



ARCHBISHOP ILSLEY
CATHOLIC SCHOOL

Let your light shine

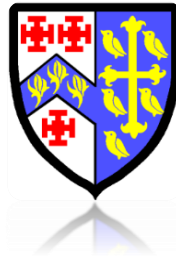


Archbishop Ilsley Catholic School

Key Stage 4 Curriculum 2026 – 2028



Explore the options & make the right choices for you...



INTRODUCTION

The transition from Key Stage 3 to Key Stage 4 is an important one. Pupils will be studying courses that will, for the first time, lead to nationally recognised qualifications. The results achieved on these courses will stay with pupils for the rest of their life. They will form the basis for access to and progress in the next stage of education, training or employment.

The world of employment is constantly changing and traditional ideas of a 'job for life' no longer apply. Pupils need to be thoroughly prepared with all the key skills and particularly to be able to apply them in ever changing situations. It is important to ensure a broad and balanced curriculum that meets the needs of all our learners, preparing them for a variety of possible future career paths and allowing them to be able to cope with change if they need or want to.

We must also provide for the start of specialisation into areas of interest and strength for individuals. Some pupils may already have started to think seriously about possible future career paths and have a clear goal in mind. Others at this stage still have no definite ideas and will want to keep as many options open as possible. Some will want to try something new or different and find out whether they have yet undiscovered talents and skills in these areas.

For most pupils we recommend that they choose a range of courses across subject areas.

Through this booklet, we hope to give you detailed descriptions of each subject on offer throughout Key Stage 4. Some are of course compulsory, for the reasons outlined above. Others are optional. During form time, you will have presentations delivered to you by subject teachers to find out more about all the courses on offer.

Some pupils will then have a review with senior teachers to discuss their choices, where necessary.

Option forms are to be returned to school by **Monday 9th March 2026**.

We wish you a very successful Key Stage 4!

Advice on Your Course Selections

This year you have the opportunity to select and design part of your own timetable. You do not have complete freedom to choose all your subjects. Some are compulsory and form part of the National Curriculum; others have an element of choice.

The National Curriculum states that all pupils must study a core curriculum of:

- **Religious Studies** – GCSE
- **Mathematics** - GCSE
- **English Language** - GCSE
- **English Literature** - GCSE
- **Science** – pupils who do not opt for Triple Science (GCSEs in Biology, Chemistry and Physics) will take the Combined Science qualification (two GCSEs)
- **Physical Education** – this is non-examined. Pupils receive two hours of PE per fortnight
- **Careers Education & Personal, Social, Health & Relationships Education** – this is delivered fortnightly as part of our RSE programme

Even though the National Curriculum is less rigid than it was, we still have clear expectations about what pupils ought to study. This is to ensure that you have a learning experience that provides a strong foundation for future progression.

The English Baccalaureate (EBacc)

As a school, we are committed to offering pupils the English Baccalaureate at GCSE. A pupil will receive an English Baccalaureate if they achieve at least 5 (grade 5+) GCSEs which include

- Mathematics
- English Language/English Literature
- Science – either from combined science or a triple science qualification
- History or Geography
- French or Spanish (A selection of other languages, which may be studied at home or externally, would also count towards the EBacc. Please speak with Mrs Walton – Head of MFL, for more information)

It is important that pupils are encouraged and have the opportunity to study a language and a humanities subject such as Geography or History. This is because higher education institutions and increasingly employers look for a broader, more academic, set of subjects.

The EBacc consists of the subjects that are considered essential to many degrees and apprenticeships and opens doors to further study and opportunities.

All pupils will study three options. They will be placed on a provisional route that allows them to fulfil their potential. This will appear on their options form.

The routes are:

- **EBacc Route:** Pupils must choose **one controlled** option and **two free** options
Or
- **Technology Route:** Pupils must choose from one **technology** option, one **controlled** option and one **free** option. All pupils on this pathway will complete a GCSE in Design & Technology (either Graphics or Resistant Materials) or Hospitality & Catering (Food Technology)

For pupils who are placed on the **EBacc Route**, their choices are:

Controlled Options	Free Options
GCSE Computing ¹	GCSE Art
GCSE French	GCSE Business Studies
GCSE Spanish	GCSE Computing ¹
GCSE Geography	GCSE Design & Technology (Graphics) ³
GCSE History	GCSE Design & Technology (Resis. Mat) ³
GCSE Triple Science ²	GCSE Drama
	GCSE French
	GCSE Geography
	GCSE History
	GCSE Media Studies
	GCSE PE
	GCSE Spanish
	BTEC Health & Social Care
	OCR Creative iMedia ⁴
	OCR Sports Studies
	Hospitality & Catering – Food Technology

Note: ¹ For Computing, you must be working at a band 6 or above in Mathematics

² For Triple Science you must be working at a band 7 or above in Science

³ You can only pick one of Graphics, Resistant Materials or Hospitality & Catering

⁴ You cannot pick both Creative iMedia and Computer Science

For pupils who are placed on the **Technology Route**, their choices are:

Controlled Options	Free Options
GCSE French	GCSE Art
GCSE Spanish	GCSE Business Studies
GCSE Geography	GCSE Drama
GCSE History	GCSE French
	GCSE Geography
	GCSE History
	GCSE Media Studies
	GCSE PE
	GCSE Spanish
	BTEC Health & Social Care
	OCR Creative iMedia
	OCR Sports Studies

We will always endeavour to try and give you the options you choose. However, if this is not possible, we will use your **reserve free option** choice. It is important that you put thought into this.

- *Examples of the options form which pupils complete are overleaf*

Please note the following important points:

- Once the options are confirmed for a pupil, these cannot be changed. It is important that you make the best choices possible before submitting your form. If you are unsure, please speak to Mr McDonald or Mrs Lynch
- In some instances, a band change will occur to make the options a pupil makes work. This cannot be changed

Key Stage 4 – Examination Grading

The examinations you sit in 2028 will be graded from 9 to 1 (for GCSEs) or Level 2 Distinction * to Level 1 Pass (for Vocational and Technical Qualifications). A grade 4 is considered a '**Standard**' pass and grade 5 a '**Good**' pass. Think carefully about your interests and skills when choosing your options, to enable you to match them to subjects where you will achieve success.

At the end of this booklet, please take the time to read how your options can link to the subjects you may study in our Sixth Form at Key Stage 5.

Archbishop Isley Catholic School
Key Stage 4 Options 2026-2028

Name: EXAMPLE

Tutor Group: EXAMPLE

Yr 10 Provisional Route: EBacc

Select ONE Controlled Option

GCSE Computing¹
GCSE French
GCSE Spanish
GCSE Geography
GCSE History
GCSE Triple Science²

My Controlled option is:

Select TWO Free Option

GCSE Art
GCSE Business Studies
GCSE Computing¹
GCSE Design & Technology (Graphics)³
GCSE Design & Technology (Resistant Materials)³
GCSE Drama
GCSE French
GCSE Geography
GCSE History
GCSE Media Studies
GCSE PE
GCSE Spanish
BTEC Health & Social Care
OCR Creative iMedia⁴
OCR Sports Studies
Hospitality & Catering (Food Technology)³

My First Free option is:

My Second Free option is:

My Reserve Free option is:

Note: ¹ For Computing, you must be working at a band 6 or above in Mathematics

² For Triple Science you must be working at a band 7 or above in Science

³ You can only pick one of Graphics, Resistant Materials or Hospitality & Catering

⁴ You cannot pick both Creative iMedia and Computer Science

- I have read the options booklet, and I am aware of the choices I am making
- I understand that I cannot change my options once I have selected them
- I understand that the choices I make cannot be guaranteed

