

# Options 2024

**Year 9 Guide to Key Stage 4**  
**Courses commencing September 2024**





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# YOUR GUIDE TO COURSES

## SEPTEMBER 2024 - JULY 2026

### YEARS 10 AND 11

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#### Introduction

By the time you reach the end of Year 9, you will have spent three years studying very nearly the same subjects as everyone else in your year.

From Year 10 onwards, though there are certain subjects that all students must continue with, you are given more of a choice in the subjects you study. If you want to, you can continue studying subjects you enjoy or are good at. On the other hand, there are some subjects you currently study that you can choose not to continue beyond Year 9. You will also have the opportunity to choose from a number of new subjects that you have not studied before. The courses you study in Years 10 and 11 will lead to qualifications in summer 2026.

Though Year 10 may seem a long way off, during the course of March 2024 all Year 9 students will have to make decisions about the courses they will be following in September 2024. You are required, by law, to continue in education or training until you are 18. Decisions you make now can affect the choices or 'pathways' open to you when you reach the age of 16.

The purpose of this booklet is to guide you through this process, which we refer to as '*Key Stage 4 Options*'.

Below are some frequently asked questions about the Key Stage 4 Options process:

#### 1. "What subjects must I continue to study?"

ENGLISH / MATHEMATICS / SCIENCE / CORE PE / CORE PCRE

We call these subjects the '*core*' subjects.

You will study for one GCSE in mathematics. You will study for two qualifications in English: *English Language* and *English Literature*. In Science you will study *combined science* leading to the award of two GCSE grades.

You will not obtain GCSE qualifications in either core PE or core PCRE but these lessons ensure you cover statutory elements of the curriculum at KS4.

#### 2. "What qualifications will I take?"

Most of the courses we offer at The Ilfracombe Academy will lead to GCSE qualifications. Other courses lead to a vocational qualification. A vocational subject is one that is related to a particular job or occupation.

Your GCSEs will be graded on a 1 to 9 scale, and any vocational courses will be graded Level 1 Pass to Level 2 Distinction\*.

A chart comparing the new and old GCSE grading scales, alongside the vocational qualification levels, can be found on page 27.

#### 3. "How many qualifications will I gain at the end of Year 11?"

Taking your *core* and *options* subjects together, the majority of students will study for a total of 8 qualifications.

#### 4. “What are the ‘options’ subjects I can choose from and how many can I choose?”

You choose three options plus two reserve subjects. The subjects you can choose from include all the subjects you currently study plus some subjects that are new to you. It is helpful to think of each subject as belonging to a family of subjects. Those families are:

- **Humanities subjects**

Geography

History

Religious Studies (*chosen in addition to (not instead of) ‘core’ PCRE*)

- **Modern Language subjects**

Spanish

- **Technology subjects**

Design Technology

Food Preparation and Nutrition

- **Creative and Expressive subjects**

Art and Design

Music

Photography

- **Vocational subjects**

Drama - Edexcel BTEC

Health and Social Care - Cambridge National Certificate

Media Studies - Edexcel BTEC

Sport - Edexcel BTEC (*chosen in addition to (not instead of) ‘core’ PE*)

*Please note - each year we review these vocational qualifications (exam board and unit selection). The core principles of course content and methods of assessment outlined in this options guide will however not change significantly.*

- **Other**

Study Support - additional curriculum time dedicated towards academic support

*Please note - places on the Study Support course are by invitation only. You will be approached, and your parents will be contacted, if we think you could benefit from this course.*

#### 5. “What should I be considering when making my choices?”

There are lots of good reasons for choosing option subjects:

- Enjoyment of the subject
- Interest in the subject, or an interest in a career linked to the subject
- Being good at the subject

There are some bad reasons for choosing option subjects.

- Choosing a subject because your friends are - there is no guarantee you will be in a class together
- Choosing a subject in the hope of having a particular teacher in Years 10 and 11 - there is no guarantee which teacher you will have in Years 10 and 11

You should make decisions which are best for you. This means considering the points above and making decisions about your KS4 options as an individual.

## 6. “How will my KS4 (Year 10 and 11) options inform what I can do later in life?”

Achieving well within the core curriculum (English literature, English language, maths and combined science) will ensure that you can access a number of courses at college (KS5/aged 16-18).

Studying a broad and balanced range of KS4 qualifications will ensure that you have the widest range of choices available to you at college. Our KS4 options guidance is designed to promote a broad and balanced curriculum.

- All students **must choose** at least **one** of the following three subjects:

**HISTORY or GEOGRAPHY or SPANISH**

(It is possible to study more than one of these subjects.)

- We would strongly advise students to consider taking a subject from the family of **technology, creative and expressive** or **vocational** subjects.

## 7. “Am I guaranteed to study the subjects I would like to?”

The vast majority of students will get to study their first-choice subjects. However, there are times when this may not be possible.

- A course may not run if not enough students choose it.
- Some course combinations may become incompatible as we start to produce the school timetable.
- There are a limited number of places available on certain courses and it may be necessary to turn away some students from a popular course. In this instance, behaviour and attitude will be some of the factors taken into consideration.

For these reasons, we ask you to nominate two reserve subjects in addition to your main three chosen subjects.

Good attendance at school is critical to success on all courses.

There are some subjects (such as the vocational qualifications) where good attendance is particularly important. If a student has a poor record of attendance at school, we advise them not to select more than one vocational subject. In some cases, we may need to re-course individual students if they have a particularly poor attendance record.

## 8. “Can I change my option choices?”

We will acknowledge and record any requests for changes to option choices received after the submission of option forms. We will consider these requests in the summer term before responding.

Where changes are possible, we will support them. However, changes may not be possible for a range of reasons. We would therefore encourage you to consider your option choices carefully at this stage.

