

Year 6

Choosing secondary
School
Transition process

Year 7

Year 8

Year 9 -

Choosing your options

Start of your GCSE journey.

3 examinable core subjects

4 option subjects

Building skills to enable access to
GCSE level study.

Year 10

Year 11 -

Choosing Post-16

Completing the GCSE journey
and selecting next steps

Your Future!

2025-2027

KS4 GCSE Pathways

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Welcome

Welcome to our Year 9 Options process.

This is the first opportunity for students to make choices about their education for the next two years, although it is an exciting time, we understand that this can be quite daunting for some, whereas others will already have a clear direction about the path they would like to follow.

The Options process begins early at Ixworth High School, included within it are a series of events that are designed to ensure we share as much information as possible; it began with an assembly on the first day of term explaining the year, taster sessions in option subjects in November, our career weeks, this booklet and our options evening, as well as a number of other interactions as we have moved through the year. Additionally, there are also opportunities to discuss individually with subject experts, pastoral support and our SENCo in school before students submit their choices.

Support from home is equally valuable, as parents/guardians and older siblings or relatives will be able to offer advice on the skills needed for FE, HE and the workplace.

We plan for Year 9 to start their options in the final half term of this academic year, this gives a lead in to Year 10 in September allowing us to establish routines, as well as beginning to work at the pace and challenge that Level 2 qualifications require.

We are proud of the diverse range and increasing number of qualifications we are able to offer at Ixworth, as well as the increasing success our students are enjoying. Please ensure you make maximum use of the advice and guidance available to ensure you select the best courses for you over the next two years.

Mr Gibb
Headteacher

Introduction

Introduction

The new style GCSEs

GCSE stands for General Certificate of Secondary Education. It is the official certificate for all 16-year-old pupils in England and Wales. The majority of the new GCSEs are assessed 100% through examination at the end of Year 11. There are however a minority of GCSEs which have some form of controlled assessments which take place over the two-year course and make up a percentage of the final grade. These assessments take place in lessons with teacher supervision and often involve some element of being completed under exam conditions.



The main differences are that the new GCSEs are designed to be more rigorous in content with more emphasis on end of course examinations and they are also graded 9-1 rather than A*-G. Below is a diagram that shows how the numbers equate to the A*- G grading system on the traditional 'old style' GCSEs.

What do these changes to the new GCSEs mean to students and their options?

The recently reformed GCSEs are more examination centred than ever before, with an increased emphasis on the final examination at the end of Year 11. There are less subjects with continual assessment or controlled assessments.

Be aware that GCSE subjects that have traditionally been very practically orientated (e.g. Drama and PE) have had an increase in importance towards the written examination. Make sure you check exactly how each GCSE you are interested in is assessed.

Many of the 'new' GCSEs have three examinations at the end of Year 11; think about how many final examinations you will have when making your choices.

The 'new' GCSEs are designed to be harder and more challenging than the old GCSEs, especially in the core subjects.

New grading for GCSEs

New grading		Old grading
9		A*
8	=	A
7		
6		B
5	=	C
4		
3		D
2	=	E
1		F
		G
U	=	U

Source: Ofqual

PA

Core Curriculum

All students, irrespective of pathway, will follow the same core curriculum. The details of which are summarised below:

All these subjects are compulsory for each of our students.

English	English Literature English Language	AQA
Maths	Mathematics GCSE Statistics GCSE	Edexcel
Science	Combined GCSE (2 grades) Triple Science GCSE (3 separate GCSE grades)	AQA
Core PE	Core PE is non-examined and focused on healthy lifestyle and exercise. PE has proven mental as well as physical benefits.	N/A
PSHE	This is a non-examined subject and covers statutory curriculum content: sex and relationships, drug education, careers education and preparation for work/further education etc. It also covers religious education and British Values in the 21st century.	N/A
Tutor Sessions	Each morning 30 min tutor time will be filled with a series of activities designed to improve and support student outcomes. The vocabulary sessions that have been completed during KS3 are supplemented by looking at idioms. Numeracy Ninjas continue into Y10 and all students undergo a number of structured sessions learning how to revise effectively. This is further supplemented in Y11 with additional time to revise and a comprehensive package of interventions throughout the year.	N/A

Making choices

DO

Choose courses in which you are likely to achieve success.

Choose courses you are interested in and which you are likely to enjoy.

Think about the variety within your curriculum as you select your subjects and try to arrive at a balance which matches your talents.

Remember that all courses are of an equal standard and value.

Choose courses that fit with your future needs.

Look carefully at the balance of subjects being considered. It is important to take into account the workload that subject choices will entail. Some subjects will require more reading and writing than others, whereas some subjects offer a practical element, e.g. Art, Drama and Music.

Pay attention to the method of assessment and choose a subject where you know you can obtain a high percentage of marks.

Talk to your parents/carers, your teachers and careers staff. Although they will not want to make the decision for you, they will each have an important perspective.

DO NOT

Choose subjects just because your friends are choosing them.

Choose a subject just because you get on well with your teacher. You might well have a different teacher at KS4.

Choose a subject because you think it will be easy. All subjects have equally difficult elements and require full commitment.

Choose at the last minute giving it little thought.

What if an option is over or undersubscribed?

As options are ranked in order of priority by students, the school will attempt to get the best fit possible. If a subject has too few selecting the option, the subject will not run and students will automatically move to one of their other option choices. Contact home will not occur unless there are no spaces in the options selected.

In the event a subject is over subscribed, we will follow a process of selecting those that either; have made the most progress against their targets or, the permeations that make the timetable work most efficiently.

Selecting a subject is not a guarantee that you will be placed in the subject.

Introduction

Introduction

Staff contact:

Jenny Stockman

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Gatsby Benchmark 1 A stable careers programme	Gatsby Benchmark 2 Learning from labour market information	Gatsby Benchmark 3 Addressing every pupil's needs	Gatsby Benchmark 4 Linking curriculum learning to careers
Gatsby Benchmark 5 Encounters with employers & employees	Gatsby Benchmark 6 Experience of workplaces	Gatsby Benchmark 7 Encounters with further & higher education	Gatsby Benchmark 8 Personal guidance

When we talk about careers education, information, advice and guidance (CEIAG), we are not just talking about jobs. Careers conversations are about life, learning AND work, which is why information impacting career choices is embedded in the curriculum and school life from Year 7. When it comes to GCSE options in Year 9 it is important not to underestimate the impact GCSEs and grades achieved by students will have on future education and employment for the rest of their life.

Most students will not have an idea of what they wish to do when they are older and if they do, it is very likely these ideas will change over time. Some students may have very clear ideas that won't change over the years. Making sure the correct GCSE subjects are chosen in order to achieve ambitions, or keep 'all options open', is key. Our careers programme has been developed to address this need and is in line with the nationally recognised Gatsby Benchmarks which, include access to independent careers guidance by a fully qualified careers adviser and experiences of the world of work.

You'll notice within this booklet that alongside information about each subject there is a list of potential career pathways that subject could lead to, as well as some of the transferable skills learned alongside the subject knowledge. Neither are finite lists and do not replace the need to talk to teachers and professionals and explore further, however, the purpose of these lists is to show the plethora of options available as a result of GCSE level study.

The Careers Programme aims to develop students' careers knowledge from wide awareness of sectors, skills and pathways in Year 7, through preparation, discovery and experiences leading to fully informed decision making in Year 11.

