GCSE Options Prospectus 2025/26

Introduction – Mrs Taylor (Headteacher)

This is an exciting time for Year 9 as it is the first opportunity in school life where, apart from compulsory subjects, they can choose which subjects they want to study further. Such decisions require careful consideration and thought as they will be studying the subject for the next two years and taking final examinations at the end of Year 11 that will help them in securing their next steps.

Our aim and responsibilities as a school are to provide our students with wide ranging knowledge, skills and understanding to enable them to enter sixth form studies, begin apprenticeships or enter employment at the end of Year 11. To do this, the compulsory subjects that they will study are, English Language, English Literature, Mathematics, Sciences, Religious, Moral and Philosophical Studies, PE/Games and PGE. In addition, they have the opportunity to choose four other option subjects the details of which are contained in this prospectus.

My advice is to choose those subjects that really interest them and if they have a specific career in mind, they should research what qualifications they will need. Knowledge is power and the more knowledge you can build over your lifetime the better. It makes you a much more interesting person and builds confidence in holding conversations with a wider variety of people and employers. Most careers will require 5 GCSE's, including English and Mathematics.

They should avoid choosing subjects based on their friends' choices because there is no guarantee they will be placed in the same class and likewise, try not to base decisions on the teacher who currently delivers that subject because staffing changes and more than one teacher delivers a subject. When the timetable is written we must schedule it so that it works for the entire school.

Students should read the prospectus carefully, think about possible careers and seek advice from teachers, tutors, Head of Year and Parents. When students come to making their choices in the new year, they must be correct as no changes can be made once choices have been selected.

You will be asked for reserve subjects in the event of not being able to run all courses due to numbers of students opting or staffing constraints.

Best wishes in taking first steps to determining your future education.

Mrs S Taylor
Headteacher

The Options Process
As you enter Key Stage 4 at RGS, it's time to make important decisions about your future studies. This guide provides key information on the subjects you can choose for your GCSEs, along with advice on making the best choices for your future.

What are GCSEs?
General Certificate of Secondary Education (GCSE) courses are the exams most students take at the end of Key Stage 4 (Year 11). These qualifications are crucial stepping stones for further and higher education, apprenticeships, or entering the workforce.

Compulsory Core Subjects
All students must study/take exams in the following core subjects: Additional compulsory for 14-16 yo

English Language and English Literature	**Mathematics**	**Science (Combined)**	**Religious, Moral and Philosophical studies (RMPS) Games, PGE**

These subjects form the foundation of your education and are essential for future studies or employment.

Optional Subjects
In addition to the core subjects, you can choose from a range of optional subjects. Consider selecting subjects that align with your strengths, interests, and future career plans. There may also be vocational qualifications on offer at University College Isle of Man (UCM). Further details, if any, will be given in due course. **PLEASE NOTE – Whilst we fully intend to offer all of the subjects listed below, we are also affected by two variables that may lead to changes, these are 1. Availability of Staffing 2. Numbers of students who opt for the subject.**

Humanities • History • Geography • RMPS (Full Course)	**Languages** • French • Spanish	**Creative and Performative Studies** • Art and Design • Music • Media Studies • Physical Education
Technology and Design • Practical Cookery • Practical Woodwork • Digital Technology • Design Technology • PC Passport+	**Applied Sciences** • Computer Science • Agriculture • Geology	**Social Sciences** • Global Perspectives • Business Studies

Interests and Strengths
Choose subjects that you enjoy and are good at. This will help you stay motivated and perform well in your studies.

Future Aspirations
Consider how your GCSE choices will affect your future plans. Research potential career paths or further education courses and check their entry requirements.

Balance
Aim for a balanced set of subjects that keep your options open for future study and work. While it's good to focus on strengths, a variety of subjects will give you flexibility later on.

Support and Guidance
You will receive support from your teachers and tutors throughout this process. Speak with your teachers to understand the subject content and workload. Your parents or carers can also help you make these decisions.

How the GCSE Courses Work

Course Structure
GCSE courses typically last for two years (Years 10 and 11) and are assessed through:
- Written exams (usually at the end of Year 11)

- Controlled assessments or coursework (in some subjects)
- Practical assessments (in subjects like Art or Practical Woodwork)

Grading
GCSEs are graded from 9 to 1 or A*-G, with 9/A* being the highest and 1/G the lowest. A grade 4/C is considered a standard pass, while a grade 5 is considered a strong pass.

GCSE Pathways

Standard Pathway
Most students will take around 9 subjects in total, including their core subjects and 3-4 optional subjects.

Support and Alternative Pathways
For students who may need additional support, we offer alternative pathways with fewer subjects and additional support in core areas such as English and Maths. Vocational courses or extra support lessons are also available for eligible students.

FAQs
Can I change my options later?
Once courses begin in September, **changes will not be possible.**

What if I don't know what career I want yet?
It's perfectly normal not to have a career in mind yet. Choose subjects that you enjoy and are good at while keeping your options open for future studies.

How will my GCSEs affect my future?
GCSEs are a foundation for further education, such as A-levels, apprenticeships, or vocational courses. Universities and employers look at your GCSE results, so doing well is important for future opportunities.

Key Dates

Event/Information	Date
GCSE Options Prospectus published to students/parents	24th October 2025
Information assemblies for 'new' subjects at GCSE (Business Studies, Global Perspectives, Media Studies, Geology)	November 2025
GCSE Options evening	28th January 2026
Window opens for Students make their options choices	2nd February 2026
Window closes for Students make their options choices	13th February 2026
Confirmation of Options for all Y9 students communicated	2nd April 2026

Next Steps
1. Read this information booklet carefully and use the information to inform your early preferences
2. Attend the options evening and discuss potential choices with your teachers and parents.
3. Submit your choices by 13th February 2026. Ensure you have made thoughtful decisions that you are comfortable with.