We will listen to all requests for option changes made during the first half-term of Year 10 (Sept-Oct) and support them where possible. However, beyond October half-term we do not support changes to option choices.

## 9. “What should I do next and how do I make my choices?”

You need to read the remainder of this booklet. It tells you in more detail about each of the subjects and courses you can choose from. You will receive further advice and guidance during assembly and from your teachers and tutor. When you are ready, you indicate your choices by completing a simple form.

We will distribute Options forms from **Monday 26<sup>th</sup> February 2024**.

The deadline for completing the Options form is **Thursday 14<sup>th</sup> March 2024**.

(You can collect a replacement form from the main school office, if required.)

A small number of targeted parent/teacher meetings may be required if there are issues with an individual students’ option choices.

At the end of the Options process, you will receive a letter confirming your option subjects.

**Mr Twomey**  
**Deputy Headteacher**  
**January 2024**

# English Language

<b>Exam Board</b>	AQA	<b>Qualification</b>	GCSE
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## Course Overview

English Language GCSE is a core subject that all students must study. A good grade in this subject is crucial for students moving into higher education, apprenticeships and the world of work. Together with Maths, it is the key to a successful future.

For their English Language GCSE, students will study a wide range of literary texts as well as non-literary texts such as high-quality journalism, articles, reports, essays, travel writing, accounts, sketches, letters, diaries, autobiographical and biographical passages. They will develop their writing skills, being able to write for a variety of purposes and audiences.

## Overview of Course Content

Throughout the course, students will be given opportunities to develop the crucial skills needed for the examination.

### Reading

- Identify and interpret explicit and implicit information and ideas, select and synthesise evidence from different texts.
- Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views.
- Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts.
- Evaluate texts critically and support this with appropriate textual references.

### Writing

- Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using appropriate features.
- Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

### Spoken Language

- Demonstrate presentation skills in a formal setting.
- Listen and respond appropriately to spoken language, including to questions and feedback on presentations.
- Use spoken Standard English effectively in speeches and presentations.

## Assessment Model

There are two examinations that will take place at the end of Year 11.

### Paper 1 (1 hour 45 mins, 50%)

- Section A - Reading skills using one unseen fiction extract
- Section B - Writing skills (writing to describe or narrate)

### Paper 2 (1 hour 45 mins, 50%)

- Section A - Reading skills using two unseen non-fiction extracts
- Section B - Writing skills (writing to persuade and argue)

# English Literature

<b>Exam Board</b>	AQA	<b>Qualification</b>	GCSE
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## Course Overview

English Literature is a vital subject that encourages students to develop their analytical reading skills together with the opportunity to experience a wide range of significant texts from our English literary heritage.

Students will be encouraged to develop their knowledge and skills in reading, writing and critical thinking. Through literature, students have a chance to develop culturally and acquire knowledge of the best that has been thought and written. Studying GCSE English Literature should encourage students to read widely for pleasure, and as a preparation for studying literature at a higher level.

## Overview of Course Content

Students will be required to study plays, poetry and novels as part of the course. The list below is not definitive but gives a guideline of what will be studied on the course.

Shakespeare	'Macbeth'
The 19 <sup>th</sup> Century novel	'A Christmas Carol' by Charles Dickens
Modern Drama	'An Inspector Calls' by J B Priestley
Poetry	Students will study a range of poems from the AQA anthology 'Past and Present'

## Assessment Model

There are two examinations that will take place at the end of Year 11.

### Paper 1 (1 hour 45 mins, 40%)

- Shakespeare
- 19th Century novel

### Paper 2 (2 hours 15 mins, 60%)

- Modern drama/modern prose
- Poetry
- Unseen poetry



# Mathematics

Edexcel	Edexcel	Edexcel	Edexcel
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## Course Overview

A GCSE in Maths is essential for most jobs or further education courses. A Grade 2 or 3 provides access to a range of post-16 courses. Employers are often looking for a Grade 4 whilst a Grade 5 or better is vital to many higher education courses and therefore to many careers.

A good qualification in Mathematics at either A-Level or Degree can open the door to a variety of careers; accountancy, banking, engineering and teaching to name but a few.

## Overview of Course Content

Students will need to demonstrate fluency with the relevant methods and techniques, and will have to learn key mathematical formulae.

A greater emphasis is being placed on:

- problem solving involving multi-step problems where the required method or technique is not specified,
- reasoning, with students being expected to explain how or why something happens.

The content falls into six main categories:

- number
- algebra
- ratio, proportion and rates of change
- geometry and measures
- probability
- statistics

Maths will continue to be tiered, with the Foundation tier covering grades 1–5 and the Higher tier covering grades 4–9.

## Assessment Model

GCSE Maths is a linear course with three examinations taken in the summer of Year 11.

### Paper 1 (1 hour 30 mins, 80 marks)

- Non-calculator paper

### Paper 2 (1 hour 30 mins, 80 marks)

- Calculator paper

### Paper 3 (1 hour 30 mins, 80 marks)

- Calculator paper

As two of the three papers require a calculator, we recommend that all students have their own scientific calculator. We recommend the Casio FX-83GTCW.

# Combined Science

<b>Exam Board</b>	Edexcel	<b>Qualification</b>	GCSE Combined Science
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## Course Overview

At the end of their two-year GCSE programme students will obtain GCSE 'Combined Science' (equivalent to two GCSE grades).

Students will complete their GCSE Science studies with a team of three expert teachers, with each teacher being responsible for the delivery of one of the three science disciplines.

The skills required for success within biology, chemistry and physics are broadly similar:

- knowledge - an ability to retain key scientific information
- application - an ability to apply concepts to both common and unfamiliar questions
- an ability to discuss and analyse the results from experimental procedures
- an ability to manipulate numerical information within calculations
- an ability to discuss environmental, social and ethical issues in science

These skills will be developed simultaneously within the three subjects.

