Nihil quam optime

Chulmleigh College

Nothing but our best

GCSE Options 2026 -2028

January 2026

Chulmleigh College
Nothing but our best

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

As you are aware, pupils in Year 9 are about to make some decisions on their GCSE courses in Year 10 and 11 known as 'Options'. This is the process where we determine the optional elements of the curriculum for pupils in Year 10 and 11 which lead to their formal qualifications. This booklet has been prepared to support this process and give you key information regarding the choices you are being asked to make with your child.

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

Thursday 26th February	Year 9 Parents' Evening and Options Presentation
Friday 27th February	Year 9 Options Form released to families.
Thursday 5th March	Deadline for submission of online options form
Thursday 12th March	Year 9 Options Interviews – all pupils.
Thursday 26th March	Notification of options allocations for pupils.

Providing effective advice and guidance is a key part of this process. After your child has submitted their preferences on our online form, they will meet with a member of the College staff to talk through their Options and ensure that the courses selected will be in their best interests.

Where we are concerned about any choices made, we will speak to parents directly and discuss the way forward.

In some cases, we do determine that a course is not appropriate for a child. Where this determination is made, we will discuss this with you and inform you of our reasons.

What will pupils study in Year 10 and 11?
Chulmleigh is a school that embraces an academic curriculum that is broad and balanced and in doing so we are giving our pupils the very best educational platform for further study, in whatever they do in the future. We notice that private and fee-paying schools do the same of their pupils and our belief is Chulmleigh children are just as capable (if not more so), just as important and should have the same access to the best qualifications we can offer. We will not 'short-change' your child at this stage of their education.

Each pupil will follow our core curriculum, which is compulsory for every pupil. This curriculum will ensure that pupils leave Chulmleigh with the knowledge and skills to progress to the next stage of their education, no matter their aspirations. The compulsory curriculum consists of the following subjects:

English, English Literature, Mathematics, Combined Science, (double award), Religious Studies and French. Please note that Religious Studies is a two-year course, starting in Year 9 and examined at the end of Year 10.

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). Again, these are both compulsory subjects.

For the Optional Element of the curriculum, pupils must make three decisions, outlined below:

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)

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. The old grade C pass is replaced with grade 4.

Pupils with Additional Needs

Pupils identified as having additional learning needs will discuss their options with Ms Miller-Marshall (SENDCO and Assistant Headteacher). If you have any questions about your child's special educational needs and the curriculum in key stage four, please contact Ms Miller-Marshall.

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 and may also result in changes later in the year – although we work very hard to avoid this.

Notification of Courses

I will write to you to confirm the GCSE courses that have been allocated to your child by Thursday 26th March. If your child is allocated their reserve choice, I will contact you by phone to discuss next steps.

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.

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 Thursday 26th 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 Friday 27th February
- Submit your form online by Thursday 5th March

Should you have any questions regarding the Options process or the curriculum in Year 10 and 11 please contact me, I welcome meetings with parents about this process.

Yours faithfully

Ms A Thorncroft
Deputy Headteacher

New GCSE Grading Structure

Ofqual

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 BTEC
Art & Design
Computer Science
Design Technology
Drama
Food Preparation & Nutrition
Further Mathematics
Geography
History
Music
PE Studies
Psychology
Single Sciences (Biology, Chemistry and Physics GCSEs instead of Combined Science)
Sociology
Spanish
Statistics
Textile Art

Subject: English Language

Exam Board: AQA

Head of Department: Mrs J Gresswell

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

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 **Section A: Reading** • One literature fiction text **Section B: Writing** • Descriptive or narrative writing **Assessed** • Written exam:1 hour 45 minutes • 80 marks • 50% of GCSE	**What's assessed** **Section A: Reading** • One non-fiction text and one literary non-fiction text **Section B: Writing** • Writing to present a viewpoint **Assessed** • Written exam: 1 hour 45 minutes • 80 marks • 50% of GCSE	**What's assessed (A07-A09)** • Presenting • Responding to questions and feedback • Use of Standard English **Assessed** • 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: English Literature

Exam Board: AQA

Head of Department: Mrs J Gresswell

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 GSCE

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: French

Exam Board: Edexcel

Head of Department: Mrs L Johnson

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.

The 4 exams take place at the end of Year 11.

We run 4 speaking mocks over the two years of GCSE to familiarise our pupils with the format of the Speaking exam and get them to practice a few times before taking the GCSE exam.

