



IMBERHORNE SCHOOL

# KEY STAGE 4 OPTIONS 2021-2022



.....  
IT'S TIME  
FOR YOU TO  
CHOOSE  
.....

Compassion | Achievement | Respect | Endeavour  
The cornerstones of our learning community

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## Core Curriculum

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# Make the right decisions

As a school, we are committed to providing a broad and balanced curriculum as the basis for the well-rounded education that will enhance the future career, training and educational opportunities of Imberhorne students. The National Curriculum provides the framework for most courses in Years 10 and 11. We expect students to maintain the study of a wide range of subjects but also provide, when appropriate, opportunities for some specialisation or access to additional support. In order to support your son/

daughter in making the right decisions, all Year 9 students will have small group virtual on-line mentoring that covers Careers/Futures and Options with their Form Tutor on specified dates - please see below.

We hope that your child will enjoy studying during the next two years. Academic standards at Imberhorne are high and we shall make every effort to ensure that students fulfil their potential. However, whilst success in examinations

is crucial, we must not forget that achievement in other aspects of school life creates well-rounded individuals. Playing a full part in these activities, in school sports teams, in cultural activities and on educational visits, is central to a balanced curriculum. Managing time to fit in all of these opportunities is an important skill.

Please complete the Options process no later than **Friday 12th February 2021**.

Every effort is made to provide students with their first choices



for their options, but this cannot be guaranteed as courses can only run if group numbers are viable and suitable staffing and accommodation is available.

## Key Dates



### Thu 21st January 2021:

- Options Guide and Video Presentations will be available on-line via our website.

- Fri 22nd January – Form Groups Q,R,S**
- Mon 25th January – Form Groups T,U,V**
- Wed 27th January – Form Groups W,X,Y**

- On-line Mentoring Interviews with all Year 9 students focusing on options and careers.

### Thu 4th February 2021:

- Virtual Year 9 Consultation Evening from 3.30pm - 7.30pm. Students attend online with parents/carers.

### Tue 9th February 2021:

- Online Q&A Session - An opportunity to ask any questions hosted by Mr Conroy, Deputy Headteacher and Mr Jones, Assistant Headteacher.

### Fri 12th February 2021:

- Options Process to be completed by this date.





# Core and Optional Subjects

This booklet aims to support our students in making choices at the end of Key Stage 3 (KS3). At Imberhorne we aim to provide a curriculum that is broad and balanced whilst meeting the individual needs of students. To

achieve this aim, all students will be required to follow a core curriculum plus optional subjects. Most courses lead to a full GCSE, but some lead to BTEC Awards or Cambridge National Certificates.

**Core Subjects** - the core curriculum consists of the following subjects:

Core Subjects	Qualification
English Language & English Literature	2 GCSEs
Mathematics	GCSE
Combined Science	2 GCSEs
R.E.	Higher Project Qualification or upgrade to full GCSE using 1 hour of Core P.E. time
P.E. (Core)	No examination
Personal Development	No examination

## Core Curriculum

The core curriculum is the compulsory element of the National Curriculum for students in Key Stage 4. All students study English Language and English Literature as well as Maths. All students will study Science and some may wish to follow the triple Science course as well.

**Optional Subjects** - in addition, students may choose subjects from the following curriculum areas:

Curriculum area	Subjects offered	Qualification
Languages	French German Spanish Italian	GCSE GCSE GCSE GCSE
Arts	Art Drama Music	GCSE GCSE GCSE
Humanities	Geography History	GCSE GCSE
Physical Education	Dance GCSE P.E.	GCSE GCSE
Business & Computing	Business Studies Computer Science Creative Media Production	GCSE GCSE Pearson BTEC Level 1/2
Technology	Design & Technology <ul style="list-style-type: none"> <li>• Graphics</li> <li>• Resistant Materials</li> <li>• Textiles</li> </ul> Electronics Food	GCSE GCSE GCSE GCSE GCSE
Applied learning	Business Studies Health and Social Care  Sport	BTEC Cambridge National BTEC
Vocational	Construction	City and Guilds Certificate (Level 1)

We encourage students to follow a broad and balanced curriculum. We recommend that students study a Language and a Humanities subject. Many students will also opt for an Arts subject bringing a creative element to their curriculum offer. Finally, a fourth option enables the majority of students to add a technical or practical subject in order to gain the broadest experience. This will allow entry to the widest possible range of career opportunities.

# Things to consider

## Twilight Options

In order to retain curriculum breadth, we offer two twilight options. Twilight courses run after school for two hours on a set evening in the week and enable students to specialise in the following:

- Science - triple science course, OR
- Languages - Italian

## Specialisation

The school is aware that some students may wish to specialise in other subjects and therefore opt for two subjects from a particular curriculum area. This may be an appropriate option for some students. However, students may not specialise in Technology or Physical Education.

## Applied Learning

We group some subjects under the heading of 'Applied Learning'. These subjects have a vocational element to them. They are assessed through a portfolio of evidence (coursework or controlled assessment) and examined units. Learning in these subjects usually has a vocational bias and may simulate the experiences students could have in the work place

## Modern Foreign Languages

At Imberhorne we attach great importance to the study of languages at all levels in the school. We think it is important that our students see themselves as global citizens and therefore, see the acquisition of language skills as a fundamental part of 21st century learning. Therefore, most students will study a language. Those wishing to study two languages in Key Stage 4 will be able to combine their first language with twilight Italian.

## Progression Routes - Post 16

We encourage every student to do their best and to achieve their potential. To best cater for our diverse student population we also wish to clarify what post-16 options are available. Students will progress to post-16 study in a number of ways, according to their skills and preferred learning style.



Many students choosing Applied Learning courses in Key Stage 4 may wish to continue with those subjects as 'Level 3' courses (Level 3 means they are equivalent to A-Level courses, i.e. of the same value) in the Sixth Form. Such courses are often suited to students who perform better when developing portfolios of work rather than assessment through examinations.

Students who have studied mainly GCSE courses in Key Stage 4 often progress to studying A-Levels; it is also true though that many may transfer onto Applied Learning courses in the Sixth Form. Choosing to study either just A-Levels or a combination of Applied Learning courses and A-Levels provides equal access to further or higher education.

Those students who do not achieve the number of GCSE qualifications (or equivalent) necessary to start Level 3 Applied Learning courses or A-Level courses by the end of Year 11, may decide to stay on in the Sixth Form at Imberhorne to undertake our 'Level 2' courses or move onto vocational courses at different institutions. All students are supported in making these decisions during their time in Key Stage 4 and will receive specialist



