



The  
**Ladies' College**  
Guernsey



# Upper Four (I)GCSE Options

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**For study from September 2025**

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# How to use this booklet

Your course of study in Lower Five and Upper Five level comprises two elements:

- Core Subjects
- Optional Subjects.

The details of the core subjects, which are a compulsory component of your study, are presented on pages 5 and 6. In addition to these examined subjects, all students will also have a one-hour Careers, PSHEE and Citizenship, one and a half hours of Physical Education and will spend a further half hour with their Tutor.

You will be asked to choose from the optional subjects. We strongly recommend that one of these *should* be a Modern Foreign Language unless agreed otherwise with Mr Barnes. Additional guidance will be given at Options Evening and in Citizenship/Tutor lessons.

Students receiving Learning Support may want to discuss their choices with their learning support teacher or Mrs Ingrouille.

When choosing your subject options, you need to consider

- your favourite subjects
- your future career plans
- the method of study and examination technique most suited to you.

References to GCSE mean that the syllabi and examinations follow the courses set by the main UK examination boards AQA, Edexcel, OCR, and the Welsh Board. References to IGCSE mean that the syllabi and examinations follow the international examination boards CIE and Edexcel. The two qualifications rank equally in respect of higher education although, in some areas, their emphasis differs.

The Ladies' College keeps the curriculum under review. The initial presentation will include an overview of the curriculum and Mr Barnes will be available should you have any further questions.

## **(I) GCSE Options Evening**

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During the evening, we will explain how the options process works and provide additional information relevant to the next two years.

There will be opportunities for you to have any questions answered on the options process, subject choice, and pastoral support.

You will need to choose up to four subject presentations to attend. Each presentation will last approximately five minutes with a further five minutes for the subject specialists to answer any specific queries that you may have about their subject.



**Our advice is to prioritise the subject staff in those subjects you are unsure about.**

Additional information on each subject can be found on the subject pages on the College website [Academic Departments | The Ladies' College, Guernsey \(ladiescollege.com\)](http://Academic%20Departments%20|%20The%20Ladies%27%20College,%20Guernsey%20(ladiescollege.com))

## Careers guidance in Upper Four

Students in Upper Four have dedicated lessons covering option subjects available, identifying students' skills and abilities and basic career pathways.

### Useful websites

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[www.careers.gg](http://www.careers.gg)

[www.careerpilot.org.uk](http://www.careerpilot.org.uk)

<http://www.bestcourse4me.com/>

[nationalcareersservice.direct.gov.uk](http://nationalcareersservice.direct.gov.uk)

[www.unifrog.org](http://www.unifrog.org)



Further careers advice can be provided by contacting Miss E Johnson

### Contact Information

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Head of PSHCE and Careers, Miss E Johnson [ejohnson@ladiescollege.ac.gg](mailto:ejohnson@ladiescollege.ac.gg)

Director of Studies, Mr H Barnes  
[hbarnes@ladiescollege.ac.gg](mailto:hbarnes@ladiescollege.ac.gg)

Year Coordinator, Mrs King  
[mking@ladiescollege.ac.gg](mailto:mking@ladiescollege.ac.gg)

Head of Lower and Middle School and Head of Learning Support,  
Mrs N. Ingrouille  
[ningrouille@ladiescollege.ac.gg](mailto:ningrouille@ladiescollege.ac.gg)

Details of the support offered by the Learning Support Department can be found at  
<http://www.ladiescollege.com/information/learning-support>



# Core Subjects

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## English Language & English Literature

*“Words are, of course, the most powerful drug used by mankind.”*  
**Rudyard Kipling**

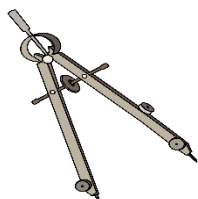
English Language and English Literature are taught together, the course leading to two separate IGCSEs. Work is based on the study of literary and non-literary texts.

In English Language (Specification A), the aim is to develop proficiency in speaking and listening and reading and writing. There is one examination. This consists of reading and responding to non-fiction/media texts, as well as a written task. In addition, students are required to complete coursework tasks.

