

# Ramsey Grammar School



## OPTIONS 2020

### Information for Year 9 Students and Parents

#### Important Dates

Thursday 12<sup>th</sup> March - Year 9 Academic Review Day

Thursday 26<sup>th</sup> March - Key Stage 4 Options Evening

Wednesday 1<sup>st</sup> April - Final Options sheet to be returned





## Key Stage 4 Options 2020

### ***TO ALL STUDENTS IN YEAR 9***

The process of choosing your options started in November with your visit to the Employment and Skills event at the Villa Marina, followed by the different lessons that formed the Careers module of the PGE programme. During January and February, you have been spending time with your Form Tutor exploring strengths and weaknesses and generally assessing the direction that you might want your future life to take.

The options contained in this booklet are designed to give you considerable choice. You will study PGE and PE/Games, together with English Language and English Literature, Mathematics, Sciences and Religious Moral and Philosophical Studies, so that you have a broad and balanced curriculum.

You need to consider the subjects you choose carefully, because you will follow them for two years and it will not be possible to alter decisions once the courses have commenced. There have been enormous changes to Key Stage 4 courses in recent times, so please read this booklet carefully to try to understand them. Be sure that you only make your final choices when you have considered all this advice.

Discuss your choices carefully with your parents. They will have the chance to hear about and discuss options at the Year 9 Review Day on 12th March. If you are in doubt, ask for help. Your Form Tutor, Mr Dewick, Mr Foley, Mr Eyres, Mr Wood, Mr Corrin, Miss Bamford and I will give you any help and advice you need. We will try to meet all of your choices. However, the final decision will be ours, in consultation with you and your parents, when we consider what you have asked to do and whether it is suitable for you.

Mrs A G Baker  
Headteacher

## ***RAMSEY GRAMMAR SCHOOL'S CURRICULUM***

In Years 7, 8 and 9, we have followed a broad, common curriculum embracing all the National Curriculum areas. In Years 10 and 11, an element of choice is introduced enabling each student to construct his/her own timetable within certain parameters:

### Core Subjects:

English	4 periods
Mathematics	4 periods
Sciences	6 periods
Physical Education/Games	2 periods
Religious Moral and Philosophical Studies	1 period
PGE	1 period

### Option Choices:

Four subjects each of or KS4 Foundation Programme	3 periods  2 applied/vocational courses plus work experience
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As you will be aware, considerable changes have taken place with regards to the examination system in recent times. These pose some challenges for us, but students choosing their KS4 options at this time need not be concerned.

The choice of subject within the option boxes requires careful consideration. Only those subjects that have viable numbers (normally at least 16 students) will actually be on the timetable. Five years ago, the English Bacc was introduced in England. In order to gain the EBacc, students must achieve A\*-C grades in English, Mathematics, two Sciences, History or Geography and a Modern Language. It should be noted that, for competitive courses such as law and medicine at Russell Group universities, it is expected that students should possess a good GCSE grade in a Modern Language and the ability to synthesise information as demonstrated in written subjects such as History and Geography. We would, therefore, strongly advise students who might be considering such universities in the future to select a modern language and at least one of either History or Geography.

The option list is in the back of this booklet. Please note that you cannot choose the same subject twice.

A **final grid** on which to enter your choices and reserves will be issued on **Thursday 26th March** to be returned by **Wednesday 1st April**. The Year 9 Options evening on **Thursday 26th March** will be an opportunity to discuss GCSE courses with individual subject teachers.

Choice should be governed by five factors:

1. Subjects in which success has been achieved
2. Subjects which are enjoyed
3. Subjects which may be best suited to future careers
4. Subjects needed for university entrance later
5. Subjects which match your current assessment levels of progress

It should have nothing to do with favourite teachers or the choices of friends but be based on a balanced reasoning of these five factors.

***Once choices have been made, change will not be possible.***

All courses in Years 10 and 11 lead to an award, usually the General Certificate of Secondary Education (GCSE) or international GCSE (IGCSE) or Level 1/2 Awards from BTEC, SQA, WJEC and other vocational awarding bodies.

Significant changes to specifications have the following implications:

- ◆ Assessment opportunities for the majority of subjects will be restricted to summer only
- ◆ In GCSE English, Geography, History and Religious Education, additional marks will be awarded for the accuracy of spelling, punctuation and grammar in questions that require extended answers

In some cases, a substantial element of the final grade is based on controlled assessment, which is generally completed under supervision in school. This may take the form of an essay, a piece of research or an extended project. The pace of work will increase and a high level of attendance throughout the two year period is essential. A **maximum** of five hours of employment per week outside school hours is permitted, provided it does not interfere with your school activities.

At the back of this booklet, there is a grid showing the choices available from our option 'blocks'. Use this to select your **probable** choices.

Applied or vocational qualifications are accepted and in some cases favoured by employers and universities. They are assessed by both coursework and examination, so students must have a high level of attendance, be self-motivated and be prepared to meet deadlines without exception

**Subject:** English and Literature

**Head of Subject:** Mrs L Bell



### **Examination Board and Exam Code**

Cambridge IGCSE, English First Language – 0500

Cambridge IGCSE English – Literature in English - 0475

### **Curriculum Content:**

English Language 0500

Students will read a range of fiction/non-fiction/biographical extracts for meaning. They must be able to answer a range of comprehension questions on those extracts and also explain, in some detail, how effects are created within the texts. Furthermore, students must be able to paraphrase the extracts, thereby revealing a clear understanding and also summarise relevant information from what they have read.

Students must also be able to write accurately, clearly and with a clear focus on a purpose (narrative/discursive/descriptive). They should be able to craft their sentences for different effects and will write persuasive speeches, essays, journal entries, newspaper reports, stories and descriptive paragraphs. In their writing, they will be asked to take what they have read and re-imagine it with a different purpose and audience.

English Literature 0475

Students will read drama, prose and poetry. They will be expected to examine all of these closely with a focus on developing an analytical response in essay form that interprets texts overall. This analysis should be linked, in detail, to the text and the language of the text.

Students will be encouraged to watch plays by visiting the theatre, attending the Northern Theatre Experience and by viewing productions in class.

### **How are students assessed?**

0500 Paper 1 – Reading Assessment 2 hours 50%

Paper 2 – Directed Writing and Composition 2 hours 50%

0475 Paper 1 – Prose and Poetry 1 hour 30 minutes 50%

Paper 3 – Drama 45 minutes 25%

Paper 4 – Unseen (poetry **or** prose) 1 hour 15 minutes 25%

### **What skills are developed?**

The Cambridge English First Language (0500) course allows students to:

- Develop the ability to communicate clearly, accurately and effectively when speaking and writing
- Learn how to use a wide range of vocabulary and the correct grammar, spelling and punctuation
- Develop a personal writing style and an awareness of the audience
- Read widely and respond to written texts in depth to further understanding
- Analyse how meanings are created within texts
- Summarise texts in their own words to reveal deep and clear understanding.

Learners are strongly encouraged to read widely, both for their own enjoyment and to further their awareness of the ways in which English can be used. Cambridge IGCSE also develops more general analysis, communication, synthesis, inference and presentational skills.

**The Cambridge IGCSE, English – Literature in English (0475) course allows students to:**

- Read, interpret, evaluate and respond to a range of literature in English.
- Experience drama, prose and poetry ranging from Shakespeare to contemporary literature
- Deepen their understanding and appreciation of the ways in which writers achieve effects, culminating in the ability to develop interpretations of meaning
- Share reading for pleasure, explore the wider world and universal issues and gain a better understanding of themselves and the world.

**What equipment/ resources needed:**

No specialist equipment required. Students will be given examination texts and expected to look after them, study them independently and, where applicable, bring them to examination.

**Who will achieve success in this subject?**

Readers and those who read at least one new text a month.

Students who are prepared to extend themselves independently, spending additional time on preparing essays, reading around the subject and organising their ideas outside of lesson time.

Students who have a high expectation of their own work ethic, refusing to settle for work that does not represent their full effort.

**Possible next steps and future careers**

Almost all careers are furthered by a good GCSE in English Language. Good grades make college, sixth form, apprenticeships and full employment options available and more attainable.

A good literature grade shows a student who can analyse, interpret, evaluate and critique, skills of the highest order of thinking. These skills mean that possible future careers choices are wide and varied with very few limitations.

**How can parents help?**

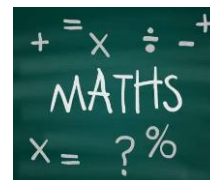
Read. Let students see you reading. Leave books lying around the house. Take your child to the library and encourage them to take risks and try texts that are more mature.

When watching TV together, discuss the themes, character developments and landscapes of fictional dramas. When watching non-fiction, discuss how information is presented, who the documentary is for and what the content means.

Buy a good newspaper such as ‘The Guardian’ and discuss the content with your child. Leave the paper around at home so that students can pick them up and read them. Perhaps invest in a magazine subscription such as ‘The Week’ ([theweek.co.uk](http://theweek.co.uk)) which offers a range of well-written, non-fiction articles.

Summarising information is one of the most challenging skills that students are met with in the language GCSE and parents can help by encouraging summarisation in conversation or when watching programmes together.





