

**Year 9  
Options Booklet  
2026**

**Guide for Parents**



*E Glandibus Quercus*

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### DATES TO REMEMBER

**Wednesday 18<sup>th</sup> March – Friday 27<sup>th</sup> March**  
**Options Selection (Online)**

## INTRODUCTION

Welcome to Idsall School's Options process. This is an important time for you, as this is the first time you will need to make decisions which will affect your future career paths.

We believe our Options scheme perfectly mirrors our intention to try to offer an appropriate and broad curriculum for all students. You will follow some core subjects, but you can then choose additional subjects on top of this, ones which will interest you most in KS4 and KS5. All students will have access to the Options booklet and we will help you make the right choices for you.

At Idsall School we have high ambitions for our students to go on to study post-16 courses and onward to top universities, apprenticeships and careers, but we understand some of you may not be sure yet what you want to do as a career. This is not unusual and remember that careers advisors are there to help you.

### **Balanced Curriculum**

It is a good idea to ensure that your choices are broad and balanced – even if you have a specific career in mind. You may change your mind over the next few years. Keeping your curriculum broad ensures that you keep as many doors as possible open. It also shows that you are a well-rounded person. Consider taking a subject that you really enjoy even if it isn't something that you think will be relevant to your career.

### **When Choosing subjects**

#### DO:

- ✓ Take your time. Making hurried choices could mean making the wrong choices.
- ✓ Think about which subjects you are good at and look at your performance in these subjects up to now.
- ✓ Consider your behaviour and effort in the subject – has it been good? Have you worked to your best ability?
- ✓ Do you enjoy the subject? If you enjoy it, you are more likely to work hard and gain good grades.
- ✓ Think ahead.

#### DON'T:

- ✗ Worry about your choices. There is lots of advice on offer. Make sure you talk to your Team Manager or Team Leader and the lead teachers for the subjects.
- ✗ Choose a subject because your friends are choosing it. They may be more suited to a subject than you – and you will probably end up in a different class to them anyway.
- ✗ Choose a subject because you like the teacher. You may not get that teacher for your class.

## Thinking Ahead

The choices you make now could affect the choices you can make in the future for 6th Form, University or career. You need to ensure that you keep as many doors open as possible. This means that you need to think ahead:

- Some A-level choices will require certain GCSE grades. For example, colleges may require a grade 5 or 6 in Math's to study A level Math's. However, there are many subjects where you do not need to have studied the option at GCSE in order to study it for A-level e.g., Psychology. Some guidance is given in the section below on 'Moving on to College'
- Some of you will be aiming to go on to study at University. Some Universities value certain A-level subjects. For example, the Russell Group universities (an association of the top 24 universities) describe certain A-levels as 'Facilitating Subjects'. They provide a document called 'Informed Choices' which is important reading for students who may be aiming for some of these universities.

<https://www.informedchoices.ac.uk/>

<https://www.rsb.org.uk/images/Russet%20Group%20-%20Informed%20Choices.pdf>

Also, take a look at <https://www.theuniguide.co.uk/> which gives advice, guidance and a useful overview on choosing GCSEs and A levels with a view to university education.

## Making the Wrong Choice

It is important that you think carefully about your options, as you are undertaking to study the subjects that you have chosen for 2 years. Each year we have a few students who realise that they have chosen courses for the wrong reasons. Whilst we will try our best to accommodate requests for change in September, it can be difficult or impossible to make changes once courses have started and, in those circumstances, the options chosen will have to continue until the end of Year 11.

**Please remember, students are not permitted to drop subjects.**

## THINGS TO CONSIDER



## WHAT CAN I CHOOSE?

### Quality rather than Quantity

Most of the option courses on offer result in a GCSE qualification. All students will study for a minimum of 6 GCSEs in their core subjects, and most will study for an additional 3 as part of their three options. However, some students will have extra qualifications e.g., fast track French, Statistics for students in top set Maths and Triple Science. Those students have a little more flexibility and may therefore be able to choose an advanced option as one of their three choices. In general, gaining 8 or 9 GCSEs with higher grades is more important than a larger number of GCSEs at lower grades. Quality is more important than quantity.

You will study a number of compulsory subjects. You then have 3 option choices. However, there are some restrictions which apply.

### Compulsory Subjects

You will work for GCSEs in English Language, English Literature, Maths, Combined Science (unless separate science is chosen as an option), Core PE and Individual Development (ID). Aspects of Personal and Social Education, Religious Education and Careers will also be compulsory, and you will study these within their Individual Development course.

### Essential Pathway

During the first three years at Idsall School, you will have studied many subjects including what are now on offer as an essential pathway choice, due to their further foundational skills, which allow children and young people's options to be open to further study: History, Geography, Religious Studies and a language.

You must select at least one (but up to three) of your options from this choice of subjects. These include:

- Geography
- History
- Religious Studies
- French

Think very carefully before dropping a modern foreign language. We believe it is an essential component of a broad and balanced curriculum for most students. For many courses in Higher Education, it is a distinct advantage to have a language qualification.

### Progression to Post-16

To give you a head start in finding places for the next stage of your educational career, getting GCSE passes at Grade 4 or above in English and Math's will be an important goal.

The courses you finally choose should be challenging and interesting but give you the opportunity to get the best possible grades in the exams, so that your choices after Year 11 are as wide as possible.

GCSE Subjects		GCSE Equivalent Subjects
Art	Music	Construction (BTEC)
Business Studies	Photography	Health and Social Care (BTEC)
Computer Science	Physical Education	IT (BTEC)
Drama	Design & Technology	Sport (BTEC)
Food & Nutrition	Psychology	
French	Religious Studies	
Geography	Separate Science	
History		

### Changes to Selected Options

- As Psychology can only receive limited numbers, accessibility to the course will be reviewed against students' Science assessment grades. This is due to some specific requirements of the course. Other courses with limited numbers are Construction and Food & Nutrition.
- If a subject is under-subscribed or over-subscribed, a student may have to choose the subject in another block or may have to choose a different subject.
- Where selected option choices are not possible or where Idsall School decide not to run a course, the individual student and parents will be contacted.

## WHERE CAN I FIND HELP?

Art	Mr Munoz-Baldwin (A1)	Photography	Mr Munoz-Baldwin (A1)
Business Studies	Mr Gregory (B7)	Design & Technology	Mrs Lowndes (DT)
Computing	Mr Barfield (B4)	Psychology	Miss Collymore (C1)
Drama	Mrs Creighton (D1)	Religious Studies	Miss Martin (R1)
Food & Nutrition	Mrs Lowndes (DT)	Separate Science	Mr Middleton (S1)
French	Mr Spencer (L3)	<b>GCSE Equivalent Subjects</b>	
Geography	Mr Pittam (G2)	BTEC Construction	Mr Northall Skills
History	Mrs Prior (H1)	BTEC Health & Social Care	Mrs Wilson-Hart (DT)
Music	Mr Austin (AA)	BTEC IT	Mr Barfield (B4)
PE & Sport	Mr Goodison (PE)		

DT = DT Office    PE = PE Office    Skills = Skills Centre

Heads of English, Math's and Science AND your Team Manager, will have a big say in who can study which course - **Your behaviour matters!**

## Compulsory Subjects

### ENGLISH

The most important point to bear in mind is that a qualification in English is crucial for higher education and for many jobs. Students will be studying two separate GCSEs: one in English Language and one in English Literature.

