracts
- Work in a range of styles
- Structure rehearsals
- Create your own performances
- Understand the key roles in the Performing Arts
- Research and examine existing practitioners' work
- Understand the requirements of being a performer
- Analyse and evaluate your own and others' work



## You will learn by:

- Taking part in workshops
- Creating your own performances
- Exploring a range of scripts and starting points for performance
- Analysing live and digital performances
- Researching the work of different actors and directors
- Experimenting with different styles, techniques and skills
- Performing for a range of audiences
- Setting yourself targets to develop your work

## You will be assessed by:

### Component 1: Exploring the Performing Arts

Internally assessed (30%)

- Analyse three different performance styles through watching live and recorded performances
- Consider how practitioners contribute to the performance process

Assessed by a portfolio of evidence created in lesson time – could be a Blog, PowerPoint or extended writing.

### Component 2: Developing skills and techniques in the Performing Arts

Internally assessed (30%)

- Take part in workshops
- Rehearse and perform your piece
- Review the progress you have made, identifying strengths and targets

Assessed by involvement in workshops, your performance and your logbook which can include video, notes, strengths & target setting.

### Component 3: Responding to a brief

Externally assessed (40%)

- Devise your own performance as part of a group in response to a given starting point.

Assessed by your performance and three written 800 word Logs about your ideas, skills and evaluating your performance.

## Tiers of entry:

No tiers of entry.

All students regardless of ability, sit the same examination leading to grades Pass to Distinction \* (equivalent to GCSE grades 4-8.5)

# BTEC Performing Arts - Drama

## Course specification and exam board information:

Level 2 Technical Award in Performing Arts

Pearson

<https://qualifications.pearson.com/content/dam/pdf/btec-awards/performing-arts/2022/specification-and-sample-assessments/btec-tech-award-performing-arts-spec.pdf>

## Aims of the course:

To give learners the opportunity to develop knowledge about Drama in a practical learning environment.

It is a practical introduction to life and work in the Performing Arts.

- Develop key skills in performing text and devising performances
- Understand the processes which underpin effective ways of working
- Understand the attitudes that are considered most important in the Performing Arts
- Gain knowledge of the roles, responsibilities, performance disciplines and styles in the sector

## What skills will you develop from this course?

- Organisation
- Team work skills
- Performance skills
- Confidence
- Creativity
- Public Speaking
- Problem solving
- Independent working skills
- Time management skills
- Communication skills

## Where could the Technical Award in Performing Arts take you next?

A Levels or Level 3 Vocational Qualifications such as BTEC National in Performing Arts.

## Possible career opportunities:

acting, musical theatre, directing, stage management, arts administrator, workshop leader, management ...

The Performing Arts Industry contributes £3.5 billion to the UK economy each year.

Students who are considering a career within the theatre should look at the National Theatre's channel on YouTube:

<https://www.youtube.com/playlist?list=PLJgBmjHpqgs46-RNviVW886ZlIBWvn-vSw>

Also, take a look at the Get into Theatre video & website:

<https://www.youtube.com/watch?v=u3FDmqSHPPA>

# Digital Information Technology

## In IT you will learn to:

- work effectively in different areas of IT by developing appropriate skills and techniques
- develop analytical skills in order to make reasoned choices of hardware and software that will meet a defined need
- develop the ability to build/create IT systems that meet the requirements of an end user
- develop the ability to test and evaluate IT systems in order to improve their performance
- understand and appreciate emerging technologies and their potential impacts on society
- learn how to collect, store and analyse data in order to support decision-making.



## You will learn by:

- using internet and written resources to find out independently how technology has changed our lives and how we now rely on IT to shop, work and play
- discussing and analysing information to enhance understanding of the topics studied
- being a critical friend for someone else's work because checking for accuracy, suitability and giving feedback on how to improve their work develops your understanding and critical thinking
- working in groups to research emerging technologies and presenting your findings
- independently carrying out tasks set by the exam board to improve your concentration, determination and organisational skills

## You will be assessed by:

### Unit 1: Exploring User Interface Design Principles

Internal assessment (30%)

- This is assessed via a portfolio of evidence that students will create during lesson time, in controlled conditions.
- The total number of points available for this assessment is 36.

### Unit 2: Collecting, Presenting and Interpreting Data

Internal assessment (30%)

- This is assessed via a portfolio of evidence that students will create during lesson time, in controlled conditions.
- The total number of points available for this assessment is 36.

### Unit 3: Effective Digital Working Practices

External assessment (40%)

- This is assessed via a 1 hour 30 minute written examination.
- The total number of points available for this assessment is 48.