**Subject:** Mathematics

**Head of Subject:** Mr M Flynn

**Examination Board and Exam Code:** The majority of students will sit the WJEC GCSE course.  
Course Code: - 3300PF/PN/PH

### **Curriculum Content:**

Number, Measure, Statistics Algebra, Geometry and Probability

### **How are students assessed?**

There are three tiers of assessment for this qualification

Higher: A\* - C grade achievable  
Intermediate: B - E grade achievable  
Foundation: D - G grade achievable

#### Unit 1: Non-Calculator

Written Examination

Higher: 1 Hour 45 Minutes (80 Marks)  
Intermediate: 1 Hour 45 Minutes (80 Marks)  
Foundation: 1 Hour 30 Minutes (65 Marks)

50% of Qualification

#### Unit 2: Calculator-allowed

Written examination

Higher: 1 Hour 45 Minutes (80 Marks)  
Intermediate: 1 Hour 45 Minutes (80 Marks)  
Foundation: 1 Hour 30 Minutes (65 Marks)

50% of Qualification

### **What skills are developed?**

This course will enable learners to appreciate the coherence, creativity, elegance and power of mathematics. It will prepare learners to make informed decisions about further learning opportunities and career choices. It will have an emphasis on those aspects of mathematics required for progression into mathematics or mathematically-related disciplines or employment routes. It will feature problems set both in real-world contexts and within mathematics itself and will encourage learners to employ and evaluate different mathematical techniques.

### **What equipment/ resources are needed?**

Scientific calculator, RGS recommends the Casio FX-83GTPLUS Scientific Calculator. A geometry set, protractor, compass and ruler. HB pencil and black pens are required for all lessons.

### **Who will achieve success in this subject?**

Mathematical proficiency has five strands:

1. **Understanding:** Comprehending mathematical concepts, operations, and relations - knowing what mathematical symbols, diagrams, and procedures mean.

2. **Computing:** Carrying out mathematical procedures, such as adding, subtracting, multiplying, and dividing numbers flexibly, accurately, efficiently, and appropriately.
3. **Applying:** Being able to formulate problems mathematically and to devise strategies for solving them using concepts and procedures appropriately.
4. **Reasoning:** Using logic to explain and justify a solution to a problem or to extend from something known to something not yet known.
5. **Engaging:** Seeing mathematics as sensible, useful, and accessible, *if you work at it*, and being willing to do the work.

The most important feature of mathematical proficiency is that these five strands are interwoven and interdependent.

#### **Possible next steps and future careers:**

##### **Mathematics is useful for any number of careers, for example**

- Government agencies and academic research institutes
- Engineering firms
- Biomedical and health services companies
- Insurance agencies
- Estate Agents
- Medical device manufacturers
- Airlines and other transportation service providers
- Financial institutions

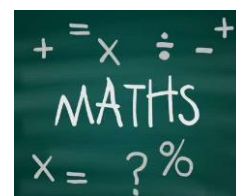
#### **How can parents help?**

- Talk about Maths in a positive way. A positive attitude about math is infectious.
- Encourage persistence. Some problems take time to solve.
- Encourage your child to experiment with different approaches to Maths. There is often more than one way to solve a Maths problem.
- Encourage your child to talk about and show a Maths problem in a way that makes sense
- When your child is solving Maths problems ask questions such as: Why did you...? What can you do next? Do you see any patterns? Does the answer make sense? How do you know? This helps to encourage thinking about Maths.
- Connect Maths to everyday life and help your child understand how Maths influences them (i.e. shapes of traffic signs, walking distance to school, telling time).
- Talk with your child's teacher about difficulties he/she may be experiencing. When teachers and parents work together, children benefit.

#### **Any other information:**

Maths clubs are available every lunchtime and after school each day apart from Thursday evening. Please encourage your child to attend if they are having problems accessing the work. Getting help early is more beneficial for your child and aids them to connect topics.

It is envisaged that the majority of students will sit the WJEC specification. The level of entry will be decided by the class teacher in conjunction with the Team leader of Mathematics and the Key Stage 4 leader for Mathematics.





**Subject:** Science

**Head of Subject:** Mr W Ward

**Examination Board and Exam Code**

Cambridge IGCSE Sciences - Co-ordinated (Double) (0654)



**Curriculum Content:**

**Biology**

- B1 Characteristics of living organisms
- B2 Cells
- B3 Biological molecules
- B4 Enzymes
- B5 Plant nutrition
- B6 Animal nutrition
- B7 Transport
- B8 Gas exchange and respiration
- B9 Coordination and response
- B10 Reproduction
- B11 Inheritance
- B12 Organisms and their environment
- B13 Human influences on ecosystems

**Chemistry**

- C1 The particulate nature of matter
- C2 Experimental techniques
- C3 Atoms, elements and compounds
- C4 Stoichiometry
- C5 Electricity and chemistry
- C6 Energy changes in chemical reactions
- C7 Chemical reactions
- C8 Acids, bases and salts
- C9 The Periodic Table
- C10 Metals
- C11 Air and water
- C12 Sulphur
- C13 Carbonates
- C14 Organic chemistry

**Physics**

- P1 Motion
- P2 Work, energy and power
- P3 Thermal physics
- P4 Properties of waves, including light and sound
- P5 Electricity and magnetism
- P6 Electric circuits
- P7 Electromagnetic effects
- P8 Atomic physics

**How are students assessed?**

- All examinations for this course will be taken at the end of Year 11.
- There is no coursework.

**Students will sit:**

**Paper 1 (or 2)** 45 minutes - A multiple-choice paper consisting of 40 items of the four-choice type. This paper will be weighted at 30% of the final total mark.

**Paper 3 (or 4)** 2 hours - A written paper consisting of short-answer and structured questions. This paper will be weighted at 50% of the final total mark.

**Paper 6** 1 hour

Alternative to Practical questions will be based on experimental skills

This paper will be weighted at 20% of the final total mark.

*\*The multiple choice and written papers will be different for those studying core (C-G grades and Supplementary (A\*- C grades)*

**What skills are developed?**

The Science courses give students the opportunity to study Biology, Chemistry and Physics and enables learners to:

- better understand the technological world, with an informed interest in scientific matters
- recognise the usefulness (and limitations) of scientific method, and how to apply this to other disciplines and in everyday life
- develop relevant attitudes, such as a concern for accuracy and precision, objectivity, integrity, enquiry, initiative and inventiveness
- better understand the influence and limitations placed on scientific study by society, economy, technology, ethics, the community and the environment

- develop an understanding of the scientific skills essential for both further study and everyday life.

**(Double Award course only: It is essential, for any students that are considering studying A level Biology, Chemistry or Physics to opt for the Double Award Science)**

### **Who will achieve success in this subject?**

All students will study a minimum of one Science GCSE, several units of which are introduced in Year 9. The majority of students will sit the double award IGCSE Co-ordinated Science pathway (with the exception of those opting to take L2 BTEC First Agriculture or BTEC Applied Science)

### **Possible next steps and future careers**

Students who are awarded grades CC to A\*A\* in Cambridge IGCSE Co-ordinated Sciences are well prepared to follow courses leading to Level 3 AS and A Levels in Sciences

### **How can parents help?**

Parents can go to [www.cie.org.uk/igcse](http://www.cie.org.uk/igcse) to download current syllabuses together with past paper questions.

Revision guides for Cambridge IGCSE can be purchased from: [www.hoddereducation.com](http://www.hoddereducation.com)

Biology Study and Revision Guide ISBN 978-1-471-86513-8

Chemistry Study and Revision Guide ISBN 978-1-471-89460-2

Physics Study and Revision Guide ISBN 978-1-471-85968-7

### **Any other information:**

All students will study Biology, Chemistry and Physics separately with a specialist subject teacher. All three subjects will be examined together in the papers.



**Subject:** BTEC Applied Science

**Head of Subject:** Mr W Ward



## **Examination Board and Exam Code**

Pearson BTEC Level 1/Level 2 First Award in Application of Science - (600/4796/3)

Pearson BTEC Level 1/Level 2 First Award in Principles of Applied Science - (600/4787/2)

## **Curriculum Content:**

Some students will be selected to follow the BTEC Applied Science Course.

BTEC is a vocational qualification that is mainly assessed by the work you do in school that is marked by your teachers.

You will be studying two BTEC Qualifications over the next two years:

- Application of Science: Application of Chemical Substances, Application of Physical Science, Health Applications of Life Science, Scientific Skills
- Principles of Science: Chemistry and Our Earth, Energy and Our Universe, Biology and Our Environment.

## **How are students assessed?**

To achieve this qualification you must successfully complete 6 compulsory coursework units and 2 external exam units. 75% of the course is assessed internally (coursework) and 25% is assessed externally (exam unit).

## **What skills are developed?**

You will learn about scientific principles and how to put them into practice in the workplace. As the course is assessed throughout the 2 years you will be aware of how you are performing. You will learn how to work independently, a very important skill for employers.

## **What equipment/ resources are needed?**

Text books will be allocated to students.

Student will have access to ICT.

Revision books and workbooks can be purchased online.

## **Who will achieve success in this subject?**

BTEC is a vocational qualification. Students who are motivated to apply their science understanding to work place scenarios will do well.

## **Possible next steps and future careers:**

BTEC Firsts in Applied Science can help you take your first steps towards a career in a wide range of sectors such as chemical process, industrial, medical, or forensic science.

## **How can parents help?**

Good attendance is key to students successfully completing this course.

Work books are available to purchase online:

BTEC Applied work books - ISBN 978-1-4469-0284-4 and ISBN 978-1-4469-0277-6

Revise BTEC: [www.pearsonsschools.co.uk/revise](http://www.pearsonsschools.co.uk/revise)

## **Any other information:**

- Your assessed work can take a variety of different forms, e.g. leaflets, power-points, posters, practical results, graphs, etc.
- Feedback from past students is very positive!

**Subject:** Personal and General Education

Personal and General Education is taught at Key Stage 4 as part of an ongoing programme from Year 7 to Year 11 (with extension material for Years 12/13) and is allocated one 50 minute period per week.