## Overview of Course Content

Key concepts within the three disciplines are listed below:

<b>Biology</b>	<b>Chemistry</b>	<b>Physics</b>
Cells Organs and systems Communication Genes, inheritance and selection Environmental biology Practical skills in biology	Particles Elements, compounds and mixtures Chemical reactions Explaining observations Controlling chemical reactions Environmental chemistry Practical skills in chemistry	Matter Forces Electricity Magnets and magnetic fields Waves Radioactivity Energy Environmental physics Practical skills in physics

Our aim is inspire students to consider continuing their study of one or more of the sciences within the Sixth Form. Should students choose not to continue their GCSE studies of science into the Sixth Form, we aim to have developed in them a fundamental understanding of key scientific concepts that will enable them to make informed decisions about scientific issues in the future.

## Assessment Model

Students will be entered for either Higher or Foundation Level examinations.

Every student will sit two exams in each science subject (six exams in total).

There is no coursework component to GCSE Science.

Please note that the Casio FX-83GTCW calculator recommended by the Maths department would be appropriate for use in all Science examinations.

# PCRE (Core)

<b>Exam Board</b>	N/A	<b>Qualification</b>	N/A
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## Course Overview

Core PCRE at KS4 aims to develop skills and knowledge so they may engage in a diverse world and make safe, healthy and informed choices.

Students will have the opportunity to:

- develop knowledge and understanding of world views
- engage with questions of belief, value, meaning, purpose and truth
- reflect on and develop their own values, beliefs and attitudes in the light of what they have learnt
- construct well-informed and balanced arguments on matters concerned with religious beliefs and values
- gain knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their confidence and self-belief

Core PCRE delivers the statutory requirements for RE and RSHE.

## Overview of Course Content

### Personal Development

- Healthy bodies and minds
- Summer safety
- Mental health and wellbeing
- Money matters
- Living in good health
- Revision skills

### RE

- Good and evil
- Crime and punishment
- Religion and the law
- Religion and the media
- Philosophy and ethics
- Inspirational figures
- Religion and life

## Assessment Model

Students do not obtain a GCSE qualification through their studies of Core PCRE. These lessons ensure that students receive statutory elements of the KS4 national curriculum and as a result participation in these lessons is compulsory.

Students will be assessed in the following areas:

- Making sense of beliefs and practices
- Understanding the impact of belief
- Making connections between different understandings of the world.
- Understanding the importance of and evaluating strategies that promote physical, sexual, mental and emotional health

# Physical Education (Core)

<b>Exam Board</b>	N/A	<b>Qualification</b>	N/A
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## Course Overview

The Key Stage 4 physical education programme has a major focus on students continuing a healthy, active lifestyle beyond school:

- tackle a broad range of complex and demanding activities
- apply their knowledge of skills, techniques and effective performance
- promote health, well-being and healthy choices
- develop personal fitness
- take on roles which suit them best, including performer, leader and official
- identify the types of activity they prefer
- gain confidence to get involved in exercise and activity out of school and in later life

## Overview of Course Content

Students will have the opportunity to follow a pathway of sporting activities that best suits their interests in PE. There will be the opportunity for students to try new activities and develop their health, fitness and wellbeing. All students will engage in three hours of physical activity across KS4 per fortnight to aid their mental and physical wellbeing. Activities, where possible, will be adapted to suit the interest of the groupings.

## Assessment Model

Students do not obtain a GCSE qualification through their studies of Core PE. These lessons ensure that students receive statutory elements of the KS4 national curriculum and as a result participation in these lessons is compulsory.

The focus of assessment at Key Stage 4 is on positive attitude to learning and making good lifestyle choices by ensuring you wear the appropriate PE kit for lessons.

# Geography

<b>Exam Board</b>	AQA	<b>Qualification</b>	GCSE
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## Course Overview

The study of Geography stimulates an interest in and a sense of wonder about places. It helps young people make sense of a complex and dynamically changing world. It explains where places are, how places and landscapes are formed, how people and their environment interact, and how a diverse range of economies, societies and environments are interconnected. It builds on pupils' own experiences to investigate places at all scales, from the personal to the global.

The GCSE Geography course covers a wide range of topics: physical, human and environmental. It is studied over three years, starting in Year 9, and will result in three written exams at the end of Year 11.

## Overview of Course Content

### Year 9 units

- Tectonic Hazards
- Climatic Hazards
- Climate Change
- Tropical Rainforests
- Hot Deserts or Cold Environments
- Coasts

### Year 10 units

- Rivers; World Population
- Global Urban Change
- Urban Challenges
- Sustainable Development
- 1 x Physical environment field trip
- 1 x Human environment field trip

### Year 11 units

- Global Resource Management
- Food Resources
- Geographical Skills and Decision Making
- Revision

## Assessment Model

### Paper 1 (1 hour 30 mins, 35%)

- Living with the Physical Environment

### Paper 2 (1 hour 30 mins, 35%)

- Challenges in the Human Environment

### Paper 3 (1 hour 30 mins, 30%)

- Geographical Applications

# History

<b>Exam Board</b>	Edexcel	<b>Qualification</b>	GCSE
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## Course Overview

Studying History is important because it allows us to understand our past, which in turn allows us to understand our present and make informed decisions about our future.

Studying History provides a student with skills which are not confined to the study of the past. Skills of analysis are invaluable in many jobs, and the ability to analyse and then prioritise information is vital to decision making. This not only provides a solid skill-set, but it also keeps career options open.

The History GCSE will be studied over three years, starting in Year 9, and students will take three written exams at the end of Year 11.