Pupils will be entered for Foundation or Higher.

- French GCSE
- We will cover some new topics and topics taught at KS3 (in more depth)
- We conduct 4 speaking mocks over the 2 years to build their confidence and understand how the Speaking exam runs.
- Regular learning of vocabulary and practise on this in school and Active Hub is essential - Year 9 pupils have already got access to them.
- Pupils will be working on vocabulary/grammar book - available to purchase in September.

Paper 1: Speaking 25% (50 marks)
Foundation Tier - 7-9 minutes
Higher Tier - 10-12 minutes
15 minutes preparation time

Paper 2: Listening 25% (50 marks)
Foundation Tier - 45 minutes
Higher Tier - 60 minutes
Including 5 minutes reading time

Paper 3: Reading 25% (50 marks)
Foundation Tier - 45 minutes
Higher Tier - 60 minutes

Paper 4: Writing 25% (50 marks)
Foundation Tier - 1 hour 15 minutes
Higher Tier - 1 hour 20 minutes
All written prompts are in English

Subject: Mathematics

Exam Board: AQA

Head of Department: Mrs J Button

Pupils follow the AQA GCSE Mathematics (9–1) specification and will be assessed by terminal examinations in the summer of Year 11. There are two tiers of entry: **Foundation** and **Higher**.

OVERVIEW OF TOPICS TO BE STUDIED

- Number
- Algebra
- Ratio, proportion and rates of change
- Geometry and measures
- Probability
- 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).

SCHEME OF ASSESSMENT

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: Science

Exam Board: 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.

Head of Department: Mrs Z Sterland

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

BIOLOGY	CHEMISTRY	PHYSICS
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	

BIOLOGY	CHEMISTRY	PHYSICS
	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

BIOLOGY	CHEMISTRY	PHYSICS
	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, and each paper will assess different topics.

Subject: Religious Studies

Exam Board: AQA

Head of Department: Mrs J Payne

Pupils are required to study Religious Education throughout their secondary schooling. Religious Studies is an important subject in its own right and makes a unique contribution to the spiritual, moral, social and cultural development of pupils, supporting their role within a wider community when they leave school.

Religion and beliefs have become more visible in public life locally, nationally and internationally. The impact of religion on society and public life is constantly brought to public attention through extensive media coverage. The rapid pace of development in scientific and medical technologies and the environmental debate continue to present new issues which raise religious, moral and social questions.

At Chulmleigh College, we strongly feel that the curriculum time used to deliver the requirements of religious education from 11-16 should come with a qualification that provides children with an additional 10th GCSE. This valuable qualification sets our children apart from others when it comes to further education and employment.

INTRODUCTION TO THE COURSE

All pupils will study Religious Studies and it will be taken at the end of Year 10. Within this course, pupils study two major religions from a choice of seven, as well as studying 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 an academic 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.
Christianity Beliefs and Practices
Buddhism Beliefs and Practices

Component Two: Thematic Studies.
Relationships and Families
Religion and Life
Peace and Conflict
Crime and Punishment

SCHEME OF ASSESSMENT

Component One: The study of religions, beliefs and practices.
Christianity Beliefs and Practices
Buddhism 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, Historian, Writer

Subject: BTEC Animal Care Level 1 / Level 2 Tech Award

Exam Board: Pearson

Head of Department: Mrs Z Sterland

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.

SCHEME OF ASSESSMENT

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.

THIS COURSE WOULD SUIT SOMEONE WHO:
Enjoys working and caring for animals and wants to know more about them. You will need to be able to complete the written reports for both pieces of coursework.

CAREERS LINKED TO THIS FIELD:
Any veterinary careers, agricultural industry, equine industry alongside providing you with skills in performing in videos and large written reports to take into any industry.

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: Art and Design

Exam Board: AQA

Head of Department: Mrs E Morgan

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

Project One – Natural Forms - During this project you will study artists/designers who have been inspired by the forms, patterns and textures found in the natural world. You will be guided through a series of workshops that develop your practical skills in a variety of areas. You will be required to present your work into a sketchbook and develop your ideas towards an ambitious personal outcome.

Project Two - Thematic Project - This project will have a theme chosen by your teacher and will aim to develop your independence and abilities to develop a more personal approach to your work. You will be introduced to relevant artists/designers and have the opportunity to explore different materials and techniques. You will be required to present your work into a sketchbook and develop your ideas towards ambitious personal outcomes.