Already in Year 9 students will have heard about some careers pathways in curriculum subjects, gained some useful transferable skills and learned about pathway options in PSHE. All Year 9s are invited to a group meeting with the Careers Advisor with the option of a one-to-one if required ahead of choosing options.

During Year 10 and 11 all students are offered a one-to-one meeting with the Careers Advisor, take part in mock interviews and have as many employer encounters as possible during careers week, in assemblies and one-off presentations or interactive sessions. All Year 10s take part in work experience and get a feel for what the working world might feel like as well as learning about their own strengths and preferences.

Students will learn about the post-16 options open to them, what they will need in terms of qualifications in order to access them and hear presentations from people who can talk them expertly through higher and further education, apprenticeships, T-levels, A-Levels and more as well as answer any questions.

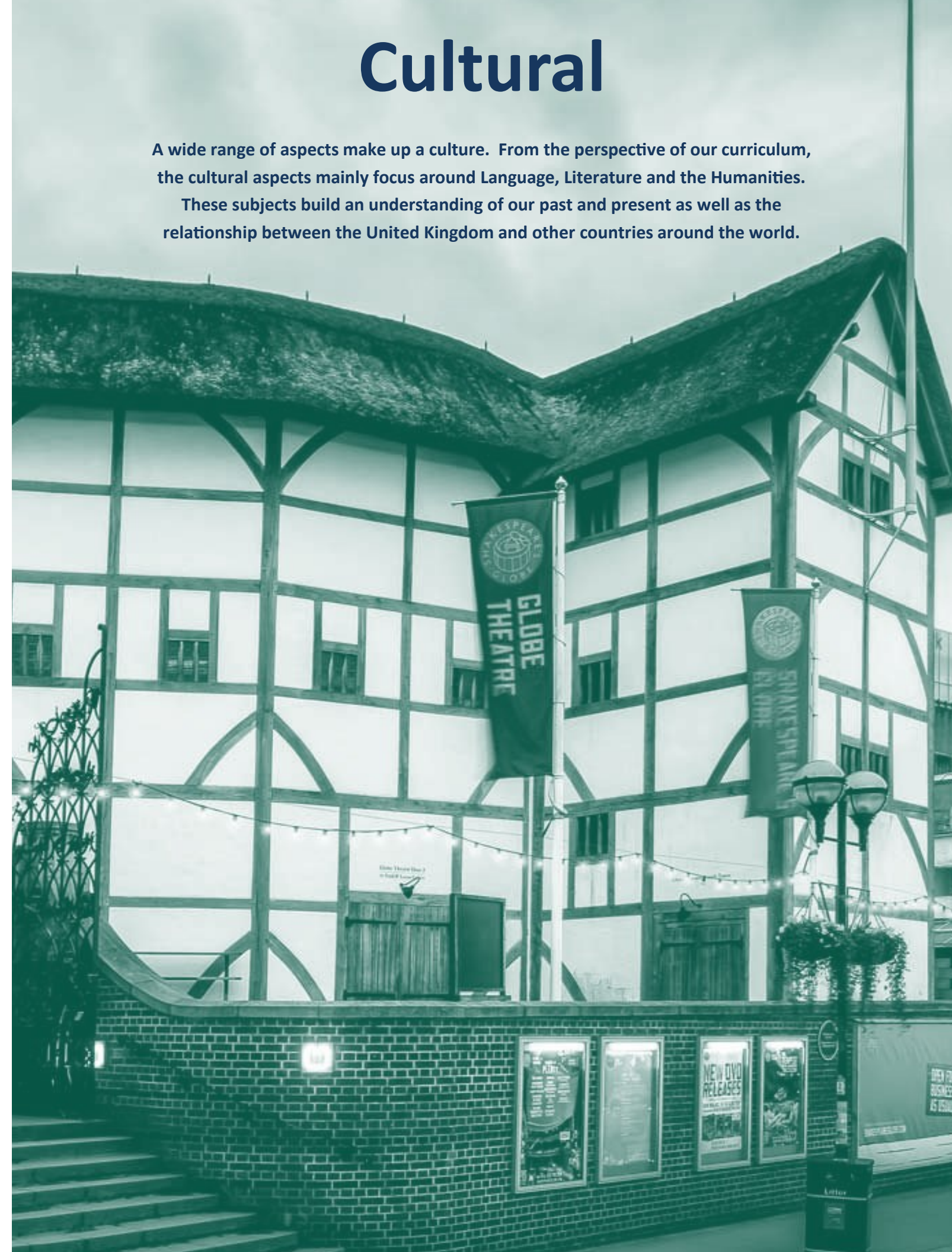
Please visit the careers section of the school website for useful links and further details of what our careers programme will offer you.

"We both agreed that it was a fantastic and worthwhile day. You have some fantastic, talented students who have very bright futures ahead of them. I hope we were able to provide an experience which will support them for years to come."

School visitor for mock interviews, Careers week 2025

Cultural

A wide range of aspects make up a culture. From the perspective of our curriculum, the cultural aspects mainly focus around Language, Literature and the Humanities. These subjects build an understanding of our past and present as well as the relationship between the United Kingdom and other countries around the world.



English (Lit & Lang.)

EBACC - This subject contributes towards the EBACC

Exam Board:

AQA

Assessment Methods:

4 Exam papers - 2 Literature, 2 Language

Staff Contact:

S.baker@ixworthhighschool.org

Career paths

Media
Education
Linguistics
Law
Marketing
Tourism
Journalism
Producers
Historians
Author
Politics
Theatre
Therapists
Editors
Sales
Archivists

English Language

In this subject, students will learn to analyse and critique a range of unseen extracts from past to present through their language study across two years. They will also learn full texts from the literary canon as well as a range of historical and contemporary poetry. Creativity is endorsed through fiction writing, and transactional (non-fiction) writing tasks ensure that students are well prepared for the wider world.

English language exams consist of unseen extracts analysed through a prescribed question style. Students are prepared for this through extensive analysis of a range of extracts across fiction (Paper 1) and Non-fiction (Paper 2) so that, whatever the text, they have the skills to answer the questions.

English Literature

English literature exams cover a known text, e.g. Macbeth, but through an unknown question. Thorough teaching of themes, characters, events and quotations ensures that students are prepared for the questions that they are asked. Students are expected to know whole texts from memory well enough to tackle questions from any stage of the storyline and do not have copies of the texts in the exams.

English Lessons

Lessons consist of teaching the text then moving into revision. Spaced practice ensures that texts taught earlier in the course are revised and revisited throughout. There are currently 4 lessons a week in Year 10 and 5 lessons a week in Year 11.

Homework

Homework is used a key method of revision in Year 11. Earlier in the course, homework is used for pre-teaching content. Online platforms such as Seneca are used for this and homework tasks are shared through Arbor.

Languages – French

EBACC - This subject contributes towards the EBACC

Exam Board:

AQA

Assessment Methods:

4 exams - One each in Speaking, Listening, Reading and Writing

Staff Contact:

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Career paths

Diplomat
Foreign correspondent
Government
Tourism
Import/Export
Journalist
Translator
Sales
Marketing
Flight Crew
Customs and Excise
Immigration
Interpreter
MI5/MI6
Teacher
Cruise ships

The key to success in Modern Languages is regular learning of manageable amounts of grammar and vocabulary. We have recently invested in a new course that is supported by Studio AQA GCSE electronic book on Pearson Active Learn, an online package that offers a range of support materials, as well as a digital version of the course books which we follow. Practise in all four skills using topic specific material will hence be at the heart of every good language lesson. Lessons are varied and enjoyable, using a wide variety of resources and materials, with increasing emphasis on examination techniques as the course progresses.

