

Key Stage 4 Options Booklet

A guide to qualifications and courses





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Dear student, (and parents and carers)

This booklet has been designed to help you and your parents/carers make informed choices about the courses you will study in years 10 and 11. The choices you make will help to shape your future not only for the next two years but also in later life.

In Key Stage 3 you have studied a foundation curriculum and experienced a wide range of subject areas.

In Key Stage 4, you will be focused on the subjects/qualifications you are studying and preparing for the examinations in Year 11. You will be taking courses which help you to prepare for further study, such as an A level/Level 3 course at Sixth Form or at college, through an apprenticeship or studying one of the newer T Levels.

It is sometimes difficult to make decisions. Often there is no right or wrong answer, but the more informed you are, the easier the decision-making process is. The best place to start is to ask yourself: "What am I interested in doing and exploring after Year 11?" and "What subjects do I enjoy?". Aim to study subjects that are broad and balanced. Talk to your teachers and ask lots of questions; we are here to help and advise you.

Kind regards

Mr Smith

Assistant Headteacher – s.smith@stowhigh.com

The KS4 Curriculum

We believe it is important that you study qualifications of the very highest quality and place you in the best position to move into further and higher education, employment, and training.

You will take more responsibility for your education and your future. You will sit final examinations during the summer of 2026 and may have examinations throughout your chosen courses.

There will be two types of qualifications available to students:

1. GCSE qualifications, which are linear qualifications where the course is assessed in one or more exams at the end of the course.
2. Technical Awards such as BTEC courses involve more assessment throughout the course. You may be required to complete coursework, practical exams and/or complete shorter exams during Year 10 and 11. These courses are usually graded in terms of Distinction* (equivalent to GCSE 8/9), Distinction (GCSE 7), Merit (GCSE 6), Pass (GCSE 4/5).

You will have the opportunity to take both types of qualification at Stowmarket High School depending on your interests and future aspirations. All students will have to study the following:

- English Language and English Literature
- Mathematics
- The Sciences:

Combined Science: two GCSEs that cover the three main sciences - Biology, Chemistry and Physics

or

Triple Science which includes Biology, Chemistry, Physics as single GCSEs

- Geography or History

To ensure you study a broad and balanced range of subjects we have put in place three pathways:

Pathway 1	Pathway 2	Pathway 3
10 GCSEs	9 GCSEs	8 GCSEs
<ul style="list-style-type: none"> • Eng x2, • Maths x1, • Triple Science x3 • Statistics x 1 • 3 Options which must include at least one of: • Geography or History • You can study both 	<ul style="list-style-type: none"> • Eng x2, • Maths x1, • Combined Science x2 • 4 Options which must include at least one of: • Geography or History • You can study both 	<ul style="list-style-type: none"> • Eng x2, • Maths x1, • Combined Science x2 • 3 Options which must include at least one of: • Geography or History • E4L/ Intervention (Entry level quals)

The English Baccalaureate

The Ebacc is NOT a qualification; it is not demanded by any university or employer, or a measure of a student's higher ability. It is recognition of a student's academic performance across a broad combination of GCSEs in English, Maths, Sciences, PLUS a Language, and History or Geography. The choice of a Language with History and/or Geography does keep more post-16 options open, as they are considered facilitating subjects, which leads to a broader choice of university courses if studied at A level. However, better grades open more doors, so struggling with an Ebacc option subject might be counterproductive.

Making Choices

You do not have to make this decision on your own. Use all the support and guidance available to you:

- Think carefully about why you want to choose some subjects in preference to others. Choose subjects because: you enjoy them, you are good at them and you may like to study them at A Levels, at College or University.
- Do not choose the subject because your friend is choosing it or because you like the teacher. You may not be in the same group.
- Research the careers you are interested in and consider which subjects would help you to achieve this goal.
- Talk to your family and your subject teachers about the subjects that you are interested in studying and find out more about the courses that you will be taking.
- If it is a subject that you have not taken before, sign up for a 'Taster Session' so that you can sample a lesson. These will take place at lunchtime or after school.
- Research subjects on our dedicated SharePoint page in futures lessons and outside of school.
- Try to ensure that you are studying a 'broad and balanced' mix of GCSE subjects. You should consider your own academic success up until now, your interests and your abilities in and outside of the classroom.
- There are lots of people within school who can support you and will be able to discuss your future with you, but in the end the choices that you make are your own. You may find it useful to talk to: your parents, your tutor, subject staff, students currently studying the subjects, Mrs Goss (Head of Year 9); Mr Smith (Assistant Headteacher in charge of the curriculum), Ms Mylrea (Inspirational Futures Co-Ordinator), who is located on Floor 2 just near the entrance to the LRC.

Frequently Asked Questions

Which subjects do I have to study in Years 10 and 11?

Core subjects are:

- English Language and Literature (2 GCSEs)
- Maths (1 GCSE)
- Science (2 or 3 GCSEs depending on Triple or Combined Science routes)
- Statistics (Only Pathway 1)
- EFL (Only Pathway 3)
- History and/or Geography
- PSHE
- Religious Studies and Citizenship (Y10 only)
- PE (Not examined)

Options subjects offered to pupils (subject to availability):

- Art
- Business Studies
- Child Development
- Computer Science
- Drama
- Engineering
- Food and Nutrition
- French
- Graphics
- Health and Social Care
- Hospitality and Catering
- I-Media
- Music
- PE
- Photography
- Resistant Materials
- Sports and Coaching
- Textiles

How many options can I choose from?

Students can choose from three/four option blocks depending on the suggested pathway. We will ask each pupil to choose a reserve in each block as we cannot guarantee that all pupils will get their first choice.

Will I get my first subject choice?

We aim to give our students their first choice and try hard to ensure that most students achieve this. However, we cannot guarantee that the precise combination of subjects that you request will always be possible, since we are limited by factors such as the number of teachers of a particular subject, the number of students in a class and specialist rooms for a particular subject. Finally, if any subjects are undersubscribed, the school reserves the right to make the difficult decision of no longer running that subject for this year group.

Can I swap courses if I change my mind?

We would recommend that students do not change courses once the academic year has begun. Changing options can cause difficulties once the option course has started. It is therefore strongly advised that you make the right choice in the first place. This is why it is important that you discuss your options with your parents and teachers now so that you make the best choices possible.

What happens next?

You will have the opportunity to attend our **KS4 Options Evening on Thursday, 29th February 2024**. You will then need to complete the online options form which will go live on the **1st March 2024**. The deadline for this will be the **8th March 2024**. Once the school has processed the options forms, students will find out their choices from the **24th May 2024**.