The programme may vary from year to year as we are always improving and modifying it with the ever changing needs of our students.

The National Curriculum also requires us to address cross-curricular issues.

Due to the students' needs in this Key Stage and to fit with Work Experience at the end of Year 10, the modules in Year 10 are likely to cover:

- Records of achievement
- Study skills
- Mental health and Wellbeing
- Relationship and Health Education
- Careers
- Work Experience preparation

Tutor review, Examination review and Revision have also been built into the programme. Many courses have a module in Year 10 and a follow-up module in Year 11 but some are stand alone modules.

**Subject:** Physical Education (for all students)

In Year 10, students receive a double Games lesson during which time the major sports are football, rugby and cricket for boys and hockey, netball and rounders for girls. Students also get the opportunity to involve themselves in softball, cross-country, basketball and badminton. There are also a wide variety of extra-curricular activities, both at lunchtime and after school.

In Years 11-13, an options programme operates which gives the students the chance to take part in some new sports such as outdoor pursuits as well as the more established team games.

Inter-school fixtures continue into Years 10 and 11 and into the Sixth Form as does the House Programme.

For students who wish to take their PE involvement further, we offer an IGCSE course in Years 10 and 11 and BTEC Level 3 qualifications in the Sixth Form

**Subject:** Religious Moral & Philosophical Studies **Head of Subject:** Miss S Kelly



## **Examination Board and Exam Code**

WJEC Short Course: C00/1167/4

## **Curriculum Content:**

### Part A Christianity:

This topic builds on what students have learnt about Christian beliefs and moral codes in Years 7, 8 and 9. Students will study the beliefs and practices of Christianity which includes an in-depth exploration of the nature and existence of God, the life, crucifixion and resurrection of Jesus, the moral codes within Christianity and the nature of the Church and how it is much more than just a 'building'.

### Part A Islam:

Once again, this builds on what students already know about Islam from their KS3 studies. They will learn about what Muslims really believe about the nature of Allah and the impact this has on their lives in addition to what the Qur'an really says about how Muslims should live. They will conclude by conducting an in-depth study of what the Five Pillars of Islam are and their importance in the lives of Muslims.

### Part B Life and Death:

Students will study different beliefs about how the world came to be and why humans exist - what is the meaning and value of human life? They will explore questions about major life and death issues such as abortion, euthanasia and what happens when we die. Students will use the knowledge they have of Christianity and Islam to interpret what the religious perspectives might also be on these issues.

### Part B Good and Evil:

In this final topic, students will begin by exploring the complex field of crime and punishment, looking at issues relating to the aims of punishment and the use of the death penalty in different cultures and religions. This will link into an exploration of forgiveness and what Christianity and Islam teaches about this. Finally students will explore issues to do with the origins of evil and suffering, answering questions on why people do bad things, is it possible for God to exist while there is so much evil in the world?

## **How are students assessed?**

Students will take one written examination at the end of Year 11 which will be two hours long - there is no coursework requirement for this course. Throughout the two years they will be assessed in class on past examination style questions.

## **What skills are developed?**

The course will help students:

- Develop knowledge and understanding of religions and non-religious beliefs, such as atheism and humanism
- Develop knowledge and understanding of religious beliefs, teachings, practices, and sources of wisdom and authority, including through their reading of key religious texts, other texts, and scriptures of the religions they are studying
- Develop ability to construct well-argued, well-informed, balanced and structured written arguments, demonstrating their depth and breadth of understanding of the subject
- Provide opportunities for them to engage with questions of belief, value, meaning, purpose, truth, and their influence on human life

- Challenge learners to reflect on and develop their own values, beliefs and attitudes in the light of what they have learnt and contribute to their preparation for adult life in a pluralistic society and global community

### **What equipment/ resources are needed?**

An open mind and a willingness to join in group discussion – and a pen!

### **Who will achieve success in this subject:**

Students of all abilities who can reflect on key issues and present a balanced argument with reference to religious teachings do well. Organisation is a key element to success in GCSE Religious Studies \* – keeping your exercise book and notes up to date is essential.

### **Possible next steps and future careers**

In Sixth Form we offer an A level course in RMPS. GCSE and A Level studies in Religious Studies links particularly well to careers in teaching, social work, politics, local government, medicine and law, but is valued by many employers as it indicates the ability to see situations from many different points of view.

### **How can parents help:**

There are many ways parents can help students to succeed in RMPS GCSE \*.

- Take an interest in the topics being studied and discuss your own point of view.
- Watch news and current affairs programmes together and talk about them.
- Encourage students to keep organised throughout Y10/Y11.
- Engage in regular debate with your child in order to develop skills in analysis and evaluation.

\*NB The exam is called Religious Studies though the Department is known as RMPS.



**Subject:** Agriculture

**Head of Subject:** Miss M Arthur



**Examination Board and Exam Code:**

Pearson Edexcel  
BTEC Level 2 Certificate in Agriculture (QCF) 500/9933/4  
BTEC Level 2 Certificate in Agriculture (QCF) 500/9932/2

**Curriculum Content:**

Units studied during the Course:

Unit Title	Certificate (= 1 x GCSE)	Extended certificate (= 2 x GCSE)
Introduction to Animal and Plant Husbandry	Units studied during Year 10 and 11	Studied in Year 10
Assist with Agricultural Crop Production		Studied in Year 10
Introduction to Farm Animal Production		Studied in Year 11

All units are assessed by completing a work portfolio of written and photographic evidence, supported by teacher observation forms. There is no external examination.

City and Guilds has been developed to provide entry and progression into and within the animal and plant production, and land management industries that fall within the environmental and land-based sector. Students studying Agriculture will focus on the theory, as well as gaining practical experience with crop production, livestock and habitat management. You do not necessarily need to have any agricultural experience however you should be enthusiastic and committed to completing both the theory and practical tasks, and be able to work with other students as well various people within the industry.

**How are students assessed?**

Evidence in a variety of different forms, including written reports, graphs and posters, along with projects, performance observation and time-constrained assessments. This work creates a Portfolio of work. There are no external Examinations.

Each unit within the qualification has specified assessment and grading criteria which are to be used for grading purposes. A summative unit grade can be awarded at pass, merit or distinction:

- To achieve a 'pass' a learner must have satisfied all the pass assessment criteria
- To achieve a 'merit' a learner must additionally have satisfied all the merit grading criteria
- To achieve a 'distinction' a learner must additionally have satisfied all the grading distinction criteria.

All students will complete work to gain a Certificate in Agriculture (equivalent to one GCSE Grade C-A\*), most students will continue their studies in Year 11 to gain an Extended Certificate in Agriculture (equivalent to two GCSEs Grade C-A\*). For those who do not continue to the Extended certificate, Year 11 will be spent completing work from Year 10.

**What skills are developed?**

Independent enquiry, creative thinking, managing time, reflective learning, ability to work alone or as part of a group, Application of knowledge and understanding, Development of practical and technical skills, Personal development for occupational roles, Application of generic skills

**What equipment/ resources are needed?**

No specific equipment or resources are needed to be acquired by the student.

If a student currently works on a farm then this experience can be used as part of the assessment and possibly be able to complete further units to reflect their specific knowledge and skills (e.g. Tractor driving)

**Who will achieve success in this subject?**

Students who strive to produce their best work all of the time will be successful in BTEC Agriculture. Incomplete or missing work will have serious consequences on a student's ability to complete the course, therefore it is essential that work is caught up and, if a student is absent, all deadlines for assignments are met.

**Possible next steps and future careers:**

Some students may use this qualification to enter the Land and Environment Industry. This may include agriculture, horticulture, environmental studies or construction.

Many students continue their studies in Sixth form or college. This can include the Agriculture (work based) or Horticulture BTEC at IOM College, or staying at RGS and continuing their Agriculture studies with our Level 3 BTEC in Agriculture (1 or 2 A level equivalent)

**How can parents help?**

Ensuring that students are handing in their best work on time, as failure to hand in work of a high quality will have a significant effect on their overall grade and possibly their ability to continue on the course.

**Any other information:**

<https://qualifications.pearson.com/en/qualifications/btec-firsts/agriculture-2010-qcf.html>

Specification

<https://qualifications.pearson.com/en/qualifications/btec-firsts/agriculture-2010-qcf.coursematerials.html#filterQuery=category:Pearson-UK:Category%2FSpecification>





**Subject:** Art and Design

**Head of Subject:** Mr G Quinn



## **Examination Board and Exam Code**

WJEC Art and Design (Art Craft and Design) 3650CS

## **Curriculum Content:**

The WJEC GCSE Art and Design is conceived as a two year linear qualification. It consists of two units: Unit 1, the Portfolio (60% of qualification, internally assessed, externally moderated) and Unit 2, the Externally Set Assignment (40% of qualification, internally assessed, externally moderated). This specification provides the flexibility and capacity to build and extend the breadth and depth of students' creative practice and offers the choice of a broad-based general course under the title Art, Craft and Design.

This title is designed to promote learning across a variety of experiences and through various processes, tools, techniques, materials and resources to generate different kinds of evidence of working and outcomes. The emphasis is on an increased breadth of approach commensurate in demand with the depth of other specialist titles. It is emphasised that the title 'Art, craft and design' is not the same as the title 'Fine Art'. This title offers flexibility in content and approach and the opportunity to explore and create work associated with areas of study from at least two titles listed below. Students undertaking the art, craft and design title are required to demonstrate the knowledge, skills and understanding set out in the introduction to Section 2. Students are required to demonstrate the ability to realise creative intentions relevant to areas of study drawn from at least two of the following titles:

- Fine art
- Graphic communication
- Textile design
- Three-dimensional design
- Photography
- Critical and contextual studies

Students may explore overlapping areas and/or combinations of disciplines within any of the above titles.