English Literature involves the study of a range of 20<sup>th</sup> century and pre-20<sup>th</sup> century texts in prose, poetry, and drama, including exploration of historical and social influences and cultural contexts. There is one written examination assessing students’ knowledge of both prose and poetry texts. There is also a coursework element.

**Exam board:** Edexcel

**Website link:** <http://qualifications.pearson.com/en/subjects/english.html>



## Mathematics

Mathematics will continue to be taught in sets by ability in Key Stage 4. All sets will have the chance to study for the Higher-Tier papers of the IGCSE syllabus. The grades attainable at the Higher Tier range from 9 to 3.

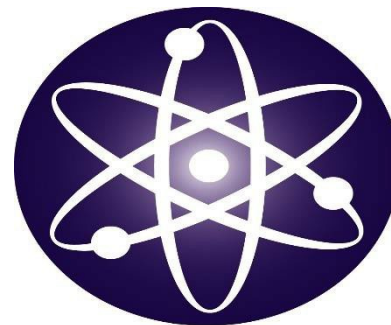
Whilst students in the upper sets will aim directly for the Higher-Level paper taken in the summer of their Upper Five year, students in the lower sets may take a Foundation Level paper earlier in their Upper Five year (November) with those gaining a grade 4 or 5 progressing to the Higher-Level paper subsequently. There will be an opportunity to re-sit the Foundation Level paper for those who do not gain a grade 4 or 5 at their first attempt. We believe this gives all students the best opportunity to achieve their highest potential grade. Students in the top set may also be taught an additional GCSE in Statistics which they will take at the end of their Upper Five year.

**Exam board:** Edexcel (A)

**Website link:** [Edexcel International GCSE Mathematics A \(2016\) | Pearson qualifications](#)

## Science

Most students study each of the three separate Science subjects for five periods a week (Biology, Chemistry and Physics), and gain one IGCSE in each after two years.



For some students it will be more appropriate to be given more support in a smaller set and study a reduced amount of content across the three Sciences that will enable them to take the IGCSE Double Award in Science (two IGCSEs representing their combined performance across all three Sciences), and hence achieve at a higher level than would otherwise be the case.

Students receive regular feedback through teacher assessed pieces of work, tests, and the opportunity for students to reflect on their own progress. It is important that these opportunities are utilised effectively, and action taken as appropriate



All the Science IGCSE courses are designed to contain the depth of knowledge required for future Advanced Level studies and many students continue to study the Sciences with great success. There is no coursework or internal assessment of practical activities although there will be plenty of opportunities for hands-on practical work throughout the course.

We are offering modular science from 2026. Students will be taking a public examination on half the content at the end of their Lower Five year and the other half of the content in the summer term of the Upper Five year. Both examinations are preceded by revision to ensure that students are well equipped to do justice to themselves in the examinations.

**Exam board: Edexcel**

**Website link:** [International GCSEs | Pearson qualifications](#)

(Please look at Chemistry, Biology, Physics Science (Double award) (Modular))

# Optional Subjects

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## Art & Design – Art, Craft and Design

The GCSE in Art and Design is designed to be a general course, encompassing Art, Craft and Design, to enable students to explore a range of 2 or 3 dimensional approaches and to encourage students to develop an adventurous and enquiring approach to Art and Design. The focus is to nurture an enthusiasm for Art, Craft and Design through a broad programme, to develop critical, practical, and theoretical skills that enable students to gain a holistic understanding of a range of practices and contexts in the visual arts, crafts, and design fields.



Work produced for this qualification will demonstrate the use of formal elements and creative skills, and give form to thinking, feeling, observation, design, and ideas. Students will show evidence of trying to extend their own and others' ways of seeing the world.

This title is designed to promote learning across a variety of experiences and through various processes, tools, techniques, materials and resources to generate different kinds of evidence of working and outcomes. The emphasis is on an increased breadth of approach commensurate in demand with the depth of other specialist titles. This title offers flexibility in content and approach and the opportunity to explore and create work associated with areas of study from at least two titles listed below.

- Fine art
- Graphic communication
- Textile design
- Three-dimensional design
- Photography
- Critical and contextual studies.

