



# Irlam and Cadishead Academy

The best in everyone™

Part of United Learning

# Choices at 14+

Courses available 2022



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# Principal's Letter

Dear Student

You are now at the point in your school career when you can begin to choose what you are going to study for the next two years. These are important decisions as you have the opportunity to shape a curriculum that will suit your interests and your future career needs.

Over the next few weeks, you will have time to consider which options will be best for you. Please read this booklet carefully as it provides you with accurate information about the new pathways open to you, internet careers sites to research and detailed descriptions of every course that you could choose.

It is also important that you make maximum use of the extensive range of extra-curricular activities from Sport and Dance to the STEM club and Duke of Edinburgh's Award.

This is an exciting time to be a student at Irlam and Cadishead Academy and I wish you every success in the selection of your options and the remainder of your time at this school.

Yours faithfully



A handwritten signature in black ink, appearing to read 'T Holdsworth'.

Ms T Holdsworth

Principal

# Foreword

Dear Students and Parents/Carers

I am pleased to introduce you to this year's Key Stage 4 Curriculum Booklet, which outlines details of the courses offered in Years 10 and 11. It will help inform the choices that students make.

The design of our curriculum conforms to all statutory guidance. However, as a school, we have endeavoured to retain as much flexibility and freedom as possible. We hope that the curriculum will also develop other skills and abilities – physical, social, moral and cultural - as well as encouraging the development of positive attitudes.

This is a very important time for you because you will be making choices which will affect not only what you study in the future but also your long-term career prospects. Accordingly, you need to think very carefully about the courses which are on offer before making decisions. This will ensure that what you study in the next two years suits your needs and aspirations.

We are aware that, for some of you, it can be hard to make your choice of subjects. We suggest that you read this booklet thoroughly and talk to as many of your teachers as possible, as well as your parents/carers and other adults in your family, about your intended choices. You can also talk to older students at school. When making your choices, think about where studying those subjects can lead to, in terms of courses in further education, higher education and also in the world of work, as well as your aptitude and interest in those subjects.

This school is proud of its record of providing a broad range of Key Stage 4 courses, which allow examination success and progression to post-16 education, and then employment or higher education. We know that we can add value to students' performance and, therefore, a guided process of subject combination is honed and personalised for each student.

We will be working closely with parents/carers and students in order to arrive at the best possible personalised programmes of study for every student. You can find the key dates in this process outlined overleaf.

We hope that all students are able to find a suitable combination of subjects and that their Key Stage 4 studies will engage and motivate them, in order to allow them to achieve the highest possible success in the future.



Mrs K Larsen-Taylor

Vice Principal Quality of Education & Outcomes

[Kim.larsen-taylor@irlamandcadishead.org.uk](mailto:Kim.larsen-taylor@irlamandcadishead.org.uk)

## Message from Head of Year: Mrs. Lancaster

This process is an exciting and important one, the Year 9 team will support you and help you to make the right decisions. Choose the subjects you enjoy, not what your friends enjoy, choose wisely and think every choice through.

"If the plan doesn't work, change the plan, but never the goal."

Good luck with your options! *Mrs. Lancaster*

## Key Dates

- **W.C: 7<sup>th</sup> February** – Options Assemblies for Y9 students
- **Thursday 24<sup>th</sup> March** – Year 9 Parents' Evening
- **Friday 29<sup>th</sup> April** – Deadline for Options forms to be returned to school

## The English Baccalaureate (EBacc)

This are a number of traditional academic subjects that the Department for Education believes will provide students with “a properly rounded academic education” and they are placing ever increasing importance upon students studying these subjects at Key Stage 4.

The subjects that make up the Ebacc are English, Mathematics, at least two Sciences (including Computer Science), a Modern Language and a Humanities subject – either History or Geography. In this school, Mathematics, English Language and Literature and Science are compulsory at KS4; we also expect the majority of our students to study at least one other Ebacc subject.

Universities have not made the Ebacc a part of their admissions criteria, however, Ebacc subjects are seen as facilitating subjects. This means that they are recognised as providing students with the academic grounding that will help them progress to A Levels and university, alongside the study of other subjects that might be drawn from the creative and practical areas.

Our curriculum is designed to allow students to combine a core of Ebacc subjects with others from a broader range to ensure they keep their future options open.

# Assessment in Reformed GCSEs


We are delivering the recently reformed GCSE or equivalent courses in all subjects.

The revised GCSEs and their exam papers are tougher and there is greater challenge for those students striving to achieve the highest grades.

All GCSE external exams will have to be taken at the end of the course. Re-sits of individual modules are not available. Marks for accurate spelling, punctuation and use of grammar will be awarded in exams that have a sufficient written English element – English Literature, Geography, History and Religious Studies.

New GCSEs will be graded with numbers rather than letters on a scale from 9-1 with 9 being the top level.

The chart shows how the new GCSE grades compare with the old GCSE grading system.



New GCSE grading structure

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

GOOD PASS (DFE)  
5 and above = top of C and above

AWARDING  
4 and above = bottom of C and above

## Structure of the Curriculum for Year 10 and 11 Students

The structure of the curriculum for Year 10 and 11 students has 2 distinct parts:

### Part 1

**The core curriculum is compulsory for all students:**

- English Language and English Literature for 8 periods per fortnight.
- Mathematics for 8 periods per fortnight
- Science for 10 periods per fortnight. You will be directed to one of two pathways in Science. This will depend on your performance in Year 9:
  - Triple Award Science: You can opt to take this via part two of the curriculum and via additional lessons will take three separate GCSEs in Science - one in each in Biology, Chemistry and Physics, or
  - Combined Science (Trilogy). This course is made up of separate Biology, Chemistry and Physics modules. A double grade from 9-9 to 1-1 will be awarded.
- Physical Education.

### Part 2

We offer different option pathways to each student according to how well we feel they will achieve on the courses in that pathway. The options pathways are detailed overleaf.

## ICA Options Pathways 2022-23

Once all student options have been collated the school reserves the right to not run subjects with a low intake. Mrs. Larsen-Taylor and Ms. Holdsworth will discuss these subjects and a decision as to whether they run will be taken. If a subject is closed, we will work with any affected students to ensure they are entered for a suitable alternative.