## **How are students assessed?**

All work submitted for both Units 1 and 2 will be assessed holistically in relation to the four assessment objectives, taking account of the breadth and depth of the evidence presented. Students undertaking this title must explore selected practical and contextual areas of art, craft and design through a range of two and/or three dimensional media and processes. Art, craft and design can involve the use of an almost limitless range of techniques, processes and materials, including those that are recyclable, but due regard should be given to achieving reasonable depth as well as breadth of learning experiences. In order to provide sufficient opportunities for research into art, craft and design practice, students can explore practitioners working in occupations associated with the specialist titles, Fine Art, Graphic Communication, Textile Design, Three-dimensional Design or Photography and areas of study related to these. As part of their studies for Art, craft and design students should aim to present clear evidence of addressing the assessment objectives, as in the following examples.

Below are the assessment objectives for this specification. Learners must demonstrate their ability to:

- AO1 Develop ideas through investigations, demonstrating critical understanding of sources.
- AO2 Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.
- AO3 Record ideas, observations and insights relevant to intentions as work progresses.
- AO4 Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

**Subject:** Business Studies

**Head of Subject:** Mr C Hindle



## Examination Board and Exam Code

Cambridge International Examinations, IGCSE Business Studies, 0450

## Curriculum Content:

CIE IGCSE Business will provide you with a basic understanding of how businesses work and the complex nature of decision making. You will be taught how to apply your knowledge and understanding of business to a whole range of different contexts from small enterprises such as local plumbers/builders to large multinationals like Apple; businesses operating in local, national and global contexts. You will develop an understanding of how these different contexts impact business behaviour and you will learn to analyse the impact of such decisions on business performance.

The CIE IGCSE Business specification covers:

- Ownership and Objectives of Businesses
- People in Business
- Marketing
- Operations Management
- External Influences upon Businesses
- Financial Decision Making

## How are students assessed?

IGCSE Business students are internally assessed throughout the course in line with the School Assessment Calendar. These assessments make take the form of tests or assessed pieces of work and are used by staff to inform future planning. At the end of the course, students sit two formal, public examinations:

Component	Time and Marks	Skills Assessed	Details	Percentage
Paper 1 Short Answer and Data Response	1 hour 30 minutes  80 marks	Knowledge and understanding Application Analysis Evaluation	A mixture of short answers and data response questions	50% of the qualification
Paper 2 Case Study	1 hour 30 minutes  80 marks	Knowledge and understanding Application Analysis Evaluation	Structured questions based upon an unseen case study	50% of the qualification

## What skills are developed?

Students taking Business are encouraged to think for themselves, using the knowledge and understanding they gain during lessons and applying this to a wide variety of Business contexts. A significant part of skills development in Business at RGS is working upon the higher level skills of analysis (considering the cause and effect of a given issue, perhaps the consequences of increased competition) and evaluation (weighing up an issue, perhaps the pros and cons of charging higher prices). Furthermore, students will develop their numerical skills with a principle focus upon interpreting rather than calculating data.

## What equipment/ resources are needed?

No additional equipment or resources are required in this subject beyond the usual stationery requirements.

**Who will achieve success in this subject?**

Success in Business begins with attendance at all lessons. As the subject is fast paced, those students whose attendance is sporadic often miss out on important learning. Successful students often have a genuine interest in Business related issues and are interested in the world around them.

**Possible next steps and future careers:**

Future options beyond a GCSE Business qualification are wide and varied. A very large proportion of RGS GCSE Business students choose to continue their studies at Sixth Form within the wider Social Sciences provision, including courses at A level or equivalent in Business, Economics, Global Perspectives and Politics. Alternatively, students may continue their education at UCM, again following a related programme of study. In the longer term, Business related Degree courses are often the most popular area of study for RGS students at University, leading to careers across the full spectrum of Business, including Marketing, Human Resources, Finance, e-Gaming and a myriad of related roles.

**How can parents help?**

The role of parents of students studying Business at GCSE level is very much in line with all other subjects, which is supporting students in their studies, making an appropriate space available for home study and encouraging full attendance as far as possible. In terms of subject specific support, talking the language of Business at home reaps great rewards, possibly explaining the job role of a parent or taking a wider interest in Business related news items. Encouraging the viewing of TV programmes such as Dragon's Den, The Apprentice or Inside the Factory can lead to enriching discussions at home which can then be brought into the classroom, helping to contextualise and further enhance understanding of wider, Business related issues.

**Any other information:**

Business at GCSE level is nearly always the most popular option choice at RGS. Results in Business in recent years have been very strong, with an average of over 75% A\*- C over the past 5 years.



**Subject:** Computer Science

**Subject Contact:** Mr M Mortimer

### **Examination Board and Exam Code**

Cambridge IGCSE Computer Science 0478



### **Curriculum Content:**

**Computer Science Theory:** including how computers handle data, understanding binary and other number systems, principles of how the Internet works, online security, computer hardware including the components that make a computer, computer software, operating systems and computer ethics.

**Practical Problem-Solving using programming:** including a wide range of programming concepts, designing algorithms, writing pseudocode, creating programme flowcharts and working with databases.

### **How are students assessed?**

Computer Science Theory exam paper = 60%

External exam. Partially based on pre-release material = 40%

*\*\* All external assessment takes place at the end of Year 11.*

### **What skills are developed?**

Students will develop their understanding of the main principles of problem solving to develop computer-based solutions to problems using algorithms and a high-level programming language.

### **What equipment/ resources are needed?**

Students have full access to two Computer Suites that have all the software for the course. There will also be support clubs available to assist students with their learning.

### **Who will achieve success in this subject?**

If you are looking for a real challenge, you are successful in Maths and want a subject to complement your numeracy skills; if you are technically and logically minded or you enjoy spending time problem solving you will be well placed to achieve success in Computer Science.

### **Possible next steps and future careers**

You could further your Computer Science studies at A-level, which can lead to one of many related university courses or apprenticeships working for IT departments in various companies across the island. Or you could simply apply your computing skills to any field of employment.

### **How can parents help:**

There are books available to support students with the course. Support students to attend clubs offered at school to help them meet their full potential.

### **Any other information:**

Please speak to Mr Mortimer

**Subject:** Information and Creative Technology **Subject Contact:** Mr Mortimer



### **Examination Board and Exam Code**

Pearson BTEC Level 1/Level 2 First Award in Information and Creative Technology  
600/4789/6

### **Curriculum Content:**

**Theory:** On this course you will investigate online services, online communication, the components of the internet and how digital devices exchange and store information.

**Course Work:** You will design, create and test a website for a set audience and purpose. To present your course work you will understand the applications and features of graphical products and spreadsheet software. You will design and create spreadsheets and graphics products for a set audience and purpose.

### **How are students assessed?**

Online Theory Exam Paper = 25%  
Three Units of Course Work = 75%

### **What skills are developed?**

While learning the theory you will develop your investigation, analysis, English and Mathematics skills.

You will develop your designing, creating, testing and reviewing skills while developing a website, spreadsheets and graphic products.

### **What equipment/ resources are needed?**

Students have full access to two Computer Suites that have all the software for the course.

### **Who will achieve success in this subject?**

This course gives the student the opportunity to develop their online knowledge, and practical skills whilst creating a website, spreadsheet, and digital graphics. The course is suitable for those who are interested in the more creative side of computing, and with three pieces of coursework to complete students will benefit if they have a predicted grade of a C or above in English, and good time management skills.

### **Possible next steps and future careers**

This qualification provides opportunities for learners to progress to either academic or more specialised vocational pathways. We currently provide Cambridge A Level IT.

### **How can parents help:**

There are useful books which can be purchased online for a small cost to support your child through the course. Assist students with research for coursework and encourage students to attend clubs offered at school.

### **Any other information:**

Please speak to Mr Mortimer by contacting the school via email [rgsenquiries@sch.im](mailto:rgsenquiries@sch.im) or telephone 811100.



**Subject:** Hospitality – Practical Cookery

**Head of Subject:** Mrs A Skelding



## **Examination Board and Exam Code**

SQA National 5 Hospitality – Practical Cookery

## **Curriculum Content:**

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

## **How are students assessed?**

There are three components to the course,

Component one - written paper = 25% (1hour)

Component two - assignment = 13%

Component three - practical activity = 62%

## **What skills are developed?**

- The course aims to develop a range of cookery skills including food preparation techniques and cookery processes when following recipes.
- Students will learn how to select and use ingredients to produce and garnish or decorate dishes.
- They will develop an understanding of the characteristics of ingredients and an awareness of their sustainability.
- Students will learn to develop an understanding of current dietary advice relating to the use of ingredients.
- They will learn to plan and produce meals and present them appropriately.
- Part of the course will be about learning to work safely and hygienically

## **What equipment/resources are needed?**

Students will be expected to provide ingredients and it is important to be aware the practical element forms 75% of this course.

## **Who will achieve success in this subject?**

This course is designed for students who are interested in food and cooking and who enjoy being creative with food. So if you enjoy cooking and are well organised about bringing ingredients this could be a great option for you.

## **Possible next steps and future careers**

You could go on to study a level 3 qualification like Food Technology or Catering. You could choose an apprenticeship in training to be a chef, confectioner or baker. You could go on to train to work in any area of the Hospitality Industry or the Health Industry as a dietician, personal trainer etc.