Contact Information
If you have any questions or need further guidance, please contact:
- **Mr J Smith (Deputy HT) Mr G Davies (Head of Year 9)**
- **Email:** rgsenquiries@sch.im
- **Phone:** 811100

Subject	Agriculture with Applied Sciences
Exam board	SQA
Course Components	3 Units: Livestock Production Crop Production Rural Business Enterprise
How is the subject assessed?	Students will experience three Agriculture lessons and three Applied Science lessons per week (please see details on the SQA Applied Science course further on in this guide) All Agriculture units are assessed by completing a work portfolio of written and photographic evidence, supported by teacher observation forms. It is graded a simple "Pass" or "Fail". There is no external examination. It is therefore essential that students engage in written and practical work from the outset.
Skills development	 Crop Management: Observation and analysis: Monitoring crop health, identifying pests, and soil management. Technical knowledge: Understanding crop growth cycles and using relevant tools and machinery. Problem-solving: Addressing issues like pests or nutrient deficiencies. Livestock Management: Animal welfare and health monitoring: Ensuring proper care, nutrition, and recognizing signs of illness or stress. Animal handling: Safely controlling and moving livestock. Adaptability: Managing livestock in outdoor environments and reacting to environmental changes. Health, Safety, and Security: Risk management: Identifying hazards and ensuring compliance with safety regulations. Leadership and communication: Promoting safe practices and working collaboratively. Personal Development and Relationships: Teamwork and communication: Building positive relationships and effective collaboration. Self-improvement: Managing time, setting goals, and seeking feedback.

<table>
<tr><th>Subject</th><th>Art and Design</th></tr>
<tr><td>Exam board</td><td>AQA GCSE Art and Design (Fine Art) 8202</td></tr>
<tr><td>Course Components</td><td>AQA GCSE Art and Design (Fine Art) 8202 is assessed through two components:
Component 1: Portfolio (Coursework): 60%
Component 2: Externally Set Assignment (Exam) 40%
Component 1: Is completed during Years 10 and 11. The students will complete two coursework projects, using a range of methods, techniques, styles and media.
The current projects are the ‘Steampunk Box Project’ (Mixed Media assemblage box) and the ‘Self Portrait Project’ (Acrylic painting on A1 canvas)
Component 2: Is the end of course examination and is completed in April, Year 11.
Both the coursework and the exam are marked using the table below. There are four Assessment Objectives, each carrying 25% of the overall grade.</td></tr>
<tr><td>How is the subject assessed?</td><td>There are four areas (Assessment Objectives) where the students’ work will be assessed:
AO1 Critical Understanding
AO2 Creative Making
AO3 Reflective Recording
AO4 Personal Presentation
<table>
<tr><th rowspan="2">Assessment objectives (AOs)</th><th colspan="2">Component weightings (approx %)</th><th rowspan="2">Overall weighting (approx %)</th></tr>
<tr><th>Component 1</th><th>Component 2</th></tr>
<tr><td>AO1</td><td>15</td><td>10</td><td>25</td></tr>
<tr><td>AO2</td><td>15</td><td>10</td><td>25</td></tr>
<tr><td>AO3</td><td>15</td><td>10</td><td>25</td></tr>
<tr><td>AO4</td><td>15</td><td>10</td><td>25</td></tr>
<tr><td>Overall weighting of components</td><td>60</td><td>40</td><td>100</td></tr>
</table></td></tr>
<tr><td>Skills development</td><td>The students will have the opportunity to try new materials, processes and develop a range of new techniques. The students will also learn how to create interesting and exciting display boards, to exhibit their skills and ideas developed from a range of traditional and contemporary art influences, as the students will be challenged to find artists and designers to help inspire their ideas and development.
The second project of Year 10, leading though to Year 11, will be a ‘Self-Portrait Project’. Here, the students will learn how to capture the human face, and they will learn further technical skills. They will study and research a range of portrait artists, one of whom will go on to influence their final A1 canvas painting which will be completed under exam conditions, as this will be their Year 11 Mock Exam piece.</td></tr>
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Subject	Business Studies
Exam board	AQA GCSE Business (8132)
Course Components	GCSE Business is broken down into 6 main topic areas: 1. Business in the Real World 2. Influences on Business 3. Business Operations 4. Human Resources 5. Marketing 6. Finance
How is the subject assessed?	Throughout the 2 years of study, Business students will be informally assessed using low stakes, in-class tests. These could take the form of key terms, multiple choice or case studies. Students also complete more formal, end of unit assessments in each topic, mock exams in both Yrs 10 and 11 and final, public examinations. These take the form of two 105-minute written exams utilising multiple choice, short answers and case studies. Paper 1: Influences of operations and HRM on business activity (50%) Paper 2: Influences of marketing and finance on business activity (50%) There is no coursework in GCSE Business, all assessment is written. Assessment will be based upon the following Assessment Objectives: • AO1: Demonstrate knowledge and understanding of business concepts and issues. • AO2: Apply knowledge and understanding of business concepts and issues to a variety of contexts. • AO3: Analyse and evaluate business information and issues to demonstrate understanding of business activity, make judgements and draw conclusions.
Skills development	Students studying Business at RGS will have the opportunity to: • Use business terms to identify and explain business activities. • Apply business concepts to both familiar and new situations. • Understand how different business activities are connected, the influences on businesses, and areas like operations, finance, marketing, and human resources, all of which impact decision-making. • Develop problem-solving and decision-making skills relevant to business. • Investigate, analyse, and evaluate business opportunities and challenges. • Make well-supported decisions using both qualitative and quantitative data, including skills in selecting, interpreting, analysing, and evaluating this data.