Signed: _____

Return this completed form to your tutor by Monday 9th March

Archbishop Ilsley Catholic School
Key Stage 4 Options 2026-2028

Name: EXAMPLE

Tutor Group: EXAMPLE

Yr 10 Provisional Route: Technology

All pupils on this pathway will follow a course in Design & Technology or Hospitality & Catering (Food Technology)

Select ONE Technology Option

GCSE Design & Technology - Graphics
GCSE Design & Technology - Resistant Materials
Hospitality & Catering (Food Technology)

My Technology option is:

Select ONE Controlled Option

GCSE French
GCSE Spanish
GCSE Geography
GCSE History

My Controlled option is:

Select ONE Free Option

GCSE Art
GCSE Business Studies
GCSE Drama
GCSE French
GCSE Geography
GCSE History
GCSE Media Studies
GCSE PE
GCSE Spanish
BTEC Health & Social Care
OCR Creative iMedia
OCR Sports Studies

My Free option is:

My Reserve Free option is:

- I have read the options booklet, and I am aware of the choices I am making
- I understand that I cannot change my options once I have selected them
- I understand that the choices I make cannot be guaranteed

Signed: _____

Return this completed form to your tutor by Monday 9th March

RELIGIOUS STUDIES

COURSE OUTLINE

EDUQAS GCSE Religious Studies (Route B) focuses in depth on the Catholic faith through the exploration of beliefs, teachings, practices, sources of authority and forms of expression within Catholicism. Pupils will broaden their understanding of religion by studying the beliefs and practices of Judaism whilst also studying the contemporary ethical issues of evil and suffering, the origin of life, the afterlife and crime and punishment through Catholic, religious and non-religious perspectives.

The study of Catholicism will explore what Catholics believe, why they believe this and how this is expressed through art, music or architecture. The themes of study are:

Foundational Catholic Theology

- Origins and Meanings
- Good and Evil

Applied Catholic Theology

- Life and Death
- Sin and Forgiveness

SKILLS REQUIRED

As an essay based subject, the ability to research concepts, express thoughts coherently and formulate an argument are both essential and those that will be developed over the course. The nature of Religious Studies also requires the skills of empathy, the ability to consider abstract concepts and approach sensitive topics in a mature manner.

AVAILABLE TO: All PUPILS WITH AN INTEREST IN LIFE, CULTURE AND NATURE OF EXSISTENCE

QUALIFICATION: GCSE

AWARDING BODY: EDUQAS

HEAD OF DEPARTMENT: MISS K DUFFY

ASSESSMENT METHOD

There are three written exams; the two Catholic papers last 90 minutes each with the Judaism exam being 60 minutes.

During the course, there will be numerous opportunities to hone the skills necessary to succeed at GCSE through Pre-Public Examinations.

POST 16 OPPORTUNITIES AND CAREERS

Religious Studies is recognised as a traditional GCSE that builds study skills that promote academic rigour whilst also developing 'soft skills' such as empathy, compassion and an understanding of many issues and concerns that we will all face at some point in our lives. As such, RS lend itself to many varied careers paths from A level and university preparation to social work, medicine, the armed forces, journalism, law, teaching, media, the civil service and religious life.

ENGLISH LANGUAGE

COURSE OUTLINE

All pupils will take English Language and English Literature GCSEs.

These qualifications are designed to inspire and motivate pupils, providing appropriate challenge whilst ensuring that the assessment and texts are, as far as possible, accessible to all pupils.



AVAILABLE TO: ALL PUPILS
QUALIFICATION: CORE GCSE
AWARDING BODY: AQA
HEAD OF DEPARTMENT: MRS T HERRON

ASSESSMENT METHOD

A Linear qualification with all exams sat at the end of the course.

Two Exams:

Paper 1 – Exploration in Creative Reading & Writing
- 50% - 1 hour, 45 minutes

Paper 2 – Writers Viewpoints and Perspectives 50%
- 1 hour, 45 minutes

Non Exam Assessment- Pupils undertake a prepared spoken language presentation on a topic of their choice.

POST 16 OPPORTUNITIES AND CAREERS

It is essential to have GCSE English at a minimum grade 4 to access apprenticeships and Level 3 courses and if considering a teaching course.

These GCSE courses are excellent preparation to study English or Media at A Level.

A qualification in English is essential for numerous career areas including teaching, journalism, the legal profession and many more.

ENGLISH LITERATURE

ASSESSMENT METHOD

Paper 1- 40%: Shakespeare and the 19th-century novel
External Examination 1hr 45

AVAILABLE TO: ALL PUPILS
QUALIFICATION: CORE GCSE
AWARDING BODY: AQA
HEAD OF DEPARTMENT: MRS T HERRON

Section A: Shakespeare: pupils will answer one question on their play of study. They will be required to write in detail about an extract from the play and then to write about the play as a whole.

Plays include: 'Romeo and Juliet', 'Macbeth' and 'The Merchant of Venice'.

Section B: The 19th-century novel: pupils will answer one question on their novel of study. They will be required to write in detail about an extract from the novel and then to write about the novel as a whole. **Novels include:** 'The Strange Case of Dr Jekyll and Mr Hyde' by Robert Louis Stevenson and 'A Christmas Carol' by Charles Dickens.



Paper 2 - 60%: Modern texts and poetry
External Examination 2hr 15

Section A: Modern texts: pupils will answer one essay question from a choice of two on their studied modern prose or drama text. **Texts include:** 'An Inspector Calls' by JB Priestley and 'Lord of the Flies' by William Golding.

Section B: Poetry: pupils will answer one comparative question on one named poem printed on the paper and one other poem from their chosen anthology cluster.

Section C: Unseen poetry: pupils will answer one question on each of the two unseen poems and one comparative question.

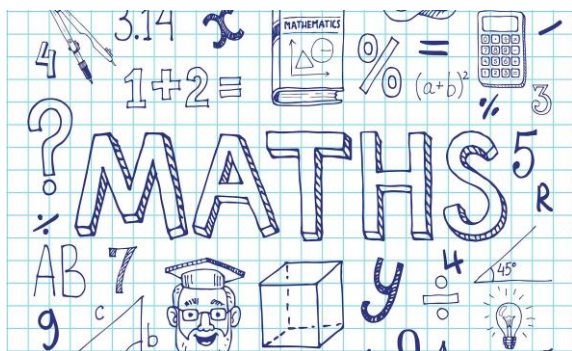
MATHEMATICS

COURSE OUTLINE

The GCSE requires pupils to develop their knowledge skills and understanding of mathematical methods and concepts including:

- Number
- Algebra
- Geometry & Measures
- Statistics & Probability
- Use their knowledge and understanding to make connections between mathematical concepts
- Be able to apply the functional elements of Mathematics to solve problems in real life situations.

GCSE Mathematics has a Foundation Tier (Grades 1 – 5) and a Higher Tier (Grades 4 – 9)



SKILLS REQUIRED

- Use and apply standard techniques and methods
- Reason, interpret and communicate Mathematically
- Solve problems within Mathematics using critical thinking skills

AVAILABLE TO: ALL PUPILS

QUALIFICATION: CORE GCSE

AWARDING BODY: AQA

HEAD OF DEPARTMENT: MR A LYNCH

ASSESSMENT METHOD

A Linear qualification with all exams sat at the end of the course. 3 written papers at either Foundation Tier or Higher Tier

Paper 1 Non Calculator Paper - 90 minutes

Paper 2 Calculator Paper - 90 minutes

Papers 3 Calculator Paper - 90 minutes

POST 16 OPPORTUNITIES AND CAREERS

GCSE Mathematics at Grade4/5 or above is an essential entry requirement for nearly all 16+ level courses, 6th forms, apprenticeships and university courses regardless of subject.