There are 3 pathways dependent on students' performance during Key Stage 3.

### Red Pathway – EBACC

**All students in current 9X1 and 9X2 MUST follow this pathway.**

Option Blocks for the red pathway students are summarised in the table below. To allow students greater flexibility in choosing options, blocks C & D have been combined. Students must select ONE subject from Block B and TWO subjects from Block C & D. Students will also be required to select a reserve subject in case a subject cannot run.

Option A	Option B	Option C & Option D	
French - compulsory	History Geography	Triple Science Computer Science History Geography Performing Arts Construction Childcare	Art Textiles Engineering Catering Sports Studies Religious Studies Music Construction

*Please note: only Art or Textiles can be chosen, not both.*

*Some subjects have maximum class sizes for health and safety reasons and will be allocated on a first come, first served basis.*

### Blue Pathway

This pathway is for those students who wish to study a combination of subjects leading to the English Baccalaureate Certificate.

Please note, should you wish to be eligible for the award of the English Baccalaureate Certificate your remaining options should include **French** and one of **History or Geography**.

Once the language and humanity subject have been selected then students must select TWO subjects from Block C & D. Students will also be required to select a reserve subject in case a subject cannot run.

Option A	Option B	Option C & Option D	
French Computer Science History Geography	French Computer Science History Geography	Computer Science History Geography Performing Arts Construction Childcare French	Art Textiles Engineering Catering Sports Studies Religious Studies Music Construction

*Please note: only Art or Textiles can be chosen, not both.*

*Some subjects have maximum class sizes for health and safety reasons and will be allocated on a first come, first served basis.*

## Green Pathway

The green pathway is suitable for those students who feel they would benefit from additional lessons spent on the core English and Mathematics aspects of the curriculum. This intervention support will take up one of the four option choices – students will need to select one subject from Block A and TWO subjects from Block C & D. Students will also be required to select a reserve subject in case a subject cannot run.

The green pathway is summarised in the table below:

Option A	Option B	Option C & Option D	
French History Geography	Literacy & Numeracy intervention	History Geography Performing Arts Construction Childcare French	Art Textiles Engineering Catering Sports Studies Religious Studies Music Construction

*Please note: only Art or Textiles can be chosen, not both.*

*Some subjects have maximum class sizes for health and safety reasons and will be allocated on a first come, first served basis.*

## Tips for making good choices...

When considering your option choices, you should try to balance the following factors:

- Interest and enjoyment.
- Ability and progress.
- Sensible combinations (those which are likely to ensure a broad education).

### Do...



- 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.
- Choose courses in which you are likely to achieve success.
- Choose courses that fit with your future needs; although the core is designed to ensure breadth, a solid groundwork in a subject you may want to continue with at Post 16 will be helpful.
- Look up higher education degree courses that interest you on [unistats.direct.gov.uk](http://unistats.direct.gov.uk) or [www.ucas.com](http://www.ucas.com) and see what subjects, qualifications and grades you will need to do these courses.
- Talk to your parents, your teachers and careers staff. They will each have an important perspective.

### Don't...



- 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.



A high-angle, wide shot of a modern school atrium. The space is filled with students in dark uniforms. A prominent feature is a wide, multi-level staircase with wooden treads and metal railings, where many students are sitting or standing. The atrium has a high ceiling with large, white, conical pendant lights. The walls are a mix of light-colored panels and teal-colored sections. The overall atmosphere is busy and open.

# **EBacc Subjects**

# English Language and Literature

(Compulsory for all students)

**Subject Lead:** Mr D Bridge

**Contact details:** [David.bridge@irlamandcadishead.org.uk](mailto:David.bridge@irlamandcadishead.org.uk)

## What will I study?

Students will study the AQA specification in English Language and Literature.

All students will study GCSE English Language and English Literature in Key Stage 4. The English Language qualification involves the study of non-fiction, imaginative writing and transactional writing, whilst the English Literature qualification will require students to study a range of texts, including 19th century fiction, a play/performance, Shakespeare and poetry.

## Details of External Examinations/ Coursework Requirements:

100% Examinations

English Language Paper 1 (50% of grade):

- Reading analytical skills & writing to describe/ narrate.

English Language Paper 2 (50% of grade):

- Reading analytical skills & writing to argue/ persuade/advise.

English Literature Paper 1 (40% Of grade):

- Essay responses to a Shakespeare text and pre-20th Century text.

English Literature Paper 2 (60% of grade):

- Essay responses to a 20th Century text, conflict poems and an unseen poem.

Controlled Assessment – Speaking & Listening

- Students will develop and create a presentation about a topic they feel passionately about. A separate award is achieved graded as: Pass, Merit or Distinction

## Additional Information

These courses will enable students to:

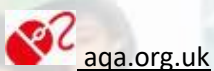
- Develop their analytical skills, considering key themes and characters in relation to a writer's intention and purpose.
- Acquire a deeper understanding and appreciation of a range of contexts and settings.
- Develop creative and functional writing skills, whilst considering audience and purpose.
- Study language - its meaning, effect and development.
- Read for pleasure, whilst accessing a range of authors and styles.

## Future Prospects/Career Options

Good GCSEs in English Language and Literature provide a strong foundation for further academic and vocational study in most areas. Future educational providers and employers will always consider an individual's English GCSE grade, as reading and writing skills are prevalent in most careers.

An English GCSE can prepare students for jobs such as teaching, media and marketing, law, travel and tourism, and many more.

**Exam Board Website:**



# Mathematics

**(Compulsory for all students)**

**Subject Lead:** Miss. M. Hibbert

Contact details: [megan.hibbert@irlamandcadishead.org.uk](mailto:megan.hibbert@irlamandcadishead.org.uk)

## What will I study?

Pearson (Edexcel) Mathematics (9-1)

## Knowledge and Understanding:

The mathematics qualification requires students to:

- Develop knowledge, skills and understanding of mathematical methods and concepts, including: Number, Algebra, Shape and Space & Probability
- Use their knowledge and understanding to make connections between mathematical concepts
- Be able to apply the functional elements of mathematics to solve problems in real-life situations

## Skills and Problem Solving:

Students are given the opportunity to develop the ability to:

- Acquire and use problem-solving strategies.
- Select and apply mathematical techniques and methods in mathematical, every day and real-world situations.
- Reason mathematically, make deductions and inferences and draw conclusions.