The basic elements of these courses are:



#### ENGLISH LANGUAGE

Two examinations at the end of Year 11.

##### Component 1: 20<sup>th</sup> Century Literature Reading and Creative Prose Writing

**Assessed:** written exam: 1 hour 45 minutes; 40% of GCSE

**What's assessed: Section A: Reading** - one 20<sup>th</sup> Century Literature fiction text (20%)

**Section B: Prose writing** - descriptive or narrative writing (20%)

##### Component 2: 19<sup>th</sup> and 21<sup>st</sup> Century Non-Fiction Reading and Transactional/Persuasive Writing

**Assessed:** written exam: 2 hours; 80 marks; 60% of GCSE

**What's assessed: Section A: Reading** - two non-fiction texts; one 19<sup>th</sup> and one 21<sup>st</sup> Century

**Section B: Writing** – Two compulsory transactional/persuasive writing tasks

There is also a non-examined element which will assess students have to complete and receive an Achievement in Spoken Language, which is reported as part of the qualification but will not form part of the final mark and grade.

#### ENGLISH LITERATURE

Students will be expected to study a range of texts drawn from prose, drama, and poetry. They will respond critically and imaginatively to two examinations at the end of Year 11.

##### Component 1: Shakespeare and Poetry

**Assessed:** written exam: 2 hours; 40% of GCSE

##### Component 2: Post-1914 Prose/Drama, 19<sup>th</sup> Century Prose and Unseen Poetry

**Assessed:** written exam: 2 hour 30 minutes; 60% of GCSE

The texts studied will be:

'A Christmas Carol' by Charles Dickens; 'Romeo and Juliet' by William Shakespeare; 'An Inspector Calls' by J.B. Priestley; and an anthology of poetry - we study the 'Love and Relationships' cluster. We will provide all students with paper booklets of 'A Christmas Carol', 'An Inspector Calls' and 'Romeo and Juliet' for their annotations and revision. As we are providing these copies of the texts for students, we would suggest that students purchase revision guides of these texts, which can be bought through ParentPay.



Further information from Mrs. Thorpe

## Compulsory Subjects

### MATHEMATICS

Math's is a fundamental part of life and underpins so many of the things we do and use in everyday life. As with English, a good Mathematics qualification is a necessity for many jobs and for entry to Higher Education courses.



### CONTENT

All students study Mathematics until the end of Year 11 and will sit public examinations in the form of a GCSE at the end of the school year.

Students commence a 7-year scheme building on what they have learnt at primary school in a carefully sequenced scheme. The first 5 years build towards GCSE exams and the course content starts more specifically in Y10. Students have been following the same scheme of learning during Y7-9 to ensure all students are given every opportunity to excel, this continues as far as possible into Y10 and Y11.

There will be two levels of entry for GCSE - Foundation and Higher. Decisions will be made when appropriate about which tier of entry is going to result in the highest grade for a student, but we try not to do this too early.

Foundation tier is based on grades 1 to 5 and the Higher tier covers work from a grade 4 up to the maximum grade 9.

### EXAM: GCSE (Edexcel) 100% Examination

Students will sit three papers, 90 minutes each, one non-calculator and two calculator papers.

Post-16 Math's is available to students achieving a grade 7 or higher at GCSE delivered by a very experienced team of A-level teachers. Students who progress to study A-level at Idsall complete a two year course covering Pure Math's (4/6), Statistics(1/6) and Mechanics(1/6). Exams take place at the end of the two year course.

### EXAM: A-Level (Edexcel) 100% Examination

Students sit papers as follows:

Pure, 2 papers, (2 hours each)

Applied, 1 paper, ( 2 hours) ( Split between Statistics and Mechanics)



Further information from: Mr Finnegan

## Compulsory Subjects

### Combined Science – AQA

Science is a vital subject for understanding the modern world. It equips students with the knowledge and skills needed for further study, future careers and everyday life. For this reason, Science is a compulsory GCSE subject for all students.

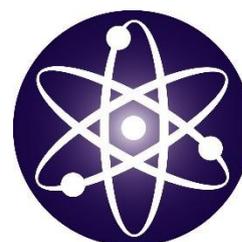
At Key Stage 4, the Combined Science GCSE introduces students to a broad range of topics across Biology, Chemistry and Physics. The course helps students develop a curiosity about how the world works — from the processes inside the human body to the forces that shape our universe. Alongside scientific knowledge, students build essential skills including problem-solving, critical thinking, data analysis, practical investigation and scientific communication.

### Combined Science or Separate Sciences?

Students who know they may want to study A Level Biology, Chemistry or Physics are encouraged to consider the Separate Sciences pathway, as it offers the strongest preparation for those subjects.

However, students who complete the Combined Science course can still progress to A Level Sciences, provided they achieve the required entry grades.

All students will study the Combined Science course in Years 10 and 11 unless they choose Separate Sciences as one of their options. The scheme of work emphasises a wide range of scientific enquiry and skills, focusing on scientific thinking, experimental skills and strategies, analysis, literacy, and numeracy.



Science

## Compulsory Subjects

### Combined Science Course Structure:

Combined Science leads to **two GCSE grades** and is assessed entirely through written exams at the end of Year 11.

Students sit **six examination papers** in total:

### Biology

- **Paper 1 – Biology 1:** 70 marks | 16.7% of the GCSE Covers content mainly taught in Year 10
- **Paper 2: Biology 2: 70 marks** 70 marks | 16.7% Covers content mainly taught in Year 11

### Chemistry

- **Paper 1: Chemistry 1: 70 marks** 70 marks | 16.7% Year 10 content
- **Paper 2: Chemistry 2: 70 marks** 16.7% of the qualification covering Science taught primarily in Year 11.

### Physics

- **Paper 1: Physics 1:** 70 marks | 16.7% Year 10 content
- **Paper 6: Physics 2:** 70 marks | 16.7% Year 11 content

**All exams are 1 hour 15 minutes** and assess a mixture of knowledge, application, practical skills and problem-solving.

### What Skills Will Students Develop?

The course emphasises:

- Scientific thinking
- Practical and experimental skills
- Data handling and analysis
- Literacy and extended writing
- Numeracy, including equations and calculations
- Understanding of real-world applications of science These are valuable skills not just for science careers, but for many other pathways

**For questions about the course or pathways into A Level Science,  
please contact: Mr. M. Middleton**

## Compulsory Subjects

### CORE PHYSICAL EDUCATION

During Year 10 and 11, all students will have 1 period of high quality PE on average per week. Our programme builds on the experience given at Key Stage 3, with a particular focus on leading and organising their own performance and activity. Students start to develop preferences and demonstrate a readiness to select activities of interest or those at which they are especially competent or interested in at some point during Year 10. Therefore, we feel that students can make an informed decision about which activity pathway they follow for the rest of Key Stage 4.