Successful completion of GCSE Mathematics will allow progression to A level courses with a significant Mathematical content such as Biology, Physics, Geography, Business Studies & Psychology.

A grade 7 at GCSE Mathematics is a minimum requirement in most institutions offering A level Mathematics

Mathematics is valued by employers across nearly all job sectors. Careers include Computing, Medicine, Engineering, Finance, Retail, and Teaching. Studies conducted by the UK Government state that GCSE Mathematics has the biggest influence on your future earnings

COMBINED SCIENCE

COURSE OUTLINE

Biology

1. Cell biology
2. Organization
3. Infection and response
4. Bioenergetics
5. Homeostasis and response
6. Inheritance, variation and evolution
7. Ecology

Chemistry

8. Atomic structure and the periodic table
9. Bonding, structure, and the properties of matter
10. Quantitative chemistry
11. Chemical changes
12. Energy changes
13. The rate and extent of chemical change
14. Organic chemistry
15. Chemical analysis
16. Chemistry of the atmosphere
17. Using resources

Physics

18. Forces
19. Energy
20. Waves
21. Electricity
22. Magnetism and electromagnetism
23. Particle model of matter
24. Atomic structure

The course will be taught through a mixture of theory and practical work. There is no practical coursework but pupils' understanding of scientific practical investigation will be assessed in the final exams.

SKILLS REQUIRED

WS 1.1 Understand how scientific methods and theories develop over time.

WS 1.2 Use a variety of models such as representational, spatial, descriptive, computational and mathematical to solve problems, make predictions and to develop scientific explanations and understanding of familiar and unfamiliar facts.

WS 1.3 Appreciate the power and limitations of science and consider any ethical issues that may arise.

COMPULSORY FOR ALL PUPILS NOT STUDYING THE THREE SEPARATE SCIENCES

QUALIFICATION: GCSE COMBINED SCIENCE: TRILOGY

THIS IS A DOUBLE AWARD WORTH TWO GCSEs.

AWARDING BODY: AQA

HEAD OF DEPARTMENT: MRS R GASHI

ASSESSMENT METHOD

100% external terminal exams sat in year 11.

You will sit six 1hr 15min papers.

Two papers each for;

Biology, Chemistry and Physics

POST 16 OPPORTUNITIES AND CAREERS

**This course will allow entry to
(Subject to grade)**

- A level science courses
- BTEC L3 courses
- Numerous apprenticeship schemes

Can also be used as a general qualification for entry into careers such as media, construction, education, engineering, health as well as directly into more science related careers.

TRIPLE SCIENCE

COURSE OUTLINE

The triple Science course has been developed to emphasise explanations, theories and modelling in Science along with the implications of Science for society. Strong emphasis will be placed on the active involvement of pupils in the learning process and the specification encourages a wide range of teaching and learning activities.

This is to be achieved by:

- Identifying activities and experiences that will excite learners' interest through links to scientific ideas and their implications for society.
- Providing opportunities to develop science explanations and theories.

Pupils take all three sciences; Biology, Chemistry and Physics and each subject follows a traditional science course exploring core scientific principles and building on these to give breadth and depth. Pupils will achieve GCSEs in Biology, Chemistry and Physics. The course will be taught through a mixture of theory and practical work. There is no practical coursework but pupils' understanding of scientific practical investigation will be assessed in the final exams.

SKILLS REQUIRED

You need to have a keen interest in science across all subjects, good practical skills and the ability to communicate scientific ideas and knowledge. In order to be invited to take Triple Science, three GCSEs in the separate science; you should be working at band 6 or 7 and be able to work independently both in practical sessions and in written work. Triple Science is particularly suitable for those pupils who have already identified a career path that includes A Levels in one or more of the

AVAILABLE TO: PUPILS WITH AN INTEREST IN SCIENCE WORKING AT A BAND 7 OR ABOVE. (*NUMBERS ARE LIMITED FOR THIS COURSE*)

QUALIFICATION: THREE GCSE's

AWARDING BODY: AQA

HEAD OF DEPARTMENT: MR R GASHI

ASSESSMENT METHOD

100% external terminal exams sat in year 11.

You will sit six 1hr 45min papers in total. Two papers each for Biology, Chemistry and Physics

POST 16 OPPORTUNITIES AND CAREERS

Successful completion of GCSEs in Biology, Chemistry and Physics will lead on to any science A Level or other Level 3 science course.

"Taking triple sciences has enabled me to gain a deeper understanding of the key topics in science. As triple science pupils, we get to spend more time on topics. Our class has pupils who all enjoy science and have chosen triple science as an option."

Jessica

ART AND DESIGN

COURSE OUTLINE

GCSE Fine Art – drawing, printing, painting and sculpture

The GCSE follows on from the work at Key Stage 3 and has an emphasis on the process of developing both ideas and work. It is about having an adventurous and enquiring approach to art and design, whilst developing the skills to express your ideas. During the course, there will be opportunities to explore different media; **drawing and painting, sculpture and ceramics, printing and computer graphics as well as photography.**



SKILLS REQUIRED

We want artists who can:

- Engage in the creative process of art, craft and design in order to develop as effective and independent learners.
- Develop creative, imaginative and intuitive capabilities.
- Become confident in taking risks and learn from experience when exploring and experimenting with ideas, processes, media, materials and techniques.
- Develop critical understanding through investigative and expressive skills.
- Develop and refine ideas, proposals, and personal outcomes.
- Acquire and develop technical skills through working with a broad range of media, materials, techniques, processes.
- Develop knowledge and understanding of art, craft and design in historical and contemporary contexts, societies and cultures.

AVAILABLE TO: PUPILS WITH AN INTEREST IN ART & CREATIVITY WITHIN A VARIETY OF MATERIALS

QUALIFICATION: GCSE (FINE ART)

AWARDING BODY: OCR

HEAD OF DEPARTMENT: MRS P HAWKINS

ASSESSMENT METHOD

Internal Assessment with external moderation conducted by OCR.

Portfolio = 60% of total GCSE

Externally Set Task (Exam) = 40% of total GCSE

POST 16 OPPORTUNITIES AND CAREERS

A route through 'A' level Art at Archbishop Ilsey prepares you for an excellent transition to a University.

What would you like to be...?

An **architect**, engineer, artist, a product designer, a **graphic designer**, a games designer, a photographer, a fashion designer, a textile designer, a **digital artist**, a theatre **set designer**, a costume designer, a movie maker, an **animator**... the list is endless as the skills you develop are transferable to employment and further education.

WHAT THE ARTISTS SAY...

"Doing large pieces of art was always something to look forward to."

"Working with an artist and doing lino cuts - something different!"

"This course has increased my knowledge about art hugely."

BUSINESS STUDIES

COURSE OUTLINE

Qualification Aims and Objectives

This qualification aims to enable students to:

- Understand key business concepts, terminology, objectives, and the impact of business on individuals and society.
- Apply knowledge to real-world business issues across various local, national, and global contexts.
- Develop commercial and creative thinking skills to solve problems and make informed decisions.
- Become independent, critical, and reflective thinkers with an enquiring mindset.
- Use quantitative skills to analyse and interpret business data.

Business Contexts

Students apply knowledge to various business types, from small enterprises to multinationals, across local, national, and global contexts. They explore how these environments shape business behaviour and use terminology to explain activities in familiar and unfamiliar scenarios.

