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# Choosing Your Options

Choosing options can be both an exciting and daunting time for students. Many students do not know what they want to do or become at this stage; this is natural and understandable.

Below we have tried to outline some good and poor reasons for choosing an option to help students and parents make the right choices. Each course offered should be considered carefully: think about the student's interests in the subject, the careers it might lead to and how the subject is assessed. Teaching staff at St Ives School are committed to helping students make the right choices, so please do not hesitate to contact us if you need to discuss anything further or require more information than is provided in this booklet. Individual teacher contact details are available on the subject page.

## Students might want to choose an optional subject because:

- ✓ They like the subject.
- ✓ It will help with their future career plans.
- ✓ They want to continue this subject post 16.
- ✓ They are successful in this subject.

## Poor reasons for choosing a subject:

- x They like the teacher.
- x They think it is easier than other subjects.
- x Their friends are also doing it.

We will endeavour to give students their first choices but this may not always be possible. Where it is not possible, we will speak with the students and their parents about alternatives.

If a student is unhappy with their options there is an opportunity to review and change their option choices; this can happen within the first three weeks of term. It will be done through their form tutor, who will speak to the student, the subject teachers and also parents, then inform the Senior Leadership Team (SLT). A letter will also be sent home confirming any changes.

Please note that we can only run options subjects if there are sufficient numbers of students wanting to take that subject.

# The Full English Bacculaureate

The full English Bacculaureate is an initiative that has been introduced by our present Government.

The English Bacculaureate - though not a qualification in itself - is a measure of success in core academic subjects: specifically, English, Mathematics, History or Geography, the Sciences and a language. These are subjects most likely to be required or preferred for entry to degree courses and also are subjects which keep the most doors open for future courses.

Six GCSEs are required at Grade 5 or above in English, Mathematics, Sciences, a language and a Humanities subject. To secure the full English Bacculaureate, the subject English Literature must also be taken, but a Grade 5 or 4 is not required.

## The English Bacculaureate at St Ives School

### English

GCSE in English Language (students must also sit English Literature).

### Mathematics

GCSE in Mathematics.

### Science

From 2014, to count in the Science Bacculaureate either three out of the four single sciences (Biology, Chemistry, Physics and Computer Science) or Science Trilogy double award must be secured at Grade 5 or above.

### Humanities

GCSE in History.

GCSE in Geography.

### Languages

GCSE French

GCSE Spanish (only an option if French has previously been selected).

## Beyond KS4: Careers Education & Guidance

Our aim is to ensure that all of our students have the best opportunities in the future within a nurturing, safe and supportive environment and a personalised learning experience. This aim extends to our approach to Careers Education.

Whilst at St Ives School, students are taught the skills and attitudes required to enable them to become as independent as they can be and to prepare for adulthood. We aim for students to experience an enriched and stimulating curriculum to give them every opportunity to explore and develop their potential.

Providing effective Careers Education, Information, Advice and Guidance (CEIAG) ensures students move to their next stage with the right tools, values and understanding to help prepare them for their future. Our Careers programme takes place in line with our core PSHE curriculum and as a discrete part of all subject areas within the school.

We seek to support students as they consider their future options, realise their potential and decide how their skills and experiences fit with opportunities in the job market. We prepare students for their preferred progression pathway, whether that is to continue with further education, employment, training or living independently.

We are fully committed to providing an impartial service to students, highlighting the vocational and academic routes to their preferred careers pathway with opportunities in the local region and further afield. We ensure that students are aware of the opportunities and challenges in the world of work and we support their plans and aspirations.

Throughout their time at St Ives School, students experience a wide range of different careers-related experiences. The programme includes visits from external professionals and potential employers, support with the options process, visits to colleges, application and interview coaching, work experience (or VWex) and careers advice from an independent personal advisor.

Throughout their learning journey, students are encouraged to aim high and think outside the box when considering their future career goals. We work closely with a range of external providers to ensure students are exposed to a vast array of potential careers and opportunities. This includes Next Steps South West, Career4U, Colleges and 6th Forms, Universities and Apprenticeship providers. We also work closely with other agencies to meet the needs of the students with Education, Health and Care plans and we underpin our strategy with the Gatsby Benchmarks.

If students or parents/carers would like to discuss their options with the school Careers Lead Teacher (Miss Wilson) or our independent Careers Advisor, please contact Miss Wilson to arrange a remote appointment.

Miss Wilson: [rwilson@stives.tpacademytrust.org](mailto:rwilson@stives.tpacademytrust.org)

# Additional Sources of Information

## TRURO & PENWITH COLLEGE

<https://www.truro-penwith.ac.uk/>

## CORNWALL COLLEGE

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

## APPRENTICESHIP INFORMATION

<https://www.gov.uk/apply-apprenticeship>

<https://www.getmyfirstjob.co.uk/>

<https://www.cornwallapprenticeships.com/>

## UNIVERSITY COURSES

[www.ucas.com](http://www.ucas.com)

[www.thecompleteuniversityguide.co.uk](http://www.thecompleteuniversityguide.co.uk)

## 6TH FORMS

Camborne: <https://theviformacademy.co.uk>

Falmouth: <http://www.falmouth.cornwall.sch.uk/91/falmouth-college>

Helston: [https://www.helston.cornwall.sch.uk/web/welcome\\_to\\_post\\_16/313350](https://www.helston.cornwall.sch.uk/web/welcome_to_post_16/313350)

## GENERAL OPTIONS INFORMATION

<https://www.bbc.co.uk/bitesize/articles/zrjh92p>

<https://www.careerpilot.org.uk/information/gcses/choosing-your-gcses>

<https://www.theschoolrun.com/choosing-gcse-options>

# Checklist

Please use this checklist to make sure that you have done everything you can to ensure that the right options are chosen.



Visit our website, read the booklet and watch the videos.



Discuss: At home, with subject teachers and/or make an appointment at school



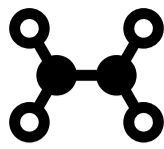
Make your choice

The options form will be an opportunity for you to let us know what your top 3 options choices (with two reserve choices) are. Remember that you must choose a subject from the Humanities Faculty (Geography, History or French) and if you want to complete the English Baccalaureate you must take Geography or History and French.

Once we have received all of your options choices, we will collate the information and design the option blocks so that we can confirm your final choices. We will do our best to make sure that every student is able to study their preferred options choices but this is not always possible. Every student will have an appointment with a member of staff at school to discuss their options.

This is an exciting time during your school Career; please give it the time and thinking that it deserves.





# Core Subjects

- ◆ English Language (GCSE AQA)
- ◆ English Literature (GCSE AQA)
- ◆ Maths (GCSE AQA)
- ◆ Science (GCSE Double Award)
- ◆ Separate Sciences (GCSE)
- ◆ Global Citizens
- ◆ Core PE

# English Language & Literature

GCSE AQA



*“The more that you read, the more things you will know. The more that you learn, the more places you will go.”*

English occupies a pre-eminent position both in the curriculum and in our society. A high quality education in English teaches our students to speak and write fluently so they can communicate precisely and powerfully in any given situation.

One of our fundamental objectives in English is to help shape young people who are both interested and interesting: interested in the world with all its magic; and interesting to those who meet them because of their wide range of knowledge. We want to develop students who read widely for pleasure, appreciate the art of writing, relish debating any issue and enjoy sharing ideas. We want our students to have an expanding vocabulary and to understand the grammar of our language, thus enabling them to write confidently and with precision.

The study of English Literature plays a central role in our vision – we want our students to leave with knowledge of the English literary canon and of our beautiful English language; we feel it is their right to leave school understanding something of the novels, plays and poems that have shaped our country's cultural history and the language change that underpins it. The recognition of universal themes of literature also helps people to better understand their own situation and thus empathise with others.

We believe it is our duty to develop students culturally, emotionally, intellectually and spiritually and to empower them to become truly global citizens: we want them to move forward with confidence in an increasingly complex world.

We have high expectations of all students so that they will recognise and achieve their full potential. Our pedagogy is underpinned by a mastery approach to the teaching of English for understanding. This is organised as a spiral curriculum basing future teaching on the building blocks of previously taught content. Key concepts are broken down into big ideas enabling exploration of a range of contexts and forms to be interleaved throughout the curriculum.

We provide all students with a challenging and enjoyable English curriculum in a supportive and motivating environment. As part of our extended curriculum we use active dramatic approaches in our lessons and a focus on big ideas to explore our repeat concepts. We also encourage our students to take part in a variety of creative writing competitions where we have great success in the number of students who become published authors.

## Assessments

Students will follow the GCSE AQA English Language and English Literature courses. There will be two assessment points throughout the year to monitor students' progress, as well as two official mock exams. The course will finish with two external exams in each subject. There is also a non-exam endorsement of the student's skills in speaking and listening, which is completed during term time.

English Language Paper 1 (50%) 1 hour 45 mins  
Explorations in creative reading and writing

English Language Paper 2 (50%) 1 hour 45 mins  
Writers' viewpoints and perspectives

English Literature Paper 1 (40%) 1 hour 45 mins  
Shakespeare and the 19th-century novel