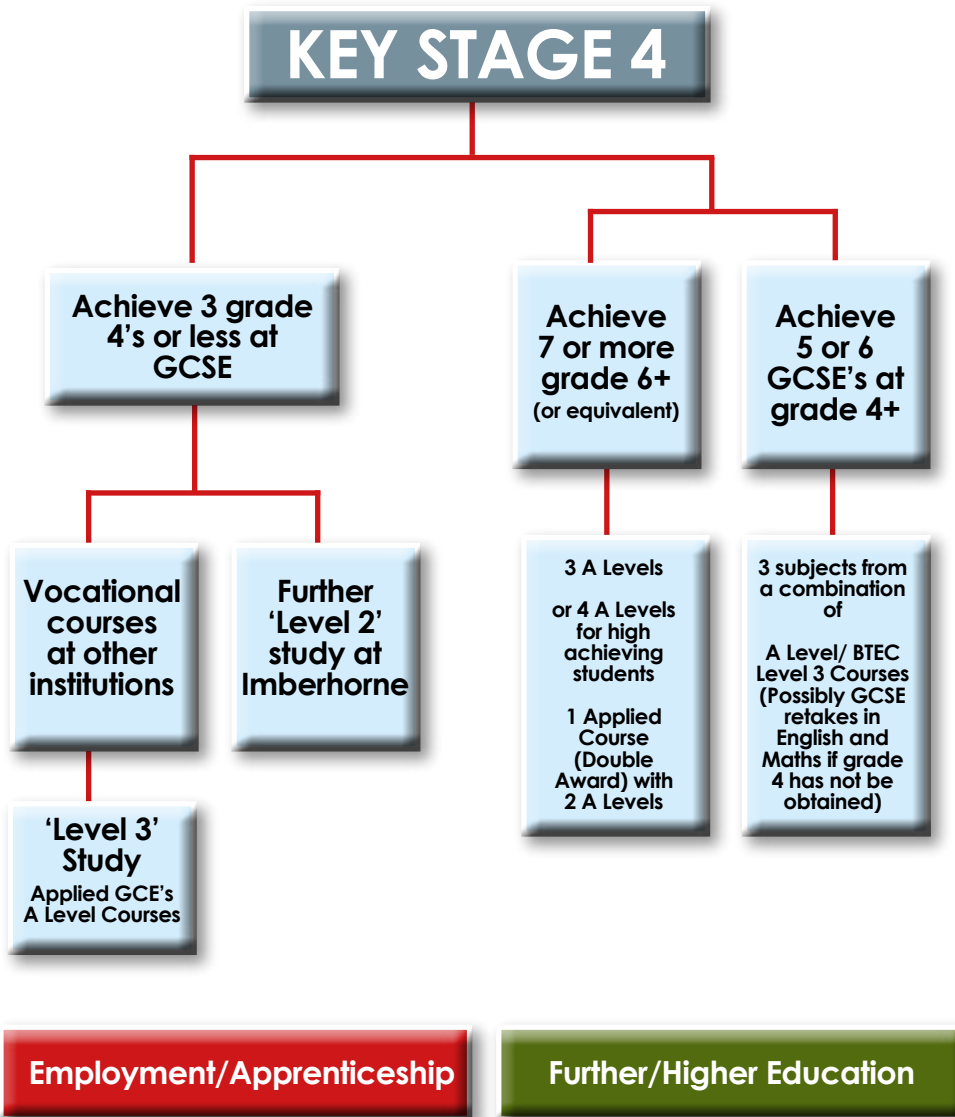
advice at critical points. Post-16 choices are important because students may be making such choices with particular careers or degree courses in mind. We encourage students to study a broad and balanced set of subjects in Key Stage 4 to provide the most flexibility for post-16 study. If students have followed courses in English, Maths, Science, Modern Foreign Languages, Humanities, Arts, Sports and Technology during Key Stage 4 they will have created an appropriate platform that allows them to specialise according to the demands of a very wide range of university degree courses.

If students have clear career or university objectives in mind at this stage it may be worth considering what subject requirements are expected for degree courses. This information may be accessed through the UCAS (Universities and Colleges Admissions Service) website. On this website you can search courses to find more detailed information about requirements [www.ucas.com](http://www.ucas.com)

# Study Routes

## 'Level 2' Study GCSE or GCSE equivalent courses

### KEY STAGE 4



# Support and Guidance

## Support Option

For those students where the curriculum we have described will be too demanding, we also offer a Support Option. This option is primarily intended for those who have been receiving special needs support in Key Stage 3. We will invite students who we feel would be appropriate to choose this option.

## Year 9 Mentoring (Options and Careers) Interview

In January of Year 9, students have an individual meeting with their form tutor. This is where they will have the opportunity to discuss likely options or pathways. It is not expected that students have made career decisions at this point. We do however expect them to start the process of finding out about possible career routes and qualifications.

## Assessment at Key Stage 4

Subjects in Key Stage 4 are generally assessed through examinations and sometimes a coursework component.

## Homework

Imberhorne believes that regular homework is associated with a good education. The school has a clear homework policy. We set homework to help students:

- \*Understand, learn and practise what has been covered in school
- \*Learn how to work independently and manage their time
- \*Have opportunities to use materials, ideas and information outside the classroom

## \*make progress and achieve the highest standards they can

Students will be expected to spend between 1.5 and 2 hours each evening on their homework tasks. We ask parents:

- \*To encourage their children to develop a positive approach to homework
- \*To provide adequate working conditions
- \*To be aware of the homework and coursework deadlines
- \*To discuss homework tasks with their children

## Differentiation

In some subjects, teachers are required to judge which papers are most suitable for each candidate, taking into account his or her performance in the classroom and in previous assessments. Students are then entered for the appropriate level. Each level of entry provides access to a particular range of grades.

## Personal Development

Personal Development lessons cover elements of Personal, Social, Citizenship and Health Education, plus Careers Education and Guidance. The curriculum includes units on Diversity, Relationships, Healthy Lifestyles, Justice and the Law, Being a British Citizen and Careers. In Year 11 students complete a 'Record of Achievement' which focuses on their successes at Imberhorne, personal qualities and skills.

# Options at Key Stage 4

## Core Curriculum

These are the subjects that all students study:

<b>ENGLISH LANGUAGE &amp; LITERATURE</b> 8 lessons (over week A & B)	<b>MATHS</b> 8 lessons (over week A & B)	<b>COMBINED SCIENCE</b> 9 lessons (over week A & B)
<b>CORE P.E.</b> 3 lessons (over week A & B)	<b>R.E. and PERSONAL DEVELOPMENT</b> 2 lessons (over week A & B)	Students can choose to follow a GCSE R.E. full course using 1 hour of Core P.E. time, instead of Core R.E. (HPQ)

### Qualification explanations

<b>GCSE</b>	General Certificate of Secondary Education; graded from 9-1.
<b>Higher Project Qualification (HPQ)</b>	The Level 2 HPQ is a research project based on a topic chosen by the student and agreed, as appropriately challenging, by the school. It develops and extends one or more of their study areas. Alternatively, the HPQ can follow an area of personal interest or activity outside the main programme of study.
<b>BTEC First Award, Cambridge National Award</b>	Work-related qualifications that are equivalent to GCSEs. Students who complete the course are awarded either a pass, merit or distinction.
<b>English Baccalaureate</b>	A measure of school attainment. The Baccalaureate reflects the fact that students have gained GCSE grades, at grade 5 or above, in English Language, Maths, Combined Science, a Humanities subject (History or Geography) and a Modern Foreign Language. <i>The Baccalaureate is not an award and has no value in its own right.</i>

## Personalised Curriculum

The core curriculum takes up over half of the timetable. The Options process is how you can personalise the subjects that you study in the remaining lessons. This table shows the subjects offered and it will help if you have this information in front of you when when completing the Options process.

<b>LANGUAGES</b> French German Spanish Italian Students are recommended to choose a language unless advised otherwise	<b>P.E.</b> Dance GCSE P.E. Students may only choose one P.E. course	<b>TECHNOLOGY</b> Design & Technology <i>Resistant Materials, Graphics, Textiles</i> Electronics Food Students may only choose one Technology course
<b>ARTS</b> Art Drama Music	<b>BUSINESS &amp; COMPUTING</b> Business GCSE, Computer Science, Creative Media Production	<b>HUMANITIES</b> Geography History Students are recommended to choose a Humanity course
<b>APPLIED LEARNING</b> Business BTEC Health & Social Care Sport BTEC	<b>SUPPORT</b> Support Option Only for those students who have been advised to choose this option	<b>VOCATIONAL</b> Construction Spaces are very limited

Triple Science or Italian can be chosen as a twilight course





A CORE SUBJECT

# ENGLISH

GCSE Exam board: AQA

## What will you study on the course?

The course consists of the study of English Language and English Literature. (Students receive two GCSEs.) While studying English Language, students will read and comprehend a range of fiction and non-fiction texts to develop their analytical skills. Students will be encouraged to examine the use of language and structure and its impact on the reader. In addition, through the study of quality texts, students will be encouraged to develop their individual writing style, with an emphasis on technical accuracy and adapting style for audience and purpose. In English Literature, set texts are prescribed by the exam board, AQA.

### We study the following:

- *Shakespeare: Much Ado About Nothing*
- *19th Century: Jekyll and Hyde*
- *Modern: An Inspector Calls*
- *Anthology Poetry: Power and Conflict cluster (provided by the exam board)*

As a department, we encourage students to purchase the texts, as it allows them to annotate as we read and it allows them an opportunity to re-read at their convenience. Texts are studied in depth, which includes a close examination of plot, character, themes, social and historical context. Moreover, students are encouraged to develop a personalised response to the texts. Students will also develop their analytical writing skills to help create an informed response.

In addition, students are prepared and assessed for the Non-Exam Assessment of Spoken Language, which is a compulsory requirement of the course of study. The grade will appear on all students' certificates as a separately reported grade, alongside the overall grade issued. In class, students will build their confidence in speaking formally, adapt vocabulary for audience and purpose and use a range of techniques to make their presentation more engaging.

