



Ixworth
High School

Year 9 - Options Booklet

KS4 GCSE *Pathways*

2026-2028

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Welcome

Welcome to the Year 9 Options process.

This is the first opportunity for students to make some choices about their education for the next two years. Although it is an exciting time, we understand that it can also feel daunting for some, while others may already have a clear sense of the path they would like to follow. Whatever position a student is in, these decisions require careful thought, two years is a long time and there are no easy options.

The Options Process begins early at Ixworth High School, within, we have a series of events designed to ensure that we share as much information as possible. It began with taster sessions in option subjects in November, followed by our Careers Week, this booklet, and our Options Evening. Students will also have opportunities to speak individually with subject experts, pastoral staff, our Careers Lead, and our SENCo before submitting their choices.

Support from home is equally valuable. Parents, guardians, older siblings, and relatives can offer helpful advice about the skills needed for Further Education, Higher Education, and the Workplace.

We plan for Year 9 students to begin their option subjects in the final half term of this academic year. This provides a smooth transition into Year 10 in September, allowing time to establish routines and begin working at the pace and level of challenge required for Level 2 qualifications. It also provides a short window for limited changes; once a course starts fully in September students will need to complete the full two years and sit all associated exams.

We are proud of the diverse range and growing number of qualifications available at Ixworth, and of the increasing success our students are achieving. Please make full use of the advice and guidance available to ensure that you select the best courses for you over the next two years.

Mr Gibb
Headteacher



GCSEs Explained

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



Completion of your studies

Once a subject has been chosen and a place offered in that subject by the school, there will only be a limited timeframe to make changes.

Once your courses are underway, there are no withdrawals permitted.

All students will be required to complete all subjects allocated, withdrawals are not permitted.

Core Curriculum

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

All these subjects are compulsory for all 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. 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 studying 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 from the end of Y10.	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 permutations that make the timetable work most efficiently.

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

A Guide to Post-16

Staff contact:

Mrs Heath

D.Heath@ixworthhighschool.org

We highly recommend students become familiar with the different possible Post-16 routes early. This allows for more informed decisions in their option choices and future. This is a short guide, further details can be found online.

A LEVELS – Academic Route

Offered in most Post-16 establishments. There are a wide variety available with most A-Levels requiring a grade 6+ in relevant GCSE subjects. Most high performing Universities require A-Levels e.g. Oxford and Cambridge

- Mainly exam-based learning
- Choose 3 subjects you enjoy and are good at
- Best for students who enjoy reading, writing and theory
- Needed for some university courses (e.g. Medicine, Law, Sciences)
- Level 3 qualification earning UCAS points
- Pros: Keeps options open
- Cons: Mostly exam assessment

APPRENTICESHIPS – Work and Study

Alongside on-the-job training, apprentices spend at least 20% of their working hours completing classroom-based learning with a college, university or training provider which leads to a nationally recognised qualification.

- Earn a wage while training
- You are an employee while gaining qualifications
- Available from Level 2 to Level 7 (Degree level)
- Pros: Real job, pay and experience
- Cons: Fast-paced with less classroom learning

T-LEVELS – Technical Route

T Levels are an alternative to A levels, apprenticeships and other 16 to 19 courses. Equivalent in size to 3 A levels, a T Level focuses on vocational skills and can help students into skilled employment, higher study or apprenticeships. 2-year course including 315+ hours industry placement

- Focus on one career area (Health, Business, Childcare etc.)
- Great for hands-on learners
- Leads to jobs or university
- Pros: Real work experience
- Cons: Less flexible if unsure about career path

V Levels – AAQ's/BTEC's

These are all vocational qualifications offering a mix of coursework, projects and practical tasks:

- Currently, BTEC's are the standard qualifications offered:
- Vocational qualifications are offered at Level 1, 2 and 3
- Level 2 = GCSE equivalent
- Level 3 = A Level equivalent.
- Level 3 BTECS earn UCAS points – so university is still an option.
- Pros: Continuous assessment, practical learning
- Cons: Less emphasis on exams; some unis prefer A Level

Students are encouraged to make fully informed decisions throughout their time at Ixworth High School.

Ixworth Careers

Staff contact:

