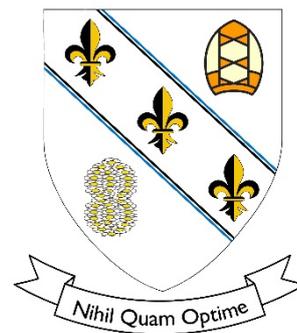


1st March 2019



Dear Pupil, Parent(s)/Carer(s)

Year 9 pupils will soon be asked to make a number of choices regarding the courses they will follow in Years 10 and 11. In Years 7, 8 and 9 pupils have followed a prescribed curriculum but in Years 10 and 11 they are permitted an element of choice in the subjects they follow as qualifications. You all have a critically important role to play in this process for the final two years of school education.

Please read this booklet together as a family. I have detailed key dates below for your information and encourage you to attend both the Options Fair and the Year 9 Parents' Evening.

Tuesday 5th March – Year 9 Options Fair (5pm-7pm).

Tuesday 12th March - Year 9 Parents' Evening for Pupils and Parents (4.30pm-7pm)

Friday 22nd March – Deadline for options forms to be returned

Each pupil will follow our core curriculum, which is compulsory for every pupil. This consists of the following GCSE courses:

English, English Literature, Mathematics, Sciences, French and Religious Studies.

In addition to these core GCSE courses, pupils will also participate in Physical Education (PE) lessons and Personal, Social and Health Education (PSHE).

We then ask pupils to choose from the following courses:

1. History or Geography (both can be studied)
2. Select two options.
3. A reserve GCSE course.

The English Baccalaureate (Ebacc)

The Government have announced that they expect 90% of pupils in England to study the English Baccalaureate suite of subjects by 2020. The subjects that make up the English Baccalaureate are English, Mathematics, two Sciences, History or Geography and French. There are two 'pass' measures for the English Baccalaureate – a standard pass at grade 4 and a good pass at grade 5 in each of the Ebacc subjects. As we go forward we expect that more and more employers and further and higher education providers will expect this of our young people. Consequently we have made the English Baccalaureate subjects compulsory for our pupils to give them every advantage possible going forward and the highest standard of education.

New GCSE Grades

GCSE qualifications are now awarded at grade 9-1 and not A*-G. I attach a chart for your reference which shows how the new grades compare with the old.

Pupils with Additional Needs

Pupils identified as having additional learning needs will be guided by Mrs Mackie (Academy SENCO) and her team in regard to the GCSEs and other courses that will be studied. There may be a variation in the curriculum offer for these pupils.

Which qualifications will definitely run?

We try and allocate pupils the optional GCSEs they wish to study. However, if there is insufficient interest in a course it will be withdrawn. If we are not able to offer your child their first choice option, I will contact you for a further discussion.

Notification of Courses

We will write to you to confirm the GCSE courses that have been allocated by Friday 26th April. In some cases we may interview pupils regarding their choices.

Before you start

Few pupils in year 9 have a firm idea of what they want to do in the future, even those that do, may change their minds as they grow older. Therefore, we will ensure that all pupils receive information, advice and guidance throughout their time at the College.

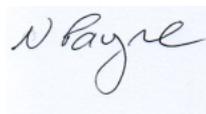
Please consider the points below:

1. Do not make your final choices until you have had an opportunity to speak to your teachers and attended the Year 9 Parents' Evening and/or Options Fair.
2. Be guided by your teachers, they know how well pupils achieve in subjects. Choose:
 - the courses you are good at
 - the courses you enjoy
3. Do not choose courses because:
 - a friend is intending to take the same GCSE
 - you like a certain teacher (you may not be taught by them next year)

What to do next:

- Read this guide thoroughly.
- Make a note of any questions you need to ask your teachers.
- Come to our Options Fair.
- Parents and Pupils to attend Year 9 Parents' Evening on Tuesday 12th March.
- Return your form to Pupil Reception by **Friday 22nd March**.

Yours faithfully



Mr N Payne
Deputy Executive Headteacher

New GCSE Grading Structure



NEW GCSE GRADING STRUCTURE	CURRENT GCSE 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

CONTENTS

CORE SUBJECTS

English Language

English Literature

French

Mathematics

PE (non examination) *ALL pupils will be required to participate in weekly Core PE*

Religious Studies

Combined Sciences – NB Single Sciences can be opted for meaning pupils will study Biology, Chemistry and Physics, but one of these Sciences will be as an 'option'.

OPTION SUBJECTS (all GCSE unless otherwise stated)

Animal Care

Art & Design

Business Studies

Computer Science

Design Technology

Drama

Food Preparation & Nutrition

Geography

History

Music

PE Studies

PE (Cambridge National)

Single Sciences

Spanish

Textile Art

PUPIL SUPPORT AND RESOURCES

Learning Library

Post 16 Transition

Study Support

The Guild

Subject and Exam Board**English Language – AQA****Introduction to the course:**

The English Language course will allow pupils to develop the ability to communicate clearly and accurately in both speech and writing and also develop their understanding of non-fiction texts.

Overview of Topics to be studied

See scheme of assessment below.

