

Ramsey Grammar School

Excellence for all



GCSE Options Booklet 2024 - 2025



Ramsey Grammar School
Lezayre Rd,
Ramsey, Isle of Man,
IM8 2RG



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Message from the Headteacher, Mrs Taylor

Dear Year 9 Students

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

Our aim and responsibilities as a school are to provide you with wide ranging knowledge, skills and understanding to enable you to enter sixth form studies, begin apprenticeships or enter employment at the end of Year 11 and so it is important to give you a broad and balanced curriculum in Key Stage 4. To do this the compulsory subjects that you will study are English Language, English Literature, Mathematics, Sciences, Religious, Moral and Philosophical Studies, PE/Games and PGE. In addition, you have the opportunity to choose **four other option** subjects the details of which are contained in this booklet.

My advice is to choose those subjects that really interest you and if you have a specific career in mind research what qualifications you 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.

Avoid choosing subjects based on your friends' choices because there is no guarantee you will be placed in the same class and likewise, try not to base your 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 meaning you may not be taught by the teacher you prefer.

Read the booklet carefully, think about possible careers that you want to enter and seek advice from your teachers, tutor, Head of Year and parents. Be sure that you only make your final choices when you have considered and understood all this advice.

Once option choices are made, we do our best to allocate first choices and to run all subjects, but you are asked for reserve subjects in the event of not being able to run all courses and give all students their first choices due to timetabling constraints.

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

Mrs S Taylor
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 their own timetable within certain parameters:

Core/Compulsory Subjects: <ul style="list-style-type: none">• English• Mathematics• Sciences• Physical Education/Games• Religious, Moral and Philosophical Studies• PGE
Option Choices: Four subjects (and two reserves) from the options list UCM offer limited places on their courses, please only select a maximum of 1 course from the list offered as part of your option choices

The choice of subjects within the option boxes requires careful consideration. Only those subjects that have viable numbers (normally at least 16 students) will end up being on the timetable. Classes also have a maximum number of students which is something we need to consider when allocating students to subjects. Please note that you cannot choose the same subject twice.

Options choices this year will be completed via the SIMS Parent App.
The Year 9 Options Evening will take place on **Thursday 1st February 2024**.

Your choice should be governed by five factors:

1. Subjects in which success has been achieved
2. Subjects which are enjoyed
3. Subjects that may be best suited to future careers
4. Subjects needed for University entrance
5. Subjects that 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 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 or other vocational awarding bodies.

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.

The grid below shows the choices available from our option 'blocks'. Use this to select your **probable** choices.

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.



RAMSEY GRAMMAR SCHOOL
PROBABLE KEY STAGE 4 OPTIONS
2024-2025

Group R		Group G	
Combined Science		Art and Design	
Agriculture plus Single Science		Business Studies	
		Computer Science	
		Information and Creative Technology	
		Design & Technology - Practical Cookery	
		Design & Technology – Product Design	
		Drama	
		French	
		Geography	
		Global Perspectives	
		Global Business Communication with French	
		History	
		Manx	
		Media Studies	
		Music	
		PE	
		RMPS	
		Spanish	
		UCM Single Qualification – Construction	
		UCM Single Qualification – Engineering L1/2	
		UCM Single Qualification – Child Development & Care L1/L2	
		UCM Single Qualification – Hospitality L1	
		UCM Single Qualification – Hairdressing & Beauty Therapy L1	
		UCM Environment & Sustainability Pathway	

- 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 an offer UCM – Choose one UCM subject only





Subject: Agriculture

Examination Board and Exam Code: S.Q.A. Agriculture SCQF Level 5 (NPA G9CD 45)

Curriculum Content

Rural Business Investigation F6AF 11	<ul style="list-style-type: none">• An investigation into a rural business, its main features, job roles and diversification possibilities.
Crop Production F6AK 11	<ul style="list-style-type: none">• Monitor and maintain the healthy growth of crops• Promote and maintain the healthy growth of crops• Promote, monitor and maintain health, safety and security• Develop personal performance and maintain working relationships
Livestock Production F6AJ 11	<ul style="list-style-type: none">• Assist in establishing and maintaining conditions appropriate to the welfare of livestock• Assist with maintaining the healthy performance of livestock• Control the movement of livestock• Prepare and monitor livestock on outdoor sites• Establish, monitor and maintain conditions appropriate to the welfare of livestock• Promote and maintain the healthy performance of livestock• Promote, monitor and maintain health, safety and security• Develop personal performance and maintain working relationships

All units are assessed by completing a work portfolio of written and photographic evidence, supported by teacher observation forms. There is no external examination. It is therefore essential that students engage in written and practical work from the outset.