## Careers

There are many relevant career opportunities and pathways within the Art and Design field. At The Ladies' College, we offer access to an Advanced Level GCE in Art and Design. Art and Design is relevant to all careers where it is useful to have excellent visual skills. Careers may be in design or art related careers such as architecture, fine art, interior or special design, fashion, and advertising to name a few.

### ***Portfolio - 60% (120 marks)***

The Portfolio provides opportunities for students to explore and cultivate important skills, knowledge and understanding through a variety of experiences. Students complete one unit within the portfolio in the two years. A unit is defined as a body of artwork, which includes sketchbooks and larger supporting studies, which shows the development of ideas leading to final outcomes. During the course, students will be encouraged to experiment, collaborate, make informed creative decisions, and innovate. Careful consideration of the selection and presentation of their work, their imaginative powers, and their ability to express their ideas will be encouraged. The primary purpose of the portfolio is to develop a confident approach that will support the students' creative journey. Four assessment objectives must be covered equally and in full.

### ***Externally set assignment – 40% (80 marks)***

The Externally Set Assignment materials consist of a series of assignments based on themes, visual stimuli and written briefs set by WJEC/EDUQAS. Students are required to select one of the set assignments and develop it in the form of:

- a personal response
- a specific design brief
- or another suitable approach.



Students will develop their response over a preparatory period. Responses must take the form of critical, practical, and contextual preparatory work and/or supporting studies, which will inform the resolution of these ideas in a sustained focus study. Following the preparatory study period, students will be allocated a period of 10 hours sustained focus study to realise their response unaided and under supervised conditions. The final realisation, a work journal, and preparatory study must show evidence of the four assessment objectives, already familiar to students through their work on the coursework stages.

### **Entry Information**

This is an open entry subject with no higher/lower tiers. All students will be required to take the timed test. Different grades levels are awarded by assessment of outcome. In choosing this course, students must be prepared to commit to the considerable sustained dedication required to complete coursework successfully.

**Exam board: (WJEC) EDUQAS**

**Website link: <http://wjec.co.uk/>**



## Design & Technology: Resistant Materials

*'Design and Technology is the inspiring, rigorous and practical subject which prepares all young people to live and work in the designed and made world.'* - DATA (Design and Technology Association)



Design and Technology (DT) gives students an excellent opportunity to identify, consider and solve problems through creative thinking, planning and design. Students learn how products and systems are designed and manufactured, how to be innovative and to make creative use of a variety of resources including digital technologies. By working with different media, materials, and tools they produce well made products and seek to improve the world around them. It is really suited to students that love to think outside of the box, have a passion for creativity and enjoy solving problems. They will learn many ways to communicate their ideas through drawing, modelling, presentation skills and working with a range of resistant and smart materials. Existing skills using wood, metal and plastics are developed further and the pupils learn to use new technologies such as professional CAD software and 3D printing techniques.

All the topics covered are underpinned with an environmental understanding, exploring the life cycle analysis of products and manufacturing techniques. This leads to some excellent environmentally aware concepts being produced and prototyped. Throughout the course, time management skills are developed, and students learn to design and make products that solve genuine, relevant problems whilst considering their own and others' needs, wants, and values. To do this effectively pupils acquire a broad range of subject knowledge and draw on additional STEM disciplines such as mathematics, science, engineering, computing, and art. They also learn to work together on group tasks and communicate their ideas effectively with others.



The IGCSE DT course gives students the skills and abilities to engage positively with the designed and made world and to harness the benefits of technology in solving real world problems. The subject suits a wide range of students and provides a space to experiment with ideas, make mistakes, improve their skills, develop final prototypes to a high standard of finish and have fun!

The course prepares students for a wide range of options including A-level Design Technology – Product Design and Art and Design courses. The subject also offers many future career paths including design-based courses at university and work prospects in the Product Design, Engineering, Architecture, and other creative industries.

The Cambridge IGCSE Design and Technology exam (0979) consists of:

- **Two written exams**, each of which provide 25% of the final IGCSE exam mark
- **Practical Task – The Project** provides 50% of the final IGCSE exam mark. For the Practical Task, students must design and make an item of their choice. They will thoroughly research their chosen context, design, and develop a range of concepts and manufacture their final outcome to a high standard. The product must be completed within a time limit specified by the exam board. All the practical work is supported by an A3 portfolio of work and submitted via an electronic portfolio on Power Point.