English Literature Paper 2 (60%) 2 hours 15 mins  
Modern texts and poetry

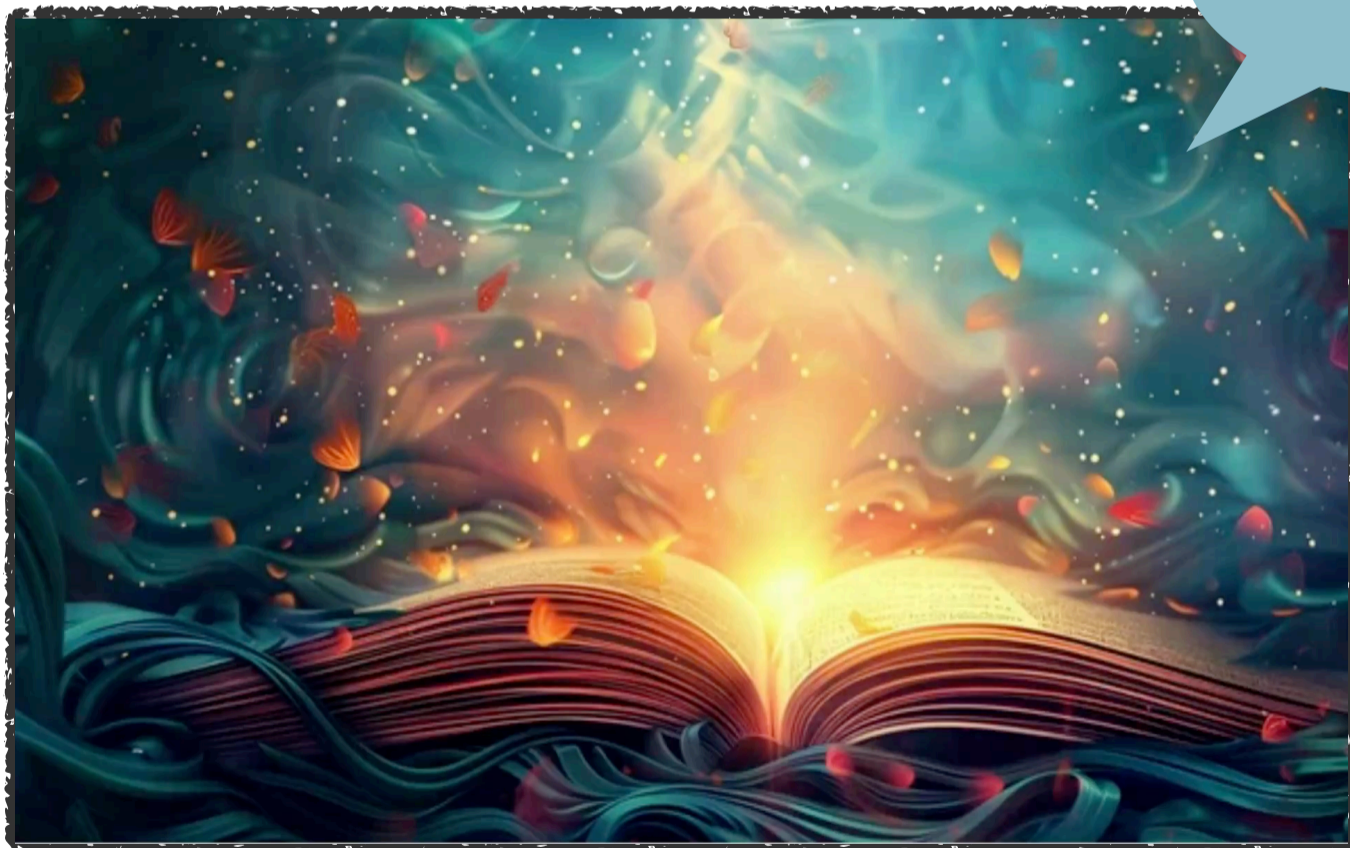
### RELATED FURTHER EDUCATION COURSES

- ◆ English Language
- ◆ English Literature
- ◆ History
- ◆ Politics
- ◆ Media Studies
- ◆ Philosophy
- ◆ Drama and Theatre Studies
- ◆ Psychology

### CAREERS INVOLVING ENGLISH

- ◆ Law
- ◆ Journalism
- ◆ Education
- ◆ Social Work
- ◆ Civil Service
- ◆ Marketing
- ◆ Advertising
- ◆ Accountancy

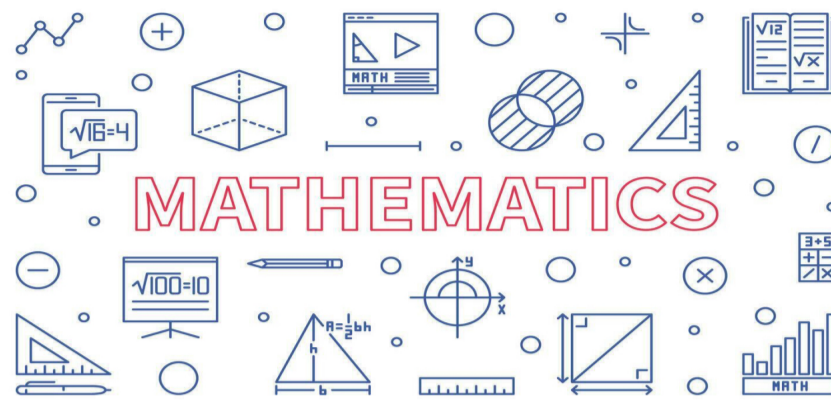
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For more information or any questions please contact:  
Mr Paroissien: [aparoissien@stives.tpacademytrust.org](mailto:aparoissien@stives.tpacademytrust.org)

# Mathematics

GCSE AQA



*“The essence of mathematics is not to make simple things complicated, but to make complicated things simple.”*

Mathematics is much more than just a subject - it is a gateway to understanding the world around us and a vital skill for success in many areas of life and work. At St Ives School, we believe that studying mathematics builds not only problem-solving and logical thinking skills but also a sense of resilience and curiosity. Our philosophy of teaching mathematics focus on high expectations for all students, providing them with the tools they need to succeed at the highest level. Whether it is for future academic pursuits or career opportunities, the skills developed in mathematics are invaluable.

Mathematics is a core subject in shaping careers across a wide range of industries. From engineering and technology to finance, medicine, and research, mathematical skills are in demand. By studying mathematics, students can open doors to many exciting and high-demand career paths. Our curriculum is designed to link theory to real-world applications, ensuring students understand the relevance of what they are learning and how it will benefit them in their future careers.

We aim to make mathematics engaging and accessible for all students. Our curriculum is designed to challenge and inspire, with opportunities to explore deeper topics, solve complex problems, and apply mathematical thinking in creative ways. To support this, we offer extra-curricular activities such as the UK Mathematics Trust (UKMT) challenges, which provide an excellent opportunity for students to compete and enhance their problem-solving skills. Additionally, Parallel Academy and the Exeter Maths School offer opportunities for students to extend their learning beyond the classroom, deepening their understanding of mathematics in a collaborative and stimulating environment. For those looking to stretch their mathematical skills, we offer the Level 2 Certificate in Further Mathematics, giving students a chance to develop advanced mathematical skills and knowledge.

There are two tiers of entry for GCSE mathematics: Foundation and Higher. It is our policy to enter students for the tier that is most appropriate for their abilities and skills, thus maximising students' chances of obtaining the best possible examination grade. The Foundation level aims for Grades 1-5 and the Higher levels Grade 4-9. At St Ives School, we run an extensive revision programme to help support students in effective preparation for their GCSE examinations.

## Assessments

Students will follow the GCSE AQA linear course. There will be two assessment points throughout the year to monitor students' progress, as well as two official mock exams.

The course will finish with three external exams.

Paper 1 (33.33%) Non Calculator 1 hour 30 mins  
Core mathematical skills

Paper 2 (33.33%) Calculator 1 hour 30 mins  
Problem-solving with the use of a calculator

Paper 3 (33.33%) Calculator 1 hour 30 mins  
Complex problems and higher level reasoning

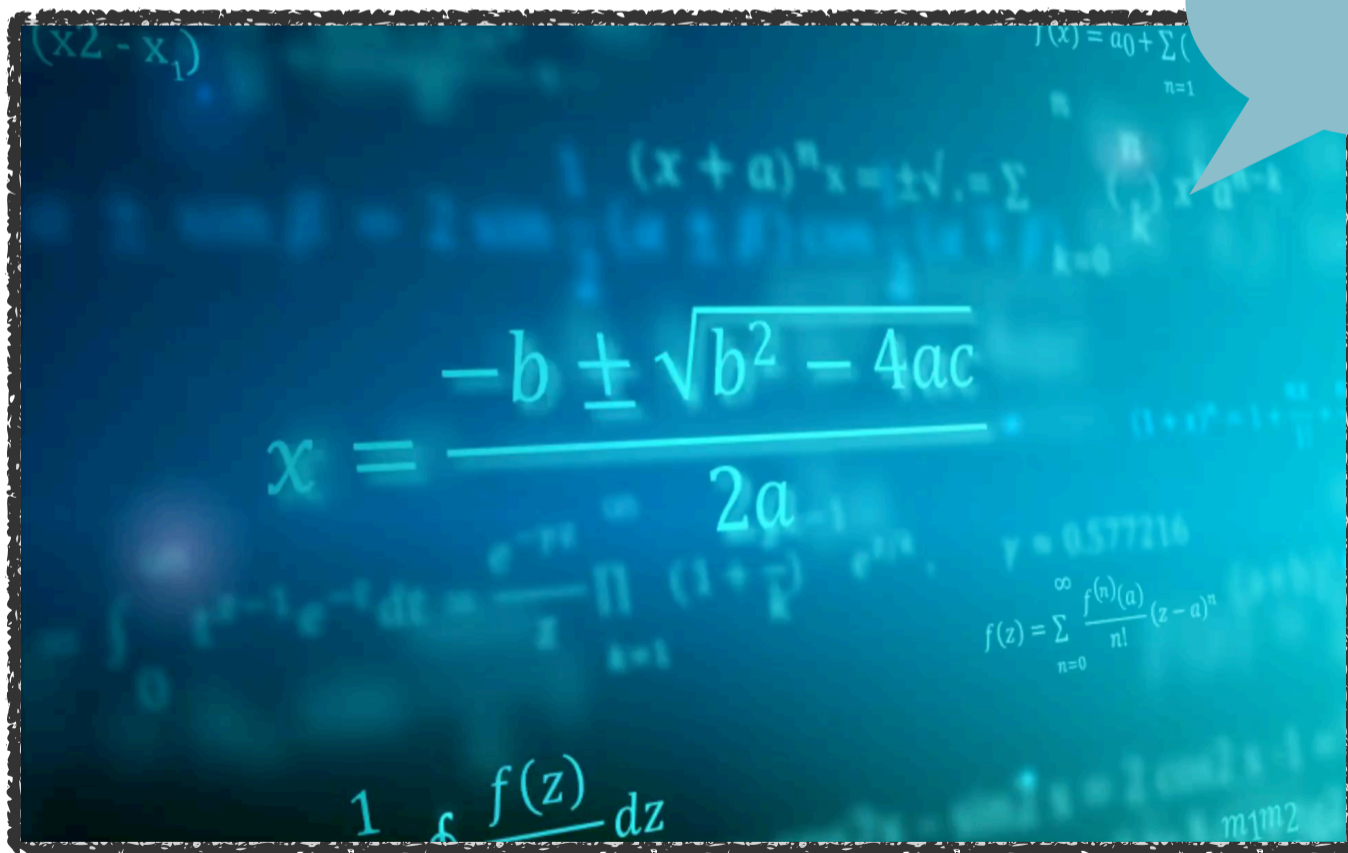
## RELATED FURTHER EDUCATION COURSES

- ◆ A-Level Mathematics
- ◆ A-Level Further Mathematics
- ◆ Engineering
- ◆ Accountancy
- ◆ Computer Science
- ◆ Finance
- ◆ Economics
- ◆ Statistics

## CAREERS INVOLVING MATHEMATICS

- ◆ Data Analyst/Statistician
- ◆ Actuary
- ◆ Engineer
- ◆ Software Developer
- ◆ Financial Analyst
- ◆ Architect
- ◆ Astronomy
- ◆ Medicine/Research Scientist

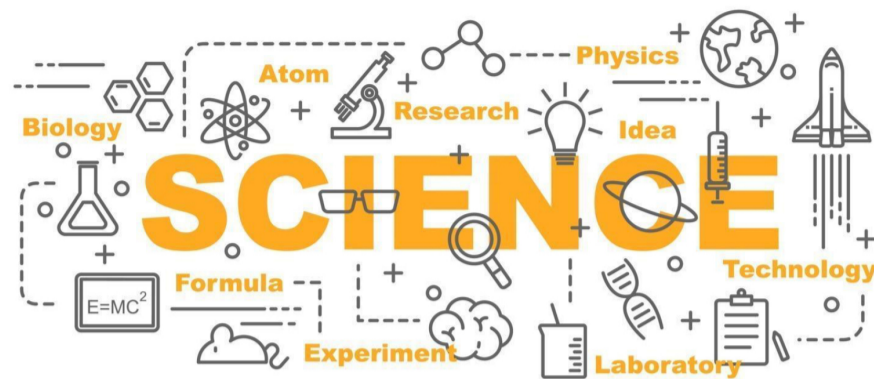
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For more information or any questions please contact:  
Miss McKenzie: [lmckenzie@stives.tpacademytrust.org](mailto:lmckenzie@stives.tpacademytrust.org)

# Science

GCSE AQA



*“Science is the artery through which the answers for tomorrow’s problems flow.”*

Science allows students to explore the subjects of Biology, Chemistry and Physics in depth and make links with how these subjects impact our lives. Students will develop key scientific skills that enable them to become inquisitive and diligent, not just in a science context but also in the wider world. Considerable time in Science is spent on planning and conducting practical investigations, and then analysing and evaluating the data that has been produced. In science lessons, students are given planned opportunities to develop their research skills using ICT and written resources to explore the wider context of the science curriculum. A particular emphasis is put on judging the quality and reliability of the information sources, a key skill in our modern society where we have access to huge amounts of potentially unchecked information.