## **How can parents help?**

By supporting your child with buying ingredients and allowing them to be involved in cooking at home. Discussing food and nutrition at home will also help.

## **Any other information:**

<https://www.sqa.org.uk/sqa/47439.html>

**Subject:** GCSE Food and Nutrition

**Head of Subject:** Mrs A Skelding

FOOD AND NUTRITION



## Examination Board and Exam Code

WJEC 601/8085/7

## Curriculum Content:

- Students will develop knowledge and understanding of the functional properties and chemical characteristics of food as well as a sound knowledge of the nutritional content of food and drinks. They will learn about the relationship between diet, nutrition and health, including special dietary needs.
- They will study the economic, environmental, ethical and socio-cultural influences on food availability, production processes, diet and health choices.
- They will have knowledge and understanding of functional and nutritional properties, sensory qualities and microbiological food safety considerations when preparing, processing, storing, cooking and serving food.
- Students will understand and explore a range of ingredients and processes from different culinary traditions (traditional Welsh, British and international) to inspire new ideas or modify existing recipes.

## How are students assessed?

Unit 1 is a Food Investigation assignment 20%

Unit 2 is a Food Preparation assignment 40%

Unit 3 is an exam worth 40%

## What skills are developed?

- Students will be able to demonstrate effective and safe cooking skills by planning, preparing and cooking a variety of food commodities whilst using different cooking techniques and equipment.
- Students will learn a range of skills including making sauces, making pastry, making bread dough and how to prepare a meal for a target audience.

## What equipment/ resources are needed?

Students will be expected to provide ingredients and it is important to be aware the practical assignment and food investigation make up 60% of the course.

## Who will achieve success in this subject?

Students who really enjoy cooking and are interested in nutrition side of food. If you are thinking about a career in the Food Industry or Health this would be a good starting point.

## Possible next steps and future careers

This could lead on to a Level 3 qualification in Food & Nutrition. It could also be a great foundation for students who are interested in a career as a dietician, personal trainer, food product development scientist or nutritionist.

## How can parents help?

By supporting your child with buying ingredients and allowing them to be involved in cooking at home. Discussing food and nutrition at home will also help.

## Any other information:

Take a look at the specification:

<https://www.wjec.co.uk/qualifications/food-and-nutrition/wjec-gcse-food-and-nutrition-spec-from-2016-e.pdf>

**Subject:** Fashion and Textiles    **Head of Subject:** Mrs A Skelding



## **Examination Board and Exam Code**

SQA Fashion and Textiles National 5

## **Curriculum Content:**

The SQA is a GCSE equivalent qualification (A to D). In Fashion & Textiles you will learn the skills and techniques to make products, prototypes and samples using textiles materials.

Over two years you will learn a range of skills that will allow you to create a range of textile products including garments. The skills that you will learn include using commercial patterns, surface decoration, joining fabrics and fabric manipulation.

You will also learn about Textiles properties and characteristics, construction techniques and what influences fashion and textile choices. We will also study fashion trends and how they influence what we wear and how we decorate our homes.

## **How are students assessed?**

There are three components to the course,  
Component one—written paper = 30% (1hour)  
Component two—assignment = 35%  
Component three—practical activity =35%

## **What skills are developed?**

- Students will develop their practical textile skills, how to set up and use a range of tools and equipment, how to use and develop commercial patterns.
- They will also develop investigation, presentation and evaluation skills.
- Students will also have an opportunity to use their numeracy skills in costings, time management and measuring.
- Applying thinking skills when applying knowledge, analysing tasks and evaluating.

## **What equipment/ resources are needed?**

There is no specific equipment required, however you will need to purchase patterns and fabrics for projects throughout the two years.

## **Who will achieve success in this subject?**

If you love Fashion and Textiles and being creative, then this is the right course for you. It is for boys and girls, the projects will be tailored for both. Remember textiles are used in lots of different way e.g. garments, interior products, protective clothing for the armed forces and on buildings.

## **Possible next steps and future careers**

You could go on to study a level 3 qualification like A 'Level Fashion & Textiles or you could choose an apprenticeship in Textile Design, Garment Technology, Costume Design, Tailoring, Teaching or Dress Making.

## **How can parents help?**

By exploring the world of fashion and textiles with your child. Be more aware of the textiles around you. Consider fabrics and textiles when choosing clothing and interior fabrics. Support with choosing fabrics and patterns.

## **Any other information:**

<https://www.sqa.org.uk/sqa/56939.html>



**Subject:** Product Design

**Head of Subject:** Mrs A Skelding



### **Examination Board and Exam Code**

WJEC Design and Technology - Product Design

3603U10-1 Design & Technology Unit 1

3603U20-1 Design & Technology Unit 2

### **Curriculum Content:**

Topics include:

- The impact of new and emerging technologies
- How energy is generated and stored
- Developments in Smart and modern materials
- The ecological and social footprint of materials
- The work of past and present designers
- Classification of materials
- The sources, origins, physical and working properties of materials, components and systems.
- Specialist techniques and processes used to shape, fabricate and assemble a high quality product.

### **How are students assessed?**

**Unit 1**, Written Examination. 2 Hours, 50% of the qualification. A combination of short answer, structured and extended writing questions assessing knowledge and understanding.

**Unit 2**, Design and Make task. 35 hours, 50% of the qualification. This is a sustained activity developed in response to a contextual challenge. A design portfolio of approximately 20 single sided sheets and the production of a final prototype outcome will be produced.

### **What skills are developed?**

Sketching and drawing skills are essential in order to communicate creative design ideas. The aptitude to learn new software programs for Computer Aided Design is desirable and students are expected to show an interest in this area. Problem solving skills and good organisation are fundamental to the design and production of outcomes. Students need to work with some level of skill and care when manipulating a range of materials.

### **What equipment/ resources are needed?**

General school equipment, pens, pencils, rubbers, rulers, colouring pencils etc. will be needed. All specialist equipment will be provided. You may need to provide materials for the final project.

### **Who will achieve success in this subject?**

Students wishing to follow this course need to have an interest in Design & Technology and be prepared to work hard. The nature of the course will require a commitment to working outside of the classroom to investigate and research and when required to putting in extra workshop time. For keen and enthusiastic students it will be a rewarding and fulfilling experience.

### **Possible next steps and future careers**

You could go on to study a level 3 qualification like A Level Product Design at RGS or you could follow an engineering or design course at UCM.

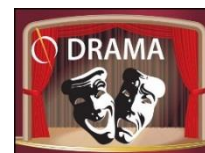
### **How can parents help?**

Parents can help by playing an active role in supporting students with homework tasks. During Year 11 students complete a Design and Make task following an area of study / context set by the examination board. Depending on the nature and size of the projects chosen students will need to source and supply materials at the appropriate time.

**Any other information:** Talk to Mr Gleghorn or have a look at the specification yourself on the WJEC website.

**Subject:** Drama

**Subject Contact:** Mr N Owen



**Examination Board and Exam Code:** WJEC (3690)

**Curriculum Content:** GCSE Drama is split into three units of assessment:

- Unit 1 is a Devised Performance (worth 40% of the final grade), where students participate in the creation, development and performance of devised theatre.
- Unit 2 (worth 20% of the final grade) is where students participate in the performance based on two ten minute extracts from a published performance text.
- Unit 3 (worth 40% of the final grade) is a written examination, where students answer questions on a set text, as well as completing a review of a live theatre production.

### **How are students assessed?**

Students are assessed both practically - on the development, rehearsal and performance of their pieces - as well as a written component throughout the course. NB: There is an expectation that students attend lunchtime and/or after school rehearsals in order to develop and refine their performance work.

### **What skills are developed?**

Drama gives students the opportunity to use and apply their own creativity and imagination. As well as learning devising and performance skills, Drama can also help students develop transferable skills, such as teamwork, verbal communication, problem solving, research skills, practical application of IT and people management.

### **What equipment/ resources are needed?**

As most of the work is completed practically, there is very little equipment required, however it might be useful for students to invest in a copy of the set text (currently '1984' by George Orwell and adapted by Icke and MacMillan).

### **Who will achieve success in this subject?**

Students who are keen to develop their communication and collaborative skills, as well as students who wish to develop their levels of tolerance, resilience and compromise. In today's world employers are looking for mature, creative people who can communicate effectively – precisely the skills Drama develops.

### **Possible next steps and future careers:**

The Creative Industries, teaching, the law, marketing, social work, marketing, events management, retail, catering, nursing, childcare – any career that involves communicating with the public.

### **How can parents help?**

Parents can support learners by encouraging students to attend rehearsals at lunchtime and after school, as well as helping students to learn lines and encourage them to watch as much live theatre as possible throughout the course.

### **Any other information:**

[www.wjec.co.uk/qualifications/drama/r-drama-gcse-from-2016/](http://www.wjec.co.uk/qualifications/drama/r-drama-gcse-from-2016/)  
<https://blog.tutorhub.com/2015/10/29/the-seven-most-transferable-skills-gcse-drama-will-give-you/amp-on/>

**Subject:** French/Spanish

**Head of Subject:** Mrs L Rousseau & Mr I Judd



## Examination Board

WJEC GCSE French/Spanish

## Curriculum Content:

<b>Identity and culture</b>	<b>The world – areas of interest</b>	<b>Current and future study and employment</b>
<u>Youth culture</u> - Self and relationships - Technology and social media	<u>Home and locality</u> - Local areas of interest - Transport	<u>Current study</u> - School and college life - School and college studies
<u>Lifestyle</u> Health and fitness Entertainment and leisure	<u>France and French speaking countries</u> - Local & regional features - Holidays and tourism	<u>World of work</u> - Work experience & part time jobs - Skills and personal qualities
<u>Customs and traditions</u> Food and drink Festivals and celebrations	<u>Global sustainability</u> - Environment - Social issues	<u>Jobs and future plans</u> Applying for work and study Career plans

### How are students assessed?

The two year course in both French and Spanish from WJEC exam board is a continuation of work done in previous years. The course is examined at the end of those two years. The examination is in four parts, each part is worth 25%. The skills tested are; listening, speaking, reading and writing. Students may be entered at higher or foundation tier. They can be entered for a mixture of foundation and higher papers.