Linguists are highly valued in the working world and having a language will open many doors. There are many opportunities to study abroad as part of your degree course and career opportunities are diverse, ranging from the legal and diplomatic worlds to commerce, journalism and interpreting. Scientists, engineers and doctors are also all known to benefit from having a language, if not two, hence by continuing with languages, a bright future awaits.

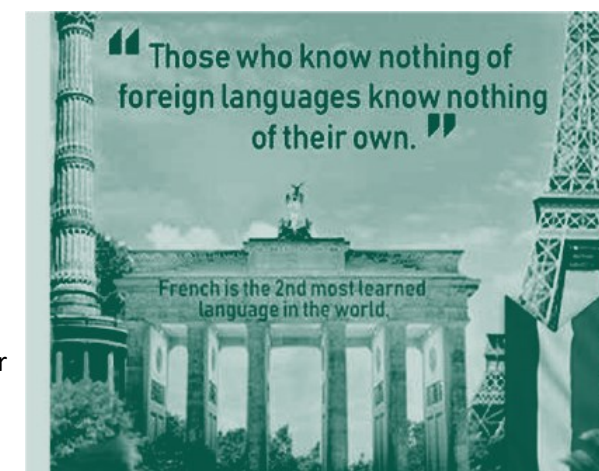
Curriculum content

The topics you will study are:

Family, friendships, technology, leisure and customs; Home town, social and global issues, travel and tourism; School, future plans, jobs.

Breakdown of marks

The course is linear which means that all exams will be sat at the end of the two year course. All languages have a Foundation Tier (grades 1-5) and Higher Tier (grades 4-9), and all pupils must take all four skills, which are equally weighted, at the same tier.



The skills developed in English are infinitely flexible, as a result, this subject is seen as the 'gateway' to all others.

Cultural

"Language skills are very sought after by employers," A GCSE qualification in languages opens doors for traditional careers but also in digital marketing, social media and sales.

Cultural

Geography

Exam Board:
AQA
Assessment Methods:
2 Exams
Staff Contact:
V.ellis@ixworthhighschool.org

EBACC - This subject contributes towards the EBACC

Career paths

Botany
Landscaping
Environmental science
Geologist
Cartographer
Oceanographer
Ecologist
Travel and Tourism
Distribution
Waste management
Horticulture
Agriculture
Water authority
Town Planner
Sustainability consultant
Meteorologist

Geography is often quoted as the most sought-after qualification as it promotes flexibility, common sense and many other skills such as thinking problems through, handling complex issues and applying theory to examples from the real world. You will also learn how to read and draw maps, record and analyse fieldwork data and ask questions.

Curriculum content

Students study the theory and reality of current and topical geographical issues, including aspects of physical geography such as rivers, coasts, weather and ecosystems and aspects of human geography such as urban and rural geography and industry and development in different parts of the world.

The course is divided into three parts:

Component 1: Changing Physical and Human Landscapes.

Component 2: Environmental and Development Issues.

Component 3 - Applied Fieldwork Enquiry– 30%

Students will be given the opportunity to take part in two field trips to collect data in two different locations, an urban area and a rural area. The fieldwork completed, along with their data handling skills, will be accessed in a written exam.



Geography promotes flexibility, common sense and many other skills such as thinking problems through, handling complex issues and applying theory to examples from the real world.

Cultural

History

Exam Board:
Edexcel
Assessment Methods:
4 exams - 1 on each unit covered - Saxons & Normans, Medicine, Weimar & Nazi Germany and Cold War
Staff Contact:
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EBACC - This subject contributes towards the EBACC

Career paths

Palaeontologist
Archaeology
Conservation and Restoration
Historian
Criminology
Theatre, TV and Film
Travel & Tourism
Museum / Art Curator
Anthropologist
Sociologist
Security Service
Archivist
Heritage Work
Author
Public Services
Teacher

The skills developed in the study of History are transferable to life beyond GCSEs enabling you to grow as a person. You will learn to make judgements and form arguments, supporting your views clearly and in a structured way.

You will be able to differentiate between strong and weak sources of evidence, make inferences and be able to develop empathy. Students who obtain a qualification in History are highly valued in the careers market. The skills are transferable to a wide range of careers such as lawyers, journalists, the media, marketing and management.

Thematic study and Historic environment - Medicine in Britain, 1250 - present & the British Sector of the Western Front

This unit investigates the way medicine developed in Britain over an extended period of time. The units focus on the impact of those changes, making links over time and the key stages of development.

Period study and British depth study - Anglo Saxon and Norman England

This unit moves students from the later Anglo-Saxon period through the Norman invasions to the subsequent establishment of power in Medieval England by the Normans. This period is heavily studied and researched with fascinating changes in society and social hierarchy.

The Cold War, 1941 -1991

From the end of WWII until the early 1990's tensions between the USA and USSR ebbed and flowed. In this unit we pick up the narrative as WWII closes, a series of treaties followed by the spitting of Germany and Berlin. The unit will study how the relationship between these two superpowers almost led to nuclear annihilation before the eventual collapse of the USSR entirely.

Modern depth study - Weimar and Nazi Germany, 1918-1939

Expanding on KS3 history, we study in depth the impact of the conclusion of WWI. As students study the unit they will be exposed to numerous sources of evidence to investigate how Germany recovered before economic disaster took hold and Hitler came to the fore.



You will learn to make judgements and form arguments, supporting your views clearly and in a structured way.

Cultural

Optional subject

Ancient History

EBACC - This subject contributes towards the EBACC

Exam Board:

OCR

Assessment Methods:

2 Exams - 4 papers - Paper 1 & 2, Persia and Greece & Alexander the Great.

Paper 3 & 4, Foundation of Rome, Britannia - Conquest to province

Staff Contact:

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Career paths

- Military
- Archaeology
- Conservation and Restoration
- Historian
- Criminology
- Theatre, TV and Film
- Psychologist
- Museum / Art Curator
- Anthropologist
- Lecturer
- Security Service
- Archivist
- Heritage Work
- Author
- Investigative services
- Secret service

Ancient History has been designed to help learners develop their understanding of the ancient world and the legacy of that world in today's society. It is a wonderful opportunity to study a period of history that does not cease to fascinate many people, providing inspiration to countless generations. This course is rarely delivered in secondary schools giving students at Ixworth a rare opportunity to set themselves apart from the rest!

The Persian Empire

The first study will explore a 94 year period in the Persian Empire. Students will investigate the substantial developments and issues associated with the period focusing on understanding of the process of change.



The Early Roman Republic

The longer period study on the Roman Kings and the early Roman Republic will focus on the most significant events and characteristics of different eras across a period of just over 300 years. The longer period of study will reveal wider changes in aspects of society over time and allow comparisons to be made between different eras. This will include political change, religious and social change, and the impact of warfare and military change.

The longer period study has a requirement for learners to understand the nature and origin of the historical evidence for this period. This allows learners to separate myth from the individuals and events.

Learners must study two depth studies. **Alexander the Great, 356-323 BC, and Britannia: from conquest to province AD 43-C84.**

In the depth studies, the focus will be on the critical use of ancient source material in investigating and assessing historical questions, problems and issues.