## Tiers of entry:

Single tier, Pass – Distinction\* at level 1 and 2 (equivalent to GCSE grades 1-8.5)

# Digital Information Technology

## Course specification and exam board information:

Level 2 Technical Award

Digital Information

Technology

Pearson

Full details are available from:

<https://qualifications.pearson.com/content/dam/pdf/btec-tech-awards/information-technology/2022/specification-and-sample-assessments/btec-tech-award-digital-information-technology-spec.pdf>

## Aims of the course:

- to acquire and apply creative and technical skills, knowledge and understanding of IT in a range of contexts
- to develop IT-based solutions to solve problems
- to develop your understanding of current and emerging technologies and their social and commercial impact
- to develop your understanding of the legal, social, economic, ethical and environmental issues raised by IT
- to recognise potential risks when using IT, and develop safe, secure and responsible practice
- to develop the skills to work collaboratively
- to evaluate IT-based solutions

## What skills will you develop from this course?

Learners will gain a range of practical skills in IT. They will explore the practical and creative nature of IT with a focus on the system life cycle to design, create, test and evaluate a solution to a multimedia based IT problem. Learners will underpin this with fundamental knowledge and understanding of IT including: IT systems; hardware; software; networks; securing IT systems; data and information; and emerging technologies.

## Where could IT take you next?

- Many subjects require good IT skills and this course will help to support further studies in English, maths, business, economics, photography, art and many more.
- IT is an integral part of careers, this course will help towards any future employment.
- IT can lead to further study at KS5.
- Specific careers include: computer games creation; software development; programming; graphic design; web design and network technician.

## Additional information:

Please see:

Miss Brides – Curriculum Leader: Computing & Media Studies

Mr Hooper – Teacher of Computing

# Health and Social Care

## In Health and Social Care you will learn about:

- aspects of personal development
- core values in the health, social care and early years sectors
- issues that affect the nature and quality of human life including an appreciation of diversity and cultural issues
- the influences on an individual's health and well-being
- key aspects of law in health and social care
- the importance of motivation and support when improving health



## You will learn by:

- developing a critical and analytical approach to problem-solving within the health, social care and early years sectors
- completing paired and group work to build team working and communication skills
- being encouraged to produce detailed and accurate reports using language appropriate to a health and social care setting
- observing interaction via documentary and discussion to identify appropriate and inappropriate care

## You will be assessed by:

- The completion of **two** internally assessed written pieces of work worth 60% of the final grade. These will be in the form of reports, questionnaires, case studies and reviews of role plays completed through Pearson Set Assignments (PSAs)
- The completion of **one** externally assessed exam paper worth 40% of the overall grade. This will be sat in June of Year 11.

This is based on the core units:

- Human Lifespan Development.
- Health and Social Care and Values
- Health and Well Being

## Tiers of entry:

All students will be entered for a Level 2 qualification equivalent to GCSE grades 4-8.5



# Health and Social Care

## Course specification and exam board information:

**PEARSON: BTEC Level 1/Level 2 Tech Award in Health and Social Care**

<https://qualifications.pearson.com/en/qualifications/btec-tech-awards/health-and-social-care-2022.html>

## Aims of the course:

It is an ideal course for those who want a broad background in health and social care. The course is designed to provide the technical knowledge, skills and understanding associated with the subject, equipping students with some of the skills they will need in the workplace or in further education or training.

## What skills will you develop from this course?

- independent learning skills
- the ability to research and select information relevant to the topics you are studying
- strong communication skills both written and verbal
- empathy and understanding of the needs of a variety of different people

## Where could Health and Social Care take you next?

BTEC Health and Social Care Tech Award could lead to roles such as: a nursery nurse; care assistant; childminder; pre-school/nursery school and social worker.

The course also contributes towards meeting the entry requirements for training for nursing and professional roles such as: occupational therapist; physiotherapist; midwife; psychologist; complementary health practitioner; care worker; community health clinician and pharmacist. It could also contribute towards meeting the entry requirements for teaching and working with people with disabilities.

## Additional information:

Health and Social Care is a technical (vocational) subject which offers a range of opportunities that you may not experience in other subjects. By its nature, health and social care offers a wide range of opportunities for the exploration of spiritual, moral, ethical, social, legislative, economic and cultural issues.

For Further information please see Miss Ainscow lead teacher of Health and Social Care or Mrs Marshall, Assistant Headteacher.

# Hospitality and Catering

## In Level 2 Hospitality and Catering you will learn about:

- Job roles
- Customer requirements
- Safety in the work place
- Food Hygiene and legislation
- Different types of services
- Different establishments
- Standards and ratings
- Costings and profit
- Nutrients
- Dietary needs
- Menu planning
- Preparing a range of dishes



## You will learn by

- Carrying out practical activities based around a work-based scenario
- Planning menus
- Working towards a specific target market/client
- Cooking a range of dishes using basic to advanced skills
- Conducting risk assessments
- Demonstrating teamwork and working independently in practical tasks

## You will be assessed by:

The course is broken down into 2 units. Students will be working at level 2 and will have the opportunity to achieve grades between level 1 pass and level 2 distinction\*.