## Overview of Course Content

### Thematic Study and Historic Environment

- Medicine in Britain, c1250-present
- British sector of the Western Front, 1914-1918: injuries, treatment and the trenches

### Period Study and British depth study

- Early Elizabethan England 1558-1588
- Superpower relations and the Cold War, 1941-1991

### Modern Depth Study

- Weimar and Nazi Germany 1918-1939

## Assessment Model

### Paper 1 (1hour 15 mins, 30%)

- Thematic Study and Historic Environment

### Paper 2 (1hour 45 mins, 40%)

- Period Study and British depth study

### Paper 3 (1hour 20mins, 30%)

- Modern Depth Study

# Spanish

<b>Exam Board</b>	Edexcel	<b>Qualification</b>	GCSE
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## Course Overview

It may seem that everyone speaks English, but in fact 75% of the world's population does not. If you enjoy being with people and chatting and joking with them, you will enjoy doing this in Spanish too. A massive range of topics are covered in your classes, so as well as learning a language you also learn all about the culture and lifestyle of Spain: school life, food, travel, sports, famous people, traditions and customs.

There are many reasons to choose Spanish as an option. Here are some you might consider:

- you enjoy the subject at Key Stage 3
- you enjoy the challenge of academic subjects
- you are interested in visiting other countries and meeting new people
- speaking another language really makes you and your CV stand out from the crowd
- you develop four key skills: listening, reading, speaking and writing

## Overview of Course Content

Students will focus on:

- independent and spontaneous use of the spoken language
- culture and identities of the countries and communities where the language is spoken
- understanding how grammar works, in order to communicate effectively in writing
- how to translate into English and from English into the target language

Questions across all four language skills are set in common contexts, addressing a range of relevant contemporary and cultural themes. The five themes are:

- identity and culture
- local area, holiday and travel
- school
- future aspirations, study and work
- international and global dimension

## Assessment Model

For languages you are marked on four key areas - reading, writing, listening and speaking. These will be important skills to have when you apply for college, university or a job.

### Listening (25%)

- understand and respond to different types of spoken language

### Speaking (25%)

- communicate and interact in speech

### Reading (25%)

- understand and respond to different types of written language

### Writing (25%)

- communicate in writing

# Art and Design

<b>Exam Board</b>	AQA	<b>Qualification</b>	GCSE
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## Course Overview

Choosing Art and Design as one of your areas of study for KS4 will not only prove enjoyable but will also open up an enormous range of career and job prospects in the creative industries. We will help you to develop a discerning eye, as well as acquire the skills needed to turn ideas and concepts into finished pieces of work. You will look at how other artists and cultures have worked and experiment with their techniques.

## Overview of Course Content

Students in Years 10 and 11 will study for a Fine Art GCSE, where they will explore a range of two- and three-dimensional media. The final submission is made up of a coursework section (60% of the total marks) and a controlled test section (the remaining 40% of the marks and carried out within a 10-hour time limit).

Candidates will explore media in the following areas:

- drawing and painting
- print making
- three-dimensional studies
- mixed-media

**Homework** - Homework is an essential part of the course and is used to encourage all students to supplement their project and develop their observational skills by completing a series of drawing tasks in their sketchbooks. These books are seen as a valuable store of ideas, experiments and resources. Students are expected to make careful organisation of their time to enable them to meet assessment deadlines for the various projects.

**Extra Work Time** - All of the art studios are available at break and lunchtimes. These are ideal opportunities to extend projects.

We look forward to working with YOU next year. Come and join us!

## Assessment Model

**Coursework (60%)**

**Externally set exam (40%)**



# Design Technology

<b>Exam Board</b>	AQA	<b>Qualification</b>	GCSE
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## Course Overview

GCSE Design and Technology is an exciting subject that allows you to express your creativity and skills across a range of Design and Technology areas. If you want to investigate how and why products work and what makes them fit for purpose, then Design and Technology is for you. The subject opens the door to a wide range of careers and whatever you choose the knowledge and skills you learn, particularly those concerned with rapidly developing technologies, will be extremely valuable.

GCSE Design and Technology is a practical subject which requires the application of knowledge and understanding when developing ideas, planning, producing products and evaluating them. The course helps you to develop the ability to design and make products with creativity and originality, using a range of materials and techniques.

The final product that is designed and made for the NEA will be completely individual to you based on the contextual challenge given by the exam board.

What is next for me after this course?

The course will provide a very good foundation for A-Level or Technical Level 3 qualifications. It will provide a basis for a career in design, manufacturing or engineering. It can also be the foundation for design and technical apprenticeships.

## Overview of Course Content

### Subject content

- Core technical principles
- Specialist technical principles
- Designing and making principles

## Assessment Model

### Written exam (2 hours, 50%)

### Non-exam assessment (NEA) (30-35 hours approx., 50%)

You will complete a substantial design and make task, producing a prototype and a portfolio of evidence.

### Assessment criteria:

- Investigating
- Designing
- Making
- Analysing and evaluating

# Food Preparation and Nutrition

<b>Exam Board</b>	AQA	<b>Qualification</b>	GCSE
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## Course Overview

GCSE Food Preparation and Nutrition will help you to develop a greater understanding of nutrition, food provenance and the properties, functions and characteristics of everyday foods. You'll also learn about food from around the world, through the study of British and international culinary traditions as well as developing an understanding of where food comes from and the challenges surrounding food security. You'll master culinary skills and appreciate the science behind food and cooking. The course strives to develop students' creative and technical skills in food presentation whilst also providing clear emphasis on nutrition throughout life and the variety of dietary needs within the human world.

The course provides a core of knowledge which is advantageous if pursuing further studies in science-related subjects, for example, Sport & Exercise Science, Medicine, Sport Biomedicine & Nutrition. It also provides an excellent foundation for vocational courses in Hospitality and Catering.

GCSE Food Preparation and Nutrition provides an excellent grounding in practical food skills and nutrition that you will use every day, no matter what your career choice. Careers are plentiful in such a large and diverse industry, and include jobs in food manufacture such as product development, marketing, and quality control, jobs in health and safety such as environmental health work, as well as jobs in nutrition and dietetics. The course could also lead to a whole host of careers in the hospitality industry.