<table>
<tr><th>Subject</th><th>Design Technology - Product Design</th></tr>
<tr><td>Exam board</td><td>WJEC</td></tr>
<tr><td>Course Components</td><td>Unit 1: Design and Technology in the 21st Century
A written examination. A mix of short answer structured and extended writing questions assessing candidates' knowledge and understanding.

Unit 2: A sustained design and make task, based on a contextual challenge set by WJEC, assessing candidates' ability to:
identify, investigate, analyse and outline design possibilities
design and make prototypes and evaluate their fitness for purpose</td></tr>
<tr><td>How is the subject assessed?</td><td>Unit 1 written examination: 2 hours 50% of the qualification.

Unit 2 is a design and make task. Approximately 35 hours. 50% of the qualification.

AO1 Identify, investigate, analyse and outline design possibilities to address needs and wants.
AO2 Design and make prototypes and evaluate their fitness for purpose.
AO3 Analyse and evaluate:
design decision and outcomes in relation to products
wider issues in design and technology.
AO4 Demonstrate and apply knowledge and understanding of design and technology principles

The table below shows the weighting of each assessment objective for each component and for the qualification as a whole.

<table><tr><th></th><th>AO1</th><th>AO2</th><th>AO3</th><th>AO4</th><th>Total</th></tr><tr><td>Unit 1</td><td>-</td><td>-</td><td>10%</td><td>40%</td><td>50%</td></tr><tr><td>Unit 2</td><td>10%</td><td>40%</td><td>-</td><td>-</td><td>50%</td></tr><tr><td>Overall weighting</td><td>10%</td><td>40%</td><td>10%</td><td>40%</td><td>100%</td></tr></table></td></tr>
<tr><td>Skills development</td><td>This WJEC GCSE in Design and Technology offers a unique opportunity in the curriculum for learners to identify and solve real problems by designing and making products or systems.

Through studying GCSE Design and Technology, learners will be prepared to participate confidently and successfully in an increasingly technological world; and be aware of, and learn from, wider influences on design and technology, including historical, social/cultural, environmental and economic factors. The specification enables learners to work creatively when designing and making and apply technical and practical expertise, in order to:
develop an appreciation of the importance of creativity and innovation to good design practice
actively engage in the processes of design and technology to develop as effective and independent learners
understand the key principles of designing and making
use their knowledge, skills and understanding to make design decisions in order to make a quality prototype
analyse existing products and produce practical solutions to meet needs, wants and opportunities, recognising their impact on quality of life
critically analyse links between the principles of good design, existing solutions and technological knowledge
understand the underlying technical principles within design and technology within their chosen endorsed area, with emphasis on emerging technologies, materials and practices.</td></tr>
</table>

Subject	Computer Science
Exam board	Cambridge IGCSE Computer Science 0478
Course Components	Computer systems 1. Data representation 2. Data transmission 3. Hardware 4. Software 5. The internet and its uses 6. Automated and emerging technologies Algorithms, programming and logic 7. Algorithm design and problem-solving 8. Programming 9. Databases 10. Boolean logic
How is the subject assessed?	Computer Science Theory exam paper = 50% 1hr 45min Computer Science Algorithms, programming and logic exam paper = 50% 1hr 45min All external assessment takes place at the end of Year 11.
Skills development	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 program flowcharts and working with databases. This paper also includes questions on logic gates. Programming concepts covered include: • Selection Statements • Iteration • Validation • 1D & 2D Arrays • Testing and debugging • Procedures & Functions

Subject	English Language
Exam board	Cambridge IGCSE English First Language – 0500
Course Components How is the subject assessed?	Paper 1 – Reading -2 hours 50% Paper 2 – Directed Writing and Composition - 2 hours 50%
Skills development	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 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. Students will read a range of fiction/non-fiction/biographical extracts. They must be able to answer a range of comprehension questions on those extracts and also explain in 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, crafting sentences for different effects depending on the style of writing they are asked to produce. Questions ask for a small range of styles including (but not limited to) narrative, discursive, descriptive, persuasive speeches, journal entries and newspaper articles. One of these questions will expect students to use their imagination. Other questions will expect students to draw from source material they have read and re-imagine it with a different purpose and audience, demonstrating a clear focus throughout.

Subject	English Literature
Exam board	Cambridge IGCSE Literature in English – 0475
Course Components How is the subject assessed?	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%
Skills development	The Cambridge English Literature in English (0475) course allows students to: • Experience drama, prose and poetry ranging from Shakespeare to contemporary literature, and from different cultures Read, interpret, evaluate and respond to a range of literature in English • Deepen their understanding and appreciation of the ways in which writers achieve effects, culminating in the ability to develop interpretations of meaning • Explore the purpose of a text, linked to understanding of the wider world • Develop an appreciation for how the written word is recreated on stage and for film, exploring the concept of creative licence • Share reading for pleasure, explore the wider world and universal issues and gain a better understanding of themselves and the world Students take this course alongside the English Language and 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 at word, sentence and text level. A further element to the course expects students to demonstrate their skills by responding to an unseen poem or prose extract.