Mrs Heath

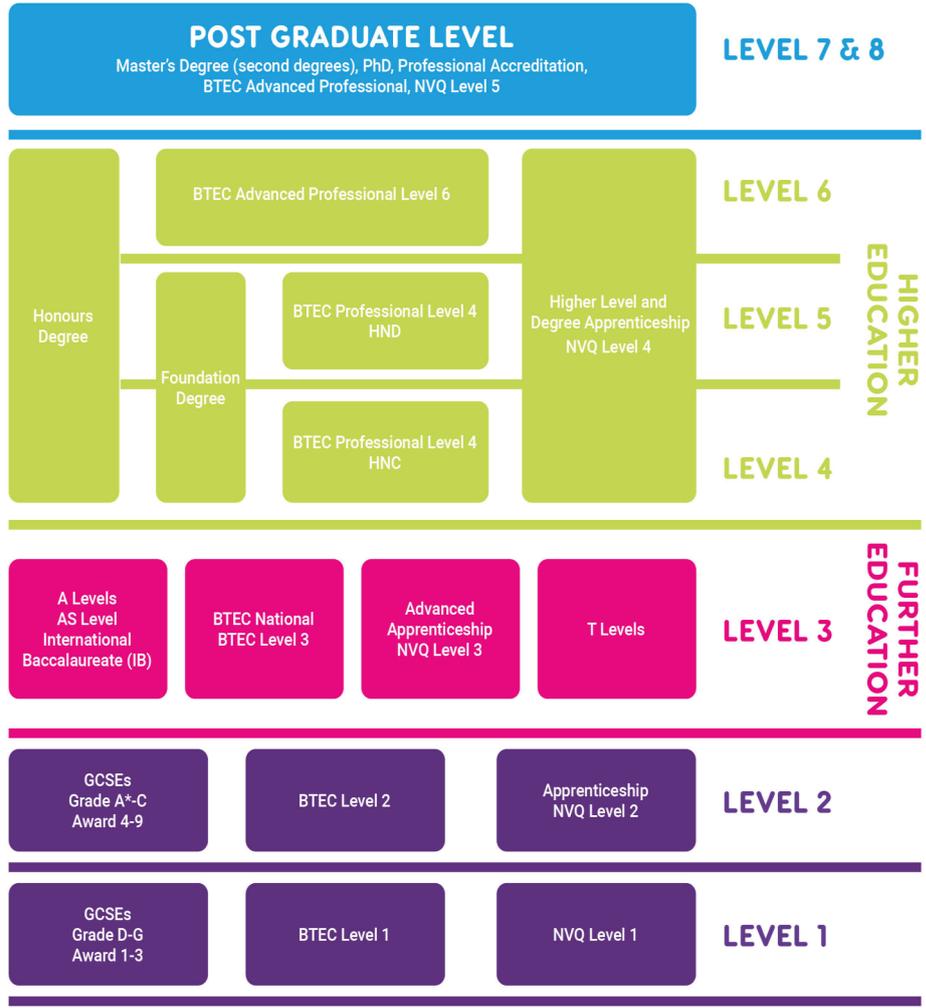
D.Heath@ixworthhighschool.org

All students should look to start at Level 3 if they complete their GCSEs at grade 4 or higher. This results in appropriate levels of challenge and the least amount of time before the next stage of employment or higher education.

If your grades are below a 4, you may need to complete a Level 2 course again (GCSE level).

This is the level we want all our students to achieve by the time they leave us.

Some may however, be at the lower level and require Lv 2 before starting their Lv3 qualifications



Careers Education

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.

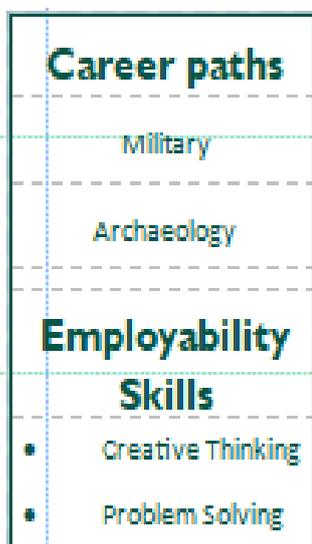
Introduction

“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

Where Next?

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.



Booklet Guidance

You'll notice within this booklet that alongside information about each subject there is a list of potential career pathways that the subject could lead to, as well as some of the transferable employability skills learned alongside the subject knowledge. Neither are finite lists and do not replace the need to talk to teachers or professionals and explore your choices further,

however, the purpose of these lists is to show the plethora of options available as a result of any of the GCSE options you might choose to study.

Aims

The Careers Programme aims to raise ambition and develop student careers knowledge from an awareness of the sectors, skills and pathways in Year 7 and 8, through preparation, discovery and experiencing multiple employer encounters during events like careers week, exposure in assemblies and one-off presentations or interactive sessions. All routes and experiences lead

students towards making fully informed decisions about future choices in Year 11.

End of Year 9

Already in Year 9 students will have heard about career pathways in curriculum subjects, gained some useful transferable skills and learned about pathway options in PSHE. All Year 9s experience a group meeting with the Careers Lead with the option of a one-to-one if required or requested.

KS4 Careers

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 two separate careers weeks in the Autumn and Spring Term. They also have encounters in assemblies and one-off presentations or interactive sessions throughout the year. All Year 10s take part in work experience and experience what the working world might feel like as well as learning about their own strengths and preferences.