At St Ives School, we aim for as many students as possible to be entered for the three Separate Science GCSEs in Biology, Chemistry and Physics. The rationale behind this is so pupils can explore the extra content of the the Separate Science course which contains, in our opinion, incredibly interesting and engaging topics like ‘Space’ and ‘The Human Brain’. We are also very aware of the potential positive impact that having an extra GCSE might have on the next steps students take as they enter post-16 education: whether this is college, apprenticeship or another pathway, having an extra GCSE will always be of benefit to them.

## Assessments

Students will sit six Science exam papers, regardless of whether they are studying AQA Separate Science pathway of the AQA Combined (Trilogy) pathway.

The decision on whether to enter the Separate Science GCSE or the Combined Science GCSE will be based on a variety of factors. This is a combined decision made between the teacher, student and parent. Other factors such as ongoing assessment and work ethic will also contribute to the decision.

### Separate Science

2 Biology Papers  
2 Chemistry Papers  
2 Physics Papers } 100 minutes

### Combined Science

2 Biology Papers  
2 Chemistry Papers  
2 Physics Papers } 75 minutes

### RELATED FURTHER EDUCATION COURSES

- ◆ A-Level Biology
- ◆ A-Level Chemistry
- ◆ A-Level Physics
- ◆ A-Level Environmental Science
- ◆ BTEC Applied Science
- ◆ Psychology
- ◆ Biomedical Science
- ◆ Geology

### CAREERS INVOLVING SCIENCE

- ◆ Doctor/Medical Practitioner
- ◆ Pharmacist
- ◆ Environmental Scientist
- ◆ Forensic Scientist
- ◆ Engineer
- ◆ Architect
- ◆ Astronomy
- ◆ Medicine/Research Scientist

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For more information or any questions please contact:  
Mr Haycock: [thaycock@stives.tpacademytrust.org](mailto:thaycock@stives.tpacademytrust.org)

# Global Citizens



*“When educating the minds of our youth, we must not forget to educate their hearts.”*

At St Ives School we feel that students’ personal development is vital to their wellbeing and future success. The intent of the Global Citizens curriculum is therefore to ensure the effective delivery of:

- Careers (as part of the wider CIAEG program)
- Personal, Social, Health and Economic Education (including relationships and sexual education)
- Religious Education

Although not taught as explicit ‘subject’ areas, Citizenship, SMSC and British Values remain at the heart of the Global Citizens curriculum.

## **Information about KS4 Global Citizens**

The course is compulsory and your Global Citizens curriculum time is roughly split so that you will spend one-third of the time on each key area:

### **Careers and Work Related Learning**

During your Careers and Work Related learning, you will examine all of the different options that are available to you post-16. You will meet and experience different education, employment and training providers and consider careers pathways that suit these changing needs. You will gain experience of writing CV’s and applications as well as developing interview techniques so that you are fully prepared to move onto the next stage of your education and employment journey.

### **PHSE**

You will continue to follow the three key stands of PSHE:

> Relationships and Sexual Education   > Health and Wellbeing   > Living in the Wider World

You will develop your learning at an age-appropriate level and build upon the foundations laid throughout your KS3 learning in order to ensure you are able to make informed, healthy and safe choices in all aspects of your life from matters of sexual health, to choosing a bank account. This includes all elements of statutory RSHE as set out in the Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guide.



## RE

Within England, it is a legal requirement to study an accredited GCSE RE course throughout KS4. At St Ives School, we follow the AQA GCSE Religious Studies A (8062) syllabus. Within this we focus upon Component 2: Thematic Studies. This includes units on:

- Relationships and Families
- Religion and Life (including abortion, euthanasia and animal experimentation)
- Religion, Peace and Conflict (including the use of violence, terrorism and war)
- Religion, Crime and Punishment (including the causes of crime, methods of punishment and the death penalty)
- Religion, Human Right and Social Justice (including human and equal rights and wealth and poverty)

### Assessment

You will not need to take a GCSE for this course however regular live marking, peer assessment and extended writing tasks do form part of the delivery of this course.

### RELATED FURTHER EDUCATION COURSES

- ◆ A-Level RE/Theology/Philosophy
- ◆ A-Level World Development
- ◆ A-Level Politics
- ◆ A-Level Sociology
- ◆ BTEC Travel and Tourism
- ◆ Health and Social Care
- ◆ Public Services
- ◆ International Baccalaureate Diploma

### CAREERS INVOLVING GLOBAL CITIZENS

- ◆ International Aid Worker
- ◆ Health and Social Care
- ◆ Human Rights Advocate
- ◆ Journalist
- ◆ Education
- ◆ Public Services
- ◆ Armed Services
- ◆ Sustainability Specialist

For more information or any questions please contact:  
Mrs McKinnell: [mmckinell@stives.tpacademytrust.org](mailto:mmckinell@stives.tpacademytrust.org)

# Core PE

*“Do you know what my favourite part of the game is? The opportunity to play.”*



Physical Education is a core part of the National Curriculum and a fundamental subject for the development of the whole person. PE secures the foundations for an active and healthy lifestyle. Our goal is to provide students with a multitude of learning opportunities to develop themselves as sports people, citizens and learners. These opportunities include but are not restricted to: skill development, exploring the benefits of physical activity, teamwork, accepting challenge, leadership, winning and losing, playing by the rules and most importantly, having fun.

Given that there is a proven link between activity, health and academic outcome, we feel a sense of duty to not only increase the levels of physical activity in our students, but to instil in them a greater understanding of these benefits and a desire and enthusiasm to explore their own activity interests beyond school. We want our students to enjoy taking part in a wide range of different sports and activities and to experience the positive outcomes that this can bring. We want to develop active, healthy, physically literate students who take pride in the development of their own personal performance level and show increasingly high levels of competence in the performance of movement skills.

We live in a competitive society and so it is right that PE is used as a vehicle to prepare students for this competition. Within Core PE and our extra-curricular programme we look to create students driven by a desire to succeed and who are resilient and determined with a strong work ethic. Playing and performing alongside others is a key component in this process, and in PE we teach students the value of being part of a team and to reflect upon their role and contribution within their teams. For some this is an a traditional competitive setting, providing the buzz and challenge that only sports competition can provide. For others our focus is on enjoyment and experiencing the magic that comes with taking part. Our central goal is to prepare students for their future. In PE we summarise this in our key messages to students and the outcomes we want them to achieve: Determination, Excellent and Respect.

In PE our students follow a broad range of different sports and activities throughout the year and in each one will focus on a different aspect of personal development. In KS4 these areas are: reflection and evaluation, developing personal fitness, communication, creativity and flair, problem solving and leadership. Students are assessed in the development of each of these qualities as they demonstrate them within the performance of different sports and activities.

## Assessment

There is no exam or formal assessment or test in Core PE. Students are assessed by their teacher in the development of each personal quality and will be awarded an outcomes on a 5-point scale between 'Towards Bronze' and 'Beyond Gold'.

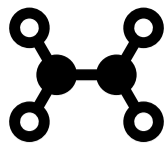
### RELATED FURTHER EDUCATION COURSES

- ◆ A-Level PE
- ◆ A-Level Sport Studies
- ◆ BTEC Sport
- ◆ Level 3 Diploma in Personal Training
- ◆ Coaching and Leadership in Sport
- ◆ Psychology (focus on sports psychology)
- ◆ Sports Therapy
- ◆ Biology (linked to exercise physiology)

### CAREERS INVOLVING PE

- ◆ PE teacher
- ◆ Personal Trainer
- ◆ Sports Coach
- ◆ Physiotherapist
- ◆ Sports Scientist
- ◆ Professional Athlete
- ◆ Sports Psychologist
- ◆ Nutritionist

For more information or any questions please contact:  
Mrs Kelly: [lkelly@stives.tpacademytrust.org](mailto:lkelly@stives.tpacademytrust.org)



# **E B a c c O p t i o n S u b j e c t s**

- ◆ History (GCSE EDEXCEL)
- ◆ Geography (GCSE AQA)
- ◆ Modern Foreign Languages (GCSE AQA)

# History

GCSE EDEXCEL



*“The more you know about the past, the better prepared you are for the future.”*

History is a subject that gives students both historical knowledge and a skill set enabling them to make judgments based on analysis of evidence.

The History curriculum at St Ives School provides students with the tools to understand and make sense of their local history, British history and global history. It is a subject that enhances extended writing skills and the ability to create sustained arguments based on evidence – a valued skill in a variety of career paths.

## **Information about the history course:**

### **Paper 1**

**British Thematic Study – Crime and punishment through time c1000 – present day**

**Historic environment – the British sector of Whitechapel, c1870–1900, policing and the inner city**

### **Paper 2**

**Period Study and British Depth Study – Superpower relations and the Cold War, 1941–1991 and Anglo-Saxon and Norman England, c-1060–1088**

Students have the opportunity to study, in depth, some of the key events that affected the world during the Cold War. They also study England from 1060 and the impact of the Norman invasion in shaping culture and society.

### **Paper 3**

**Modern Depth Study – Weimar and Nazi Germany, 1918–1939**

Students learn in depth about Weimar and Nazi Germany, exploring its complexity and impacts.

## Assessments

Students will follow the GCSE EDEXCEL course. There will be two assessment points throughout the year to monitor students' progress, as well as two official mock exams.

The course will finish with three external exams.