Subject	French/Spanish
Exam board	WJEC French and Spanish
Course Components	Unit 1 Oracy – in class assessment (30%) This is a non-examination assessment of speaking and listening and will be conducted by your teacher. Firstly, you will read out a text in French or Spanish to your teacher and they will mark you according to your pronunciation. You will then take part in a role play and after this you will give a short one-minute presentation to your teacher. You will have prepared this in advance. You will have a short discussion with your teacher afterwards and finally you will take part in a short conversation. Unit 2 Reading and Writing (15%) In class assessment This is a non-examination assessment that you will complete in your classroom. With your classmates you will study a short work (a novel, short story or film) in French/Spanish. You will then write a small essay about the work you have studied. Unit 3 Listening (20%) This is a listening exam that you will take at the end of year 11. You will listen to a range of speakers in French/Spanish and will demonstrate your understanding of what you have heard by for example answering multiple choice questions in French/Spanish. Unit 4 (35%) This is a written exam that you will take at the end of year 11. For this exam you will read texts in French/Spanish and answer questions on them in English. You will also complete a translation into English. Finally, you will be able to demonstrate your written language skills by writing up to 120 words in French/Spanish from a choice of 3 questions.
How is the subject assessed?	The two-year course in both French and Spanish from WJEC exam board is a continuation of work done in previous years. Unit 1 and 2 are examined in class time by the class teacher and Unit 3 and 4 will be examined at the end of year 11
Skills development	This course will provide you with a range of skills. You will learn how to communicate properly in French/Spanish. In addition, you will develop your understanding of how to read and write in French/Spanish. You will learn how to contribute to discussions and conversations. You will develop an awareness of the culture and society where French and Spanish is spoken.

Subject	Geography
Exam board	Cambridge IGCSE Course (0460)
Course Components	**Theme 1 -** Population and Settlement - Population density/distribution, population structure, migration, settlement, urbanisation **Theme 2 -**The Natural Environment - Earthquakes and volcanoes, rivers, coasts, weather, climate and vegetation **Theme 3** - Economic Development - Development, food production, Industry, tourism, energy, water
How is the subject assessed?	Paper 1 - Geographical Themes Exam 1hr 45 minutes (45% course marks) Paper 2 - Geographical Skills Exam 1hr 30 minutes (27.5% course marks) Paper 4 - Alternative to Coursework Exam (27.5% course marks)
Skills development	**Curriculum -** The Geography curriculum is designed to give all students the confidence and experience to help inform and shape ideas, investigating human and physical strands of the multi-faceted subject. This will enable students to become global citizens and have the cultural literacy to be role models for the future and set a trail for others to emulate. Considering themes such as sustainability, development and climate change in their everyday lives. Geography offers the opportunity to study a range of topics that investigate the physical processes of our planet, human societies and the economic and environmental challenges within the local, national and global context. This gives students the confidence to interact with the wider world, leading to fulfilled and positive life experiences. **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.

Subject	Geology
Exam board	WJEC Eduqas GCSE 9-1 Geology
Course Components	**Geology** is the study of the **science of our Earth** – what it is made of, how it was formed and shaped over time, and the evolution of life on its surface. Geology places **curiosity**, **creative thinking** and **problem-solving** at the heart of learning, as you investigate both familiar and novel situations and geological materials in the laboratory and in the field. **Year 10:** You will develop knowledge and understanding of **minerals**, **igneous**, **sedimentary** and **metamorphic** rocks, and learn how they are linked together in the **rock cycle**. You will also investigate **geological structures** and how they form, **geological time** and **fossils**, and **plate tectonics**. **Year 11:** You will investigate and discuss some of the "Big Ideas" of Earth Science. These include **global climate** and **sea level change**, the origin and development of **life on Earth,** and **planetary geology** (including our Moon and Mars), You will also learn about **geological hazards** (including earthquakes and volcanoes), Earth's **economic resources**, and **engineering geology**. The course will include 2 days of mandatory **fieldwork** carried out on the Isle of Man (including ice-cream analysis), and regular **practical activities** in the lab.
How is the subject assessed?	**Component 1: Geological Principles** On-screen examination: 1 hour 15 minutes 50% of qualification. This assessment requires multiple-choice, short, structured and extended writing answers relating to all the GCSE Geology subject content. **Component 2: Investigative Geology** Written examination: 1 hour 30 minutes 50% of qualification. A written assessment consisting of data and stimulus response questions. This assessment requires short, structured and extended writing answers to investigate the geology of an area shown on a simplified geological map. There is no coursework for this qualification.
Skills development	• You will develop an understanding of the nature, processes and methods of geology, through the different types of scientific enquiry used to answer questions about how the Earth works and how it formed. • You will develop and learn to apply observational, practical, modelling, enquiry and problem-solving skills, both in the laboratory and in the field. • You will develop competence in a range of fieldwork skills, including those required to understand and interpret 3D geological data. • You will develop your ability to evaluate claims based on science through critical analysis of methodology, evidence and conclusions. • You will learn to resolve conflicting evidence and understand where gaps in evidence can lead to new discoveries. • You will develop an appreciation of our planet, how humans interact with it, and learn how to advocate for a better future for that relationship. Please see Dr Spencer for more information or if you have any questions.