**Exam board: Cambridge**

**Website link: <https://www.cambridgeinternational.org/Images/414506-2020-2022-syllabus.pdf>**

# Digital Enterprise

*“It is not the strongest of the species that survives, nor the most intelligent... It is the one that is the most adaptable to change.” - CHARLES DARWIN*



The Digital Enterprise course will equip you with the 21st Century digital skills you need to proceed towards your desired course or career pathway in two years' time.

We have created a course especially for The Ladies' College students, which we believe offers you a broad range of opportunities to explore, linked to a suite of high quality, globally recognised professional qualifications. This is not an 'off the shelf' qualification and the emphasis is to tailor make the course to suit the interests and skills of each individual student. You can develop your skills in coding, illustration, animation, as well as various Microsoft Office skills. You could also learn how to create a website, phone app, database, or to develop technical skills, if this is where your interest lies.



The course has several components:

- Completion of at least two professional qualifications. One will be at a Microsoft Office Specialist or Expert level and the other to gain Adobe Certified Professional accreditation in Photoshop, Illustrator, Dreamweaver, InDesign, AfterEffects or Animate.
- Apply for, plan, and complete a Digital Enterprise project set by Digital Greenhouse/sponsor tech company. This will be a real-world problem that will conclude with a presentation at an organised event. There is a shortage of women in the digital sector and this course actively challenges this to meet demand.
- Construction of a Digital Portfolio to map progress through the course and encourage students to expand their skills in other areas. This can include skills such as coding and further extension qualifications. The portfolio could also include items such as planning and delivering a Digital Futures presentation and organising and running an online fundraising event as a group.
- Progress through iDEA Digital Bronze, Silver and Gold Awards will also be expected as part of student's homework provision.



<https://idea.org.uk/>

Students will be mentored as they work towards targets agreed and set by their teacher. This course will suit self-motivated students with a desire to learn 21st century digital skills. Students can create their own pathway to support other interests or desired Key Stage 5 pathways including A-levels. For example, a student who is a keen artist could develop their Adobe illustrator skills and complete a Digital Enterprise project working in digital imagery for a local marketing company; a student with a desire to learn how to code could develop their Python skills and complete a programming project.

The opportunity to work with and be known by the private sector is a significant part of this course. There is no bar on this course and students can achieve any goals they set themselves. Welcome to the third decade of the 21st Century.

# Drama



The GCSE in Drama is an exciting, inspiring, and practical course. The specification promotes involvement in and enjoyment of drama, as performers and/or designers. Additionally, it provides opportunities to attend live theatre performances, travelling either to London or Stratford Upon Avon, to develop skills as informed and thoughtful audience members, and to participate in a theatre workshop with professional actors/directors.

It is a highly creative course during which students are given opportunities to participate in and interpret their own and others' drama, developing their creative, analytical, and organisational skills.

Students will investigate theatre practitioners and genres of drama, work collaboratively to develop ideas to communicate meaning and experiment with dramatic conventions, forms, and techniques to produce and realise pieces of original theatre. These are assessed internally and moderated by the examination board.

They are also able to work as actors or designers participating as a resourceful group in the performance of an extract from a play text, which is assessed by a visiting examiner.

Students will demonstrate their knowledge and understanding of drama, including their ability to interpret texts for performance, and analyse live performances, in a written examination. In preparation for this assessment, students study their set text practically as a performer, designer and director and are encouraged to see as much live theatre as possible in order to hone their analytical skills and provide material for the review section of the written examination.

There are no previous learning requirements for this course, and it provides a suitable foundation for the study of Drama, History or English at A-level.

As well as working in the theatre sector, studying drama is ideal for students wishing to take up careers in Psychology, Law, Teaching, Historical research, Medicine, Theatre Studies, Management, Design and Social Work.

**Component 1: Devising Theatre:** In small groups students devise a piece of original theatre in response to a stimulus, using either the techniques of an influential theatre practitioner **or** the characteristics of a genre of drama.

**Component 2: Performing from a Text:** Students participate in a performance from a text allowing them a deeper understanding of how to interpret a text for performance and realise artistic intentions.

