

GCSE Options 2024 - 2026



Nihil quam optime

Chulmleigh College

Nothing but
our best



February 2024

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

Year 9 pupils will soon be asked to make a number of choices regarding the qualifications they will study 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. This booklet is a guide to assist you in making the decisions by the deadline so that timetables may be prepared for the next academic year.

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

- | | |
|---------------------------------|--|
| 19th February | Year 9 Interview Day – all pupils meet with a senior teacher to discuss options. Details to be sent via classcharts to pupils and parents. |
| 22nd February | Year 9 Parents' Evening and Options Presentation |
| 23rd February | Year 9 Options Form released to families. |
| 1st March | Deadline for submission of online options form |

What will pupils study in Year 10 and 11?

Each pupil will follow our core curriculum, which is compulsory for every pupil. The compulsory curriculum consists of the following subjects:

English, English Literature, Mathematics, Combined Science, (double award), Religious Studies and French. These are all GCSE subjects.

We make parents and guardians aware that the compulsory subjects are not negotiable, everyone studies these subjects.

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

We then ask pupils to make the following decisions:

1. Select History or Geography (both can be studied by selecting the other in an additional block) – **every pupil must study one of these subjects.**
2. Choose two optional GCSE courses.
3. State reserve GCSE course (this will be used in the event of clashes or if courses cannot run due to lack of pupil take-up)

The English Baccalaureate (Ebacc)

The Ebacc is known as the gold standard of qualifications as it represents the highest standard of achievement academically at the age of 16. The subjects that make up the English Baccalaureate are English, Mathematics, two Sciences, History or Geography and a modern foreign language. 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. Increasingly, 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. Further Education providers comment how Chulmleigh pupils stand out from the crowd in terms of their readiness for study.

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 have discussed options with Ms Miller-Marshall (SENDCO and Assistant Headteacher) as part of regular meetings and communication in regard to the GCSEs and other courses that will be studied. There may be a variation in the curriculum offered for these pupils and we will write to you to confirm any arrangements made.

Will all options subjects offered definitely take place?

We endeavour to allocate pupils the optional GCSEs they wish to study. However, if there is insufficient interest in a course it will be withdrawn. The minimum class size needed to run a GCSE course is 15 pupils. If we are not able to offer your child their first choice option the reserve choice will be allocated. Our aim is to enable pupils to study the optional qualifications they wish for and therefore the subjects offered each year might vary as we match the curriculum with your child's particular cohort.

Some years it is not possible to offer courses previously offered. We only offer GCSEs where we can timetable a specialist teacher to teach your child. Staffing changes can result in variability year to year.

Notification of Courses

I will write to you to confirm the GCSE courses that have been allocated to your child by Friday 22nd March. 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 at the Year 9 Parents' Evening and fully read this booklet.
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)
 -

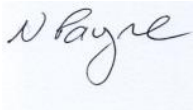
What you should do next:

- Read this guide thoroughly.

- Make a note of any questions you need to ask your teachers.
- Parents and Pupils to attend Year 9 Parents' Evening on 22nd February.
- Your decisions:
 1. Choose History or Geography
 2. Choose TWO option subjects
 3. Choose one reserve choice
- Mark your decision on the online form which you will receive on 23rd February.
- Submit your form online by 1st March.

If you have any questions regarding the options process or the curriculum in Year 10 and 11, I encourage you to contact me.

Yours faithfully

A handwritten signature in black ink on a light blue background, reading "N Payne".

Mr N Payne
Deputy Executive Headteacher

New GCSE Grading Structure

NEW GCSE GRADING STRUCTURE	CURRENT GCSE GRADING STRUCTURE
9	A*
8	
7	A
6	B
5	
4	C
3	D
2	E
1	F
	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*

Combined Sciences – All pupils study combined Sciences but pupils who study Single Sciences follow the three Sciences pathway instead.