Scheme of Assessment:

Assessments

All texts in the examination will be unseen

Paper 1: Explorations in Creative Reading and Writing	+	Paper 2: Writers' Viewpoints and Perspectives	+	Non-examination Assessment: Spoken Language
<p>What's assessed</p> <p>Section A: Reading</p> <ul style="list-style-type: none"> one literature fiction text <p>Section B: Writing</p> <ul style="list-style-type: none"> descriptive or narrative writing <p>Assessed</p> <ul style="list-style-type: none"> written exam: 1 hour 45 minutes 80 marks 50% of GCSE 		<p>What's assessed</p> <p>Section A: Reading</p> <ul style="list-style-type: none"> one non-fiction text and one literary non-fiction text <p>Section B: Writing</p> <ul style="list-style-type: none"> writing to present a viewpoint <p>Assessed</p> <ul style="list-style-type: none"> written exam: 1 hour 45 minutes 80 marks 50% of GCSE 		<p>What's assessed (A07-A09)</p> <ul style="list-style-type: none"> presenting responding to questions and feedback use of Standard English <p>Assessed</p> <ul style="list-style-type: none"> teacher set throughout course marked by teacher separate endorsement 0% weighting of GCSE

Further information:

Most careers and courses will require a pupil to have a Grade 4 or above in English Language GCSE.

Subject and Exam Board**English Literature – AQA****Introduction to the course:**

The English Literature course will require pupils to read a variety of texts including modern and pre 1914 prose, poetry and drama texts including Shakespeare.

Overview of Topics to be studied:

See scheme of assessment below.

Scheme of Assessment:

100% terminal exam, as follows:

NB.

- All assessments are closed book: any stimulus materials required will be provided as part of the assessment.
- All assessments are compulsory.

Paper 1: Shakespeare and the 19th century novel

What's assessed

- Shakespeare
- The 19th century novel

How it's assessed

- written exam: 1 hour 45 minutes
- 64 marks
- 40% of GCSE

Paper 2: Modern texts and poetry

What's assessed

- Modern texts
- Poetry
- Unseen poetry

How it's assessed

- written exam: 2 hour 15 minutes
- 96 marks
- 60% of GCSE

Subject and Exam Board

French - Edexcel

Introduction to the course:

Pupils will engage in speaking, reading, listening and writing activities. They will revisit grammatical points and learn new vocabulary in order to develop their language skills. Each skill is worth 25% of the GCSE.

They will have to complete 4 papers for each skill, listening, reading and writing as well as a speaking exam which will be conducted by their teacher but will be marked externally.

The speaking exam will last 7 to 9 minutes and will include a role-play, a picture-based task and a conversation on a topic chosen by the Board.

The pupils will have 2 years to cover the topics and practice the tasks.

Vocabulary learning and a sound understanding of the grammar is essential.

Overview of Topics to be studied:

The course runs over the two years and incorporates all the topics covered at Key Stage 3 with more depth such as education, free time, holidays and the world of work.

Scheme of Assessment:

Listening – 25%

Reading – 25%

Speaking – 25%

Writing – 25%

All assessed by the end of Y11

Pupils can be entered for Foundation or Higher

Subject and Exam Board

Mathematics - AQA

Pupils will follow the new specification from AQA and will be assessed by terminal examinations in the summer of Year 11. There are two tiers of entry Foundation and Higher.

Pupils will study the following topics:

- 1 Number
- 2 Algebra
- 3 Ratio, proportion and rates of change
- 4 Geometry and measures
- 5 Probability
- 6 Statistics

In line with the requirements set by the Department for Education, the expectation is that:

- all pupils will cover the foundation course and be assessed on this in the papers covering grades 1 to 4.
- most pupils will cover the "additional foundation course" and be assessed on this in the foundation papers. This covers grade 5.
- some pupils will cover the higher course but with only the most able covering the grade 8 and 9 topics.

Pupils will be taught all core subject content and are guided through all stages with revision notes and individual target sheets based on exam papers.

Pupils will be assessed from the summer of Year 9 so that they can begin Year 10 knowing what their starting point is and can be tracked throughout Key Stage 4.

These new exams will change from being graded A* to G to grades 9 to 1. The Foundation tier will range from grade 1 to 5 (with a grade 4 being equivalent to a low grade C) and the Higher tier from 4 to 9 (with a grade 7 being equivalent to a low grade A).

This GCSE is assessed in the following way:

Pupils will take three written papers at either Higher or Foundation level.

Two papers with the use of a calculator and one paper non-calculator.

Further information:

Most careers and courses will require a pupil to have a Grade 4 or above in Mathematics GCSE.

Subject and Exam Board

Religious Studies - AQA

Introduction to the course:

All pupils will study Religious Studies. Within this course pupils are able to study two major religions from a choice of seven as well as being able to study a range of thematic issues. Pupils will gain an appreciation of how religion, philosophy and ethics form the basis of our culture. They will be challenged with questions about beliefs, values, purpose and truth enabling them to develop their own attitudes towards religious issues.

This is a vibrant and lively GCSE that allows pupils to focus not only on religious beliefs but also on non-religious responses to the big issues of today.

Overview of Topics to be studied:

Component One: The study of religions, beliefs and practices.

Buddhism
Christianity

Component Two: Thematic Studies.

Religion, relationships and families
Religion and life
Religion, peace and conflict
Religion, human rights and social justice

Scheme of Assessment:

Component One: The study of religions, beliefs and practices. Written exam 1 hour 45 minutes 50%

Component Two: Thematic Studies. Written exam 1 hour 45 minutes 50%

Careers linked to this field: Journalist, Politics, Social worker, Teacher, Church worker, Historian, Writer

Subject and Exam Board

Science - AQA

GCSE Combined Science: Trilogy this is 2 GCSEs and covers all three sciences.

GCSE Separate Sciences, this is 3 GCSEs in Biology, Physics and Chemistry.

All pupils will be required to study combined science as a minimum. Pupils who are interested in science or who are considering taking science A 'levels or a science based BTEC are advised to opt for separate GCSEs in Biology, Chemistry and Physics as these provide a more robust basis for further science study.

