Chulmleigh College

GCSE Options

2022-2024

CHULMLEIGH
ACADEMY TRUST

January 2022

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

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

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

25th January **Recorded Online Presentation sent to Parents/Carers**

3rd February **Year 9 Online Parents' Evening**

15th February **Deadline for Options decisions from pupils**

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

English, English Literature, Mathematics, Sciences, Religious Studies (course began in Year 9) and French.

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)
2. Choose two options.
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 Government announced that they expect at least 80% of pupils in England to study the English Baccalaureate (Ebacc) suite of subjects. 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 at Chulmleigh College are English, Mathematics, two Sciences, History or Geography and French. There are two 'pass' measures for the English Baccalaureate – a standard pass at grade 4 and a good pass at grade 5 in each of the Ebacc subjects. As we go forward we expect that more and more employers and further and higher education providers will expect this of our young people. Consequently, we have made the English Baccalaureate subjects compulsory for our pupils to give them every advantage possible going forward and the highest standard of education. 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 be guided by Miss Dighton (SENDCO) and her team 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.

Which qualifications will definitely run?

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. If we are not able to offer your child their first choice option, I will contact you for a further discussion. 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.

Notification of Courses

We will write to you to confirm the GCSE courses that have been allocated by Monday 4th April. In some cases we may interview pupils regarding their choices.

Before you start

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

Please consider the points below:

1. Do not make your final choices until you have had an opportunity to speak to your teachers at the Year 9 Parents' Evening and fully read the attached 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 to do next:

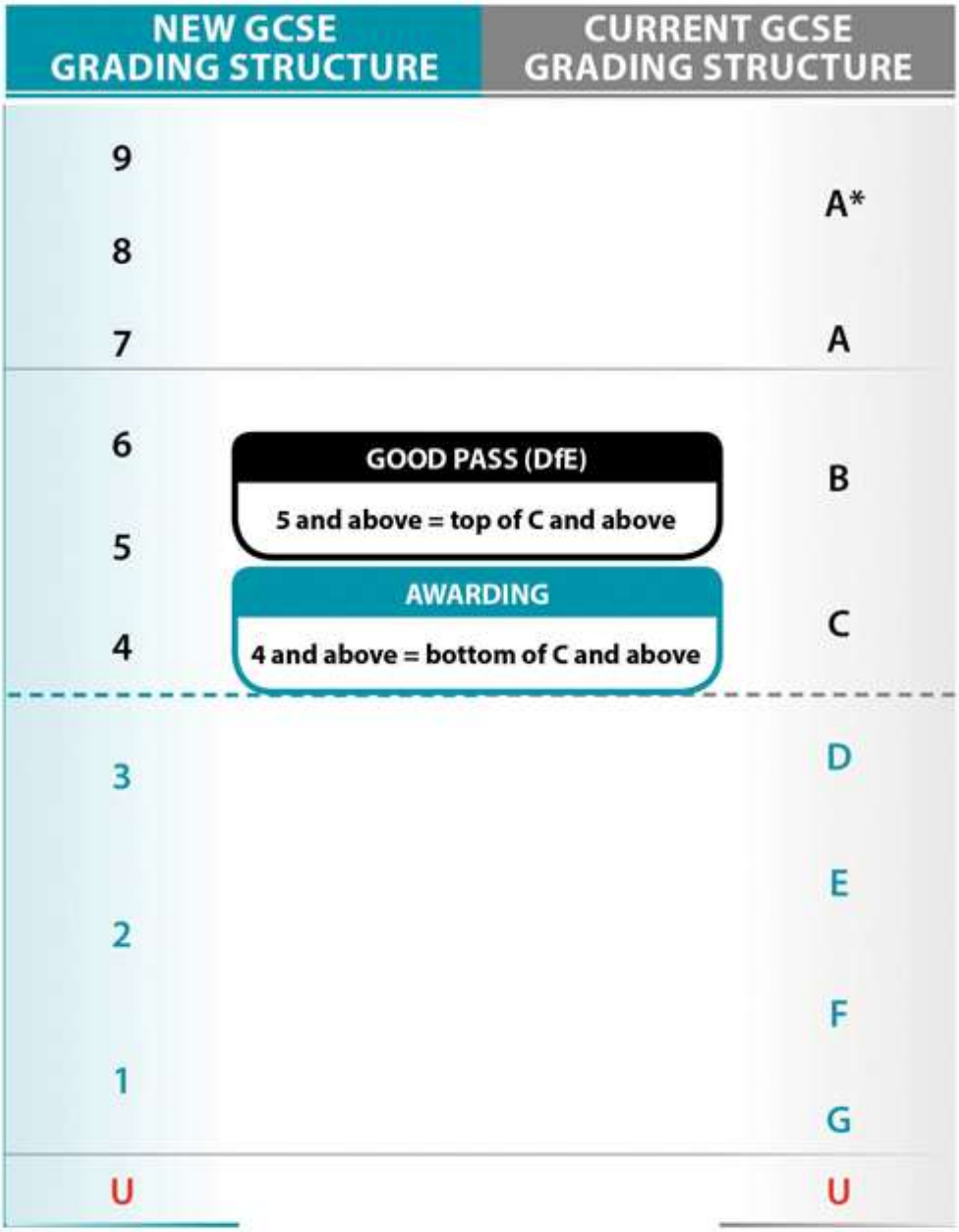
- Read this guide thoroughly.
- Make a note of any questions you need to ask your teachers.
- Parents and Pupils to attend Year 9 Online Parents' Evening on 3rd February.
- Your decision: 1. Choose History or Geography
  2. Choose TWO option subjects
  3. Choose one reserve choice
- Mark your decision on the Options Form which you will receive on 4th February.
- Return your form to Pupil Reception by 15th February.