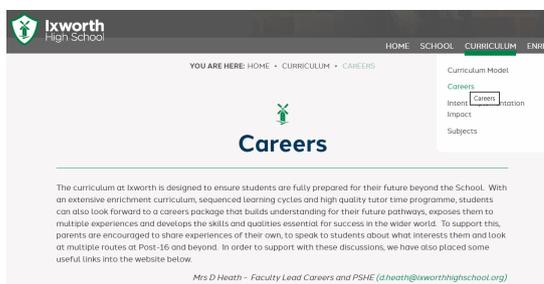
Students will learn about the post-16 options open to them, what they will need in terms of qualifications in order to access them and receive presentations from people who can talk them expertly through higher and further education, apprenticeships, T-levels, A-Levels and more as well as answer any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

Find out more...

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

Y10 Work Experience

During PSHE lessons, you will be guided through the work experience process, start thinking about what you might like to experience now!



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.)

This subject underpins all other subjects and contextually sits well with History

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

Employability Skills

- Communication
- Confidence
- Critical Thinking
- Creativity
- Collaboration

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. Lessons build on context and skills developed throughout Key Stage 3 supporting students to access the full curriculum.

Homework

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

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

Cultural

MFL – French

This Subject supports English and skills cross over with a wide range of other subjects

Exam Board:

Edexcel (New Spec for 2026)

Assessment Methods:

4 exams - each weighted at 25%; Speaking, Listening, Reading and Writing

Staff Contact:

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The key to success in Modern Languages is regular learning of manageable amounts of grammar and vocabulary. We have recently invested in a new GCSE course for the new exam in 2026. It is supported by the electronic book on Pearson ActiveHub, 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 is at the heart of every French lesson. Lessons are varied and enjoyable, using a wide variety of resources, materials and teaching approaches with increasing emphasis on examination techniques as the course progresses.

Studying a language opens the door to a wide range of exciting opportunities. Employers value linguists highly, and a language qualification can give students a real advantage in an increasingly global workplace. People who can speak more than one language are often in high demand and may have access to a wider range of career opportunities and higher-paid roles. Many university courses also offer the chance to study or work abroad, allowing students to experience new cultures while developing independence and confidence.

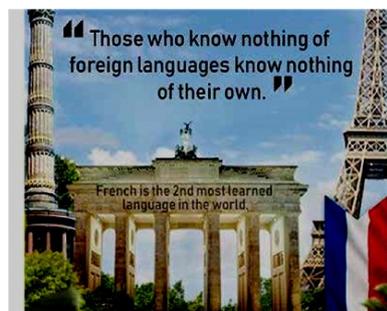
Languages complement many different career paths. Whether students are interested in law, business, journalism or interpreting – or careers such as science, engineering or medicine – having another language is a valuable and transferable skill. Universities and colleges also look favourably on students who have studied a language at GCSE and/or A level, as it demonstrates determination, resilience and strong communication skills.

Curriculum content

The topics you will study are split in 6 thematic contexts: *My personal world, Lifestyle and wellbeing, My neighbourhood, Media and technology, Studying and my future, travel and tourism,*

Breakdown of marks

The course is linear, so all exams are taken at the end of the two years. French is assessed at either **Foundation (grades 1–5)** or **Higher (grades 4–9)**. Students complete all four skills – listening, speaking, reading and writing – which are equally weighted, and all at the same tier.



Career paths

- Diplomat
- Foreign correspondent
- Government
- Tourism
- Import/Export
- Journalist
- Translator
- Sales
- Marketing
- Flight Crew
- Customs and Excise
- Immigration
- Interpreter
- M15/M16
- Teacher
- Cruise ships

Employability Skills

- Communication
- Cultural awareness
- Problem solving
- Resilience
- Teamwork

“ People who can speak more than one language are often in high demand and may have access to a wider range of career opportunities and higher-paid roles.”

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

Employability Skills

- Project management
- Data analysis
- Communication
- Teamwork
- Critical thinking

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 & rural geography, 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 assessed 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.

History

This subject
blends well with
English

Exam Board:

Edexcel

Assessment Methods:

3 exams - 1 on each unit covered -
Medicine, Weimar & Nazi Germany and
Anglo Saxons & Normans along with
Super Power relations & Cold War

Staff Contact:

D.Slow@ixworthhighschool.org

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.

Career paths

- Palaeontologist
- Archaeology
- Conservation
- Historian
- Human resources
- Theatre, TV and Film
- Travel & Tourism
- Art Curator
- Academic Researcher
- Sociologist
- Editorial Assistant
- Archivist
- Heritage Work
- Author
- Public Services
- Teacher

Employability Skills

- Communication
- Critical Thinking
- Teamwork
- Investigative skills
- Analysis

Cultural

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

Ancient History

This subject has close links to English in both skills required and techniques used.

Exam Board:

OCR

Assessment Methods:

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

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

Staff Contact:

M.Jackson@ixworthhighschool.org

Career paths

- Military
- Archaeology
- Restoration
- Historian
- Criminology
- Theatre, TV and Film
- Psychologist
- Curator
- Anthropologist
- Lecturer
- Security Service
- Tacticians
- Buildings inspector
- Politician
- Investigative services
- Tour guides

Employability Skills

- Creative Thinking
- Problem Solving
- Communication
- Analytical
- Self Awareness

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

This period explores the 94 years that established the Persian Empire. Students investigate the substantial developments and issues associated with the period focusing on understanding of the process of change and the Greco-Persian relations.