Business Decision Making

Students understand how interconnected business functions influence decisions and how different contexts influences choices. They develop problem-solving skills by analysing opportunities and challenges, making justified decisions using qualitative and quantitative data.

Theme 1: Investigating Small Business

This theme introduces students to the world of small businesses and entrepreneurial opportunities. It focuses on how businesses are started and the challenges they face.

1. Enterprise and Entrepreneurship -
2. Spotting a Business Opportunity
3. Putting a Business Idea into Practice
4. Making the Business Effective
5. Understanding External Influences

Theme 2: Building a Business

This theme builds on the knowledge from Theme 1 and focuses on the growth and management of established businesses.

1. Growing the Business
2. Making Marketing Decisions
3. Making Operational Decisions
4. Making Financial Decisions
5. Making Human Resource Decisions

AVAILABLE TO: ALL STUDENTS

QUALIFICATION: GCSE

AWARDING BODY: PEARSON EDEXCEL

HEAD OF DEPARTMENT: MRS ROSE

ASSESSMENT METHOD – EXTERNAL ASSESSMENT: TWO EXAMS

Paper 1 (Theme 1 Content)

1 hour 30 minutes, 50% of total qualification.

Focuses on small businesses and includes multiple-choice, short-answer, and longer essay-style questions.

Paper 2 (Theme 2 Content)

1 hour 30 minutes, 50% of total qualification.

Focuses on growing businesses.

POST 16 OPPORTUNITIES, CAREERS & EXTRA CURRICULAR

Achievement at Level 2 provides a suitable foundation for further study within the sector through progression on to our A level qualification with Business Studies with EDUQAS within year 12.

Through this, there are a wide range of career pathways this could lead to including careers within:

Finance
Marketing
Human resources
Business management
Retail management

We also offer a very successful extracurricular club; open to all students within Key Stage 4 and 5 through our young Enterprise Project. This allows students to practically apply the skills they have developed through this course and work with local and national business and government to develop a successful business as well as opportunities for training and networking with some of the most influential people within the UK business industry.

SKILLS REQUIRED

Strong communication skills (oral and written)

Good mathematical skills

Analytical and critical thinking skills

Problem solving skills

Self-motivation

Good organisational skills

COMPUTING

COURSE OUTLINE

Our Computer Science qualification will, above all else, be relevant to the modern and changing world of computer science. Computer Science is a practical subject where learners can apply the knowledge and skills learned in the classroom to real-world problems. An intensely creative subject involves invention and excitement.

One of the most valuable skills to have in life is the ability to problem solve. In Computer Science, this skill will be developed in abundance. The qualification is split into two elements. The theory of computing and computer programming.

This GCSE will also provide a good grounding for other subject areas that require computational thinking and analytical skills. If you ever wanted to work within the Computing industry whether it be games, networking, cyber security or programming, this is the course for you.

There are 10 types of people in this world, those who understand binary and those who don't.
If you understand this statement then definitely sign up today!



SKILLS REQUIRED

If you have a real passion for computers and spend time learning new skills this course is ideal for you. To be successful at the course you must be prepared to learn new operating systems and spend time programming solutions to different problems. Ideally, you will have a computer at home, as the course requires pupils to be able to practise programming outside of lessons.

There is a reason why some of the most successful people in the world are involved in the computing industry. Hard work and resilience, these are essential ingredients for success in this subject.

AVAILABLE TO: PUPILS WITH A STRONG INTEREST IN COMPUTER SCIENCE WORKING AT A BAND 6 OR ABOVE IN MATHEMATICS. (NUMBERS ARE LIMITED FOR THIS COURSE)

QUALIFICATION: GCSE

AWARDING BODY: EDUQAS

HEAD OF DEPARTMENT: MRS N ROSE

ASSESSMENT METHODS

Component 1: Understanding Computer Science

Written examination: 1 hour 45 minutes
50% of the qualification

Component 2: Computational Thinking and Programming

On-screen examination: 2 hours
50% of the qualification

POST 16 OPPORTUNITIES AND CAREERS

Successful completion of this course will equip pupils for the next step in their careers and the depth of coverage means that it provides a solid foundation for either the study of A level Computing or employment. The skills learnt during the course will not only enhance the pupils' knowledge of the Computer Science subject but will make them a very independent, resourceful and resilient individual.

“This course introduced me to programming and has really helped me during my A level Studies and now my job. It develops both your knowledge and computing skills in a fun but challenging way.”

Jack Yr13

Jack Yr13



DESIGN & TECHNOLOGY

COURSE OUTLINE

This is a full GCSE course.

Design and Technology will allow pupils to participate confidently in an increasingly technological world.

This GCSE specification covers:

- New and Emerging Technologies
- Sustainability
- Modern and Smart Materials
- Electronic Systems
- Mechanical Devices
- Materials and their Working Properties

Past GCSE results in D&T are higher than the National average. Pupils demonstrate their ability to use their knowledge and creativity to solve problems. Pupils have the opportunity to work with modern equipment and software that will prepare them for the future.



SKILLS REQUIRED

Studying Design & Technology will help you develop as a creative problem solver. You will be researching and evaluating products and processes, engaging in focussed practical tasks to develop ideas. You will plan and make your own unique designs using a combination of materials and computer aided design and manufacture. A subject requires you to develop many different skills as well as utilising skills from other subjects. You need to measure, calculate and estimate. You need to gather and analyse data. You need to consider options and justify decisions. You will learn to work independently as well as in teams in order to communicate your ideas. You will combine your practical skills with an understanding of aesthetics, functional, moral, cultural and environmental issues in order to design and make quality products. You will learn about Computer Aided Design and Manufacture using software programs that are used in industry.

AVAILABLE TO: ALL PUPILS

QUALIFICATION: GCSE

AWARDING BODY: AQA

HEAD OF DEPARTMENT: MRS N ZANNAR

TEACHER IN CHARGE: MR D LAKIN

ASSESSMENT METHODS

Non-exam Assessment (Coursework) - 50%

Pupils must produce one substantial piece of coursework in year 11. This amounts to 50% of the final exam grade.



Written Examination Paper - 50%

POST 16 OPPORTUNITIES AND CAREERS

Design & Technology will suit everyone, especially those wishing to develop both their practical and analytical skills as well as anyone considering a career in any area of designing including graphics, illustration, interior design, product design architecture, CAD/CAM, engineering, manufacturing and teaching.



DRAMA

COURSE OUTLINE

GCSE Drama offers students the opportunity to explore drama as a practical art form in which ideas and meaning are communicated to an audience through choices of form, style and convention.

Students will create, perform and respond to drama informed by their theoretical knowledge of drama and theatre.

This GCSE specification covers and is divided into three Components:

Component 1: Understanding Drama

- Theatre roles and terminology
- Study of set play
- Study of Live Theatre Production

Component 2: Devised Theatre

- Creating devised drama
- Performing devised drama

Component 3: Texts in Practice

- Performance of two extracts



SKILLS REQUIRED

Studying drama involves applying knowledge and understanding to the making, performing, and responding to theatrical works. Students explore performance texts while considering their social, cultural, and historical contexts, including the theatrical conventions of the time in which they were created. They develop a range of theatrical skills and apply them creatively to performances, working collaboratively to generate, develop, and communicate ideas effectively. Through this process, students grow as creative, independent, and reflective individuals, making informed choices in both rehearsal and performance. They contribute both individually and collectively to theatrical productions, while also critically reflecting on and evaluating their own work and that of others. Additionally, students gain awareness and understanding of the roles and processes involved in contemporary professional theatre practice, equipping them with valuable insights into the industry.