Subject: Art and Design

Examination Board and Exam Code

AQA GCSE Art and Design (Fine Art) 8202

Curriculum Content

- At the beginning of Year 10 you will start by developing and improving the basic art skills that you mastered in Key Stage 3 through the 'Urban Decay Ceramic Project'. This is an adventurous project which will culminate in a clay sculpture piece based on the works of the Abstract Macro Urban Artists. This is a great opportunity to try materials and processes that you have not encountered before. You will learn how to create an interesting and exciting digital portfolio, to show off your skills and ideas and look at a range of traditional and contemporary art influences for your work. This will help create a solid foundation as you progress through Year 10, as you will be challenged to find your own artists and designers to help inspire your own ideas and development.
- The second project of Year 10, which will lead through to the end of the Autumn Term of Year 11, will be a 'Self-Portrait Project'. Here you will learn how to navigate the difficulties of capturing the human face and you will witness your technical skills grow immensely. You will study and research a range of portrait artists, one of whom will go on to influence your final outcome. All this will see you through to an exciting and inspirational final A1 canvas painting which will be completed under exam conditions and will be your Year 11 Mock Exam piece. This is great practice for your controlled assessment that you will sit in April. Year 11 also finds you becoming much more independent with your ideas. This is great preparation if you are already thinking of continuing Art into A level at Key Stage 5.

How are students assessed?

AQA GCSE Art and Design (Fine Art) 8202, is assessed through two components:

Component 1: Portfolio (Coursework): 60%

This is completed during Years 10 and 11. The students will complete two coursework projects using a range of media.

Component 2: Externally Set Assignment (Exam) 40%

This is completed towards the end of Year 11, during either April/May.

Both the coursework and the exam are marked using the table below. There are FOUR Assessment Objectives, each carrying an equal percentage. The overall GCSE grade is calculated by adding together the marks for Components 1 and 2 to give a total overall mark.

Assessment objectives (AOs)	Component weightings (approx %)		Overall weighting (approx %)
	Component 1	Component 2	
AO1	15	10	25
AO2	15	10	25
AO3	15	10	25
AO4	15	10	25
Overall weighting of components	60	40	100

What skills are developed?

- Working through the creative processes in Art will help you develop and become an effective and independent learner and worker.
- Your ability to research, analyse, critique and think independently will develop.
- Your creativity and imagination will expand, making you stronger at problem solving and thinking 'outside of the box'.



- You will become more confident at taking risks, allowing you to become stronger at evolving and learning from experience and making you a greater problem solver.
- You will become more diverse in your technical skills through working with a broader range of media and materials. This will make you bolder at exploring new ways of working.
- By developing a project and seeing it through to completion you will develop and strengthen your self-reliance, self-motivation, time management, mental endurance levels and, ultimately, a pride in yourself and your work.

What equipment/ resources are needed?

- Nothing, as the Art department will provide all the materials you will need. As a practising artist you should have a range of basic media that you can use at to continue work at home e.g. a set of drawing pencils, coloured pencils, a watercolour paint set and a fine liner ink pen. The Art department is also open throughout each school day until 17:00 for you to continue to work in your own time.

Who will achieve success in this subject?

- Anyone who is creative and with a strong imagination will have a natural head start.
- Anyone who wants to learn and develop as a risk taker, an independent worker, loves researching new ideas and ways of working, enjoys problem solving and isn't scared of making mistakes but has the strength to learn from them and build on them.
- Anyone with a passion to learn and explore who they are as a person need not look any further because they are an ARTIST!