Calendar of Events

Date	Event
11th January	Year 9 Tripod evening, discussions to start
22nd January week beginning	Year 9 Assembly = booklet and letters sent to parents/students, pupil timelines shared. SharePoint page goes live
29th January – 9th February	Subject information shared - use of Futures sessions, taster sessions (lunchtime and after school), use of tutor time to explore options in greater depth
12th February	Year 9 Assembly = summative assembly, preparation for 26th February
29th February	Options evening – 5pm
1st March	Options go live – Online Forms process
8th March	Deadline for Options Forms 6pm
24th May	Options go to Students

Art and Design

Qualification: GCSE

Examination Board: AQA

What will I learn?

The GCSE Art and Design qualification is designed to support a wide range of student interests, learning styles and aspirations for progression, providing them with the opportunity to: explore both contemporary and historical sources of art, craft and design first-hand, take an individual approach to art, craft and design making and develop the skill of selecting their best and most appropriate work for presentation.

How will I be assessed?

Component 1: Personal Portfolio -worth 60% of the GCSE. Internally assessed and externally moderated.

From centre-based starting points, students create a personal portfolio of work, usually one major project per term, comprising: supporting studies; sketchbooks, journals, research diaries, photographic diaries, ideas, books, collated experimental outcomes and personal response(s); final realisations, conclusive pieces, resolved outcomes.

Component 2: Externally Set Assignment worth 40% of the GCSE. Internally assessed and externally moderated. An externally set thematic starting point leads into a preparatory study period, followed by a 10-hour sustained focus period in which students create personal responses.

Throughout the course students will receive regular assessments in sketchbooks and verbal feedback to ensure they are on target to reach their full potential.

How will I be taught?

At KS3 we have developed a foundation of skills that encourages students to use specific media and processes to secure existing knowledge. In Year 10 & 11 students will further develop their practical and research skills and begin to consolidate good practice through teacher led workshops and developmental stages, which encourages independent learning. Students will be given regular homework to consolidate and extend their class-based learning and to demonstrate independence.

What skills might I develop?

The course is designed to enable students to explore a range of two- and three-dimensional approaches to their studies using a variety of media. We aim to encourage personal, creative, and imaginative approaches to the communication and expression of original ideas, feelings, and meanings. We hope to improve personal attributes such as self-confidence, resilience, perseverance, self-discipline, and commitment.

What progressions routes exist?

On completion of your GCSE Art and Design course, you could progress to further education.

Courses at Level 3 include: BTEC Nationals in Art and Design, Specialist Diploma in Creative and Media, and GCE A level Art and Design, Photography, Textiles, Graphic Design & more.

You could go on to have an exciting career in Architecture, Interior Design, Industrial Design, Textiles design, Fashion, Advertising, Jeweler design, Millinery, Graphic Illustration, Photography, Games Design, Graphic Products, Gallery Curating, Museum Management, Teaching and more...

Teacher to contact for further Information: Miss G Page – Head of Art and Director of Faculty

Email: g.page@stowhigh.com

Business Studies

Qualification: GCSE

Examination Board: OCR

What will I learn?

This course focuses on the four main functions of businesses and how they operate. It will also introduce students to entrepreneurship. There are opportunities to study local, national, and international businesses and investigate how businesses manage finance, people, production and marketing, as well as understand how a range of factors can impact business decisions and actions.

Business 1: Business activity, marketing, and people: These 3 units introduce students to business concepts and issues concerning the activities of a business. It explores the purpose and role of a business from first spotting an enterprising opportunity through to the growth of an established business and ownership structures. Students explore in details market research techniques, targeting, and establishing price and place to sell products as well as how to promotion.

Business 2: Operations, finance, and influences on business: These 3 units explore how businesses produce products, deal with consumers, manage income and plan expenditure and introduces students to ethical, environmental and global economic issues and their impact on individual businesses.

How will I be assessed?

Business Studies is a linear 100% exam course. Grades are awarded by sitting two 90-minute exams at the end of Year 11 each worth 50%. There are four assessment objectives testing students' knowledge, understanding, analysis, explanation, evaluation, decision making and calculation skills. There is no coursework. Questions range from 1 – 9 marks.

How will I be taught?

Students study units 1, 2 and 3 from paper 1 in year 10 and units 4,5,6 from paper 2 in year 11. As there is no opportunity to study business studies prior to GCSE, students should be aware that the course includes lots of added content, requires confidence in completing calculations such as profit and loss. There is a mixture of individual, paired and group work learning activities. Much of the stimulus material is current, developing the students' understanding of the wider modern world, for example modern day entrepreneurs and well-known businesses as well as real life case studies of illegal practices. From the start of the course students are taught the skills to enable them to successfully answer examination-style questions.

What skills might I develop?

When students finish education, they may be working for the public, private or voluntary sector or indeed run their own business. Equally they will all be future consumers of goods and services. After studying Business studies, they will have a clear insight into how businesses operate, employment and consumer rights. The recruitment section will help them apply for jobs and plan their career path. The course will develop collaborative skills and will enhance their written and oral communication, research, presentation, independence, teamworking, and problem-solving skills.

What progressions routes exist?

Students can continue their studies in business and economics at 'A' level at local colleges as well as pursue a T level or apprenticeship in a range of business facing courses such as finance, marketing, administration, and human resources.

Teacher to contact for further information: Helen Utteridge: Subject leader for Business Studies

Email: h.utteridge@stowhigh.com

Child Development

Qualification: Cambridge National Level 1/2

Examination Board: OCR

Aimed at students aged 14-16 years and will develop knowledge, understanding and practical skills that would be used in the Childcare sector.

What will I learn?

R057 Health and well-being for child development: An exam-based unit looking at topics including factors affecting pregnancy, contraception, childbirth, parenting, development of children 0-5 years old, safety for children. R058 Create a safe environment and understand the nutritional needs of children from birth to five years: A coursework-based unit, creating plans for nurseries including equipment, food and activities. R059 Understand the development of a child from one to five years: A coursework-based unit where you must complete a child study and design play activities suitable for them.

How will I be assessed?

The exam unit is 40% of your final grade, with your 2 pieces of coursework making up the other 60%. You will come out with level one or two qualifications in the subject. Level 2 – Distinction* (*2), Distinction (D2), Merit (M2), Pass (P2). Level 1 – Distinction (D1), Merit (M1), Pass (P1) and Fail/Unclassified.

How will I be taught?