AVAILABLE TO: ALL PUPILS

QUALIFICATION: GCSE

AWARDING BODY: AQA

HEAD OF DEPARTMENT: MRS P HAWKINS

TEACHER IN CHARGE: MRS J JONES

ASSESSMENT METHOD

Non-exam Written Coursework – **30%**

Non-exam Practical Coursework – **30%**

Written exam- 40%

Pupils must produce a devising log as part of their written coursework and a devised performance as well as two scripted performances as part of their practical coursework.

POST 16 OPPORTUNITIES AND CAREERS

Students who go on to AS or A-level are already familiar with studying a whole set text for the written paper. They have built solid foundations in reviewing a live theatre production and in interpreting key extracts.

All of these aspects feature in the AS and A-level as well as the GCSE.



GEOGRAPHY

COURSE OUTLINE

Geography is about both our physical and human environment, including how we adapt to and deal with changes in it. In the course, you will study:

The physical environment; this includes:

- Natural hazards – including earthquakes and volcanoes, tropical storms, extreme weather in the UK, and Climate change
- Landscapes in the UK – including coastal and river landscapes
- The living World – including important ecosystems of tropical rainforests, and hot deserts

The human environment; this includes:

- Urban issues and challenges – including city growth and sustainability
- The changing world – including differences and changes in development
- Resource management – including managing supplies of energy, food and water

Geographical applications; this includes:

- Evaluating a geographical issue. You will use sources including maps, diagrams, graphs, statistics, photographs, satellite images, sketches, and quotes from different interest groups to explore and write about a geographical issue.
- Fieldwork. You will undertake two geographical enquiries, each of which will include the use of primary data, collected as part of a fieldwork exercise.

SKILLS REQUIRED

You need to be interested in the world around us – what is it like, and how it is changing.

You will have to be able to think through ideas carefully, use maps and a wide range of sources to explore problems and ideas.

You will work both independently and in groups.

AVAILABLE TO: ALL PUPILS

QUALIFICATION: GCSE

AWARDING BODY: AQA

HEAD OF DEPARTMENT: MR N ROYSTON

ASSESSMENT METHOD

A Linear qualification with all exams sat at the end of the course

3 Exams

Paper 1 Physical Environment 35% - 90 minutes

Paper 2 Human Environment 35% - 90 minutes

Papers 3 Geographical Issues & Fieldwork 30% - 90 minutes

POST 16 OPPORTUNITIES AND CAREERS

Geography is a challenging traditional academic subject highly valued by Universities and forms part of the English Baccalaureate. It is a strong and popular A level subject in Sixth Form.

Geography pupils go into careers using both their geographical and practical skills. Careers range from Surveying & Construction, Business & Travel, Journalism, Law Computer Science and many more.

“I chose Geography as it teaches you about real world issues; it’s fun and is useful for any career”

Liam

HISTORY

COURSE OUTLINE

History GCSE includes a broad and diverse study of the History of Britain and the wider world. It will give pupils a range of skills that will support progression not just in History, but also in all their subjects.

The exciting course content includes:

- Crime and Punishment in Britain C1000 – Present and White Chapel, c1870-c1900: crime, policing and the inner city.
- Elizabethan England: 1558-1588
- Superpower relations and the Cold War 1941 – 1991
- Weimar and Nazi Germany 1918 - 1939

SKILLS REQUIRED

An outstanding Historian needs to be inquisitive. They will want to know where, when, why, what and how people and events from the past have shaped our future. They will be willing to read, ask questions, study sources, discuss their opinions and formulate well-supported oral and written judgements.

“History, despite its wrenching pain, cannot be unlived, but if faced with courage, need not be lived again”.

Maya Angelou

AVAILABLE TO: ALL PUPILS

QUALIFICATION: GCSE

AWARDING BODY: EDEXCEL

HEAD OF DEPARTMENT: MR M JONES

ASSESSMENT METHOD

A Linear qualification with all exams sat at the end of the course.

Three Exams

Paper 1 30% - 1 hour and 15 minutes

Paper 2 40% - 1 hour and 45 minutes

Papers 3 30% - 1 hour and 20 minutes

POST 16 OPPORTUNITIES AND CAREERS

History provides young people with opportunities to develop a variety of skills that will contribute to their chosen career. The transferable skills, abilities and attitudes to independent learning developed through the study of History make young people attractive to employers. Numerous careers where History is an important qualification include:

Accountancy

Archaeology

Architecture

Armed Forces

Business Management

Human Resources

Information Technology

Journalism

Law

Media

The Police

Politics

Teaching

Tourism

MEDIA STUDIES

COURSE OUTLINE

Media Studies is the study of the mass media and popular culture e.g. television, film, radio, newspapers, magazines, print advertising and marketing, online, social and participatory media, video games and music video.

This is a contemporary course designed to allow students to study the media in an academic context and apply the knowledge and understanding gained, to the process of creating their own media production. Students will study a wide range of media forms, both contemporary and historical to enable them to develop a wider understanding and appreciation of the media. Students will engage confidently with a range of media products from the perspective of both analytical consumer and a creative producer. This course should inspire students to continue learning beyond the classroom as well as developing personal and interpersonal skills that will serve them well both in all aspects of their education.

WHAT WILL I LEARN?

Students will be taught how to analyse media products through media language, representations and meanings. Students will study products from specific media industries and audiences to develop their knowledge and understanding. They will also explore how media products reflect and are influenced by, the social, cultural, historical and political contexts in which they are produced. In addition, students will develop knowledge and understanding of key aspects of media industries, including ownership, funding, regulation, production, distribution and technology. Students will consider relevant aspects of media audiences; considering why and how an audience is targeted.

SKILLS REQUIRED

Students will be expected to be able to demonstrate competence in a range of media skills. These include:

Pre-production/planning skills: storyboarding, poster design, print advertising design, sketching etc.

Production Skills: photography to create still image work, video/digital cameras to create moving image work, use of desktop publishing and image manipulation programmes to create finished products, magazine front covers or advertising examples

Evaluation: students are expected to be able to effectively evaluate their production work in light of media practices and a theoretical framework.

Extended Writing: students will be expected to be able write extended answers fluently, using media language in order to analyse media products, representations and industries.

AVAILABLE TO: STUDENTS WITH AN INTEREST IN MEDIA, PHOTOGRAPHY, DESIGN
QUALIFICATION: GCSE MEDIA STUDIES
AWARDING BODY: WJEC EDUQAS
HEAD OF DEPARTMENT: MR J BROOKES

ASSESSMENT METHOD

Component 1: Exploring the Media
Written examination: 1 hour 30 minutes
40% of qualification

Skills assessed: knowledge, understanding and application of media language, representation and media industries and audiences, in relation to set products and unseen material.

Component 2: Understanding Media Forms and Products

Written examination: 1 hour 30 minutes
30% of qualification

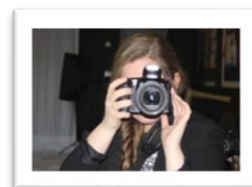
Skills assessed: all areas of the theoretical framework and contexts of the media, in relation to television and music (to include music videos and online media)

Component 3: Creating Media Products

Non-exam assessment
30% of qualification
An individual media production for an intended audience in response to a brief set by the exam board.

POST 16 OPPORTUNITIES AND CAREERS

This course will offer students an excellent foundation from which to study further Media qualifications such as A Level and career opportunities in various areas of the media such as journalism, media production etc.