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.



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-Circa AD84.**

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 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.

Religious Studies

This subject shares many common skills with History.

Exam Board:

AQA

Assessment Methods:

2 examination papers

Staff Contact:

D.Slow@ixworthhighschool.org

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.

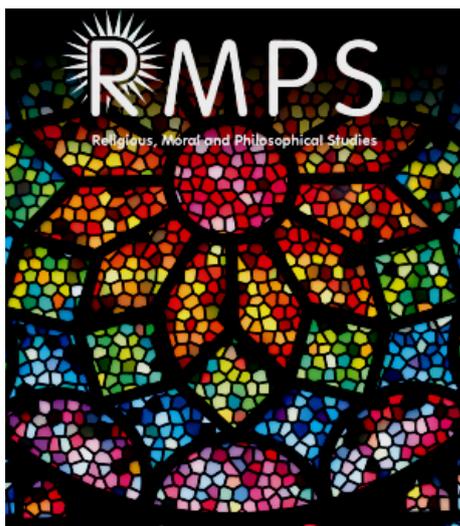
This GCSE covers a range of the major world religions, six contemporary ethical themes and two textual studies, ensuring you and your students have a diverse choice of intriguing subjects to explore. Students will be challenged with questions about belief, values, meaning, purpose and truth, enabling 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.



Cultural

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.

Career paths

Lawyer

Lecturer

Clergy

Mediator

Aid Worker

Journalist

Social Worker

Curator

Journalism

Banking

Local Government

Public Relations

Analyst

Police force

Marketing

Author

Employability Skills

- Collaboration
- Communication
- Empathy
- Self-awareness
- Resilience

Exam Board:

Pearsons Edexcel

Assessment Methods:

1 exam (40%), 9 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

Employability Skills

- Organisation
- Time management
- Communication
- Decision making
- Resilience

Health & Social Care is a vocational, practical subject that helps students understand how people are cared for across different life stages and how health and social care services support individuals and communities. It is an excellent choice for students who enjoy applied learning and working with people. 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.

What qualification is studied?

Students follow the Pearson BTEC Level 1/Level 2 Tech Award in Health and Social Care, which is a DfE-approved technical award and counts towards Progress 8.

What will students learn?

The course is made up of three components:

- Human Lifespan Development – how people grow and develop from infancy to later adulthood
- Health and Social Care Services and Values – services available, care values, and how professionals support individuals
- Health and Wellbeing – factors affecting health, lifestyle choices, and ways to improve wellbeing

Learning is based on real-life scenarios, case studies, and practical tasks.

How is the course assessed?



- 9 internally assessed components (coursework-style assignments set by Pearson and moderated externally) these are divided between component 1 and component 2.
- 1 externally assessed component (written exam on Health and Wellbeing at the end of the course) within the GCSE exam period.

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.

Exam Board:**AQA****Assessment Methods:****2 examination papers****Staff Contact:****D.Slow@ixworthhighschool.org**

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

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

Employability Skills

- Critical Thinking
- Problem Solving
- Communication
- Empathy
- Self-Awareness

Exam Board:

Non-Exam based subject

Assessment Methods:

Termly Internal Assessments

Staff Contact:

D.Heath@ixworthhighschool.org

Career paths

Early years practitioner

Pastoral worker

Police officer

Firefighter

Paramedic

Armed forces roles

Prison officer

HR officer

Lawyer

Financial adviser

Manager

Youth worker

Charity worker

Community support officer

Outreach worker

Journalist

Employability Skills

- Resilience
- Communication
- Problem Solving
- Critical Thinking
- Self-awareness

PSHE is a vital subject that helps students prepare for real life, not just exams. For Year 9 students choosing their options, PSHE supports personal development, wellbeing, and future success by building the skills and confidence needed both in and out of school.

Why PSHE Matters

Supports Mental and Physical Wellbeing

PSHE helps students understand:

- Mental health and emotional wellbeing
- Healthy relationships and friendships
- Physical health, lifestyle choices, and self-care

These topics help students recognise when they need support and how to access help in school and beyond.

Builds Confidence and Life Skills

Through discussion, debate, and reflection, PSHE develops:

- Communication and listening skills
- Confidence in expressing opinions
- Decision-making and problem-solving skills

These are essential skills for GCSEs, further education, work, and everyday life.

Promotes Respect, Equality, and Inclusion

PSHE encourages students to:

- Respect differences and diversity
- Understand equality, rights, and responsibilities
- Challenge discrimination, bullying, and stereotypes

This helps create a safer, more respectful school and wider community.