## Details of External Examinations/ Coursework Requirements:

- All students take the GCSE for the first time at the end of Y11
- Students are entered for either the Higher or Foundation Level depending on progress
- At Foundation Level the maximum grade possible is grade 5, this is equivalent to what we currently recognise as a low B
- The final decision on level of entry will be made at the end of Y10. Students are entered at the level where they are expected to perform to the best of their potential

### Additional Information:

What do I need to know about the new GCSE Specification and the Examinations at the end of the Course?

- The new GCSE is bigger than the current GCSE and hence it requires more teaching time. We have increased Y10 and Y11 to 4 periods per week to cope with the extra content.
- There is more content at both tiers There has been an increase in the breadth and depth of content to be covered at both Foundation and Higher tiers. Some content previously assessed at higher tier only will now be assessed at Foundation tier. More content has been added to the higher tier to stretch and challenge the most able students and to help prepare them for A Level Mathematics
- There are new Assessment Objectives - The new assessment objectives place greater emphasis on mathematical problem solving and mathematical reasoning and communication
- Students will need to memorise more formulae for the examinations the number of formulae that students can be provided with in the examinations has been reduced, so students will need to memorise some formulae, such as the quadratic formula
- There are more examination papers for students to take, more assessment time is required to assess the larger body of content; therefore, the new GCSEs require students take three 1 hour 30-minute examination papers at the end of the course.
- There is a new grading system A new grading system has been introduced using numbers to represent grades instead of letters. The new grades are on a scale of 9–1, with 9 representing the highest grade and 1 the lowest.
- The structure of the papers has changed. There will be fewer questions targeted at the lowest grades and more questions targeted at the highest grades at both tiers.
- The assessments will be more demanding with new content added to both tiers, increased emphasis on mathematical problem solving, reasoning and communication, as well as the increased assessment time and change in the structure of the papers, all mean that GCSE mathematics examinations will be more demanding in the future.

Exam Board Website:



[qualifications.pearson.com](https://www.pearson.com/qualifications)

# Science

**(combined Science is compulsory for all students who are not studying Triple Science)**

**Subject Lead:** Mrs A Aveyard

Contact Details: [alex.aveyard@irlamandcadishead.org.uk](mailto:alex.aveyard@irlamandcadishead.org.uk)

There are two GCSE pathways in science, separate (triple) and combined (double) science.

## **Separate Science (Triple)**

You take three separate GCSEs in Science- one in each Biology, Chemistry and Physics, or

## **Combined Science**

Taken together these cover all three sciences Biology, Chemistry and Physics but with a reduced content. This still allows progression to all post-16 courses.

## **Details of External Examinations/ Coursework Requirements:**

See separate routes over the next pages.

# Combined Science

## What will I study?

AQA GCSE Combined Science (Trilogy course)

Throughout the course you will study in separate lessons in Biology, Chemistry and Physics leading to all the Science examinations at the end of Year 11. Across the three sciences a total of 24 units will be studied across Years 10 and 11:

### Biology

- Cell biology
- Organisation
- Infection and response
- Bioenergetics
- Homeostasis and response
- Inheritance, variation and evolution
- Ecology

### Chemistry

- Atomic structure and the periodic table
- Bonding, structure, and the properties of matter
- Quantitative chemistry
- Chemical changes
- Energy changes
- The rate and extent of chemical change
- Organic chemistry
- Chemical analysis
- Chemistry of the atmosphere
- Using resources

### Physics

- Forces
- Energy
- Waves
- Electricity
- Magnetism and electromagnetism
- Particle model of matter
- Atomic structure

## Details of External Examinations/ Coursework Requirements:

Examinations for all GCSE Combined Science modules will be taken at the end of year 11. There will be two examinations for each science making a total of 6 exams. Each examination will be 1 hour 15 minutes long.

## Additional Information:

The scientific ideas which feature in this specification have a significant cultural influence on how people think about themselves and their environment. Also, candidates gain more insight into the reliability and significance of scientific data. All exams can be taken at either Foundation or Higher Tier and re-sits are NOT allowed.

## Exam Board Website:



# Separate Science (Triple)

## Option choice

### Key Information:

The GCSE Separate Science course is available to pupils selected by their teachers, based on progress at Key Stage 3, and is conditional on continued hard work and performance in modular tests. Pupils should also be able mathematicians.

Students taking Separate Science will get a grade for each subject. These grades may be different. There are tiers of assessment- Foundation (1-5) and Higher (5-9).

### What will I study?

AQA GCSE Biology, Chemistry and Physics

### Across the sciences a total of 25 topics will be studied:

#### Biology

- Cell biology
- Organisation
- Infection and response
- Bioenergetics
- Homeostasis and response
- Inheritance, variation and evolution
- Ecology

#### Chemistry

- Atomic structure and the periodic table
- Bonding, structure, and the properties of matter
- Quantitative chemistry
- Chemical changes
- Energy changes
- The rate and extent of chemical change
- Organic chemistry
- Chemical analysis
- Chemistry of the atmosphere
- Using resources

#### Physics

- Forces
- Energy
- Waves
- Electricity
- Magnetism and electromagnetism
- Particle model of matter
- Atomic structure
- Space Physics

### Details of External Examinations/ Coursework Requirements:

All examinations will be taken at the end of Year 11. There will be two 1 hour 45-minute examinations for each science. Each examination will make up 50% of the relevant GCSE.

The other topics will be in the second paper examination in Science.



**Additional Information:**

The scientific ideas which feature in this specification have a significant cultural influence on how people think about themselves and their environment. Also, candidates gain more insight into the reliability and significance of scientific data. All exams can be taken at either Foundation or Higher Tier and re-sits are NOT allowed.

**Exam Board Website:**



[aqa.org.uk](http://aqa.org.uk)



# Geography

(Option choice)

**Subject Lead:** Mrs J Paddison

**Contact details:** [joanne.paddison@irlamandcadishead.org.uk](mailto:joanne.paddison@irlamandcadishead.org.uk)

## What will I study?

GCSE Geography offers students the opportunity to study aspects of both the physical and human world and their associated processes. The course aims to make students of Geography effective and independent learners, critical and reflective with enquiring minds. We develop a knowledge and understanding of geographical concepts and appreciate the relevance of these concepts to our changing world. We explore the differences and similarities between people's views of the world, its environments, societies and cultures. We strive to understand the significance of values and attitudes towards the development and resolution of issues. We develop and apply our students' learning to the real world through fieldwork and other out of classroom activities.