Subject	Global Perspectives
Exam board	CIE
Course Components	Component 1 – Written Exam Component 2 – Individual Report Component 3 – Team Project
How is the subject assessed?	**Component 1** – Written Exam – 1 hour 25 mins – 35% - consisting of four compulsory questions based on a range of sources provided with the question paper. Sources will present an issue of global significance from a range of different perspectives – personal, local and/or national, global – and will be on a topic from the topic list. Externally assessed. **Component 2** – Individual Report – 60 marks - 30% Candidates research a significant global issue of their choice from the topic list. They research a range of different perspectives – local and/or national and global – on the global issue and reflect on their own personal perspective. Candidates devise their own title and write a report. The report must be 1500–2000 words and be written in continuous text. Internally set and externally marked **Component 3 –** 70 marks – 35% - Team Project Candidates work in teams to choose from the topic list and identify a local issue. They devise and develop a collaborative project on an aspect of the issue considered from a range of perspectives. The Team Project has two elements. Team Element (25 marks) Each team produces one Explanation of Research and Planning and one Evidence of Action. The Explanation of Research and Planning must be 300–400 words. Personal Element (45 marks) Each candidate writes a Reflective Paper on their research, their contribution to the Team Element and their personal learning. The Reflective Paper must be 750–1000 words. Internally assessed and externally moderated
Skills development	To support learners in facing these challenges, Cambridge IGCSE Global Perspectives develops a range of skills, including: • researching, analysing and evaluating information • developing and justifying a line of reasoning • reflecting on processes and on own learning • communicating information and reasoning • collaborating to achieve a common outcome. These skills are transferable and useful for future study. They will help learners become active citizens of the future. Learners are encouraged to explore ideas from others' communities, countries and cultures. Through stimulating topics, they will explore issues of global significance. They will learn to direct their own study and develop independent thought

Subject	History
Exam board	Pearson IGCSE History (9-1) (4HI1)
Course Components	**Paper 1 – Depth Study** Students will study two depth studies: **Germany: development of dictatorship, 1918 – 45** • Establishment of the Weimar Republic & its early problems • The recovery of Germany, 1924-1929 • Rise of the Nazis to January 1933. • Nazi Germany, 1933-39 • Germany & occupied territories during the Second World War **A divided union: civil rights in the USA, 1945 – 74.** • The Red Scare & McCarthyism • Civil Rights in the 1950s • The impact of civil rights protests, 1960-74 • Other protest movements: students, women, anti-Vietnam. **Paper 2 – Investigation and Breadth Studies** Students will study one investigation and one breadth study: **The Vietnam Conflict** • The struggle against France for independence, 1945-54. • US policy and intervention, 1954-64 • Confrontation in the Vietnam War, 1964-68 • Nixon & Ford's policies – Vietnamisation, peace and Communist victory, 1969-75 • The impact of conflict on civilians in Vietnam and attitudes in the USA **Changes in medicine, c1848 – c1948.** • Progress in the mid-19th century; Nightingale, Snow & Simpson. • Discovery & Development, 1860-75; Lister & Pasteur. • Accelerating change, 1875-1905; Ehrlich, Koch and chemistry • Government action and war, 1905 - 1920 • Advances in medicine, surgery and public health, 1920-48; the NHS
How is the subject assessed?	**How are students assessed?** Pearson IGCSE History is assessed at the end of Year 11 in the form of 2 exam papers. Students will be graded 9-1 rather than A*-U (as is now becoming more common in many Manx schools). Regular internal assessments will also be used to monitor student progress over the two-year course. Written Paper 1 Exam - 1 hr 30 Minutes (50% - 60 marks) Written Paper 2 Exam - 1 hr 30 Minutes (50% - 60 marks)
Skills development	• Gain knowledge and understanding of the key features and characteristics of historical periods • Develop skills to analyse and evaluate historical interpretations in the context of historical events studied • Develop skills to explain, analyse and make judgements about historical events and periods studied, using second-order historical concepts. • Gain knowledge and understanding of the key features and characteristics of historical periods • Develop skills to explain, analyse and make judgements about historical events and periods studied, using second-order historical concepts • Learn how to use a range of source material to comprehend, interpret and cross-reference sources • Develop skills to analyse and evaluate historical interpretations in the context of historical events studied.

<table>
<tr><th>Subject</th><th>Digital Technology</th></tr>
<tr><td>Exam board</td><td>WJEC Digital Technology</td></tr>
<tr><td>Course Components</td><td>Unit 1: The digital World
Covering:
• Digital technology systems
• The value of digital technology
• Perspectives on digital technology

Unit 2: Digital practices
Covering:
• Interrogating spreadsheet data
• Creating data-informed digital products in the form of a Game or Animation

Unit 3: Communicating in the digital world
Covering
• Social media and online marketing communications
• Creating digital asset and planning digital communications
• Photo & Video Editing</td></tr>
<tr><td>How is the subject assessed?</td><td>
<table>
<tr><th>Unit</th><th>Type</th><th>Time</th><th>% of Qualification</th><th>Total Marks</th></tr>
<tr><td>1</td><td>On-Screen Examination</td><td>1 hour 30 minutes</td><td>40%</td><td>80</td></tr>
<tr><td>2</td><td>Non-exam assessment (NEA) (Coursework)</td><td>45 hours during lessons</td><td>40%</td><td>80</td></tr>
<tr><td>3</td><td>Non-exam assessment (NEA) (Coursework)</td><td>15 hours during lessons</td><td>20%</td><td>60</td></tr>
</table>
</td></tr>
<tr><td>Skills development</td><td>WJEC GCSE specification in Digital Technology will enable learners to:
• Become independent, confident and knowledgeable users of existing, new and emerging digital technologies
• Develop knowledge of different digital technology systems used across a range of occupational sectors
• Understand the impact digital technologies can have on individuals and wider society and the ways in which they can bring about change
• Develop skills in organising and analysing data to identify trends and audiences
• Become creators of digital products, in a variety of formats and for a variety of purposes, that meet specified, authentic needs
• Develop transferable skills in using a range of hardware and software
• Develop their understanding of the systems development life cycle and of how ideas can become products.</td></tr>
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Subject	Manx
Exam board	Manx GCSE equivalent
Course Components	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 is the subject assessed?	The TCG course is based very closely on existing modern foreign language GCSE courses. The examination and marking are 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.
Skills development	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.