Students will follow a pathway of activities that will study at least 3 areas from the activities below:

Football	Rugby	Dodge Ball
Hockey	Netball	Trampoline
Badminton	Table Tennis	Volleyball
Fitness	Basketball	Sports Aerobics
Handball	Rounders	Athletics
Softball	Cricket	Cross Country



### Leadership qualification for students

Students may get the option to choose a leadership course which is based on the national qualifications from the Sports Leaders Level 1 (formerly JSLA). Please note that this award is dependent upon the number of pupils wanting to complete them and may not be offered to students for that academic year – For more information students should see Miss Thompson in PE.

### New PE Kit

We realise that by the end of Year 9; many students having grown significantly and require new PE kit before starting KS4 in year 10. We will therefore be offering in June or July 2022 a reminder about the Idsall School PE kit which is still compulsory throughout Y10 and Y11. Please note that any students that also study GCSE PE or BTEC Sport will also have offered to them a course specific performance kit. This can be used instead of core PE kit but that 1 of the 2 options are compulsory to maintain high standards of dress in lessons.



**For further information on any of the above see Mr P. Goodison**



# What do we study?

There are compulsory field trips to the Carding Mill Valley and Shifnal that require attendance to gain the GCSE Geography qualification. In addition, previous foreign residential trips have included Iceland, Morocco and China!!!

## **Paper 1: Living with the Physical Environment: (35%)**

Challenge of Natural Hazards:  
tectonics/hurricanes & climate change  
The Living World: Ecosystems, Rainforests & Hot Deserts  
The Physical landscapes of the UK:  
Coasts and Rivers  
Geographical Skills

Geography complements **English, Maths and all Sciences including Triple, other Humanities subjects, Business Studies and Design and Technology.**

AND...it can count as an A-level Science for many Universities.



## **Paper 2: Challenge in the Human Environment: (35%)**

Urban Issues & Challenges: Birmingham & Rio de Janeiro  
The changing economic world: the development gap & the UK's economic future  
The challenge of resource management:  
UK resources & energy security  
Geographical Skills

## **Paper 3: Geographical Applications: (30%)**

Issues Evaluation: pre-release decision-making exercise on a geographical topic using map skills, data analysis and resource evaluation  
Fieldwork: Human fieldwork: changes in Shifnal's Inner Urban Area  
Physical fieldwork: Changes along the course of a river – Carding Mill Valley  
Geographical Skills

We follow the AQA GCSE Geography 2016 course – ref: 8035

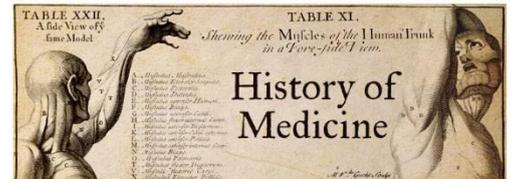
For further information, please see your Geography teacher or Mr. C. Pittam

## GCSE - HISTORY

History – Follow in the footsteps of many celebrities, journalists and politicians and consider studying History!

In History you will study four units to be assessed by examination.

Unit 1 examines the history of medicine in Britain and considers the reasons for the changes that have happened between 1250 AD and the modern day as well as an in-depth look at medicine and surgery in WW1. (30% of the course)



Unit 2a is a British depth study based around The Norman Conquest, 1060-1088. (20%)

Unit 2b is a period study about Superpower relations and the Cold War between 1941 and 1991. (20%)



Unit 3 is a Modern depth study which looks at the rise of Hitler and the Nazis after the end of World War One. (30%)

All units will be examined by three separate papers the end of Year 11.

The Exam Board we use in History at GCSE is Edexcel.

**For further information, please see your History teacher or Mrs. L. Prior**

## GCSE - MODERN LANGUAGES - French

Employers and universities are increasingly looking for people with language skills. Foreign language skills as are rated second only to IT by companies when it comes to finding the right candidate.

Being able to speak a language can help to broaden your horizons, make new friends and have experiences which will benefit you throughout your life. You can't simply rely on an online translator! Those who speak another language earn, on average, more than those who do not. What's more, recent research has shown that speaking another language keeps your brain young!



You might also think that Brexit means that languages are no longer required for the UK. Far from it! According to the British Council, the exit from the European Union makes it vital for people in Britain to have foreign language skills. Britons will not be able to trade and compete on a global scale without being able to speak other languages.

Modern Languages have been identified by the top 20 leading universities as being amongst the 'facilitating' subjects. These are the subjects which this group (known as the Russell Group) says are most likely to be required for entry to degree courses and ones that will keep the most options open. A spokesperson for this group of universities recently said, 'Achievement at school is the key to increasing your chances of winning a place at a leading university, but choosing 'facilitating subjects' at GCSE and A-level is also crucial.' Remember, over 500,000 students are in the same year group as you nationally and will also be competing for jobs and university places at the same time as you! Over half of these students will have taken a language at GCSE.



### What do you do in a French GCSE?

Over the next 2 years, you will build on the foundations of the work you have done in KS3. You will study the following themes: People and Lifestyle, Popular Culture, and Communication and the world around us. You will develop your language skills using this variety of sources and through a rich-variety of activities to prepare you for the exams which are all taken at the end of your course.

#### Exam Board: AQA

Assessment:	<i>Speaking</i>	25%	1 exam, lasting 9-12 minutes
	<i>Writing</i>	25%	1 exam, lasting 70-75 minutes
	<i>Reading</i>	25%	1 exam, lasting 45-60 minutes
	<i>Listening</i>	25%	1 exam, lasting 35-45 minutes

(Length of exam will depend on your tier of entry – Foundation or Higher.)

**For more information about taking a GCSE in French please see your language teacher or Mr. A. Spencer**

## GCSE - SEPARATE SCIENCES

### Separate Science GCSEs: Biology, Chemistry and Physics – AQA

The Separate Science curriculum is designed to deliver students a GCSE in each specialism of Science; Biology, Chemistry and Physics (three GCSEs in total). Students study similar topics but in further detail compared to the compulsory Combined Science, developing their knowledge and understanding further in key areas of Biology, Chemistry and Physics.

**Students who are considering taking A-level sciences are recommended to study the Separate Sciences at GCSE, as this is the best possible preparation for separate science A-Levels in Biology, Chemistry and Physics. However, students who still achieve high grades on the Combined Science course will still be able to access the Biology, Chemistry and Physics A-Levels.**

### Course Structure:

There are two exams in each subject (Biology, Chemistry and Physics) meaning a total of six exams in the three separate sciences.

### Biology: AQA

Examined at the end of Year 11.

This is one GCSE course resulting in a separate GCSE grade.