## Overview of Course Content

### Food preparation and nutrition

Students will be tested on their theoretical knowledge of food preparation and nutrition in the areas of food nutrition and health, food science, food safety, food choice and food provenance.

### Food investigation

Students will be tested on their understanding of the working characteristics, functional and chemical properties of ingredients through practical investigations.

Electronic report (1,500–2,000 words) including photographic evidence of the practical investigation.

### Food preparation assessment

Students will be assessed on their knowledge, skills and understanding in relation to the planning, preparation, cooking, and presentation of food and application of nutrition related to the chosen task.

Students will prepare, cook and present a final menu of three dishes within a single period of three hours, planning in advance how this will be achieved.

Substantial written or electronic portfolio including photographic evidence of the three final dishes.

## Assessment Model

### Component 1 (1 hour 45 mins, 50%) - Written Exam: Food preparation and nutrition

Externally assessed written exam, sat in summer term of Year 11

### Component 2 (15%) - Non-Exam Assessment 1: Food investigation

Internally assessed, externally moderated. Theme released from exam board Sept of Year 11

### Component 3 (35%) - Non-Exam Assessment 2: Food preparation assessment

Internally assessed, externally moderated. Theme released from exam board Nov of Year 11

# Music

<b>Exam Board</b>	EDUQAS	<b>Qualification</b>	GCSE
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## Course Overview

The EDUQAS GCSE in Music is an exciting, creative, and inspiring qualification that gives students the opportunity to engage actively in the study of music. They will have the opportunity to perform by themselves and as a group/band any style of music and develop their performance skills on an instrument of their choosing. Students will develop their creative music skills by learning how to compose in a range of musical styles using technology and their instrument. Students will broaden their musical experience and interest through the study of music in contrasting genres, styles and traditions, developing historical awareness and theoretical and analytical skill.

In short, this qualification (prized by employers, FE colleges and beyond) gives students the opportunity to develop their musical skills and gain a broad knowledge of musical styles in a fun, practical music making environment.

The course suits all pupils with an interest in performance on an instrument or voice. It supports and develops musicians in their practical and theoretical skills, leading to further study of music at post-16 level and beyond on academic and vocational pathways.

## Overview of Course Content

### Component 1: Performing

A minimum of two pieces, one of which must be an ensemble performance of at least one minute duration. The other piece(s) may be either solo and/or ensemble. One of the pieces performed must link to an area of study of the student's choice.

### Component 2: Composing

Two compositions, one of which must be in response to a brief set by the exam board. Students will choose one brief from a choice of four, each one linked to a different area of study. The briefs will be released during the first week of September in the academic year in which the assessment is to be taken. The second composition is a free composition for which students set their own brief.

### Component 3: Appraising

The academic and creative study of music from different genres:

Area of study 1: Musical Forms and Devices

Area of study 2: Music for Ensemble

Area of study 3: Film Music

Area of study 4: Popular Music

Two of the eight questions are based on extracts known as "Set Works" set at the start of the course. These are currently Bandiniere by JS Bach and Africa performed by the band Toto.

## Assessment Model

### Component 1 (30%) - Non-Exam Assessment 1: Performing

Internally assessed, externally moderated.

### Component 2 (30%) - Non-Exam Assessment 1: Composition

Internally assessed, externally moderated.

### Component 3 (1 hour 15 mins, 40%) - Written and Listening Exam: Appraising

Externally assessed

# Photography

<b>Exam Board</b>	AQA	<b>Qualification</b>	GCSE
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## Course Overview

Choosing Photography as one of your areas of study in Year 10 will not only prove enjoyable, but will also open up an enormous range of career and job prospects in the creative industries. We will help you to develop a discerning eye, as well as acquire the skills needed to turn ideas and concepts into finished pieces of work. You will look at how other artists and cultures have worked and experiment with their techniques.

## Overview of Course Content

Students in Years 10 and 11 will study for a GCSE in Photography: *Lens Based Media* endorsement in the revised syllabus offered by AQA. The final submission is made up of a coursework section (60% of the total marks) and a controlled test section (the remaining 40% of the marks and carried out within a 10-hour time limit).

Candidates should work in one or more areas of lens-based and light-based media such as those listed below. They may explore overlapping and combinations of areas:

- portraiture
- landscape photography (working from the built or natural environment)
- still life photography, (working from natural or manufactured objects)
- documentary photography, photo journalism, narrative photography, reportage
- photographic installation
- photography involving a moving image (television, film and animation)
- new media practice such as computer manipulated photography and photographic projections

**Homework** - Homework is an essential part of the course and is used to encourage all students to supplement their project and develop their photographic skills. Often students will need to take photo shoots at different locations away from the school site and this would be done as homework. Students are expected to make careful organisation of their time to enable them to meet assessment deadlines for the various projects. There is an expectation that students will store their work electronically, so access to the internet at home would be helpful.

**Extra Work Time** - All of the art studios are available at break and lunchtimes. These are ideal opportunities to extend projects.

We look forward to working with YOU next year. Come and join us!

## Assessment Model

**Coursework (60%)**

**Externally set exam (40%)**

# Religious Studies

<b>Exam Board</b>	Edexcel B	<b>Qualification</b>	GCSE
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## Course Overview

GCSE Religious Studies is a valuable GCSE which encourages knowledge and understanding of world views, whilst allowing students to practise analytical and evaluative skills that are transferable to many other subjects. The aims and objectives of this qualification are to enable students to:

- develop their knowledge and understanding of religious and non-religious beliefs by studying sources of wisdom and authority
- develop their ability to construct well-argued, well-informed, balanced and structured written arguments
- engage with questions of belief, value, meaning, purpose, truth, and their influence on human life
- reflect on and develop their own values, beliefs and attitudes and contribute to their preparation for adult life in a pluralistic society and global community
- understand the influence of religion on individuals, communities and societies

## Overview of Course Content

### **Christianity: Religion and Ethics**

#### **Belief in God**

The nature of God, theological concepts, origins of the universe and the problem of evil and suffering.