Overview of Topics to be studied: The content for the Combined Science contains the following modules

Biology	Chemistry	Physics
B1 Cell Biology Cell structure Cell division Transport in cells	C1 Atomic structure and the periodic table Model of the atom, symbols, relative atomic mass, electric charge and isotopes The Periodic table	P1 Energy Energy changes in a system and the way that energy is stored before and after such changes Conservation and dissipation of energy National and global energy resources
B2 Organisation Principles of organisation Animal tissues, organs and organ systems Plant tissues, organs and systems	C2 Bonding, structure, and the properties of matter Chemical bonds, ionic, covalent and metallic How bonding and structure are related to the properties of substances Structure and bonding of carbon	P2 Electricity Current, potential difference and resistance Serial and parallel circuits Domestic uses and safety Energy transfers
B3 Bioenergetics Photosynthesis Respiration	C3 Quantitative chemistry Conservation of mass and the quantitative interpretation of chemical equations Use of amount of substance in relation to masses of pure substances	P3 Particle model of matter Changes of state and the particle model Internal energy, energy transfers and particle motions Particle model and pressure
B4 Infection and response Communicable diseases	C4 Chemical changes Reactivity of metals Reactions of acids Electrolysis	P4 Atomic structure Atoms and isotopes Atoms and radiation
B5 Homeostasis and response Homeostasis The human nervous system Hormonal response in humans	C5 Energy changes Exothermic and endothermic reactions	P5 Forces Forces and their interactions Work done and energy transfer Forces and elasticity Forces and motion, forces as vectors momentum

B6 Inheritance, variation and evolution Reproduction Variation and evolution The development of understanding of genetics and evolution Classification of living organisms	C6 The rate and extent of chemical change Rate of reaction Reversible reactions and dynamic equilibrium	P6 Waves Waves in air, fluids and solids Electromagnetic waves
B7 Ecology Adaptations, interdependence and competition Organisms of an ecosystem The effect of human interaction on ecosystems and biodiversity	C7 Organic chemistry Carbon compounds as fuels and feedstock	P7 Magnetism and electromagnetism Permanent and induced magnetism, magnetic forces and fields The motor effect
	C8 Chemical analysis Purify, formulations and chromatography Identification of common gases	
	C9 Chemistry of the atmosphere The composition and evolution of the Earth's atmosphere Carbon dioxide and methane as greenhouse gases Common atmospheric pollutants and their sources	
	C10 Using resources Using the Earth's resources and obtaining potable water Life cycle assessment and recycling	
Overview of Topics to be studied: The additional content for Separate Science contains the following modules		
Biology	Chemistry	Physics
B1 Culturing microorganisms	C1 Properties of transition metals	P2 circuit breakers and double insulation Static electricity
B4 Monoclonal antibodies and plant disease	C2 Bulk and surface properties of matter including nanoparticles	P3 Effect of pressure on volume and temperature of gases
B5 Control of body temperature; maintaining water and nitrogen balance The brain; the eye Plant hormones	C3 use of amount of substance in relation to masses of pure substances Use of amount of substance in relation to volume of gases	P4 Hazards and uses of radioactive emissions and of background radiation Nuclear fusion and fission
B6 Advantages and disadvantages of sexual and asexual reproduction	C5 chemical cells and fuel cells	P5 Moments, levers and gears

DNA structure Cloning Theory of evolution Mendel's experiments		Pressure and pressure differences in fluids Velocity-time graphs at terminal velocity Estimation of stopping distances Interpretation of graphs of speed vs stopping distance Change in momentum
B7 Factors affecting decay Trophic levels in an ecosystem Food production	C7 Reactions of alkenes and alcohols Synthetic and naturally occurring polymers	P6 Reflection at boundaries between materials, the ear and uses of waves Lenses; colour Black body radiation
	C8 identification of ions by chemical and spectroscopic means	P7 Interpretation of diagrams of electromagnetic devices, loudspeakers and headphones Induced potential, transformers and the national grid
	C10 using minerals The Haber process and the use of NPK fertilizer	P8 Space physics Solar systems, stability of orbital motions, satellites Red shift

Practical element:

Practical work is at the heart of science. By carrying out carefully considered practical work, pupils will enhance their investigative thinking and consolidate understanding of key scientific concepts.

There is no controlled assessment and the practical element is not examined separately but questions related to practical work forms a minimum of 15% of the GCSE paper.

All pupils must participate in the required practical work.

There are 8 required practicals for each GCSE undertaken.

Scheme of Assessment:

Maths skills: A minimum of 10% of marks will relate to maths skills in Biology, 20% in Chemistry and 30% in Physics

Combined science

Six papers: two biology, two chemistry and two physics each paper will assess different topics

All papers are 1 hour and 15 minutes

Combined science will have a 17 point grading scale from 9-9, 9-8 to 2-1, 1-1

All science GCSEs will have Higher and Foundation tier papers

Separate Sciences

Each subject will have two papers, in total 6 papers across the three GCSEs, each paper is 1 hour and 45 minutes, each paper will assess different topics.

This course would suit (optional GCSE course only)

Separate sciences would be suitable for pupils who are interested in science or who are considering taking science A 'levels or a science based BTEC are advised to opt for separate GCSEs in Biology, Chemistry and Physics as these provide a more robust basis for further science study.

Subject and Exam Board

Animal Care - BTEC L1/2 First Award

Introduction to the course:

This is a BTEC qualification, which is equivalent to a GCSE from the point of view of applying for courses after Year 11.

This is primarily a practical, hands on course which will appeal to pupils who are considering careers in Agriculture, Veterinary Nursing, Animal Rescue or in one of the many facets of the Pet industry. The qualification provides a pathway into specialist further education in these areas.

Overview of Topics to be studied:

The course consists of four Units; Animal Health, Animal Handling, Animal Welfare and Animal Housing.