### Unit 1: Living with the physical environment

This unit is concerned with the dynamic nature of physical processes and systems. We also explore the human interaction within them. We develop an understanding of the tectonic, geomorphological, biological and meteorological processes and features in different environments. We then look at the need for management strategies within these and consider the direct and indirect effects of human interaction with the Earth and the atmosphere.

- **The challenges of natural hazards**  
Earthquakes, Volcanoes, Tropical Storms, Extreme weather in the UK and Climate change
- **The living world**  
Ecosystems, Tropical Rainforest and Cold environments
- **Physical landscapes**  
UK physical landscapes, Coasts and Rivers

### Unit 2: Challenges in the human environment

This unit is concerned with human processes, systems and outcomes and how these change, both spatially and temporally. We study a variety of places and at a range of scales and include places at various stages of development. We develop an understanding of the factors that produce a diverse variety of human environments; the dynamic nature of these environments that change over time and place; the need for sustainable management; and the areas of current and future challenge and opportunity for these environments.

- **Urban issues and challenges**  
Urbanisation, Squatter settlements, Urban areas in the UK, Regeneration and Urban sustainability
- **The changing economic world**  
The development gap, Economic development, Transnational corporations, Economic futures in the UK
- **The challenges of resource management**  
Food, Water, Energy

### Unit 3: Geographical applications

The Geographical applications unit is designed to be synoptic in that students will be required to draw together knowledge, understanding and skills from the full course of study. It is an opportunity to show breadth of understanding and an evaluative appreciation of the interrelationships between different aspects of geographical study.

- **Issue evaluation**

Contemporary geographical issue. A resource booklet is released 12 weeks prior to the exam. Students will develop a critical perspective on the issue(s) studied, consider the points of view of the stakeholders involved, make an appraisal of the advantages and disadvantages, and evaluate the alternatives

- **Fieldwork**

We undertake two geographical enquiries, in contrasting environments. Students will follow an enquiry process; formulate a hypothesis, collect primary and secondary data, data presentation, data analysis, conclusion and evaluation

- **Geographical skills**

A wide variety of skills will be developed throughout the course. These are Cartographic, Graphical, Numerical and Statistical skills

#### Details of External examinations/Coursework requirements:

Unit	Weighting and Assessment
Unit 1 Living with the physical environment	35% 1 hour 30 minutes exam
Unit 2 Challenges in the human environment	35% 1 hour 30 minutes exam
Unit 3 Key Geographical Themes	30% 1 hour 15 minutes exam

#### Fieldwork

Students will complete two pieces of fieldwork; one on coastal management and the other will explore urban regeneration in Blackpool.

### **Additional Information:**

Geography is a broad-based academic subject which will open up options for you in your future. Employers and universities see geography as a robust academic subject, rich in skills, knowledge and understanding.

Geography helps you to make sense of the world around you. It is hands on, it is relevant, and it is fun. The GCSE course is a good mix of topics such as urban issues, world development, extreme environments, rivers and hazards. The course will give you the chance to get to grips with some of the big questions which affect our world, and understand the social, economic and physical forces and processes which shape and change our world.

It is very practical, with opportunities to learn new skills such as map skills, interpreting photographs, fieldwork skills, presenting, and debating techniques. You will improve your literacy through your report writing and written work and make practical use of numeracy skills when you interpret data and construct graphs.

### **Exam Board Website:**



[aqa.org.uk](http://aqa.org.uk)

# History

(Option choice)

**Subject Lead:** Mr C Thomas

**Contact details:** [craig.thomas@irlamandcadishead.org.uk](mailto:craig.thomas@irlamandcadishead.org.uk)

## What will I study?

Paper 1: Understanding the Modern World

- Germany 1890-1945: Democracy and Dictatorship: This unit focuses on the rule of the Kaiser, the Great Depression and the rise of Hitler and the Nazis
- Conflict and Tension 1894-1918: This unit studies the causes of World War One and the battles that took place including the Somme and Gallipoli

Paper 2: Shaping the Nation

- Health and the People c1000-Present Day: This thematic study analyses how healthcare and medicine have developed across 1000 years. Topics include Medieval Health and the Black Death, medicine in wartime and the development of the NHS
- Elizabethan England c1568-1603: This unit studies the final 35 years of Queen Elizabeth I's reign. Topics studied include the Spanish Armada, voyages of discovery and Mary, Queen of Scots

## Details of External Examinations/ Coursework Requirements:

2 external examinations, both to be sat at the end of the GCSE course:

- Paper 1: Understanding the Modern World, 50% of the GCSE Qualification (2 hours)
- Paper 2: Shaping the Nation, 50% of the GCSE Qualification

## Additional Information:

The AQA History specification was chosen to enable students to study different aspects of the past, so that they can engage with key issues such as conflict, understand what drives change and learn how the past influences the present.

The course looks at a variety of fascinating periods in our history as well as that of the wider world. History is a subject which fires the imagination, develops creativity, enables debate and discussion and teaches students the importance of analysis and evaluation.

Most importantly of all, History is a subject which is interesting and enjoyable, providing thought provoking lessons on how the past shapes the very world we live in now.

Exam Board Website:



[aqa.org.uk](http://aqa.org.uk)

# French

**(Compulsory for 9X1 & 9X2 – Option Choice for all others)**

**Subject Lead:** Miss. A Colgan

**Contact details:** [abbie.colgan@irlamandcadishead.org.uk](mailto:abbie.colgan@irlamandcadishead.org.uk)

## What will I study?

Edexcel GCSE French (9-1)

There are five themes to study:

- Identity and culture
- Local area, holiday and travel
- School
- Future aspirations, study and work
- International and global dimension

## Details of External Examinations/ Coursework Requirements:

This is a two-year course and examinations in all skills will take place in the summer of the second year of study.