Learners will need to understand the detailed historical context of the events/situations for each depth study. The links between the depth studies and the period studies will make it easier to understand historical background, context and to develop awareness of how the study is located within the longer term developments of the topic. The focus of each depth study will focus on the ancient source material, and the use, analysis and evaluation of the evidence the ancient source material provides.



The skills required to be successful in Ancient History are infinitely transferable. Good Ancient Historians are able to analyse multiple sources of information forming substantiated judgements.

Cultural

Optional subject

Religious Studies

This subject shares many common skills with History.

Exam Board:

AQA

Assessment Methods:

2 examination papers

Staff Contact:

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Career paths

- Lawyer
- Lecturer
- Clergy
- Mediator
- Aid Worker
- Journalist
- Social Worker
- Curator
- Journalism
- Banking
- Local Government
- Public Relations
- Analyst
- Police force
- Marketing
- Author

To understand the modern world, it is necessary to understand religion. Religion is at the heart of many issues we face today: extremism, climate change, race, gender and class.

This GCSE covers a range of the major world religions, six contemporary ethical themes and two textual studies, ensuring you and your students have a diverse choice of intriguing subjects to explore. Students will be challenged with questions about belief, values, meaning, purpose and truth, enabling them to develop their own attitudes towards religious issues. Students will also gain an appreciation of how religion, philosophy and ethics form the basis of our culture. They will develop analytical and critical thinking skills, the ability to work with abstract ideas, leadership and research skills. All these skills will help prepare them for further study.

The Study of Religions, beliefs, teachings and practices

Students will study two major religions in depth. This will include background to the religion, its formation and its teachings. Students will be able to compare the two religions and understand the significant and subtle differences as well as the similarities between them.

Thematic based studies

Students will study a series of four thematic studies. This will come from the topics: Relationships and families, Religion and life, The existence of God and revelation, Religion, peace and conflict, Religion, crime and punishment, Religion, human rights and social justice.



The skills required to be successful in Religious studies are essential for many careers in law, as well as, other roles that require understanding multiple points of view before giving a response.

Cultural

Health and Social Care

This subject may pair well with Food & Nutrition or PE.

Exam Board:

Educas

Assessment Methods:

1 exam (40%), 2 controlled assessments (60%)

Staff Contact:

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Career paths

Care Worker
Personal Assistant
Social Worker
Community support officer
Supervisors and managers
occupational therapist
activities coordinator
Technician
Care Coordinator
Social Work
Mental Health Assistant
Rehabilitation Assistant
Health Educator
Nursing
Department of Health
Medical technician

Many staff now work in roles that cover both health and social care and the skills and qualities needed are very similar for both. The UK government has set out to develop the health and social care sector by advancing the care models in place to promote health, well-being and provide care to those who need it. The Social care sector employs 1.48 million people and will have 500,000 million extra jobs by 2030. There are more than 350 different roles in the health and social care sectors.

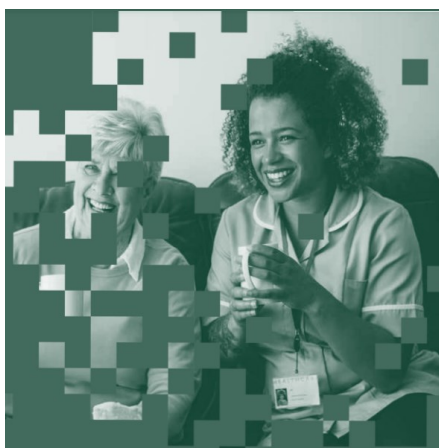
Units at glance:

Unit 1: introduces learners to different ways that individuals grow and develop during the life stages, including the different factors that can affect growth and development. Learners will gain understanding of how self-concept is developed and how health and well-being is promoted.

Unit 2: introduces learners to the value of person-centred practice, through application of how provision and practitioners' roles meet the needs of individuals, and how practice is underpinned by legislation and standards. Learners will also gain an understanding of safeguarding and types of abuse. They will apply their knowledge of modern-day challenges to health and well-being which individuals face, and the impact of these on the health and social care sector.

Who is this course for?

This course is aimed at 14-16 year olds who want to experience a vocational course that focuses on gaining the knowledge, understanding and practical skills required to work within both the Health and Social care sectors.



The Health and social care industry is one of the largest in the UK. Developing a fundamental understanding of this industry will open a number of avenues into future careers.

Cultural

Citizenship

This subject blends well with Languages and Humanities

Exam Board:

AQA

Assessment Methods:

2 examination papers

Staff Contact:

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Career paths

Politician
Careers advisor
Citizens advice
Lawyer
Social Services
Ambassador
Police Officer
Judge
Civil Servant
Charity Worker
Market Researcher
Town Councillor
Curator
Solicitor
Sociologist
Psychiatrist

Citizenship Studies is about how people take an active part in democratic politics and work together for a better society, locally, nationally and globally. Students will learn about power, democracy, the operation of government and the legal system, and the role of the UK in the wider world. They will explore and learn about different controversial and topical issues with political, social, ethical, economic and environmental dimensions in local to global contexts. They will experience taking citizenship action and learn from trying to make a difference themselves.

The aims and objectives of this qualification are to enable students to:

- Know and understand what democracy is, how parliamentary democracy operates within the constituent parts of the UK, how government works and how democratic and non-democratic systems of government are different beyond the UK
- Know and understand the relationship between the state and citizens, the rights, responsibilities and duties of citizens living and working in the UK and how people participate in democracy.
- Know and understand the role of the law in society, how laws are shaped and enforced and how the justice system works in England and Wales.
- Know and understand how taxes are raised and spent by governments, and how national economic and financial policies and decisions relate to individuals.
- Use and apply knowledge and understanding of key citizenship ideas and concepts, including democracy, government, justice, equality, rights, responsibilities, participation, community, identity and diversity, to think deeply and critically about a wide range of political, social, economic and ethical issues and questions facing society in local to global contexts
- Use and apply knowledge and understanding as they formulate citizenship enquiries, explore and research citizenship issues and actions, analyse and evaluate information and interpret sources of evidence
- Use and apply citizenship knowledge and understanding to contribute to debates, show understanding of different viewpoints, make persuasive and reasoned arguments, and justify and substantiate their conclusions
- Use and apply citizenship knowledge, understanding and skills in order to participate in responsible actions to address citizenship issues aimed at improving society and positively contributing to democracy and public life, as individuals and in collaboration with others

Developing the skills associated with politics as well as understanding what it is to be a positive citizen in a changing world.

Cultural

Creative

Creative subjects while cultural in their own right deserve a place in a broad and balanced curriculum. These areas provide significant employment in our country therefore, their value is never underestimated at Ixworth. Students are encouraged to develop their creative skills leading to numerous opportunities in life beyond the academic sectors. In addition to the breadth offered by taking creative subjects, students can develop life long passions and enjoyment.

Optional subject Art & Design

This subject
blends well with
Engineering.

Exam Board:
Eduqas

Assessment Methods:

Component 1: Personal Portfolio is worth 60%

Component 2 : Externally Set Assignment is worth 40%

Staff Contact:

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Career paths

Advertising
Illustrator
Exhibition designer
Fashion designer
Producer
Art conservator
Furniture designer
Animator
Landscape designer
Architect
Model Maker
Typographer
Theatre designer
Sculptor
Stylist
Lettering artist

GCSE Art and Design is all about developing visual ideas and for those that enjoy making practical pieces of artwork. The main areas are drawing and painting, mixed-media, printmaking and sculpture. An enquiring mind and a willingness to learn new techniques are essential. You will learn about significant artists and designers from the past and about contemporary artists. The skills you learn will be varied:



Among them will be a working knowledge of the materials, practices and technology of art and design, the skills to analyse and experiment and how best to move your ideas forward. Thinking skills will be developed alongside the practical activities to encourage creative thinking. Students become aware of art theory and wider cultural influences. Students keep a Personal Portfolio, to explore themes and develop personal responses for projects. The subject is studied as a way of both recording and communicating ideas. The course is structured to allow students with contrasting skills to access the same level of success; diversity and creative individuality is encouraged.