### What skills are developed?

Speaking, Listening, Reading and Writing.

### What equipment/ resources are needed?

Students are encouraged to bring a file with them to keep notes. A list of support websites will be available to students in September.

### Who will achieve success in this subject?

If they have enjoyed learning other languages and about other cultures lower down the school then this course is for them.

In our teaching of the GCSE foreign language syllabus at RGS, we aim to develop a sound base of the skills, language and attitude required for further study, work or leisure, together with positive attitudes to foreign language learning and other cultures.

### Possible next steps and future careers

Language skills are useful in all walks of life and in all professions. The acquisition of language skills is not an end in itself. A language is a tool to be used in conjunction with other skills. As the business and industrial community of the UK has expanded in Europe and the wider world, knowledge of a foreign language has become more important as a qualification for many different career paths.

**How can parents help?**

Parents can help by ensuring that their son/daughter keeps their file up to date. Also by encouraging them to use the independent resources available.

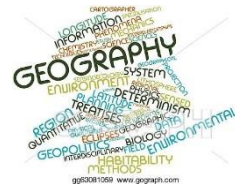
**Any other information:**

If you would like to see examples of GCSE style material please do not hesitate to contact the MFL Department.



**Subject:** Geography

**Head of Subject:** Ms F Ball



**Examination Board and Exam Code**

Students at RGS follow the Cambridge IGCSE Course (0460)

**Curriculum Content:**

We are all global citizens. We eat food and buy goods made in different countries, go on holiday abroad and see events from around the world in the news every day. Geography is the subject that helps us to make sense of the complicated world in which we live. Geography enables us to find answers to questions such as:

Is internet shopping to blame for the closure of High Street shops?

How does population growth cause the deserts to grow in Africa?

How can tourists help to save the tropical rainforests?

Why did a hurricane cause crime to increase in New Orleans?

Were the 2016 Olympics a good thing for the people of Rio de Janeiro?

How might a snowman help to stop floods?

The course we follow at RGS is a modern look at geography, using real life case studies of the subjects we study. We use a variety of classroom activities, homework tasks and fieldwork trips to examine how people affect the natural world and how the natural world affects us.

<b>Paper 1</b>	<b>Geographical Themes</b>	<b>Exam 1hr 45 minutes (45% course marks)</b>
<b>Theme 1</b>	<b>Population and Settlement</b>	Population density/distribution, populations structure, migration, Settlement, Urbanisation
<b>Theme 2</b>	<b>The Natural Environment</b>	Earthquakes and Volcanoes, Rivers, Coasts, Weather, Climate and Vegetation
<b>Theme 3</b>	<b>Economic Development</b>	Development, Food production, Industry, Tourism, Energy, Water

<b>Paper 2</b>	<b>Geographical Skills</b>	<b>Exam 1hr 30 minutes (27.5% course marks)</b>
		OS Map skills, graphing techniques, interpretation and analysis of geographical data, decision making

<b>Coursework</b>	<b>Fieldwork Based Coursework (27.5% course marks)</b>
<b>EITHER</b>	<b>Fieldwork Based Coursework (27.5% course marks)</b> Students collect fieldwork data, present graphs and maps, analyse data and evaluate their fieldwork.
<b>OR</b>	<b>Alternative to Coursework Exam (27.5% course marks)</b> Students can access the examination (1hour 30 minutes) using the skills they have learned during fieldwork and taught in class.

**How are students assessed:**

GCSE Geography is assessed at the end of Year 11 either in the form of two exam papers, together with one piece of field work based coursework, or in the form of three exam papers. See above for details. Regular internal assessments will also be used to monitor student progress over the two year course.

**What skills are developed:**

Geography is the subject that covers aspects of both the sciences and arts. This means that you develop a broad range of knowledge and skills that are useful in any job or future studies. Plus having a sense of place and an understanding of issues in the world today is essential in our daily lives. Geographers have a unique viewpoint combining political and economic aspects with an understanding of the physical processes

Geography develops the ability to combine scientific principles with economic awareness, environmental concern and an appreciation and tolerance of peoples' attitudes and values. Geography gives a balanced viewpoint, which is a good preparation for the world of work. Geographers are trained to be good decision makers who look at all aspects of a situation.

**What equipment/ resources are needed:**

Wellies, a clipboard and some colouring pencils!!

**Who will achieve success in this subject:**

Students who have an interest in the world around them and how and why it is changing. Students who enjoy field work and the challenge of completing a geographical enquiry.

**Possible next steps and future careers**

Some jobs make direct use of geographical knowledge such as those in Tourism, Town Planning and Environmental Management and Teaching. Geography is also a useful facilitating subject for Law, Journalism, Medicine and working in the Media, for example, because it combines the understanding of the facts of the Sciences with the perception of the Arts.

**How can parents help:**

- Watch and discuss TV documentaries on Environmental issues.
- Encourage your child to keep up to date with news events.

**Any other information:**

**Fieldwork** is an essential part of the GCSE course. All students will have the opportunity to take part in at least two field studies based on the IOM and as part of the residential fieldwork course in the Lake District National Park at the end of Year 10.

**If you have any further questions please see Ms Ball or your Geography teacher.**

**Subject:** Global Perspectives

**Subject Contact:** Mrs J Davies



**Examination Board:** Cambridge International

**Curriculum Content:**

**Written Exam**

- Demographic change
- Education for all
- Employment
- Fuel and energy
- Globalisation
- Law and criminality
- Migration
- Transport system

**Individual Report**

- Belief systems
- Biodiversity and ecosystem loss
- Changing communities
- Digital world
- Family
- Humans and other species
- Sustainable living
- Trade and aid

**Team Project**

- Conflict and peace
- Disease and health
- Human rights
- Language and communication
- Poverty and inequality
- Sport and recreation
- Tradition, culture and identify
- Water, food and agriculture

**How are students assessed?**

Exam (1hour 15 minutes)

Individual Report (1500 – 2000 words)

Team project

**What skills are developed?**

The Cambridge IGCSE Global Perspectives course aims to enable learners to become independent and empowered to take their place in an ever-changing, information heavy, interconnected world by developing an analytical, evaluative grasp of global issues and their causes, consequences and possible courses of action.

**What equipment/ resources are needed?**

Own laptops would be desirable, but are not essential.

**Who will achieve success in this subject?**

Cambridge IGCSE Global Perspectives encourages awareness of global problems and offers a range of opportunities to explore solutions through cooperation and collaboration. The course is not about getting everybody to think identically; rather it is a matter of opening minds to the complexity of the world and of human thought, and encouraging empathy for the diversity of human experience and feeling.

**Possible next steps and future careers:**

Global Perspectives & Research is available at A-Level.

**How can parents help?**

Encourage independent thinking by ensuring newspapers are available, listening to the radio, watching documentaries and debating topics at home.

**Any other information:**

Contemporary topics such as ‘Banning the Burqa’ & ‘Syrian War’ are used as stimuli.

**Subject:** Global Business Communication with French **Head of Subject:** Mrs L Rousseau

**Examination Board:** WJEC

Level 1/2 Vocational Award in Global Business Communication with French



**Curriculum Content:**

Unit 1 Global Opportunities (Internal Assessment)

Understanding the role of languages, benefits, links to the global economy and how to access work opportunities abroad.

Unit 2: Global Travel (External Assessment in June of Year 11)

Be able to plan, organise and undertake global travel. Making work related travel arrangements.

Unit 3: Global Customer Relationships (Internal assessment)

Cultural awareness, dealing with customers effectively, meeting and greeting, building customer relationships. Handling orders, enquiries or complaints.

Unit 4: Global Sales and Marketing (Internal assessment)

Principles of global marketing, marketing channels and materials, web pages and carrying out a sales pitch, producing marketing materials.

**How are students assessed?**

There are 4 Assessments; 3 or which are coursework type assessments plus 1 external assessment to be taken at the end of year 11.

Grades are awarded as follows:

Level 1 Pass (equivalent to Grade D at GCSE Level)

Level 2 Pass (equivalent to Grade C at GCSE)

Level 2 Merit (equivalent to Grade B at GCSE)

Level 2 Distinction (equivalent to A/A\*)

**What skills are developed?**

Students will develop language and business skills to be able to undertake activities such as international work and travel, building global customer relationships and engaging in global sales and marketing. They will develop real life working knowledge of the language and be able to apply it in a variety of work related scenarios. Students will naturally gain in confidence in all areas of speaking, listening, reading and writing. They will also gain a sound understanding of the international business world.

**What equipment/ resources are needed?**

Students are encouraged to bring a file with them to keep notes. A list of support websites will be available to students in September.

**Who will achieve success in this subject?**

Students who have enjoyed learning languages in KS3 and would like to use them in a real work context. An interest in travel and the wider world would also be advantageous to those wishing to take this option.



This qualification offers an alternative to traditional GCSE style exams and enables learners to study a foreign language in an international business context, developing language skills to undertake a variety of roles.