PSHE (non-examined)

Religious Studies

OPTION SUBJECTS (all GCSE unless otherwise stated)

Animal Care

Art & Design

Design Technology

Drama

Food Preparation & Nutrition

Further Mathematics

Geography

History

Music

PE Studies

Single Sciences

Sociology

Spanish

Statistics

Textile Art

PUPIL SUPPORT AND RESOURCES

Learning Library

Post 16 Transition

Study Support

The Guild

Wellbeing

Careers

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
What's assessed		What's assessed		What's assessed (A07-A09)
Section A: Reading <ul style="list-style-type: none">one literature fiction text Section B: Writing <ul style="list-style-type: none">descriptive or narrative writing		Section A: Reading <ul style="list-style-type: none">one non-fiction text and one literary non-fiction text Section B: Writing <ul style="list-style-type: none">writing to present a viewpoint		<ul style="list-style-type: none">presentingresponding to questions and feedbackuse of Standard English
Assessed <ul style="list-style-type: none">written exam: 1 hour 45 minutes80 marks50% of GCSE		Assessed <ul style="list-style-type: none">written exam: 1 hour 45 minutes80 marks50% of GCSE		Assessed <ul style="list-style-type: none">teacher set throughout coursemarked by teacherseparate 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

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	C6 The rate and extent of chemical change	P6 Waves

Reproduction Variation and evolution The development of understanding of genetics and evolution Classification of living organisms	Rate of reaction Reversible reactions and dynamic equilibrium	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 DNA structure Cloning Theory of evolution Mendel's experiments	C5 chemical cells and fuel cells	P5 Moments, levers and gears 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 practical's 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, and each paper will assess different topics.

Subject and Exam Board

Religious Studies - AQA

Introduction to the course:

All pupils will study Religious Studies and it will be taken at the end of Year 11. 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**BTEC Animal Care Level 1 / Level 2 Tech Award – Pearson****Pupils will study the following topics:**

- animal health and welfare, including signs of good and ill health, causes, transmission and treatment of common diseases in animals, the different health and monitoring checks, and the use of animals in society
- factors affecting animal behaviour, the impact on handling and restraint, and when it is safe and unsafe to handle and restrain animals, and the practical application of safe handling and restraint techniques and equipment
- features that need to be considered when selecting accommodation for animals to ensure it is appropriate and meets their needs, and the practical activities of preparing, checking and cleaning out animal accommodation using the appropriate equipment.

This GCSE is assessed in the following way:

Component number	Component title	How assessed
1	Animal Handling	Internal coursework
2	Animal Housing and Accommodation	Internal coursework
3	Animal Health and Welfare	External examination (terminal)

Pupils need to achieve all components in order to achieve the qualification.

Further information:

This vocational course requires a high level of independent learning when undertaking research and report writing, self-management and an ability to meet regular deadlines. Pupils will need to be recorded, talking to camera, when demonstrating practical skills. Some specific kit will be required to keep pupils clean and safe when undertaking practical tasks outdoors in all weathers (wellington boots, overalls, gardening gloves). Pupils will be required to attend a mandatory lunchtime duty once per fortnight to clean out and feed our school 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 techniques 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 Coursework and the Final Exam.

Overview of Topics to be studied:

Natural Forms- Study the work of artists who have used 'Natural Forms' as a point of inspiration for their work. Respond to the theme 'Natural Forms' to inspire your own artwork, whilst experimenting with a range of media and techniques. Create a sketchbook to document your creative journey and a final piece to summarise your artistic learning.

Fragments- Explore how artists' have interpreted 'Fragments' within their work. This is an opportunity for you to take ownership of your Art GCSE by considering 'fragments' as a starting point in your own context and respond using your own creative investigations. Create a sketchbook to document your creative journey and a final piece to summarise your artistic learning.

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

Design & Technology - Edexcel

Introduction to the course:

GCSE Design and Technology is a varied and exciting course that gives pupils opportunities to design solutions to real-life problems, whilst gaining technical making skills. GCSE D&T opens doors to a wide range of careers in the creative, engineering, and manufacturing industries. The knowledge and skills you learn, such as communication, using initiative, innovation, teamwork, problem-solving and organisation will be highly valued by employers.

Overview of Topics to be studied :

All pupils will study the following subjects during their 'core theory' lessons each week. During their practical lessons they will work on projects related to a timber specialist area.

Core Theory

- New and Emerging Technologies
- Energy Generation and Storage
- Smart, Modern and Composite Materials
- Energy Generation and Storage
- Work of Past and Present Professionals
- Design strategies
- All material areas including:
Timbers, Papers and Boards, Metals, Textiles, Electronics.