SCHEME OF ASSESSMENT

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

40% Practical Exam project- 1 sketchbook and final outcomes

THIS COURSE WOULD SUIT 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
- Is imaginative
- Is willing to work independently outside of lesson time

CAREERS LINKED TO THIS FIELD

Studying an art, craft and design related degree at university can give you all sorts of exciting career options, including:

- Animator
- Architect
- Art Therapist
- Art Restoration
- Computer Game Designer
- Community Arts Worker
- Exhibition Designer
- Fashion Designer
- Film/Video Maker
- Fine Artist
- Furniture Designer
- Graphic Designer
- Illustrator
- Interior Designer
- Jeweller
- Museum/Gallery Conservator
- Medical Illustrator
- Printmaker
- Product Designer
- Teacher
- Theatre Designer

Subject: Design & Technology

Exam Board: Edexcel

Head of Department: Mrs T Jones

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

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.

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. Due to the intensity of NEA, it would not be advisable to choose two courses with a NEA coursework element.

CAREERS LINKED TO THIS FIELD

- Product Designer
- Design Engineer
- CAD Technician
- Mechanical Engineer
- Production Manager
- Quality Control Engineer
- Architect
- Civil Engineer
- Interior / furniture
- Designer
- Construction Manager
- Fashion Designer
- Design & Technology Teacher
- Design Consultant

Examples of Year 10 Work

Example of Year 11 Work

Subject: Drama

Exam Board: Edexcel

Head of Department: Mrs Morgan

Drama gives you self-belief and awareness; the ability to be able to stand up and say 'This is who I am and what I'm capable of.' It helps you to understand life from a different view. This course has plenty of academic content, particularly linked to texts, and will push you hard with its range of demands.

OVERVIEW OF TOPICS TO BE STUDIED

- You will explore, interpret and bring to life a range of texts of different styles
- You will have the opportunity to see a wide variety of live theatre in preparation for the final exam
- You will take part in workshops led by practising actors to enable you to refine your command of performance styles
- You will create your own devised performances exploring themes, ideas and issues using a range of drama strategies; some you know already, some new ones. If you are more interested in the technical aspects (Lighting or Costume Design), you could focus on these for a large part of your course

SCHEME OF ASSESSMENT

Component 1 - 40%: A performance in groups. 30% performance, 10% evaluation.

Component 2 - 20%: Performance from Text - A performance of two extracts from a text either monologue, a duologue or as a group. Performance is assessed by a visiting moderator.

Component 3 - 40%: Theatre Makers in Practice. A written exam in which you will write about a play you have seen and a set text you've studied and worked on in your practical classwork.

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.

CAREERS LINKED TO THIS FIELD

- Actor
- Musical theatre performer
- Voice-over artist
- Dancer
- Director
- Stage Management
- Set and Lighting Designer
- Costume and Make-up Artist
- Special Effects specialist
- Casting director
- Location Manager
- Script/screenwriter
- Journalist
- Radio and TV
- Marketing and advertising creative
- Customer Service
- Drama and Dance Teacher
- Drama Therapist
- Community Arts Worker
- Lawyer
- Psychologist/Counsellor
- Social worker

Shakespeare in Schools Production

Subject: Computer Science

Exam Board: AQA

Head of Department: Mrs T Jones

INTRODUCTION TO THE COURSE

Choosing AQA Computer Science is like opening a door into the world of problem-solving with code. This isn't just about playing computer games or knowing how a computer works — it's about learning **how to think like a computer** and using programming as a powerful tool to solve real, meaningful problems. Over two years, you will learn how algorithms work, how data is stored, how systems communicate — and you'll get hands-on, designing, writing, testing, and refining your own programs. It's creative, logical, and deeply rewarding.

OVERVIEW OF TOPICS TO BE STUDIED

The course covers a broad range of topics, giving both theory and practical coding:

- **Fundamentals of Algorithms** — You'll understand how to design clear, efficient step-by-step plans (algorithms) that solve problems. AQA
- **Programming** — You will learn a real programming language (AQA supports Python 3, C#, or VB.NET) to write, debug, and improve your own programs. AQA+1
- **Fundamentals of Data Representation** — How computers represent data (like binary numbers) and how that underpins everything we do digitally.
- **Computer Systems** — Dive into how hardware works: what is a CPU, how memory works, and how software ties it all together.
- **Fundamentals of Computer Networks** — Learn how computers connect, communicate, and share data.
- **Cyber Security** — Explore how to keep digital systems safe, ethical hacking, and what makes a system secure.
- **Relational Databases and SQL** — Understand how data is structured in databases and use SQL to query and modify data.
- **Ethical, Legal & Environmental Impacts** — Investigate the real-world impact of digital technology on society, privacy, law, and the environment.