Paper 1 (52 marks, 30%) 1 hour 15 mins  
Crime and punishment through time

Paper 2 (64 marks, 40%) 1 hour 45 mins  
Period study and British Depth Study

Paper 3 (52 marks, 30%) 1 hour 20 mins  
Modern Depth Study

### RELATED FURTHER EDUCATION COURSES

- ◆ A-Level History
- ◆ A-Level Politics
- ◆ A-Level Sociology
- ◆ A-Level Archaeology
- ◆ A-Level Economics
- ◆ Humanities and Social Sciences
- ◆ Heritage Management
- ◆ Classical Civilisation

### CAREERS INVOLVING HISTORY

- ◆ Historian
- ◆ Archaeologist
- ◆ Museum Curator
- ◆ History Teacher/Lecturer
- ◆ Archivist
- ◆ Heritage Manager
- ◆ Journalist
- ◆ Policy Advisor

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For more information or any questions please contact:  
Mrs McKinnell: [mmckinnell@stives.tpacademytrust.org](mailto:mmckinnell@stives.tpacademytrust.org)

# Geography

GCSE AQA



*“The study of Geography is about more than just memorising places on a map. It’s about understanding the complexity of our world.”*

Geography is unique in bridging the social sciences and natural sciences. Geography brings together social and physical processes within the context of place and demonstrates the diversity in culture, political systems, economies, landscapes and environments across the world, and explores the links between them. Throughout their studies students will be able to examine the causes and impacts of differences and inequalities between places and social groups and look towards sustainable solutions for the future.

The Geography curriculum at St Ives School provides students with the tools to understand and make sense of the world around them. It is a subject that enhances extended writing skills as well as using key mathematics and data presentation skills. This course also includes two compulsory field trips to a physical and an urban location.

## **Information about the course:**

### **Paper 1: Living with the physical environment**

This paper includes: ‘The challenges of natural hazards’; ‘The living world’; and ‘Physical landscapes in the UK’.

Students have the opportunity to study the natural world and processes ranging from river and coastal landscapes in the UK to the polar and tropical rainforest biomes. They will understand how and why the natural world has formed and how humans affect/interact with the natural world around them.

### **Paper 2: Challenges in the human environment**

This paper includes: ‘Urban issues and challenges’; ‘The changing economic world’; ‘The challenge of resource management’.

Students will explore the relationship between people and the natural world, examining how and why it has developed through case studies. They will analyse opportunities, challenges and barriers faced by countries and cities at various development levels, focusing on achieving social, economic and environmental sustainability.

### **Paper 3: Geographical applications**

This paper includes: issue evaluation, fieldwork and geographical skills.

This paper focuses on students’ fieldwork and skills, incorporating a pre-released booklet available 12 weeks before the exam. It emphasises synoptic thinking and integrating course elements.

## Assessments

Students will follow the GCSE AQA course. There will be two assessment points throughout the year to monitor students' progress, as well as two official mock exams.

The course will finish with three external exams.

Paper 1 (88 marks, 35%) 1 hour 30 mins  
Living with the physical environment

Paper 2 (88 marks, 35%) 1 hour 30 mins  
Challenges in the human environment

Paper 3 (76 marks, 30%) 1 hour 15 mins  
Geographical applications

## RELATED FURTHER EDUCATION COURSES

- ◆ A-Level History
- ◆ A-Level Politics
- ◆ A-Level Sociology
- ◆ A-Level Archaeology
- ◆ A-Level Economics
- ◆ Humanities and Social Sciences
- ◆ Heritage Management
- ◆ Classical Civilisation

## CAREERS INVOLVING GEOGRAPHY

- ◆ Historian
- ◆ Archaeologist
- ◆ Museum Curator
- ◆ History Teacher/Lecturer
- ◆ Archivist
- ◆ Heritage Manager
- ◆ Journalist
- ◆ Policy Advisor

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# Modern Foreign Languages

GCSE AQA



*“With languages you are at home anywhere.”*

Studying a Modern Foreign Language GCSE opens doors to travel and adventure. It also develops many cognitive skills including memory, critical thinking and concentration. It was recently announced that French will replace English as the official language of the EU. We strongly recommend you consider studying a language.

## French

You will build on the skills you have been working on in years 7-9 in the areas of listening, reading, speaking and writing in French. There will be short translation tasks. You will study some poems and songs. All of the skills are examined at the end of the course in Year 11.

Topics covered will include:

- Identity and culture;
- Local, national and international areas of interest;
- Current study and future development.

The course will give build your confidence in speaking the language, accuracy in writing, an understanding of basic grammar such as verbs and an interest in learning about the culture of different French-speaking countries.

## Assessments

Students will follow the GCSE AQA course. There will be two assessment points throughout the year to monitor students' progress, as well as two official mock exams.

The course will finish with four external exams.

### Paper 1 (25%) Listening

Higher: 45 mins      Foundation: 35 mins

### Paper 2 (25%) Speaking

Higher 10-12 mins      Foundation: 7-9 mins

### Paper 3 (25%) Reading

Higher: 1 hour      Foundation: 45 mins

### Paper 4 (25%) Writing

Higher: 1 hour 15 mins      Foundation: 1 hour

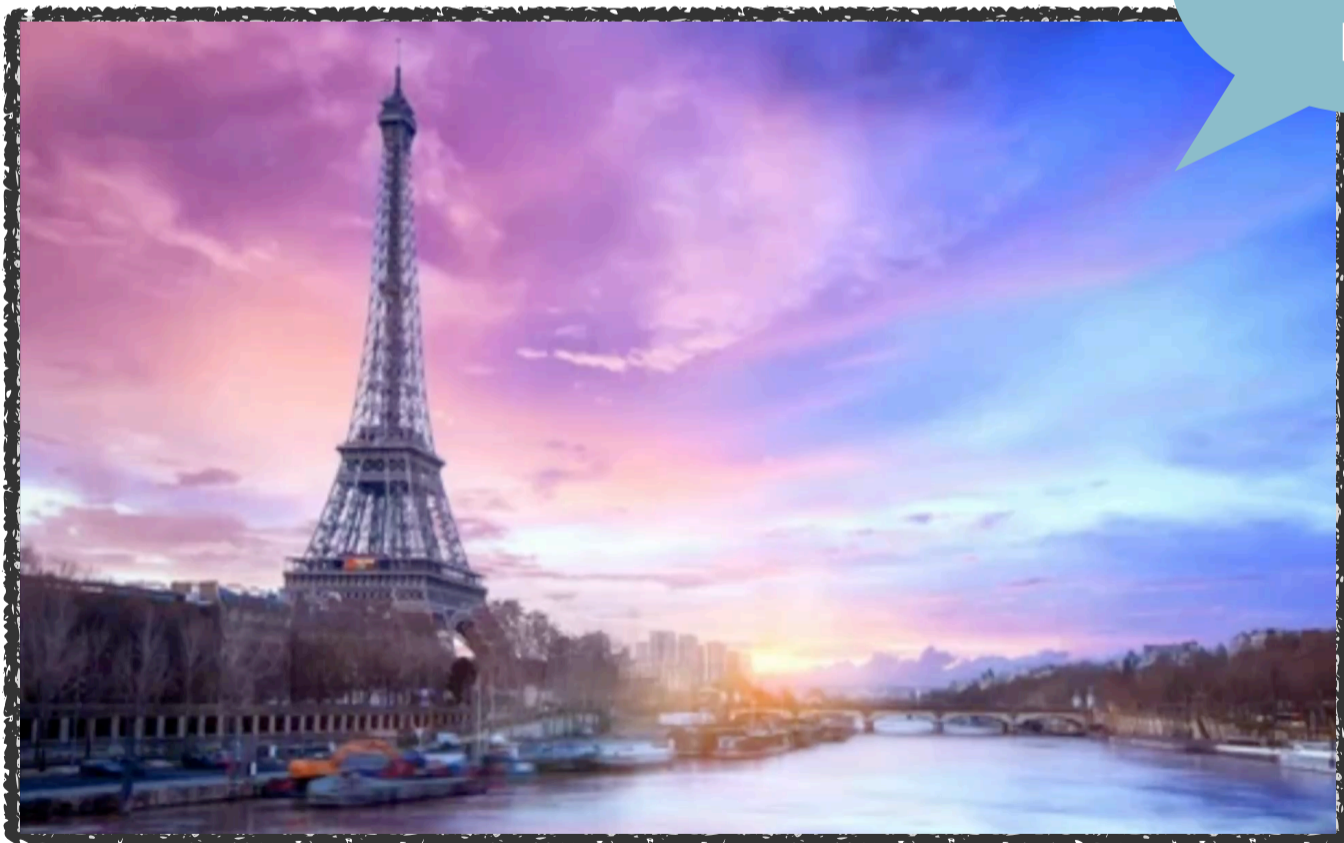
## RELATED FURTHER EDUCATION COURSES

- ◆ A-Level French
- ◆ A-Level Spanish (and other languages)
- ◆ International Baccalaureate with language focus
- ◆ Travel and Tourism
- ◆ Translation Studies
- ◆ Combined Language and Business Studies
- ◆ Applied Linguistics
- ◆ Degree Foundation Course in Language Studies

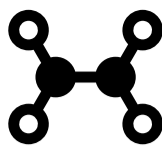
## CAREERS INVOLVING LANGUAGES

- ◆ Translator/interpreter
- ◆ Language Teacher
- ◆ International Business Consultant
- ◆ Tour Guide
- ◆ Journalist (global reporting)
- ◆ Flight Attendant
- ◆ Diplomat
- ◆ Cultural Liaison Officer

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# Option Subjects

- ◆ Art & Design: Fine Art (GCSE)
- ◆ Computer Science (GCSE)
- ◆ Dance (BTEC)
- ◆ Digital Information Technology (BTEC)
- ◆ Design Technology (GCSE)
- ◆ Drama (GCSE)
- ◆ Film Studies (GCSE)
- ◆ Food Preparation and Nutrition (GCSE)
- ◆ Graphics (GCSE)
- ◆ Music (GCSE)
- ◆ Sports Studies (C/NAT)

# Art & Design: Fine Art

GCSE OCR



*“Art must be life; it must belong to everyone.”*

The GCSE in Art & Design will stimulate and develop students’ creativity; develop artistic and practical design skills and provide methods to explore creative expression. Studying Art & Design allows students to experience working with a wide range of media through distinctly personal work, where students can take the initiative and develop their own creative voice, as well as explore the more commercial applications of the creative industries.

Students discover and learn from long-standing and innovative artistic techniques, materials, styles and methods. They study art, craft and design work from different eras, demographics and cultures, analysing, critiquing, and unveiling the intricate relationship between Art, Design and Society. Art & Design enables students to frequently make relevant links with other GCSE subject areas, as the fundamentals of creativity are clearly visible across the curriculum.

As the Art & Design course progresses and students begin to develop their creative knowledge and skills, they will be given the opportunity (if they wish) to specialise in a particular endorsement that will allow them to pursue an area of Art & Design that they are more confident and interested in. The endorsements are:

**General Art & Design (Fine Art)**

**Graphic Communication**

**Photography**

Art & Design has access to DSLR Cameras, PCs and laptops for a variety of tasks such as Contextual Research and the History of Art. Students will have access to world renowned galleries and museum websites. Students also have use of the full Adobe suite including Photoshop and Illustrator for editing photos and manipulating images, writing analyses of their own work and the work of other artists, and producing professional quality printed responses.