The examination award system is as follows:

- Foundation Tier (Grades 1-5)
- Higher Tier (Grades 4-9)

Students must sit all four question papers at the same tier and all questions papers must be taken in the same examination period.

The examination structure is as follows:

- Listening exam
- Speaking exam
- Reading exam
- Writing exam

Each examination is weighted at 25% of the total GCSE marks.

**Additional Information:**

By choosing to study French to GCSE level, you will have the benefit of following a study programme which is carefully tailored to build on and revise, in its initial stages, the topics and grammar covered in KS3, meaning that there is a steady transition into Year 10.

You will be encouraged to develop a more independent approach to language learning which will enable you to achieve your potential at GCSE and help you gain a valuable insight into the language, culture and people of French speaking countries.

**Exam Board Website:**

[qualifications.person.com](https://www.qualifications.person.com)

# Computer Science

## (Option choice)

**Subject Lead:** Mrs R Lancaster

Contact details: [rachel.lancaster@irlamandcadishead.org.uk](mailto:rachel.lancaster@irlamandcadishead.org.uk)

### What will I study?

OCR GCSE in Computer Science (9-1) J277

Students studying this course will gain valuable thinking and programming skills that are extremely attractive in the modern workplace. They will develop a deep understanding of problem solving and experience in creating logical and efficient solutions. As they progress they will develop the ability to write down solutions to problems for other people to understand. By the end of the course students will have a good grounding in mainstream computing theory and understanding.

There are two exam papers at the end of the syllabus, one focusing on computer systems and one with a focus on computational thinking, algorithms and programming. Each paper lasts 1.5 hours and is worth 50% of the total GCSE.

Throughout the course students will develop practical programming experience which supports their learning and exam preparation.

### Details of External Examinations/ Coursework Requirements:

100% Exam

Computer Systems (1hr 30 min exam worth 50%)

- Students will study how processors work and investigate computer memory and storage. They will also have opportunity to explore modern network layouts and how they function and build skills in the ever-important realm of cyber security. We will investigate how types of software are used within computer systems and stretch wider comprehension of how computer sand computing affects ethical, legal, cultural and environmental issues and develop our understanding of how we store data within computers in binary form.

Computational Thinking, Algorithms and Programming (1hr 30 min exam worth 50%)

- Students will study fundamental algorithms in computer science and build a firm foundation in programming techniques. They will have the opportunity to produce programs through diagrams, create them using python code and thoroughly test programs and make them resistant to misuse. We will explore Boolean algebra (AND, OR, NOT) and how to use SQL.

Practical Programming Skills

- Students will be provided with opportunities to design, develop and test computer programs to solve a range of problems without the pressure of it counting towards the GCSE. This will help you develop the skills and understanding required in the exams and prepare you well for a future career in Computer Science.

### Additional Information:

Our GCSE (9-1) Computer Science is effective preparation for A Level Computer Science and is well suited to students considering software engineering, networking, cyber security or robotics as a future career prospect. It also provides a good grounding for other subject areas that require problem solving and analytical skills.

Exam Board Website:



[ocr.org.uk](http://ocr.org.uk)



A volleyball player in a red jersey and black shorts is in the foreground, looking up and to the right with her hands raised. In the background, other players in similar uniforms are sitting on red bleachers. The scene is set in a gymnasium with a wooden floor and bright overhead lights.

# Other Subjects



## Religious Studies

**Subject Leader:** Mr A Smith

**Contact details:** [andy.smith@irlamandcadishead.org.uk](mailto:andy.smith@irlamandcadishead.org.uk)

### What course will I follow?

AQA GCSE Religious Studies A (8062)

The Two components studied are:

1. The study of religions: beliefs, teachings and practices in Christianity and Islam.
2. Thematic studies of philosophical and ethical issues.

### What will I study?

The course deals with fundamental questions about religious belief and a fascinating range of ethical issues facing human beings. Component A builds on work already covered in Philosophy, Religion and Ethics lessons while going on to explore the place of religion in the world today. Component B allows students to specialise in areas of philosophical and ethical interest. These may include – modern medical research such as cloning or embryo research; crime & the death penalty; human rights; warfare & terrorism; euthanasia; life after death, and so on.

Religious Studies provides you with an opportunity to think about philosophical, moral and ethical issues, to evaluate and make choices related to them. You will be studying topics related directly to modern life and develop an understanding of the issues as well as an appreciation of how belief influences behaviour. You will never need to ask why we are learning about an issue as most are regularly in the media. You will become aware of issues of local, national and global concern and placing them in spiritual and moral contexts.

### Details of External Examinations

Each component has an exam of 1 hour 45 minutes. Students will take the exams for both units at the end of Year 11.

### Details of Coursework

There is no coursework requirement for this course.



## Additional Information

The course does not require or presuppose faith and is designed to be accessible to students of any religious tradition or those with no religious beliefs at all.

When deciding to opt for this course many students ask if there is a wrong answer, or if it is an easy option. The structure of all the new GCSEs means that there are no easy options, but the structure of this course blends fact and opinion. Students who enjoy the acquisition of knowledge will appreciate the opportunity to apply this to specific questions. Students who like to form opinions and include their own ideas can do so in several questions and are invited to support them.

In the world of work employer's look for someone with an enquiring mind, an appreciation of different viewpoints, an ability to come to clear, balanced decisions. These skills are developed through the study of Religious Studies. By evaluating ethical issues, and expressing views using reasoned arguments, students can enhance their capacity and desire to make a positive contribution to debates and decisions in society.

## Exam Board Website:



[aqa.org.uk](http://aqa.org.uk)



## Sports Studies

**Subject Lead:** Mr G Prescott

**Contact details:** [gary.prescott@irlamandcadishead.org.uk](mailto:gary.prescott@irlamandcadishead.org.uk)

### What will I study?

Cambridge National Certificate in Sports Studies

### Mandatory units:

Unit R051: Contemporary issues in sport 1.

1. Understand the issues which affect participation in sport.
2. Know about the role of sport in promoting values.
3. Understand the importance of hosting major sporting events.
4. Know about the role of national governing bodies in sport.

Unit R052: Developing sports skills

1. Be able to use skills, techniques and tactics/ strategies/compositional ideas as an individual performer in a sporting activity.
2. Be able to use skills, techniques and tactics/ strategies/compositional ideas as a team performer in sporting activity.
3. Be able to officiate in a sporting activity.
4. Be able to apply practice methods to support improvement in a sporting activity.