## How will the course be assessed?

GCSE English Language and English Literature are assessed by final exams at the end of Year 11.

### English Language is divided into two papers:

- Response to Fiction text (Paper A) and Perspectives and Viewpoints (Paper B).

Each paper consist of unseen extracts, which provides students an opportunity to demonstrate their analytical skills. In section B of each paper, students showcase their writing skills. Each paper is equally weighted.

### English Literature is also divided into two papers:

- Paper 1 assesses Shakespeare and 19th Century texts. Students will be given an extract and will write an essay response to the question.
- Paper 2 is Modern text, Seen Poetry and Unseen Poetry.



For further information, please contact please contact Mrs E Best [ebest@imberhome.co.uk](mailto:ebest@imberhome.co.uk)





**A CORE SUBJECT**

# MATHS

**GCSE Exam board: AQA**

## What will you study on the course?

There are 3 assessment objectives:

- Recall and use knowledge of prescribed content.
- Select and apply mathematical methods in a range of contexts.
- Interpret and analyse problems and generate strategies to solve them.

Students will be taught mathematics in the areas of number, algebra, ratio and proportion, geometry and measures, probability and statistics. There is an emphasis on problem solving, explaining answers and justifying choices.

Mathematics is taught in sets. For those making good progress it is possible to be entered for Higher Tier. There is a progress test every half term and sets are regularly reviewed.

Lessons are teacher led with a variety of student activities including use of ICT. Students are expected to use specialist websites for homework and revision,

in addition to work set outside of class and in the course textbook. A scientific calculator is essential for all lessons, we recommend the Casio fx-85GTX.

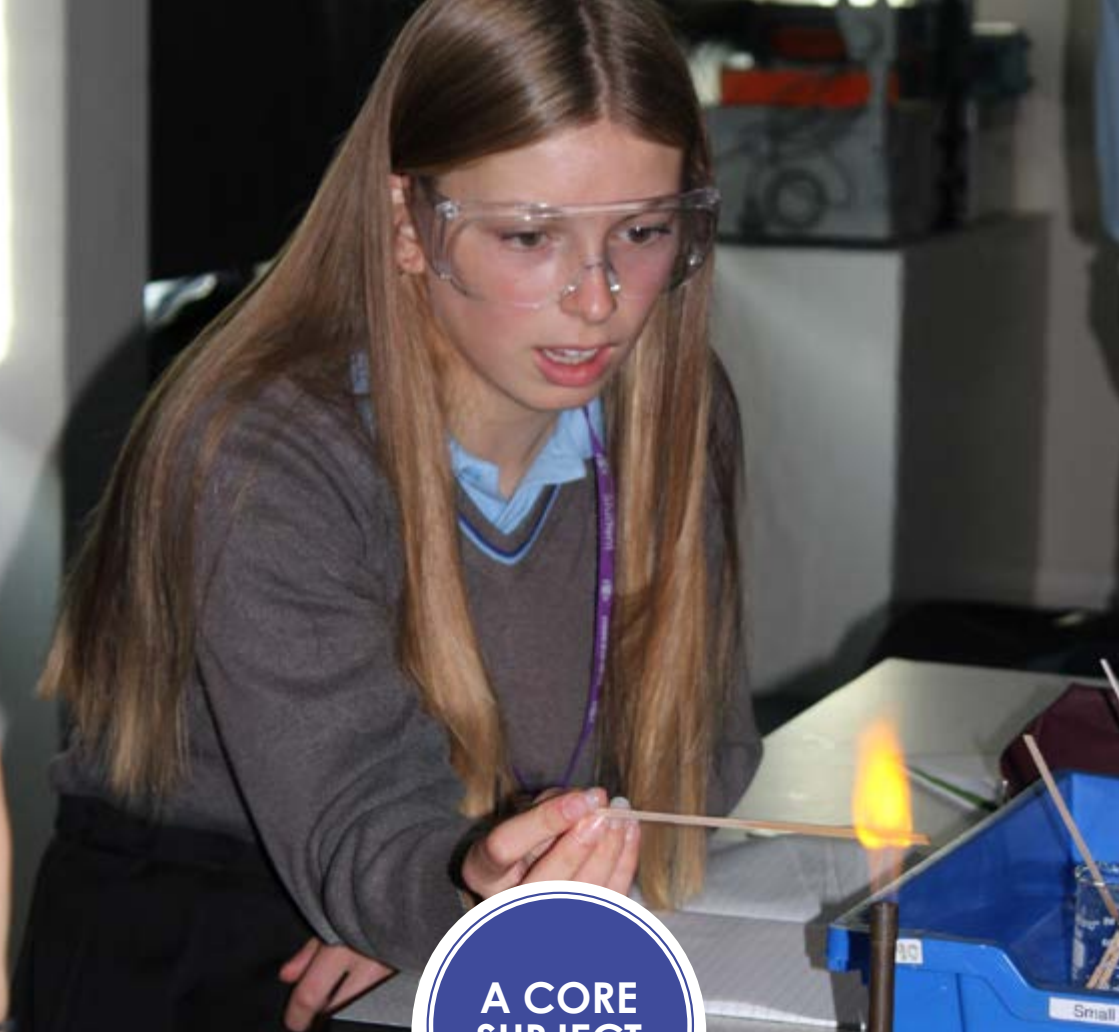
## How will the course be assessed?

Higher Tier - GCSE Grades 4 – 9  
Foundation Tier - GCSE Grades 1 – 5  
All the assessment is through examination; there is no coursework. GCSE Maths has three examination papers (each 1 hour 30 minutes) at the end of Year 11.

Paper 1 is non-calculator, and in papers 2 and 3 calculators are allowed.

For further information, please contact Mr I Andrews or Mr S Kay  
[iandrews@imberhorne.co.uk](mailto:iandrews@imberhorne.co.uk) or  
[skay@imberhorne.co.uk](mailto:skay@imberhorne.co.uk)





**A CORE SUBJECT**

# SCIENCE

**GCSE Exam board: AQA**

## What will you study on the course?

Science lessons will involve theory, discussions, practical work, videos and group work. Lessons will be similar in approach to the work done in Science in Key Stage 3. The work will build on Biology, Chemistry and Physics topics studied during Key Stage 3. Practical work will concentrate on the skills involved in the design of experiments, carrying them out, analysing the results and evaluating the work.

Students are given a revision guide to help with homework and preparation for exams. In addition, a paper study guide is issued for each topic studied. In both Years 10 and 11 there will be discrete topics on Biology, Chemistry and Physics. All students will be taught either GCSE Combined Science or Triple Science.

The 'GCSE Combined Science' is a double award and therefore gives two GCSEs in Science and allows progress to all Science A Level courses.

For students identified as attaining highly from Science during Key Stage 3, there is the opportunity to follow the 'Triple Science' route. Many of these students will have been in the top set Science groups during Year 9, however other committed students have done well on the Triple Science course without being in a Year 9 top set.

The Triple Science route leads to completion of three separate Science GCSE's; Biology, Chemistry and Physics. To allow the students that choose Triple Science to cover the extra content of three rather than two GCSEs, students must attend a 'twilight lesson' for two hours, between 3pm and 5pm, once a week. The twilight lesson is in addition to the nine lessons a fortnight for science as part of the core curriculum.

## How will the course be assessed?

All Science GCSEs are assessed by final exams at the end of Year 11. The Biology exams make up one third of the available GCSE marks as do the Chemistry and Physics exams.

All exams are available at Foundation Tier for students targeted up to a grade 4 or Higher Tier for more challenging exams that allow access up to grade 9. The Foundation Tier tests are more straightforward but have a 'ceiling' of marks that they can contribute towards a student's total marks. At all stages, the tier of entry and preparation for assessments will be co-ordinated by the Science teacher.



For further information, please contact [jhutchinson@imberhorne.co.uk](mailto:jhutchinson@imberhorne.co.uk)





**A CORE  
SUBJECT**

**R.E.**

# Higher Project Qualification — HPQ

## What will you study on the course?

Students will:

- Identify, design and complete an individual project, applying a range of organisational skills and strategies to meet agreed objectives.
- Obtain, critically select and use information from a range of sources.
- Analyse data, apply it relevantly and demonstrate understanding of any appropriate linkages, connections and complexities of the topic.
- Select and use a range of skills, solve problems, take decisions critically, creatively and flexibly, to achieve planned outcomes.
- Evaluate outcomes both in relation to agreed objectives, and own learning and performance.
- Select and use a range of communication skills and media to present evidenced outcomes and conclusions in appropriate format.