Prepares Students for the Future

PSHE links closely to careers education, helping students to:

- Understand different career pathways
- Learn about money, budgeting, and financial choices
- Develop employability skills such as teamwork and resilience
- These skills support students when choosing GCSE options and planning for life after school

Keeps Students Safe

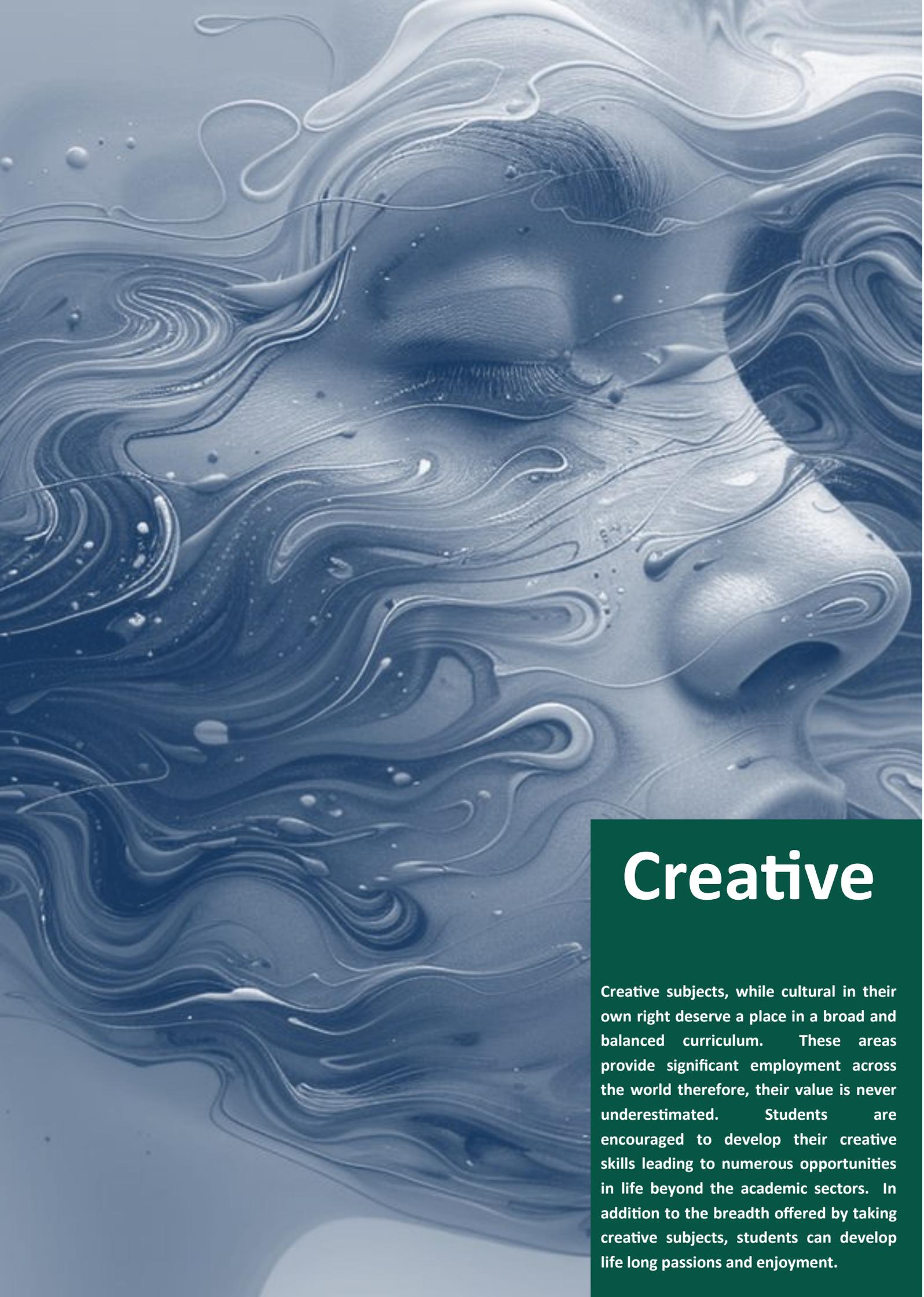
PSHE teaches students how to:

- Stay safe online and offline
- Recognise risky situations and peer pressure
- Know where and how to get help and support

This knowledge empowers students to make informed and responsible choices.

“PSHE education is an important and necessary part of all pupils’ education.”

— DfE Statutory guidance for RSE and Health Education



Creative

Creative subjects, while cultural in their own right deserve a place in a broad and balanced curriculum. These areas provide significant employment across the world therefore, their value is never underestimated. 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.

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

Employability Skills

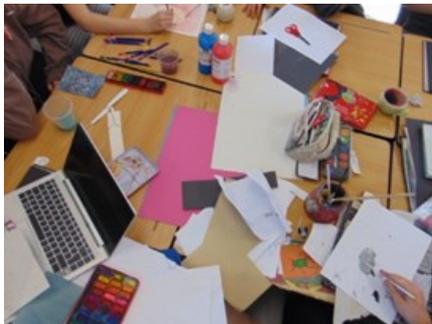
- Creativity
- Problem solving
- Managing a project
- Time management
- Independent working

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.



