



Carisbrooke College



CARISBROOKE COLLEGE
YEAR 9 OPTIONS
2026

'Education is our castle'



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Introduction

Dear students, parents and carers,

Alongside their options subjects, students will continue to study core curriculum subjects.

The core subjects are: English, mathematics and science - course details can be found at the beginning of this booklet. In addition, physical education will also be studied. PSHE (Personal, Social and Health Education) is delivered via tutor time and whole day events throughout the year.

There will be a presentation on the options process at the options evening on 5 March, as well as opportunities to talk to subject staff.

Key Dates

w/c 23 February	Options Assemblies start
Thursday 5 March	Options Evening
Friday 13 March	Deadline for Options Forms being returned
March/April	Meetings with students about their preferences
End of June	Students to be informed of their confirmed Options subjects

Information for Parents

Year 9 students will complete their Key Stage 3 courses in July and will move onto Key Stage 4 courses in September of Year 10. To help students prepare for this change, they will be making choices for their Key Stage 4 courses over the coming weeks.

Obviously, this is a very important decision which will impact on your child's future. We also recognise that it can be a difficult decision to make which is why we place emphasis on advice, support and guidance so that the process can be as straightforward as possible.

As well as this booklet, your child will be able to talk to their tutor and head of year.

You will have the opportunity to discuss the content of the courses available with subject staff at the Options Evening on Thursday 5 March.

The options form needs to be completed and returned to the form tutor by Friday 13 March.

Discussions will then be had with the students about their choices, to ensure that the school feel they are suitable subjects for your child to be successful.

They will be informed of their final subjects during June and will begin studying them in September 2026.

During the first few weeks of the course, it is the students' responsibility to make us aware if the course is not suitable for them. No changes will be permitted after October half term.

We have based this booklet on the most up-to-date information available at the time of writing but we reserve the right to change as, and when, appropriate. Any changes will be in the best interests of our students.



Information for Students



How to choose a course

You are about to make one of the most important decisions in your school life so far. This is an opportunity for you to take control of your education and shape the way you want your future to be. You will still study and take examinations in English, mathematics and science and you can select four courses that you would like to study in Years 10 and 11. PSHE will be delivered both during tutor time and in whole day events throughout the year and you will continue to study core PE. In order for you to make the best possible choices it is recommended that you talk to your form tutors, subject teachers and discuss your ideas with parents/carers.

Broadly, option subjects can fall into two pathways:

Academic subjects

These tend to be more theory-based with a strong focus on examinations, written work, independent study and abstract thinking. These subjects suit students who enjoy learning through reading, writing, discussion and revision.

Vocational subjects

These are often more practical and coursework-based. They focus on developing applied skills, problem solving and learning through doing. Vocational subjects can be particularly well suited to students who thrive in hands-on environments prefer continuous assessment or enjoy seeing clear real world outcomes from their learning.

Neither pathway is “better” than the other. Both can lead to further education, training and a wide range of career opportunities. The key is finding the right balance for each individual student based on their strengths, interests and learning style.

Core PE

In years 10 and 11, you will continue with core PE lessons, as you have done throughout years 7-9. The lessons are also an opportunity to step away from exam courses and to be active for an hour at a time. This will help both your physical health and fitness as well as improving your mental health.



General Rules

- Some courses have limited places - If there is insufficient interest in a course, then that course will not run.
- Ideally, to take music GCSE, students should already be at Grade 1 or 2 standard at the beginning of the course. If students are not at this level but wish to take the GCSE route, they should discuss this with their music teacher.

Good reasons for choosing a subject.

Do:

- choose courses you are interested in.
- choose courses you know you will enjoy.
- choose a course that will help you with your future when you leave Carisbrooke College.
- choose a range of different courses, so that you have a broad base from which to choose your post-16 courses.
- read the subject information on the next few pages very carefully.
- ask the advice of your subject teachers, your tutor and our careers advisor.
- discuss with your parents/carers.
- **THINK VERY CAREFULLY** about the subjects you choose. It is very difficult to change courses once you have started.

Bad reasons for choosing a subject.

Don't:

- choose a course simply because your friends have.
- allow either like or dislike of particular teachers to influence your choice.
- choose a course because you think it might be easy.
- drop any subject you may want to study after year 11.
- drop any subject you may require for entry to a particular occupation or course of further study.

English

(Core subject)



INTENT

What does this course offer me?

English is a core subject and studied by everyone at GCSE and you will study both GCSE English Language and English Literature, which are two separate GCSEs, for which you will be awarded two separate grades. Our aim is to ensure you are able to read, understand and enjoy a wide range of texts and become excellent communicators through both the written and spoken word.

IMPLEMENTATION

What does the course involve?

Course content: We have an integrated approach to delivering English Language and Literature, developing the skills taught in Key Stage 3. We begin with the novella *A Christmas Carol*, using the setting of London to develop our analysis and descriptive skills before moving on to *An Inspector Calls*. Here we work on our synthesis and viewpoint writing using the Birling's dining table for inspiration. We then move onto *Macbeth*, considering the idea of conflict for identifying viewpoints, alongside an exploration of poetry.

Assessment: Both English Language and English Literature are assessed by 2 exams.