Scheme of Assessment:

The unit on Animal Health is assessed through a one hour, externally marked, written examination. The units on Animal Handling, Animal Welfare and Animal Housing are all assessed through coursework that you will be required to write up following practical activities and classroom learning. The coursework aspect is thorough and is to be completed to strict deadlines to achieve the qualification.

The course enables pupils to work closely with local farmers, vets and animal rescue centres and there will be visits to a number of organisations to extend your understanding of the subject. The college farm will be used to give you practical experience of working with poultry and sheep. You will also work with dogs, cats and reptiles at various stages in the course.

Compulsory Units.

- 1 Animal Health (Exam)
- 2 Animal Handling (Coursework)

Optional Units.

- 3 Animal Welfare Internal 30 (Coursework)
- 4 Animal Housing and Accommodation (Coursework)
- 5 Principles of Animal Behaviour (Coursework)

This course would suit someone who:

- Has an interest in working with animals and outdoors.
- Is considering a career with animals.
- Is caring and enjoys looking after animals

Subject and Exam Board

Art and Design - AQA

Introduction to the course:

Pupils will have the opportunity to explore, experiment and practice techniques in a wide range of media and materials including: acrylic paints, watercolour paint, printing techniques, clay, wire, collage, charcoal, pastels, chalks, spray paints, inks and 3D media. Pupils will be taught about the properties and characteristics of these materials ensuring they are able to develop their own individual ideas and artwork.

Pupils will be encouraged to be imaginative, creative and committed in their approach to their studies in Art and Design and will develop independent research study skills. Home Learning is an essential part of the completion of all Coursework and the Final Exam.

Overview of Topics to be studied:

Pop Culture- Exploring the influences of Popular Culture including music, celebrity icons and everyday life on Art and in particular the Pop Art movement.

Deviant Art- Exploring the unique and unexpected in art including the surrealist movement and modern artists.

Scheme of Assessment:

60% Practical Coursework- 2 projects- 1 sketchbook and final piece per project

40% Practical Exam project- 1 sketchbook and final piece

This course would suit (optional GCSE course only)

Someone who is:

- Creative
- Enjoys experimenting with art materials
- Prefers coursework to examinations
- Is looking for a career in creative arts or media
- Enjoys art and finding out more about artists
- Imaginative
- Is willing to put time in outside of lessons

Subject and Exam Board

GCSE Business - AQA

Introduction to the course:

Pupils will apply their knowledge and understanding to different business contexts ranging from small enterprises to large multinationals and businesses operating in local, national and global contexts. They will develop an understanding of how these contexts impact on business behaviour and apply their knowledge and understanding to business decision making.

They will use business terminology to identify and explain business activity, apply business concepts to familiar and unfamiliar contexts, develop problem solving and decision making skills relevant to business.

The course encourages pupils to:

- know and understand business concepts, business terminology, business objectives, the integrated nature of business activity and the impact of business on individuals and wider society
- apply knowledge and understanding to contemporary business issues and to different types and sizes of businesses in local, national and global contexts
- develop as enterprising individuals with the ability to think commercially and creatively to demonstrate business acumen, and draw on evidence to make informed business decisions and solve business problems
- develop as effective and independent pupils, and as critical and reflective thinkers with enquiring minds
- use an enquiring, critical approach to make informed judgements
- investigate and analyse real business opportunities and issues to construct well-argued, well-evidenced, balanced and structured arguments, demonstrating their depth and breadth and understanding of business
- develop and apply quantitative skills relevant to business, including using and interpreting data

Overview of Topics to be studied:

3.1 Business in the real world

3.2 Influences on business

3.3 Business operations

3.4 Human resources

3.5 Marketing

3.6 Finance

Scheme of Assessment:

Paper 1: Influences of operations and HRM on business activity	+	Paper 2: Influences of marketing and finance on business activity
What's assessed <ul style="list-style-type: none">• Business in the real world• Influences on business• Business operations• Human resources		What's assessed <ul style="list-style-type: none">• Business in the real world• Influences on business• Marketing• Finance
How it's assessed <ul style="list-style-type: none">• Written exam: 1 hour 45 minutes• 90 marks• 50 % of GCSE		How it's assessed <ul style="list-style-type: none">• Written exam: 1 hour 45 minutes• 90 marks• 50 % of GCSE
Questions <ul style="list-style-type: none">• Section A has multiple choice questions and short answer questions worth 20 marks.• Section B has one case study/data response stimuli with questions worth approximately 34 marks.• Section C has one case study/data response stimuli with questions worth approximately 36 marks.		Questions <ul style="list-style-type: none">• Section A has multiple choice questions and short answer questions worth 20 marks.• Section B has one case study/data response stimuli with questions worth approximately 34 marks.• Section C has one case study/data response stimuli with questions worth approximately 36 marks.

This course would suit:

- Any pupils who are interested in how Businesses are set up and how they are run.

Careers linked to this field:

Candidates can progress either to the more demanding AS Business Studies, to BTEC Applied Business, or to a range of related subjects at AS level. Almost every career has some element of business within it, and therefore the career opportunities after studying Business are almost unlimited. Career options could be; Accountancy, Banking and Finance, Business Management, Business Studies, Economics, Financial Services, Human Resource Management, Logistics and Supply Chain Management, Marketing, Retail Management.

Subject and Exam Board

Computer Science – AQA

Introduction to the course (an overview of the GCSE)

The GCSE Computer Science course gets pupils working with real-world, practical programming techniques that give them a good understanding of what makes technology work. Developed collaboratively with teachers, industry and the wider computer science community, the GCSE has built-in progression to further studies and is recognised as developing the skills that employer's value.