This is a Level 2 qualification. The course will build upon the lessons at Key Stage 3 and will introduce students to more ethical and philosophical questions. Throughout Year 10, students will cover a variety of issues taken from the GCSE R.E. specification, to ensure that statutory requirements are met. Students will be taught the necessary skills to create

a 2000 word essay on an 'Ethical or Philosophical' issue of their choice. In addition to this, students have to create a presentation and complete a production log. The project will be completed by Easter of Year 11.

## How will the course be assessed?

The HPQ is assessed on four assessment objectives and is done so holistically at the end of the process in Year 11. Projects are assessed internally and a sample will be sent for external moderation. This project is still graded A\* - C For those wishing to study Full Course R.E., there will be an opportunity to study an Extended Project Qualification (EPQ) in Year 13.

For further information, please contact Mrs N Quick, Mr D Clubb or Miss L Carey [nquick@imberhome.co.uk](mailto:nquick@imberhome.co.uk) or [dclubb@imberhome.co.uk](mailto:dclubb@imberhome.co.uk) or [lcarey@imberhome.co.uk](mailto:lcarey@imberhome.co.uk)







OPTION

# LANGUAGES

French/German/Spanish/Italian

GCSE Exam board: AQA

### Why study a language?

The ability to speak a foreign language is much valued by employers and universities. You will have the opportunity to visit a country where your chosen language is spoken and learning another language is believed to help improve memory and concentration.

### What will you study on the course?

You will continue to develop the skills of listening, speaking, reading and writing. In addition you will be prepared to deal with real life situations abroad, such as going shopping and what to say if you are ill, as well as further developing the topic areas studied at Key Stage 3. Vocabulary and grammar learning will play an important part in all Key Stage 4 language courses, and in order to achieve the highest grades you will be expected to manipulate the language confidently and accurately.

### Students who currently study 2 languages:

If you wish to continue to study one language at KS4 : You may choose to study either your first Lanuage (French, German or Spanish) or Italian.

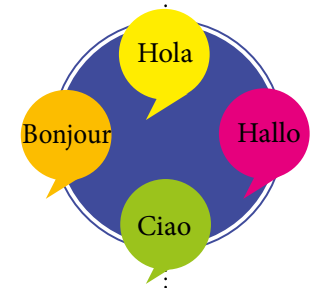
If you would like to study two languages you can do this in the following ways:

- You can choose 2 five-hour options in your chosen languages.
- You may study your first language for 5 hours per fortnight during the normal timetabled day. You will also choose Italian GCSE as a twilight (after school) option for 4 hours per fortnight. The twilight option will run after school one day per week for 2 hours.

### How will the course be assessed?

You will be entered for final examinations in Listening, Speaking, Reading and Writing at either Foundation or the Higher Tier. Each of the skills is worth 25% of the total grade.

For further information, please contact Ms C Garsey or Mrs L Hutcheson [cgarnsey@imberhorne.co.uk](mailto:cgarnsey@imberhorne.co.uk) or [lhutcheson@imberhorne.co.uk](mailto:lhutcheson@imberhorne.co.uk)





**OPTION**

# ART & DESIGN

GCSE Exam board: Edexcel

## Why study Art?

If you enjoy developing your visual skills, being creative, experimenting with different approaches to making Art, visiting galleries, museums, workshops and studios; you are enthusiastic and imaginative, then our GCSE Art and Design is the ideal subject for you.

This course provides students with opportunities to explore their interests in art and design in ways that are stimulating, personally relevant and developmental in nature. Students develop their skills and have the opportunity to explore and respond to our visual surroundings whilst developing their creative and expressive abilities. They will increase their understanding of the place of art and design in history and in today's society.

This course is essential for those students who wish to progress to A Level in Art at Sixth Form. These courses can lead on to university degrees and a wide range of careers in the creative industries.

## What will you study on the course?

Students will learn to:

- apply a creative approach to problem solving.

- consider and develop original ideas from initiation to realisation.
- analyse critically their own work and the work of others.
- express individual thoughts and choices confidently.
- take risks, experiment and learn from mistakes.

## How will the course be assessed?

The Art and Design course is assessed in two components:

- Unit 1: 60% Personal Portfolio - internally set and marked; evidence of working in at least two disciplines should be presented.
- Unit 2: 40% Externally Set Assignment - externally set theme, internally marked.

Both units are marked using four assessment objectives. These can be summed up as: Develop, Review/Experiment, Record and Present.

For further information, please contact Mrs R McElvenny [rmcelvenny@imberhorne.co.uk](mailto:rmcelvenny@imberhorne.co.uk)







**OPTION**

# DRAMA

GCSE Exam board: AQA

### Why study Drama?

GCSE Drama is an immensely fun course which provides students with a huge range of transferable key skills which are invaluable in the world of work and in further education opportunities. Students frequently work in groups to create imaginative performance pieces. During the creation of performance work, students develop skills in communication, negotiation, working to deadlines, problem solving, decision making, creativity and empathy. The key skills in performance are confidence, projection, self-control, thinking-on-your-feet and awareness. Within the written aspects of the course, transferable skills include analysis, evaluation, research and reflection. This course is wonderful for students wishing to pursue a career on the stage or screen but, fundamentally, the course enhances skills that all students can use in a variety of different ways in their futures outside of drama.

### What will you study on the course?

Students will practically explore a scripted play (*Blood Brothers*) and gain a deep understanding of the play's characters, plot, themes and design elements. In groups, they will perform extracts of this play and complete written responses. Through studying this text, students will also gain a good knowledge of theatrical terminology, stage-craft techniques and designing for theatre. Students will also work in groups to devise and

perform an original piece of drama from a given stimulus and will study and perform extracts from a second scripted play.

Although most students will be assessed as actors in performance, those who have a strong interest in technical theatre or production work are able to be assessed in the following areas: lighting, sound and costume. Thorough preparation for the written examination will also be undertaken during the course which will include watching professional theatrical productions.

### How will the course be assessed?

- Devised performance: 40%
  - Students will research and explore a stimulus, work collaboratively and create their own devised drama. This coursework unit will be assessed via their written process and performance.
- Performing scripted work: 20%
  - Students develop and apply theatrical skills in acting or design by presenting a showcase of two extracts from a performance text.
- Written Examination: 40%
  - Students will practically explore a performance text to demonstrate their knowledge and understanding of drama and will answer questions on this text. They will also analyse and evaluate a live theatre performance and it is an expectation on the course that students will see at least two professional productions.



For further information, please contact  
Mr J Watson  
jwatson@imberhome.co.uk





**OPTION**

# MUSIC

**GCSE Exam board: EDUQAS**

### **Why study Music?**

The GCSE Music course provides exciting opportunities to develop and extend the knowledge, understanding and skills gained at Key Stage 3. It gives students the opportunity to make music, both individually and in groups, to develop a life-long interest in music that can progress to further study. Many universities and employers regard music as a highly valued GCSE. The course is challenging yet extremely rewarding. The vital pre-requisites for the course are a love of music and a willingness to explore a variety of musical styles. Students need to play an instrument or sing to a good standard (minimum grade 3). Students who do not meet these criteria should discuss the course suitability with Mr Davis during the options process. Students are expected to have independent instrumental or vocal lessons throughout the two years of study where possible. There is an expectation to participate in the extra-curricular opportunities within the department.

### **What will you study on the course?**

The GCSE course has three elements: listening and appraising, performing and composing.

A wide variety of music genres are studied through four study areas. These are Musical Forms and Devices, Music for Ensemble, Film Music and Popular Music. The composition and performance aspects of the course allow the flexibility to concentrate on the genres of music which interest students most.

### **How will the course be assessed?**

The Music course is assessed in three components:  
Performance: (30%) solo and ensemble performance submitted in advance.  
Composition: (30%) two compositions submitted in advance  
Listening and Appraising: (40%) a listening exam: students are expected to answer questions on musical excerpts both familiar and unfamiliar.