English Language

Paper 1: Explorations in creative reading and writing
1 hour 45 minutes

Paper 2: Writers' viewpoint and perspectives
1 hour 45 minutes

English Literature

Shakespeare and the 19th Century novel
1 hour 45 minutes

Modern texts and poetry
2 hours 15 minutes

English Language also contains a separate speaking and listening component which is assessed and endorsed separately to GCSE English Language.

IMPACT

English Language and English Literature are both core subjects in the National Curriculum. They can, therefore, be studied at a higher level as a subject in their own right. It also provides opportunities to study in the related fields of Media and Film Studies. These qualifications are highly valued by Higher education institutions and employers alike and skills acquired in these subjects can be put to positive use in most areas of employment.

Student view: 'What I find interesting in English is the topics and issues we explore through the texts that we study. We discuss poverty, ambition, responsibility and food waste and I am learning now to explore my opinions and argue my point both verbally and in writing. This is useful for other subjects too!'

Link to exam board:

<https://www.aqa.org.uk/subjects/english/gcse/english-language-8700>

<https://www.aqa.org.uk/subjects/english/gcse/english-literature-8702>

Mathematics

(Core subject)



INTENT

What does this course offer me?

Mathematics is a beautiful subject. We believe that students deserve a creative and ambitious mathematics curriculum, rich in skills and knowledge, which ignites curiosity and prepares them well for everyday life and future employment. Our mathematics curriculum will give students the opportunity to become fluent in the fundamentals of mathematics; through varied and frequent practice with increasingly complex problems over time. Students will develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.

Through mathematics teaching, students will develop their character by becoming resilient, confident and independent, thus contributing positively to the life of the school, their local community and the wider environment.

IMPLEMENTATION

What does the course involve?

The mathematics GCSE will cover the five main topic areas:

- Number
- Algebra
- Ratio, Proportion and Rates of Change
- Statistics and Probability
- Geometry and Measure

How will I be assessed?

All students will take their mathematics GCSE in May/June of Year 11.

There are two tiers of entry available to students. GCSE Mathematics has a Foundation tier (grades 1 – 5) and

a Higher tier (grades 3 – 9). Students must take three question papers at the same tier. Content from any part of the specification may be assessed on each paper. Paper 1 is non calculator whereas papers 2 and 3 are calculator papers. All papers are 1hour and 30 minutes long and are worth 80 marks each.

IMPACT

Students who choose A level Mathematics do so because they are good at it, enjoy it, and want to do it. At our VI Form (The Island VI Form), we expect you to have achieved at least a Grade 7 at GCSE with strong algebra skills and have a fondness for the subject. Mathematics complements most combinations of A Levels and is very attractive to employers and course providers.

A grade 4 or higher in mathematics is required for most further education institutions.

Student view: ‘I really like the way of teaching and I hope to do decently well in mathematics. If mathematics was a choice for GCSE I would probably pick it because mathematics can get you far in life.’

Link to exam board:

<https://qualifications.pearson.com/content/dam/pdf/GCSE/mathematics/2015/specification-and-sample-assesment/gcse-maths-2015-specification.pdf>

Science

(Core subject)



INTENT

What does this course offer me?

The aim of our GCSE course is to build on your learning from Key Stage 3, by re-examining the key concepts and linking them to a much deeper understanding. You will be able to see the important links between Biology, Chemistry and Physics and to apply your knowledge to solve the problems posted within the different units that you study. We aim to teach the themes once, but to continue to build on them via retrieval practice and constant application in different real world applied settings.

IMPLEMENTATION

What does the course involve?

We offer both GCSE Combined Science Trilogy and GCSE Separate Sciences (leading to individual GCSE qualifications in Biology, Chemistry and Physics see page 23 for more information).

The key units of study are:

Biology

Cell Biology, Organisation, Infection and Response, Bioenergetics, Homeostasis and Control, Inheritance and Evolution, Ecology

Chemistry

Atomic Structure, Bonding and Structure, Quantitative Chemistry, Chemical Change, Energy Changes, Rate & Extent of chemical change, Organic Chemistry, Chemical Analysis, Chemistry of the Atmosphere, Using Resources

Physics

Energy, Electricity, Particle Model of Matter, Atomic Structure, Forces, Magnetism and Electromagnetism, Waves

How will I be assessed?

Six 1 hr 15 min exams.

The exams will include a variety of types of questions such as multiple choice, structured, closed short answer and open responses.

IMPACT

An amazing number of careers require a firm grounding in Science. If you want to go on to train as a doctor, vet, physiotherapist, chemist, beautician, engineer, farmer or a sports trainer, a strong knowledge of at least one of the sciences will be needed.

The next step from GCSE is to progress to A-Level courses such as Biology, Chemistry, Physics and Geology; Level 3 BTEC courses such as Applied Science and Forensics and Industry based Apprenticeships. Successfully completing these courses can lead you to University undergraduate courses.

Student views: 'I love finding out why!'"

'I really enjoy studying Biology and the body - amazing processes go on inside us everyday!'

Link to exam board:

Combined Science: Trilogy

<https://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464>

Art (Fine Art)



INTENT

What does the course offer me?

GCSE Art and Design offers students the opportunity to explore their creativity in a visual way. You are expected to produce work that displays your own observations, thoughts and feelings about the world around you; developing your practical skills as you progress through the course.

IMPLEMENTATION

What does the course involve?