In mixed ability theory-based classes. Coursework units are computer based, so you must enjoy ICT if you are taking this course.

What skills might I develop?

Research skills, Communication skills, Practical childcare skills, Computer skills

What progressions routes exist?



Teacher to contact for further Information: Ms G Whitfield

Email: g.whitfield@stowhigh.com

Computer Science

Qualification: GCSE

Examination Board: OCR

What will I learn?

Computer Science is a very practical subject – students will be able to use the knowledge and skills they learn in the classroom on real-world problems. They will be taught about system architecture, memory and storage, network security, algorithms, Boolean logic, the fundamentals of programming and the environmental and cultural impacts of digital technology.

How will I be assessed?

There are two written exams each worth 50% of the marks:

- Computer Systems
- Computational thinking, algorithms, and programming

How will I be taught?

You will be taught in a mixed ability group of students.

What skills might I develop?

The course encourages students to develop their understanding and application of the core concepts in computer science. Students will analyse problems in computational terms and devise creative solutions by designing, writing, testing, and evaluating programs.

What progressions routes exist?

ICT skills are essential for success in employment and higher education and are among the fundamental transferable skills required by employers. From this course you may continue to the Level 3 Cambridge Technical Certificate, an A Level in Computer Science at school or college or an NVQ in the workplace.

Teacher to contact for further Information: Mr A Wright - Director of Faculty

Email: a.wright@stowhigh.com

Creative iMedia

Qualification: Cambridge National Certificate 1/2 Level **Examination Board:** OCR

What will I learn?

This qualification is made up of a compulsory examination and two coursework units, one of which is also compulsory. An example set of units would be:

- Creative iMedia in the media industry – mandatory
- Visual identity and digital graphics – mandatory
- Interactive digital media

How will I be assessed?

The exam unit will be assessed with a 90-minute written paper, and the coursework units are assessed via a portfolio of evidence which will be completed during lesson time. The portfolio is then marked by the class teacher and submitted for moderation. Each of the units is graded at a distinction to pass and is equivalent to a 5-9 grade at GCSE.

How will I be taught?

You will be taught in a mixed ability group.

What skills might I develop?

This qualification will help students develop specific and transferable skills such as research, planning, and review, working with others and communicating creative concepts. The qualification's hands-on approach has strong relevance to the way young people use the technology required in creative media.

What progressions routes exist?

IT skills are essential for success in employment and higher education and are among the fundamental transferable skills required by employers. From this course you may continue to the Level 3 Cambridge Technical Certificate, an NVQ in the workplace or another Level 3 Qualification via a local sixth form or college.

Teacher to contact for further Information: Mrs A Cogan

Email: a.cogan@stowhigh.com

Drama

Qualification: BTEC Tech Award Performing Arts **Examination Board:** Pearson

What will I learn?

- Develop a personal interest in why drama matters and to be inspired, creative, driven and moved by studying a course which explores professional repertoire.
- Work imaginatively and creatively in collaborative contexts, generating, developing, and communicating ideas.
- Consider and explore the impact of social, historical, and cultural influences and the artistic intention of a performance. Understanding the impact and purpose of distinctive styles of theatre.
- Reflect and evaluate on their own learning, development, and key skills, as well as the work of others.
- Develop a basis for their future roles as active citizens in employment and in society in general, as well as for the possible further study of drama. Engage actively in the process of dramatic study to develop as an effective and independent learner and as a critical and reflective thinker with inquisitive and a problem-solving mind set.

How will I be assessed?

There are three different components of the BTEC course:

Component 1: Theory and Practical Exploration with Written Portfolio of Evidence (Worth 30%)

Learners will develop their understanding of the performing arts by practically and theoretically exploring and examining practitioners' work and the processes used to create performance. Students will create a written portfolio of evidence to show their understanding of this component.

Component 2: Scripted Performance and Evaluation Logbook (Worth 30%)

Learners will develop their performing arts skills and techniques through the reproduction of acting repertoire as performers. Students will also review their own development and application of performance skills.

Component 3: Written Examination and Devised Practical Performed (Worth 40%)

Learners will be given the opportunity to work as part of a group to contribute to a devised performance as a performer in response to a brief and stimulus provided by the exam board.

How will this be taught?

The course is taught through a mixture of practical and theoretical exploration to introduce students to different styles of professional repertoire and key skills. The course includes practical workshops, scripted and devised performance, discussions, research, and analysis.

Progression

A range of post-16 routes are available from the Tech Award Performing Arts course. Performing Arts and Drama is widely received in most career areas and can specifically help within careers such as: marketing, customer service, creative arts, theatre industries, television, radio, teaching, drama therapy, coaching, law, and as an events manager.

Teacher to contact for further information: Natasha Rea –Subject Coordinator of Drama

Email: n.rea@stowhigh.com

Employability for Life

What will I learn?

The course comprises of **12 modules**, each of which is divided into three sections. Each section should take 10 hours, which is worth one credit. Students will need 12 credits to gain the qualification. Challenges can come from Section A, B or C. The module include are:

- Communication
- Citizenship and Community
- Sport and Leisure
- Independent Living
- The Environment
- Vocational Preparation
- Health and Fitness
- Work Related Learning and Enterprise

How will I be assessed?

This is a Stowmarket High School certified qualification. The qualification offers imaginative ways of accrediting young people's activities. It promotes and allows us to record a wide range of personal qualities, abilities, and achievements by the students, as well as introducing them to new activities and challenges. Every successful candidate will also receive a personalised letter from the headteacher at the end of the course.

How will I be taught?

Most lessons will see a challenge being set which should be completed within a specific time scale. These challenges offer a wide variety of tasks and can be completed both inside and outside the classroom as well as offsite. Students will be expected to produce high quality written planning and evaluation of their work after each challenge. Samples of these will then be taken from a student's file and handed to an internal moderator for checking.

What skills might I develop?

By building a **Portfolio of Evidence** as they complete various challenges, students must demonstrate competence in the following skills:

- Introduction to working with others
- Introduction to improving your own learning and performance
- Introduction to problem solving
- Planning and carrying out a piece of research
- Communication through discussion *and* planning
- Giving an Oral Presentation

Teacher to contact for further Information: Ms C Ferguson – PSHE Subject Lead

Email: c.ferguson@stowhigh.com

Engineering

Qualification: Level 2

Examination Board: WJEC

What will I learn?