MODERN FOREIGN LANGUAGES

COURSE OUTLINE FOR FRENCH & SPANISH GCSE

The GCSE course focuses on a skills-based approach to MFL learning with the aim to create confident students who can manipulate language independently to fully express themselves in both spoken and written contexts. Learners develop a set of transferable language-learning skills whilst enriching their knowledge, awareness and understanding of the culture and identity of the countries where the languages are spoken; 90% of the world's population live in a country where English is not the native tongue.

We believe that languages are a skill for life and something students should enjoy and find rewarding. This is achieved through:

- More real-life experiences of language learning and achieving more through the use of technology and authentic materials.
- Visit to France/Spain where possible
- Use of Memrise, Quizlet, Kerboodle

Students take either French or Spanish (depending on the language studied at KS3). They follow a skills-based approach to the linear exam in order to manipulate the language in a range of contexts. They start the GCSE course in year 9.

SKILLS REQUIRED

You need to have a **keen interest** in language learning, an **inquisitive enquiring mind** for problem solving, and an **appreciation of/for** other cultures, a **love of 'sounds'**, and, most importantly, **resilience to meet the challenges** of the course in order to achieve success. A sound understanding of verb tenses is key to progress throughout KS4. You should be organised, hard-working and consistent in your efforts.

AVAILABLE TO: STUDENTS WITH AN INTEREST IN MODERN FOREIGN LANGUAGES
QUALIFICATION: GCSE FRENCH OR SPANISH
AWARDING BODY: AQA
HEAD OF DEPARTMENT: MRS S WALTON

ASSESSMENT METHOD

This is a linear course with assessment of the four skills (Listening, Speaking, Reading and Writing) occurring in year 11. All skills will be equally weighted (25%) and will be externally marked but your teacher will conduct speaking tests. You will be entered for either Foundation or Higher tier across the four skills. There will be no coursework.

POST 16 OPPORTUNITIES AND CAREERS

Successful completion of GCSE in MFL could lead to A level in the chosen language or enrichment course in a new language at KS5. It will also ensure easier entry to most university courses and will open opportunities for careers in:

Airline services, diplomacy, civil service, interpreting, tourism & hospitality, finance, teaching, politics, international organisations, journalism, retail / trade, nursing, legal aid, video games tester, charity worker, chef, actor/actress, advertising.....

COMMENTS BY FORMER Y11 STUDENTS

"Knowledge is power. Choose a language".

"I picked French because I find the lessons enjoyable and it will be really useful in the future. It can be hard work and a challenge but worth it in the end".

"Spanish makes you think and use logic to work out things. You need common sense".

"It is a requirement for some universities".

"I like languages and to travel around Europe".

"It's good if you want to study abroad".

"Speaking another language makes you stand out from the crowd".



PHYSICAL EDUCATION

COURSE OUTLINE

Studying GCSE (9–1) Physical Education will open your eyes to the amazing world of sports performance. Not only will you have the chance to perform in three different sports through the non-exam assessment component, you will also develop wide ranging knowledge into the how and why of Physical activity and sport.

The combination of the physical performance and academic challenge provides an exciting opportunity for students. You can perform, and then through the academic study learn how to improve your performance through application of the theory.

Physical Education is learned about through a range of different contexts and the impact it has on both ours and other's everyday lives. You will learn the reasons why we do things, why some people outperform others, mentally and physically. You will also delve into the ethical considerations behind the use of drugs and also gain an understanding of the consequences of inactivity and poor diet.

SKILLS REQUIRED

A requirement for the AQA GCSE PE is that the pupil has a keen interest in sport and ideally plays outside of school in a club environment. It is preferred that the pupil also follows sport as many examples that are used and referred to are from what is happening in the world of sport. The course musts are:

You must enjoy sport & physical activity

You must be proactive in your studies

You must understand you will get regular homework set

“This course is very technical, I have enjoyed the science aspect to the course and like the application it has to my own sporting performance. It has increased my want to pursue a career in sport and to continue studying at A Level” (Mya)

AVAILABLE TO: STUDENTS WITH AN INTEREST IN PHYSICAL EDUCATION
QUALIFICATION: GCSE PHYSICAL EDUCATION
AWARDING BODY: AQA
HEAD OF DEPARTMENT: MR K HEMMINGS

ASSESSMENT METHOD

EXAMINATION ASSESSMENT

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

Non-exam assessment: Practical performance in physical activity and sport

Unit	Core Units	Assessment method
Paper 1 (30% of GCSE)	The human body and movement in physical activity and sport	<ul style="list-style-type: none">• Written exam:• 1 hour 15 minutes •• 78 marks
Paper 2 (30% of GCSE)	Applying the Principles of Training	<ul style="list-style-type: none">• Written exam:• 1 hour 15 minutes •• 78 marks
Non-exam assessment (40% of GCSE)	Practical performance in physical activity and sport	<ul style="list-style-type: none">• Assessed by teachers• Moderated by AQA• 100 marks

POST 16 OPPORTUNITIES AND CAREERS

A good grade will help you move on to any AS, Advanced GCE or Advanced VCE course. If you enjoyed your AQA qualification, you might want to continue with the subject onto the Level 3 Cambridge Technical in Sport. Alternatively, you may wish to consider a more vocationally related course such as Leisure and Recreation. Employment opportunities where your skills will be particularly valued include the sport and leisure industry, travel and tourism, army, police and teaching.

Alternatively, you may wish to follow this course for its own sake because you are interested in fitness and health and enjoy physical activities that show employers that you have discipline, leadership skills and good communication.

VOCATIONAL AWARD – HOSPITALITY AND CATERING

COURSE OUTLINE

What will I study?

Pupils will develop knowledge of the hospitality and catering industry as well as practical food preparation skills in a vocational context. The course consists of two units that are taught alongside each other.

Unit 1 - The Hospitality and Catering Industry

Know how food can cause ill health; the role of nutrition in planning meals; factors affecting menu planning; the environment in which hospitality and catering providers operate; health & safety and legislation

Unit 2 - Hospitality and Catering In Action

Learn and develop practical cooking skills
Understand food commodities
Plan menus for different scenarios
Be able to adapt meals for specific diets
Develop an understanding of environmental issues in the H&C industry

Present food in a professional way

This course is taught over five lessons per fortnight, cooking once per fortnight. Pupils must be prepared to participate fully in practical and theory lessons to be successful in this course.

SKILLS REQUIRED

Being able to cook already is not important when choosing H&C but a willingness to learn and keep trying is essential to develop and master practical skills. Pupils will need to be organised, remembering to bring in ingredients every fortnight, ensure that study practice is completed and meet coursework deadlines. This course is vocational and pupils will cook weekly, handling and tasting a range of foods. They are responsible for their own work area and will need to work in a safe, tidy and hygienic manner including thorough washing up and cleaning after practical lessons. It is estimated that the cost of ingredients will be approximately £25 per term. If cost or practicality of getting ingredients is a concern, please speak to your food teacher in confidence before selecting this course.

AVAILABLE TO: ALL PUPILS

QUALIFICATION: LEVEL 1 / 2 AWARD

AWARDING BODY: WJEC

HEAD OF DEPARTMENT: MRS N ZANNAR

TEACHER IN CHARGE: MISS SEWELL / MRS JAKA

ASSESSMENT METHOD

Unit 1: 40% of final grade

1.5hr externally assessed exam

Unit 2: 60% of final grade

12hr internally assessed coursework. Pupils will plan, prepare and cook a two-course meal in response to a scenario. They will evidence their work with an in-depth project reflecting on the dishes that they have chosen to cook in relation to learning in Unit 1 and Unit 2. 60% of the marks for unit 2 are awarded for pupils' food preparation and cooking skills. 40% are awarded in relation to the written project that they produce.