Students will need to record the appearance of objects and images through the use of different mediums. Develop an understanding of artworks from the past as well as work that is current and deemed fashionable today. They will also need to show that they can express a range of their own personal ideas and move on to produce original responses. A portfolio will be supported by written information that analyses not only the work of relevant artists but also images produced throughout the course. This is a broad-based course allowing students to experience a wide range of practical activities and learn new skills.

How will I be assessed?

Component 1, Coursework (60% of final mark): This consists of one coursework portfolio unit to include preparatory work, sketchbooks and final pieces, written analyses, planning and evaluations.

Component 2, Externally set assignment (40% of final mark):

Students respond to their chosen starting point from an externally set assignment paper relating to their subject title, evidencing coverage of all four assessment objectives. Students will use their preparatory work to help inform their final response within a 10 hour exam.

IMPACT

GCSE Art and Design students have progressed to A levels in Art and Design, Photography and Graphics, with many then going on to study the Arts at University. Students interested in the following careers should study Art GCSE: Animation, Architecture, Fashion, Careers in Museums and Art Galleries, Art Therapy, Floristry, Furniture and Product Design, Graphic Design, Make-up/Stage Design, Package Design, Painting and Decorating, Photography, Costume and Set Design, Teaching, Model Making, Jewellery Design, Web Design, Sign Writing, Film and Special Effects, Textile Design.

Student view: 'I chose art because it was important to me to do something I loved. I wanted to develop my skills and create something that I am proud of.'

Link to exam board:

<https://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201/specification/subject-content/fine-art>

Computer Science

INTENT

What does the course offer me?

Take a look at the world around you. How close to a computer are you? When was the last time you used one? When was the last time you were creative with one? Life without computers is almost unimaginable. There's nothing that doesn't involve computing in some way, computer science is not just about writing code for a computer, there is far more to it than that. Taking a GCSE in computer science will start you off on a career that knows no bounds. This course is for pupils who really like the difficult challenge of programming and the technical side of computers. If you prefer using computers, look at our new BTEC in Digital Information Technology.

IMPLEMENTATION

What does the course involve?

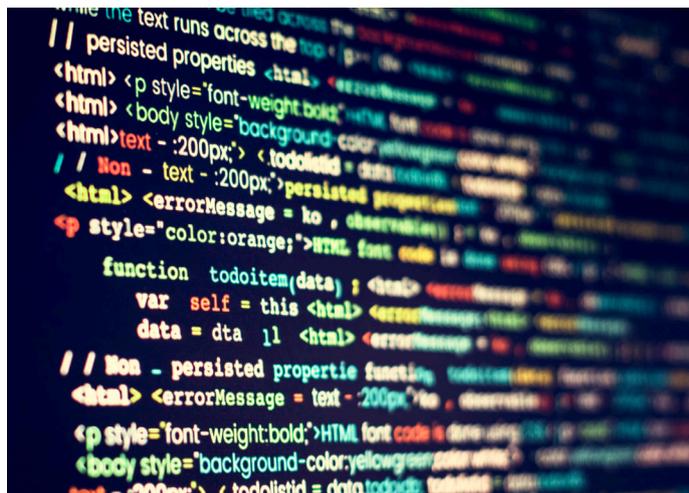
There are two components to the GCSE in Computer Science; Computer Systems and Computational thinking, programming and algorithms. Students will also learn to program using the Python programming language.

Component 01: Computer systems

This will introduce you to the central processing unit (CPU), computer memory and storage, data representation, wired and wireless networks, network topologies, system security and system software. It also looks at ethical, legal, cultural and environmental concerns associated with computer science.

Component 02: Computational thinking, algorithms and programming

You will develop skills and understanding in computational thinking, algorithms, programming techniques, producing robust programs, computational logic and translators.



Practical programming

You will be given the opportunity to undertake a programming task (s) during your course of study which will help you to develop your skills to design, write, test and refine programs using a high-level programming language. You will be assessed on these skills during the written examinations, in particular component 02.

How will I be assessed?

Two exams, 1.5 hours for each. One exam for each component of the specification.

IMPACT

The devices we use to consume a wide range of media, whether it is an Android phone or an iPad, are at the heart of almost everything we do. Stop being a simple consumer of software and start designing your own. If you can spot a gap in the market, if you sometimes think, 'I wish I could find an app to ...' then maybe you could be the next Mark Zuckerberg. A GCSE in Computer Science will give you a fantastic set of skills to do just that.

Student view: 'I really like the logic and reasoning behind the problems we are asked to solve, especially the programming. I have also enjoyed learning about how a computer works, how the CPU processes instructions to make things happen on the screen.'

Link to exam board:

<https://ocr.org.uk/qualifications/gcse/computer-science-j277-from-2020/>

Design and Technology



INTENT

What does the course offer me?

The Design and Technology GCSE gives you opportunities to use skills and knowledge to creatively and independently design and make products. The skills you will develop are independence, discipline, time management, problem solving and creativity.

IMPLEMENTATION

What does the course involve?

Year 10 - You will learn about the wide variety of theory-based topics which are broken into three sections:

Core technical principles - such as new and emerging technologies, mechanical devices, and materials and their working properties.

Specialist technical principles - such as using and working with materials, and specialist techniques and processes.