## Assessments

Students will follow the GCSE OCR course. There will be two assessment points throughout the year to monitor students' progress, as well as two official mock exams. Assessment comprises of two extended projects.

Unit 1 (60%)

Component 1: Portfolio

Unit 2 (40%)

Component 2: Externally Set Task

### RELATED FURTHER EDUCATION COURSES

- ◆ A-Level Fine Art
- ◆ BTEC Art and Design
- ◆ Graphic Design
- ◆ Photography
- ◆ Creative Media Production
- ◆ Digital Illustration or Painting
- ◆ Foundation Diploma in Art and Design
- ◆ Degree Foundation Course in Fine Art

### CAREERS INVOLVING ART & DESIGN

- ◆ Fine Artist
- ◆ Art Teacher
- ◆ Illustrator
- ◆ Graphic Designer
- ◆ Museum or Gallery Curator
- ◆ Art Therapist
- ◆ Set Designer for Film/Theatre
- ◆ Art Conservation Specialist

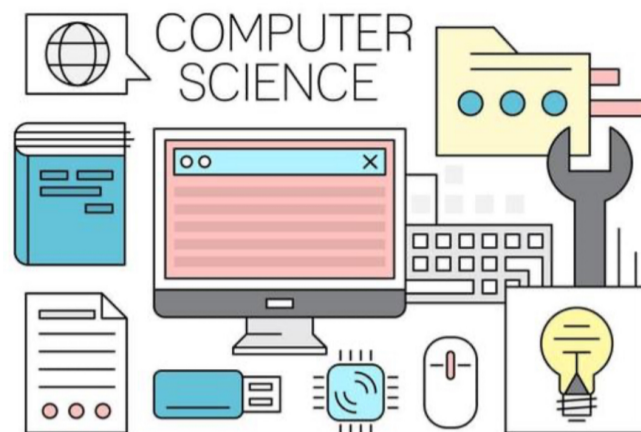


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# Computer Science

GCSE OCR



*“Computers themselves, and software yet to be developed, will revolutionise the way we learn.”*

The GCSE in Computer Science will require students to:

- Understand and apply the fundamental principles and concepts of Computer Science, including abstraction, decomposition, logic, algorithms and data representation.
- Analyse problems in computational terms through practical experience of solving such problems, including designing, writing and debugging programs.
- Think creatively, innovative lay, analytically, logically and critically.
- Understand the components that make up digital systems, and how they communicate with one another and with other systems.
- Understand the impacts of digital technology to the individual and to wider society.
- Apply mathematical skills relevant to Computer Science.

Students will acquire subject knowledge in Computer Science that builds on Key Stage 3. Incorporating knowledge and understanding of algorithms, programming and hardware/networking fundamentals. Students learn how to debug programs, helping them to become resilient and innovative. They will develop on awareness of practices from the IT and Computing industry that will support them in further education and industry.

## Assessments

Students will follow the GCSE OCR course.  
There will be two assessment points throughout the year to monitor students' progress, as well as two official mock exams.  
The course will finish with two external exams.

Component 1 (50%)  
Computer Systems

Component 2 (50%)  
Computational Thinking:  
Algorithms and Programming

### RELATED FURTHER EDUCATION COURSES

- ◆ A-Level Computer Science
- ◆ BTEC L3 Extended Diploma in IT
- ◆ A-level Mathematics
- ◆ A-level Physics
- ◆ Diploma in Cybersecurity
- ◆ BTEC Software Development
- ◆ A-level Electronics
- ◆ A-level Design and Technology

### CAREERS INVOLVING COMPUTER SCIENCE

- ◆ Software Engineer
- ◆ Data Scientist
- ◆ Cybersecurity Analyst
- ◆ Game Developer
- ◆ Web Developer
- ◆ Artificial Intelligence Specialist
- ◆ IT Systems Architect
- ◆ Network Administrator

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# Dance

BTEC PEARSON



*"To watch us dance is to hear our hearts speak."*

The qualification in Dance enables students to explore and apply skills and performance techniques in order to achieve a broader understanding of the performing arts industry. The qualification enables students to use creativity and flair to design and perform choreography based on both existing repertoire and from their independent findings. Students will study a range of dance styles to give them the experiences required to develop their physical interpretation of dance. They will also be given the opportunity to implement key research and analysis skills in order to understand the 'stage-to-page' processes required for performance work. It gives students opportunities to apply knowledge from other disciplines, including Physical Education, Drama, English and Music.

Students will acquire subject knowledge in Dance that builds throughout Key Stage 4, incorporating knowledge and understanding of different skills and dance styles. Students will then have the chance to interpret and design existing and individual material as the course progresses. Students learn how to identify and explore the creative intent of existing pieces through research and exploration of existing repertoire, helping them to become resourceful, imaginative and confident performers. They will develop an awareness of practices from the performing arts industries. Through the critique of the outcomes of Dance and performance pieces, both historic and present day, students should develop an understanding of its value as a means of physical expression, encompassing the creativity, culture, intent, innovation and wellbeing of those who acknowledge its contribution.



## Assessments

Students will follow the BTEC PEARSON course. There will be two assessment points throughout the year to monitor students' progress, as well as two official mock exams.

Your final grade will be made up of your achievements from three components. Each component has both a practical and a theoretical element to be assessed.

Component 1 (33.3%)  
Internal Assessment

Component 2 (33.3%)  
Internal Assessment

Component 3 (33.3%)  
External Assessment

### RELATED FURTHER EDUCATION COURSES

- ◆ A-Level Dance
- ◆ BTEC Extended Diploma in Performing Arts
- ◆ Diploma in Musical Theatre
- ◆ BA Foundation Course in Dance
- ◆ A-level Theatre Studies
- ◆ Diploma in Contemporary Dance
- ◆ Certificate in Choreography and Movement
- ◆ BTEC in Physical Performance and Coaching

### CAREERS INVOLVING DANCE

- ◆ Professional Dancer
- ◆ Choreographer
- ◆ Dance Teacher
- ◆ Movement Therapist
- ◆ Dance Company Director
- ◆ Stage Performer in Musical Theatre
- ◆ Dance Notator or Historian
- ◆ Fitness Instructor with Dance Focus



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# Design Technology

AQA GCSE



*“Design is not just what it looks like and feels like. Design is how it works.”*

The GCSE in Design and Technology will teach students how to think like a designer as they develop creative and practical solutions to problems. The course will prepare students to participate confidently and successfully. In an increasingly technological world. Students will gain awareness and learn from wider influences on Design and Technology including historical, social, cultural, environmental and economical factors.

An iterative approach to designing and making is followed and the course will teach students to progressively work with confidence and self-direction to independently complete a range of designing and making activities. Self-reflection and improvement forms an integral part of development and students are encouraged to learn from their perceived ‘failures’ and aim to improve each time they revisit a topic, or work with a given material or process. The GCSE builds on students’ Key Stage 3 experiences, incorporating knowledge and understanding of a wide variety of different materials and manufacturing processes with a particular focus on working with Natural and Manufactured Timber and Polymers. Alongside designing and making, students develop personal attributes such as leadership, organisation, resilience, problem-solving, independence and communication skills.

## Assessments

Students will follow the GCSE AQA course. There will be assessment points throughout the year to monitor students' progress, as well as two official mock exams. Your final grade will be made up of your achievements from two sections: NEA and written exam paper.

**Non Exam Assessment (NEA) (50%)**  
Self-directed design and making & making project. It is evidenced with a design portfolio and a final practical 'prototype' outcome.

**Written Exam Paper (50%)**  
Technical, visual communication and maths-based questions that are relevant to Design and Technology

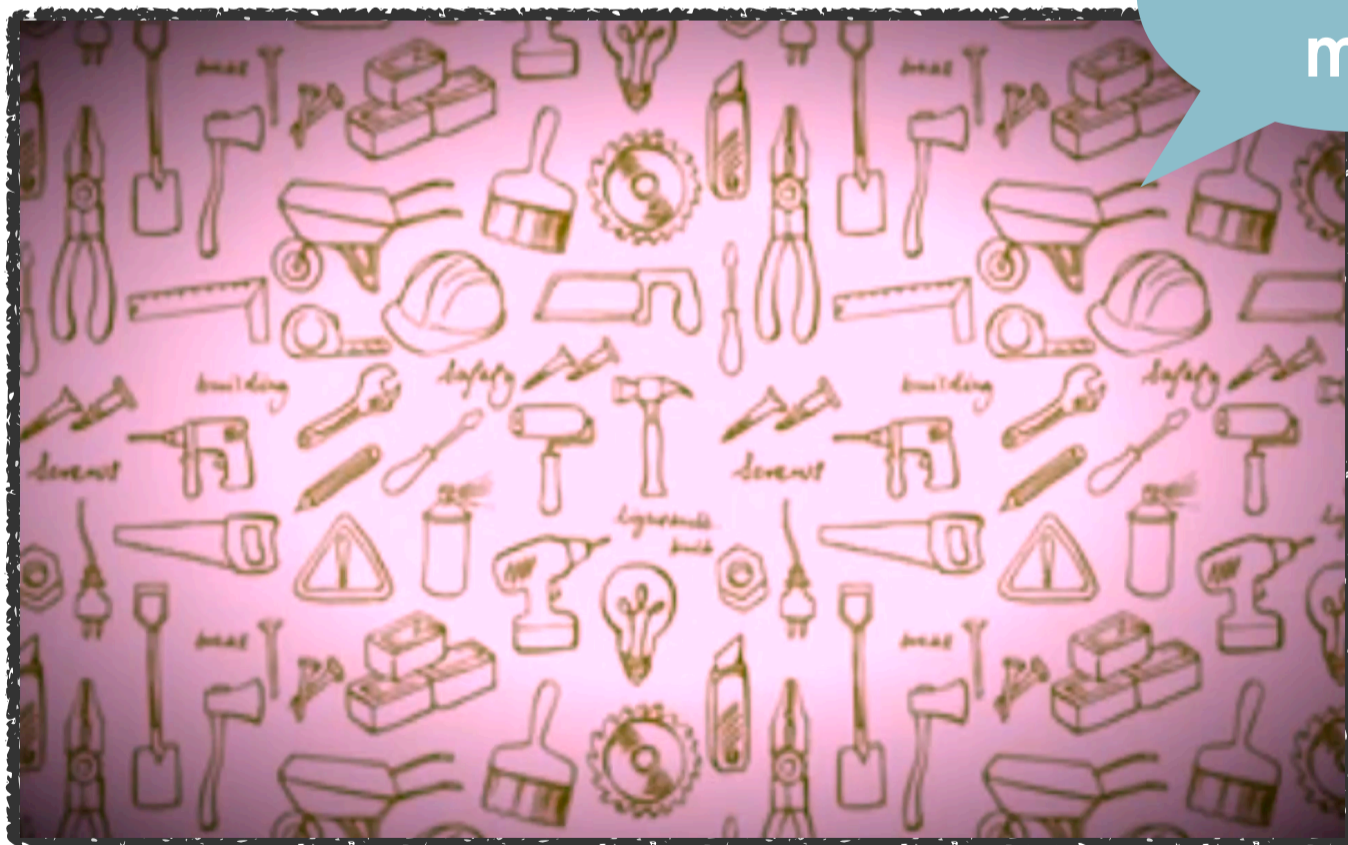
### RELATED FURTHER EDUCATION COURSES

- ◆ A-Level Design and Technology
- ◆ BTEC Extended Diploma in Engineering
- ◆ A-level Art and Design
- ◆ A-level Textiles
- ◆ Diploma Industrial Design
- ◆ Apprenticeship in Carpentry or Joinery
- ◆ Diploma in Graphic Design
- ◆ BTEC L3 in Architecture and Spatial Design

### CAREERS INVOLVING DESIGN TECHNOLOGY

- ◆ Product Designer
- ◆ Architect
- ◆ Mechanical Engineer
- ◆ Graphic Designer
- ◆ Interior Designer
- ◆ Furniture Maker
- ◆ CAD Technician
- ◆ Fashion Designer

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# Digital Information Technology

BTEC PEARSON



*“The digital world is your canvas, and technology is your brush - every skill you learn today shapes the innovations of tomorrow.”*

The BTEC in Digital Information Technology is an exciting and dynamic course that equips students with the skills and knowledge to thrive in a rapidly evolving digital world. Our teaching philosophy is centred on providing an engaging, inclusive curriculum that caters to students of all abilities while maintaining high expectations. We aim to inspire curiosity, foster problem-solving skills and build confidence, ensuring every student has the tools to succeed.