For both Component s 1 and 2, students may choose to be assessed on either acting **or** design. (Costume, lighting, set design)

**Component 3: Interpreting Theatre: Written paper:** This component requiring students to demonstrate their knowledge and understanding of how drama and theatre is developed and performed through the study of one performance text and through responding to live theatre.

**Exam board: WJEC (EDUQAS)**

**Website link: [Eduqas | Exam Board UK](https://www.eduqas.co.uk)**

# Modern Foreign Languages

Studying any language shows that you have good communication and interpersonal skills, which are highly valued by employers and universities. Language learners are considered to be well-organised and disciplined, with good higher-order thinking skills and are always esteemed by people who have not had the chance to study other languages.

According to the British Council, people who speak more than one language earn on average 20%<sup>1</sup> more than those who speak only one. This is because language skills are in high demand by employers, especially in a globalized job market. You should choose the language or languages which you enjoy and that you feel confident about.

Communicating with people in their own language is a valued skill in many fields of employment with an international aspect and there are often opportunities available for employees to work in one of the international branches of larger employers. Developing skills in one or more languages aids in learning other languages as well as developing good written and verbal communication skills. Specific careers involving languages include Translators and Interpreters, Diplomatic/European Officials, Overseas and Tourism representatives, Marketing Managers and Foreign Correspondents.

## French

French is spoken on all five continents and is one of the official languages of the United Nations, the European Union, the International Red Cross and the International Olympic Committee. There are approximately 200 million speakers of French around the globe.



Additionally, there are benefits to studying this language because of our proximity to France and our shared history with our nearest neighbour. Anybody wishing to follow a legal career would be well advised to study French, but it is a useful asset for many other jobs. A deeper knowledge of French will also offer you insights into the culture of France and other Francophone countries.

The new GCSE French syllabus builds on the foundations laid in Remove, Lower and Upper Four and you will have the opportunity to revise what you already know, as well as explore the topics in more detail. You will be encouraged to make the most of any opportunities that you have to become confident about using your skills.

The new GCSE course deals with topics such as home and abroad, personal life and relationships, the world around us, education and employment, social activity, fitness and health. You will be assessed at the end of the two years in all four skills of reading, listening, speaking and writing.

**Exam Board: Edexcel**

**Website link:** [Pearson Edexcel GCSE French \(2024\) | Pearson qualifications](https://www.edexcel.org.uk/qualifications/gcse/french/2024/)

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<sup>1</sup> British Council. (2021). The economic and social benefits of learning languages. Retrieved from <https://www.britishcouncil.org/school-resources/find-out-more/benefits-of-learning-languages>.

# Spanish

Spanish is truly a world language with approximately 500 million speakers across the globe! It is one of the most important languages in international communication and therefore we are keen to give you the opportunity to study Spanish at GCSE level.



You may have the opportunity to visit Spain during your time in Lower Five. This will increase your confidence for the speaking test and give you an insight into the culture of this beautiful country.

This is a course since we cover the whole syllabus within a short time, but it is fun and worthwhile for committed linguists to be able to add such a useful language to their repertoire. We build on the language learnt in Lower and Upper Four, you can expect to make huge progress very rapidly.

The new GCSE course deals with topics such as home and abroad, personal life and relationships, the world around us, education and employment, social activity, fitness and health. You will be assessed at the end of the two-year course in all four skills of listening, reading, writing and speaking.

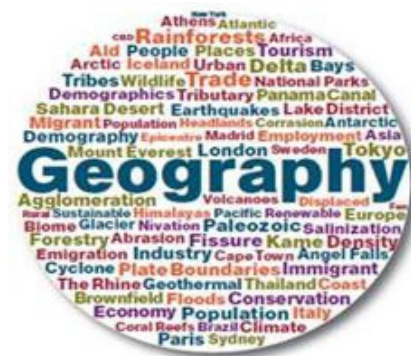
**Exam Board: Edexcel**

**Website link:** [Pearson Edexcel GCSE Spanish \(2024\) | Pearson qualifications](#)



# Geography

Do you want to learn more about the world we live in? Are you inquisitive and interested in finding out about why places are different and how the world is changing? Do you enjoy programmes like Blue Planet or Earth: The Power of the Planet?