Students will gain a detailed insight into various topics relating to Engineering including manual drawing methods, computer aided design, types of engineering materials, engineering tools and equipment, engineering processes (marking out, cutting out, shaping, joining, finishing), modern engineering principles and technologies. Students will be required to apply knowledge, skills and understanding through purposeful design and make tasks.

How will I be assessed?

Two Controlled Assessment Tasks – Worth 60% of the GCSE

- Engineering Design (Internal Coursework)
- Producing Engineering Products (Internal Coursework)

Written Paper - Worth 40% of the GCSE

- Solving Engineering Problems (External Examination)

How will I be taught?

Most projects will be of a design and make nature so will offer a learning experience that focuses on applied learning. Students will be expected to produce high quality design solutions that have been derived after careful consideration of the design brief and information gathered through researching relevant engineering materials and processes. All projects will prepare students for the Controlled Assessment Tasks studied in Year 11.

What skills might I develop?

The course is designed for students who are looking to follow a career in Engineering and will help them to develop skills such as:

- Independent learning and development.
- The ability to solve problems.
- The skills of project-based research, development, and presentation.
- The ability to apply learning in vocational contexts.

What progressions routes exist?

The course is designed to develop the skills needed for progression from Key Stage 4 learning to further education, employment, and training. Many students go on to study courses and apprenticeships in engineering, manufacturing, and product design.

Teacher to contact for further Information: Mr A Duszynski - Design Technology Teacher

Email: a.duszynski@stowhigh.com

French

Qualification: GCSE

Examination Board: AQA French (8652)

What will I learn?

The GCSE French course develops and builds upon the skills and topics taught at KS3. The course is taught around three main themes.

Theme 1: People and lifestyle

Theme 2: Popular culture

Theme 3: Communication and the world around us

How will I be assessed?

The GCSE French course has a foundation tier (grades 1-5) and a higher tier (4-9). Students will sit terminal examinations in the four skills (listening, speaking, reading, and writing), each worth 25% of the final grade. You must sit all four skills at the same tier e.g., foundation or higher. A speaking exam will also take place with your French teacher.

How will I be taught?

Lessons will continue to be taught in a lively and engaging manner using a range of resources including authentic material and literary texts. In class you will get regular practice at listening, speaking, reading, writing, and translating. We ask students to have their own French dictionary to support with work beyond the classroom. We will also recommend suitable revision guides for purchasing.

What skills might I develop?

Studying a foreign language develops a wealth of skills that will be useful to you in later life including communication skills, independence, memory skills and problem solving. The knowledge of a foreign language is rapidly becoming a necessity in today's global workplace. In addition, many universities look for undergraduates to have a GCSE in a foreign language.

What progressions routes exist?

Having successfully completed a GCSE in languages, you may consider progressing onto A-Level French. This two-year course further develops the skills you have acquired at GCSE to enable you to use and understand the target language at a more advanced level. Beyond A-Level, you could consider studying languages at university either as a degree itself or in combination with another subject.

Teachers to contact for further Information:

Miss C Pawsey – Joint Subject Coordinator MFL / Teacher of MFL

Email: c.pawsey@stowhigh.com

Mrs S Bailey – Joint Subject Coordinator MFL

Email: s.bailey@stowhigh.com

Food Preparation and Nutrition

Qualification: GCSE

Examination Board: EDUQAS

What will I learn?

During theory and practical based lessons students will:

- Develop an interest in the creative aspect and enjoyment of food.
- Develop an informed approach that will help learners to evaluate choices and decisions about their own diet and health, including the physiological and psychological effects of poor diet and health.
- Develop confidence in using the high-level skills necessary in food preparation and cooking. By being able to demonstrate effective and safe cooking skills by planning, preparing, and cooking a variety of foods whilst using different cooking techniques and equipment.
- Make connections between theory and practice so that learners can apply their understanding of food and nutrition and food science to practical cooking by showing an understanding of the functional properties and chemical characteristics of food, as well as a sound knowledge of the nutritional content of food and drinks.
- Understand the economic, environmental, ethical, and socio-cultural influences on food availability, production processes, diet, and health choices.

How will I be assessed?

The course is assessed by one written examination and two pieces of controlled assessment as follows:

- **Food Preparation and Nutrition written examination paper – Worth 50% of the GCSE**

Areas of Content: Food commodities, principles of nutrition, diet and good health, the science of food, where food comes from and cooking and food preparation.

- **Food Investigation Task – Worth 15% of the GCSE:** A scientific food investigation which will assess the learner's knowledge, skills and understanding in relation to scientific principles underlying the preparation and cooking of food.

Task Example: Shortcrust pastry should be crisp to the bite and crumbly in the mouth. It can be prepared using a range of different ingredients. Investigate the working characteristics and the functional and chemical properties where appropriate, of the different ingredients needed to achieve a perfect shortcrust pastry.

- **Food Preparation Task – Worth 35% of the GCSE:** The Food Preparation Assessment prepare, cook, and present a menu which assesses the learner's knowledge, skills and understanding in relation to the planning, preparation, cooking and presentation of food.

How will I be taught?

In mixed ability theory and practical based lessons.

What skills might I develop?

Cooking skills, nutritional knowledge, ICT, evaluation, time management, independence, and organisational skills.

What progressions routes exist?

Students who study this course often go onto further education leading to jobs in the food industry.

Teacher to contact for further Information: Mrs Brewster Head of Food and Nutrition

Email: l.brewster@stowhigh.com

Hospitality and Catering

Qualification: Level 1/2 Vocational Award

Examination Board: WJEC

What will I learn?

- During theory and practical based lessons students will:
- Develop an interest in the creative aspect and enjoyment of food
- Understand the environment in which hospitality and catering providers operate
- Understand how hospitality and catering provision operates
- Understand how hospitality and catering provision meets health and safety requirements
- Know how food can cause ill health
- Be able to propose a hospitality and catering provision to meet specific requirements
- Understand the importance of nutrition when planning menus
- Understand menu planning
- Be able to cook dishes by developing confidence in using the high-level skills necessary in food preparation and cooking. By being able to demonstrate effective and safe cooking skills by planning, preparing and cooking a variety of foods whilst using different cooking techniques and equipment.

How will I be assessed?

The course is assessed by one written examination and one internal assessment as follows:

Unit 1: The Hospitality and Catering Industry – 40% written exam: Pupils apply their learning by considering all aspects of the vocational sector. They will acquire knowledge of all aspects of the industry and be able to propose new hospitality and catering provision for specific locations. Pupils will be able to use their learning of different types of establishment and job roles to determine the best option. They will then apply their learning in relation to front of house and kitchen operations to determine how the proposed hospitality and catering provision will operate efficiently.