Digital technology is at the heart of countless industries and plays an essential role in modern life. By studying this BTEC, students gain practical skills in areas such as data management, user interface design, and project planning. These are directly transferable to careers in IT support, software development, digital marketing, cybersecurity and beyond. The course also develops critical thinking, communication, and teamwork skills, which are valuable in any career and everyday life.

Our curriculum is designed to be both challenging and engaging. Lessons are enriched with real-world scenarios, industry-standard tools, and hands-on projects that prepare students for the practical demands of the digital sector. We provide opportunities for learning beyond the classroom through extra-curricular activities such as coding clubs and app design challenges. These experiences deepen students' understanding and help them envision their future pathways.

We believe that every student can excel in this course with the right support and mindset. The BTEC in Digital Information Technology prepares students not just for qualifications, but for the challenges and opportunities of a digital future. Whether pursuing further education, apprenticeships, or careers, students will leave the course with the confidence, skills and experience to succeed in an increasingly connected world.

## Assessments

Students will follow the BTEC course and will work towards completing a mix of coursework projects and exams over the two years.

### Non Exam Assessment (NEA)

#### Component 1

Exploring user interface design principles and project planning techniques

#### Component 2

Collecting, presenting and interpreting data

### Written Exam Paper

#### Component 3

Effective Digital Working Practices

### RELATED FURTHER EDUCATION COURSES

- ◆ A-Level Computer Science
- ◆ BTEC Extended Diploma in IT
- ◆ Diploma in Digital Marketing
- ◆ BTEC Software Development
- ◆ A-level Business Studies
- ◆ Diploma Cybersecurity
- ◆ Certificate in Web Design and Development
- ◆ Apprenticeship in IT Support or Networking

### CAREERS INVOLVING DIGITAL INFORMATION TECHNOLOGY

- ◆ IT Support Specialist
- ◆ Web Developer
- ◆ Digital Marketing Specialist
- ◆ Cybersecurity Analyst
- ◆ Data Analyst
- ◆ Software Tester
- ◆ Cloud Systems Administrator
- ◆ E-commerce Manager

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# Drama

GCSE OCR



*"All the world is a stage."*

Drama as a qualification, enables students to express themselves, explore creative stimuli, study professional work and apply performance skills in order to develop confidence in performing and a broader understanding of the performing arts industry. The qualification enables students to use their creativity and collaboration skills to devise and perform original pieces. Students will study a range of theatre styles, rehearsal techniques and performance conventions to develop their work. They will also be given the opportunity to implement key research and analysis skills in order to reflect on their practical work. Students will work from scripts and study whole texts to develop an understanding of the different aspects of theatre and the roles of theatre makers. There is an essential link to careers in the arts and students will have the opportunity to think about lighting, sound, costume and set design.

Students will acquire subject knowledge in Drama that builds throughout Key Stage 4, incorporating knowledge and understanding of different skills and theatre styles. Students learn how to develop a plot and role, be confident with stage craft and build on the essential, transferable skills helping them to become imaginative and confident performers. Students will develop an appreciation of theatre by experiencing live theatre and writing a theatre review, developing critical thinking and evaluating the work of professionals. This enables students to open their eyes to the historical, cultural and social elements of theatre and will encourage them to create their own original work in an expressive way.

## Assessments

Students will follow the GCSE OCR course. There will be two assessment points throughout the year to monitor students' progress, as well as two official mock exams.

Your final grade will be made up of your achievements from three components. Each component has both a practical and a theoretical element to be assessed.

Unit 01/02 (30%) Internal assessment  
Devising Drama

Unit 03 (30%) External assessment  
Presenting and Performing Texts

Unit 04 (40%) External assessment  
Drama: Performance and Response

### RELATED FURTHER EDUCATION COURSES

- ◆ A-Level Drama and Theatre Studies
- ◆ BTEC Extended Diploma in Performing Arts
- ◆ Diploma in Musical Theatre
- ◆ BA Foundation Course in Acting
- ◆ A-level English Literature (for script analysis)
- ◆ BTEC in Production Arts (Technical Theatre)
- ◆ Certificate in Screen Acting
- ◆ Diploma in Directing for Theatre

### CAREERS INVOLVING DRAMA

- ◆ Actor (Stage, Film, or TV)
- ◆ Theatre Director
- ◆ Drama Teacher/Lecturer
- ◆ Playwright
- ◆ Stage Manager
- ◆ Casting Director
- ◆ Drama Therapist
- ◆ Lighting/Sound Technician for Theatre and Film

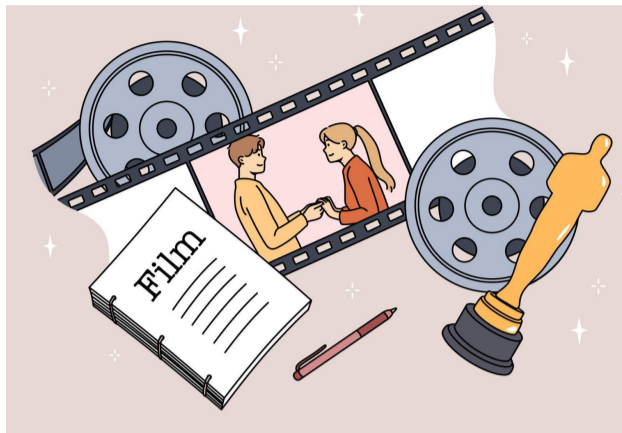


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# Film Studies

GCSE EDUQAS



*“Movies touch our hearts and awaken our vision, and change the way we see things. They take us to other places; they open doors and minds.”*

Over the last century film has become one of the most powerful, global and accessible means of communicating the stories that matter to humankind.

Our principles in Film Studies is to enable our students to become empathetic global citizens who have a broad understanding of different ideologies, cultures and societies. Recognising the power of films to reflect reality is part of being a culturally literate and engaged citizen in the fullest sense.

In a modern world that is saturated with images we feel it is imperative that students have the skill set to analyse and think critically about everything they are exposed to; to be able to question why something was made; and to fully understand the processes behind constructing these images.

The study of cinema is important on a multitude of levels: it allows students to explore the interconnectedness of personal vision, artistic and technological developments and social changes, as well as develop insight into the processes by which cultures and nations are defined through audio-visual means.

In addition to their GCSE course, students at St Ives School will have a wide range of opportunities to experience the professional world of film-making. They will take part in talks and workshops with directors, cinematographers and script writers; and have the chance to watch films – as they were intended – at a range of cinemas in the local area. The students will also have the chance to see the range of facilities available to them in the local area – with trips to the studios within both the colleges and Falmouth University.



## Assessments

Students will follow the GCSE EDUQAS course. There will be two assessment points throughout the year to monitor students' progress, as well as two official mock exams.

Your final grade will be made up of your achievements from three components; two written exams and one piece of coursework.

Component 1 (35%) 1 hour 30 mins  
Key Developments in US Film

Component 2 (35%) 1 hour 30 mins  
Global Film

Component 3 (30%) Internally assessed  
Production

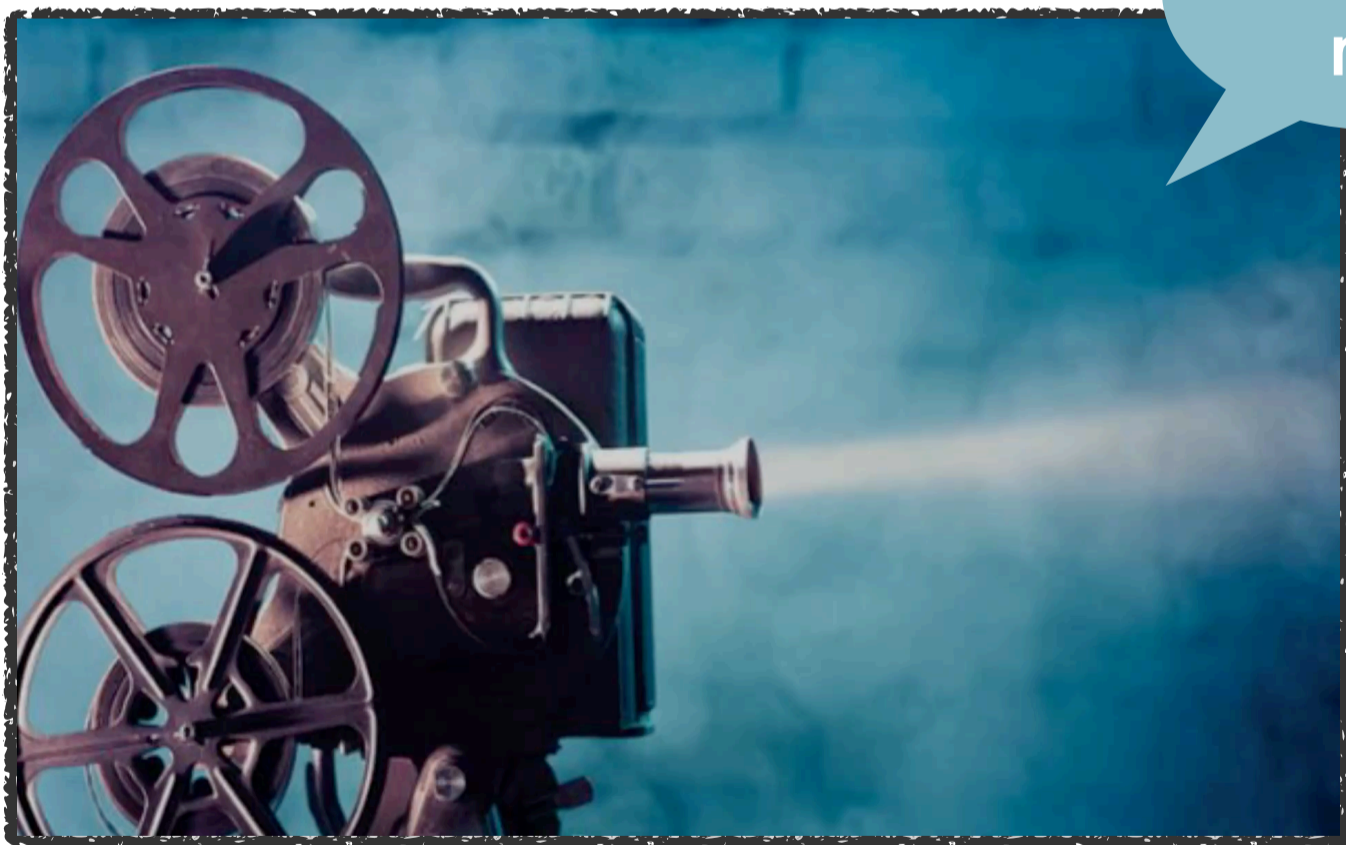
## RELATED FURTHER EDUCATION COURSES

- ◆ A-Level Film Studies
- ◆ BTEC Creative Media Production
- ◆ A-level Media Studies
- ◆ Certificate in Screen Writing
- ◆ Foundation Course in Film and TV Production
- ◆ Diploma in Digital Film Production
- ◆ Diploma in Cinematography
- ◆ Apprenticeship in Film and Video Editing