**Unit 1** The Hospitality and Catering Industry: Written paper. Short and extended questions based around applied situations. **(40% of overall grade)**

**Unit 2** Hospitality and catering in action: Plan, prepare and cook dishes around a specific event/client and produce coursework around a given scenario released in Sept each year. **(60% of overall grade)**

## Tiers of entry:

Students will be working at a level 2.

There are no tiers in Hospitality and Catering all students will sit the same exam within the summer term of year 11.

# Hospitality and Catering

## Course specification and exam board information:

WJEC Level 2 Hospitality and Catering (Specification A)

Further details are available from:

[https://www.wjec.co.uk/qualifications/level-1-2-vocational-award-in-hospitality-and-catering/?sub\\_nav\\_level=course-materials#tab\\_resources](https://www.wjec.co.uk/qualifications/level-1-2-vocational-award-in-hospitality-and-catering/?sub_nav_level=course-materials#tab_resources)

## Aims of the course:

- The aim is for students to gain a comprehensive knowledge and understanding of the hospitality and catering industry including provision, health and safety, and food safety.
- Students use their knowledge and understanding of the industry to propose new hospitality and catering provisions to meet specific needs.
- Students will gain knowledge and understanding of the importance of nutrition and how to plan nutritious menus. They will learn the skills needed to prepare, cook and present dishes, and how to review their work effectively.

## What skills will you develop from this course?

This level 2 qualification in Hospitality and Catering focuses on practical cooking skills:

### **BASIC** Prep Skills

**Basic Preparation techniques:** Zesting; grating; hydrating; juicing; marinating; mashing; melting; proving; shredding; sieving; tenderising; blending, beating

**Knife techniques:** Chopping; peeling; trimming

### **MEDIUM** Prep Skills

**Medium Preparation techniques** (Minimum of 3): creaming, dehydrating; folding; kneading;

## Where could Hospitality and Catering take you next?

On completion of this course, students will be qualified to go on to further study or embark on an apprenticeship in a whole host of careers in the hospitality industry.

Examples include:

- Conference / Events manager
- Chef / Caterer
- Receptionist
- Hotel Management
- Restaurant/Catering Management
- Maitre'D / Sommelier
- Concierge

## Additional information:

- This course follows on from Year 9 Event Management and earlier D&T lessons and we advise that you should complete the Year 9 Event Management course in order to take this KS4 option. However, you can choose the course without the experience, but please prepare to work hard to bridge the knowledge gaps.
- Students who study Level 2 Hospitality and Catering will be expected to provide food ingredients for all their practical work. However, support is available for students in receipt of the Pupil Premium.



## SECTION SIX



### Inclusive Learning GUIDED OPTION

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# Functional Skills English

<b>Course:</b>	<b>FUNCTIONAL SKILLS ENGLISH</b>
<b>Board:</b>	Pearson- Functional Skills English (Level 2)
<b>Syllabus:</b>	
<b>Aims:</b>	
<p>The aim of the Functional Skills course is to enable students to access additional literacy support and/or complete an English qualification parallel to their GCSE studies. The Functional Skills English is a qualification which, can allow students to progress onto a Post16 pathway at a level that is most suitable to them as individuals.</p> <p>Students will be assessed in three areas of the course which will be assessed at specific points throughout the school year:</p> <ul style="list-style-type: none"><li>• Writing</li><li>• Reading</li><li>• Speaking &amp; Listening</li></ul> <p>Whilst completing the Functional Skills English course, students will develop a range of written and verbal communication skills that will support them across the curriculum. <b>Due to the nature of this course, students for whom this is appropriate will be guided towards this option by Inclusive Learning or Pastoral staff. Students will be considered for this course where, their tracking indicates in Year 9 that they are requiring additional support in English.</b></p>	
<b>How you will benefit from this course:</b>	
<p>Functional Skills English runs parallel to the English curriculum and is equivalent to one GCSE option. Students taking the Functional Skills option continue to work towards their GCSE English Language and English Literature in their core English lessons. Students will develop a range of written and verbal communication skills which will be assessed through an ongoing process.</p> <p>On successful completion of this course, students may secure a level that can enable them to progress onto a Post16 pathway. Students will continue to follow their GCSE English course which, can enhance their English grades further.</p> <p>The course is designed to support students who require additional support with their English studies. It is delivered in a small group environment through the Inclusive Learning Department.</p> <p>The number of students that will access the Functional Skills English course is limited and students will be signposted to this by the Inclusive Learning Department and Pastoral staff where they meet a range of entry criteria.</p>	
<b>Any other information:</b>	
<p>For more information please see:</p> <p>Mr Keane (Assistant Headteacher: Inclusion &amp; Personalisation, SENCO)</p> <p>Mrs Malkinson (Deputy SENDCO)</p> <p>Mrs Graham (Key Stage 4/5 Inclusive Learning Manager)</p>	