Unit 2: Hospitality and Catering in Action – 60 % internal assessment: Pupils safely prepare, cook and present nutritional dishes. They will draw on their learning of different types of provision and kitchen and front of house operations in Unit 1, as well as personal safety in their preparations.

Pupils are given a brief to work to in which they will plan and make dishes to meet the brief.

How will I be taught?

In mixed ability theory and practical based lessons.

What skills might I develop?

Cooking skills, nutritional knowledge, ICT, evaluation, time management, independence and organisational skills.

What progressions routes exist?

Students who study this course often go onto further education leading to jobs in the hospitality and the catering industry.

Teacher to contact for further Information: Mrs Brewster – Head of Subject

Email: l.brewster@stowhigh.com

Geography

Qualification: GCSE

Examination Board: Edexcel

What will I learn?

Global Geographical Issues

- Hazardous Earth: Studies of tropical storms and tectonic hazards
- Development dynamics: A study of an emerging country
- Challenges of an urbanising world: A study of a mega city in a developing or emerging country

UK Geographical Issues

- The UK's evolving physical landscape
- 2 studies of coastal and river landscapes and issues - Year 10
- Fieldwork investigation: physical

The UK's evolving human landscape

- Case study of a dynamic UK city - Year 11
- Fieldwork investigation: human
- People and the biosphere
- Forests under threat
- Consuming energy resources

The cost of compulsory fieldwork trips will be approximately £30. One is completed in year 10 and the other in year 11.

How will I be assessed?

You will sit three written examinations at the end of Year 11; there will be some choice and the types of questions will include multiple choice, short answer, levels of response and extended writing. Marks will be awarded for spelling, specialist terminology punctuation, and grammar. Two written examinations will last 1 hour 30 minutes:

How will I be taught?

There will be opportunities for discussion, group work and individual research using the Humanities computer suite. Problem solving and decision making are an integral part of modern Geography teaching and students will be encouraged to reach informed opinions on topical Geographical issues. Practical fieldwork will also be used as a teaching strategy.

What skills might I develop?

Students will undertake two field study investigations, one in Physical Geography and one in Human Geography. Skills developed will include data collection and data processing, sampling, data presentation, analysis and problem solving. Students will also develop skills in map reading, report writing and teamwork.

What progressions routes exist?

If you specialise in Geography at higher education, you could find yourself doing things like charting oil wells or exploring continents. Since Geography is about people, and combines knowledge of Science and the Arts, this fascinating subject opens a huge number of different career paths including advertising, environmental management, Law, management and administration, finance, retail, media, teaching, and many others.

Teacher to contact for further Information: Mr Simon Peckford – Subject Coordinator

Email: s.peckford@stowhigh.com

History

Qualification: GCSE

Examination Board: Edexcel

What will I learn?

Medicine in Britain, c1250–present and The British sector of the Western Front, 1914–18: injuries, treatment, and the trenches; the reigns of King Richard I and King John, 1189–1216 and The American West, c1835–c1895; Weimar and Nazi Germany, 1918–39.

How will I be assessed?

Paper 1: Thematic Study and Historic Environment: Written Paper 1 hour and 15 mins. Worth 30% of the GCSE

Focusing on Medicine in Britain, c1250–present *and* the British sector of the Western Front, 1914–18: injuries, treatment, and the trenches.

Section A: Historic environment - Students answer a question that assesses knowledge plus a two-part question based on two provided sources.

Section B: Thematic study - Students answer three questions that assess their knowledge and understanding. The first two questions are compulsory. For the third question, students answer one from a choice of two.

Paper 2: Period Study and British Depth Study. Written Examination, 1 hour and 45 mins. Worth 40% of the GCSE

Focusing on the reigns of King Richard I and King John, 1189–1216 and The American West, c1835–c1895

Section A: Period study - Students answer three questions that assess their knowledge and understanding. The first two questions are compulsory. For the third question, students select two out of three parts.

Section B: British depth study - Students answer a single three-part question that assesses their knowledge and understanding. The first two parts are compulsory. For the third part, students select one from a choice of two.

Paper 3: Modern Depth Study. Written Examination, 1 hour and 20 mins. Worth 30% of the GCSE.

Focusing on Weimar and Nazi Germany, 1918–39.

Section A: Students answer a question based on a provided source and a question that assesses their knowledge and understanding.

Section B: Students answer a single four-part question, based on two provided sources and two provided interpretations.

How will I be taught?

I will be taught a range of traditional and innovative techniques that cater to my individual needs as a learner. I will learn as an individual, in pairs and as part of a group. I will expect to be challenged and pushed to achieve my full potential within History. I will be aspirational as will the teaching I receive.

What skills might I develop?

I will learn to be empathetic towards the experience of others. I will become tolerant of other people and cultures and understand more about the world I live in. I will learn to form my own opinions and reach judgements on complex and controversial issues. I will become a more effective thinker and develop skills transferable to other subject areas and life after school.

What progressions routes exist?

GCSE History provides a pathway into A-level and beyond. At Stowmarket High School, History is a very popular option subject and many of our students go on to study History at university, including Oxford and Cambridge. History graduates go on to careers in law, journalism, the civil service, academia, and teaching. It also provides skills that support other literary subjects, like English.

Teacher to contact for further Information: Ms D Relf – Subject Coordinator

Email: d.relf@stowhigh.com

Graphic Design

Qualification: Level 2

Examination Board: NCFE

What will I learn?

The Graphic Design course enables students to develop a wide range of creative skills and techniques that allow them to explore the world of Graphic Design. Students will become familiar with using a variety of graphical materials, medias, processes and editing techniques that reflect the work of recognised designers while developing their own styles. Both traditional and modern methods of work, including computer-aided design, are incorporated, and used within project-based work allowing students to discover their creative preferences and develop their own portfolio. In addition, they will also be exposed to some of the career paths available within the industry and discover the types of work Graphic Designers typically undertake.

How will I be assessed?

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How will I be taught?

Much of the learning takes place through practical experimentation, development and research tasks supported by introducing subject knowledge, technical language, and techniques through teacher-led demonstrations. Students will experience how the relationship between the design components enhances outcomes through analytical and evaluative tasks that look at existing work and their own to help them understand the impact that Graphic Design has on products and the world around us.

What skills might I develop?

The course will allow learners to develop a range of creative and design-based skills. It will challenge them to reflect on the good techniques and practice seen from other designers while encouraging their own exploration and development. Students will also develop other important skills when undertaking their own project work, such as independent learning, problem solving, design communication, critical thinking, analysis and self-evaluation.