## CAREERS INVOLVING FILM STUDIES

- ◆ Film Director
- ◆ Screenwriter
- ◆ Cinematographer
- ◆ Film Editor
- ◆ Producer
- ◆ Sound Designer for Film
- ◆ Visual Effects Artist
- ◆ Film Critic or Journalist

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# Food Preparation and Nutrition

GCSE AQA



*“To eat is a necessity but to eat intelligently is an art.”*

The GCSE in Food Preparation and Nutrition gives students the opportunity to develop cooking skills, healthy eating habits and an interest in food, promoting lifelong, positive attitudes and an enjoyment of food and cooking. This GCSE would suit students who enjoy preparing and cooking food and are interested in learning about nutrition, food safety, the science and function of ingredients and where food comes from. Students need to understand that this course is not ‘just cooking’ and that they will need to be highly motivated and organised. The theory is essential to support practical tasks and to deepen knowledge and understanding.

Students are expected to provide their own ingredients for practical sessions, unless they are pupil premium. Students will be taught to make a wide variety of dishes in a safe and hygienic manner which will give them the technical skills and confidence to carry out their work independently. Complex skills will be taught throughout the course to build on the foundations learnt throughout Key Stage 3.

Students will learn to understand the relationship between diet, health and the nutritional properties of food. This will give them the confidence to express their creativity and knowledge through adaptation and modification so as to meet the needs of other consumer groups.

## Assessments

Students will follow the GCSE AQA course.

There will be assessment points throughout the year to monitor students' progress as well as mock exams in Year 11.

Assessment begins in Year 11 and is made up of three components: two internal assessments and one external assessment.

### Component 1 – Food Science Investigation

1500–2000 word report to evidence the functional and chemical properties of ingredients.

### Component 2 – Food Preparation Task

20 sided A4 e-folio evidencing planning, preparation and cooking of 3 dishes.

### Component 3 Written Exam 1 hour 45 mins

The Theory of Food; Nutrition and Health; Food Safety; Food Science; Food Provenance and Food Choice

### RELATED FURTHER EDUCATION COURSES

- ◆ A-Level Food Technology
- ◆ BTEC Hospitality and Catering
- ◆ Diploma in Professional Cookery
- ◆ A-level Biology (Food science pathways)
- ◆ Certificate in Nutrition and Dietetics
- ◆ Apprenticeship in Culinary Arts and Baking
- ◆ Diploma in Food Science and Technology
- ◆ Foundation Course in Hospitality Management

### CAREERS INVOLVING FOOD PREPARATION AND NUTRITION

- ◆ Chef or Pastry Chef
- ◆ Nutritionist
- ◆ Food Technologist
- ◆ Dietician
- ◆ Food Safety Inspector
- ◆ Catering Manager
- ◆ Product Developer for Food/Beverage Companies
- ◆ Hospitality Entrepreneur or Restaurant Owner



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# Graphic Communication

GCSE OCR



*“To design is to communicate clearly by whatever means you can control or master.”*

The GCSE in Graphic Communication will stimulate and develop students' creativity; developing artistic and practical digital design skills and providing methods to explore creative expression, often within a commercial design focused context. In doing so, we wish to explore and enrich our student's passions, cultural awareness and ability to evoke core human emotions through graphical outcomes.

Providing the wider skills to be successful within a modern design society is a priority within the subject. The social skills acquired during creative group work, decision making, adaptability, listening to options and the justification of your own ideas are imperative to personal development. These skills, together with their specialist knowledge, equip our students to continue on to further studies and careers in this creative field.

Project are varied and include both succinct workshops to build and design techniques, as well as longer time-frame projects where these techniques are used to generate personally designed outcomes in response to realistic briefs. Therefore, learning time management and advanced planning is an important aim of the subject. Success is achieved through a continual cycle of experimenting, exploring new approaches, evaluating and responding to feedback. Trial and improvement develops resilience and leads to positive developments. Students are invited to work independently, applying text, imagery and experiences in personal and original ways that allow them to reflect their true selves and community.

## Assessments

Students will follow the GCSE OCR course.

There will be assessment points throughout the year to monitor students' progress as well as mock exams in Year 11.

The course is assessed in Year 11 and is made up of a coursework portfolio and an externally assessed exam.

Unit 1 (60%) Coursework Portfolio  
Completed throughout Year 10  
and Year 11

Unit 2 (40%) Design Project  
Controlled assessment  
Choice of themes provided by OCR  
10 hour practical task (for which  
you will have preparation time)

### RELATED FURTHER EDUCATION COURSES

- ◆ A-Level Art and Design
- ◆ BTEC Extended Diploma in Graphic Design
- ◆ Diploma in Digital Media and Design
- ◆ A-level Photography
- ◆ Certificate in Motion Graphics and Animation
- ◆ Foundation Diploma in Art and Design
- ◆ BTEC L3 in Creative Media Production
- ◆ Diploma in UX/UI Design

### CAREERS INVOLVING GRAPHICS

- ◆ Graphic Designer
- ◆ UX/UI Designer
- ◆ Web Designer
- ◆ Motion Graphics Artist
- ◆ Illustrator
- ◆ Brand Identity Designer
- ◆ Creative Director
- ◆ Marketing Materials Designer

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# Music

GCSE OCR



*“Music is the divine way to tell beautiful, poetic things to the heart.”*

OCR's GCSE (9-1) in Music offers a contemporary, accessible and creative education in Music with an integrated approach to the three main elements of performing, composing and appraising. Learners are encouraged to be creative and to broaden their musical horizons and understanding with Areas of Study that inspire and challenge.

The course will enable learners to explore performance and composition with a focus on their own instrument and genre choices and offers opportunity to explore new instrumental skills. Through the various genres, styles and eras contained in the Areas of Study they will explore musical context, musical language and performance and compositional skills.

The GCSE in Music is designed to appeal to, and cater for, a wide range of interests, instruments, personalities, and directions. Learners will have the opportunity to explore instruments and Areas of Study depending on their personal preference, instrument skills and ability. And yes, the voice does count as a instrument!

There are five areas of study we will cover:

- My Music (performance and composition)
- The Concerto through time
- Rhythms of the World
- Film and Gaming Music
- Conventions of Pop.

## Assessments

Students will follow the GCSE OCR course.

There will be assessment points throughout the year to monitor students' progress as well as mock exams in Year 11.

The course is assessed in Year 11 and is made up of practical coursework and an exam.

Integrated Portfolio (30%)  
Free choice composition and solo performance

Practical Component (30%)  
Composing to a brief and ensemble performance

Exam (40%)  
Listening and appraising

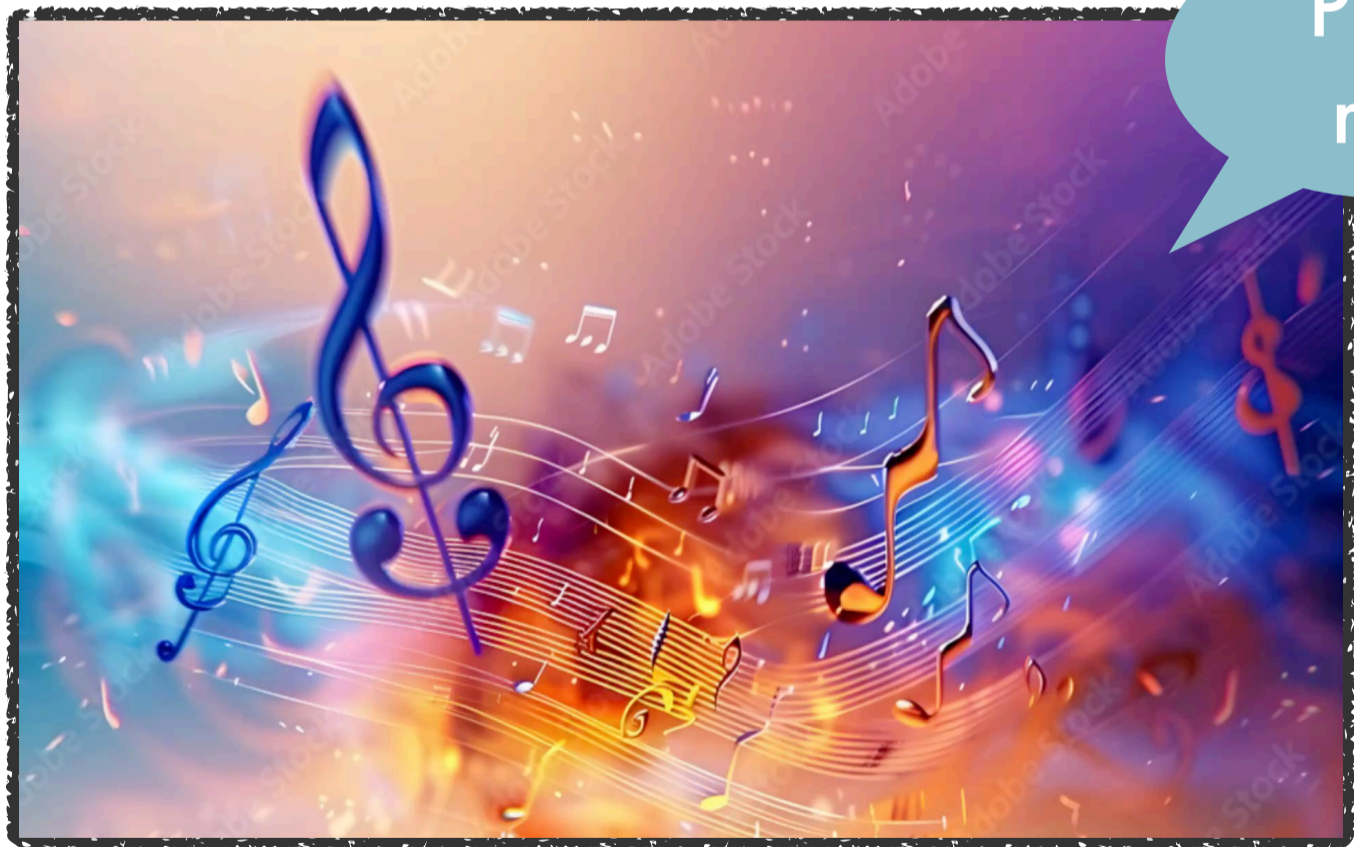
## RELATED FURTHER EDUCATION COURSES

- ◆ A-Level Music
- ◆ BTEC Extended Diploma in Music Performance
- ◆ A-level in Music Technology
- ◆ Diploma in Music Technology
- ◆ Diploma in Composition for Film and TV
- ◆ Certificate in Sound Engineering
- ◆ BTEC L3 in Performing Arts (Music)
- ◆ Classical or Contemporary Music