#### **Marriage and the Family**

Sacraments, the role of family, sexual ethics, divorce and contraception.

#### **Living the Religious Life**

Worship, prayer, charity, pilgrimage and community.

#### **Matters of Life and Death**

The sanctity of life, life after death and gender prejudice.

### **Islam: Religion, Peace and Conflict**

#### **Belief in God**

The nature of God, Sunni and Shi'a Islam, angels, prophets, peace and the problem of evil.

#### **Crime and Punishment**

Judgement, causes of crime, forms of punishment, justice, forgiveness and reconciliation and capital punishment.

#### **Living the Religious Life**

Islamic sacred text, statements of faith, pilgrimage, charity, prayer, festivals and Jihad.

#### **Peace and Conflict**

The sanctity of life, causes of conflict, just war theory, conflict in the 21st century and pacifism.

## Assessment Model

### **Paper 1 (1 hour and 45 mins, 50%)**

Christianity - Religion and Ethics

### **Paper 2 (1 hour and 45 mins, 50%)**

Islam - Religion, Peace and Conflict

# Health and Social Care

<b>Exam Board</b>	Cambridge National Certificate	<b>Qualification</b>	Level 2 Cambridge National (OCR)
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## Course Overview

The Health and Social Care course is designed for students seeking employment in a range of health and care professions such as social work, childcare, elderly care, nursing, teaching, physiotherapy and many more.

During Year 10 students will complete 1 unit of coursework and some of the exam content. The first coursework element is worth 30% of the final mark, and this unit includes learning about growth and development through the life stages. You will also learn how to understand the needs of individuals who have been affected by life events and how to recommend support to meet their needs.

In Year 11 students will complete another coursework unit and continue work on their exam unit. The 1st coursework piece is worth 30% and the exam is worth 40% of the final mark. For the 2nd coursework unit, you will explore suitable creative and therapeutic activities for a specific age group in health, social or childcare. You will be expected to plan and carry out a creative or therapeutic activity as part of this. In the exam unit you will learn about the key topics that are important when caring and protecting people in health, social and early years settings.

In the Sixth Form, there is an opportunity for students to progress onto the Level 3 Health and Social Care course, to gain the Cambridge Technical Extended certificate worth the equivalent of one A-Level.

## Overview of Course Content

### Year 10:

#### Supporting Individuals through Life Events

**Topics include:** life stages, impacts of life events and sources of support.

#### Creative and Therapeutic Activities

**Topics include:** planning and delivering a creative activity, evaluating your own performance, describing and explaining benefits of your chosen activity to the individual.

### Year 11:

#### Principles of Care in Health, Social and Early Years Settings

**Topics include:** the rights of individuals, person centred values, effective communication and protecting individuals.

## Assessment Model

### Component 1 (internally assessed assignments, 30%)

Unit RO33 - Supporting Individuals through Life Events

### Component 2 (internally assessed assignments, 30%)

Unit RO34 - Creative and Therapeutic Activities

### Component 3 (external exam, 1hr 15 mins, 40%)

Unit RO32 - Principles of Care in Health, Social and Early Years Settings

# Media (Creative Digital Media)

<b>Exam Board</b>	Pearson	<b>Qualification</b>	Level 2 BTEC (Exedcel)
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## Course Overview

A weather app on a smartphone, a racing game on a video game console and an ultrasound imaging device in a hospital are all digital media products. They are successful because they are engaging, easy to use (even fun in the case of games), and deliver results. Digital Media is a blend of technology and content, and building digital media products requires teams of professionals with diverse skills, including technical, artistic, analytical and production coordination skills.

The BTEC Level 2 Technical Award in Creative Digital Media gives students the opportunity to develop sector-specific knowledge and skills in a practical learning environment. The main focus is on four areas of equal importance, which cover:

- the development of key skills that prove your aptitude in creative media production
- the process that underpins effective ways of working in creative media production
- the attitudes that are considered most important in creative media production
- the knowledge that underpins effective use of skills, processes and attitudes in the sector

This course complements the learning in other creative GCSE-level courses, by broadening the application of 'design and make' tasks, working with a media brief, and understanding and engaging different audiences through making compelling media products.

## Overview of course content

The course is split into three components which give students the opportunity to develop broad knowledge and understanding of the media sector, and relevant skills such as research, planning, problem solving and communication. They each focus on the assessment of knowledge, skills and practices. They are all essential to developing a basis for progression and, therefore, learners need to achieve all components in order to achieve the qualification.

### Component 1 - Exploring Media Products

Students will develop their understanding of how media products create meaning for their audiences, examining existing products and exploring media production techniques.

### Component 2 - Developing Digital Media Production Skills

Students will develop and apply skills and techniques in media production processes by creating a moving image media product (short film or music video).

### Component 3 - Create a Media Product in Response to a Brief

Students will apply and develop their planning and production skills and techniques to create a media product in response to a client brief.

## Assessment Model

**Components 1 and 2** are assessed through non-exam internal assessment (coursework assignments). These assignments are set by Pearson, marked by the school, and then moderated by Pearson.

**Component 3** is externally assessed. This is based on a key task that requires students to demonstrate that they can identify and effectively use an appropriate selection of skills, techniques, concepts, theories and knowledge from across the whole qualification in an integrated way. The external assessment is taken under supervised conditions, which is then marked and a grade awarded by Pearson. The assessment will be completed over a 15-week period timetabled by Pearson.