Subject	Maths
Exam board	Eduqas GCSE Mathematics (9-1).
Course Components	This course will cover all the elements of Mathematics: • Number • Geometry • Algebra • Probability • Statistics & Data Handling The course covers mathematical content in real life situations & cross-curricular content.
How is the subject assessed?	Tiered Examinations: Students are entered at either Foundation Tier or Higher Tier. There are two tiers of assessment for this qualification Higher: 9 - 4 grade achievable Foundation: 5 - 1 grade achievable
Skills development	Mathematics is one of the most highly regarded academic subjects and a good GCSE grade is essential for progression into employment or higher education. It is also interesting and rewarding. The course encourages students to develop confidence in, and a positive attitude towards, mathematics and to recognise the importance of mathematics in their own lives and to society. Mathematics prepares students to make informed decisions about the use of technology, the management of money, further learning opportunities and career choices. 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 are willing to do the work. Our curriculum enables students to reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language. The curriculum will allow students to solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

Subject	Media Studies

Exam board	WJEC 3680QS
Course Components	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 television Learners must create their own media following conventions of genre.
How is the subject assessed?	**How are students assessed?** There are 3 Units of study. Unit 1 and Unit 2 account for 30% each of the overall grade. Unit 3 (coursework) will account for 40% of the overall grading for the GCSE. • Unit 1 – Exam: Exploring the Media • Unit 2 – Exam: Understanding Television and Film • Unit 3 – Coursework – Research, plan, draft and create a piece of media. This is usually a magazine but there are options which students can pick from once they have become accustomed to the digital software needed.
Skills development	Students learn how the media can influence their everyday lives and how to produce media based on what they've learnt. They analyse image, layout, film and news closely, learning a wide range of new terms to describe how media is constructed. Students practice using media editing software in the Adobe suite, specifically Photoshop and Premier Pro. Throughout the course students meet experts in media careers and learn about the real world of media production.

Subject	**Music**

Exam board	WJEC 3630QS
Course Components	**Performing** (32.5%), **Composing** (32.5%) and **Appraising** (35%) - covering the Western Classical Tradition and Popular music genres. Students are expected to have a thorough knowledge of the development of orchestral music including a focus on a set work taken from the Classical repertoire. They will also be expected to identify common features of 20th Century popular music – learned through the study of a set work taken from the pop music world. Students are expected to have a solid understanding of the practical application of music through both performing and composing.
How is the subject assessed?	• **Performing coursework** 4-6 minutes (a minimum of two pieces) recorded performance on instrument/voice. Worth 78 marks. Marked by teachers and moderated by WJEC. 32.5% of qualification. Students can work as a soloist and/or part of an ensemble. Marks awarded for technical control, fluency and expressive detail. • **Composing coursework** Two compositions (3-6 minutes long total recommended). Worth 78 marks. Marked by teachers and moderated by WJEC. 32.5% of qualification. Submitted as score with recording (can be 'live' or digital export). Reflective written log to accompany submissions. Students must compose two original pieces of music with one in response to a brief set by WJEC (during Year 11), and the other one in response to their own devised brief. Marks are awarded for effective structure, harmony, melody, idiomatic use of instrumentation and detailed score notation. Written reflective commentary included in submission. • Appraising (listening) exam worth 84 marks. 1 hour 30 minutes (approximately). Marked by WJEC. 35% of qualification. Students should demonstrate the ability to identify and describe using musical vocabulary how the elements of music are used in a variety of extracts. They should be able to demonstrate an understanding of the conventions of genre, period, style and context. Students should have a detailed knowledge of two set works (covered during the course).
Skills development	The study of Music can open many doors. Both universities and employers see creative subjects as assets. By nature of transferable skills musicians develop the following skills which are considered attractive to potential employers across a wide range of fields: • Perseverance • Reliability • Independent work • Teamwork • Self-management • Self-reflection • Problem-solving • Resourcefulness • Creativity • An attention to detail and analytical proficiency

Subject	**Physical Education (P.E)**

Exam board	Cambridge IGCSE Physical Education 0413
Course Components	**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 own 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 is the subject 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)
Skills development	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.