Possible next steps and future careers

Art and Design can lead to many exciting opportunities for the future. For just a taster, see below:

Accessories Designer, Acquisitions Specialist, Advertisement Designer, Advertising Photographer, Animator, Antique Appraiser, Antiques Refinisher, Architect, Architectural Illustrator, Art Appraiser, Art Auctioneer, Art Critic, Art Director, Art Gallery Curator, Art Gallery Owner, Art Gallery Manager, Art Historian, Art Investor, Art Librarian, Art Professor, Art Reviewer, Art Teacher, Art Therapist, Artists' Agent, Book Illustrator, Caricature Artist, Cartoonist, Commercial Artist, Corporate Communication Specialist, Costume Designer, Craftsperson, Creative Director, Courtroom Artist, Digital Illustrator, Digital Medical Animator, Digital 3D Modeller, Display Designer, Documentary Filmmaker, Dress Maker, Embroiderer, Estate Appraiser, Exhibit Installer, Fabric/Textile Designer, Fashion Consultant, Fashion Designer, Fashion Merchandising, Fashion Photographer, Film Editor, Film Production, Furniture Designer, Glass Blower, Graphic Designer, Graphic Layout Artist, Illustrator, Industrial Designer, Interior Designer, iPhone/Android App Designer, Interior Decorator, Landscape Designer, Logo Designer, Magazine Layout Designer, Makeup Artist, Multimedia Artist, Museum Archivist, Museum Curator, Museum Manager, Packaging Designer, Painter, Photographer, Pattern Maker, Photo Journalist, Police Sketch Artist, Portrait Artist, Set/Stage Designer, Shoe Designer, Sign Writer, Special Effects Designer, Tattoo Artist, Television Production, Typographer, Urban Designer / Town Planner, Videographer, Video Game Designer, Visual Merchandiser, Web Designer, Wedding Photographer

Even if you are not planning a career in the Creative Arts it looks great on college and university applications. This is because being an artist requires passion, imagination and risk taking and shows commitment, individuality, and creativity - qualities and skills used in every career!

How can parents help?

- Art can be a little messy and can require space. Creating an area for your son or daughter to use as a personal art area helps a lot. Having a basic supply of Art materials goes a long way too e.g. pencils, rubbers, coloured pencils, etc. Don't worry though if it isn't possible as the Art department stays open through break and lunchtimes and after school until 17:00 for students to use
- Keep an eye out for any Art exhibitions or clubs. It is surprising what you can find happening on the Isle of Man. You can join in too (it is never too late!).

Any other information: Please contact Mr Harrison or look at: - [AQA](#) | [GCSE](#) | [Art and Design](#) | [Specification at a glance](#)





Subject: Business Studies

Examination Board and Exam Code

Cambridge International Examinations, IGCSE Business Studies, 0450

Curriculum Content

CIE IGCSE Business Studies 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 may 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 Studies 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 a popular area of study for RGS students at University, leading to careers across the full spectrum of Business, including Accounting, 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 Studies at GCSE level is nearly always the most popular option choice at RGS. Please be aware that staff are investigating a change of specification at GCSE. This would make very minor amendments to both the subject content and assessment, although the differences would be minimal.



Subject: Computer Science



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 = 50%
External exam = 50%

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 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. Alternatively 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. Parents can also encourage students to attend clubs offered at school to help them meet their full potential.

Any other information

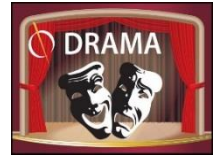
Please speak to Mr Mortimer



Subject: Drama

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 a 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 – and by a written component throughout the course. NB: There is an expectation that students attend lunchtime and/or after school rehearsals 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 'Face' by Benjamin Zephaniah).

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, Law, marketing, social work, 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/

<https://blog.tutorhub.com/2015/10/29/the-seven-most-transferable-skills-gcse-drama-will-give-you/amp-on/>





Examination Board and Exam Codes

Cambridge IGCSE English First Language – 0500

Cambridge IGCSE Literature in English – 0475

Curriculum Content

English Language 0500

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 and re-imagine it with a different purpose and audience, demonstrating a clear focus throughout.

English Literature 0475

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.

Students will be encouraged to watch plays by visiting the theatre and by viewing productions in class.

How are students assessed?

0500	Paper 1 – Reading	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 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 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, and from different cultures
- 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

What equipment/ resources are needed?

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

Students are welcome to have their own copy of the text if they so choose. They will be encouraged to bring it to each lesson and will be provided a 'clean' copy for the examinations.

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 there is a broad range of possible future careers choices.