# Performing Arts (Drama)

Pearson	Pearson	Qualification	Level 2 BTEC (Exedcel)
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## Course Overview

Performing Arts is possibly one of the most enjoyable and creative subjects that a student can study. Not only does it provide a working knowledge of the theatre and an understanding of dramatic forms, it also enables students to increase their confidence and self-esteem. BTEC Performing Arts encourages students to improve their skills of independent learning and self-organisation, develop a number of valuable transferable skills such as communication, adaptability and resilience, and nurture excellent teamwork skills.

If you choose Performing Arts, you will get the chance to explore, develop and apply drama skills, as well as learning about technical aspects of theatre through experimenting with lighting, sound, music and costume.

This popular BTEC course has historically achieved excellent results with a high proportion of Distinction\* and Distinction Grade. The qualification is the perfect prerequisite for further study at Sixth Form, whether this be in Performing Arts or a variety of other subjects, due to the numerous skills that it aims to develop.

## Overview of Course Content

### Component 1: Exploring the Performing Arts

This unit gives students valuable insight into the varied and demanding world of the Performing Arts. Students will investigate an example of professional performing arts work (i.e. a play), covering a number of elements such as stylistic qualities, features and creative intentions and the skills/roles/responsibilities required to create professional work. The play and all of this investigation will relate to a theme provided by the exam board. Students will conduct independent research and also practically explore these elements and then create a written portfolio (coursework) in controlled conditions.

### Component 2: Developing Skills and Techniques in the Performing Arts

A natural progression to the skills explored in Component 1, students will participate in a series of workshops and rehearsals that will develop their skills and techniques as an actor. They will develop practical skills within their selected discipline (acting) and work towards a live performance of existing professional repertoire (i.e. a section from a play) which will again relate to a theme provided by the exam board. Students will support practical exploration with coursework (again, completed in controlled conditions) in the form of a logbook that explains, analyses and evaluates both the rehearsal process and performance.

### Component 3: Performing to a Brief

An externally examined unit where students are expected to develop ideas in response to a specific brief given by the exam board. Students are expected to work in groups to discuss, devise and perform a practical piece based around the given brief and then write three different 'coursework style' documents in supervised exam conditions.

All of the above takes place in a 12-week time frame given by the exam board & coursework is completed on computers and in exam conditions.

## Assessment Model

**Component 1 (internally assessed assignments, 30%)**

**Component 2 (internally assessed assignments, 30%)**

**Component 3 (externally assessed task, 40%)**

**Note:** All components comprise of a combination of practical exploration, performance and supporting written coursework meaning the practical/theory assessment is weighted at roughly 50% each.



# Sport

<b>Exam Board</b>	Pearson	<b>Qualification</b>	Level 2 BTEC (Exedcel)
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## Course Overview

This course covers theoretical aspects of sport, which whenever possible will be taught in a practical context.

The course is made up of three components:

1. Preparing Participants to Take Part in Sport and Physical Activity - internally assessed via three written assignments and one practical leadership session.
2. Taking Part and Improving Other Participants' Sporting Performance - internally assessed via three written assignments and assessing your practical ability in a selected sport.
3. Developing Fitness to Improve Other Participants' Performance in Sport and Physical Activity - assessed at the end of Year 11 with a written exam.

## Overview of Course Content

### Component 1: Preparing Participants to Take Part in Sport and Physical Activity

- Explore the different **types and provision of sport and physical activity** available for different types of participants, and **barriers to participation and ways to overcome these barriers** to increase participation in sport and physical activity.
- They will also research **equipment and technological advances** in a chosen sport or physical activity.
- **How to prepare our bodies** for participation in sport and physical activity.

### Component 2: Taking Part and Improving Other Participants' Sporting Performance

- Investigate the components of fitness and their effect on performance, **take part in practical sport**, explore the **role of officials** in sport and learn to **apply methods and sporting drills to improve other participants' sporting performance**.
- Within this you must produce a series of **video clips** that will demonstrate sports skills for your selected sport being demonstrated in isolated practices and sports skills and strategies being demonstrated in competitive situations.

### Component 3: Developing Fitness to Improve Other Participants' Performance in Sport & Physical Activity

- Develop an understanding of the importance of fitness and the **different types of fitness** for performance in sport and physical activity. They will also **develop an understanding of the body and fitness testing**.

To succeed in this course it is essential that you demonstrate a willingness to participate fully in every lesson; only a small part of this course will be practical. Some units also require photographic or video evidence to demonstrate that students have achieved the success criteria. For further guidance please seek the advice of your PE teacher.

## Assessment Model

**Component 1:** Four internal coursework tasks including the planning and delivery of a session to your peers.

**Component 2:** Three out of the four internal coursework tasks will be taught during Year 10, but all tasks have to be assessed during a set window at the start of Year 11. These will include video evidence of you performing in a sport and delivering progressive drills to improve others.

**Component 3:** Written exam, 1hr 30mins

# Study Support

## (By Invitation Only)

In addition to the Options subjects, which can be selected by students during the 'KS4 Options Process', the school offers a Study Support course on which places are filled by invitation only.

Students that we believe would benefit from involvement in this course will be approached directly. Their parents will be contacted to provide further information on how this option could support their other qualifications.

Unlike the other subjects described in this options booklet, students of Study Support are not awarded a qualification for this option subject.

Students of Study Support have five, hour long lessons on their timetable per fortnight during which they can focus on making accelerated progress in their GCSE and vocational subjects. This time provides students with the opportunity to complete a range of activities in school, such as:

- homework tasks,
- ongoing revision activities,
- coursework tasks,
- vocational assignments.

Whilst it is not always possible, we would aim to ensure that students have access to computers during one of their weekly lessons. This provides students with access to a range of online support which is available to Year 10 and Year 11 students at The Ilfracombe Academy. Study Support lessons are supported by a teacher who is able to monitor student progress and encourage them to make the most of this time.