## CAREERS INVOLVING MUSIC

- ◆ Professional Musician
- ◆ Composer or Songwriter
- ◆ Music Teacher
- ◆ Sound Engineer
- ◆ Music Producer
- ◆ Conductor
- ◆ Music Therapist
- ◆ Event or Concert Promoter

Play  
me



For more information or any questions please contact:  
Mr Volk: [mvolk@stives.tpacademytrust.org](mailto:mvolk@stives.tpacademytrust.org)

# Sports Studies

C/NAT OCR



*“The principle is competing against yourself. It’s about self-improvement, about being better than you were the day before.”*

The sports industry is one of the fastest growing employment sectors in the world. As our leisure time becomes ever more important and there is an increasing focus on activity and wellbeing, the study of sport and its place in our society is ever more relevant. For many students the opportunity to gain accreditation for their level of sports performance is incredibly important and Sports Studies offers a chance to have their talent recognised.

Our students enjoy a mix of both practical and theoretical learning and have strengths in sports performance and leadership. If you enjoy Core PE and want to understand how to obtain employment in the sports industry, understand some of the issues within the industry, and gain practical experience leading and developing sports performance, then this could be the course for you.

Students develop their knowledge and skills in three main areas, building upon their learning in Core PE at Key Stage 3: Sports performance and leadership, sport and the media, and contemporary issues in sport. As a performer they develop their skills in two different sports (team or individual or a combination). Within the media unit, students explore the impact that media has on our participation and perception of sports, including researching its impact on our local clubs and athletes. Within contemporary issues, the focus is on understanding how national levels of participation and performance are affected by factors such as funding, international competitions, social barriers and the increasing use of technology in sport.



## Assessments

Students will follow the CAMBRIDGE NATIONAL OCR course. There will be assessment points throughout the year to monitor students' progress as well as mock exams in Year 11.

The course is assessed in Year 11 and is made up of assessment in three units. There are 13 separate tasks to complete in total: each one counts towards the final grade.

R184 - Exam  
Contemporary Issues

R185 - Practical  
Performance and Leadership

R186 - Coursework  
Sport and the Media

### RELATED FURTHER EDUCATION COURSES

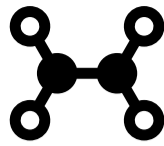
- ◆ A-Level Physical Education
- ◆ BTEC Sport and Exercise Science
- ◆ Diploma in Sports Coaching
- ◆ A-level Biology (for sports science pathways)
- ◆ Certificate in Personal Training/Fitness Instructor
- ◆ BTEC L3 in Sports Development
- ◆ Outdoor Adventure and Physical Leadership
- ◆ Sports Coaching or Physiotherapy Support

### CAREERS INVOLVING SPORTS STUDIES

- ◆ Sports Coach
- ◆ Personal Trainer
- ◆ PE Teacher
- ◆ Sports Scientist
- ◆ Physiotherapist
- ◆ Sports Psychologist
- ◆ Athletic Trainer
- ◆ Event Coordinator for Sports Events



For more information or any questions please contact:  
Mrs Kelly: [lkelly@stives.tpacademytrust.org](mailto:lkelly@stives.tpacademytrust.org)

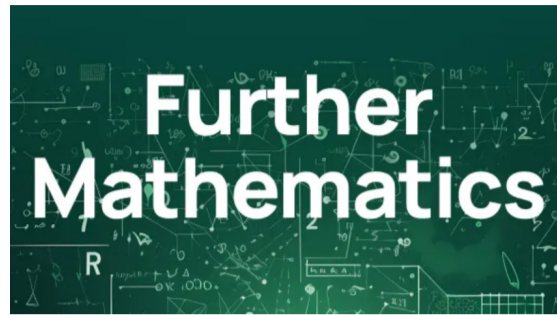


## Additional GCSEs

- ◆ Further Mathematics (Level 2 Certificate)

# Further Mathematics

LEVEL 2 CERTIFICATE, AQA



*“Mathematics rightly viewed possesses not only truth but supreme beauty.”*

**This qualification will be available in Year 11.**

Mathematics is essential for everyday life and to understand our world. It is also essential to Science, Technology and Engineering, and the advances in these fields on which our economic future depends. The Level 2 Further Mathematics course both depends and extends the knowledge that students gain whilst studying GCSE content.

It is essential that all students at St Ives School have the opportunity to reach their potential, and this course aims to push the very brightest of our students. The course is suitable for anyone who enjoys mathematics, and is studying the Higher GCSE course, and should be considered essential to anyone wishing to study Further Mathematics and/or Mathematics at A-level.

We have high expectations of all students so they recognise and achieve their full potential. This course will help students to develop their own skills in analysis, reasoning, creativity, collaboration and self-evaluation so that they can meet the mathematical problems they face with thoughtfulness and enthusiasm.

There is only a single tier on entry - Higher. We encourage all of our most able mathematicians to take up the challenge and to embrace the opportunity to deepen both their interest and understanding in mathematics by studying Further Mathematics alongside GCSE. Further Mathematics is a great qualification to supplement the content covered at GCSE. At St Ives School, Further Mathematics content will be delivered during dedicated after-school sessions which focuses on teaching new content. There is an expectation that students work independently throughout this course.

## Assessments

Students will follow the AQA Level 2 Certificate in further mathematics.

The course is assessed in Year 11 with two exams.

Paper 1 (non-calculator, 50%)  
1 hour 45 mins

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

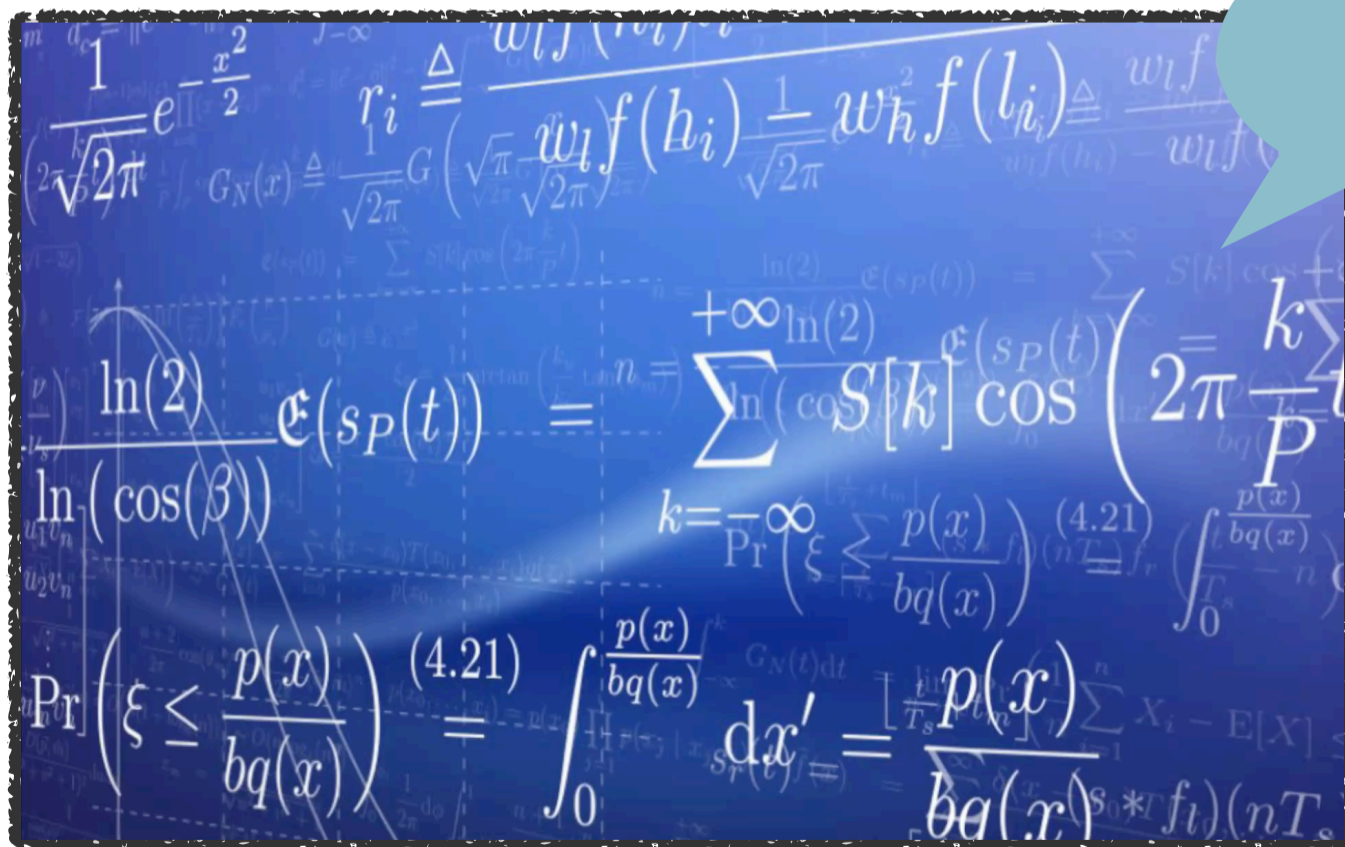
## RELATED FURTHER EDUCATION COURSES

- ◆ A-Level Mathematics
- ◆ A-level Further Mathematics
- ◆ A-level Physics
- ◆ A-level Computer Science
- ◆ A-level Economics
- ◆ BTEC Engineering
- ◆ BTEC Applied Science
- ◆ International Baccalaureate

## CAREERS INVOLVING FURTHER MATHS

- ◆ Engineer
- ◆ Data Analyst
- ◆ Software Developer
- ◆ Actuary
- ◆ Statistician
- ◆ Financial Analyst
- ◆ Physicist
- ◆ Teacher/lecturer in Mathematics

Play  
me



For more information or any questions please contact:  
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