Example
Year 10
Projects



Specialist Principles – Timbers

Pupils will develop skills in the workshop, using machinery and hand tools to create and design a range of timber-based products. They will also develop skills using computer programmes to model and present their designs. In addition to using timbers, pupils will also work with metals and polymers, using machinery such as the vacuum former, vinyl cutter and other computer aided machinery. They will gain skills in shaping, fabrication, construction techniques and surface finishes used to make timbers products. During the Non-Examined Assessment pupils are not limited to designing and making products in their specialist area. We encourage pupils to use a range of materials in their final NEA products.

Assessment structure:

The specification consists of 50% non-exam assessment and 50% written examination.

The NEA coursework assignment is worth 100 marks. Pupils will work on a creative project of their choice from the end of Year 10 up to the end of March in Year 11. Pupils will take one written exam at the end of Year 11, worth 100 marks that lasts 1 hour 45 minutes and is worth 50% of the overall GCSE.



Example of Y11
GCSE Project

This course would suit you if:

You have demonstrated an aptitude to practical application, as well as an understanding of materials, and have shown your ability at KS3 to work independently and safely during practical lessons.

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:

The specification consists of 50% non-exam assessment and 50% written examination.

Non-exam assessment

- Task 1: Food Investigation (15%).
Assesses the pupils' understanding of the working characteristics, functional and chemical properties of ingredients.
- Task 2: Food preparation assessment (35%).
Assesses pupils' knowledge, skills and understanding in relation to planning, preparation, cooking, and presentation of food as well as the application of nutrition related to the exam boards chosen task. Pupils will prepare, cook and present a final menu of three dishes within a single period of no more than three hours, planning in advance how this will be achieved.

Examination

Paper 1: Food Preparation and Nutrition

One written exam that lasts 1hour 45 minutes and is worth 50% of the overall GCSE.

The paper has a total of 100 marks available:

- 20 marks from multiple choice questions
- 80 marks from 5 questions with several sub-questions.



Example of NEA 1 investigation



Example of NEA 2 dish

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.

Subject and Exam Board

Further Mathematics - AQA

The AQA Level 2 Certificate in Further Mathematics is an untiered Level 2 linear qualification for pupils who:

- either already have, or are expected to achieve, grades 7, 8 and 9 in GCSE Mathematics
- are likely to progress to A-Level study in Mathematics and possibly Further Mathematics.

Pupils will study the following topics:

- 1 Number
- 2 Algebra
- 3 Co-ordinate Geometry (2 dimensions only)
- 4 Calculus
- 5 Matrix Transformations
- 6 Geometry

This qualification fills the gap for high achieving pupils by assessing their higher order mathematical skills, particularly in algebraic reasoning, in greater depth, thus preparing them fully to maximise their potential in further studies at Level 3. It offers the opportunity for stretch and challenge that builds on the Key Stage 4 curriculum, and is intended as an additional qualification to the GCSE Mathematics, rather than as a replacement.

The content assumes prior knowledge of the Key Stage 4 Programme of Study and covers the areas of algebra and geometry, which are crucial to further study in the subject, in greater depth and breadth. This qualification places an emphasis on higher order technical proficiency, rigorous argument and problem solving skills.

It also gives an introduction to calculus and matrices, and develops further skills in trigonometry, functions and graphs.

This GCSE is assessed in the following way:

Paper 1: non-calculator
Written exam: 1 hour 45 minutes
80 marks
Non-calculator
50% of the AQA Level 2 Certificate in Further Mathematics assessment

Paper 2: calculator
Written exam: 1 hour 45 minutes
80 marks
Calculator
50% of the AQA Level 2 Certificate in Further Mathematics assessment

Further information:

The AQA Level 2 Certificate in Further Mathematics qualification will be graded on a grade scale of 5 to 9. A student who fails to achieve grade 5 will be awarded an allowed grade 4. Students who fail to reach the minimum standard for the allowed grade 4 will be recorded as 'U' (unclassified) and will not receive a qualification certificate.

Subject and Exam Board

Geography - AQA

Introduction to the course:

Pupils will explore both human and physical geography and how these are closely interconnected. The course incorporates case studies from the United Kingdom, newly emerging economies (NEEs) and lower income countries (LICs).

Overview of Topics to be studied:

Living with the physical environment (physical geography)

This section of the course starts by looking at natural hazards, including earthquakes and tropical storms before moving on to extreme weather in the UK and climate change. We then move on to studying the living world with a particular focus on tropical rainforests and cold environments. The final parts of this paper looks at physical landscapes in the UK, in particular rivers and coasts.