Designing and making principles - such as communication of design ideas, modelling, and prototype development.

In the second half of the summer, the examination board releases the Non-Exam Assessment (NEA) topics and you will begin your controlled assessment. This will allow you to create innovative designs which solve real world problems.

Year 11 - You will complete the controlled assessment during the first two terms. This will involve completing a 20 page portfolio of work showing how you have followed the design process while making and testing your final product.

You will also work on practice exam questions which will

prepare you for your summer exams.

Assessment criteria for NEA:

- Identifying and investigating design possibilities
- Producing a design brief and specification
- Generating design ideas
- Developing design ideas
- Realising design ideas
- Analysing & evaluation

How will I be assessed?

AQA Design and Technology is a two-year linear course where you sit a written examination in the summer of the final year. This examination constitutes 50% of your GCSE award. The remaining 50% is from NEA (coursework) which is a design task with a portfolio of design work and prototype outcome(s).

IMPACT

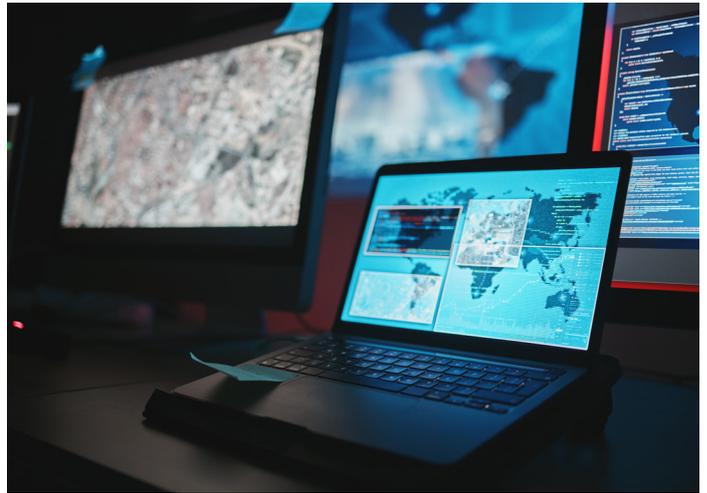
Design and Technology is a practical and valuable subject. It teaches you how to take risks and so become more resourceful, resilient, innovative, enterprising, and capable. You will develop a critical understanding of the impact of design and technology on daily life and the wider world. We aim to prepare students to thrive in careers with bright futures, such as architecture, interior design, product design, manufacturing, fashion design, interior design and mechanical engineering. These are just a few of the endless possible opportunities.

Student view: 'We get the opportunity to use a wide variety of tools and equipment to make our designs a reality'.

Link to exam board:

<https://www.aqa.org.uk/subjects/design-and-technology/gcse/design-and-technology-8552>

Digital Information Technology BTEC



INTENT

What does the course offer me?

The intent of BTEC Digital Information Technology is to develop students' understanding of how digital systems are used in real organisations and how technology supports businesses and individuals. The course aims to build both theoretical knowledge and practical skills so learners can confidently use digital tools, manage data, and understand online safety and project planning.

Students learn how IT is used in everyday life and the workplace, preparing them for further education or careers in areas such as IT support, digital marketing, software development, and data management. The course focuses on developing problem-solving, creativity, communication and independent working skills.

IMPLEMENTATION

What does the course involve?

The course is taught through a mixture of theory lessons, practical tasks and coursework projects. Students use real software and realistic business scenarios to apply what they learn.

Key topics usually include:

- ✘ Using IT in business and organisations
- ✘ Collecting, presenting and interpreting data
- ✘ Online safety and cybersecurity
- ✘ Planning and creating digital products
- ✘ Project management and evaluation

Students regularly practise using tools such as spreadsheets, presentation software, and planning documents.

How will I be assessed?

Coursework (Controlled Assessment in class)

Students complete practical projects set by the exam board. These tasks are completed in class under

supervised conditions. Coursework is graded using pass, merit and distinction criteria.

You will be assessed on your ability to:

- ✘ Plan digital projects
- ✘ Create digital products
- ✘ Use data effectively
- ✘ Evaluate your work and suggest improvements

External Exam

Students sit a written exam that tests their understanding of:

- ✘ Cybersecurity and online safety
- ✘ IT systems and their uses
- ✘ Legal and ethical issues
- ✘ Data protection and impacts of technology

IMPACT

By the end of the BTEC Digital Information Technology course, students will have developed strong digital skills that can be used in both education and the workplace. They will feel confident using a range of IT systems and software to create digital products and manage information effectively. Students will also understand how to stay safe online and recognise the importance of cybersecurity and data protection.

The course helps students to develop important transferable skills such as problem-solving, communication, teamwork and independent working. They will learn how to plan, create and evaluate digital projects, which prepares them for real-life work situations.

Overall, the qualification supports progression to further study, including BTEC Level 3 IT, A-Level courses, apprenticeships and future careers in the digital and technology sector.

Link to exam board:

<https://qualifications.pearson.com/en/qualifications/btec-tech-awards/digital-information-technology-2022.html>

Drama

INTENT

What does the course offer me?

The GCSE Drama course fosters students' creativity, self-confidence, communication and analytical skills. Students will be given the opportunities to follow their own interests whilst learning about key theatrical principles, practitioners and theory. The AQA specification requires students to learn about all aspects of theatre. It is challenging but hugely rewarding.