ASSESSMENT STRUCTURE

- **Paper 1: Computational Thinking & Programming Skills**
  - 2-hour written exam, 90 marks, 50% of the GCSE.
  - Covers algorithm design, writing code, testing, and refining programs.
  - Question types include multiple choice, short answer, and longer answer.

- **Paper 2: Computing Concepts**
  - 1 hour 45 minutes, 90 marks, 50% of the GCSE.
  - Covers data representation, computer systems, networks, SQL, cyber security, and ethical/ legal impacts.

THIS COURSE WOULD SUIT YOU IF:

- **You love solving puzzles** — If you enjoy breaking down problems into smaller parts, finding patterns, or figuring out what comes next, Computer Science lets you do that with code.
- **You are curious about how things work** — From how computers store data to how the internet sends a message, you'll explore the inner workings of technology.
- **You want to build and create** — Rather than just using apps, you'll build your own programs, learn to debug them, and make them better.
- **You think critically and logically** — This subject helps you learn how to think clearly and make decisions based on logic, not guesswork.
- **You love a challenge** — It's not always easy, but it's super rewarding. You'll be doing real programming, not just drag-and-drop.

CAREERS IN THIS FIELD

Studying AQA Computer Science opens doors to a huge variety of careers. Here are just a few:

- Software Developer / Engineer
- Data Scientist
- Cybersecurity Analyst
- Systems Architect / Network Engineer
- Database Administrator
- AI / Machine Learning Specialist
- Game Developer

Subject: Food Preparation and Nutrition

Exam Board: AQA

Head of Department: Mrs T Jones

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.

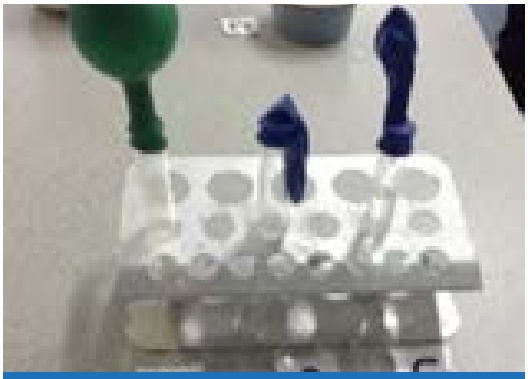
Non-exam assessment
Task 1: Food Investigation (15%). Assesses the pupils' understanding of the working characteristics, functional and chemical properties of ingredients.

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. Due to the intensity of NEA, it would not be advisable to choose two courses with a NEA coursework element.

CAREERS IN THIS FIELD

- Culinary & Food Preparation – Chef
- Catering Manager
- Food Stylist
- Recipe Developer
- Personal Chef
- Nutritionist
- Clinical Dietitian (hospitals, clinics)
- Sports Nutritionist
- Food Scientist
- Product Development Specialist
- Quality Assurance / Food Safety Officer
- Sensory Analyst
- Food Production Manager
- Food & Nutrition Teacher
- Food and Nutrition Lecturer
- Food Writer / Author / Blogger
- Wellness Coach
- Restaurant Manager
- Catering Business Owner
- Food Policy Analyst
- Public Health Officer

Subject: Further Mathematics

Exam Board: AQA

Head of Department: Mrs J Button

The AQA Level 2 Certificate in Further Mathematics is a non-tiered 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.

OVERVIEW OF TOPICS TO BE STUDIED

- Number
- Algebra
- Co-ordinate Geometry (2 dimensions only)
- Calculus
- Matrix Transformations
- 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 introduces calculus and matrices, and develops further skills in trigonometry, functions and graphs.

SCHEME OF ASSESSMENT

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.

THIS COURSE WOULD SUIT YOU IF:

- You enjoy algebra and problem solving, and like working with challenging questions
- You are aiming for Grades 7–9 in GCSE Mathematics and want an extra qualification
- You are considering A Level Mathematics (and possibly Further Mathematics)

CAREERS LINKED TO THIS FIELD

Mathematics supports progression into a wide range of courses and careers, including:

- Engineering
- Computing
- Physics
- Economics
- Finance
- Data Analysis
- The Sciences.