POST 16 OPPORTUNITIES AND CAREERS

This award prepares pupils for the world of further study and work in any discipline as they practice transferable skills in time management, organisation, problem solving, ICT and communication. On successful completion of the course pupils have gone on to: Apprenticeships (Hogarth's Hotel, NEC Group, Aston Villa), UCB: Bakery, Bar, Cocktail and Professional Services, Solihull College - Sport Fitness and Personal Training, Solihull Sixth Form - Health and Social Care, South & City College - Diploma in Early Years Practitioner, Archbishop Ilsey Sixth Form.

BTEC – HEALTH AND SOCIAL CARE

COURSE OUTLINE

As a vocational course, Health and Social Care provides pupils with the knowledge, understanding and practical skills of working in the Health and Social Care sector. A range of the content covered is also transferable and applicable to other careers and job sectors.



The course comprises of 3 components completed over the two years;

Component 1: Human Lifespan Development

Pupils will study how human development changes across the six life stages, and factors which can affect an individual's development. They explore different life events that may happen to us, the character traits that we have which can help us through these difficult times, and the different types and sources of support that can guide us through. The PSA uses three different case studies of individuals at different life stages.

Component 2: Health and Social Care Services and Values

Pupils will study a range of health and social care services and understand how they meet the needs of individuals. They will explore the barriers that might stop an individual accessing a service, as well as the care values and attributes that all professionals must demonstrate in their care. The PSA uses four different case studies of individuals at different life stages with who have been affected by different health or social care needs, or have been subjected to a life-changing accident/injury.

Component 3: Health and Wellbeing

Pupils will rehearse and retrieve key knowledge from Component 1 and 2, to recall and explain in their exam. In addition, they will learn about how we measure and monitor health, lifestyle choices needed to improve and maintain our health, and barriers which may affect being healthy. The exam is made up of a range of short case studies for pupils to apply their knowledge to.

SKILLS REQUIRED

To be successful you need to:

- Have a reasonable standard of written language
- Work both in a team and independently
- Good computer skills

AVAILABLE TO: PUPILS WITH AN INTEREST IN HEALTH AND SOCIAL CARE

QUALIFICATION: LEVEL 1/2 TECH AWARD

AWARDING BODY: PEARSON EDEXCEL

HEAD OF DEPARTMENT: MRS S STEELE

ASSESSMENT METHOD

Pupils are assessed over the two-year course through two Pearson Set Assignments completed in controlled conditions. Component 1 PSA takes place in Year 10 (Spring Term 2) and Component 2 PSA takes place at the start of Year 11 (Autumn Term 1). Pupils then complete an exam for Component 3 in Year 11 (Summer Term)

POST 16 OPPORTUNITIES AND CAREERS

Pupils can continue to study this subject at Level 3.

At Archbishop Ilsey, we offer a Pearson Level 3 Alternative Academic Qualification BTEC National in Health & Social Care (Extended Certificate). This is equivalent to 1 A level.

Beyond this, many of our pupils progress to careers in Social Care, or complete degrees in Teaching, Nursing, and Social Work

The skills and knowledge learnt during the course equip pupils well for any workplace, and prepare them well for challenges they may face in life.

“What makes Health & Social care so good is it's real.... We cover topics that are about us, our lives and the things that we experience. The lessons are really interesting, applying practical examples and understanding what it is like to work in the HSC sector”

Hannah Year 11



OCR NATIONAL ICT – CREATIVE I-MEDIA LEVEL 2

COURSE OUTLINE

This vocationally related qualification takes an engaging, practical and inspiring approach to learning and assessment.

It will encourage students to:

- Understand and apply key digital media principles, including design factors, media conventions, pre-production, legal considerations, and distribution.
- Develop practical skills for real-world applications and careers.
- Think creatively, analytically, and critically.
- Build independence and confidence in industry-relevant skills.
- Design, plan, create, and evaluate digital media products that meet client and audience needs.

Overview of the Units:

R093: Creative iMedia in the Media Industry

covers media sectors, products, audiences, and pre-production planning, along with legal, ethical, and distribution considerations.

R094: Visual Identity and Digital Graphics

focuses on designing digital graphics using industry software to create strong visual identities tailored to specific audiences.

R097: Interactive Digital Media teaches students to design and develop interactive products like websites and apps, emphasising user experience and multimedia integration.

SKILLS REQUIRED

Pupils with a good grasp of the Microsoft Office suite and Photoshop Suite will be successful at this course. They need to have enjoyed working on computers to create business type solutions and competent in choosing the right software for the right job. Pupils will be required to create interactive apps, mini videos and animations during the course so pupils who digitally creative will find this course rewarding and fun. It is important that you have time management skills for meeting deadlines for coursework.

AVAILABLE TO: ALL PUPILS

QUALIFICATION:

Cambridge National in Creative iMedia

AWARDING BODY: OCR

HEAD OF DEPARTMENT: MRS N ROSE

ASSESSMENT METHODS

Creative iMedia in the Media Industry

Exam 40%

Visual Identity and Digital Graphics

Coursework Assessment 25%

Interactive Digital Media

Coursework assessment 35%

POST 16 OPPORTUNITIES AND CAREERS

Afterwards pupils can follow the Level 3 ICT qualification. It will also provide pupils with excellent foundations for Apprenticeships in a variety of areas as IT skills are required in all aspects of life.

The skills learnt during the course will well equip pupils for the workplace and make them appealing to all employers. It will also provide pupils with a professional portfolio of work to show future employers.



“The course really opened my eyes to how technology can be used in lots of different industries. I really want to become a graphic designer and this course has allowed me to show the skills needed for my portfolio.”

Stephen

OCR NATIONAL PHYSICAL EDUCATION – SPORTS STUDIES

COURSE OUTLINE

This vocationally related qualification takes an engaging, practical and inspiring approach to learning and assessment.

The OCR Cambridge National in Sport Studies (J829) offers students the opportunity to explore the dynamic world of sport through both theory and practice. It helps students understand contemporary issues in sport such as participation, ethics, technology, and the role of governing bodies.

In addition, learners build leadership and performance skills in practical contexts.

This course offers a varied and practical approach to learning, including enrichment and enhancing activities such as visits to local sports clubs, working with primary pupils, assisting with KS3 inter-form competitions and supporting Ilsey Sports Day.

This qualification supports progression into Level 3 technical routes, A Level PE, or apprenticeships.

SKILLS REQUIRED

A requirement for the OCR Cambridge is that the pupil has a keen interest in sport and ideally plays outside of school in a club environment. It is preferred that the pupil also follows sport as many examples that are used and referred to are from what is happening in the world of sport. The course musts are:

You must enjoy sport & physical activity

You must be proactive in your studies

You must understand you will get regular homework set

“This course is very technical, I have enjoyed the all aspects of the course and like the application it has to my own sporting development. It has increased my want to pursue a career in sport and to continue studying at A Level” (Mya)

AVAILABLE TO: STUDENTS WITH AN INTEREST IN PHYSICAL EDUCATION

QUALIFICATION: OCR CAMBRIDGE NATIONALS IN SPORTS STUDIES

AWARDING BODY: OCR

HEAD OF DEPARTMENT: MR K HEMMINGS

ASSESSMENT METHOD

UNIT R184 is assessed by one external written examination.

UNITS R185 & R187 are internally assessed through a variety of tasks. This enables the learners to receive feedback on their progress throughout the course as they provide evidence towards meeting the unit assessment criteria.