Biology has two examinations:

- Biology Paper 1: 100 marks, 50% of the qualification covering topics taught primarily in Year 10.
- Biology Paper 2: 100 marks, 50% of the qualification covering topics taught primarily in Year 11.



### Chemistry: AQA

Examined at the end of Year 11.

This is one GCSE course resulting in a separate GCSE grade.

Chemistry has two examinations:

- Chemistry Paper 1: 100 marks, 50% of the qualification covering topics taught primarily in Year 10.
- Chemistry Paper 2: 100 marks, 50% of the qualification covering topics taught primarily in Year 11.



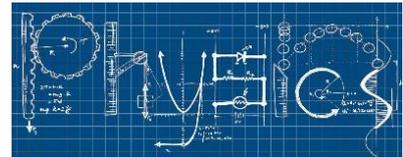
## **Physics: AQA**

Examined at the end of Year 11.

This is one GCSE course resulting in a separate GCSE grade.

Physics has two examinations:

- Physics Paper 1: 100 marks, 50% of the qualification covering topics taught primarily in Year 10.
- Physics Paper 2: 100 marks, 50% of the qualification covering topics taught primarily in Year 11.



Students will achieve 3 GCSE grades, one grade for each science (Biology, Chemistry & Physics).

**Further information from: Mr. M. Middleton**

## GCSE - PSYCHOLOGY

Psychology is a challenging GCSE subject. It is a science and covers a lot of complex topics that you have never covered before. You need to have confidence in your mathematical ability & scientific knowledge (especially Biology) as well as remember lots of different theories and studies. It also requires strong critical thinking skills to analyse information, evaluate theories apply your knowledge to real-life situations.

How do children acquire language? Why do we forget things? Why do people develop mental health issues? If these sorts of questions interest you and you currently enjoy biology, psychology could appeal. You will study theories of behaviour, how the brain and mind work, and develop skills to design experiments and collect data.

This engaging and effective qualification introduces students to the fundamentals of psychology, developing critical analysis, independent thinking and research skills. This qualification will equip you with numerous desirable skills, applicable to a wide range of career pathways.

Assessments use multiple choice, short answer and extended writing/essays to assess knowledge, understanding, application and evaluation skills.

Knowledge of research methods gained through classroom experience of practical psychology will be assessed using scenario-based questions.

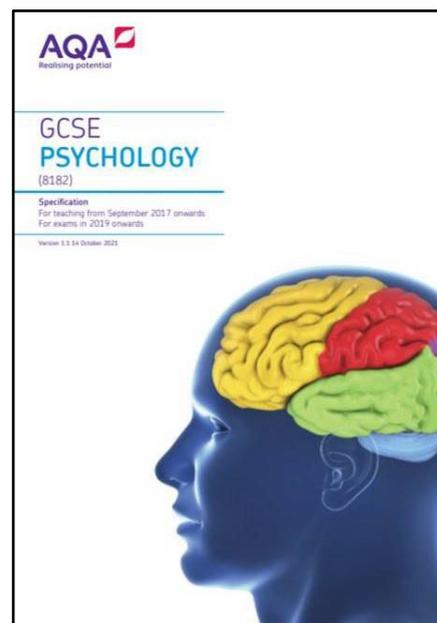
### Assessment – AQA GCSE Psychology 8182

#### Paper 1 – Cognition & Behaviour

- Written exam: 1 hour 45 minutes
- 100 marks
- 50% of GCSE
- 1. Memory
- 2. Perception
- 3. Development
- 4. Research methods

#### Paper 2 – Social Context & Behaviour

- Written exam: 1 hour 45 minutes
- 100 marks
- 50% of GCSE
- 1. Social influence
- 2. Language, thought and communication
- 3. Brain and neuropsychology
- 4. Psychological problems



Further information from: Ms Collymore

## GCSE - RELIGIOUS STUDIES (RE)

**eduqas**  
PART OF WJEC

**GCSE RELIGIOUS STUDIES**

**ROUTE A**  
3 Components

Candidates will sit **three** written examinations, in total.

All examination questions will be compulsory and will focus on **knowledge, understanding** and **evaluation**.

**COMPONENT 1**  
Religious, Philosophical and Ethical Studies in the Modern World

**4 THEMES**

1. Issues of Relationships
2. Issues of Life and Death
3. Issues of Good and Evil
4. Issues of Human Rights

**2 hour written exam 50%**

**COMPONENT 2**  
Study of Christianity

Beliefs  
Teachings  
Practices

**1 hour written exam 25%**

**COMPONENT 3**  
Study of Buddhism

Beliefs  
Teachings  
Practices

**1 hour written exam 25%**

### Why study Religious Studies?

- ✓ Religious Studies develops the students' knowledge and understanding of religious and non-religious beliefs, such as atheism and humanism.
- ✓ It helps to develop their ability to construct well-argued, well-informed, balanced, and structured written arguments.
- ✓ It provides opportunities for students to engage with questions of belief, value, meaning, purpose, truth, and their influence on human life.
- ✓ Religious Studies challenges learners to reflect on and develop their own values, beliefs, and attitudes. It helps them to make connections with what they see in the media and what they will experience in their lives.

**You do not have to have a religious belief to take Religious Studies, just an enquiring mind!**

**For more information, please speak to: Miss Martin**



## GCSE - DESIGN AND TECHNOLOGY - PRODUCT DESIGN

**Design and Technology offers the possible option of completing a qualification in GCSE PRODUCT DESIGN.**

**GCSE Design and Technology** will prepare students to participate confidently and successfully in an increasingly technological world. Students will learn about contemporary technologies, materials and processes as part of their course. Students will also gain awareness and learn from wider influences on Design and Technology including historical, social, cultural, environmental and economic factors. Students will get the opportunity to work creatively and use their imagination when designing and making prototypes that solve real and relevant problems.

In GCSE Product Design, all students will be studying the following specification:

### **50% of GCSE - NEA - Design and Make Task (non-exam assessment, out of 100 marks)**

- A Substantial design and make task - Students will produce a prototype and a portfolio of evidence

#### **Assessment Criteria**

- Identifying and investigating design possibilities
- Producing a design brief and specification
- Generating design ideas
- Developing design ideas
- Realising design ideas
- Analysing & evaluating



### **50% of GCSE - Written Paper (2 hours) - Designing and Making Principles (exam, out of 100 marks)**

#### **Section A – Core technical principles (20 marks)**

A mixture of multiple choice and short answer questions assessing a breadth of technical knowledge and understanding.

#### **Section B – Specialist technical principles (30 marks)**

Several short answer questions (2–5 marks) and one extended response to assess a more in-depth knowledge of technical principles. (Product Design or Textiles)

#### **Section C – Designing and making principles (50 marks)**

A mixture of short answer and extended response questions.

A Qualification in Design and Technology can lead to exciting careers including: Architect, Product Designer, Furniture Designer, Civil Engineer, Software Engineer, Fashion Designer, Games Designers, Graphic Designer, Robotics.