If so, Geography GCSE would stimulate that interest and teach you many useful skills. This relevant course includes a variety of human and physical geography topics. Students will be exploring case studies from the UK, newly emerging economies such as Nigeria and lower income countries.

Students are also encouraged to understand their role in society, by considering different viewpoints, values and attitudes. The course aims to make us more aware of our responsibilities to other people, the environment and the sustainability of the planet.

## Why study Geography?

Geography prepares for the world of work; geographers, with their skills of analysis are highly employable. Students who study Geography can use their skills in a wide variety of careers, including environmental consultants, international aid workers, transport planners, meteorology and in the tourism and travel industries.

## Course of study

Two-paper assessment – a new, two-paper model allows students to focus on physical and human geography. The qualification will test knowledge and understanding, as well as analytical, evaluation and fieldwork skills in both papers.

**Paper 1: Physical geography**      **40%**      **70 marks**      **1 hour 10 minutes**

Coastal environments, Hazardous environments including fieldwork from coastal environments

**Paper 2: Human geography**      **60%**      **105 marks**      **1 hour 45 minutes**

Economic activity and energy, urban environments, fragile environments and climate change Including fieldwork from urban environments

## What qualities do I need to study GCSE Geography?

You should have a keen interest in the world around you.

**“Geography is the subject which holds the key to our future”**

Michael Palin

**Exam Board: Edexcel**

**Website link: <https://qualifications.pearson.com/en/qualifications/edexcel-international-gcses/international-gcse-geography-2017.html>**

# History

History is a valuable and well-respected subject with an engaging variety of voices and stories. IGCSE History enables students to develop skills such as analysis and effective written communication which are highly prized in many academic and professional disciplines. Challenging narratives and bringing a critical eye to source material and interpretations are invaluable skills in the Information Age.

*Women's Death Battalion*



<https://spartacus-educational.com/Wdeath.htm>

The course itself covers some fascinating aspects of modern world history from the question of how a man like Hitler could come to power in a democracy and then unleash such savage policies on both his own nation and Europe, to how developments in antiseptics, anaesthetics and antibiotics have revolutionised our expectations of health care. This is a course for the curious!

The IGCSE course also acquaints students with important concepts such as the left-right political spectrum, the ways in which information can be manipulated as propaganda by governments and others with vested interests, and the impact of changing times on people's everyday lives.

A secure knowledge of History helps you to be an informed citizen in our democracy and shapes your understanding of contemporary politics and society. It complements studies in other humanities as well as giving context for studies in literature, languages and the arts.

## Course of Study for Edexcel IGCSE History

In the Lower Five we study "Russia and the Soviet Union 1905-24" and "Development of Dictatorship: Germany 1918-1945".

In the Upper Five we study "Medicine through Time c.1848-c.1948" and "The World Divided: Superpower Relations 1943-1972"

There are two examinations at the end of the course, each of which is 90 minutes and covers two topics.

In other words, there are 45 minutes of equally weighted examining on each of the four topics above. There is no coursework component.

**Exam board: Edexcel**

**Website link:**

[Edexcel International GCSE History \(2017\) | Pearson qualifications](#)





# Music



With the emphasis firmly on practical music making, the OCR GCSE Music specification provides a contemporary, accessible and creative education in music through the three main elements – performing, composing and appraising.

Students are encouraged to be creative and to broaden their musical horizons and understanding with five areas of study as they explore musical context, language, performance and composition. The specification is designed to appeal to, and cater for, a wide range of interests, instruments, personalities and directions. It offers a range of opportunities to study diverse and traditional fields, with an integrated approach.

We want to encourage students to experiment in their own performing, composing and listening as well as develop interest in and enthusiasm for all aspects of their musical heritage.

## ASSESSMENT

An integrated performance and composition component with student choice of instrument – this is a non-examined assessment and completed during the course

A practical portfolio that includes the board-set composition task and an ensemble performance – this is a non-examined assessment completed during the course

An examined listening and appraisal component sat at the end of the linear course. This is based on the areas of study and not set works to provide a musical and accessible examination.