Challenges in the human environment (human geography)

We start by looking at urbanisation which includes a detailed study of two cities, Rio de Janeiro and Bristol. This also includes an element of sustainable urban design. The section on "Our Economic World" looks at the causes of uneven development across the world and includes a detailed country study of a Newly Emerging Economy. We finish this paper by looking at resource management in the UK along with a detailed study of food management on a global scale.

Geographical applications

This incorporates human and physical fieldwork in two locations, usually Dawlish Warren and Bristol. The follow up to the fieldwork involves exploring a range of geographical skills such as mapping, data presentation and statistical analysis.

Scheme of Assessment:

Paper 1: Living with the physical environment

Written exam: 1 hour 30 minutes

88 marks = 35% of GCSE

Paper 2: Challenges in the human environment

Written exam: 1 hour 30 minutes

88 marks = 35% of GCSE

Paper 3: Geographical applications

Written exam: 1 hour

76 marks = 30% of GCSE

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 and The British sector of the Western Front, 1914-18: injuries, treatment and the trenches. *This topic explores how and why our medicine has developed over time, from the Black Death to the NHS. It includes a course study focused on medicine in World War One.*

Paper 2: Period Study and British depth study:

Early Elizabethan England, 1558 -1588. *This unit explores the early reign of Queen Elizabeth, her challenges, opponents and successes.*

Superpower relations and the Cold War 1941-1991. *This is a modern study that examines the tensions and flashpoints of a conflict that continues to influence the world today.*

Paper 3: Modern depth study:

The USA, 1954 – 75: conflict at home and abroad. *This unit covers an exciting and turbulent time in modern American history, from the emergence of the Civil Rights Movement under leaders such as Martin Luther King and Rosa Parks at home and the Vietnam War abroad.*

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 an exciting 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 – AQA

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:

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

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

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

- A) Sports psychology
- B) Socio-cultural influences
- C) Health, fitness and well-being
- D) Use of data

Non-exam assessment: Practical performance in physical activity and sport:

- Practical performance in three different physical activities in the role of player/performer
- One in a team activity, one in an individual activity and a third in either a team or in an individual activity.
- Analysis and evaluation of performance to bring about improvement in one activity.

Scheme of Assessment:

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

- Written exam: 1 hour 15 minutes
- 78 marks
- 30% of GCSE

Paper 2: Health & Performance

- Written exam: 1 hour 15 minutes
- 78 marks
- 30% of GCSE

Non-exam assessment: Practical performance in physical activity and sport
Assessed by teachers

- Moderated by AQA
- 100 marks
- 40% of GCSE (10% per sport and 10% for written analysis and evaluation)

This course would suit pupils who:

- Have represented the school in at least 1 sport, preferably 2
- Attend lunchtime/after school activities at least twice a week
- Prefer physical activity to sitting behind a desk all day
- Works well as part of a team
- Organised and brings the correct PE kit to every lesson
- Is a member of a sports club outside of school
- Is an energetic person
- Have a good science knowledge
- Enjoy watching, reading and talking about a range of sports

Subject and Exam Board

Sociology - AQA

Introduction to the course:

- Sociology is the study of the society in which we live. It examines how we are influenced and shaped through being members of groups and organisations. It is all about social interactions.
- Very few of us live a solitary existence. Most of us have regular contact with others and interact with people in groups, such as families and friends and through organisations such as schools and workplaces.
- Sociology looks at how social structures - including class, gender and ethnicity – affect our attitudes, actions and opportunities.
- Sociology is a social science. This means that sociologists try their best to be objective in the work they do. They develop theories, do practical research, and collect and analyse data to help answer important questions affecting society.
- Work that sociologists do helps to bring into the open some of the serious issues that challenge our society and can lead to changes in social policy and law as a result.

Overview of Topics to be studied:

1. The Sociological Approach
2. Social Structures, social processes and social issues
3. Families
4. Education
5. Crime and deviance
6. Social Stratification
7. Sociological Research Methods

Scheme of Assessment:

Paper 1: The sociology of families and education

What's assessed

- The sociology of families
- The sociology of education
- Relevant areas of social theory and methodology

Pupils will be expected to draw on knowledge and understanding of the entire course of study to show a deeper understanding of these topics.