What progressions routes exist?

People who have studied Graphic Design regularly go on to further studies and careers in Graphic Design, Product Design, Architecture, Web Design, Industrial Design, Fashion Design, Advertising, Magazine/Book Publishing & Illustration, Branding & Marketing.

Teacher to contact for further information: Mr Duszynski – Design Technology teacher

Email: a.duszynski@stowhigh.com

Health & Social Care

Qualification: Level 1/2 Cambridge National Certificate **Examination Board:** OCR

Aimed at students aged 14-16 years and will develop knowledge, understanding and practical skills that would be used in the health and social care sector.

What will I Learn?

R032 Principles of care in health and social care settings: An exam-based unit looking at topics including Individual rights, person-centred values, communication skills, health & hygiene, and safety.

R033 Supporting individuals through life events: A coursework-based unit, researching growth and development through life stages, completing an interview and study on somebody about life events.

R035 Health promotion campaigns: A coursework-based unit where you research, design, implement and evaluate your own health campaign to a chosen audience.

How will I be assessed?

The exam unit is 40% of your final grade, with your 2 pieces of coursework making up the other 60%. You will come out with a level one or two qualifications in the subject.

Level 2 – Distinction* (*2), Distinction (D2), Merit (M2), Pass (P2) Level 1 – Distinction (D1), Merit (M1), Pass (P1) and Fail/Unclassified.

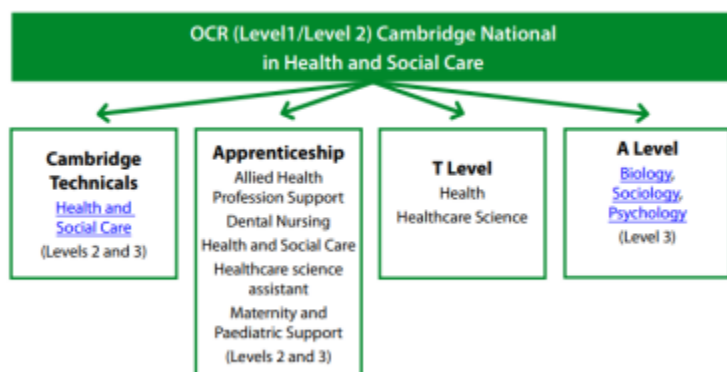
How will I be taught?

In mixed ability theory-based classes. Coursework units are computer based, so you must enjoy ICT if you are taking this course.

What skills might I develop?

Research skills, Communication skills, Practical healthcare skills, Computer skills

What progressions routes exist?



Teacher to contact for further information: Ms G. Whitfield

Email: g.whitfield@stowhigh.com

Music

Qualification: BTEC Level 1/2 Tech Award

Examination Board: Edexcel

What will I learn?

This course will give you the opportunity to develop knowledge and technical skills in a practical learning environment. You will develop key skills, ranging from rehearsing to experimenting with technology, equipment and instruments. You will also develop an understanding of the music industry. Everyone taking this qualification will study three components, covering the following content areas:

Component 1: Exploring Music Products and Styles Learners will explore the techniques used in the creation of different musical products and investigate the key features of different musical styles.

Component 2: Music Skills Development Learners will have the opportunity to develop two musical disciplines through engagement in practical tasks, while documenting their progress and planning for further improvement.

Component 3: Responding to a Music Brief Learners will be given the opportunity to develop and present music in response to a given music brief.

How will I be assessed?

As a creative subject with a focus on music practice, there is no written exam. All components, including the externally assessed synoptic component, are assessed through engaging, open, and flexible set tasks, designed to give learners as much freedom as possible in how they respond, allowing them to work to their own strengths and interests, and to focus on the area of the music sector that most excites and appeals to them.

How will I be taught?

The course gives learners an opportunity to explore music in a practical setting and to develop an understanding of the techniques used to create and realise music. They will explore a variety of musical styles and the musical theory and techniques that underpin them and develop technical and practical skills through workshops and classes. In addition, learners will develop transferable and employability skills such as responding to a brief, self-development, planning, time management and communication.

What skills might I develop?

This qualification is for learners interested in taking a hands-on course that will offer them an insight into what it is like to work in the Music sector – a vibrant, exciting, and competitive industry that offers many different and exciting new work opportunities, whether in composing, performing, or producing music.

What progressions routes exist?

You may wish to take the study of music or music technology further to A level or the higher levels of BTEC certificate and diploma. Specialist jobs include audio production, music therapy, teaching, production promotion, recording engineer, composer, publisher, music management and performance.

Teacher to contact for further information: Mr D Damigella – Subject Coordinator

Email: d.damigella@stowhigh.com

Physical Education

The PE Department currently offers two contrasting courses, GCSE PE and a Vocational Certificate in Sport and Coaching. Both are recognized as Level 2 courses, with the main difference being the way in which students are assessed. If a student opts for Exam PE, they will be guided towards the course that best suits them in terms of assessment and practical performance.

Qualification: GCSE

Examination Board: EDEXCEL

What will I learn?

- **Component 1: Fitness and Body Systems:** Applied anatomy and physiology, movement analysis, physical training and use of data
- **Component 2: Health and Performance:** Health, fitness and well-being, sport psychology, socio-cultural influences and use of data
- **Component 3: Practical Performance:** Skills during individual and team activities and general performance skills
- **Component 4: Personal Exercise Programme (PEP):** Aim and planning analysis, carrying out and monitoring the PEP, and evaluation of the PEP

How will I be assessed?

- **Component 1: Fitness and Body Systems:** Written examination: 1 hour and 45 minutes 36% of the qualification 80 marks. The assessment consists of multiple-choice, short-answer, and extended writing questions.
- **Component 2: Health and Performance:** Written examination: 1 hour 24% of the qualification 60 marks. The assessment consists of multiple-choice, short-answer, and extended writing questions.
- **Component 3: Practical Performance:** Non-examined assessment internally marked and externally moderated 30% of the qualification 105 marks (35 marks per activity). The assessment consists of students completing **three** physical activities from a set list. One must be a **team** activity. One must be an **individual** activity. The final activity can be a **free** choice.
- **Component 4: Personal Exercise Programme (PEP):** Non-examined assessment internally marked and externally moderated 10% of the qualification 20 marks. The assessment consists of students producing a Personal Exercise Programme (PEP)

How will I be taught?

You will be taught knowledge and understanding through practical application. Students will be encouraged to engage in physical activity and sport by contextualizing the theory and applying their knowledge to their practical performance.