IMPLEMENTATION

What does the course involve?

Students will learn to work effectively with others in the class in order to make and perform exciting and engaging drama. They will learn to analyse and present scripts in order to communicate their ideas effectively to an audience. Throughout the course students will learn about all aspects of the theatre including acting, stage combat, directing, set design, lighting, sound and costume.

How will I be assessed?

Areas of study will include:

- Studying stage configuration, roles and responsibilities.
- Exploring themes/issues and working from a stimulus to devise a piece of original theatre.
- Exploring and analysing two set texts, one for the written exam and one culminating in a practical performance.



Assessment:

- Component 1 - **Understanding drama.** This is a written exam and is worth 40% of your grade
- Component 2 - **Devising drama (practical).** This component is made up of two parts:

Part A - a final devised performance worth 10% of your grade.

Part B - a written devising log book worth 30% of your grade.

- Component 3 - **Texts in practice (practical) or a lighting design, sound design, set design, costume within performance or the use of a puppet in the performance to a visiting examiner (20%)**

IMPACT

GCSE drama offers students the opportunity to broaden their knowledge of dramatic theory by studying and analysing a range of plays and prominent theatre practitioners. They will work as an ensemble to create challenging and engaging theatre whilst honing their practical performance and design skills.

Student view: 'I chose drama to expand my skills and to gain more confidence. So far I have really enjoyed the course and all lesson experiences. Drama will develop your social skills and will introduce you to a variety of theatre styles and techniques.'

Link to exam board:

<https://www.aqa.org.uk/subjects/drama/gcse/drama-8261>

Food and Nutrition



INTENT

What does this course offer me?

First and foremost, this course will provide you the vital life skills of how to cook, however, it offers more than just a standard home cooked meal. You will learn how to make breads, pastries and pasta from scratch, you will look to fillet fish and portion chickens. In Key Stage 3 Food, many of the recipes are basic which the whole class makes. At GCSE you will be very much involved in the dishes you make, showing your high level practical and presentation skills. The theory element will allow you to understand the functions of food, both what they do in our bodies and within recipes. You will be able to carry out experiments to enhance your knowledge and see the ingredients making changes before your eyes.

IMPLEMENTATION

What does the course involve?

The course will cover the following areas: food preparation skills, nutrition and health, food science, food safety, food choice, food provenance, preparation and cooking techniques. The core element will be taught through a mixture of practical sessions, experiments and theory lessons. You will need to be able to be organised and bring in your ingredients for the specific lessons.

How will I be assessed?

The final assessment is made up of 50% written exam (100 marks)

50% is made up from Non-Examination Assessments (NEA)

- NEA1 (15%) This is a specific approach to Food. You will carry out research and experiments looking at the

chemical and functional properties of ingredients. This is assessed in a 2000 word assignment and is clearly structured throughout.

- NEA2 (35%) You will be given a context where you then research and create a range of food to meet your context. You will then take part in a three hour practical exam where you showcase your high level practical and presentation skills.

IMPACT

The Food industry is the largest single sector in the UK, therefore the job prospects are endless.

After taking the GCSE in Food and Nutrition, there are many courses to progress on to - Level 3 in Food Nutrition, Hospitality and Catering, Chef apprenticeships, Sports and Nutrition.

Student view: 'My practical skills have developed over the two year course and I am now confident I can troubleshoot many recipes.'

'The food practical exam was a great achievement, seeing my three dishes laid out. It was a proud moment for me and many others in the class.'

Link to exam board:

<https://www.aqa.org.uk/subjects/food/gcse/food-preparation-and-nutrition-8585>

Geography



INTENT

What does the course offer me?

Geography is a broad, academic subject which will open up options for you in the future. Employers and universities see geography as a robust subject which develops a variety of academic skills. Because of these transferable skills, it helps develop thinking in other subjects, both core and optional subjects.

IMPLEMENTATION

What does the course involve?

Geography involves a variety of topics which cover many interests. There is an even balance between human and physical geography where we investigate contemporary issues. The topics we cover are as follows:

- Topic 1: Hazardous Earth
- Topic 2: Development dynamics
- Topic 3: Challenges of an urbanising world
- Topic 4: The UK's evolving physical landscape
- Topic 5: The UK's evolving human landscape
- Topic 6: Fieldwork
- Topic 7: People and the biosphere
- Topic 8: Forests under threat
- Topic 9: Consuming energy resources

How will I be assessed?

Three different exam papers

- Paper 1: Global geographical issues (94 marks) 1 hour 30 mins - worth 37.5% of your grade.
- Paper 2: UK geographical issues (94 marks) 1 hour 30 mins - worth 37.5% of your grade.
- Paper 3: People and the environment (64 marks) 1 hour 30 minutes - worth 25% of your grade.

IMPACT

The UK's official careers page states: 'No other subject can offer you such an extensive array of skills as geography can'. The wide variety of skills gained in geography will help toward any future career or further education you choose. Some geography specific careers include hazard management, environment conservation and town planning.

Student view: 'Geography teaches me about both physical landscapes and natural landscapes - it also shows us how man interacts with these positively and negatively. Geography is really relevant as the world is always changing and Geography shows us how and why.'

Link to exam board:

<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/geography-b-2016.html>

Health and Social Care

BTEC



INTENT

What does this course offer me?