Overview of Topics to be studied:

The aims and objectives of this qualification are to enable pupils to:

- understand and apply the fundamental principles and concepts of computer science, including abstraction, decomposition, logic, algorithms, and data representation
- analyse problems in computational terms through practical experience of solving such problems, including designing, writing and debugging programs
- think creatively, innovatively, analytically, logically and critically
- understand the components that make up digital systems, and how they communicate with one another and with other systems
- understand the impacts of digital technology to the individual and to wider society
- apply mathematical skills relevant to computer science

Scheme of Assessment - Content and assessment overview

The AQA GCSE (9–1) in Computer Science consists of two externally-examined papers and a non-examined non-assessed project.

Paper 1: Computational thinking and problem solving

What's assessed

Computational thinking, problem solving, code tracing and applied computing as well as theoretical knowledge of computer science from:

- Fundamentals of algorithms
- Programming
- Fundamentals of data representation
- Computer systems

How it's assessed

Written exam set in practically based scenarios: 1 hour 30 minutes

80 marks

50% of GCSE

Questions

A mix of multiple choice, short answer and longer answer questions assessing a student's practical problem solving and computational thinking skills.

Paper 2: Written assessment

What's assessed

Theoretical knowledge from:

- Fundamentals of data representation
- Computer systems
- Fundamentals of computer networks
- Fundamentals of cyber security
- Ethical, legal and environmental impacts of digital technology on wider society, including issues of privacy

How it's assessed

Written exam: 1 hour 30 minutes

80 marks

50% of GCSE

Questions

A mix of multiple choice, short answer, longer answer and extended response questions assessing a student's theoretical knowledge.

Programming project

Purpose

The programming project develops a student's ability to use the knowledge and skills gained through the course to solve a problem. Students will be expected to follow a systematic approach to problem solving, consistent with the skills described in Section 8 of the subject content.

The skills developed can be applied to exam questions on computational thinking.

What is produced

A computer program to solve the programming project

Written report: totalling 20 hours of timetabled work

Tasks

The development of a computer program along with the computer programming code itself which has been designed, written and tested by a student to solve a problem. Students will produce an original report outlining this development.

Assessment overview

- The assessment will be carried out at a computer under supervision and the assessment may take place over multiple sessions up to a combined duration of 20 hours.
- Pupils will produce a report on the development of their project and a computer program.
-

This course would suit you if:

You have a keen interest in the subject area and reasonable English and Maths abilities.

Subject and Exam Board

Design & Technology - AQA

GCSE Design and Technology will prepare pupils to participate confidently and successfully in an increasingly technological world. Pupils will gain awareness and learn from wider influences on Design and Technology including historical, social, cultural, environmental and economic factors. Pupils will get the opportunity to work creatively when designing and making and apply technical and practical expertise.

Overview of Topics to be studied :

Core technical principles:

In order to make effective design choices pupils will need a breadth of core technical knowledge and understanding that consists of:

- New and emerging technologies
- Energy generation and storage
- Developments in new materials
- Systems approach to designing
- Mechanical devices
- Materials and their working properties.

Specialist technical principles:

In addition to the core technical principles, all pupils should develop an in-depth knowledge and understanding of the following specialist technical principles:

- Selection of materials or components
- Forces and stresses
- Ecological and social footprint
- Sources and origins
- Using and working with materials
- Stock forms, types and sizes
- Scales of production
- Specialist techniques and processes
- Surface treatments and finishes.

Designing and making principles:

Pupils should know and understand that all design and technology activities take place within a wide range of contexts.

They should also understand how the prototypes they develop must satisfy wants or needs and be fit for their intended use. For example, the home, school, work or leisure.

They will need to demonstrate and apply knowledge and understanding of designing and making principles in relation to the following areas:

- Investigation, primary and secondary data
- Environmental, social and economic challenge
- The work of others
- Design strategies
- Communication of design ideas
- Prototype development
- Selection of materials and components
- Tolerances
- Material management
- Specialist tools and equipment
- Specialist techniques and processes

Assessment structure:

There is one internally-assessed unit, and a second unit that is externally assessed:

Paper 1: External assessment (written exam 50%)

Substantial Design and Make task (Non-exam assessment 50%)

This course would suit you if:

- You have an interest in the way theatre works and you are interested in people and stories and are happy to explore the complexities, conflicts and dilemmas of our existence.
- You like to express your creativity and ideas and you are prepared to push yourself to communicate in new ways which will challenge you.
- You understand that Drama is an intensely sociable subject, that you will always be working as a team, depending on each other for success. This may mean rehearsing after school to prepare for a performance.
- You are a reliable person with excellent attendance who will always be there, do your best and not expect others to carry you.
- If you enjoy working in a practical and active way with energy and courage.

**“creativity is
intelligence
having FUN”**

- ALBERT EINSTEIN

Subject and Exam Board

Food Preparation and Nutrition - AQA

Introduction to the course:

This is a fresh, exciting and creative course which will inspire and motivate. It focuses on practical cooking skills to ensure pupils develop a thorough understanding of nutrition, where our food comes from and the working characteristics of food materials. This qualification places a huge emphasis on nurturing pupils' practical cookery skills to give them a strong understanding of nutrition.

Overview of Topics to be studied:

Food preparation skills are integrated into five core topics:

- Food, nutrition and health
- Food science
- Food safety
- Food choice
- Food provenance.

Scheme of Assessment:

Assessment is made up of: 50% Examination, 50% Controlled Assessment

The Controlled assessment will be made of two pieces of work:

A Food Investigation – for this the pupil must explain the findings of practical investigations.

Food Preparation Assessment – this will include the preparing, cooking and presenting a menu of several dishes in a specific time.