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) 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: French OR Spanish

Examination Board : WJEC GCSE French/Spanish

Curriculum Content

Identity and culture	The world – areas of interest	Current and future study and employment
<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 being worth 25%. The skills tested are listening, speaking, reading and writing. Students may be entered at higher or foundation tier. Students 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 students 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 students keep their file up to date and 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.



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. Additionally, 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 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 Grace or your Geography teacher.





Subject: Global Business Communication with French

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 such as applying for jobs in France and attending an interview.

Unit 2: Global Customer Relationships (Internal Assessment)

Developing customer relationships, dealing with customer enquiries, giving feedback and processing complaints, carrying out customer visits, researching Global Business Digital Platforms in French.

Unit 3: Global Marketing and Sales (Internal Assessment)

What is global marketing? Global marketing strategies and social media, global marketing materials, presenting a product or service (Sales Pitch) in French.

Unit 4: Global Travel (External Assessment)

Planning a business trip, researching accommodation and transport in French, booking accommodation in French, understanding travel information and directions in French.

How are students assessed?

There are 4 Assessments; 3 of which are coursework type assessments worth 75% 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 2 Pass (equivalent to Grade C at GCSE)
- Level 2 Merit (equivalent to Grade B at GCSE)
- Level 2 Distinction (equivalent to Grade A/A* at GCSE)

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 is suitable for those students who can work well independently, take initiative and have an excellent attendance record as the coursework must be done in lesson time.

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 was developed with businesses and language institutes and 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. Acquiring language skills is not an end. 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 students keep their file up to date and encouraging them to submit coursework on time. Excellent attendance is a must as all coursework must be done in lesson time.

Any other information:

If you want to see example assessment material for this qualification please contact the MFL Department.





Subject: Global Perspectives

Examination Board: Cambridge International

Curriculum Content

When choosing a topic for the team project & individual report, learners can choose any topic from those listed in the syllabus:

Arts in Society	Law and criminality
Change in culture and communities	Media and communication
Climate change, energy and resources	Migration and urbanisation
Conflict and peace	Political power and action
Development, trade and aid	Poverty and inequality
Digital world	Social identity and inclusion
Education for all	Sport and recreation
Employment	Technology, industry and innovation
Environment, pollution and conservation	Transport, travel and tourism
Globalisation	Water, food and agriculture
Health & wellbeing	

How are students assessed?

Exam (1hour 25 minutes) - 35%
Individual Report (1500 – 2000 words) - 30%
Team project – 35%

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', 'knife crime' & 'Gaza conflict' are used as stimuli.



Subject: History

Examination Board and Exam Code: Pearson IGCSE History (9-1) (4HI1)

Curriculum Content

Paper 1 – Depth Study

Written Paper

Exam - 1 hr 30 Minutes (50% - 60 marks)

Students will study two depth studies:

1. 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

2. 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

Written Paper

Exam - 1 hr 30 Minutes (50% - 60 marks)

Students will study one investigation and one breadth study:

1. 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

2. 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 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.



What skills are developed?

- 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.

Who will achieve success in this subject?

Our course encourages learners to raise questions and to develop and deploy historical skills, knowledge and understanding 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:

Leeds and Manchester
Berlin

For further information have a look at the following website:

<https://qualifications.pearson.com/en/qualifications/edexcel-international-gcses/international-gcse-history-2017.html>





Subject: Information and Creative Technology

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 or telephone 811100.





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.

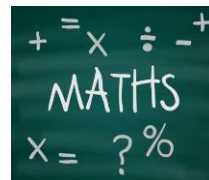
Possible next steps and future careers

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

Email: R.Teare@ug.sch.im



Subject: Mathematics

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-83 GTX CW Scientific Calculator which are available to purchase from school), 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 are 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 at lunchtime on Monday and Wednesday and after school each day apart from Thursday. Please encourage your child to attend if they are having problems accessing the work. Getting help early is 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: Media Studies

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 television

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.

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. 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.

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?

Begin the marathon of watching the Marvel Cinematic Universe Films together with your child. Support them in independent work – coursework production, filming, music creation etc. Leave newspapers lying around and encourage your child to read them, talking about the news with them. Gift them a magazine subscription for a magazine of interest.





Subject: Music

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 and 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.