The Art Department aims to build artistic confidence by teaching students how to research artists and ideas, develop drawing skills, experiment with materials to identify their strengths, practise working on outcomes in 2D and 3D, and to learn presentation techniques. All work is internally assessed and externally moderated. Candidates are invited to view their work in an end of year Summer exhibition.

Materials:

You will need to equip yourself with certain materials to ensure you are able to complete homework and research tasks: pencils (HB, 2B, 4B), rubber, sharpener, colouring pencils, scissors, Pritt Stick, ruler, paints and brushes.



It is not just about being "good" at drawing or painting it is about having an interest in all things visual and wanting to learn more.

Students become aware of art theory and wider cultural influences

Photography

This subject
blends well with I-
Media or Drama

Exam Board:
Eduqas
Assessment Methods:

Component 1: Personal Portfolio is worth 60%

Component 2 : Externally Set Assignment is worth 40%

Staff Contact:
A.osborne@ixworthhighschool.org
Career paths

Advertising
Wedding photographer
Exhibition designer
Fashion images
Producer
Art conservator
Web design
Animator
Wildlife photographer
Architect
The press
Typographer
Theatre designer
Magazine editor
Stylist
Lettering artist

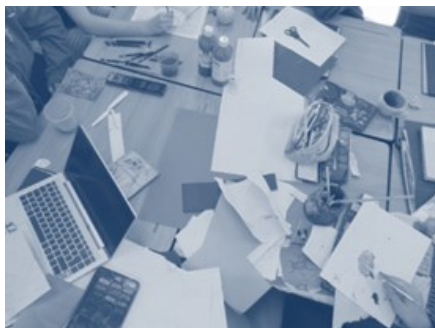
Photography is a highly popular subject and is now being offered to you at GCSE. Photography is used in a variety of different professions where good visual communication is vital. Newspapers, magazines, film, television, books and the internet use photography as do industries such as fashion, business, medicine and research. There is much more to photography than simply pointing a camera and pressing a button. Photography has the potential to enable you to make a personal response to your own individual experiences, environment and culture.

On a wider theme, the subject will enhance your understanding and provide a practical experience of the role, purpose and function of photography in society. This course will help you gain a good understanding of the knowledge and skills required to create eye-catching photographs. You will be encouraged to analyse and gain awareness from a variety of photographic genres including: documentary, street, panoramic, landscape, photojournalism, advertising, photo fiction and fashion.

You will study the works of famous photographers, and gain inspiration from the way in which they work. You will also learn how to present your work creatively through the use of a sketchbook/journal/digital portfolio. It is important that you have good literacy skills in order to tackle the depth of analysis required in this subject.

During the course you will learn how to operate a digital camera; use composition, aperture and shutter speeds; you will also develop your ICT skills using Photoshop software. Photography allows you to become aware of new digital advancements offered through mobile and tablet apps. Once you have learned the basics, you will work in an experimental and creative manner producing your own distinctive images. It also allows for art skills and materials to be used alongside photography to produce mixed media pieces. Skills developed

on this course, such as research, negotiation, problem solving and teamwork can help with some of the other subjects you choose and are extremely important qualities in all careers.



Photography has the potential to enable you to make a personal response to your own individual experiences, environment and culture.

Creative

Drama

This subject
blends well with
Music & English

Exam Board:
OCR
Assessment Methods:

Devising Drama - worth 30% .

Presenting and Performing Plays and Texts - Examination worth 30%

Drama Performance and Response - Examination worth 40%

Staff Contact:
K.hale@ixworthhighschool.org
Career paths

Broadcaster
Choreographer
Drama therapist
Live Theatre performer
Voice over artist
Stage director
Lighting
Set designer
Wardrobe designer
Marketing
Playwright
Screenwriter
Publicist
Box office manager
Tour manager
Casting director

GCSE Drama will equip you with a wide range of transferable skills, many of which will prepare you for the outside world. Drama students develop a huge range of interpersonal skills and are widely acknowledged as being excellent communicators. Lessons will provide you with a forum to develop your leadership skills and you will gain an understanding of how to work effectively with others. Drama will allow you to improve your self confidence whilst developing your own creativity. You will be given the opportunity to develop an understanding of a range of performance styles and hopefully a lasting enjoyment and appreciation of theatre.

Devising Drama

Students will create their own devised performance based on a chosen stimulus from the exam board stimulus paper. In addition to the performance, students will be marked on an accompanying portfolio with evidence of the process and decisions made whilst creating and developing their performance.

Presenting and Performing Text

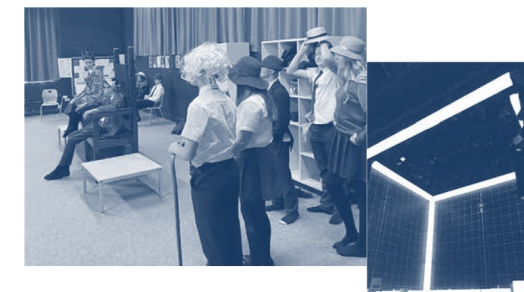
Students will take part in a showcase, demonstrating their chosen skills in a live performance. Students will perform in or design for two performances from one text. Students will be required to produce an accompanying document, which outlines their intentions for and approach to the performance showcase.

Drama Performance and Response

This component requires students to study text and performance. For Section A, students study one performance text in detail from a set list given by the exam board. This section of the paper will contain questions which require short and medium length answers. It assesses students' knowledge and understanding of how drama is developed and performed. In Section B, students will be required to analyse and evaluate a live theatre performance they have seen using accurate subject-specific terminology.

Opportunities for Field Work and Trips:

There will be a number of trips over the two-year course, which will provide you with the opportunity to experience first-rate professional theatre.



Drama students develop a huge range of interpersonal skills and are widely acknowledged as being excellent communicators

Creative

This subject
blends well with
Drama

Exam Board:**Pearson Edexcel****Assessment methods:****Exam/assessment:** 40% externally assessed**Assessments/coursework:** 60% internally assessed**Staff contact:****P.spurin@ixworthhighschool.org****Career paths**

Music Therapist

Composer

Instrumentalist

Theatre musician

Journalist

Record producer

Conductor

Librarian

Sound engineer

Private music teacher

Tour manager

Agent

Music publicist

Teacher

Programme researcher

Editor

Musicians tend to be busy people who are well organised in their lives. Many musicians continue to play and sing throughout their lives, whether professionally or in amateur groups.

Component 1: Performing - Internally marked and externally moderated, 30% of the qualification 60 marks

Solo performance: this must be of at least one minute in duration, and may comprise one or more pieces.

Ensemble performance: this must be of at least one minute in duration, and may comprise one or more pieces

Component 2: Composing - Non-examined assessment: internally marked and externally moderated, 30% of the qualification 60 marks

Developing musical ideas, Compositional techniques and strategies, Ensuring technical control and coherence, Methods of notating composition scores

Students compose two compositions, of at least three minutes' combined duration. One composition to a brief set by Pearson, of at least one minute in duration. One free composition set by the student, of at least one minute in duration.