FURTHER INFORMATION

The AQA Level 2 Certificate in Further Mathematics qualification will be graded on a grade scale of 5 to 9. A pupil who fails to achieve grade 5 will be awarded an allowed grade 4. Pupils 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: Geography

Exam Board: AQA

Head of Department: Mrs J Payne

INTRODUCTION TO THE COURSE

Pupils will travel the world from their classroom, exploring case studies in the United Kingdom (UK), higher income countries (HICs), 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 (physical geography)
There are three sections to this topic:

Section A: The challenge of natural hazards
This topic includes tectonic hazards (eruptions and earthquakes, weather hazards (tropical storms and extreme weather in the UK) and climate change.

Section B: The living world
This topic includes learning about ecosystems from small-scale pond ecosystems to large scale biomes. We then focus on tropical rainforests and how they are affected by human activity and cold environments.

Section C: Physical landscapes of the UK
In this section, there is an optional element. We choose to focus on rivers and coasts as we have plenty of local examples. In this topic, we learn about erosional and depositional processes and landforms and how these environments can be managed to prevent flooding and erosion.

Challenges in the human environment (human geography)

Section A: Urban issues & challenges
This topic explores the growth of urban areas around the world and includes a study of a city in a NEE (Rio de Janeiro) and a city in the UK (Bristol) to look at their challenges and opportunities.

Section B: The economic world
This topic explores why some countries are more developed than others and how the development gap can be closed. It has a larger study of a NEE (we focus on Nigeria) and a study of the UK economy.

Section C: The challenge of resource management
This topic looks at food, energy and water in the UK and then explores wider issue of food supplies around the world.

Geographical applications
There are two sections to this topic:

Section A: Issue Evaluation
We receive the Resource Booklet 12 weeks before the exam in a geographical issue that exists somewhere in the UK or the wider world. Historically, it has been on topics such as a building of a new cruise ship terminal in Jamaica and the building of a new town in the UK. Pupils are asked a series of questions that use the resources in the booklet and are required to make a geographical decision in the final question.

Section B: Fieldwork
Pupils are required to attend two fieldwork experiences during the course. We do require a monetary contribution towards these trips to cover the costs. We go to Exeter for their human geography and Dawlish Warren for their physical geography. They are asked questions about the fieldwork process, including how they collected their data and the conclusions they reached. They will also have some shorter questions about unfamiliar fieldwork.

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 30 minutes
76 marks = 30% of GCSE

THIS COURSE WOULD SUIT YOU IF:

- You are interested in the physical processes that shape our planet.
- You find people and the way that they live fascinating.
- You enjoy learning about the complex and interconnected nature of the physical and human world we live in.

CAREERS LINKED TO THIS FIELD

- Climatologist
- Meteorologist
- Urban Planner
- National Park Ranger
- International Aid Worker
- Environmental Scientist
- Demographer
- Cartographer
- Teacher
- Politician
- Hydrologist.

Subject: History

Exam Board: Edexcel

Head of Department: Mrs J Payne

INTRODUCTION TO THE COURSE

This GCSE is designed to fire pupils' curiosity and imagination, engaging them with, and inspiring them with the actions, 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 include exploring the history of medicine from the medieval period to the present day and modern history units exploring modern America and the Cold War. A range of key skills are used to engage with the work of historians, develop an argument and engage and analyse evidence.

Studying GCSE 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 helps pupils become confident and questioning individuals and enables them to understand the shape of their world today.

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%

THIS COURSE WOULD SUIT YOU IF:

- You enjoy learning about how history connects the present to events, people and places of the past and the world today.
- You enjoy asking and answering historical questions and delving into key concepts, evidence, and historical scholarship.
- You enjoy developing skills of critical thinking and analysis.

CAREERS LINKED TO THIS FIELD

- Historian
- Marketing
- Human Relations
- Public Relations
- Researcher
- Archivist
- Television and film production/writing
- Events Management
- Heritage Management
- Teacher
- Law
- Politicians/politics
- Financial Analyst
- Journalist
- Librarian
- Museum Curator
- Archaeologist
- Tour Guide
- Management Consultant

Subject: Music

Exam Board: AQA

Head of Department: Mrs E Morgan

INTRODUCTION TO THE COURSE

The Music GCSE is a unique course designed for pupils who are passionate about the subject. It combines practical performance skills with compositional creativity and musical analysis. Music pupils are always in high demand due to the transferable skills developed throughout the course (commitment, versatility, creativity, academic rigour). It is appropriate for those pupils that have already developed skills on a musical instrument and have probably had instrumental music lessons or have self-taught themselves to a good standard.