BTEC Tech award in Health and Social Care - this is the equivalent to one GCSE. This course works perfectly alongside skills gained in English, science and food preparation and nutrition.

IMPLEMENTATION

What does the course involve?

This course provides a range of experiences, where you will gain a sound theoretical and practical knowledge and understanding of working within the Health and Social Care sector. You will develop your knowledge and understanding by applying learning skills in a work-related context. You will be guided to develop key sector skills and knowledge and understanding of specific areas of interest in the sector essential for the modern-day workplace.

How will I be assessed?

You must complete three units over the duration of the two-year programme including three core components:

- Component 1: Human Lifespan Development which is assessed by written coursework.
- Component 2: Health and Social Care Services and Values, which is assessed by written coursework and role play.

- Component 3: Health and Wellbeing which is assessed by an external task set and marked by Pearson, the exam board, completed under supervised conditions. This component builds directly on components 1 and 2 and enables learning to be brought together to a real-life situation.

IMPACT

There are endless professions in the Health and Social Care sector. This could be nursing, caring for children or the elderly, right through to working in the mental health sector. We offer a very successful Level 3 course at The Island VI Form which follows on perfectly from this, which, in turn, can lead to apprenticeships and a range of university courses.

Student view: 'The links to real life situations have really helped me develop my understanding of others.'
'I believe this course has given me insight to a range of careers in the sector, I am looking forward to developing my knowledge at Level 3.'

Link to exam board:

<https://qualifications.pearson.com/en/qualifications/btec-tech-awards/health-and-social-care-2022.html>

History



INTENT

What does this course offer me?

This GCSE History course enables you to study different periods, engage with key issues such as conflict, gain an understanding of what drives change, and how our past influences the present. Through studying this course you will learn how to analyse events and judge how they shaped the world then and now.

IMPLEMENTATION

What does the course involve?

British history must form a minimum of 40% of the assessed content over the full course.

Students are required to study:

One thematic study:

This enables students to understand change and continuity across a long sweep of history.

One period study:

This allows students to focus on a substantial and coherent medium time span of at least 50 years.

Two depth studies:

One British and one European/wider world. Depth studies enable students to focus on a substantial and coherent short time span. The studies enable students to gain understanding of the complexities of a society or historical situation and the interplay of different aspects within it.

A study of the historic environment:

The study of the historic environment should focus on a particular site in its historical context and enable students to study the relationship between a place and historical events and developments. This site will be connected to the Norman Conquest of England.

At Carisbrooke we will study four units - Health and the People, the USA Opportunity and Inequality 1920-1972, Conflict and Tension in Asia, Norman England 1066-1100.

How will I be assessed?

- Two exams, both consisting of two 1-hour papers.

IMPACT

Studying history can lead on to some exciting career options, including:

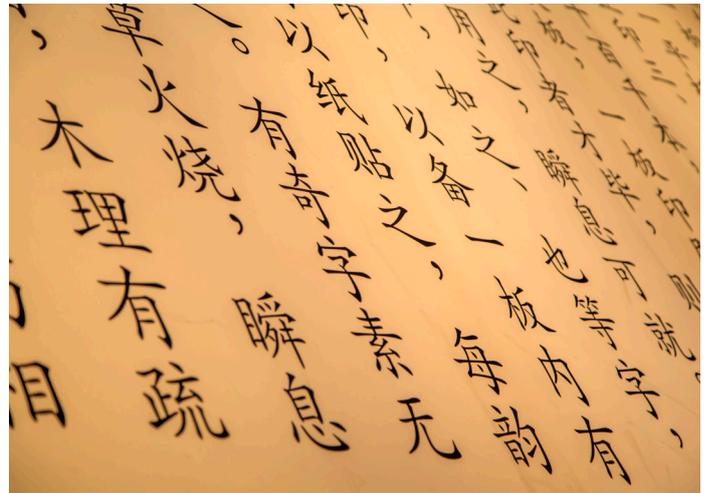
- Journalism
- Law
- Business
- Politics
- Archaeology
- Marketing
- Teaching

Student view: 'History whilst focusing on key events in the past also teaches us how not to make the mistakes of the past into the future. History also gives me many study skills that are useful in other subjects.'

Link to exam board:

<https://www.aqa.org.uk/subjects/history/gcse/history-8145/specification>

Mandarin



INTENT

What does the course offer me?

Studying Chinese at GCSE level will allow you to develop your language skills to the point where you are able to converse in Chinese with native speakers, read and understand a wide variety of texts including poetry, and broaden your knowledge of Chinese history, politics and culture.

我们鼓励所有的学生能够洞观世界，并且能够意识到当代中国对世界的重要。汉语是世界上使用最广泛的语言。因此，我们学校的汉语教学旨在通过简单清晰的方式为学习者解开这古老语言的奥秘，同时也融入了这一名族的文化与政治意识。

IMPLEMENTATION

What does the course involve?

Students who study the language at GCSE are afforded a range of opportunities to experience the culture first-hand. Opportunities include regular, direct interaction with native Chinese teachers in and outside of class and learners have been invited on annual trips to both consolidate and further their learning. Students are invited to travel and previous trips have included a visit to the BFI in London where students have expanded their language abilities through the analysis of Chinese cinema along with a trip to China itself - a once in a lifetime experience that allowed learners to enrich their language skills and explore the country up close while also developing and maturing as individuals.