# Careers & Work-Related Learning

In Years 10 and 11, careers information is provided through the tutorial programme and through dedicated part-day or whole-day work-related learning events, for which your normal timetable is suspended. These events typically involve employers and other work-related advisors and take place in school, but some involve visits to other locations, including local businesses. Some key examples are the annual Next Steps Day, the opportunity to attend the Skills Show in Birmingham and the annual You're Hired! event. These events are popular and well regarded by the students.

Careers information and impartial advice and guidance (IAG) equips students with the knowledge, skills and understanding to manage their own lifelong learning and career development. Through IAG, students have the opportunity to develop a positive view of themselves, to raise their aspirations and to take responsibility for their own careers. They can explore the nature of careers and work so that they are better able to recognise opportunities and cope with change.

Students will become more familiar with online platforms such as Unifrog which they will receive training on both in assemblies, National Careers week as well as sessions in their PCRE lessons. Year 10 students will also utilise Grofar (more specifically for their work experience). Online platforms such as these (and others) provide valuable information and resources to support students on their careers journey through the school.

It is also likely that students will visit a university for a tailor-made open day as well as take part in events planned and facilitated by careers specialists NSSW (Next Steps South West) and NCS (National Careers Service). Also included as part of the Year 10 careers offer is a trip to a PETROC taster day and the option to view Exeter College.

At Key Stage 4, activities are designed to continue to develop the following themes: self-development, career exploration and career management. A range of topics will be explored, including:

- **careers information sources,**
- **preparation for work skills,**
- **job seeking,**
- **labour market information,**
- **CV writing,**
- **Financial capacity & understanding,**
- **progression routes open to students post-16,**
- **higher education,**
- **apprenticeships,**
- **interview skills.**

We also anticipate facilitating student participation in a week of work experience in the summer term of Year 10. Our provision for careers and work-related learning (including work experience week) is an ever-moving, fluid picture as we continue to look to provide the best guidance and experience to all students.

Our careers goal is to ensure that students continue to explore their options as they start to think about **“The Next Best Step”** in terms of their post-16 options and post-18 aspirations.

For further information please speak to or contact Head of Careers, Mr Vale on [rvale@ilfracombeacademy.org.uk](mailto:rvale@ilfracombeacademy.org.uk).



# Comparison of Grading Structures

Old GCSE grades	New GCSE grades	Vocational qualification levels
A*	9	Level 2 Distinction *
A	8	Level 2 Distinction
B	7	Level 2 Merit
C	6	Level 2 Pass
D	5	Level 1 Distinction
E	4	Level 1 Merit
F	3	Level 1 Pass
G	2	
U	1	
U	U	

# How to Complete Your Options Form

You MUST fill in your name and tutor group.

You MUST select one subject from Category 1 – tick one choice only.

You must select two subjects from Category 2 – tick TWO choices.

You must select two reserve choices from Category 2 – mark TWO choices with an R.

For example, if you would like to study Geography, Design Technology and Health and Social Care, with reserve choices of Art and Media Studies, your form would look like this:

## Key Stage 4 Options Form (September 2024 - July 2026)

Version 1 Jan 24

Name .....**Ann Example**.....

Tutor Group ...**9EG**.....

1. Select your first-choice subject by placing a tick against your preferred subject within category 1 (history, geography, or Spanish).  
*Students must select one of these subjects to study at KS4.*
2. Select two more choices by placing a tick against your second and third choice subjects within category 2.
3. Select two reserve subjects by placing an R against your reserve choice subjects within category 2.

Category 1	
1 <sup>st</sup> choice	tick one
HISTORY	
GEOGRAPHY	✓
SPANISH	

Category 2			
2 <sup>nd</sup> and 3 <sup>rd</sup> choices		tick any <b>two</b> subjects and add 2 reserves using an 'R'	
ART AND DESIGN	R	MEDIA STUDIES (BTEC)	
DESIGN TECHNOLOGY	✓	MUSIC	
PERFORMING ARTS / DRAMA (BTEC)		PHOTOGRAPHY	
FOOD PREPARATION & NUTRITION		SPORT (BTEC)	R
GEOGRAPHY		RELIGIOUS STUDIES	
HISTORY		SPANISH	
HEALTH & SOCIAL CARE (CTEC)	✓		

Return your completed form to your tutor by Thursday 14<sup>th</sup> March 2024

The form in this booklet is for information only. You will be given an A4 form to complete and hand in.

# Key Stage 4 Options Form (September 2024 - July 2026)

Version 1 Jan 24

Name ..... Tutor Group .....

1. Select your first-choice subject by placing a tick against your preferred subject within category 1 (history, geography, or Spanish).  
*Students must select one of these subjects to study at KS4.*
2. Select two more choices by placing a tick against your second and third choice subjects within category 2.
3. Select two reserve subjects by placing an R against your reserve choice subjects within category 2.

Category 1	
1 <sup>st</sup> choice	tick one
HISTORY	
GEOGRAPHY	
SPANISH	

Category 2	
2 <sup>nd</sup> and 3 <sup>rd</sup> choices	tick any two subjects and add 2 reserves using an 'R'
ART AND DESIGN	MEDIA STUDIES (BTEC)
DESIGN TECHNOLOGY	MUSIC
PERFORMING ARTS / DRAMA (BTEC)	PHOTOGRAPHY
FOOD PREPARATION & NUTRITION	SPORT (BTEC)
GEOGRAPHY	RELIGIOUS STUDIES
HISTORY	SPANISH
HEALTH & SOCIAL CARE (CTEC)	

Return your completed form to your tutor by Thursday 14<sup>th</sup> March 2024



Front cover: [KS4 Photography Coursework](#)

Back cover: [KS4 Art Coursework](#)

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**For more information about Options 2024 please contact:**

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[Mr Jon Cohen, Head of Year 9](#)

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