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, they 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 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
- 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: Personal and General Education (PGE)

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 develops from year to year as we look to meet 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 Year 10 will cover:

- Study skills
- Mental Health and Wellbeing
- Relationship and Sex Education
- Careers
- Preparation for life at work
- Academic Review preparation

Tutor review, examination review and revision have also been built into the programme. Many areas have a module in Year 10 and a follow-up module in Year 11 but some are standalone modules.

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Subject: Physical Education (for all students)

In Year 10 students receive a double Games lesson, the major sports being 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 offered, 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 options as well as the more established team games.

Inter-school fixtures continue into Years 10, 11 and the Sixth Form, as does the Inter 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: PE

Examination Board and Exam Code

Cambridge IGCSE Physical Education 0413 (2024 – 2026 Syllabus)

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 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 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.

Retention of everlearner resource log in details given at the start of the course.

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 so 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?

Many students participate in sports outside of school. We recommend students gain as much video evidence as possible in their practical areas. Any further questions and advice regarding this should be directed to Mr Ideson

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:

<https://www.cambridgeinternational.org/Images/664604-2025-2026-syllabus.pdf> - Theory Specification.

<https://www.cambridgeinternational.org/Images/411735-coursework-guidelines-booklet.pdf> - Practical Specifications.





Subject: Practical Cookery

Examination Board: - SQA National 5. 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.
- Students 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.
- Students 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 that 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. 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: Talk to Mrs Byrne or look on the website:- <https://www.sqa.org.uk/sqa/47439.html>





Subject: Product Design

Examination Board

WJEC Design and Technology - Product Design

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 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 Greenland or have a look at the specification on the WJEC website.





Subject: Religious, Moral and Philosophical Studies

Examination Board and Exam Code

WJEC Full Course Religious Studies: 3120QS

Curriculum Content

Unit 1: Religion & Philosophical Themes

In Year 10 students will study four topics; Christianity, Islam, Life & Death and Good and Evil. Christianity and Islam are the two most followed religions in Great Britain and the wider world. With these belief systems playing such an integral role in the history and future of the place in which we live, an education in the basic beliefs and practices of them is essential for our next generation of young adults. Students will also explore religious and secular responses to issues and philosophical ideas 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
-

Unit 2: Religion & Ethical Themes

In Year 11 students will further their studies of Christian and Islamic Beliefs and Practices in greater depth as well as studying two ethical topics on Relationships and Human Rights. This will include an in-depth exploration of religious and secular responses to the following areas:

- 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

How are students assessed?

Students will take two written examinations at the end of Year 11. Each examination 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 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.

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 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.

How can parents help?

There are many ways parents can help students to succeed in GCSE Religious Studies;

- 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 to develop skills in analysis and evaluation





Subject: Science

How are students assessed?

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

Course Structure

At RGS students will follow the Edexcel Combined GCSE Science course. Students will have completed some bridging modules in Year 9 during their four Science lessons per week. They will complete the GCSE course in Year 10 and 11 during five lessons per week.

Course	Combined Science
Number of GCSEs awarded	2 GCSEs in Combined Science
Grading	9-1 grading system - A combined double grading based on total marks obtained in all papers
Tiers available	Higher and Foundation
Number of papers sat at the end of Yr11	6 papers – 2 x Biology; 2 x Chemistry; 2 x Physics
Length of each paper	1 hour 10 minutes (60 marks each)

Tiering

We will use the students current flight path in terms of grading to decide whether to start them off on Higher Tier or Foundation Tier. Most students start off on Higher Tier.

Supporting students at home

All students will have access to our online ACTIVELEARN platform. Students will be given their own personal logins and can access the GCSE Science Active book. In this online book students will be able to access videos, powerpoints and questions (with answers). Science teachers will be using this platform to set regular home learning activities and online assessments to support learning outside of lessons.

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.

(Combined Science Course Only: It is essential, for any students that are considering studying A level Biology, Chemistry or Physics to opt for the Combined 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 Combined Science GCSE - double award (with the exception of those taking [SQA's in Agriculture](#))



University College IOM - 14-16 Programme

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

The courses include:

Engineering – National Certificate in Engineering Manufacturing (Cambridge OCR Level 2) Child Development and Care Level 2

Child Development & Care – Award in Child Development & Care (CACHE Level 2)

Hair Dressing and Beauty Therapy

Hospitality (City and Guilds Level 1)

Construction (certificate in construction skills)

Level 1 short course pathway

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

Further Information:

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