What skills might I develop?

Encourages students to become more competent, confident, and expert in techniques, and apply them across different sports and physical activities. It helps students develop transferable skills for progression to the next level, including numeracy, communication, and an understanding of practical performances. The blend of scientific and social knowledge allows students to access a range of qualifications.

What progressions routes exist?

GCSE PE provides a smooth transition from GCSE to A level. It also is a good base to progress to BTEC Nationals in Sport/Sport and Exercise Science. All of which can feed onto Higher Education and Employment.

Teacher to contact for further information: Mr D Wise – Director of Faculty

Email: d.wise@stowhigh.com

WJEC Sport and Coaching Principles

Qualification: Level 1/2 Vocational Award

Examination Board: WJEC

How will I be assessed?

Two of the course's units are assessed internally.

In Unit 2 students will be required to complete a synoptic piece of work under controlled conditions, based around improving an individual's sporting performance.

Unit 3 focuses on coaching principles. In this unit students' grades will be based on their ability to plan, run and evaluate a small coaching session for a sport of their choosing.

Unit 1 is an external examination which students will complete online. There are some practical elements to the course and some theoretical aspects will also be taught practically but most of the practical work, particularly in the final year, will be based around the coaching principles.

How will I be taught?

Students will split their lessons between classroom-based learning, computer orientated research and practical application. In the final year of the course there will be an emphasis on pupils' understanding of the coaching principles.

Who should take it?

Anyone who would like to further their academic knowledge of health, wellbeing, sport management and coaching. This course will provide a good foundation for further employment or study of BTEC Nationals in Sport/Sport and Exercise Science.

What skills might I develop?

Encourages students to develop skills that would be transferrable to a role within the leisure industry, such as communication, organisation, and leadership.

What progressions routes exist?

Sport and Coaching Principles develops skills that would be suitable for a role within the leisure industry. It also is a good base to progress to BTEC Nationals in Sport/Sport and Exercise Science. All of which can feed onto Higher Education and Employment.

Teacher to contact for further information: Mr D Wise – Director of Faculty

Email: d.wise@stowhigh.com

Photography

Qualification: GCSE

Examination Board: AQA

What will I learn?

The GCSE Photography qualification is designed to support a wide range of student interests, learning styles and aspirations for progression, providing them with the opportunity to explore digital media and on-line sources of photography, as well as realising a variety of digital outcomes.

How will I be assessed?

Component 1: Personal Portfolio -worth 60% of the GCSE: Internally assessed and externally moderated. From centre-based starting points exploring still life and portraiture genres, students create a personal portfolio of work, usually one major project per year, comprising: a digital PowerPoint presentation of artist research, idea development, contact sheets, photographic images, editing, personal responses and final outcomes which conclude and resolve the whole project.

Component 2: Externally Set Assignment worth 40% of the GCSE: Internally assessed and externally moderated. Externally set assignment with a choice of broad-based thematic starting points. A class based preparatory study period (approx. ten weeks) including twenty hours of independent personal preparation for homework, followed by a 10-hour exam in which students create personal responses over two days.

How will I be taught?

Students work through two major projects. The first 'food photography' project introduces students to a range of camera and lighting skills. Students are also taught digital editing techniques using Photoshop. The second 'portraiture' project gives students more opportunities to develop personal ideas and explore the work of a greater range of traditional and contemporary photographers. Camera, lighting and editing skills are repeated and refined enabling students to create an individual set of creative imagery relating to the project title.

What skills might I develop?

The course is designed to enable students to explore themes and techniques using digital media including Photoshop. Students record their work digitally in a PowerPoint presentation. We aim to encourage personal, creative, and imaginative approaches to the communication and expression of original ideas, feelings, and meanings. Students will be able to develop their investigative, analytical, experimental, and interpretive capabilities in photography. We hope to improve personal attributes such as self-confidence, resilience, perseverance, self-discipline, and commitment. Students will learn to: apply a creative approach to problem solving, consider and develop original ideas from initial research to realisation; analyse critically their own work and the work of others, express individual thoughts and choices confidently and take risks, experiment and learn from mistakes.

What progressions routes exist?

On completion of your GCSE Photography course, you could progress to further education. Courses at Level 3 include: BTEC Nationals in Photography, Specialist Diploma in Creative and Media, and GCE A Level Photography, GCE A Level Art and Design, Textiles & Graphic Design

Teacher to contact for further Information: Mrs L. Gates – Teacher

Email: l.gates@stowhigh.com

Resistant Materials

Qualification: GCSE

Examination Board: EDUQAS/WJEC

What will I learn?

Students will gain detailed insight into various topics relating to Product Design including types of Resistant Materials (timbers, manmade boards, metals, and plastics), computer aided design, types of manufacturing tools and equipment, production processes (marking out, cutting out, shaping, joining, finishing), modern Design and Technology principles and technologies. Students will be required to apply knowledge, skills and understanding through purposeful design and make tasks to select appropriate materials and processes to manufacture successful products.

How will I be assessed?

Component 1 (Exam): Design and Technology in the 21st Century - 2 hours –50%of the GCSE. The written examination tests students' understanding of technical, designing and making principles along with their ability to analyse and evaluate design decisions and wider issues in design and technology.

Component 2 (Project): Design and Make Project (Controlled Assessment Task)-35-hours - non-examination assessment – 50% of the GCSE. A sustained design and make task, based on a contextual challenge set by the exam board, assessing candidates' ability to identify, investigate and outline design possibilities, design and make a prototype and analyse and evaluate design decisions.

How will I be taught?

Students will be taught through a combination of theory and practical activities. Some theory work, research tasks and designing may be delivered in the form of homework.

What skills might I develop?

The course will allow learners to develop a range of designing and making skills. It will also develop other important skills when students undertake their own project work, such as independent learning, problem solving, design communication, thinking critically and self-evaluation.

What progressions routes exist?

GCSE Resistant Materials develops a range of skills and knowledge to enable to move onto A Level and other Level 3 Design courses. It provides plenty of practical experience should students wish to follow a college course and pursue an apprenticeship, leading to work in any number of the building or manufacturing trades. Several of our past students have gone on to set up their own design companies whilst others have developed careers in product design and manufacturing.

Teacher to contact for further Information: Mr J Hawkins – Director of Curriculum

Email: j.hawkins@stowhigh.com

Statistics

Qualification: GCSE

Examination Board: AQA

What will I study?