For further information, please contact Mr N Davis [ndavis@imberhome.co.uk](mailto:ndavis@imberhome.co.uk)





OPTION

# GEOGRAPHY

GCSE Exam board: Edexcel B

## Why study Geography?

Geography is not only up-to-date and relevant, it is one of the most exciting, adventurous and valuable subjects to study today.

So many of the world's current problems boil down to geography, and need the geographers of the future to help us understand them. Global warming, sustainable food production, natural disasters such as earthquakes and tsunamis, the spread of disease, the reasons for migration and the future of energy resources are just some of the great challenges facing the next generation of geographers.

## What will you study on the course?

In Geography, you will acquire a variety of skills throughout the course including literacy, numeracy and ICT, graphical, cartographic and photographic skills.

Fieldwork forms an integral part of the course where you will spend 2 days out of school completing human and physical fieldwork at the end of Year 10.

Students are encouraged to purchase the revision guide, exam question booklet and mark scheme which will aid their learning throughout the course.

## How will the course be assessed?

The final exams at the end of Year 11 will consist of 3 papers:

- Paper 1: Global Geography Issues  
Section A: Hazardous Earth  
Section B: Development dynamics  
Section C: Challenges of an urbanising world 1hr 30mins
- Paper 2: UK Geographical  
Section A: The UK's evolving physical landscape, including a general section, coasts, rivers and UK Issues- Flooding  
Section B: The UK's evolving human landscape  
Section C1: Fieldwork in a physical environment - Coasts  
Sections C2: Fieldwork in a human environment - Urban 1hr 30mins
- Paper 3: People and Environment Issues - Making Geographical Decisions  
DME: Sections A (biosphere), B (forests), C (energy) and D (decision) 1hr 30mins

For further information, please contact Mr P Quigley [pquigley@imberhorne.co.uk](mailto:pquigley@imberhorne.co.uk)







OPTION

# HISTORY

GCSE Exam board: Edexcel

### Why study History?

History is a highly valued subject and is seen as a useful qualification for anyone considering a career that involves making decisions, such as law, personnel management, politics, social work, journalism or the civil service. However, it can and has led to students acquiring employment in fields as broad as the computer industry and performing arts.

The GCSE course is also good preparation for A Levels in Government and Politics, Economics, Psychology and of course History. It will train you to think, analyse, research, debate, discuss, provide explanations and improves literacy. Choose History if you enjoy finding out about events and people from the past and how the past shapes the world you live in.

### What will you study on the course?

There are three main periods studied.

- The Medieval period (500-1500)
- Early Modern (1450-1750)
- Modern History (1700-present day).

These cover local, British, European and World history.

### In Year10 you will study:

- Medicine in Britain 1250-present day & the British sector of the Western Front, 1914-1918
- Weimar & Nazi Germany 1918-39

### In Year11 you will study:

- Superpower Relations & the Cold War 1941-1991
- Early Elizabethan England 1558-88

### How will the course be assessed?

This course will be examined by three exam papers and these will be sat at the end of Year 11.

- **Paper 1**— Medicine in Britain 1250-present day & the British sector of the Western Front, 1914-1918: Injuries, treatments & the trenches (30%)  
*1 hour 15 minutes*
- **Paper 2**— Early Elizabethan England 1558-1588 & Superpower Relations & the Cold War 1941-1991 (40%)  
*1 hour 45 minutes*
- **Paper 3**—Weimar & Nazi Germany, 1918-1939 (30%)  
*1 hour 20 minutes*

For further information, please contact Mrs J Swan [jswan@imberhome.co.uk](mailto:jswan@imberhome.co.uk)







OPTION

# R.E.

## GCSE FULL COURSE

GCSE Exam board: AQA

This additional provision for R.E., which leads to a full GCSE, sits in the same block as Core P.E. Students will have 2 lessons of Core P.E. per fortnight instead of 3. Choosing to do full course R.E. does not affect other options.

### Why study R.E.?

Choose R.E. full course if you are interested in moral and ethical debates and if you enjoy thinking, analysing and debating issues. The course encourages reflection upon common human experiences that raise questions about the meaning and purpose of life. It develops reasoned response to these questions. This course should prove useful to students who hope to go on to study Philosophy, Sociology, Psychology and/or Politics at A Level. R.E. is a useful qualification for anyone who works directly with other people. It is particularly useful for careers in areas such as social work, medicine, personnel work, law and teaching.

### What will you study on the course?

The R.E. GCSE course will cover two religions and four philosophical and ethical themes. You are challenged with questions about belief, values, meaning, purpose and truth, enabling them to develop their own values and attitudes towards religious issues. Students will also gain an appreciation of how religion, philosophy and ethics form the basis of our culture.

You will develop analytical and critical thinking skills, the ability to work with abstract ideas, leadership and research skills. All these will help prepare students for further study.

Although the syllabus stresses the importance of 'Religious Beliefs and Attitudes', the students are also expected to formulate and express coherently their own opinions too. The study of religions: beliefs, teachings and practices of two religions (Christianity and Buddhism). We arrange two trips to cover much of the syllabus requirement in this area.

Thematic Studies:

- Religion and life
- Religion, crime and punishment
- Religion, human rights and social justice
- Religion, peace and conflict

### How will the course be assessed?

The final assessment, at the end of Year 11 consists of two written exam papers each lasting 1 hour 45 minutes.

For further information, please contact please contact Mrs N Quick nquick@imberhorne.co.uk





**OPTION**

**P.E.**

**GCSE Exam board: AQA**

### Why study P.E.?

This is an ideal course for those students with a passion and talent for sport and provides a good grounding for further studies and Sports Leadership courses in the Sixth Form. It is essential that students realise that lessons are mostly class based and not all practical. To do well in GCSE, P.E. students are advised to play sport outside of school for local clubs and participate in extra-curricular sports clubs.

### What will you study on the course?

The course combines the theory and practical elements of physical education. The theory component deals with human anatomy and physiology, the effects of exercise, fitness and training on the body, biomechanics, sports psychology and it also deals with sport in a social and historical context. The application of these components to physical education and sport is an important aspect of the course. Students will study a number of physical activities during core P.E. lessons and need to be aware that there is a limited number of sports to choose from in which to be assessed. Sports that cannot be catered for on site can still be assessed such as swimming and skiing. The practical elements consist of being the performer/player of

a sport and students are expected to be able to demonstrate practical skills in controlled practice and match situations.

### How will the course be assessed?

- 60% written examination at the end of Year 11.

There are two exam papers based on the theory components studied in Years 10 and 11.

- 30% of the course is school based practical assessment of skills and knowledge in 3 areas of sport.

- 10% is written coursework. This is based on the observation and analysis of yourself or another performer.

All GCSE P.E. students are encouraged to obtain the GCSE P.E. options package which consists of a white polo top, work booklets, a revision guide and a textbook to be kept at home to help with homework and revision. The cost for this is approximately £40 and it ensures students are prepared for the two year course.

For further information, please contact Mr P Byrne [pbyrne@imberhorne.co.uk](mailto:pbyrne@imberhorne.co.uk)







OPTION

# DANCE

GCSE Exam board: AQA

## Why study Dance?

Students will develop movement as a medium of expression and communication in the performance, creation and appreciation of dance. Students who opt for GCSE Dance need to demonstrate the potential to involve themselves in the study and application of dance. The course will require commitment and energy but in return, the rewards will be exciting. Confidence as both a choreographer and performer will increase as skills develop but it is important that all students show a commitment to improving their own dance technique through rehearsals. GCSE Dancers must also show a willingness to contribute to group choreography with a variety of peers and be willing to share ideas and take on feedback from both peers and staff.

## What will you study on the course?

Both the theory and practical aspects of dance are studied. Students will develop; a deeper understanding of what it is like to be a dancer, the different choreographic devices and movement components used in dance and how to effectively create expressive choreography. Students will study 6 different professionally choreographed dances and be required to use their knowledge of them to create both practical work and be able to critically analyse them in the written exam. As part of the performance element, students will have to learn four set dances and perform two

of them as a solo assessment. These will require students to consider and refine their physical and expressive dance skills in order to achieve the best performance they can and to develop mental skills which will aid them in the rehearsal phases of lessons. The other two will be used to create a duet or trio which will act as the third form of practical performance and technique assessment. Finally, as part of the choreographic stage of the course, students will learn a variety of techniques for building and structuring choreography in response to a given stimulus. Students will then draw from these to create their own choreography.