### **Possible next steps and future careers**

This qualification has been developed in conjunction with businesses and language institutes and it provides a practical and exciting qualification that will facilitate learners' ability to work effectively in a global market. Languages are enabling skills useful in all walks of life and in all professions. The acquisition of language skills is not an end in itself. A language is a tool to be used in conjunction with other skills. As the business and industrial community continues to expand a working knowledge of a foreign language has become increasingly important as a qualification for many different career paths.

### **How can parents help?**

Parents can help by ensuring that their son/daughter keeps their file up to date and encouraging them to submit coursework on time.

### **Any other information:**

If you would like to see example assessment material for this qualification please do not hesitate to contact the MFL Department.



**Subject:** History

**Head of Subject:** Mr A Wilkinson



## Examination Board and Exam Code

Cambridge IGCSE Course (0470)

## Curriculum Content:

**Paper 1            Option B – Written Paper**  
**The 20<sup>th</sup> Century: International Relations since 1919**  
**Exam 2 hr (40% - 60 marks)**

### The content focuses on the following Key Questions:

- Were the Peace Treaties fair?
- To what extent was the League of Nations a success?
- Why had international peace collapsed by 1939?
- Who was to blame for the Cold War?
- How effectively did the USA contain the spread of Communism?
- Why did events in the Gulf matter, c1970-2000?

In addition all candidates must also study a Depth Study on the following subject:

- Germany, 1918-45

**Paper 2            Historical Skills    - Written Paper**  
**Exam 2 hr (33% - 50 marks)**

Candidates answer **six** questions on:

- How secure was the USSR's control over Eastern Europe, c1948 – 1989?

There is a range of source material relating to the topic.

**Coursework    IOM Tourism in the 19<sup>th</sup> Century and early 20<sup>th</sup> Century.**  
**(27% - 40 marks)**

Students produce one piece of extended writing based on the following question:

***“Assess the significance of the boom in tourism in the Isle of Man between 1850 and 1914.”***

## How are students assessed?

IGCSE History is assessed at the end of Year 11 in the form of 2 exam papers together with one piece of coursework. See above for details. Regular internal assessments will also be used to monitor student progress over the two-year course.

## What skills are developed?

Learners will explore history from a diversity of perspectives, including social, economic, cultural and political, and are given the opportunity to:

- develop an interest in and enthusiasm for learning about and understanding the past;
- explore historical concepts such as cause and consequence, change and continuity, and similarity and difference;
- appreciate historical evidence and how to use it;
- gain a greater understanding of international issues and inter-relationships;
- learn how to present clear, logical arguments.

### Who will achieve success in this subject?

Our course encourages learners to raise questions and to develop and deploy historical skills, knowledge and understanding in order to provide historical explanations. Anyone who is interested in the past and how it impacts on our lives today, will achieve success in this course.

### Possible next steps and future careers

Career opportunities with this qualification are endless, but notably History students often go on to be involved in, Archaeology, Architecture, Journalism/Media, Teaching, Law, Accountancy, Armed Forces, Police, Librarian and Politics; being a historian will be useful for any job.

Notable historians include, Winston Churchill, Jonathan Ross, William Pitt the Younger, John and Peter Snow, Members of Coldplay, Bill Clinton, John F Kennedy, Drew Gilpin Faust, Louis Theroux, Elana Kagan, Shakira, Mary Beard and Sasha Baron Cohen.

### How can parents help?

- Watch and discuss TV documentaries on History;
- Encourage students to read historical novels;
- Encourage students to keep up to date with news events and link them with events from the past;
- Accompany students to historical sites both on the Island and further afield.

### Any other information:

We are committed to teaching away from the classroom and as a result we run the following field-trips:

- Day-trip to Douglas and the Manx-Museum to explore the significance of Tourism in the 19<sup>th</sup> and early 20<sup>th</sup> century. (Annual)
- Trip to Ramsey Heritage Centre to look at Ramsey's role in the 19<sup>th</sup> Century boom in Tourism in the 19<sup>th</sup> and early 20<sup>th</sup> century. (Annual)
- Day-trip to the Imperial War Museum North in Manchester (Biennial – every 2 years)
- One week trip to Berlin (Biennial)

We also try to incorporate links to local history wherever appropriate.

For further information have a look at the following website:

<https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-igcse-history-0470/>



**Subject:** Manx

**Head of Subject:** Mr Teare



TCG (Teisht Chadjin Ghaelgagh)

Manx GCSE equivalent

This subject is offered to students who have studied Manx at Key Stage 2.  
The qualification is validated by the Isle of Man Department of Education, Sport and Culture.

### **How are students assessed?**

The TCG course is based very closely on existing modern foreign language GCSE courses. The examination and marking is carried out in consultation with CCEA (the GCSE awards body in Northern Ireland). You will be examined in the four skill areas of listening, reading, speaking and writing.

### **What skills are developed?**

All language learning is very good for your brain and the more languages you learn, the easier it is to learn a new one. In the case of Manx, it is a language you will be able to practise here in the Isle of Man for the rest of your life.

### **Who will achieve success in this subject?**

This course will suit you if you are interested in learning the Manx language and would welcome the chance to study the language as a timetabled subject. In order to achieve the standard required for a pass grade at TCG students must be motivated. Teaching groups are small so you will receive a lot of individual attention, but you must be willing to work hard.

### **Possible next steps and future careers:**

Both the status and usage of the Manx language in our community has experienced a remarkable turnaround over the last twenty years. This is thanks to support from the Island community and the Manx government. There has been significant international recognition of this support by linguists and other academics. These factors, together with the development of Manx-medium education, mean that there are now career as well as higher education opportunities where knowledge of Manx is a distinct advantage. Although, for many learners, learning our own language is an end in itself.

### **Any Other Information:**

You can get more information on the TCG from:  
Robert W K Teare  
Oaseir Gaelgagh - Manx Language Officer

e-mail: [R.Teare@ug.sch.im](mailto:R.Teare@ug.sch.im)

Manx



**Subject:** Media Studies

**Head of Subject:** Mrs L Bell



## **Examination Board and Exam Code**

WJEC 3680QS

## **Curriculum Content:**

Learners must study examples of media products from **all** of the following media forms:

- Advertising, video games and newspapers
- Magazines, music videos, radio, websites and social media.
- Hollywood and Foreign Cinema

## **How are students assessed?**

There are 3 Units of study each comprising 33% of the grade:

- Unit 1 – Exam: Exploring the Media
- Unit 2 – Exam: Understanding Television and Film
- Unit 3 – Coursework – comprised of 3 written planning assignments and 1 practical Media coursework.

## **What skills are developed?**

Students learn how the media can influence their everyday lives and how to produce media based on what they've learnt.

## **What equipment/ resources are needed?**

All equipment is paid for by the school. Revision materials can be purchased to help study.

## **Who will achieve success in this subject?**

Students with an interest in media, advertising, and cinema. Students who enjoy practical film making and media production would do well in this subject.

## **Possible next steps and future careers**

This subject would lend itself nicely to students interested in jobs in: filmmaking, news and reporting, advertising, journalism, and marketing and sales.

## **How can parents help?**

Monitoring production of coursework would be greatly beneficial for students.

**Subject:** Music

**Head of Subject:** Mrs R Will-Jones



**Examination Board and Exam Code:**

CIE IGCSE MUSIC, 0410

**Curriculum Content:**

Performing (30%), Composing (30%) and Listening (40%) – covering the Western Classical Tradition and world music genres. Students are expected to have a thorough knowledge of the development of orchestral music - including a focus on a set piece taken from the Classical repertoire, and an appreciation of music from several different world music genres including Chinese, Japanese, African, Arab, Indian, Latin American and Indonesian traditional styles. Students are expected to have a solid understanding of the practical application of music through performing (both as a soloist and in an ensemble) and as composer (in two contrasting styles).

**How are students assessed?**

**Performing** – candidates are required to perform two or more pieces which last no less than 4 minutes (total time). One piece **must** be as a soloist, one piece **must** be as part of an ensemble (group). Voice or instruments can be used for this element.

This element is recorded and marked in school, and externally moderated by CIE in Year 11.

**Composing** – candidates are required to submit two contrasting compositions – including both notated scores and recordings. One of the pieces submitted **must** be in a Western classical style.

This element is recorded and marked in school, and externally moderated by CIE in Year 11.

**Listening** – examination lasting 1 hour 15 minutes at the end of Year 11. Candidates respond to set questions which accompany a CD of musical excerpts. They are provided with an insert containing any sections of score which may be required to answer the questions.

This is marked externally by CIE.

**What skills are developed?**

Candidates will develop their understanding of the elements of music through the study of both historical and world music genres. In focusing on the set Classical and world music topics, candidates expand their knowledge of notation, score-reading, analysis and even the cultural and historical context of the role music plays. The study of material for the listening paper should significantly inform the student on how to apply those elements practically, and make informed judgments in composing tasks. Performance is essential to the course, and so a confidence and competence in performance (using voice or instrument) will also be developed on this course.

**What equipment/ resources are needed?**

It is highly desirable that students opting for this course are actively engaged in vocal or instrumental tuition alongside their classroom lessons. The IOM Music Service provides free instrumental tuition for GCSE students, however unless you are already having lessons with them, you may find the instrumental options limited (by nature of which instrumental teachers currently have spaces for beginners). We aim to offer all GCSE students the chance to learn an instrument.

To support your development as a performer, you will also need access to the instrument you are wishing to play, and somewhere to rehearse. This may require discussion with family members as to where you can use for this kind of homework! Further to this, the iGCSE requires candidates to read musical scores, and an understanding of notation is crucial if you are wishing to achieve higher grades in this subject area. Whilst students who are self-taught, or learn via YouTube are most welcome on our course, you have to be prepared to become proficient in reading classical notation!