Subject	**Practical Cookery**

Exam board	Qualifications Scotland. Practical Cookery C877 75
Course Components	Component 1: question paper Component 2: assignment Component 3: practical activity Component 2 and component 3 are inter-related and will be assessed using one activity. Candidates will carry out one task — planning and producing a meal — which will provide evidence for both components.
How is the subject assessed?	**Question paper** 30 marks (25%). The purpose of this question paper is to assess the candidates' ability to integrate and apply breadth, knowledge, understanding and skills from across the course. The question paper will ask candidates to state, name, give, identify, describe, explain, calculate and evaluate. **Assignment** .18 marks (13%). **Practical activity** 82 marks (62%). The assignment and practical activity are inter-related and will be assessed using one activity. Candidates will carry out one task — planning and producing a meal — which will provide evidence for both components. The purpose of this is to assess candidates' ability to plan, prepare and present a three-course meal to a given specification within a given timescale. A brief specifies the three dishes to be produced.
Skills development	**Skills, knowledge and understanding for the course** The following provides a broad overview of the subject skills, knowledge and understanding developed in the course: Using food preparation techniques and cookery processes in the preparation of dishes Understanding and demonstrating knowledge of the importance of food safety and hygiene and its application in the practical context Selecting, weighing, measuring and using appropriate ingredients to prepare and garnish or decorate dishes Understanding and demonstrating knowledge of the characteristics of a range of ingredients, and their function in a practical context Understanding and demonstrating knowledge of the importance of sourcing sustainable ingredients Understanding and demonstrating knowledge of current dietary advice relating to the use of ingredients Following recipes in the preparation of dishes and carrying out an evaluation of the product Planning, costing, organisational and time management skills in a cookery context Producing, portioning and presenting dishes appropriately

Subject	**Practical Woodworking**

Exam board	Qualifications Scotland
Course Components	Component 1: Question paper 60 marks, 1 hour Component 2: Practical coursework activity 70 marks
How is the subject assessed?	Areas of assessment – **Flat-frame construction** - Candidates develop skills, knowledge and understanding in the use of woodworking tools and in making woodworking joints and assemblies commonly used in flat-frame joinery, involving complex features. Candidates develop their ability to read and use drawings and diagrams depicting both familiar and unfamiliar woodwork tasks. **Carcase construction** - Candidates develop skills, knowledge and understanding in the use of woodworking tools and in making woodworking joints and assemblies commonly used in carcase construction, involving complex features. This may include working with manufactured board or with frames and panels. Candidates use working drawings or diagrams in both familiar and unfamiliar contexts that require some interpretation on their part. **Machining and finishing** - Candidates develop skills, knowledge and understanding in using machine and power tools. Candidates also develop skills in a variety of woodworking surface preparations and finishing techniques.
Skills development	The National 5 Practical Woodworking course provides opportunities for candidates to gain a range of theoretical and practical woodworking skills relating to tools, equipment, processes and materials. They also develop skills in reading and interpreting working drawings and related documents as well as an understanding of health and safety. The course is practical, exploratory and experiential in nature. It engages candidates with technologies, allowing them to consider the impact that practical technologies have on our environment and society. Through this, they develop skills, knowledge and understanding of: ♦ woodworking techniques ♦ measuring and marking out timber sections and sheet materials ♦ safe working practices in workshop environments ♦ practical creativity and problem-solving skills ♦ sustainability issues in a practical woodworking context

Subject	**PC Passport**

Exam board	SQA
Course Components	The PC Passport qualification is available at **SCQF Levels 4, 5, and 6**, and consists of three core units: • **Word Processing** Learners develop skills in formatting, editing, and presenting documents using modern word processing software. Advanced features such as collaboration tools and cloud-based storage are introduced at higher levels. • **Spreadsheets** Students learn to create, format, and manipulate spreadsheets. This includes using formulas, functions, and charts to solve practical problems. • **Presentations** Pupils gain the ability to design and deliver professional presentations using tools like PowerPoint or Google Slides. Skills range from basic slide creation to advanced design and multimedia integration.
How is the subject assessed?	• **Internal Assessment**: Each unit is assessed through internally set and marked tasks. • **SOLAR Assessments**: Knowledge and understanding for the Presentation and Spreadsheet units may be assessed via SQA's online SOLAR platform. • **No External Exam**: The qualification is entirely internally assessed, with no final external examination.
Skills development	By completing PC Passport, learners will: • Gain proficiency in widely used software such as Microsoft Office 365 and Google Workspace. • Develop digital literacy and confidence in using IT tools for communication, data handling, and presentation. • Learn collaborative and cloud-based working practices. • Build transferable skills valuable in education, employment, and everyday life.

Subject	**Religious, Moral and Philosophical Studies (RMPS)**

Exam board	Eduqas: Religious Studies (Full Course Route A)
Course Components	**Component 1** Religious, Philosophical and Ethical Studies in the Modern World: Candidates will study: Theme 1: Issues of Relationships Theme 2: Issues of Life and Death Theme 3: Issues of Good and Evil Theme 4: Issues of Human Rights Withing the themes above students will explore religious and non-religious attitudes towards an array of current affairs and moral issues including: • Medical Ethics (abortion, euthanasia and organ donation) • Environmental Ethics • Peace and Conflict • Crime and Punishment (aims of punishment, treatment of criminals and the death penalty) • The Problem of Evil (philosophical arguments for and against God's existence in the face of evil and suffering in the world) • Life after Death • Marriage, Divorce and Family Relationships • Sexual Relationships (chastity and the use of contraception) • Gender Equality • Human Rights • Censorship, Freedom of Speech and Religious Extremism • Prejudice and Discrimination (with particular focus on racial discrimination and the life of Martin Luther King) • Wealth and Poverty **Component 2** Study of Christian Beliefs and Practices – the most followed religion across the globe and a fundamental part of the history and fabric of Great Britain. **Component 3** Study of a World Faith – Islamic Beliefs and Practices – the second most followed religion in the world and in Britain – also a religion which is the subject of much debate and misunderstanding.
How is the subject assessed?	The course is **100% examination based**, there is no coursework. Examinations are as follows: **Component 1:** Religious, Philosophical and Ethical Studies in the Modern World – 2-hour examination (50%) of qualification. **Component 2:** Study of Christianity – 1 hour examination (25% of qualification) **Component 3:** Study of a World Faith – Islam - 1 hour examination (25% of qualification)
Skills development	The course will help students: • Develop knowledge and understanding of religious and non-religious beliefs, such as atheism and humanism • Develop knowledge and understanding of religious beliefs, teachings, practices and sources of wisdom and authority 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 students 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. Qualifications in RMPS/Religious Studies link particularly well to careers in teaching, social work, politics, local government, medicine and law and is valued by many employers as it indicates the ability to see situations from many different points of view.