## OVERVIEW

What you do	% of the total marks
<ul style="list-style-type: none"><li>• <b>Perform and record a piece on your chosen instrument</b></li><li>• <b>Compose a short piece for your chosen instrument (done in Lower 5)</b> (you get lots of guidance with composing, plus it's a great opportunity to use some <u>amazing</u> music software through our link at SOPM!)</li></ul>	30% of the total GCSE
<ul style="list-style-type: none"><li>• <b>Perform as part of a group</b></li><li>• <b>Composition a short piece to a brief set by OCR (done in Upper 5)</b></li></ul>	30% of the total GCSE
<ul style="list-style-type: none"><li>• <b>Listening and appraising paper with CD</b> You will learn about different styles of classical and pop music, music for films, and music from different cultures around the world.</li></ul>	40% of the total GCSE

Entry to A-level Music is not dependent on having taken GCSE Music, but it is certainly an advantage as it introduces many of the key skills which form the core of the A-level syllabus.

In summary, GCSE Music is a wide-ranging qualification which offers students the opportunity to respond to many different musical styles. It's a lot of fun too!

**Exam board: OCR**

**Website link: [www.ocr.org.uk/qualifications/gcse-music-j536-from-2016/](http://www.ocr.org.uk/qualifications/gcse-music-j536-from-2016/)**

# Physical Education

GCSE Physical Education presents an opportunity for those with a passion for sport to develop their knowledge of the theory behind participation and performance.

## Theory (60%)

There are two sections of the theory course, each of which is assessed by a 1 hour 15-minute examination. Questions are a mixture of multiple choice, short answer, and extended answer.



## Paper 1: The human body and movement in physical activity and sport

- Applied anatomy and physiology
- Movement analysis
- Physical Training
- Use of Data

## Paper 2: Socio-cultural influences and well-being in physical activity and sport

- Sports psychology
- Socio-cultural influences
- Health, fitness and well-being
- Use of data

## Practical (40%)

Performance is assessed in three different physical activities in the role of player/performer. You must select one individual sport, one team sport and a third from either category. Students will be assessed on their skills in progressive drills and their performance in a full competitive context. (30%)

Students will also be assessed on their analysis and evaluation of performance to bring about improvement in one of their activities. (10%)

To succeed, students should already be regularly participating in a range of competitive sporting activities. There is an expectation of students on this course will continue to develop their practical performance through regular extra-curricular participation.

## Possible activities for practical assessment

Individual	Team
Amateur boxing	Association Football
Athletics	Badminton (doubles)
Badminton	Basketball
Canoeing/kayaking	Camogie
Cycling	Cricket
Dance	Dance
Diving	Figure skating
Golf	Futsal
Gymnastics	Gaelic Football
Equestrian	Handball
Rock climbing	Hockey
Sailing	Hurling
Sculling	Ice hockey
Skiing	Inline roller hockey
Snowboarding	Lacrosse
Squash	Netball
Swimming	Rowing
Table tennis	Rugby
Tennis	Sailing
Trampolining	Squash (doubles)
	Table tennis (doubles)
	Tennis (doubles)
	Volleyball
	Water polo

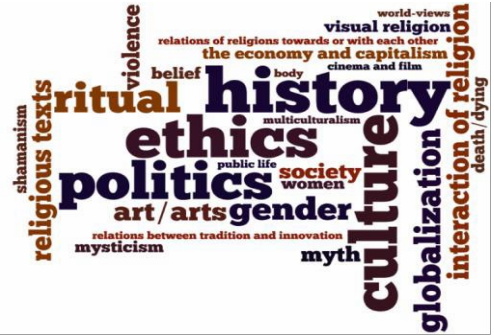
Entry to A-level Physical Education is not dependent on having taken GCSE PE, but it is a good steppingstone for those wishing to continue to study sport.

**Exam board: AQA**

**Website link: <https://www.aqa.org.uk/subjects/physical-education/gcse/physical-education-8582>**

# Religious Studies

Religious Studies is about living in the world and responding to its problems, which means it is relevant to all students, regardless of the kind of career they are considering.