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:

- The Western classical tradition (1650 to 1910)
- Popular Music
- Traditional Music
- The Western classical tradition since 1910

SCHEME OF ASSESSMENT

Performance (30%)
For performance, you will have to record two performances one solo and one ensemble to submit for coursework. These should be on your own main instrument and can be any style of music you like. These are recorded during Yr 11. This is 4 minutes in total.

Composition (30%)
You will need to submit two compositions. One of these can be in any style you like including any instruments you choose, and the other will be to a range of briefs from the exam board. These are put together using Music Technology to help realise your ideas.

Understanding (40%)
The Listening exam will be sat in Summer 2026 and covers a broad range of music including Rock, Classical, Film music, Jazz, Musicals and much, much more! You will be expected to be able to identify key features of each style of music by ear and to be able to write musically about extracts played in the exam, articulating your thoughts on the music with appropriate musical vocabulary.

THIS COURSE WOULD SUIT YOU IF:

- You already have developed musical skills on an instrument. There is also the option to use music technology as a means of performance rather than a traditional instrument.
- You have an interest in composing and writing their own music in a style of their choosing and are wishing to learn about how music is constructed and put together to create new and exciting pieces.
- You are keen to learn about the history of music and how it has developed over time and build your knowledge of music theory and conventions.
- You have a strong passion for music!

CAREERS LINKED TO THIS FIELD

- Musician
- Singer
- Vocalist
- Songwriter
- Composer
- DJ/electronic music producer
- Recording Engineer
- Live Sound Technician
- Music Teacher
- Music Publisher
- Record Label Staff
- Radio and Podcasting

Subject: Physical Education Studies

Exam Board: AQA

Head of Department: Mrs G Markham

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 make 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

- Applied Anatomy & Physiology
- Movement Analysis
- Physical Training
- Use of Data

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

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

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 YOU IF:

- You have represented the school in at least 1 sport, preferably 2
- You attend lunchtime/after school activities at least twice a week
- You prefer physical activity to sitting behind a desk all day
- You work well as part of a team
- You are organised and brings the correct PE kit to every lesson
- You are a member of a sports club outside of school
- You are an energetic person
- You have a good knowledge of science
- You enjoy watching, reading and talking about a range of sports

CAREERS LINKED TO THIS FIELD

- Sports Coach/Instructor
- Health Improvement Practitioner/Promoter
- Personal Trainer
- Clinical Scientist (cardiac sciences)
- PE Teacher/Lecturer
- Sports Administrator
- Sports Development Officer
- Sports Therapist
- Fitness Centre/Leisure Centre Manager
- Lifeguard
- Exercise Physiologist
- Sports Journalist/Commentator
- Nutritionist/Dietitian
- Armed Forces/Fire Service
- Outdoor Activities/Education Manager
- Stunt Performer

Subject: Psychology

Exam Board: AQA

Head of Department: Mrs J Payne

INTRODUCTION TO THE COURSE

This is an engaging course that introduces pupils to the fundamentals of psychology, developing critical analysis, independent thinking and research skills. This GCSE will help you start to explore how the human mind works. It covers the way we think and explores the biology behind the brain. This course is suitable for anyone who has a keen interest in why we do what we do, and it would suit anyone who is thinking about joining professions such as teaching, counselling and indeed the many jobs that involve the need to understand people and their behaviours.

OVERVIEW OF TOPICS TO BE STUDIED

Cognition and behaviour

- Memory
- Perception
- Development
- Research methods

Social context and behaviour

- Social influence
- Language, thought and communication
- Brain and neuropsychology
- Psychological problems

SCHEME OF ASSESSMENT

Paper One:
What's assessed:

- Memory
- Perception
- Development
- Research methods

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

How it's assessed:

Written exam: 1 hour 45 minutes
100 marks
50% of GCSE

SCHEME OF ASSESSMENT CONTINUED

Paper Two
What's assessed:
Social influence

- Language, thought and communication
- Brain and neuropsychology
- Psychological problems

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

How it's assessed

- Written exam: 1 hour 45 minutes: 100 marks
- 50% of GCSE

THIS COURSE WOULD SUIT YOU IF:

- You are curious about human behaviour
- You enjoy science and research
- You have strong literacy and analytical skills

CAREERS LINKED TO THIS FIELD

- Counsellor/psychotherapist
- Psychologist
- Mental Health Therapist
- Education Welfare Officer
- Mediator
- Data Analyst

Subject: Sociology

Exam Board: AQA

Head of Department: Mrs J Payne

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

- The Sociological Approach
- Social Structures, social processes and social issues
- Families
- Education
- Crime and deviance
- Social Stratification
- 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.