### Specialist Units:

Unit R053: Sports leadership

1. Know the personal qualities, styles, roles and responsibilities associated with effective sports leadership.
2. Be able to plan sports activity sessions.
3. Be able to deliver sports activity session.
4. Be able to evaluate own performance in delivering a sports activity session.



Unit R056: Developing knowledge and skills in outdoor activities.

1. Know about different types of outdoor activities and their provision.
2. Understand the value of participating in outdoor activities.
3. Be able to plan an outdoor activity.
4. Be able to demonstrate knowledge and skills during outdoor activities

### Details of External Examinations/ Coursework Requirements:

- Examination - Unit R051 is a written 1-hour paper OCR set and marked.
- Coursework - Unit R052, Unit R053 and Unit R056 are all centre assessed tasks.

### Additional Information:

- Cambridge Nationals are the equivalent to one GCSE.
- The course is suitable for students who enjoy playing sport and regularly participate in sport to at least a school team standard.
- Only suitable for students who are enthusiastic about Physical Education, keen to learn about a whole range of sporting issues.

### Exam Board Website:



[ocr.org.uk](http://ocr.org.uk)



## Childcare

**Subject Lead:** Mrs R Lancaster

**Contact details:** [rachel.lancaster@irlamandcadishead.org.uk](mailto:rachel.lancaster@irlamandcadishead.org.uk)

### What will I study?

NCFE CACHE Level 2 Technical Award in Child Development and Care (603/7012/9).

### Who is this qualification for?

The Level 1/2 Technical Award in Child Development and Care in the Early Years is designed for students who want an introduction to child development and care that includes a vocational and project based element. The qualification will appeal to students who wish to pursue a career in the early years sector or progress onto further study.

### The following 2 assessments are followed:

<b>Non-Exam Assessment</b>	50% weighting  92 Marks  Completion time: 14 hours	Externally-set, internally marked and externally moderated: • synoptic project
<b>Examined Assessment</b>	50% weighting  80 Marks  1 Hour and 30 minutes sat in May/June of Year 11	Externally-set and externally marked: • written exam • a mixture of multiple-choice, short-answer, and extended response questions
<b>Total</b>	100%	Overall qualification grades: L1P, L1M, L1D, L2P, L2M, L2D, L2D*

### Course Content:

- Child development
- Factors that influence the child's development
- Care routines, play and activities to support the child
- Early years provision
- Legislation, policies and procedures in the early years
- Expectations of the early years practitioner
- Roles and responsibilities within early years settings
- The importance of observations in early years childcare
- Planning in early years childcare



## Year 10 and 11 Structure:

<b>Year 10</b>	Cover all course content		
<b>Year 11</b>	Course content	Non-exam Assessment 14 Hours	Examined Assessment

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## Additional Information:

Students need to have good literacy skills and an interest in creativity along with good creative skills. Students also need to have an interest in the development and learning of children particularly the under 5s.

## Future Pathways:

Some students who succeed in this course go on to study the Level 3 Award, Certificate and Diploma in Child Care and Education. Other students continue to study through an apprenticeship within the Childcare industry. This course would lead to work in the Childcare industry such as a nursery nurse, a pre-school worker or primary school teacher.

## Exam Board Website:



[cache.org.uk](http://cache.org.uk)

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## Art

**(please remember you cannot choose Art and Textiles together)**

**Subject Lead:** Mrs H Colquitt

**Contact details:** [helen.colquitt@irlamandcadishead.org.uk](mailto:helen.colquitt@irlamandcadishead.org.uk)

### What will I study?

OCR Art and Design

This is a well-established course for those students who wish to study the practical aspects of visual arts. The course gives students the opportunity to develop their interests in drawing, painting, ceramics, textiles, print making, photography and computer aided design through a series of taught workshops.

Coursework projects in the summer term of year 10 and autumn term of year 11 contribute 60% of the final marks; An exam project in spring term of year 11 account for the remaining 40% leading to a single GCSE grade (9-1).

### Details of External Examinations/Coursework Requirements:

Portfolio 120 marks/ 60% of GCSE, September 2022- December 2023.

Set Task (exam) 80 marks/40% of GCSE is prepared January 2024- April 2024 with an unassisted controlled assessment to take place in the art studio over 2 days.

### Additional information:

This is a broad course exploring practical and critical/contextual work through a range of 2D and/or 3D processes and new media and technologies. It is an unendorsed course where candidates can work in appropriate art, craft and design materials and processes

### Exam Board Website:



[ocr.org.uk](http://ocr.org.uk)





## Textiles

**(please remember you cannot choose Art and Textiles together)**

**Subject Lead:** Mrs H Colquitt

**Contact details:** [helen.colquitt@irlamandcadishead.org.uk](mailto:helen.colquitt@irlamandcadishead.org.uk)

### What will I study?

OCR Art and Design-Textiles Design

The Art and Design Textiles qualification offers students the opportunity to work with a variety of materials and techniques such as tie dye, appliqué, hand and machine embroidery, quilting and printing through a series of taught workshops throughout year 10. In addition to this, students will explore a variety of artists from both the fashion and art industry.

Coursework projects in the summer term of year 10 and autumn term of year 11 contribute 60% of the final marks; An exam project in spring term of year 11 account for the remaining 40% leading to a single GCSE grade (9-1).

### Details of external examinations/coursework requirements:

Portfolio 120 marks/ 60% of GCSE, September 2022- December 2023.