**For further information on these courses please see: Mrs Lowndes**

## GCSE - FOOD PREPARATION AND NUTRITION

The GCSE in Food Preparation and Nutrition ensures that students develop a thorough understanding of food and nutrition, whilst also providing opportunity to develop practical cooking skills.

If students opt for this subject, it is important to note that the provision of practical ingredients will be required each week. The shopping for, and weighing of, these ingredients is an integral part of the course.

### Subject Content

1. Food commodities
2. Principles of nutrition
3. Diet and good health
4. The science of food
5. Where food comes from
6. Cooking and food preparation



### Skills

Knife Skills	Weigh and Measure	Making sauces
Prepare Fruits and Vegetables	Prepare and use equipment	Set a mixture
Prepare Combine and Shape	Use of equipment	Use of raising agents
Tenderise and Marinate	Use of the hob	Make Dough
Adjust a cooking process	Using the grill	Test for readiness
	Using the oven	Evaluate Sensory Properties

### Assessment

#### **Written Assessment: 1 hour 45 minutes**

(external assessment worth 50% of final qualification)

Assessment of theoretical knowledge of food preparation and nutrition

#### **Non-Exam Assessment (NEA)**

(two internally assessed coursework tasks, together worth 50% of the final qualification)

##### NEA Task 1 The Food Investigation Assessment

A scientific food investigation which will assess the learner's knowledge, skills and understanding in relation to scientific principles underlying the preparation and cooking of food.



##### NEA Task 2 The Food Preparation Assessment

Prepare, cook and present a menu which assesses the learner's knowledge, skills and understanding in relation to the planning, preparation, cooking and presentation of food.

**Further information from: Mrs Lowndes**

## LEVEL 1/2 TECHNICAL AWARD - HEALTH AND SOCIAL CARE

### Eduqas Level 1/2 Tech Award

Are you interested in understanding how people grow, develop, and receive care throughout their lives?

Do you want a course that combines practical skills with real-world knowledge?

This course is perfect if you:

- Want to explore careers in health, social care, or early years settings.
- Prefer a mix of coursework and exams rather than being assessed only through written tests.



### What Will You Learn?

- Human growth and development across life stages.
- Factors that affect health and wellbeing
- Practical skills like planning care and promoting wellbeing

### How Is It Assessed?

The course is split into three components:

Component 1: Human Lifespan Development Internal assessment (coursework) based on real-life case studies

Component 2: Health and Social Care Services and Values Internal assessment (coursework)

Component 3: Health and Wellbeing External assessment (exam)

### Weighting:

- Components 1 & 2 (coursework): 60%
- Component 3 (exam): 40%
- Develop an understanding of issues around safeguarding and types of abuse.

### Grading:

- Level 1 Pass, Merit, Distinction
- Level 2 Pass, Merit, Distinction

## **LEVEL 1/2 TECHNICAL AWARD - HEALTH AND SOCIAL CARE**

### **Why Health and Social Care is a Great Choice:**

- Combines theory with practical application
- Builds skills employers value: communication, problem-solving, empathy
- Opens doors to careers in nursing, social work, childcare, and more
- Provides a strong foundation for further study in health and social care

### **Job Opportunities**

About 3 million people work in health and social care. Health care roles include doctors, pharmacists, nurses, midwives and healthcare assistants, while social care roles include care assistants, occupational therapists, counsellors and administrators. Together, they account for nearly one in ten of all paid jobs in the UK. Demand for both health and social care is likely to rise.

**Further information from: Mrs Lowndes**

## GCSE - BUSINESS

The aim of the **Edexcel GCSE Business** specification is to enable students to develop knowledge and understanding of how businesses start, operate and develop. This course enables students to develop the fundamental and necessary business and personal skills that will equip them with what they need for the world of work, further education, training, or indeed start their own company. Students who like practical work, undertake time-based challenges, problem solve and show creativity will be well suited. They should have a general interest in business, but also a desire to develop their personal skills set.

You should have a general interest in business, but also a desire to develop their personal skills set.

The course contains **two examinations**, consisting of the following aspects: **1 hour and 45 minutes - 90 marks each.**

Questions will relate to the content that appears in Year 10 - Theme 1 or Year 11 – Theme

The papers are divided into three sections -

Section A: 35 marks – short mark questions and calculations

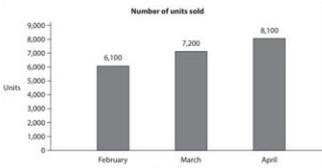
Section B: 30 marks – extended written responses supported by a case study

Section C: 25 marks - extended written responses supported by a case study

The papers will consist of calculations, multiple-choice, short-answer and extended-writing questions. Questions in Sections B and C will be based on business contexts given *in the papers*.



The Two Exams – 90 marks

Section A	Section B & C
 <p style="text-align: center; font-size: 0.8em;">Figure 1</p> <p>(b) Using the information in Figure 1, calculate the revenue for March. You are advised to show your workings. (2)</p> <div style="background-color: yellow; padding: 10px; text-align: center; font-weight: bold; margin: 10px 0;">4 calculations</div> <p>(c) Explain <b>one</b> advantage of starting a business as a private limited company. (3)</p> <div style="background-color: yellow; padding: 10px; text-align: center; font-weight: bold; margin: 10px 0;">Six – 3-mark questions</div>	<p style="text-align: center; font-size: 0.8em;">SECTION B</p> <p style="text-align: center; font-size: 0.8em;">Look at Figure 2 and read Extract A, then answer Questions 4, 5 and 6.</p> <div style="display: flex; align-items: center;"> <div style="width: 40%; padding-right: 10px;"> <p style="font-size: 0.8em;">Extract A</p>  <p style="font-size: 0.8em;">Figure 2</p> <p style="font-size: 0.7em;">Amelia Cooper trained as a plumber six years ago. Since then she has worked for a building company that carries out repairs to houses and business premises in the Birmingham area.</p> </div> <div style="width: 60%; padding-left: 10px;"> <p style="font-size: 0.8em;">(c) Analyse the impact on L&amp;H Heating Ltd of using the internet to collect secondary market research. (3)</p> <div style="background-color: yellow; padding: 10px; text-align: center; font-weight: bold; margin: 10px 0;">Three – 6-mark questions</div> <p style="font-size: 0.8em;">In order to make the business more successful, L&amp;H Heating Ltd is considering two options:</p> <p style="font-size: 0.8em;"><b>Option 1:</b> offer a discounted price to female customers</p> <p style="font-size: 0.8em;"><b>Option 2:</b> use social media to promote the business.</p> <p style="font-size: 0.8em;">(d) Justify which <b>one</b> of these two options L&amp;H Heating Ltd should choose. (6)</p> <div style="background-color: yellow; padding: 10px; text-align: center; font-weight: bold; margin: 10px 0;">Two – 9-mark questions</div> <p style="font-size: 0.8em;">(e) Evaluate the importance of price in Ripper's marketing mix. You should use the information provided as well as your knowledge of business. (12)</p> <div style="background-color: yellow; padding: 10px; text-align: center; font-weight: bold; margin: 10px 0;">One – 12-mark question</div> </div> </div> <div style="background-color: yellow; padding: 10px; text-align: center; font-weight: bold; margin-top: 20px;">                 Half of your marks require you to produce <b>well written extended written responses</b> which must be carefully applied to the case study/context. <b>Business is not an easy option!</b> </div>