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



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

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

Employability Skills

- Creativity
- Problem solving
- Managing a project
- Time management
- Independent working

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

Employability Skills

- Resilience
- Self Management
- Creativity & Problem Solving
- Communication
- Teamwork

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

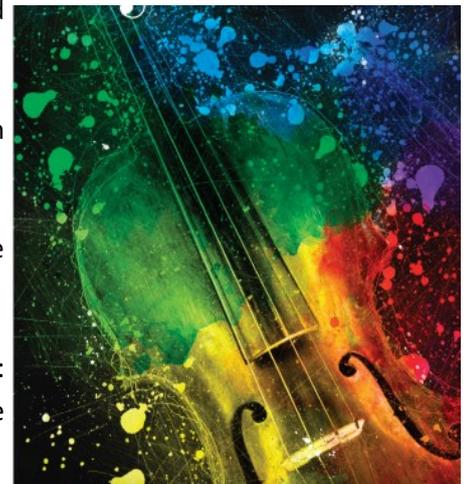
Students compose two compositions, of at least three minutes' combined duration. One composition to a brief set by Pearson, of at least one minute in duration. One free composition set by the student, of at least one minute in duration.

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.

Optional subject Drama

This subject
blends well with
Music & English

Exam Board:

OCR

Assessment Methods:

Devising, Presenting and Performing
Plays and Texts + Drama Performance
and Response

Staff Contact:

C.Howson@ixworthhighschool.org

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.

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

Employability Skills

- Communication skills
- Team work
- Creativity
- Problem solving
- Confidence

Creative

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

Optional subject 3D Design

This subject blends well with Computer Sci and Engineering

Exam Board:

AQA

Assessment Methods:

60% Coursework based

40% 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

Employability Skills

- Creativity
- Problem solving
- Organisation
- Interpreting client requirements
- Practical skills

3D Design is an Art based course which includes Sculpture, Ceramics, Product Design, Textiles, Fashion and Costume Design, Jewellery and Body Adornment, Architectural Design, Digital Design, Exhibition Design, Set Design for Theatre film and television, Environmental and Landscape Design and Interior Design. Students choose to focus on a selection of these various disciplines.

What will you need to do for this qualification?

From the beginning of the course, students are immersed into a fully creative process. Within their sketchbooks they research the theme given, beginning with a moodboard, mindmap and observational drawing. This leads on to studying the work of different artists and designers of their choice.

Students are expected to draw, paint, be creative and experiment with media, including clay, textiles and wood, along with the creation of models and prototypes.

Assessment

The course is comprised of 2 elements, 'Coursework' which is worth 60% of the final grade, and the 'Exam' element which is worth 40% of the final grade and includes a 10 hour practical exam.

The coursework 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.



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.

Exam Board:

OCR

Assessment Methods:

2 Exams

Staff Contact:

M.Sexton@ixworthhighschool.org

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

Employability Skills

- Problem solving
- Time management
- Resilience
- Team work
- Communication

The qualification is split into two main areas, Computer systems and computational thinking, which are assessed individually.

Computer systems covers the following topics:

- Systems architecture
- Memory and storage
- Computer networks
- Network security
- Systems software
- Ethical, legal, cultural and environmental impacts

Computational thinking, algorithms and programming covers the following topics:

- Algorithms
- Programming fundamentals
- Producing robust programs
- Boolean logic
- Translators and Integrated Development Environments (IDE)

Computer science is an ever changing field with individuals and organisations aiming to innovate with new technologies that the world needs and wants.

Computer scientists work in teams to problem solve and come up with creative solutions to the world's problems.

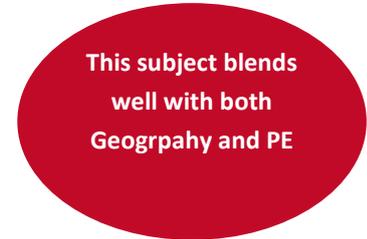


Assessment

You will be assessed by two written exam papers that are externally set and marked:

- Computer systems- 80 marks (50%)
- Computational thinking, algorithms and programming- 80 marks (50%)

Crack codes, solve problems, shape the future.



Exam Board:

AQA

Assessment Methods:

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

Staff Contact:

T.Mountford@ixworthhighschool.org

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.

Practicals 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.

Some students will take the Separate Sciences option (also known as “Triple Science”). This is worth an extra GCSE as it includes extra content in Biology, Chemistry and Physics. 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.