Component 3: Appraising - Written examination: 1 hour and 45 minutes 40% of the qualification 80 marks

Musical elements, musical contexts and musical language.

There are 4 Areas of study: Instrumental Music 1700–1820 , Vocal Music, Music for Stage and Screen, Fusions.

Studying music can give you a great mix of social, technical and business skills, which can all help in acquiring the skills for employment.

Creative

This subject blends
well with Computer
Sci and Engineering

Exam Board:**AQA****Assessment Methods:****Coursework based with 2 day practical exam.****Staff Contact:****S.ball@ixworthhighschool.org****Career paths**

Colour technologist

CAD Technician

Exhibition designer

Furniture designer

Interior designer

Product designer

Art Director

Automotive Engineer

Graphic designer

Procurement manager

Product manager

Stylist

Product designer

Theatre set designer

Television engineer

Film prop designer

Three-dimensional design is defined here as the design, prototyping and modelling or making of primarily functional and aesthetic products, objects, and environments, drawing upon intellectual, creative and practical skills.

The NCFE Level 1 and Level 2 Certificates in Craft are designed to provide pupils with the skills, knowledge and understanding of craft as the act of designing and making an object by hand that follows a process and has a function or a decorative purpose.

What will you need to do for this qualification?

Research designers, ideas and sources of inspiration to help them develop their own Design and Making. Explore a range of media and materials and respond to a brief.

There are two main parts to the qualification: coursework and an external examination: Coursework makes up 60% of the final grade, and begins on the first day of the course – students build up a portfolio of work demonstrating their ability to understand Design, and apply that understanding creatively in a range of contexts at a range of scales. It will include one or more of architectural design, sculpture, ceramics, product design, jewellery and body adornment, interior design, environmental/landscape/garden design, exhibition design, 3D digital design, designs for theatre, film and television.

The exam section makes up 40% of the final grade, and will take ten hours of workshop time, with preparation beforehand.



Apply understanding of creativity in a range of contexts and in a range of media.

Creative

STEM

Science, Technology, Engineering and Mathematics, or STEM for short. With an ever changing technological landscape, the STEM subjects provide some of the most interesting and challenging subject areas to study. Significant financing has been invested into the STEM industries with some of the largest employers sitting in these topic areas.

Core subject

Science

EBACC - This subject contributes towards the EBACC

Exam Board:

AQA

Assessment Methods:

2 exams in each of the strands of Science - Physics, Chemistry & Biology

Staff Contact:

t.budden@ixworthhighschool.org

Career paths

Software engineering

Robotics

Environmental scientist

Conservationist

Hydrologist

Chemist

Biophysicist

Hydrologist

Forensic Scientist

Research Scientist

Nuclear technician

Medical Scientist

Research Scientist

Engineer

Architect

Marine biologist

At Ixworth students study Biology, Chemistry and Physics throughout KS4, leading to either 2 or 3 GCSEs in Science. The majority of students take Combined Science: Trilogy, which gives a combined double grade across the three subjects. Preparation for this course has already begun for students in Year 9.

The qualification is 100% examined (no coursework). There are six exams in total (two in each Science). Each exam is worth 70 marks.

Practical's are a really important part of the Science course and the students will complete a wide range of investigations, learning and using a variety of skills. The practical component is assessed through questions in the exam, so it is important that students think carefully about the methods they plan and follow, and the data they collect. To support students in this, they are provided with a Lab Book, which guides them through the practical's and serves as a record of their results and ideas.

Some students will take the Separate Sciences option (also known as "Triple Science"). This is worth an extra GCSE. Students prepare for this with extra lessons. This pathway still contains 6 exams in total, however, the number of marks per exam increases to 100 per paper.

Science is widely viewed as a core subject and will therefore often feature alongside English and Maths as a requirement for a wide variety of post-16 course options. Science is a demanding subject, which draws heavily upon students' literacy and numeracy as well as their ability to interpret and explain complex phenomena. Therefore, a pass in Science GCSE is seen as a good indicator of academic ability, even on courses that are not directly related to Science itself. Scientific fields include medicine, engineering, agriculture, food sciences, materials sciences, the chemical industry, energy provision, electronics, environmental sciences and many, many more.

There are many different routes into these fields, such as A Levels, BTEC courses and apprenticeships. Good grades in GCSE Sciences will help with entry onto these courses.

Triple Science provides excellent preparation for A Level Sciences, and we recommend that students considering pursuing A Levels in the Sciences at sixth form level opt for Triple Sciences at GCSE.

STEM

Science is a demanding subject, which draws heavily upon students' literacy and numeracy as well as their ability to interpret and explain complex phenomena.

Optional subject Computer Science

Exam Board:
Edexcel

Assessment Methods:
2 Exams

Staff Contact:
C.beales@ixworthhighschool.org

This subject
blends well with
languages

Career paths

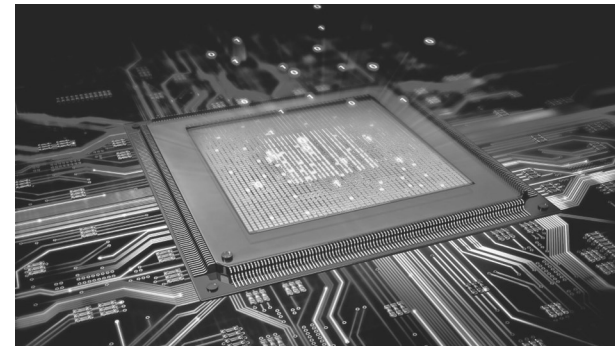
Comms technician
Animator
Content creator
Computer software programmer
Website designer
Games developer
Website administration
Audio technician
Video editor
Director
Editor
Product design
Marketing
Network manager
Interactive digital media creator
Coding

GCSE computer science is designed to provide students with an insight into the world of practical and theoretical computer use.

The qualification has a straightforward structure with six comprehensive topic areas, assessed through two externally-examined papers. One of these is a written paper focused on computational thinking, data, computers, networks, and issues and impact of computing in the world today. The other is a practical onscreen assessment, which focuses on the ability to analyse and solve problems by designing, writing, testing and refining programs.

The following list of topics and skills are just some of the aspects which will be covered over the duration of the course to furnish the students with the confidence and ability to approach the assessments

- Problem solving
- Algorithms
- Decomposition and abstraction
- Programming
- Develop code
- Data types and structures
- Input/output
- Operators
- Subprograms
- Data
- Binary
- Data representation
- Data storage and compression
- Encryption
- Computers
- Machines and computational modelling
- Software
- Programming languages
- Communication and the internet
- Networks
- Network security
- The internet and the world wide web
- Emerging trends, issues and impact



Provides students with an insight into the world of practical and theoretical computer use.