## How will the course be assessed?

Students will be expected to write critically about dance and perform different dance works set by the exam board as well as those they have created themselves. There is one written exam, students are predominantly assessed on their practical ability. The practical assessment pieces will have strong links to professional dance works.

- Examined components:
- Component 1: 60%  
Solo performance x 2 (1 min each)  
• Trio performance (3.5 mins)  
• Choreography  
• Solo (2.5 mins) or Group (3.5 mins)
  - Component 2: 40%  
• Dance Appreciation – Written exam (1hr 30 mins)

For further information,  
Mrs S Pollard [spollard@imberhorne.co.uk](mailto:spollard@imberhorne.co.uk)







**OPTION**

# COMPUTER SCIENCE

GCSE Exam board: OCR

## Why study Computer Science?

This exciting GCSE gives you an excellent opportunity to investigate how computers work, how they are used and to develop computer programming and problem-solving skills. You will build on the knowledge and understanding gained at Key Stage 3 to learn and think about real world applications. This is a challenging course with a high level of technical and theoretical content. There is also an element of mathematics – both arithmetic and logic. Students considering this course may also wish to consider Creative iMedia as an option. It is advised that you should discuss this with your Key Stage 3 Computing teacher to determine the best option for you. If you take a GCSE in Computer Science and then go on to study the subject at A Level or university you will have an advantage over other students who are only starting the subject at these higher levels. The increasing importance of I.T. means that there is a growing demand for people who are qualified to work in industry.

## What will you study on the course?

The course will help you learn about critical thinking, analysis and problem solving. These skills can be transferred to other subjects and are used in many areas of day-to-day life. The Computer Systems and Programming will teach you the theory about a wide range of issues such as hardware and software, the representation of data in a computer system, databases, computer networking and programming. In the Programming Project you will design, code and test a solution to three tasks using the Python programming language.

## How will the course be assessed?

The final exams at the end of Year 11 consist of:

- Computer Systems - Exam 50%
- Computational thinking, algorithms and programming - Exam 50%

For further information, please contact Mr D Muchmore [dmuchmore@imberhorne.co.uk](mailto:dmuchmore@imberhorne.co.uk)





**OPTION**

# BUSINESS STUDIES

GCSE Exam board: Edexcel

## Why study Business Studies?

This course helps prepare students for further study or entry into the business world, particularly for roles where they will be expected to use communication and I.T. skills, liaise with customers and carry out customer facing roles. Students will be encouraged to acquire a range of practical skills, including decision-making, problem-solving, communication and the quantification and management of information. Students taking this course would be able to extend their studies in the Sixth Form by following the popular and successful Business Studies or Economics courses.

## What will you study on the course?

There are two themes:

### • Theme 1 - Introduction to Small Business

This theme concentrates on the key issues and skills involved in enterprise. It provides students with a framework to consider the marketing, financial, human and operational issues involved in starting and running a small business. It is divided into five topics; Enterprise and entrepreneurship, Spotting a business opportunity, Putting a business idea in practice, Making the business effective and Understanding external influences on business.

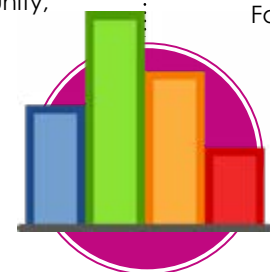
### • Theme 2 - Building a Business

This theme builds on theme 1 and examines how a business develops beyond the start-up phase. It focuses on the key business concepts, issues and decisions used to grow a business, with emphasis on aspects of marketing, operations, finance and human resources. Theme 2 also considers the impact of the wider world on the decisions a business makes as it grows. It is divided into five topics; Growing the business, Making marketing decisions, Making operational decisions, Making financial decisions and Making human resources decisions. Theme 1 will be taught in Year 10 whilst theme 2 will be completed during Year 11.

## How will the course be assessed?

Both themes are assessed by final exams at the end of Year 11. The paper will consist of calculations, multiple-choice, short-answer and extended-writing questions. Questions will also be based on business contexts given in the paper. Themes 1 and 2 are equally weighted accounting for 50% each of the GCSE.

For further information, please contact Mr C Mumby  
cmumby@imberhorne.co.uk







OPTION

# Creative MEDIA Production

GCSE Exam board: Pearson  
BTEC Level 1/2

## Why study Creative imedia?

Many students develop an early interest in designing for the screen; creating digital images and the production of short film. The aim of this course is to take a closer look at a range of media platforms and to develop a critical understanding of the media world around us and how different audiences read/consume media products in day-to-day life. This course is an ideal grounding for those wishing to develop practical design skills while gaining an insight into the role that media plays in today's society.

## What will you study on the course?

Students will learn about the pre-production process by planning a digital media product for the publishing industry. Students will conduct some independent research to write a detailed report on how and why pre-production and production processes are vital to the completion of a magazine cover and double page spread. This course will look at a range of photoshop design skills along with practical magazine layout and structural theory. Students will build their knowledge on how to manage a professional project from start to finish. Students will develop valuable skills such as working towards deadlines from pre-production through to the creation stage, building upon practical software skills.

Students will have the opportunity to immerse themselves in the media world through the study of

a wide range of media products from all media platforms. This area of study will focus on a theoretical understanding of the media world. Students will look at a range of media theories that can be applied ranging from representation or audience reception and narrative codes to semiotics. Specific Media Language will become a key focus with a range of specific terminology being used throughout the course. Whilst the tasks are structured, students will need to develop research skills and show creative initiative when carrying out the assessments. They will need to be able to work independently and meet deadlines.

## How will the course be assessed?

The course consists of three units:

**Unit 1** – Representation - This unit is internally assessed and consists of the theoretical side to their study.

**Unit 2** - Production Skills - This unit is also internally assessed. Students will work towards a final project whereby they are tasked with creating a front page and double page spread to a music magazine.

**Unit 3** - Responding to a Commission - This unit is externally assessed, however, not in the traditional examination format. Students will complete 9 hours of Controlled Assessment over a period of 15 weeks.



For further information, please contact Mr M Aucock maucock@imberhome.co.uk





OPTION

# DESIGN & TECHNOLOGY WITH GRAPHIC PRODUCTS

GCSE Exam board: AQA

## Why study Graphics?

**Do you enjoy:** Thinking creatively? Problem solving? Designing products of the future? Promoting, advertising, informing, educating others on important issues? Designing 2D & 3D products using computer aided design and computer aided manufacture? Developing and testing ideas through modelling-making? Graphics will build on skills learnt at Key Stage 3 and has been designed to encourage students to design and make products with creativity and originality, using a range of artistic, graphic and modelling techniques to generate quality 2D graphic designs and apply them to a 3D product or prototype.

## What will you study on the course?

Students will study Core Technology which revisits knowledge and experience gained during Key Stage 3 in all areas of Technology except Food. However, most of the course will focus on the students' specialism—Graphics, where building skills, designing and making products will take place. The Graphics course content will include:

- How to work to a brief and design specifications, and work with a client or target audience by taking their needs and wants into consideration during the design and making process.

- How to plan, sketch and draw ideas using traditional technical drawing and illustration techniques.
- How to present information, images, lettering and apply colour in a variety of ways including CAD generated design. This could include scanning hand generated artwork making it commercially viable. CAD programs used include Photoshop and Techsoft 2D Design. (CAD-CAM) CAM includes using machines such as a plotter cutter and laser cutter to manufacture precise and accurately made prototypes reflecting industrial manufacturing methods. Great fun!

## How will the course be assessed?

In Year 10 students will undertake a series of modules or mini projects. Each module or project will be assessed to monitor student progress. At the end of Year 11, students will be examined: 50% written paper, 50% coursework. Students must undertake a "substantial design and make task" based on contexts supplied by the exam board. This coursework is largely completed in lesson time and assessed internally.



For further information, please contact Mrs H Froger [hfroger@imberhome.co.uk](mailto:hfroger@imberhome.co.uk)



OPTION

# DESIGN & TECHNOLOGY WITH RESISTANT MATERIALS

GCSE Exam board: AQA

### Why study Resistant Materials?

Resistant Materials covers a wide range of activities based on designing and making products in materials such as wood, metal and plastics. It is a subject which involves creative thinking and application of knowledge to practical situations. Whether you are interested in a practical career, in product design, engineering, manufacturing, interior design or simply enjoy designing and making things then this course has a lot to offer.