How will I be assessed?

Assessments take place at the end of the course and each of the four skills - speaking, reading, listening and writing are weighted equally (25% each).

IMPACT

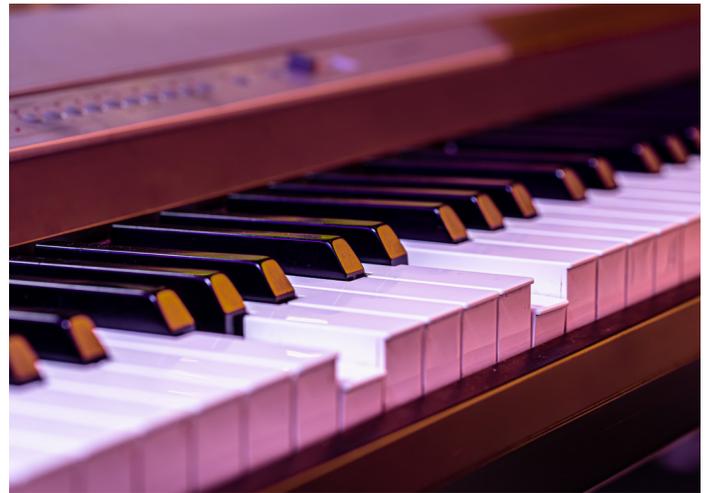
With Mandarin the most widely spoken first language in the world (with almost a billion speakers) there are countless opportunities for those who can communicate competently in the language. As the focus of business and trade in the UK moves beyond the restrictions of Europe, fluency in Chinese continues to be a very attractive prospect for employers and the spread of Mandarin right across the globe also means that the language is becoming increasingly useful outside of China as much as within.

Student view: 'When you're interested enough to study at this level you get to learn in a much more individualised way. The lessons help me to understand the culture a lot more which then makes me want to explore it further for myself. The work we do on vocabulary in class is really useful but having native speakers joining us from China each year has really helped me to improve my pronunciation.'

Link to exam board:

<https://www.aqa.org.uk/subjects/chinese-mandarin/gcse/chinese-mandarin-8673/specification>

Music



INTENT

What does this course offer me?

The GCSE Music course aims to improve students' performance and composition skills, whilst introducing unfamiliar styles of music and improving theoretical knowledge. Students will learn how to analyse music through listening and score reading, and improve their understanding of the history of music.

IMPLEMENTATION

What does the course involve?

The GCSE Music course consist of three components:

1. **Performance** (30% of final mark) Perform both as an individual and as part of an ensemble on your chosen instrument, or voice.
2. **Composition** (30% of final mark) Compose two compositions, one free composition of your own choosing, and one to an exam board given brief.
3. **Listening and Appraising** (40% of final mark)

During the course students will study the following genres and set works:

Instrumental Music 1700 - 1820

- Bach: 'Brandenburg Concerto No.5', mov. III
- Beethoven: Piano Concerto no. 8 in C minor 'Pathetique', mov. I

Vocal Music

- Purcell: 'Music for a While'
- Queen: 'Killer Queen'

Music for Stage & Screen

- Schwartz: 'Defying Gravity' from Wicked
- Williams: 'Main Title/Rebel Blockade Runner' from Star Wars ep. IV

Fusions

Afro Celt System: 'Release@

Esperanza Spalding: 'Samba Em Preludio'

How will I be assessed?

The lessons that take place in school will focus on developing knowledge and understanding of the set works, and music theory in preparation for the Listening and Appraising exam paper that will be taken at the end of Year 11. Composition tasks will be introduced and worked on throughout the course, with students expected to work on improving their instrumental skills in their own time.

IMPACT

GCSE Music is a natural pathway to A level Music and Music Technology or a BTEC level 3 in Music. Students could study a degree in Music or Music Technology. They could specialise in Performing, Composing, Music Technology or Sound Production. They could secure jobs in Education, the Performing industry, the Music Technology industry, or become Music Therapists or Music Journalists.

Student view: 'I like learning about different styles of Music. The course is challenging, but I do like performing and making my own music'

Link to exam board:

<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/music-2016.html>

Sport

BTEC



INTENT

What does the course offer me?

BTEC Sport lets you build on what you've already learned in PE and from your playing experiences. It gives you a brilliant overview of different parts of the sports industry, like coaching, personal fitness, and even analysing sports performances. We teach you the key topics through a mix of theory lessons and practical sessions, so by the end of the course, you'll have the knowledge and understanding to go on to further education or a job in the sports industry.

IMPLEMENTATION

What does the course involve?

The course is made up of 3 components, over two years:

Component 1- Preparing Participants to take part in Sport and Physical activity - this includes the different types of physical activity and providers, the needs of participants, barriers to participation and ways to overcome these barriers. Equipment and technology required to take part in sport is also included. Learners will also develop an applied understanding of physiology and anatomy as they learn how to plan and deliver a warm up to prepare participants to take part in sport and physical activity.

Component 2- Taking part and improving other participants' sporting performance - this includes the components of fitness and how they are used in different types of sport; practical participation in sport and the rules and regulations in sport and ways to improve other participants sporting performance through planning and delivery of sports drills and conditioned practices.