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### Additional information:

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### Exam Board Website:



[ocr.org.uk](http://ocr.org.uk)



## Music

**Subject Lead:** Miss K Turner

**Contact details:** [kate.turner@irlamandcadishead.org.uk](mailto:kate.turner@irlamandcadishead.org.uk)

### What will I study?

Eduqas GCSE Music

#### Component 1 – Performing

- Perform two contrasting pieces on an instrument (one to be an ensemble piece)

#### Component 2 – Composing

- Compose two pieces of music (one to a brief and the other free composition)

#### Component 3 - Appraising

- Area of study 1: Musical Forms and Devices Area of study 2: Music for Ensemble
- Area of study 3: Film Music
- Area of study 4: Popular Music

### Details of external examinations/coursework requirement

#### Component 1 – Performing

Duration: 4-6 minutes

Internally assessed, externally moderated

30% of qualification / 72 marks

#### Component 2 – Composing

Duration: 3-6 minutes

Internally assessed, externally moderated

30% of qualification / 72 marks

#### Component 3 – Appraising

Written examination: 75 minutes

Externally assessed

40% of qualification / 96 marks



## Additional information:

You need to pass each component in order to pass the qualification, this means that you **MUST** perform using an instrument. Students who do not already play an instrument will be expected to use vocals as part of their component 1 examination.

## Careers in Music include:

- Performer, composer, DJ, [event manager](#), music PR, [music teacher](#), musical director, [musician](#), radio producer, recording engineer, singer, songwriter

## Exam Board Website:



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



## Drama

**Subject Lead:** Miss K Lloyd

**Contact details:** [kerry.lloyd@irlamandcadishead.org.uk](mailto:kerry.lloyd@irlamandcadishead.org.uk)

### What will I study?

BTEC Tech Award in Performing Arts

BTEC Performing Arts enables students to express their personalities and inner emotions through a range of workshops, rehearsals and performances. Students studying Performing Arts will explore a variety of Performance styles from different time periods; experience the workings of different Practitioners, Directors and Choreographers; and additionally, strengthen their technical ability and deepen their knowledge of the Performing Arts industry.

This BTEC option will allow students to gain knowledge and understanding of key events within the Performing Arts world. Grow as individuals and as performers. It will provide students with the opportunity to experience Performing Arts through the ages.

Students can explore Performing Arts whilst:

- Devising and delivering a workshop performance
- Developing specific skills and techniques
- Analysing, evaluating and enhancing their skills.

### Details of external examinations/coursework requirements:

60% Internally Assessed Performances and Written Logbooks. 40% Externally Assessed Performance and Coursework.

- **Component 1: Exploring the Performing Arts.** Weighting: 30% Internally Assessed.
- **Component 2: Developing Skills and techniques in the Performing Arts.** Weighting: 30% Internally Assessed.
- **Component 3: Responding to a Brief.** Large Performance project and course work. Weighting: 40% Externally Assessed.



## What our Students say:

“It’s a great course to get an insight into different jobs involving Performing Arts. It helps to build confidence and expand your knowledge on how everything works within stage and screen productions. It helps to build key skills and is a really exciting lesson to be involved in as each lesson is different.” (Current Y11 student)

## Additional Information:

Through out this course students will work as a company and independently. They will explore styles of theatre they are passionate about and create performances to share with live audiences. The course gives the opportunities to see a range of live performances and to participate in a wide variety of workshops, which will enhance their learning further.

The BTEC TECH AWARD in Performing Arts provides a good foundation for Students in post-16 education. The qualification provides a suitable foundation for further study within the sector through progression on to qualifications, such as BTEC Nationals, and A levels. Alternatively, the underpinning knowledge, practical and vocational skills learnt on the BTEC course will enhance and support progression to a competency-based course and any other A levels.

This course will help prepare students for any job through the development of life skills such as; presentation skills, communication skills, teamwork, working to a deadline, creative thinking and personal management.

The course can help begin your pathway to a job in the creative industry for roles such as: Performer, Director/Choreographer, Screenwriter, Producer, Stage Manager, Arts Administrator, Theatre Design, Media Makeup, Television Production Assistant, Broadcast Journalism / Radio Presenter, Dance/Drama Teacher, Dance/Drama Therapist, Youth Community Worker.

## Exam Board Website:



[qualifications.pearson.org.uk](https://www.pearson.com/qualifications)



## Catering

**(Please note class sizes are limited due to Health & Safety – students will be allocated on a ‘first come first serve’ basis)**

**Subject Lead:** Mr A Howarth

**Contact details:** [adam.howarth@irlamandcadishead.org.uk](mailto:adam.howarth@irlamandcadishead.org.uk)

### What will I study?

Level 1 / 2 Vocational Award in Hospitality and Catering.

For 14 -16 year olds. All units in WJEC Level 1/2 Vocational Award in Hospitality and Catering have been designed to require learners to develop their learning by working towards work related purposeful tasks.

Learners will select and apply their learning in completion of these tasks. Each unit has also been designed to provide learners with an understanding of how the learning is relevant to the sector. Completion of the WJEC Level 1/2 Award in Hospitality and Catering requires learners to complete assessments where they select relevant learning to be applied to a key task that is relevant to the Hospitality and Catering sector.

### Details of External Examinations/ Coursework Requirements:

Unit 1 - The Hospitality and Catering Industry – Written Exam (40% of qualification)

This unit provides a broad introduction to the vocational sector in a way that is purposeful and develops a range of transferable skills.

Unit 2 - Hospitality and Catering in Action – Controlled Assessment (60% of qualification)

Learners apply their learning to safely prepare, cook and present nutritional dishes. They will draw on their learning of different types of provision for kitchen and front of house operations in Unit 1.

### Additional Information:

- This course supports career paths into the Hospitality and Catering industry and related areas.
- The course can lead directly to apprenticeships in the Hospitality industry.
- Progress to level 3 courses at college.

### Exam Board Website:



[wjec.co.uk](http://wjec.co.uk)



## Engineering

**(Please note class sizes are limited due to Health & Safety – students will be allocated on a ‘first come first serve’ basis)**

**Subject Lead:** Mr A Howarth

**Contact details:** [adam.howarth@irlamandcadishead.org.uk](mailto:adam.howarth@irlamandcadishead.org.uk)

### What will I study?

Technical Award in Engineering (Level 1/2)

The Engineering qualification provides the opportunity to work with a variety of materials including wood, metal and plastic to design and manufacture products that fit the engineering project briefs set out in the course specification. In addition to this, Computer Aided Design (CAD) and Computer Aided Manufacture (CAM) will be an integral part of all of the units of study.

The Engineering Technical Award scheme of assessment provides an excellent opportunity for students to demonstrate their knowledge and skills in project-based assignments.