Written exam: 1 hour 45 minutes (100 marks)

50% of the GCSE grade.

Paper 2: The sociology of crime and deviance and social stratification

What's assessed

- The sociology of crime and deviance
- The sociology of social stratification
- Relevant areas of social theory and methodology

Written exam: 1 hour 45 minutes (100 marks)

50% of the GCSE grade.

Who should study this subject?

Sociology will help you to develop a wide range of knowledge and understanding about society. It is an exciting and dynamic subject that is interesting and relevant to everyone. Careers using sociology might include: international aid worker, journalist, social worker, social researcher, teacher, policy officer, civil service, housing manager/officer, youth worker, probation officer, lawyer and many more that require an insight into society.

Subject and Exam Board

Spanish - Edexcel

This option is open to pupils who are thinking of pursuing languages at College. A sound understanding of French grammar and vocabulary is essential for taking this option. Learning basic vocabulary in Spanish will be recommended before taking on the course. The Duolingu App in Spanish would help pupils to learn the basics of the Language.

Introduction to the course:

Pupils will engage in speaking, reading, listening and writing activities. They will study 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 the same topics covered at Key Stage 3 in French 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 Year 11

Pupils can be entered for Foundation or Higher

Subject and Exam Board

Statistics - Edexcel

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:

- 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.
- 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.
- Generate data visualisations and understand the mathematics required to derive these visualisations. C 35 1 D Calculate statistical measures to compare data.
- 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.

This GCSE is assessed in the following way:

Pupils will take two 1hr 45m written papers at either Higher or Foundation level.

Both papers with the use of a calculator.

Further information:

This course offers all students regardless of mathematical level the opportunity to gain a second mathematical GCSE in a mathematical area that is widely used in the real world. This course will enable students to interpret and have a better understanding of the data analysis that is seen on a daily basis in the news and in business and will support their understanding of the statistical element in their mathematics GCSE.

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

The Ivor Marsh Library

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 College and Petroc, our most local colleges.

Careers South West are available to offer advice during parents' evenings and also provide careers interviews; they have a website [Home - CSW Group Ltd.](#) packed with information, which you can refer to.

Time is set aside in the autumn term of year 11 for pupils to make applications to colleges or training providers.

Speak to Miss Woods if you would like more information.

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.

Speak to Dr McMahon and Mrs Payne if you would like more information.

The Guild

Pupils join the Junior Guild in Year 10. Pupils will usually remain with their form tutor and Head of Year from Year 9 as they enter the Junior Guild. The focus of the Junior Guild is upon consolidating the good study habits that allow for academic success at GCSE and beyond. There is also a focus on preparation for transition to post-16 education and training (see below). Our objective is that your child's form tutor and Head of Year continue to stand alongside your child on their journey through secondary education. They assume the role of the key adults who know your child best whilst at Chulmleigh. They should be the person your child may always turn to.

We also organise academic interventions in core subjects during Guild Time, which runs from 15.00 – 15.30.

Wellbeing

We are aware that there has been a significant impact on the mental health of our young people caused by COVID-19, remote learning and so many restrictions on our lives. We also recognise the impact of 24 hour media, mobile devices and the spotlight of social media has on our children. Moreover, studying for qualifications for the very first time can be stressful.

It is through our programme of assemblies, PSHE and Junior Guild that we support pupils and prepare them for the world that awaits them. We cannot take away pressure, we all face this. However, by holding high expectations of your child and teaching them the habits and strategies to be successful we can ensure they achieve highly. Each of our young people has huge potential and by unlocking this we hope that they will be happy and successful in their lives.

Pupils are aware of our 5-a-day approach to maintaining good mental health and also that they have access to resources via the wellbeing hub.

Please contact our Safeguarding Team if you have any concerns about the welfare of pupils at our College.

Email: safeguarding@chulmleigh.devon.sch.uk

Careers, Education, Information, Advice and Guidance (CEIAG)

The College website has a breakdown of the CEITAG programme for each year group.

Pupils are encouraged to access the website 'Careers Pilot.' Please note that there is a section there on choices at 14 which supports pupils regarding their options.

Colleges provide websites which will indicate which subjects suit which courses, and most have an online prospectus.

Please speak to Miss Woods if you would like more information.