## GCSE - BUSINESS

### The course breakdown

GCSE Business – Edexcel	
Theme 1 - Investigating Small Business	Theme 2 – Building a business (big business)
1.1 - Enterprise & Entrepreneurship	2.1 – Business Growth
1.2 - Spotting a business idea	2.2 – Marketing
1.3 - Putting a business idea into practice	2.3 – Operations
1.4 - Making the business effective	2.4 - Finance
1.5 – Understanding external influences	2.5 - Human Resources

The qualification is divided into **2 themes**. These are:

#### **Theme 1 - Investigating Small Business (50% of the qualification)**

Theme 1 is assessed through an **external written examination**. It concentrates on the key business concepts, issues and skills involved in starting and running a small business. It provides a framework for students to explore core concepts through the lens of an entrepreneur setting up a business. In this theme, students will be introduced to local and national business contexts and will develop an understanding of how these contexts impact business behaviour and decisions. Local contexts refer specifically to small businesses or those operating in a single UK location and national contexts relate to businesses operating in more than one location or across the UK.

#### **Theme 2 - Building the Business (50% of qualification)**

Theme 2 examines how a business develops beyond the start-up phase. It focuses on the key business concepts, issues and decisions used to grow a business, with emphasis on aspects of marketing, operations, finance and human resources. Theme 2 also considers the impact of the wider world on the decisions a business makes as it grows. In this theme, students will be introduced to national and global business contexts and will develop an understanding of how these contexts impact business behaviour and decisions. National contexts build on those in Theme 1 and relate to businesses operating in more than one location or across the UK. Global contexts relate to non-UK or transnational businesses.

#### **Where can GCSE Business lead?**

Students taking GCSE Business can progress to 'A' level Business Studies here at Idsall or any other post 16 Business qualification. Many also use the qualification to gain an insight into starting their own business or Apprenticeship in various industries. Alternatively, students use GCSE Business as a springboard into other related courses such as Accounting and Finance, Law, Economics, Geography and Product Design.

**Further information from: Mr Gregory**

## GCSE - COMPUTER SCIENCE

### OCR GCSE COMPUTER SCIENCE

Computing is everywhere and, for most of us, life without computers is unimaginable, with computer systems affecting most of the things that we do. For example, computers are used for entertainment, to do business, control machinery, navigate planes, and communicate.

**Computer Science really is a modern, fascinating subject.** The world depends on computers. In this GCSE you will learn about how computers work, the networks they use and how programming can create solutions to everyday problems and future challenges.

### Why choose Computer Science?

- Develop problem solving skills
- Solve real world problems
- Learn how to create your future
- Learn through exploration
- Change the world
- Open the doors to a future career

### Where will your journey lead if you study Computer Science?

Obviously, a GCSE in Computer Science will give you the skills needed to start your journey towards a career in computer science. But even more than this, it will give you some of the analytical thinking and problem solving skills needed for any career. Computer Science is a great subject but combined with other subjects it can open up a whole world of opportunities.

### Assessment is made via the following elements:

**Component 01: Computer Systems.** Topics include: Systems architecture; memory & storage; computer networks, connections and protocols; network security; systems software; ethical, legal, cultural and environmental impacts of digital technology.

**Component 02: Computational thinking, algorithms and programming.** Topics include: Algorithms; programming fundamentals; producing robust programs; Boolean logic; programming languages and Integrated Development Environments.

Components 01 and 02 are equally weighted and assessed via two written examinations.

**Practical programming.** As part of the course, you will learn how to program. Programming is a very important skill to learn. It helps you to break down problems effectively, solve complex problems, think logically and learn through exploration.

**Computer Science is an EBacc subject and recognised as the fourth science, on a par with Physics, Chemistry and Biology. As such, it is very demanding. Pupils that have found difficulty with the programming units covered in Years 8 and 9 should think very carefully before taking this option.**

Further information from: Mr. H. Barfield

## **BTEC - INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)**

### **Pearson BTEC Level 1/Level 2 Tech Award in Digital Information Technology**

Digital technology powers almost everything around us — from apps and social media to business, healthcare, engineering and entertainment. Over a million people in the UK work in digital roles, and thousands more jobs appear every week. Whatever career you choose, strong digital skills will give you a real advantage.

This course is designed to help you build those skills with a mix of creativity, problem-solving and hands-on practical work.

### **What will you learn?**

This qualification (equivalent to one GCSE) gives you a solid foundation in the digital world, including:

#### **Data skills that matter:**

- Making sense of data and spotting patterns
- Presenting information clearly and professionally
- Protecting data and understanding why it matters

#### **Designing for real users:**

- Exploring how user interfaces (UIs) are created
- Planning and developing your own UI designs
- Learning how to manage a digital project from start to finish

#### **Becoming confident with spreadsheets:**

- Using spreadsheets to analyse large sets of data
- Creating dashboards that communicate information effectively
- Making sure your data tells the right story

#### **Cyber security essentials:**

- Understanding different types of cyber threats
- Learning how businesses protect themselves
- Exploring the legal and ethical issues around technology

## **BTEC - INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)**

### **Working in modern digital teams:**

- Discovering how cloud tools support remote and collaborative work
- Understanding how digital projects are organised in real companies

### **How will you be assessed?**

The course is split into **three components**:

#### **Components 1 & 2 – Coursework (60%)**

You'll complete practical assignments (around 8 hours each) that your teacher will assess. By the end of Year 10, 30% of your final grade is already secured, rising to **60%** by January of Year 11. This means less pressure from final exams and more focus on developing real skills.

#### **Component 3 – External Exam (40%)**

A written assessment set by Pearson. You'll show what you've learned across the whole course and apply your knowledge to realistic digital scenarios.

**Further information from: Mr. H. Barfield**

## GCSE - ART AND DESIGN

### What is involved?

If you have a passion for art, photography, and creativity, and you're curious about visual culture, this course is for you. Enthusiasm and dedication are essential as you dive into the exciting world of Art. This course allows you to develop your artistic skills, experiment with exciting techniques, and create unique artwork that reflects your personal style and interests.

You'll have the chance to experiment with a wide range of materials and techniques, including:

- Charcoal for bold and expressive drawing
- Ink for intricate and flowing designs
- Acrylics, watercolours, and oils for vibrant and dynamic painting
- Printmaking to create stunning, textured artworks
- Clay for sculpting 3D forms and bringing your ideas to life
- Photography to capture striking images and develop your editing skills using digital software

Learn essential artistic techniques such as composition, colour theory, perspective, life drawing, and photo manipulation.

Explore the beauty of our local town through sketching trips and develop an appreciation for the art and culture around us.