### What will you study on the course?

Resistant Materials builds on experience gained in Design and Technology at Key Stage 3. Students will develop their knowledge and understanding of a wide range of specialist materials and processes used in Design & Technology and manufacturing to prepare them for the exam and coursework. They will learn about wood, metal, plastic and modern and smart materials and design in a variety of contexts including industrial and commercial practice, the importance of quality checks and health & safety issues. The subject content also

covers theory relevant to the world of design in general, including social and environmental considerations, manufacturing systems, study of design styles and designers, mechanical and electronic systems, properties of materials and communication skills. Students will also be taught to analyse products, generate and develop design ideas and present design solutions.

### How will the course be assessed?

Students will sit a final paper exam at the end of Year 11. This is worth worth 50% of the final award.

For a large part of Year 11, students must undertake a "substantial design and make task" based on contexts supplied by the exam board. This is largely completed in lesson time, worked on as homework and is assessed by their teacher. Students are encouraged to utilise a range of materials and techniques to demonstrate their skills and knowledge fully in the completion of this task.

For further information, please contact Mrs H Froger hfroger@imberhorne.co.uk







OPTION

# DESIGN & TECHNOLOGY WITH TEXTILES

GCSE Exam board: AQA

## Why study Textiles?

If you have an interest in the world of fashion and textiles design, then studying Textiles could be for you. Textiles Technology enables creative and practical students to build on their Key Stage 3 knowledge, allowing them to achieve a GCSE Technology with a Textiles specialism.

The course involves designing and making products and garments inspired by studies of fashion and the world of creative textiles, drawing on a range of source material from history, fashion genres to literature and the natural world.

## What will you study on the course?

Students will study the fashion industry, the world of haute couture, famous designers, past and present and how fashion is designed and created for the High Street. They will learn to present work effectively with the use of mood boards and how to create fashion drawings to communicate ideas.

Students will make prototypes, garments and products using commercial patterns and then learn the basic practical skills that will help construct their design, e.g. using the sewing machine and other equipment, also learning about the way fabric is made and how it is used to make a variety of items. Through practical work, students will learn how fabric has different properties and functions and how to choose fabric for a

particular purpose. This will include the study of revolutionary new technical and smart fabrics designed for a range of practical uses.

Students will learn how to do more complex decorative techniques, e.g batik, tie dye, silk painting and sublimation transfer printing, enabling the addition of creative designs to their garments. They will use ICT to research and study new ideas and to develop pattern designs for fabric. Bulk manufacturing, fabric recycling will also be investigated.

There will be a strong emphasis on creativity and innovation.

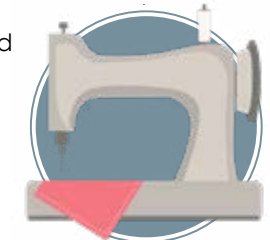
In Year 10, students will study a number of short projects that are designed to give students the knowledge to answer the written paper in Year 11.

In Year 11, students focus on their "Sustainable design & make task". This is a design project which involves individual research, practical work and development of students' own ideas.

## How will the course be assessed?

The GCSE exam is made up of 50% coursework, with the written exam making up the remaining 50%. In Year 10, the work will be assessed against the GCSE criteria through both practical and written tasks.

For further information, please contact Mrs H Froger [hfroger@imberhorne.co.uk](mailto:hfroger@imberhorne.co.uk)







OPTION

# ELECTRONICS

GCSE Exam board: Eduqas

## Why study Electronics?

If you are curious about how things work and have a keen mind for applying what you learn to solve real-world problems, then Electronics is the perfect subject for you. It can be thought of as the practical application of scientific principles and provides a good introduction to a career in any engineering discipline. The key characteristics of an Electronics student are creativity, problem-solving, and an enquiring mind.

Studying Electronics at GCSE is the perfect stepping stone to further study in this exciting and constantly evolving field, allowing possible progression to A Level Electronics and providing a good grounding for studying any engineering discipline to degree level.

Electrical and Electronic Engineering graduates contribute to a variety of sectors and industries such as communications, film and TV, robotics, aerospace, automotive, electrical power generation, marine engineering and the built environment. There is a national shortage of engineers so job and pay prospects are excellent as are opportunities to travel and work abroad.

## What will you study on the course?

The course is delivered through a mixture of theory and practical lessons. In a typical lesson students will

learn about a specific electronic component or sub-system and then reinforce the knowledge through practical activities. Topics studied include sensing & switching circuits, timing circuits, digital and analogue systems, amplifiers, logic systems, control circuits, and more...

Electronic circuits are built and tested in a variety of ways, e.g. using prototype boards, stripboard, Printed Circuit Boards, and CAD simulation software such as Control Studio and Circuit Wizard.

In the Autumn term of Y11 students will design and make an electronic system to solve a problem of their choice. This project forms 20% of the final GCSE grade. Past projects have included alarm systems, electronic games, automatic pet feeders, temperature and light level sensors, environmental control systems, electronic scoreboards, etc. The only limit is your imagination!

## How will the course be assessed?

Component 1- Discovering Electronics (40%): written examination, 1 hour 30minutes  
Component 2- Application of Electronics (40%): written examination, 1 hour 30minutes  
Component 3- Extended system design and realisation tasks (20%): coursework (Non-exam assessment)



For further information, please contact  
Mrs H Froger hfroger@imberhorne.co.uk



OPTION

# FOOD

GCSE Exam board: AQA

### Why study Food?

This is an exciting GCSE which provides you with essential practical cooking skills for life. It will also allow you to bring your creativity into the kitchen and keep up to date with the latest food trends. Apart from the practical skills which you will learn, it has several cross-curricular links with other subjects including numeracy (weighing, nutritional analysis, costings); computer skills; literacy; science (e.g. food science; heat transfer methods; genetic modification; bacteria; yeasts; raising agents); geography (where food is grown; food security; growing population; climate change; sustainability; international cuisines and cultures); history; languages; physical education and health & social care. There is a strong emphasis on practical skills linked to nutrition and healthy eating throughout the course. Students are encouraged to be creative and develop their ideas independently.

There is a focus on practical cookery skills throughout the course which gives students a thorough understanding of nutrition, food provenance and the working characteristics of food materials.

### What will you study on the course?

The course teaches the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating. The course is divided into

five topic areas; Food, nutrition and health, Food science, Food safety, Factors affecting food choice and Food provenance.

### How will the course be assessed?

In Year 10, students will study all five topic areas with a high degree of practical work. This will enable the students to have the theoretical knowledge to answer the written exam paper and practical skills to use in their non-exam assessments, both in Year 11. In Year 11, students will focus on their two non-exam practical assessments.

Written exam in Year 11 – 50% of total marks, 1 hour 45 mins.

Non-exam Assessment – 50% of total marks – 2 tasks:

Task 1 (15%): Food investigation – A practical investigation into the students' understanding of the working characteristics, functional and chemical properties of ingredients.

Task 2 (35%): Food preparation assessment – Students' knowledge, skills and understanding in relation to planning, preparation, cooking and presentation of food with the application of nutrition related to the chosen task. Students will prepare, cook and present a final menu of three dishes, following experimentation and development.

Students will prepare a written report for each practical task.



For further information, please contact Mrs H. Froger [hfroger@imberhome.co.uk](mailto:hfroger@imberhome.co.uk)





OPTION

# BUSINESS STUDIES

BTEC Exam board: Pearson

### Why study Business Studies?

This course helps students to acquire skills through vocational contexts by studying the knowledge, behaviours and skills relating to researching, setting up, running and reviewing an enterprise as part of their learning. This qualification enables learners to develop their technical skills such as market research, planning, promotional and financial skills using realistic work scenarios to develop an enterprise idea and see it through to completion.

### What will you study on the course?

The first two units contribute to the development of students' portfolios. Group research and presentations are frequently used alongside practical demonstrations, visits to local services and guest speakers. The teaching, learning and assessment approaches encourage independent and active learning.

**Component 1:** Exploring Enterprises  
Students will have the opportunity to develop knowledge and understanding of the different types of enterprise and their ownership, looking at the characteristics of small and medium enterprises.