STEM

Core subject Maths

Exam Board:
Edexcel

Assessment Methods:
3 Papers for Maths
2 Papers for Statistics

Staff Contact:
C.edmunds@ixworthhighschool.org

EBACC - This
subject contributes
towards the EBACC

Career paths

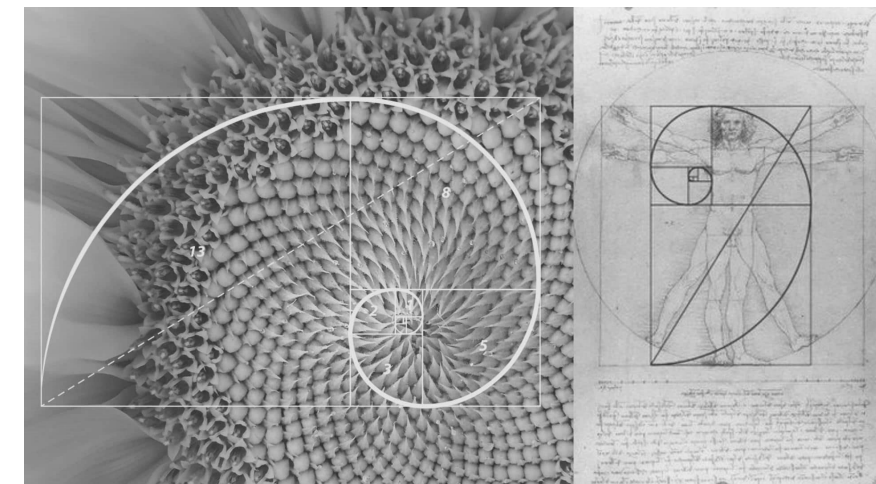
Engineer
Data handler
Biologist
Psychology
Economist
Sports analyst
HR
Finance
Civil service
Statistician
Auditor
Actuary
Accountant
Cryptographer
Quantity surveyor
Insurance agencies

At Ixworth, we follow Edexcel Maths and Statistics at GCSE. For GCSE Maths there are 3 exam papers at the end of the course, one non-calculator and two calculator papers. It comprises of 5 skill areas: Algebra, Geometry, Data Handling, Proportion and Number work all of which form 20% of the assessed content in the exam.

For GCSE Statistics, which is a separate GCSE in its own right, there are 2 exams at the end of the course both of which allow calculators. Statistics takes the Data Handling from Maths and expands on it further with more emphasises on Data collection and Interpretation. Statistics are very useful for students who go on to study Biology, Psychology, Economics, Sports Science and Geography.

As the most widely used application of Maths, a good understanding of Statistics comes in very useful for a wide range of careers from Journalism to Scientific Researcher and many other careers in-between.

Maths itself also has a lot of skills that cross over well to a range of occupations. At an academic elite level Engineering is a big application of Maths. Although at an essential skills level many jobs require a good working knowledge of Percentages and Averages.



Mathematics is a springboard to a wide range of rewarding careers.

STEM

Optional subject

Physical Education

This subject blends well with Food and nutrition

Exam Board:

Edexcel

Assessment Methods:

2 Exams

Staff Contact:

m.stacpoole@ixworthhighschool.org

Possibility of offering a vocational PE option as well as GCSE option.

Career paths

- Coach
- Sports Nutrition
- Sport Analyst
- Sports Scientist
- Sports journalist
- Lecturer
- Leisure centre manager
- Sports development
- Marketing
- Physiotherapist
- Personal trainer
- Leisure and tourism industry
- Fitness instructor
- Standards manager
- Personal trainer
- Sport Psychologist

In component one, you will develop your theoretical knowledge and understanding of applied anatomy and physiology, movement analysis and physical training so that you can use this knowledge to analyse and evaluate performance.

In component two, you will develop your knowledge and understanding of the contribution that physical activity and sport make to your health, fitness and wellbeing and how these can impact on your own performance.

In component three, you will be assessed and moderated on your practical skills and competitive ability in three sports which will be developed throughout the course.

During component four, you will use your knowledge of physical training and health and fitness to create and carry out a personal exercise programme.

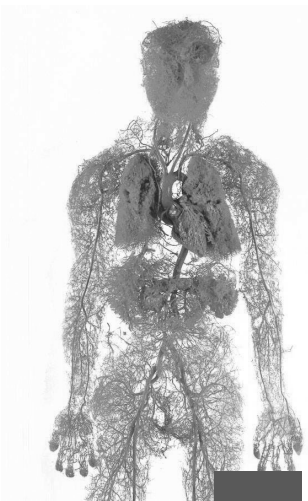
GCSE Physical Education course will appeal to those who:

- Have a keen interest in sport and exercise and look forward to their PE lessons
- Take part in sport regularly outside of class time
- Want to know more about the benefits of exercise
- Want to increase knowledge and understanding of how the body works and how the body adapts to fitness training
- Want to improve personal performance in a range of sports roles
- Want to study a course that is active

Is GCSE Physical Education for me?

A GCSE in Physical Education will equip you with the knowledge, understanding, skills and values you need to be able to develop and maintain performance in physical activities. Students will also gain understanding of how physical activities benefit health, fitness and well-being.

We are looking for students who are passionate about PE, and have a keen interest in learning more about both the theoretical and practical side of the subject. It is essential for those considering this subject that they regularly attend sports related enrichments, and play sport outside of school.



STEM

We are looking for students who are passionate about PE, and have a keen interest in learning more about both the theoretical and practical side of the subject.

Optional subject

Food & Nutrition

This subject blends well with PE

Exam Board:

AQA

Assessment Methods:

1 Exam (50%)

Non-examined externally set coursework tasks. (50%)

Staff Contact:

K.trigg@ixworthhighschool.org

Career paths

- Chef
- Baker
- New Product developer
- Food safety and quality
- Nutritionist
- Food packaging
- Street food trader
- Food scientist
- Butcher
- Food plant operative
- Agricultural roles
- Catering manager
- Ingredients sourcing manager
- Environmental Health officer
- Hotel Manager
- Food manufacturing inspector

Food Preparation and Nutrition GCSE is an exciting course which focuses on food preparation skills required to cook, applying the principles of food science, and ensuring students develop a thorough understanding of nutrition and healthy eating. The practical activities provide the connection between the theory through application of the understanding of food, nutrition and science.

At its heart, this qualification focuses on nurturing students' food preparation skills and how they can be achieved and combined with food science for specific outcomes, giving them a strong understanding of nutrition and health.

Food preparation skills are integrated into five core topics:

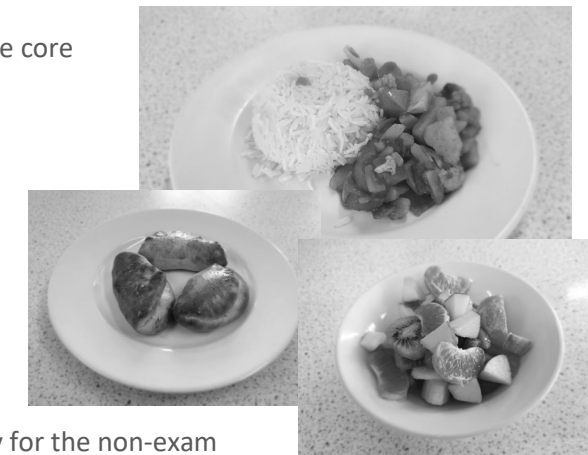
- Food, nutrition and health
- Food science
- Food safety
- Food choice
- Food provenance.

Year 10 provides the core knowledge and development of practical and experimental skills. Work produced is designed to support exam preparation and prepare students' fully for the non-exam assessments in year 11. During year 11, students will spend 30 hours completing their Non-exam assessments and remaining time will be utilised to revise for the written exam based on knowledge gained from year 10.

Upon completion of this course, students will be qualified to go on to further study, or embark on an apprenticeship, or full time career in a number of food related industries and roles.

An understanding of all areas of food preparation, food science, nutrition and health will be developed throughout the course. This will require a good understanding of food safety and provenance as well as developing a series of skills required to be successful in a career within food related environments.