This course would suit you if:

You enjoy practical work, are interested in food, nutrition and enjoy a challenge and the opportunity to learn a wide range of high level food preparation skills.

Careers linked to this field:

There are a world of career opportunities in catering, the food industry and health. This course will equip pupils with the confidence to cook with ingredients from across the globe. Alongside this it will extend their knowledge of food science and nutrition and these skills are beneficial in a whole host of jobs.

Subject and Exam Board

Geography - AQA

Introduction to the course:

Pupils will travel the world from the classroom, exploring case studies in the United Kingdom, newly emerging economies (NEEs) and lower income countries (LICs). Topics of study include climate change, poverty, deprivation, global shifts in economic power and the challenge of sustainable resource use. Pupils are also encouraged to understand their role in society by considering different viewpoints, values and attitudes.

Overview of Topics to be studied:

Living with the physical environment

The challenge of natural hazards, physical landscapes in the UK and the living world

Challenges in the human environment

Urban issues and challenges, the changing economic world, the challenge of resource management

Geographical applications

Issue evaluation, Fieldwork (in at least 2 contrasting locations) and Geographical skills

Scheme of Assessment:

Paper 1 : Living with the physical environment

Written exam: 1 hour 30 minutes

88 marks (including 3 marks for spelling, punctuation, grammar and specialist terminology (SPGST))

35% of GCSE

Paper 2 : Challenges in the human environment

Written exam: 1 hour 30 minutes

88 marks (including 3 marks for SPGST)

35% of GCSE

Paper 3 : Geographical applications

Written exam: 1 hour

76 marks (including 6 marks for SPGST)

30% of GCSE

Pre-release resources made available from 19th March in the year of the exam

Subject and Exam Board

History - Edexcel

Introduction to the course:

This GCSE is designed to fire pupils' curiosity and imagination, moving and inspiring them with the dilemmas, choices and beliefs of people in the past. It helps pupils develop their understanding of history at a national and international level and encourages them to ask and answer questions of the present by engaging with the past.

The course covers aspects of history from the 13th to the 21st century. Wide ranging topics such as the development and use of medicine to the political and diplomatic decision of the Cold War will give pupils a range of historical experiences and perspectives.

History prepares pupils for the future, equipping them with knowledge and skills that are prized in adult life, enhancing employability and developing an ability to take part in a democratic society. It encourages mutual understanding of the historic origins of our ethnic and cultural diversity and helps pupils become confident and questioning individuals.

Overview of Topics to be studied:

Paper 1: Thematic Study and historic environment:

Medicine in Britain c1250-present

The British sector of the Western Front, 1914 - 18: injuries, treatment and the trenches.

Paper 2: Period Study and British depth study:

Early Elizabethan England, 1558 -1588

Superpower relations and the Cold War 1941-1991

Paper 3: Modern depth study:

Weimar and Nazi Germany 1918-1939

Scheme of Assessment:

Paper 1: Thematic Study and historic environment. Written exam 1 hour 15 minutes
30%

Paper 2: Period Study and British depth study. Written exam 1 hour 45 minutes 40%

Paper 3: Modern depth study. Written exam 1 hour 20 minutes 30%

Subject and Exam Board

MUSIC – AQA

Introduction to the course



Music GCSE is a broad course with a strongly practical element. It involves being creative and imaginative but grounded in a strong knowledge based in technical understanding. It is fun, but don't be fooled... it is hard work too!

Overview of Topics to be studied

Pupils will expand their understanding of musical elements including Melody, Harmony, Tonality, Structure, Timbre (Sonority) Texture, Tempo, Metre, Rhythm, Dynamics and Articulation. These are applied in the four areas of study :

- 1 The Western classical tradition (1650 to 1910)
- 2 Popular Music
- 3 Traditional Music
- 4 The Western classical tradition since 1910

Scheme of Assessment:

- 1 Understanding Music: Written exam paper with listening exercises using excerpts of music- 40%
- 2 Performing Music: Solo Performance and Ensemble Performance, recorded coursework – 30%
- 3 Composing Music: Composition to a Brief and Free Composition coursework – 30%

This course would suit:

You should choose Music if you are already an active musician with any instrument or voice. Why? A lovely 30% of the final marks are for **PERFORMING** a minimum four minutes of music. This is assessed in recorded private performances in Year 11 after regular progress monitoring in Year 10. You should be able to rehearse regularly (that means a good four or more times a week), take responsibility for your own progress and take up opportunities for ensemble playing.

You should choose Music if you enjoy creating music for yourself and for others to play. Another 30% of the final marks are for **COMPOSING** two pieces of music. This is assessed through technical skills developed in Year 10 that are applied in coursework completed in Year 11, usually using the fabulous music notation programme Sibelius. You should be a good independent learner and be able to follow guidance as well as use your imagination.

You should choose Music if you enjoy developing your **UNDERSTANDING** of music through listening and learning about the context and underlying theory that makes it work. This is assessed in a written exam in the Summer of Year 11. You should be interested in the broad range of music from the Western Tradition (Art music of European origin from 1650), Popular Music (including pop, jazz, musical theatre etc from 1960 onwards) and Traditional Music (both original and contemporary interpretations).

Subject and Exam Board

Physical Education Studies – Edexcel

Introduction to the course:

GCSE Physical Education will equip pupils with the knowledge, understanding, skills and values they need to be able to develop and maintain their performance in physical activities. Pupils will also gain understanding of how physical activities benefit health, fitness and well-being. The aims and objectives of this qualification are to enable pupils to:

- Develop theoretical knowledge and understanding of the factors that underpin physical activity and sport and use this knowledge and understanding to improve performance.
- Understand how the physiological and psychological state affects performance.
- Perform effectively in different physical activities.
- Develop their ability to analyse and evaluate to improve performance.
- Understand the contribution that physical activity and sport makes to health, fitness and well-being.
- Understand the key socio-economic influences that can affect people's involvement in physical activity and sport.