Visit the vibrant city of Liverpool, exploring world-renowned galleries and experiencing the work of inspiring artists firsthand.

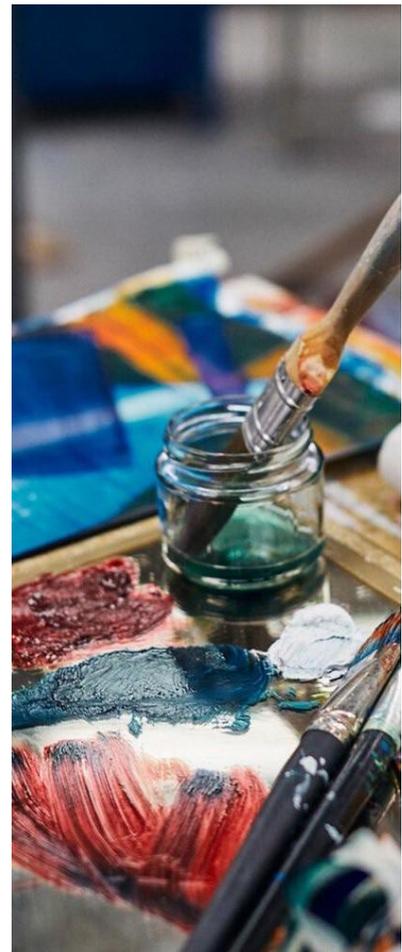
### What's in it for you?

Build a strong understanding of art history and visual culture.

Express your creativity and develop a unique artistic voice.

Gain confidence in a variety of artistic techniques, from traditional to digital.

Create an impressive portfolio of work, perfect for showcasing your talent to future employers or universities.



### Qualifications available

GCSE level grade 9 - 1.

### Assessment

**Coursework Portfolio:** A collection of your best work, showing your development and creativity - **60%**.

**Externally Set Task:** In January of Year 11 you'll be set a practical task where you'll showcase your skills under exam conditions - **40%**.

For information, please see Mr Munoz-Baldwin, Head of Art  
[Alastair.MunozBaldwin@ids.mmat.co.uk](mailto:Alastair.MunozBaldwin@ids.mmat.co.uk)

## GCSE - PHOTOGRAPHY

### What is involved?

Are you fascinated by the world around you and love capturing it through a lens? Do you enjoy experimenting with creative ideas and exploring how images can tell stories? If so, GCSE Photography is the perfect course for you. This course allows you to develop your technical and creative skills, learn professional techniques, and create a unique portfolio of stunning imagery.

You'll have the chance to experiment with a wide range of photography techniques and editing processes, including:

- **Camera settings:** Learn how to use DSLR and other cameras to capture professional-quality images.
- **Composition:** Understand how to frame and balance your shots effectively.
- **Lighting:** Explore how light and shadow can transform an image.
- **Digital editing:** Use software such as Adobe Photoshop to enhance and manipulate your photos.
- **Mixed media:** Combine photography with other art forms, such as collage, textiles, paint, and text, to create unique pieces.
- Explore the beauty of our local town through photography trips, capturing the unique character of Oswestry and its surroundings. Visit the vibrant city of Liverpool to photograph incredible architecture, culture, and art, and draw inspiration from world-renowned galleries and exhibitions.



### Qualifications available

GCSE grade 9 - 1.

### Assessment

**Coursework Portfolio:** A collection of your best work, showing your development and creativity - **60%**

**Externally Set Task:** In January of Year 11 you'll be set a practical task where you'll showcase your skills under exam conditions - **40%**

For further advice see Mr A. Munoz-Baldwin  
[Alastair.MunozBaldwin@ids.mmat.co.uk](mailto:Alastair.MunozBaldwin@ids.mmat.co.uk)

## GCSE - DRAMA



GCSE Drama is **NOT** an easy option! However, there is no doubt that it can be one of the most exciting and fulfilling experiences you will ever have. Working in Drama will help you develop confidence, self-discipline, self-reliance and the ability to work as part of a team. These skills, and many others, will develop throughout the course.

Many students love their time in Drama so much they willingly spend time working outside of the lesson, rehearsing, researching, designing and planning work, as well as seeing live theatre. There will be a range of opportunities available to you, including performances, theatre trips and working with professional actors/performers.

Drama will help you develop a wide skill set, all of which are transferable into many lines of work. It really can give you the advantage in getting ahead.

GCSE Drama follows the Eduqas specification, who provide a nurturing and supportive framework to ensure that all students can access the course and succeed. Assessment is completed over three Components and the marks are awarded as follows:

Component	Overview	Assessment
<b>Component One</b> (40%) Devising Theatre (60 Marks)	Devised Performance (15 marks) Portfolio (30 marks) Evaluation (15 marks)	Internally assessed
<b>Component Two</b> (20%) Performance of a Text (60 Marks)	Application of skills (30 marks) Interpretation of character (20 marks) Contribution to performance (10 marks)	Externally assessed Visiting examiner
<b>Component Three</b> (40% - Externally assessed) Interpreting Theatre (60 Marks)	<u>Section A</u> (45 marks) Scripted Set Text 'Noughts and Crosses' by Malorie Blackman'  <u>Section B</u> (15 marks) Live Theatre Review	Externally assessed

**If you have any questions, please speak to Mrs Creighton.**

**What can GCSE Music do for you?**

- Studying Music at GCSE takes your Music appreciation and understanding to a whole new level.
- You can expand your general music listening repertoire.
- You can express your individuality in a creative way AND you get credited for it.
- You can develop your performance skills which will boost your confidence in many different ways.
- You can base your compositions on YOUR interests.
- You can develop your ability to work as a team.



**There are three elements to GCSE Music:**

**Component 1: Performing**

Total duration of performances: 4-6 minutes Non-exam assessment: internally assessed, externally moderated 30% of qualification

**Component 2: Composing**

Total duration of compositions: 3-6 minutes Non-exam assessment: internally assessed, externally moderated 30% of qualification

**Component 3: Appraising Written examination:**

1 hour 30 minutes 40% of qualification

You will study a wide range of styles and genres of music developing your performing skills in both a solo and a group context. You will be encouraged to explore a range of compositional starting points and turn them into completed pieces of music. You develop your listening and appraising skills through the study of music across a variety of styles and genres.

This all culminates in the production of two compositions and two performances, as well as one exam answering nine questions in response to a range of different musical pieces.

**Styles and Genres covered:**

- Conventions of Pop
- The Concerto Through Time
- Film Music
- Rhythms of The World

**Am I a suitable candidate for GCSE Music?**

**Do you currently enjoy all Music lessons and want to get more out of them?**

**Do you sing or play an instrument?**

**Do you regularly do well in Music assessments?**

**If you can answer yes to all these questions? then YES you are a suitable candidate.**

**For further information, please see Mr Austin**



## CONSTRUCTION – BTEC CERTIFICATE LEVEL 1 / BTEC TECH AWARD LEVEL 2

This course will take place at our skills centre and will mean studying construction for a whole day. Entry to the course is limited and will depend on the suitability of each student.