Students taking this course will need to be prepared to work theoretically as much as practically. This is an aspect that some students find the most challenging, however, understanding the process, science, food groups, flavour combinations and the various methodologies are associated with success in food related careers.



STEM

This qualification focuses on nurturing students' practical cookery skills to give them a strong understanding of nutrition.

Engineering

Exam Board:
NCFE

Assessment Methods:
One exam and non-exam assessments

Staff Contact:
C.beales@ixworthhighschool.org

This subject blends well with Computer Sci and Engineering

- Career paths**
- Engineer
 - CAD Technician
 - Designer
 - Architect
 - Construction Manager
 - Builder
 - Civil Engineer
 - Technical Drawer
 - Biochemist
 - Planning Officer
 - Quality Assurance Technician
 - Aeronautics Engineer
 - Web Designer
 - Research and Development Manager
 - RAF Systems Analyst
 - Precision Instrument Manufacturer

Learners are required to successfully demonstrate the knowledge and skills to meet the requirements of all 9 mandatory content areas. At the end of each content area there will be a mini test.

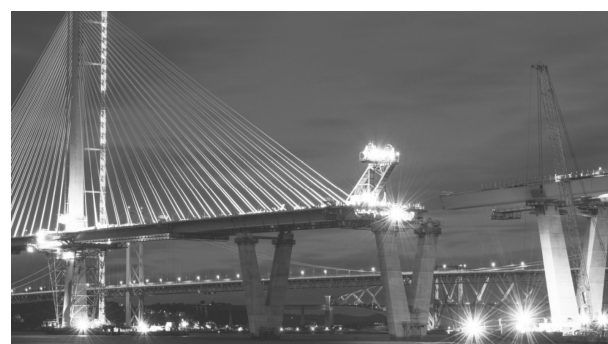
- Content area 1: Engineering disciplines
- Content area 2: Applied science and mathematics in engineering
- Content area 3: Reading engineering drawings
- Content area 4: Properties, characteristics and selection of engineering materials
- Content area 5: Engineering tools, equipment and machines
- Content area 6: Hand-drawn engineering drawings
- Content area 7: Computer-aided design (CAD) engineering drawings
- Content area 8: Production planning techniques
- Content area 9: Applied processing skills and techniques

Assessment
Each content area has a summary assessment. The qualification has 2 assessments externally-set by NCFE: one non-exam assessment and one written examined assessment.

The exam unit is worth 40%

The Non Exam Assessment or NEA is worth 60% and will entail the following elements:

1. Materials research and materials selection (1 hour 30 minutes)
2. Hand-drafted engineering drawings (2 hours 30 minutes)
3. Engineering drawings using CAD software (2 hours 30 minutes)
4. Production plan (4 hours)
5. Functioning prototype manufacture (6 hours)
6. Evaluation of your final product (1 hour 30 minutes)



Apply understanding of creativity in a range of contexts and in a range of media.

STEM

PE

Exam Board:
N/A

Assessment Methods:
No assessment required

Staff Contact:
m.stacpoole@ixworthhighschool.org

Proven links between Mental health and physical wellbeing

- Career paths**
- Coach
 - Sports Nutrition
 - Sport Analyst
 - Sports Scientist
 - Sports journalist
 - Lecturer
 - Leisure centre manager
 - Sports development
 - Marketing
 - Physiotherapist
 - Personal trainer
 - Leisure and tourism industry
 - Fitness instructor
 - Standards manager
 - Personal trainer
 - Sport Psychologist

Core PE

At Ixworth, we strive to create a culture which offers the very best experience for all ability levels within Physical Education allowing students to grow and become life-long participants in healthy, active lifestyles. Our fully inclusive curriculum aims to inspire a generation to enjoy not only the physical, but also mental and social benefits that sport and physical education brings, allowing each and every student to flourish and help them to become well-rounded young adults.

Our ethos in Physical Education strongly reflects the school ethos of the 6Cs to success. Through the means of physical activity and a knowledge rich curriculum, students are encouraged to display the values of co-operation, working together to achieve success through teamwork, communication and problem solving. To show commitment in learning knowledge and technical skills which allows them to make progress towards living healthy, active lifestyles in which physical activity is at its heart. To develop confidence, in allowing students to become young leaders right from the very start of Year 7 that support, encourage others and aspire to achieve in areas beyond the classroom. To meet challenges head on and to overcome them using the expertise and support around them and to celebrate each and every individual success as a community through the ethos of sportsmanship.

As a knowledge-engaged curriculum we believe that knowledge underpins and enables the application of skills and as a result both are entwined. As a department we facilitate the sharing of the powerful knowledge our students need and help them recall it by having a carefully planned curriculum that allows progression for all, allowing the students in Year 9 and above to start to plot their own Physical Education development and are well prepared heading into Year 10 and 11. The groundwork for these pathway choices is developed from the knowledge and skills students develop in Year 7 and 8, allowing students to succeed at not only exam level, but also allowing life-long habits to form through inclusivity, fun and through Physical Education each and every student has the opportunity to thrive.



...Allowing life-long habits to form through inclusivity, fun and through Physical Education each and every student has the opportunity to thrive.

STEM

Next steps...

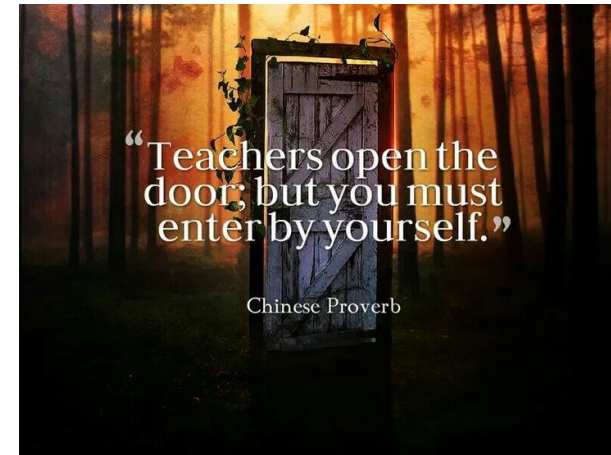
Attend the options evening, speak with the subjects you might have an interest in. (Remember, we can not guarantee which options will run and which you will be issued. Speak as many as you can!

Use the recommended websites, look at career pathways through these links, check what qualifications will get you into apprenticeships, University or the careers you are interested in.

Read the booklet, speak with your parents, tutor, teachers and pastoral/SEND if required. Past and present Y10/11s will happily speak to you about options, especially the prefect team should you like their support.

Complete the **Microsoft form set as homework on Arbor**, Select your four main options and your 2 reserve options. Please note the combinations that are not permitted (You may only select one from Art, 3D Design and Photography - plus one may be a reserve choice. You must choose at least one humanity)

Once the Microsoft Form is submitted, parent/carers must sign consent for the choices on Arbor through the trips section.
Entitled: Options form submission consent



All Year 9 move to Y10 starting their GCSE option courses. By making this alteration, students have an additional 6 weeks of study in their GCSE option subjects. In addition, a summer holiday project may be deemed suitable for the subject. This will support a higher outcome at GCSE later in the year.

The School looks through the choices and confirms the subjects that are able to run. A new timetable is developed in order to progress Y9 into Y10 maximising the time available in KS4.

NB: Dates for confirmation of option choices and the new timetable arrangements will vary depending on the complexity of the option choices and the number of discussions that may be required around individual student choices.

Additional Info

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