### Details of External Examinations/ Coursework Requirements:

- Externally Assessed: Written Exam (40% Weighting)
- Internally Assessed: Synoptic Project (60% Weighting)

This will be a design and make task set by the exam board

### Additional Information:

Engineering is currently one of the most ‘in demand’ professions in the UK and the Academy wants to be forward thinking in offering a qualification that will enable better prospects and job opportunities for the future.

Depending upon the grade the student achieves in this qualification, they could progress to:

- A Level in Design Technology or Physics
- Level 3 course in Engineering
- An apprenticeship in the Engineering sector

**Exam Board Website:**  [qualhub.co.uk](http://qualhub.co.uk)



## Construction

**(Please note class sizes are limited due to Health & Safety – students will be allocated on a ‘first come first serve’ basis)**

**Subject Lead:** Mr W Edwards

**Contact details:** [wayne.edwards@irlamandcadishead.org.uk](mailto:wayne.edwards@irlamandcadishead.org.uk)

**What will I study?**

Constructing The Built Environment (Level 1/2 Award)

WJEC Level 1/2 Awards in Constructing the Built Environment offers a learning experience that focuses learning for 14–19-year-olds through applied learning, i.e., acquiring and applying knowledge, skills and understanding through purposeful tasks set in sector or subject contexts that have many of the characteristics of real work.

The applied purpose provides the opportunity for authentic work-related learning, but more than this, it will require learners to consider how the use and application of their learning influences individuals, society and the environment.

All students have to complete two unit's, unit 1 being mandatory then the optional choice of unit 2 or 3 this being decided by the teacher.

**Details of External Examinations/ Coursework Requirements:**

- **Unit 1 - Safety & Security in Construction**  
**(Mandatory unit). Online/written exam**  
**(Externally set and marked)**
- **Unit 2 – Designing the built environment**  
**(Optional unit 1) OR**  
**(Internally marked controlled assessment)**
- **Unit 3 – Constructing the built environment**  
**(optional unit 2)**  
**(Internally marked controlled assessment) 40%**  
**practical-60% theory**





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**Additional Information:**

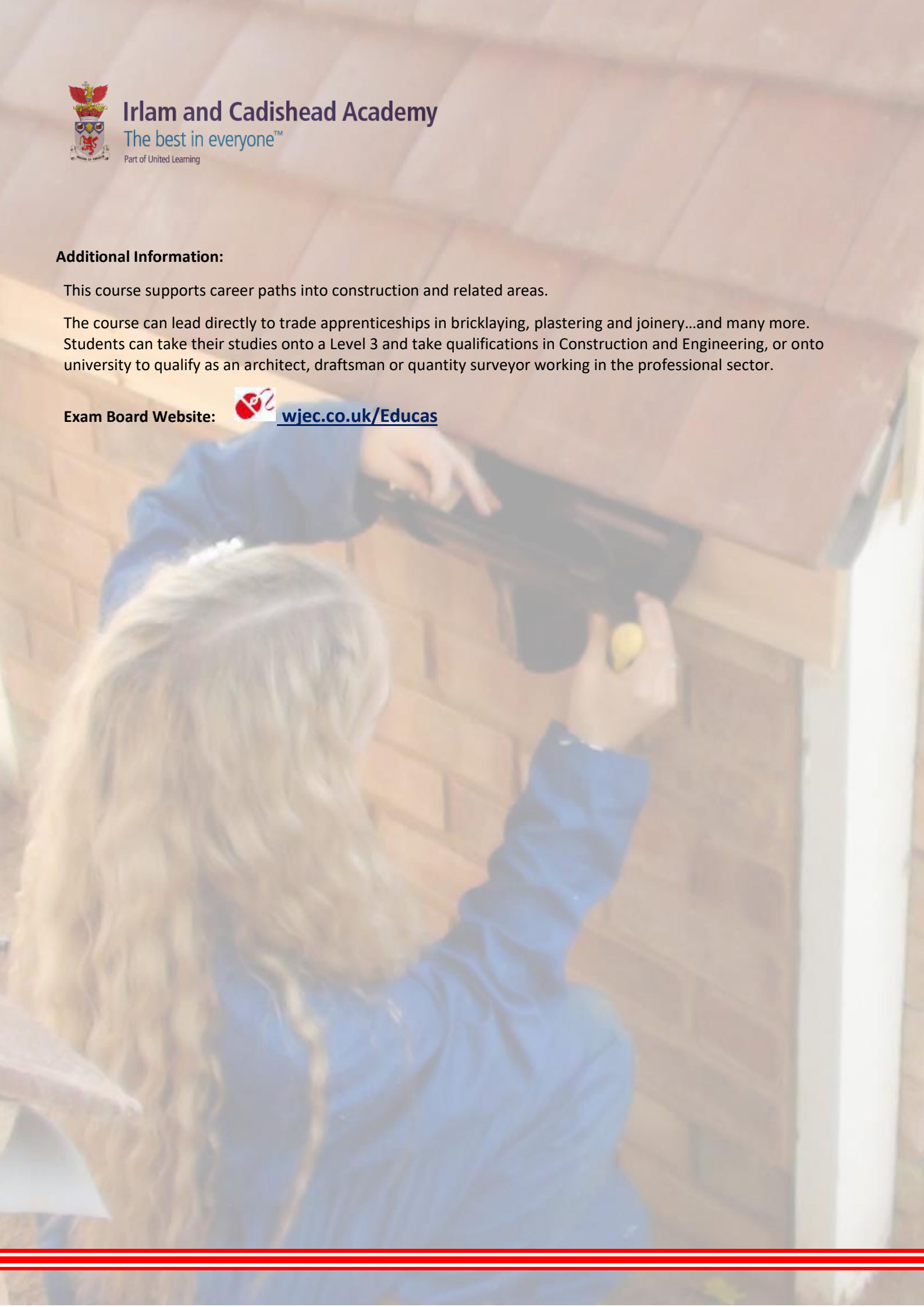
This course supports career paths into construction and related areas.

The course can lead directly to trade apprenticeships in bricklaying, plastering and joinery...and many more. Students can take their studies onto a Level 3 and take qualifications in Construction and Engineering, or onto university to qualify as an architect, draftsman or quantity surveyor working in the professional sector.

**Exam Board Website:**



[wjec.co.uk/Educas](http://wjec.co.uk/Educas)





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