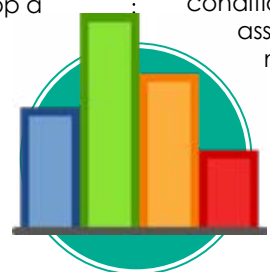
**Component 2:** Planning for and Running an Enterprise  
In this component you will use the research knowledge you gained from component 1 to develop a viable micro enterprise idea. You have the opportunity to plan how best to set up the enterprise and how to fund it. You will then pitch your developed idea and comment on the ideas

of others. You will work with others to set up and run a micro enterprise activity.

**Component 3:** Promotion and Finance for Enterprise  
The performance of an enterprise can be affected by both internal and external factors. To monitor and improve an enterprise's performance you will need to be aware of the impact of these factors and the strategies you can use to make the most of opportunities and to minimise any threats. In this component you will assess and analyse financial information in an enterprise context to monitor the performance of an enterprise and strategies to improve its performance. You will investigate cash flow forecasts and statements, exploring the effects that positive and negative cash flow can have on an enterprise and suggest ways to improve these. You will consider the different elements of the promotional mix in order to be able to identify target markets and put forward strategies that enterprises can use to increase their success in the future.

### How will the course be assessed?

Components 1 and 2 are internally assessed portfolios. For Component 3, students will complete a task worth 60 marks under supervised conditions. The supervised assessment period is a maximum of two hours.



For further information, please contact Mrs T Goss [tgoss@imberhorne.co.uk](mailto:tgoss@imberhorne.co.uk)





OPTION

# HEALTH & SOCIAL CARE

Cambridge National Level 2  
Exam board: OCR

### Why study Health & Social Care?

This applied course is for those considering careers in the Health and Social Care sector or interested in the topics studied. Much of the assessment is based on portfolio work and will suit students who like to take responsibility for their own learning. Students taking this course can extend their studies in the Sixth Form with the popular and successful Level 3 course in Health and Social Care.

### What will you study on the course?

**Essential values of care for use with individuals in care settings** (exam Year 10). Focussing on the rights of individuals, this unit instils the values of quality practice to be used in a care setting. The unit also provides an overview of legislation and its impact, looking at hygiene and healthy, safe environments.

**Communicating and working with individuals in health, social care and early years' settings** (portfolio Year 10). Students gain an understanding of the different types of communication, the importance of good communication, factors that influence effective communication, how to overcome barriers, and the personal qualities needed for working with individuals.

**Understanding body systems and disorders** (portfolio Year 11). Students study three major body systems: respiratory,

digestive and cardiovascular, covering the structure and function of these systems. In learning about illnesses that affect these systems, students will explore symptoms and diagnosis as well as recording physiological measurements of fitness such as pulse and breathing rates.

**Creative activities to support individuals in health, social care and early years' settings** (portfolio Year 11). Students explore different types of creative activities used in health, social care and early years' settings, the importance of promoting creative activities in meeting individuals' needs as well as ensuring those involved enjoy, and gain personal value from the experience.

### How will the course be assessed?

- External exam for the Essential Values of Care unit is taken in Year 10 during (25% of total qualification).
- Other units are assessed internally (each worth 25% of total qualification). Each unit includes a practical assessment of students' skills relating to topics covered. Work is graded from Pass Level 1 to Distinction\* Level 2. Students will be expected to work independently under staff supervision while completing portfolio units.

For further information, please contact Mrs S Collyer [scollyer@imberhorne.co.uk](mailto:scollyer@imberhorne.co.uk)





# SPORT

BTEC Exam board: Edexcel

## Why study BTEC Sport?

The course will provide students with a stepping stone to a career in the sports industry. In addition, this course will develop skills required in the work place such as: working as a team, events organising, time management, leading a team, health and safety awareness and presentation skills.

## What will you study on the course?

Students should be aware that the course is not all practical; the majority of the lessons are classroom based. Therefore, students must be able to meet deadlines and to work well independently. It is also important that students applying for this course have a sound knowledge of sport, exercise, fitness and keep abreast of current sporting issues. Successful students will ensure that all assignments are done to the best of their ability. It is expected that students will spend several hours a week on assignments, homework, research or presentations. If deadlines are not met, students are expected to stay after school to meet course expectations.

## How will the course be assessed?

- **Component 1**  
Understand the body and the Supporting Technology for Sport and Activity
- **Component 2**  
The Principles of Training, Nutrition and Psychology for Sport and Activity
- **Component 3**  
Applying the Principles of Sport and Activity

The course is divided into 3 components. Each unit requires students to hand in a variety of assignments that are assessed. One component requires students to sit an examination during the 2 years at Key Stage 4. Grades range from; Pass to Distinction\*(star).

For further information, contact Mrs N Hughes  
nhughes@imberhome.co.uk





# CONSTRUCTION

## City and Guilds Certificate (Level 1)



### Why study Construction?

The course is suitable for up to twelve students who are keen to develop both their theoretical and practical knowledge of a broad range of basic, industry construction skills. Successful students can progress to NVQ and other recognised qualifications courses in the construction industry including bricklaying, carpentry, painting and decorating. Students will spend most of the time completing practical tasks in the workshop. At times, students are withdrawn to a classroom area, also within the skills centre, where they are taught theoretical elements relating to the practical tasks they are undertaking.

### What will you study on the course?

The course will contain a mixture of both practical and theoretical elements taught

through the following units; Health and Safety – handling and storage, Remove and replace fixtures and fittings, Cut, lay and fix, Mix materials, Applying finishing materials and Setting out.

### How will the course be assessed?

Students are assessed continuously throughout the course. Each unit must be completed successfully to achieve the award. Units are tested using portfolios of evidence. Regular feedback on progress is reported to parents via the school. The construction course is a Level 1 qualification and therefore aimed, primarily at students wishing to progress to further courses and qualifications in construction post-16.

For further information, please contact Mr D Celani  
dcelani@imberhorne.co.uk



# POST-16 EDUCATION IN IMBERHORNE'S SIXTH FORM

Key Stage 4 is a very important time for students. The outcome of the effort and hard work of the next two years will have an effect on future hopes and plans. Students have to remain in education and take part in one of the following until the age of 18:

- **Full-time education, for example at Sixth Form or a college**
- **Start an apprenticeship or traineeship**
- **Spend 20 hours or more a week working or volunteering, while in part-time education or training**

Many of our students, once they have completed their GCSE courses, view post-16 study in Imberhorne Sixth Form as a natural and valuable progression. It seems, therefore, sensible to mention here something about our Sixth Form and the choices available.

During Years 10 and 11 you will be invited to think about the opportunities open to you after Key Stage 4. With guidance your tutors will encourage you to consider what path you might want and how best to achieve that aim. If you are considering academic Sixth Form study, you will be able to experience a series of 'Taster Sessions' in the Summer of Year 10. You will also have a 'Future Plans' interview in the Autumn Term of Year 11 with a member of the Senior Leadership or Sixth Form Team. Subject teachers will also offer you advice and help in the vital process of making the right decision. The tradition of academic and personal achievements at

Imberhorne is based upon a close partnership between students, staff and parents. Our Sixth Form is successful, energetic and innovative. We encourage our students to be committed to their learning, be prepared to work hard and get involved in a wide range of activities, both within the school and the community. Extensive opportunities are provided to develop your leadership skills along with imaginative challenges to prepare you for the future.

### What do we offer?

- **Excellent academic standards with lessons taught by experienced staff**
- **Lessons which are taught in very small groups; typically, 11 in Year 12 and just 10 in Year 13**
- **Outstanding preparation and guidance for university, job and apprenticeship applications**
- **Opportunities to develop good working habits through private study periods**

When considering post-16 education there are a number of different pathways towards qualifications. There are traditional A Levels as well as BTEC courses.

The Sixth Form Course Guide and Prospectus outlines our courses in more detail, as well as giving a full picture of the rich and varied opportunities open to students at Imberhorne. It is available on our website <http://www.imberhorne.w-sussex.sch.uk/content/joining-our-sixth-form>



# IMBERHORNE SCHOOL

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**Options Process**  
**to be completed by**  
**Fri 12<sup>th</sup> February 2021**  
.....



Compassion | Achievement | Respect | Endeavour

The cornerstones of our learning community