Overview of Topics to be studied:

Component 1: Fitness & Body Systems

- A) Applied Anatomy & Physiology
- B) Movement Analysis
- C) Physical Training
- D) Use of Data

Component 2: Health & Performance

- A) Health, Fitness & Wellbeing
- B) Sport Psychology
- C) Socio-Cultural Influences
- D) Use of Data

Component 3: Practical Performance

3 Practical Activities from a set list:

- A) 1 must be a team activity
- B) 1 must be an individual activity
- C) 1 is a free choice

Component 4: Personal Exercise Programme

- A) The Aim and planning of the analysis
- B) Carry out and monitor the PEP
- C) Evaluation of the PEP

Scheme of Assessment:

Component 1: Fitness & Body Systems:

Written examination – 1 hour 45 minutes (90 marks = 36% of the qualification)

Component 2: Health & Performance

Written examination – 1 hour 15 minutes (70 marks = 24% of the qualification)

Component 3: Practical Performance

Internally marked and externally moderated.

35 marks per activity – 105 marks = 30% of the qualification.

Component 4: PEP

Internally marked and externally moderated.

20 marks = 10% of the qualification.

This course would suit pupils who:

- Love exercise & playing sport.
- Enjoy their Physical Education Lessons.
- Have represented the school in at least 1 sport, preferably 2.
- Attend lunchtime/after school activities at least twice a week.
- Enjoy watching, reading & talking about a range of sports.
- Prefer physical activity to sitting behind a desk all day.
- Works well as part of a team.
- Is a member of a 'Team' outside of school.
- Is an energetic person.
- Have a good science knowledge.

Subject and Exam Board

Physical Education - Cambridge Nationals Sport Studies Level

Introduction to the course:

The Cambridge National in Sport Studies takes a more sector-based focus, whilst also encompassing some core sport/physical education themes. Pupils have the opportunity to apply theoretical knowledge about different types of sport and physical activity, skills development and sports leadership to their own practical performance. They will learn about contemporary issues in sport such as funding, participation, ethics and role models, and sport and the media. Pupils will develop an appreciation of the importance of sport locally and nationally, different ways of being involved in sport and of how this shapes the sports industry. It is equivalent to a GCSE award

Overview of Topics to be studied:

Mandatory units

Unit R051: Contemporary issues in sport

This unit sets the context of sport within the wider environment and how it reflects society and its values. Pupils will explore a range of topical and contemporary issues in sport, as well as the promotion of values and ethical behaviour through sport. Pupils will also learn about the role of high-profile sporting events and national governing bodies in advancing sports' attempts to positively impact upon society and showcase their worth beyond providing entertainment.

This unit is externally assessed through an OCR set and marked 1 hour exam. A sample test can be downloaded from the website, where you can also find past papers and examiner's reports.

Unit R052: Developing sports skills

Pupils will develop their skills, techniques and use of tactics/strategies/compositional ideas in both an individual and a team sporting activity. Pupils will also improve their understanding of the rules to allow them to act in a number of officiating roles within an activity.

As well developing sporting skills, pupils will also develop their transferable skills such as communication, performing under pressure, using initiative to solve problems and making decisions by considering rapidly changing conditions around them.

This unit is assessed through an OCR-set task and includes demonstration of pupils' own practical performance skills and officiating, along with a demonstration of the ways pupils can improve their own performance.

Optional units

R053: Sports leadership

Whether voluntary or professional, the role of the sport leader is imperative in any sport. Adopting the role of coach, manager, teacher or team captain, sport leaders can shape the development of sport by influencing and inspiring those around them to participate and perform in sporting activities. In this unit, pupils learn more about different leadership roles and styles. They will then go on to plan and deliver effective and safe sessions and evaluate their own performance.

This unit is assessed through an OCR-set task to allow practical demonstration of pupils' planning and leadership skills.

R054: Sport and the media

Sport uses the range of media to promote itself and in turn the media uses sport to expand and maintain uptake of its products. In this unit learners look at the differences in sports coverage across a range of media outlets; the impacts the media has on sport and how this has changed over the years. They will also learn about the effect on public interest and media involvement in sport. Pupils will develop skills relevant in a range of careers and roles within the sports industry, such as sports reporting/broadcasting, sports analysis or research and public relations or media work within a sports organisation.

This unit is assessed through an OCR-set task where pupils communicate their knowledge to an external audience.

R055: Working in the sports industry

There are many career paths that can be followed within the sports industry. Some are not linked directly to a sport or do not revolve around physical activity but are still vitally important to the participation, progression and success of sports activities. Pupils will be able to identify a number of careers within the sports industry, how to gain access to these, the wider context of the role they play, and the development paths within them. They will also look at how the sports industry affects society in Britain by looking at areas such as the economy, health and fitness, heritage, tourism and national identity.

This unit is assessed through an OCR-set task where pupils explore career options relevant to them, demonstrate how they would apply and prepare appropriate information that might be needed in an interview.

R056: Developing knowledge and skills in outdoor activities

Organisations increasingly use outdoor and adventurous activities as the basis for team away-days and team-building exercises, requiring individuals to work collaboratively and develop their problem-solving and communication skills as a group. Pupils will develop their knowledge about different outdoor activities, how to plan an outdoor activity and be able to participate in one. They will develop their communication, decision making and leadership skills in challenging scenarios and environments.

This unit is assessed through an OCR-set task where pupils demonstrate their planning skills and participate in an outdoor activity.