### ***Who is it for?***

For students who are interested in a career in the construction industry.

### ***What do I need to be accepted on this course?***

A keen interest in the subject.

### ***What will I be learning?***

Year 10 is an introductory year for students to give them plenty of practical skills and understanding. You will be learning skills in carpentry & joinery, bricklaying, painting & decorating and plastering. You will also be required to complete a 4-year plan from year 10, as the start of your journey, up until year 13. The course is run at a pace to suit the learner and will consist of a whole day within the centre.

Year 11 will give learners the opportunity to choose one trade to focus on and consists of 3 units, a construction design unit, practical based assessment, and a written exam.

### ***How will my work be assessed?***

This will take place at Idsall School using both written and practical tests and projects that continually assess your work. One unit will be externally assessed to comply with BTEC standardisation practice. Units are graded pass, merit and distinction. Students who pass the course will gain the equivalent of a GCSE grade 3, if you were to achieve a level 2 grade 4.

### ***How could this course help me in the future?***

It is a practical skills based course that will give you a nationally recognised qualification when completed. It may help you find a job within the construction industry. It will also allow you to progress onto full time level 2 programmes at the centre or onto a Modern Apprenticeship programme with large building companies.

### ***What equipment will I need?***

Due to Health & Safety regulations you will be required to wear the necessary protective clothing and footwear. You are also required to purchase a polo shirt as part of the school uniform. You will need to purchase a pair of regulation safety boots and overalls. You will also need pens, pencils, ruler, compass etc. as you would need when in school.



**Further information from Mr Northall**

## GCSE - PHYSICAL EDUCATION (PE)

The AQA syllabus provides candidates with the opportunity to study both practical and theoretical aspects of Physical Education. The knowledge gained should enable students to develop a greater understanding of effective and safe physical performance. Students will have five periods of GCSE PE per fortnight (in addition to their 2 core lessons) which will be a combination of theory and practical sessions. Due to extra practical sessions; at the start of Y10, we give the GCSE students chance to purchase Optional Performance PE kit which distinguishes students from others in KS4. Details of these will be provided at the end of year 9.

### Areas of study – Theory (60%):

Theory content is covered by TWO exams		
Exams	Paper 1: The human body and movement in physical activity and sport	Paper 2: Socio-cultural influences and well-being in physical activity and sport
What is assessed:	<ul style="list-style-type: none"> <li>• Applied anatomy and physiology</li> <li>• Movement analysis</li> <li>• Physical training</li> <li>• Use of data</li> </ul>	<ul style="list-style-type: none"> <li>• Sports psychology</li> <li>• Socio-cultural influences</li> <li>• Health, fitness and well-being</li> <li>• Use of data</li> </ul>
How it's assessed:	• Written exam: 1 hour 15 minutes	• Written exam: 1 hour 15 minute
Percentage of Course	30% of GCSE	30% of GCSE

### Coursework – Practical (40%)

	1. Performance assessment (practical performance)	2. Performance analysis assessment (analysis and evaluation)
What is assessed?  	Students are required to be assessed in <b>three</b> different activities in the role of player/performer only.  One of these assessments must be in a team activity; one assessment must be in an individual activity; the third assessment can be in either activity.  Students will be assessed on their skills in progressive drills (Part 1) and in the full game (Part 2) for each activity.	Written and/or verbal assessment of student's ability to analyse and evaluate performance in one sport.  Students can analyse their own performance or the performance of another person.  Analysis and evaluation can only be carried out on the activities included in the specification.
How it's assessed?	Each activity is assessed out of 25 marks Part 1 – 10 marks      Part 2 – 15 Marks	Assessed out of 25 marks
Percentage of course	30% of GCSE	10% of GCSE

**Students choosing this option MUST excel in at least TWO sports activities and be competent in a third.**

Team Activities		
<b>Football</b>	<b>Badminton</b>	<b>Basketball</b>
Camogie	<b>Cricket</b>	Dance
Gaelic Football	<b>Handball</b>	Hockey
Hurling	Lacrosse	<b>Netball</b>
Rowing	Rugby League	<b>Rugby Union</b>
Squash	<b>Table Tennis</b>	<b>Tennis</b>
<b>Volleyball</b>	Ice Hockey	Inline Roller Hockey
Futsal		

Individual Activities		
Amateur Boxing	<b>Athletics</b>	<b>Badminton</b>
Canoeing	Cycling	Dance
Diving	Golf	Gymnastics
Equestrian	Kayaking	Rock Climbing
Rowing	Sculling	Skiing
Snowboarding	Squash	Swimming
<b>Table Tennis</b>	<b>Tennis</b>	<b>Trampolining</b>
Sailing	Figure Skating	

**\*other specialist and inclusive activities are available**

This course would suit those who are looking for a future career in sport, leisure or outdoor activities and is beneficial for students wanting to study BTEC level 3 in Sixth Form or complete an A level in PE.

**Further information from: Mr Goodison**

## BTEC – Sport

### BTEC Technical - SPORT

A BTEC Technical Level ½ award in Sport is a vocational course. Students learn by completing assignments that are based on practical settings, observations, written structured work where students respond to a question or series of questions based on a specific scenario, set by Pearsons.

The BTEC Technical Aware in Sport is the equivalent to, and in line, with, a full GCSE grade 1-9.

The course is comprised of three components, of which 2/3 are internally assessed through coursework/assignments and 1/3 externally examined through a paper-based exam, which is externally marked.

Students will have access to five periods of BTEC Technical Award in Sport lessons per fortnight, which will be a combination of mainly theory lessons with occasional practical sessions; this is in addition to their tow core PE lessons. Due to the extra practical sessions in the course; at the start of YR10, we given the students the chance to purchase 'Optional' Performance PE kit which distinguishes students from other students in the year.

Details of these will be provided at the end of Year 9.



All Students will learn content for, and complete 3 compulsory components:

- **Component 1: preparing participants to take part in sport and physical activity (internally assessed/moderated externally)**
- **Component 2: Taking part and improving other participants sporting performance (internally assessed/moderated externally)**
- **Component 3: Developing fitness to improve other participants' performance in sport and physical activity (Synoptic paper-based exam/externally assessed)**

Students will be given the opportunity to access revision guides for this course, either online through Pearson or through school once settled into the course.

Students will be taught until content and given a specific time frame where they will complete set assignments by Pearson to be marked by their teacher. Which in turn will be a quality assessed by Pearson Standards Verifiers.

This course will be invaluable for students who want to study BTEC National in sixth Form or those who are looking for a future career in sport, leisure, or outdoor activities.

***\*Please note this course requires you to produce coursework to set deadlines\****

***\*Your time will be split approximately 85% in the classroom and 15% in practical lessons, however subject to consideration\****

**Further Information from Mr P. Goodison or Miss J. Broughton**



### **PLEASE NOTE:**

Final decisions regarding the best route for students will be made by the PE department following further discussion and guidance given to each student.