Students choosing the Triple Science option will also study the AQA GCSE in Statistics. In addition to the time allocated for GCSE Mathematics, students will have additional time for the GCSE Statistics course content. The course is spanned over both Years 10 and 11, with external exams sat at the end of Year 11. There are no internal assessments, but students are supported to undertake some practical statistical exploration within their studies.

Due to the increased amount of content in the Triple Science course and the demands of the GCSE Statistics course, this course is only for students who are currently working at Grade 6 or above in Science and who are taking the higher tier assessments in their Maths course.

How is the course structured and assessed?

GCSE Statistics is examined in two 105-minute exams at the end of the course. These exams include assessment of course content, statistical knowledge and skills, analysis of data and the understanding of experimental methods.

How will I study?

GCSE Statistics students will have specific Statistics lessons to teach you the GCSE course content, these will complement much of what you study in your GCSE Mathematics but will lead to a separate GCSE in Statistics too.

Course content

Topics are clearly and logically structured and include key aspects ranging from understanding data, planning experiments, knowing the limitations of data collection, understanding how data can be misleading and using techniques to compare data and draw conclusions. The specification is separated into 5 clear strands:

A	Understand the importance of the careful planning of a clear strategy for collecting, recording, and processing data in order to address an identified question or hypothesis
B	Recognise the opportunities, constraints and implications for subsequent mathematical analysis involved in obtaining appropriate data through careful design of primary data collection techniques or through the use of reference sources for secondary data to ensure unbiased research.
C	Generate data visualisation and understand the mathematics required to derive these visualisations.
D	Calculate statistical measures to compare data
E	Use visualisation and calculation to interpret results with reference to the context of the problem, and to evaluate the validity and reliability of statistical findings.

What skills might I develop?

The course is designed to enable students to explore a range of GCSE statistical techniques, including data collection, hypothesis analysis and numerical and graphical representation. Students will also learn key formulae and terminology that can be applied in the GCSE Statistics but also their GCSE Maths and Sciences. Students will be able to develop their analytical, experimental, and interpretation skills. We also want our students to become independent problem-solvers and logical thinkers.

What progressions routes exist?

Statistics is about making decisions when there is uncertainty. Perhaps one of the most versatile areas of maths, it gives students the skills to collect, analyse, interpret, and present data. It complements subjects such as GCSE Biology, Psychology, Geography, Business and Economics, and opens the door to a variety of careers – from weather forecasting, to psychology, to biological sciences.

Teacher to contact for further Information: Mrs S Fisher – Director of Mathematics
Email: s.fisher@stowhigh.com

Textile Design

Qualification: GCSE

Examination Board: WJEC/Eduqas

What will I learn?

The Art Textile Design course offers the opportunity to develop skills over a broad range of Textile and Fashion techniques and applications, such as printing, weaving, knitting, mixed media, digital applications, surface design, embroidery, and installation.

Practical work is produced by researching and developing ideas using drawing, digital exploration, sketchbooks, and work sheets, supported by critical evaluation and an awareness of contemporary and historical influences.

How will I be assessed?

There are two components at GCSE: Component 1 – Portfolio (60%) and Component 2 – Externally Set Assignment (40%).

Component 1: Portfolio	This component comprises a major practical portfolio and outcome/s to be based on internally set themes and subject matter developed from personal and/or given starting points.
Component 2: Externally Set Assignment	This component is based on preparatory study that leads to a ten hour period of sustained focus in which you will produce a response to a chosen theme, visual stimuli or written brief.

Skills you will learn:

Within the context of Art Textile Design, students must demonstrate the ability to:
Use textile design techniques, processes, media, and materials, as appropriate to students' personal intentions, for example:

Weaving, Felting, Stitching, Appliqué,
Construction methods, Printing
techniques, Silk Painting, Batik, Dye
Processes
Inks, yarns, threads, fibres, fabrics, textile
materials, dyes

Progression:

Many design-based degrees and job roles such as:

- Textile Technologist
- Colour Trender or Stylist
- Costume Designer
- Creative Director
- Digital Textiles Designer
- Fashion Designer
- Fashion Illustrator
- Fashion Journalist
- Fashion Stylist
- Jewellery Designer
- Interior Designer
- Museum/Gallery Conservator
- Pattern Cutter
- Retail Buyer
- Teacher or Lecturer
- Theatre Designer
- Upholsterer
- Wallpaper Designer
- Interior Designer
- Pattern Maker
- Television work

Teacher to contact for further Information: Mrs Brewster – Head of Subject

Email: l.brewster@stowhigh.com

Triple Science

Qualification: GCSE

Examination Board: AQA

What will I study?

Students choosing the Triple Science option will study the AQA Science GCSEs in Biology, Chemistry and Physics. They will have additional hours of Science lessons each week in addition to the standard hours that all students study Science. As with the Combined Science course, the content is studied over two years; with external exams sat at the end of Year 11. There is no internal assessment or coursework, but students are expected to complete a series of required practical experiments, with their understanding of these assessed in final exams.

Due to the increased amount of content in the Triple course and the higher maths demands this course is only recommended for students who are currently working at Grade 6 or above and who are confident in their maths ability.

How is the course structured and assessed?

Each Science (Biology, Chemistry and Physics) is examined in two 105-minute exams at the end of the course, giving six external exams in total. Combined Science students also sit six external exams, though these are shorter in length. These exams include assessment of course content, scientific knowledge and skills, analysis of data and the understanding of experimental methods.

How will I study?

Triple Science Students will study science for additional hours each week. These lessons will include practical experimental work as well as lessons on the theory and history of scientific ideas and concepts.

Course content

Biology	Chemistry	Physics
<ol style="list-style-type: none">1. Cell biology2. Organisation3. Infection and response4. Bioenergetics5. Homeostasis and response6. Inheritance, variation, and evolution7. Ecology	<ol style="list-style-type: none">1. Atomic structure and the periodic table2. Bonding, structure, and the properties of matter3. Quantitative chemistry4. Chemical changes5. Energy changes6. The rate and extent of chemical change7. Organic chemistry8. Chemical analysis9. Chemistry of the atmosphere10. Using resources	<ol style="list-style-type: none">1. Energy2. Electricity3. Particle model of matter4. Atomic structure5. Forces6. Waves7. Magnetism and electromagnetism8. Space physics

Why should I choose this option?

Triple Science can give you an advantage at A level if you are studying a science subject. The deeper content of the course acts as a bridge between GCSE and A level knowledge.

Teacher to contact for further Information: Mrs Ludbrook – Head of Science

Email: c.ludbrook@stowhigh.com