Component 3- Developing Fitness to improve other participants performance in sport and physical activity - this covers fitness testing, training and programming for different types of participants to improve their sport

and physical activity performance

How will I be assessed?

The course is made up of 60% coursework and 40% exam. Components 1 & 2 are coursework based, internal assessed and externally moderated. Component 3 is the exam which is externally assessed and moderated.

IMPACT

This qualification opens doors to further study, like Level 3 courses, including single and double BTEC Nationals in Sport or A Level PE at The Island VI Form. And the career possibilities are huge! Think coaches, sports analysts, sports managers, sports journalists, physiologists, physiotherapists, grounds staff, personal trainers, nutritionists, and PE teachers, just to name a few. This course can also be a stepping stone to other careers, such as medicine, childcare, public services, the armed forces, the NHS, travel reps/guides, and many, many more.

Student view: "BTEC Sport is good for students who find traditional exams a challenge. It gives you the skills and experience to pursue a career in sport. I have really enjoyed how the course can adapt to my personal needs."

Link to exam board:

<https://qualifications.pearson.com/en/qualifications/btec-tech-awards/sport-2022.html>

Travel & Tourism

BTEC



INTENT

What does the course offer me?

The Level 2 BTEC Tech Award in Travel and Tourism is designed to give students a broad introduction to the travel and tourism industry, helping them develop key knowledge and practical skills. The course aims to inspire students by exploring real-world travel destinations, customer service, and the role of tourism in the global economy. It prepares students for further study, apprenticeships, or entry-level roles in the sector by focusing on industry-relevant topics and employability skills.

IMPLEMENTATION

What does the course involve?

Students learn through a combination of practical assignments, coursework, and an external exam. The curriculum covers key themes such as travel planning, visitor attractions, sustainable tourism, and business operations in the industry. Learning is brought to life through case studies, role-playing activities, and research projects that reflect real-world scenarios. Assessments are split between internally marked coursework and an externally assessed unit, ensuring students develop both independent research and exam skills.

How will I be assessed?

Component 1: Travel and Tourism Organisations and Destinations

Internally assessed coursework (30% of the final grade)
Students complete research-based assignments, case studies, and practical tasks. Focuses on different types of travel and tourism organisations, their roles, and key global and UK tourist destinations.

Component 2: Customer Needs in Travel and Tourism

Internally assessed coursework (30% of the final grade)
Assesses students' understanding of customer service, different types of travellers, and how tourism businesses cater to their needs. Includes practical activities such as role-plays, reports, and presentations.

Component 3: Influences on Global Travel and Tourism

Externally assessed exam (40% of the final grade)
A written exam set by Pearson, testing students on key industry factors, including economic, environmental, and political influences.
Students apply their learning to real-world travel and tourism scenarios. This mix of coursework and exams ensures students develop both practical and analytical skills, preparing them for further study or employment.

IMPACT

By the end of the course, students will have gained valuable skills such as communication, teamwork, problem-solving, and business awareness. Many progress to Level 3 qualifications, apprenticeships, or entry-level roles in travel agencies, airlines, hotels, and tourism boards. This qualification provides a strong foundation for those looking to build a career in this exciting global industry.

Link to exam board:

<https://qualifications.pearson.com/en/qualifications/btec-tech-awards/travel-and-tourism-2022.html>

Triple Science



INTENT

What does the course offer me?

The course acts as an extension to the Combined Science content and focuses on topics that can be extended further at A-Level.

During the course you will follow the same basic content as the Combined Science students but in addition you will also cover additional topics which will include;

Biology: Culturing Bacteria, The Brain and the Eye, Genetics and Evolution

Chemistry: Nanoparticles, Cells & Fuels, Polymers and Composites

Physics: Radiation, Fusion, Fission, Astronomy / Space Sciences

The course will enable you to critically think about Science by unpicking how the world around you works, while considering how advances in Science have resulted in phenomenal innovations.

If you wish to take this option you should have a GCSE target of at least grade 6 in English, Maths, and Science.

IMPLEMENTATION

What does the course involve?

The course will include structured lessons, Critical analysis of processes and data, applied tasks and additional Exam Board Required Practicals.

How will I be assessed?

At the end of the course you will sit 6 exams, two for each subject. Exams are 1 hour and 45 minutes long. You will be awarded 3 separate GCSEs in Biology, Chemistry and Physics.

IMPACT

Possible careers include Medicine, Pharmacy, Engineering, Law, Botanist, Ecologist, Financial Analyst or any career that requires critical thinking and data analysis.

Student view: "I enjoyed Triple Science. It was the same initial content as Combined, but some units have more content at the end, or there are extra triple only content topics. Also, rather than getting two grades that are equal parts Biology, Chemistry, Physics, you get a separate grade for each. That means if you are much better in one, the other scores don't pull your average down".

Link to exam board:

<http://www.aqa.org.uk/subjects/science/gcse/biology-8461>

<http://www.aqa.org.uk/subjects/science/gcse/chemistry-8462>

<http://www.aqa.org.uk/subjects/science/gcse/physics-8463>



Carisbrooke College

Mountbatten Drive, Newport, Isle of Wight, PO30 5QU
carisbrooke.iow.sch.uk
info@carisbrooke.iow.sch.uk | 01983 524651