Career paths

- Software engineering
- Robotics
- Environmental scientist
- Conservationist
- Education
- Chemist
- Biophysicist
- Agriculture
- Forensic Scientist
- Research Scientist
- Nuclear technician
- Medical Scientist
- Research Scientist
- Engineer
- Architect
- Marine biologist

Employability Skills

- Critical thinking
- Resilience
- Communication
- Problem solving
- Data handling



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

Exam Board:
AQA
Assessment Methods:
2 Exams (60% total)
3 practical sports (30% total)
Coursework (10% total)
Staff Contact:
M.Stacpoole@ixworthhighschool.org
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

**Employability
Skills**

- Time management
- Communication
- Problem-solving
- Teamwork
- Leadership

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

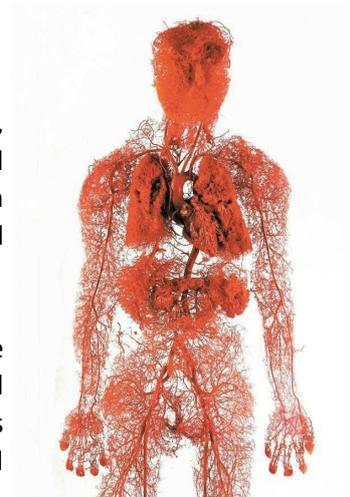
Want to improve personal performance in a range of sports roles

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.



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.

Exam Board:

Edexcel

Assessment Methods:

3 Papers for Maths

2 Papers for Statistics

Staff Contact:

C.Beales@ixworthhighschool.org

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.

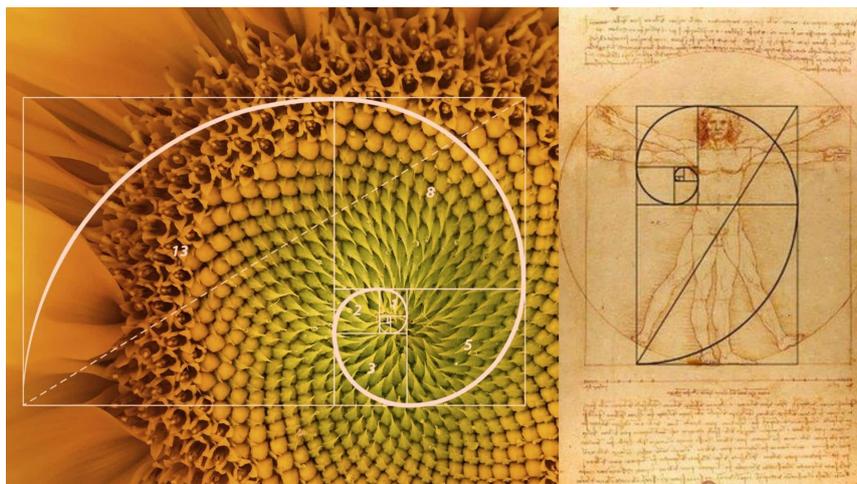
Maths itself also has a lot of skills that cross over well to a range of occupations. At an academic elite level Engineering is a big application of Maths. Although at an essential skills level many jobs require a good working knowledge of Percentages and Averages.

Career paths

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

Employability Skills

- Logical Thinking
- Abstract Thinking
- Problem Solving
- Contextualising
- Self efficacy



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

Optional subject Engineering

This subject blends well with Computer Science, science, maths and 3D design

Exam Board:

NCFE

Assessment Methods:

One exam 40%

One non-exam assessment 60%

Staff Contact:

M.Sexton@ixworthhighschool.org

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

Employability Skills

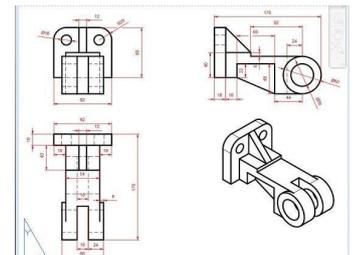
- Problem solving
- Time management
- Adaptability
- Planning
- Communication

Engineering is a level 2 course equivalent to a GCSE which has a practical element. Learners will be taught a range of skills and knowledge with some of this being hands on making of products.

Learners are required to successfully demonstrate the knowledge and skills to meet the requirements of all nine mandatory content areas. At the end of each content area there will be an assessment that will also include content from previous units.

The nine areas are:

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



Assessment

Each content area has a summary assessment. The qualification has two assessments externally-set by NCFE:

- one non-exam assessment
- one written examined assessment.

The exam unit is worth 40% and covers content from all nine content areas



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.

Food & Nutrition

This subject blends well with Health and social care and PE

Exam Board:

AQA

Assessment Methods:

I Exam (50%)

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

Staff Contact:

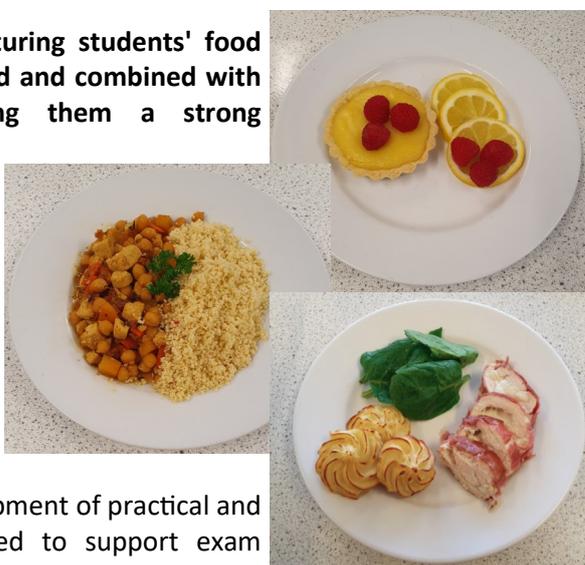
K.Trigg@ixworthhighschool.org

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.