SCHEME OF ASSESSMENT CONTINUED

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?

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.

CAREERS LINKED TO THIS FIELD

- 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: Spanish

Exam Board: Edexcel

Head of Department: Mrs L Johnson

INTRODUCTION TO THE COURSE

- Pupils will engage in speaking, reading, listening and writing activities. They will study grammatical points and learn new vocabulary 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. There is also a focus on the environment, technology and social issues, which is interesting and engaging. There will also be the opportunity to learn about the exciting and varied cultures across Spain and Latin America.

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

THIS COURSE WOULD SUIT YOU IF:

- You have a passion for languages and exploring new cultures
- You are good at communication
- You are a creative thinker
- You relish a challenge and the rewards that hard work brings
- You dream of maybe living or working abroad in the future

CAREERS LINKED TO THIS FIELD

- Academic Researcher
- Diplomatic Service Officer
- English as a Foreign Language Teacher
- Intelligence Analyst
- International Aid/Development Worker
- Interpreter
- Political Risk Analyst
- Secondary School Teacher
- Translator
- Logistics and Distribution Manager
- Broadcast Journalist
- Marketing Executive
- Patent Examiner
- Public Relations Officer
- Publishing Rights Manager
- Tourism Officer
- Tour manager
- Sales executive

FURTHER INFORMATION

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 Duolingo App in Spanish would help pupils to learn the basics of the Language.

Subject: Statistics

Exam Board: Edexcel

Head of Department: Mrs J Button

OVERVIEW OF TOPICS TO BE STUDIED

- 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.

SCHEME OF ASSESSMENT

Pupils will take two 1hr 45m written papers at either Higher or Foundation level in thesummer of Year 11.

Both papers with the use of a calculator.

THIS COURSE WOULD SUIT YOU IF:

- You enjoy working with real data and spotting patterns and trends
- You are organised and can explain conclusions clearly, using evidence
- You want a second maths-based GCSE that supports subjects like science, geography, business and PE

CAREERS LINKED TO THIS FIELD

Statistics supports progression into areas such as:

- Business
- Finance
- Marketing
- Psychology
- Sport Science
- Healthcare
- Engineering
- Computing and data-focused roles

FURTHER INFORMATION

This course offers all pupils 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 pupils 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: Textile Art

Exam Board: AQA

Head of Department: Mrs E Morgan

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

Project One – Texture, Pattern and Surface in the Natural World - During this project you will study textile artists/designers who have been inspired by the forms, patterns and textures found in the natural world. You will be guided through a series of workshops that develop your practical skills in a variety of areas. You will be required to present your work into a sketchbook and develop your ideas towards ambitious personal outcomes.

Project Two - Thematic Project - This project will have a theme chosen by your teacher and will aim to develop your independence and abilities to develop a more personal approach to your work. You will be introduced to relevant artists/designers and have the opportunity to explore different materials and techniques. You will be required to present your work into a sketchbook and develop your ideas towards ambitious personal outcomes.

THIS COURSE WOULD SUIT SOMEONE WHO:

- Is creative
- Is 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 fashion and costume design
- Enjoys finding out more about artists - Is imaginative - Is willing to put time in outside of lessons

CAREERS LINKED TO THIS FIELD

Studying an art, craft and design related degree at university can give you all sorts of exciting career options, including:

- Textile technologist
- Costume Designer (film and theatre)
- Creative Director
- Digital Textiles Designer
- Fashion Designer
- Fashion Illustrator
- Fashion Journalist
- Fashion Stylist
- Interior Designer
- Museum/Gallery Conservator
- Pattern Cutter
- Retail Buyer
- Teacher or Lecturer
- Textile Designer
- Theatre Designer
- Upholsterer
- Fine Artist

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Chulmleigh College

Nothing but our best