Subject and Exam Board

Spanish - Edexcel

Introduction to the course:

Pupils will engage in speaking, reading, listening and writing activities. They will revisit grammatical points and learn new vocabulary in order to develop their language skills. Each skill is worth 25% of the GCSE.

They will have to complete 4 papers for each skill, listening, reading and writing as well as a speaking exam which will be conducted by their teacher but will be marked externally. The speaking exam will last 7 to 9 minutes and will include a role-play, a picture-based task and a conversation on a topic chosen by the Board.

The pupils will have 2 years to cover the topics and practice the tasks. Vocabulary learning and a sound understanding of the grammar is essential.

Overview of Topics to be studied:

The course runs over the two years and incorporates all the topics covered at Key Stage 3 with more depth such as education, free time, holidays and the world of work.

Scheme of Assessment:

Listening – 25%

Reading – 25%

Speaking – 25%

Writing – 25%

All assessed by the end of Y11

Pupils can be entered for Foundation or Higher.

Careers linked to this field:

Teaching

Work related to Tourism

International aid worker

Business

Subject and Exam Board

Textile Art – AQA

Introduction to the course:

Pupils will have the opportunity to explore, experiment and practice techniques in a wide range of textile methods such as fabric printing, tie dye, batik, image transfer, applique, stitching, fabric manipulation and free embroidery. Pupils will explore a range of different approaches to art through fabric manipulation and textile techniques. Teaching will encourage pupils to understand the properties and characteristics of these materials ensuring that pupils are able to develop their own individual ideas and textile designs. Pupils will be encouraged to be imaginative, creative and committed in their approach to their studies in Textile Design and will develop independent research study skills. Home Learning is an essential part of the completion of all Coursework and the Final Exam. Pupils will not be expected to own their own sewing machines but if they have access to one this could be advantageous. The school will have sewing machines available to pupils during lunchtimes and study support sessions.

Overview of Topics to be studied:

Trinkets, Treasures and Memories - A personal project where pupils will explore the work of autobiographical textile artists and use their own dreams and memories as inspiration to create their own work.

Junk Couture - Exploring textures and find items to make stunning textile artwork.

Researching the work of textile artists who incorporate unwanted and recycled materials in their work. Pupils will have the opportunity to make their own 3D Junk Couture Corset or Hat.

Scheme of Assessment:

60% Practical Coursework- 2 projects- 1 sketchbook and final piece per project

40% Practical Exam project- 1 sketchbook and final piece

This course would suit:

- Creative
- Willing to learn new techniques
- Enjoys practical workshop style lessons
- Enjoys stitching and working with textiles
- Enjoys experimenting with art and textile materials
- Prefers coursework to examinations
- Is looking for a career in creative arts including working with textiles such as clothing and costume design.
- Enjoys finding out more about artists
- Imaginative
- Is willing to put time in outside of lessons

Chulmleigh Learning Library/ICT

Computer workstations are available for pupils to use at lunchtimes in IT2

There is a large stock of books that can be loaned from our library, which support both our curriculum and our Accelerated Reader programme.

The stationery shop has pens, pencils, exam pencil cases, calculators and lots, lots more.

There is a full photocopying and printing service.

Staff are always on hand to help, if needed.

Post 16 Transition

During Years 10 & 11 pupils are offered many opportunities to explore post 16 choices which begins in Year 10 with CV and letter of application writing and mock interviews.

Exeter, Petroc and Bicton colleges visit us regularly and are available to answer questions relating to further education, including course information and application procedure. They frequently hold assemblies, lunch-time drop in sessions and 1:1 appointments. Visits are also arranged to Exeter and Petroc, our most local colleges.

Careers SW are available to offer advice during parents' evenings and also provide careers interviews; they have a website <https://cswgroup.co.uk/what-we-do/young-people-csw-group> packed with information, which you can refer to.

Study Support

Pupils are supported with revision techniques through our PSHE programme and also as part of planned revision preparation sessions. We practise revision during silent study periods.

Teaching and Support staff are always on hand to help where needed and pupils have access to computer rooms and resources.

The Guild

Pupils join the Junior Guild in Year 10. This is our system of subject and other intervention sessions, which replace the vertical tutor groups in the House System in Years 7-9. Each half term pupils are placed in a subject support group in an area they need to improve. There is a welcome to GCSE evening early in Year 10 where we will talk to parents/carers about how this works more fully.

Chulmleigh College**GCSE Pathways – Optional Choices****PUPIL NAME:** _____

Please indicate your preferences in sections 1 and 2 and then your reserve choice in section 3.

1. Tick **one** box:

Geography	
History	

2. Tick **two** subject **boxes**. NB. One selection per block only.

Block A	Block B	Block C	Block D
Animal Care	Single Sciences	Art and Design	PE (Cambridge First National)
Single Sciences	Business Studies	Food Preparation and Nutrition	Computer Science
Design Technology	Drama	Geography	Geography
History	Design Technology	PE Studies	History
Music	Geography		Spanish
	History		Textiles

3. Tick at least **one** reserve choice (NB. you may select more). Your reserve choice will be allocated if your first choice course is unavailable.

Animal Care	
Art and Design	
Business Studies	
Computer Science	
Design Technology	
Drama	
Food Preparation and Nutrition	
Geography	
History	
Music	
PE (GCSE)	
PE (Cambridge First)	
Single Sciences	
Spanish	
Textiles	

NB. Core subjects are GCSE: English, English Literature, Mathematics, Combined Science (awarding two GCSEs), Geography or History, Religious Studies, French and PE (games, non-examined).

Please return this form to Pupil Reception (HoH) by Friday 22nd March 2019.