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

Employability Skills

- Team working
- Communication
- Project management
- Record keeping
- Problem solving

STEM

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

Exam Board:**N/A****Assessment Methods:****No assessment required****Staff Contact:****M.Stacpoole@ixworthhighschool.org****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

Employability Skills

- Time management
- Communication
- Problem-solving
- Teamwork
- Leadership

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.

Be GCSE Ready...

GETTING READY

The best way to ensure you are ready to start your GCSE course is for you to take part fully in all lessons and complete your homework. The curriculum is designed to move students seamlessly from KS3 to KS4. Therefore, the completion of all set work in KS3 means students are fully prepared, often not noticing the step change as a result. This increases the likelihood of being successful over the two year course.

Having a **clear and dedicated workspace** for homework and coursework supports students to be prepared and reduces procrastination. A well equipped space with all the items that you might require such as paper, pens, post-it notes, highlighters etc, means students do not have to clear a table, make find their equipment and setup. This is not always easy in some homes, however, finding a clearly dedicated space somewhere along with protected time to use it and set times for homework and revision.



Read around the subject, not just when deciding which to choose but throughout the course. There is a significant amount of literature on all of the subjects, by reading around the topic, you will develop a better understanding of the topic and its wider context. This will aid your responses in exams and coursework. Additionally, you require a reading age in excess of 16 in order to access the full exam.



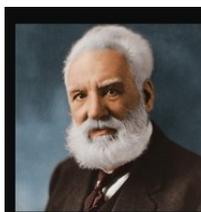
Visit, watch and take an interest in the subjects. Watch documentaries on the subject to get other views and increase knowledge. Visit museums, monuments, galleries etc to see the art/history/designs in a real setting rather than just in books or over the internet. This helps to make the aspects you are studying real and relevant to you.



Start looking at **possible Post-16 options, careers and experiences**. The sooner you investigate ideas about future routes, even if they are not the one you will take, the stronger your desire to succeed will be, giving you goals, targets and ambition. What are your back-up choices if it doesn't work out? How could you give yourself lots of possibilities for your future rather than just a narrow number? Where could you go to study these aspects beyond just the locality? Having a full understanding of all the routes supports you in your current stage and prepares you for the next one.



Additional Info



Before anything else, preparation is the key to success.

~ Alexander Graham Bell

Data shows that higher attendance supports higher outcomes

Next Steps...

You are here!

Speak to staff, read the booklet, find out as much as you can about our range of option choices.

Parent/carers: Give your opinion in the voting boxes about the 3 or 4 option model.

Take your time...

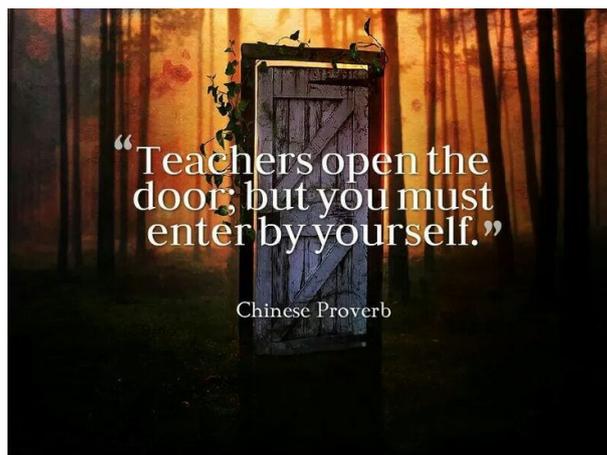
Look at websites about courses and careers of interest, discover what qualifications you require for different perspective routes. Speak to the careers team, your tutor, teachers, parents, friends etc.

Make your choices...

Complete the options form and return it signed by you and your parents to your tutor. This form will be transferred into the spreadsheet and the data analysed.

Wait for confirmation...

Once received and following the deadline for submission, we will look at the combinations and decide what options will be offered and who is allocated to which subject. Our aim is to ensure as many as possible get first choices, however, this is not always possible.



KS4 begins...

All Year 9 move to Y10 at May/June half term. Starting their GCSE option courses before the end of the academic year. By making this alteration, students have an additional 1/2 term 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 and provides additional teaching time to ensure the full course is covered.

Deadline for submission:

Fri 17th April

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.

We are unable to guarantee option choices.

Once allocated, all students will sit all options allocated through to the GCSE.



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