The course is designed to encourage students to think about Christian and Muslim beliefs and practices as well as examining a wide range of issues. For example: relationships, marriage, divorce, contraception, abortion, euthanasia, war, peace, crime and prejudice on grounds of race, religion and gender.

The course will help you understand more about the Christian traditions and values that have shaped our culture. The study of Islam, another Abrahamic faith, provides an excellent opportunity to learn in depth about another world religion, its ideologies, practices, and current impact on Western society.

Students are required to develop skills in critical analysis by evaluating a range of arguments and points of view and in formulating their own position on all material covered. These skills are transferable and relevant to a wide range of careers, such as lawyers, barristers, and business managers, in addition to those with a direct theology link.

The exam board for Religious Studies is Edexcel. The students are required to study 'Religion and Ethics: Christianity' and 'Religion, Peace and Conflict: Islam' from specification B.

There is no coursework for this GCSE. The students will sit two examinations at the end of Upper Five.

**Exam board: Edexcel**

**Website:**

[Edexcel GCSE Religious Studies B \(2016\) | Pearson qualifications](#)



# Supported Study and Learning Support

Supported Study is an integral component of our diverse options block, designed to provide students with the opportunity to work independently while simultaneously receiving personalised assistance from a dedicated teacher. This specialised pathway caters to students who may require additional time to complete their assignments or benefit from a customised approach to address their specific needs. It's important to note that this programme is distinct from a GCSE and does not involve formal examinations.

If you are considering this option, a discussion with Mrs. Ingrouille is imperative. This comprehensive exploration of the pathway will enable a tailored approach to meet your unique requirements.

## **One-to-one paid Learning Support**

If you are benefiting from our Learning Support package, the sessions can be scheduled during Supported Study periods based on your timetable and individual needs. The specifics of this arrangement will be collaboratively determined in consultation with your dedicated Learning Support teacher. This personalised approach ensures that the support aligns seamlessly with your academic schedule and addresses your specific learning requirements.

If you currently do not receive individualised one-to-one support but are interested in learning more about this opportunity, please do not hesitate to contact Mrs Ingrouille. Please note, there is an additional charge for one-to-one support.

## **Exam Access Arrangements**

Exam access arrangements follow JCQ guidelines, requiring evidence of 'persistent and significant' difficulties, typically assessed by a health professional or such like from Upper Four onwards. Our assessor visits once a term. If you currently have arrangements, Mrs. Ingrouille ensures assessments and paperwork are up to date. For more information, please visit our website:

[www.ladiescollege.com/information/examinations](http://www.ladiescollege.com/information/examinations).

JCQ's guidelines are available at [jcq.org.uk/exams-office/access-arrangements-and-special-consideration](http://jcq.org.uk/exams-office/access-arrangements-and-special-consideration).

# Timeline for choosing (I)GCSE options

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## DECEMBER

Discussion about choices and careers takes place during PSHCE lessons.

(I)GCSE options handbook is updated.



## JANUARY

Staff speak to students, in lessons, about studying their subject at (I)GCSE.

Options handbook is issued along with an invitation to the Upper Four Options Evening on **12<sup>th</sup> February 2025**



## FEBRUARY


Upper Four Parents' Evening on **Wednesday 5th February (online)**.

Upper Four Options Evening on **Wednesday 12th February (in person, at The Ladies' College)**.

Students make their choices by the end of **Wednesday 19th February**. These are used to design the Options blocks and you may be asked to confirm final choices from these blocks subsequently.

# Grading system for (I)GCSEs

All (I)GCSEs are now graded 9–1. Grade 9 is the highest grade, set above the previous A\*, with approximately 20% of students gaining grades 7-9 nationally. This system helps provide more differentiation, especially among higher achieving students.



Grading new GCSEs from 2017

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

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

AWARDING  
4 and above = bottom of C and above

## Other changes

Changes also took place with A-levels and examinations at the end of the first year of A-level. AS examinations, taken at the end of Lower Sixth no longer count towards the final A-level grades. As a result of this, many schools and colleges including The Ladies' College are not offering AS examinations and using the additional teaching time to support students in achieving their A-levels.

The Ladies' College website contains all the latest information and news including our inspection report and copies of the ILEX magazine.

[www.ladiescollege.com](http://www.ladiescollege.com)