## Who will achieve success in this subject?

Students who achieve success in this subject will be open-minded to new styles, genres and concepts. They will enjoy performing – both on their own and as part of an ensemble, and will be imaginative and creative. A basic level of notation reading is crucial. Attainment is higher in students who are driven to use practical time effectively in order to complete their coursework. Essentially, students who are actively engaged in music-making will achieve higher results in this subject area.

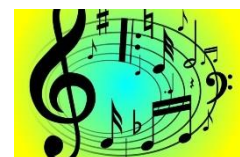
## Possible next steps and future careers

The study of Music can open many doors. Both universities and employers see creative subjects as assets. By nature of the transferable skills musicians develop the following skills which are considered attractive to potential employers across a wide range of fields:

- perseverance
- reliability
- team-work
- self-management
- self-reflection
- problem-solving
- resourcefulness
- creativity
- not to mention an attention to detail, and analytical proficiency

As well as the ‘obvious’ music-related careers such as performer, teacher, sound engineer, music therapist etc., careers in which a music background may be useful include broadcasting, publishing, law, politics and the Civil Service.

Music is highly regarded as an academic subject and so you could complement your other studies in leading to a professional career. It **does not** stop you from getting into careers such as law or medicine!



**Subject:** Tourism

**Head of Subject:** Ms F Ball



**Examination Board and Exam Code**

WJEC Level 1 / 2 Award

**Curriculum Content:**

Travel and Tourism is one of the UK's largest sectors, currently employing over 2.5 million people. Have you ever thought about how many different types of tourism there are, and how important the travel and tourism industry is to the global economy? Do you know the major tourist destinations in the UK and the World? Have you ever wondered how you could plan a holiday?

At a time when we are more aware than ever of the increasing *interconnected* and *interdependent* nature of the world, a study of tourism is uniquely placed to help us understand what is going on and make effective and practical changes.

**How are students assessed?**

Due to the vocational element of this course the majority of the formal assessment will be through coursework. You will study three units; two of which are assessed through a piece of coursework. The other unit, which you will be able to complete in Year 10, is assessed through an external exam.

Unit Number	Unit Title		Assessment
9801	Customer Experience	Coursework	Internal
9802	The Business of Tourism	Exam	External
9803	Developing UK Tourist Destinations	Coursework	Internal

**Level 1:** This is similar to having a GCSE at grades D–G

**Level 2:** This is similar to having a GCSE at grade A\*–C

**What skills are developed?**

Each unit has been designed so that knowledge, skills and understanding are developed through tasks that have many of the characteristics of real work. This approach enables you to develop the skills required for independent learning and development, project based research and presentation.

**Who will achieve success in this subject:**

Students who are interested in travel and the world around them. Students who prefer coursework to exams. Students who want to develop independent learning skills in preparation for the world of work or A Level study.

**Possible next steps and future careers**

Here are the top 10 ten jobs in Tourism! Which would you like to do?

1. Travel Agent
2. Hotel Manager
3. Spa Manager
4. Tour Operator
5. Event and Conference Organiser
6. Tour Guide
7. Executive Chef
8. Sommelier
9. PR Manager
10. Leisure Activity Coordinator



This qualification is very successful with over 70% A\* - C pass rates and enables many students to move into A' Level study or into the workplace.

**How can parents help:**

Using a map of the UK ask your child to label the different ferry and airports.

Talk about transport developments that have happened over the last 20 years.

Research different places you and your extended family would like to visit on a holiday abroad. Go to the travel agents and pick up some holiday brochures. Together, plot the areas on a map. Identify with your child why certain types of visitors would choose those destinations.

**Any other information:**

Please come and see Ms Ball if you have any further questions.



**Subject:** PE

**Heads of Subject:** Mr D Ideson and Mrs T Mooney

**Examination Board and Exam Code**

Cambridge IGCSE Physical Education 0413 (2019 onwards)



**Curriculum Content:**

**Theoretical Element (50%)**

Unit 1. Anatomy and Physiology

Students will need to understand how the skeletal and muscular systems function along with the respiratory and circulatory systems. Students will gain knowledge of the effects of exercise on the body and how it supplies energy alongside some simple biomechanical aspects.

Unit 2. Health, Fitness and Training

Students will need to develop and understand the benefits of exercising in relation to their or others health and to be able to do so safely taking into consideration: Diet, Safe Practice, Injuries, Exercise and Training.

Unit 3. Skill Acquisition, and Psychology

Students will need to understand how we develop skill through the stages of learning and how feedback and guidance are integral to improving performance. Students will be able to identify the psychological elements that will also aid higher levels of performance.

Unit 4. Social, Cultural and Ethical Influences

Students will understand the factors that affect participation in physical activities in relation to: Leisure and Recreation, Facilities and Excellence, Global Events, Media, Drugs and Access to Sport.

**Coursework Element (50%)**

The role of the active participant is assessed in the practical elements of the subject, under controlled assessment conditions. The candidate is assessed in four activities as a player/ performer in various sports, activities from at least two of the six categories found in the course specification.

**How are students assessed?**

The course assessment is divided into  
50% Theory (1hr 45min exam. Adjusted to 100 marks)  
50% Coursework (4 practical activities worth 25 marks each)

**What skills are developed?**

A knowledge, skills and understanding of a range of relevant physical activities along with the ability to plan, perform and evaluate those physical activities.

An understanding of the role of sport and physical activity in society and in the wider world.

An excellent foundation for advanced studies along with an enjoyment of life long physical activity.

**What equipment/ resources are needed?**

Students will be expected to have a note pad and folder to keep theory notes in. Appropriate Ramsey Grammar School sports kit is expected along with the correct footwear for all the activities. This should also include any safety equipment for example, mouth guards, shin pads etc., a separate IGCSE PE top is available to buy but is not a compulsory part of kit

**Who will achieve success in this subject?**

Students must be keen sports players and have consistently represented the school at any level in numerous sports and play out of school at club level. Students may be involved in outside activities which can also be used as part of their practical mark. They should also regularly attend clubs and have a desire to develop their existing sports skills and learn new ones. There is also a strong theoretical element to the course, therefore candidates should be interested in issues affecting sport today, as well as examining how the body behaves during exercise. They should have a good level of fitness and be able to attain at least level 8 on the Vo2 Max Shuttle Run Test

**Possible next steps and future careers**

IGCSE Physical Education leads onto advanced studies such as the level 3 BTEC Sports studies in the Sixth Form and onto various degree courses at University. Future careers could include Teaching, Sports Coaching, Sports Management, Physiotherapy, Personal Trainer and Sports Science to mention a few.

**How can parents help?**

Ardwhallan run courses on 2 different weekends where the students are able to do outdoor practical activities such as Kayaking and Hill Walking. This may boost their coursework marks or give them a fourth option from a separate practical category. There is a cost involved but we do recommend your child is given this opportunity.

Parents should also be aware of and encourage their child to use the online PE resource Everlearner, an independent learning resource which follows the theoretical element of the IGCSE PE course and can be accessed at home on any computer or mobile device.

**Any other information:**

A full breakdown of the course specification can be found on the Cambridge International Examinations website:

<http://www.cambridgeinternational.org/images/329721-2019-2021-syllabus.pdf>



## University College IOM - 14-16 Programme

UCM has provided an exciting offer to all island schools, which is outlined in the separate booklet:

There are two main routes which are outlined as:-

### **Single qualification pathway (Choice of Engineering, Media Production, Child Development and Care, Hospitality, Hairdressing & Beauty Therapy)**

This qualification route will, if successful, give you the equivalent of one GCSE at Grade C or above. The lectures will take place each week for a half day over two years; this day and time is open to all schools across the Island but be aware that some courses have entry criteria to help with your success. This may be a short letter of application and a mini- interview. This will tell us how much you wish to study this subject.

### **Progression pathway (Technology or Community)**

This is a try it and see route. If you are successful in any of the ten week courses, you will receive a certificate, and you will also receive an overall certificate that will allow you to progress to other courses at UCM. You will rotate through each of five courses over the two years (three in year 10 and two in Year 11). The lectures will take place each week for a half day over two years

We are very keen that students engage with this initiative, but spaces will be very limited therefore only **one** UCM course can be selected.

### **Further Information:**

<https://www.ucm.ac.im/>



**RAMSEY GRAMMAR SCHOOL  
PROBABLE KEY STAGE 4 OPTIONS  
2020-2022**



Group R		Group G	
Science		Art and Design	
BTEC Applied Science		Business Studies	
BTEC Agriculture		Computer Science	
		Information and Creative Technology	
		Design & Technology – Food and Nutrition	
		Design & Technology - Fashion and Textiles	
		Design & Technology - Practical Cookery	
		Design & Technology – Product Design	
		Drama	
		French	
		Geography	
		Global Perspectives	
		Global Business Communication with French	
		History	
		Manx	
		Media Studies	
		Music	
		PE	
		Spanish	
		Tourism	
		UCM Single Qualification – Engineering L2	
		UCM Single Qualification – Media Production L2	
		UCM Single Qualification – Child Development & Care L2	
		UCM Single Qualification – Hospitality L1	
		UCM Single Qualification – Hairdressing & Beauty Therapy L1	
		UCM Progression Pathway – Technology	
		UCM Progression Pathway - Community	

**In Group R, choose the subject you prefer**

**In Group G, choose 6 subjects (4 main and 2 reserve)**

**NUMBER YOUR CHOICES IN ORDER OF PREFERENCE – 1 2 3 4 5 6**

**If choosing UCM – Choose one subject only**