Subject	**Combined Science**

Exam board	Edexcel GCSE (9-1)
Course Components	At RGS the Key Stage 4 Science Curriculum focuses on deepening students' understanding of scientific concepts and principles across Biology, Chemistry, and Physics. The Edexcel Combined Science (9-1) specification emphasizes scientific literacy, critical thinking, and practical skills, preparing students for GCSE assessments and real-world applications of science. **Biology** • **Cell Biology**: Structure and function of cells, cellular processes including respiration and photosynthesis. • **Organ Systems**: Detailed study of human and plant systems, including the nervous system, endocrine system, and plant transport systems. • **Genetics and Evolution**: Introduction to inheritance, variation, natural selection, and the impact of genetics on populations. • **Ecology**: Ecosystems, interactions between organisms, food chains, and human impact on the environment. **Chemistry** • **Atomic Structure and the Periodic Table**: Understanding elements, compounds, and the organization of the periodic table. • **Chemical Reactions**: Types of reactions, balancing equations, and energy changes in reactions. • **Acids, Bases, and Salts**: Properties, reactions, and applications, including neutralization and pH scale. • **Organic Chemistry**: Basics of hydrocarbons and functional groups; implications for everyday materials. **Physics** • **Forces and Motion**: Concepts of speed, velocity, acceleration, and the laws of motion. • **Energy Resources and Transfers**: Energy forms, conservation, and sustainable energy sources. • **Waves**: Understanding properties of waves, sound, and the electromagnetic spectrum. • **Electricity and Magnetism**: Basic circuits, current, voltage, resistance, and magnetic fields.
How is the subject assessed?	A combined double (9-1) GCSE grading based on total marks obtained in all papers Higher (grades 4-4 to 9-9) and Foundation (grades 1-1 to 5-5) 6 exam papers – 2 x Biology; 2 x Chemistry; 2 x Physics 1 hour 10 minutes per paper (60 marks each paper)
Skills development	Scientific Investigation: Designing and conducting experiments, data collection and analysis, and evaluating results. Mathematical Skills: Applying mathematics in calculations, interpreting graphs, and understanding quantitative relationships in science. Practical Skills: Working safely with laboratory equipment, conducting experiments, and applying theoretical knowledge in practical scenarios.

Subject	**Applied Science**

Exam board	SQA Level 5 Applied Science
Course Components	The Applied Science course is designed to be taken with our SQA Agriculture Course. Student will attend three lessons per week of Agriculture and three lessons per week of Applied Science. The Applied Science course provides learners with a practical understanding of scientific principles and their applications in real-world contexts. The curriculum emphasises hands-on experiences, critical thinking, and the development of scientific skills, preparing students for further education and scientific fields. **Units Covered** 1. **Unit 1: Scientific Investigations** • Understanding the scientific method. • Designing and conducting experiments. • Data collection, analysis, and interpretation. 2. **Unit 2: Biology** • Cell structure and function. • Human body systems and their functions. • Basic ecological principles and environmental science. 3. **Unit 3: Chemistry** • Basic concepts of matter and its properties. • Introduction to chemical reactions, including acids and bases. • Techniques for analysing chemical substances (e.g., titration). 4. **Unit 4: Physics** • Fundamental concepts of forces, motion, and energy. • Basics of electricity and magnetism. • Understanding waves, sound, and light. 5. **Unit 5: Laboratory Skills** • Safe laboratory practices and equipment handling. • Conducting experiments and recording observations. • Preparing scientific reports and communicating findings. 6. **Unit 6: Practical Applications in Science** • Applying scientific knowledge to real-life situations. • Case studies in health, environmental science, or materials science.
How is the subject assessed?	**Formative Assessment**: Ongoing assessments through practical tasks, quizzes, and class discussions to gauge understanding and skill development. **Summative Assessment**: Written assessments to evaluate theoretical knowledge. Practical assessments where students demonstrate laboratory skills and report writing. Project work that integrates multiple scientific disciplines and problem-solving skills
Skills development	**Key Skills Developed** 1. **Practical Laboratory Skills** • Conducting experiments safely and effectively. • Using scientific equipment and technologies. 2. **Data Analysis and Interpretation** • Collecting, analysing, and presenting scientific data. • Evaluating results and drawing conclusions based on evidence. 3. **Critical Thinking and Problem Solving** • Applying scientific principles to solve real-world problems. • Analysing information and making informed decisions. 4. **Communication Skills** • Writing clear and concise scientific reports. • Presenting findings effectively to peers and instructors. 5. **Teamwork and Collaboration** • Working effectively in groups during experiments and projects. • Collaborating on investigations and sharing responsibilities. 6. **Research Skills** • Conducting background research to support investigations. • Evaluating sources of information for reliability and relevance

Courses/Qualifications offered and provided by UCM

We are awaiting information from UCM as to what will be offered at L1 or L2 for 2026-27. We will update this prospectus once we have this information