Unit	Core Units	Assessment method
R184	Contemporary issues in sport	<ul style="list-style-type: none">● Written Paper● OCR set and marked● 1Hour 15mins● 80 marks
R185	Performance and leadership in sports activities	<ul style="list-style-type: none">● Centre assessed tasks● OCR Moderated● 80 marks
R187	Increasing awareness of Outdoor and Adventurous Activities	<ul style="list-style-type: none">● Centre assessed tasks● OCR Moderated● 40 marks

POST 16 OPPORTUNITIES AND CAREERS

A good grade will help you move on to any AS, Advanced GCE or Advanced VCE course. If you enjoyed your OCR qualification, you might want to continue with the subject onto the Level 3 Cambridge Technical in Sport. Alternatively, you may wish to consider a more vocationally related course such as Leisure and Recreation. Employment opportunities where your skills will be particularly valued include the sport and leisure industry, travel and tourism, army, police and teaching.

Alternatively, you may wish to follow this course for its own sake because you are interested in fitness and health and enjoy physical activities that show employers that you have discipline, leadership skills and good communication.

Advice on Your Course Selections

Progression onto A Level/Level 3 qualifications at Archbishop Ilsey Sixth Form

Here at Archbishop Ilsey, we are very proud of our thriving Sixth Form. It is here, under the guidance of expert teachers, that our pupils can continue their learning in an environment familiar to them. In KS5, students have the opportunity to study a variety of A Levels and Level 3 qualifications.

Pupils choose 3 A Level/Level 3 subjects and an Enrichment subject. It is important that pupils consider their GCSE Options carefully and that they understand what their subject pathways are.

Please see the table below that gives guidance on the subject pathways that we offer here at Archbishop Ilsey from GCSE and Level 2 courses to A Level and Level 3 courses and beyond.

GCSE subject	Next Steps – Subject progression offered at Archbishop Ilsey Sixth Form	Further opportunities beyond Sixth Form
Religious Studies	A Level Theology, A Level Sociology; A Level Psychology; A Level History; A Level Politics, A Level English Literature; Level 3 Applied Diploma in Criminology	University courses in Humanities, English, Psychology, Criminology, Sociology
English Language	A Grade 5 or above in English Language is an entry requirement for Archbishop Ilsey Sixth Form A Level English Literature; A Level History; A Level Theology, A Level Politics, A Level Media Studies; A Level Art and Design; A Level Product Design; A Level Sociology, A Level Psychology, Level 3 Applied Diploma in Criminology	University courses in English, Humanities, Psychology, Criminology, Sociology
English Literature	A Level English Literature; A Level Theology, A Level History; A Level Politics, A Level Media Studies; A Level Art and Design; A Level Product Design; Level 3 Applied Diploma in Criminology, A Level Sociology, A Level Psychology, A Level French/Spanish	Degrees in English Literature or combined Language and Literature. An A Level in English Literature can open your career path to a wide range of other areas, as it demonstrates a range of transferable skills that are highly sought after by employers.
Mathematics	A Grade 5 or above in Mathematics is an entry requirement for Archbishop Ilsey Sixth Form. A Grade 7 in Mathematics is required to study Mathematics at A Level. A Level Biology; A Level Physics; A Level Chemistry; A Level Geography; A Level Business Studies; A Level Psychology	University courses or Apprenticeships in Mathematics, Business and Finance, Accountancy, Computing, Medicine, Engineering, Finance, Retail, and Teaching. Please note that to study some subjects at university level (i.e. Psychology, Law) a Grade 6 in GCSE Mathematics is required
Combined Science	Pearson Level 3 Alternative Academic Qualification BTEC National in Applied Science (Extended Certificate), A Level Biology (subject to grade); A Level chemistry (subject to grade); A Level Physics (subject to grade); A Level Geography; A Level Sociology, A Level Psychology, WJEC Level 3 Applied Diploma in Food Science and Nutrition	University courses or Apprenticeships in Engineering; Science and research; Medical and healthcare; Energy and Utilities; Fast consumer goods; Manufacturing
Triple Science	A Level Biology; A Level chemistry; A Level Physics; A Level Mathematics; A Level Geography; A Level Sociology, A Level Psychology,	University courses or Apprenticeships in Engineering; Science and research; Medical and healthcare; Energy and Utilities; Fast consumer goods; Manufacturing

Art and Design	A Level Art and Design; A Level Media Studies; A Level Product Design; A Level History; A Level English Literature; OCR Level 3 Alternative Academic Qualification Cambridge Advanced National in Computing: Application Development (Extended Certificate)	University courses or Apprenticeships in Fine Art, Design, Graphics, Fashion, Media and Communication, Digital Marketing, Advertising
Business Studies	A Level Business Studies, A Level Mathematics, A Level Geography, A Level Product Design; OCR Level 3 Alternative Academic Qualification Cambridge Advanced National in Computing: Application Development (Extended Certificate), A Level French/Spanish	University courses or Apprenticeships in Business
Computing	A Level Product Design; A Level Mathematics, A Level Business, OCR Level 3 Alternative Academic Qualification Cambridge Advanced National in Computing: Application Development (Extended Certificate)	University courses or Apprenticeships in Computing
Design Technology	A Level Product Design; A Level Art and Design; A Level Media Studies; A Level History; A Level English Literature; A Level Mathematics, OCR Level 3 Alternative Academic Qualification Cambridge Advanced National in Computing: Application Development (Extended Certificate)	University course or Apprenticeships in product design, industrial design, graphics design, automotive design, Computer Aided Design, Manufacturing, Engineering, Architecture, Teaching, Advertising
Geography	A Level Geography; A Level Biology; A Level Theology, A Level French/Spanish	University courses in Geography; Sciences, Business, Engineering, Architecture
History	A Level History; A Level Theology, A Level Politics; A Level English Literature; Level 3 Applied Diploma in Criminology, A Level Sociology, A Level Psychology, A Level French/Spanish	University courses in History, English, Politics, Law and a wide range of careers including Law, Journalism, Education, The Civil Service, Archaeology, Architecture and many more.
Media Studies	A Level Media Studies; A Level Product Design; A Level Art and Design; A Level History; A Level English Literature; OCR Level 3 Alternative Academic Qualification Cambridge Advanced National in Computing: Application Development (Extended Certificate)	University courses and Apprenticeships in Media and Communication, Business, Digital Marketing, Advertising, the Creative Arts
Modern Foreign Languages	A Level French; A Level Spanish; A Level Business Studies; A Level History, A Level Geography, A Level Politics	University courses in Languages, Humanities subjects, Culture, Business and Economics
Hospitality and Catering	Pearson Level 3 Alternative Academic Qualification BTEC National in Health and Social Care (Extended Certificate), WJEC Level 3 Applied Diploma in Food Science and Nutrition, A Level Business, Level 3 Cambridge Technical in Sport and Physical Activity	University courses and Apprenticeships in Hospitality and Catering, Business, Sports and Nutrition
Health and Social Care	Pearson Level 3 Alternative Academic Qualification BTEC National in Health and Social Care (Extended Certificate), Pearson Level 3 Alternative Academic Qualification BTEC National in Applied Science (Extended Certificate), WJEC Level 3 Applied Diploma in Food Science and Nutrition, A Level Biology, A Level Sociology; A Level Psychology, A Level English Literature	University courses in Nursing; Social Work; BSC Subjects allied to Health
Creative iMedia	A Level Media Studies; A Level Product Design; A Level Art and Design; A Level English Literature; OCR Level 3 Alternative Academic Qualification Cambridge Advanced National in Computing: Application Development (Extended Certificate)	University courses and Apprenticeships in Media and Communication, Graphic Design, Business, Digital Marketing, Advertising, the Creative Arts