Yours faithfully

Mr N Payne
Deputy Executive Headteacher

New GCSE Grading Structure

Ofqual



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 – NB Single Sciences can be opted for meaning pupils will study Biology, Chemistry and Physics, but one of these Sciences will be as an 'option'.
PSHE (non-examined)
Religious Studies (GCSE to be examined Summer 2022)

OPTION SUBJECTS (all GCSE unless otherwise stated)

Animal Care
Art & Design
Computer Science
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 **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 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	Paper 2: Modern texts and poetry
What's assessed • Shakespeare • The 19th century novel	**What's assessed** • Modern texts • Poetry • Unseen poetry
How it's assessed • written exam: 1 hour 45 minutes • 64 marks • 40% of GSCE	**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 Reproduction Variation and evolution The development of understanding of genetics and evolution Classification of living organisms	C6 The rate and extent of chemical change Rate of reaction Reversible reactions and dynamic equilibrium	P6 Waves Waves in air, fluids and solids Electromagnetic waves
B7 Ecology Adaptations, interdependence and competition Organisms of an ecosystem The effect of human interaction on ecosystems and biodiversity	C7 Organic chemistry Carbon compounds as fuels and feedstock	P7 Magnetism and electromagnetism Permanent and induced magnetism, magnetic forces and fields The motor effect
	C8 Chemical analysis Purify, formulations and chromatography Identification of common gases	
	C9 Chemistry of the atmosphere The composition and evolution of the Earth's atmosphere Carbon dioxide and methane as greenhouse gases Common atmospheric pollutants and their sources	
	C10 Using resources Using the Earth's resources and obtaining potable water Life cycle assessment and recycling	
Overview of Topics to be studied: The additional content for Separate Science contains the following modules		
Biology	Chemistry	Physics
B1 Culturing microorganisms	C1 Properties of transition metals	P2 Circuit breakers and double insulation Static electricity
B4 Monoclonal antibodies and plant disease	C2 Bulk and surface properties of matter including nanoparticles	P3 Effect of pressure on volume and temperature of gases
B5 Control of body temperature; maintaining water and nitrogen balance The brain; the eye Plant hormones	C3 use of amount of substance in relation to masses of pure substances Use of amount of substance in relation to volume of gases	P4 Hazards and uses of radioactive emissions and of background radiation Nuclear fusion and fission
B6 Advantages and disadvantages of sexual and asexual reproduction	C5 chemical cells and fuel cells	P5 Moments, levers and gears

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

Practical element:
Practical work is at the heart of science. By carrying out carefully considered practical work, pupils will enhance their investigative thinking and consolidate understanding of key scientific concepts.
There is no controlled assessment and the practical element is not examined separately but questions related to practical work forms a minimum of 15% of the GCSE paper.
All pupils must participate in the required practical work.
There are 8 required 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

Animal Care - BTEC L1/2 First Award

Introduction to the course:

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

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

Overview of Topics to be studied:
The course consists of four Units: Animal Health, Animal Handling, Animal Welfare and Animal Housing.

Scheme of Assessment:

The unit on Animal Health is assessed through a one hour, externally marked, written examination worth 50 marks. The exam consists of a mixture of multiple choice, short answer questions and a longer 9 mark question. The units on Animal Handling, Animal Welfare and Animal Housing are all assessed through coursework that you will be required to write up following practical activities and classroom learning. The coursework aspect is thorough and is to be completed to strict deadlines to achieve the qualification.

The course enables pupils to work closely with local farmers, vets and animal rescue centres and there will be visits to a number of organisations to extend your understanding of the subject. The College farm will be used regularly to give you practical experience of working with poultry and sheep, alongside our in-house companion animals: rabbits, guinea pigs, bearded dragon. You will also work with dogs, cats and reptiles at various stages in the course.

Compulsory Units.

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

Optional Units, of which you must complete two:

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

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 to you 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

Citizenship - AQA

Introduction to the course:
GCSE Citizenship Studies motivates and educates students to become thoughtful and active citizens who engage intelligently and enthusiastically with public life. The course enables leaners to understand and appreciate key citizenship issues at home, school and in the wider community. The study will support pupils to develop essential and transferable skills and it will allow them to think critically, evaluate evidence, debate ideas, make persuasive arguments and justify their conclusions. This course builds the foundations for further learning and study, especially in the Humanities subjects.

Overview of Topics to be studied:

- Citizenship skills, processes, and methods
- Life in modern Britain
- Rights and responsibilities
- Politics and participation
- Active citizenship

Scheme of Assessment:

Paper One		**Paper Two**	
Section A	Active citizenship	Section A	Life in modern Britain
Section B	Politics and participation • Written exam 1hr 45 minutes • 80 marks • 50% of GCSE	Section B	Rights and responsibilities • Written exam 1hr 45 minutes • 80 marks • 50% of GCSE

This course would suit:

- Pupils who are interested in social studies; active citizenship; who want to discuss and explore ideas and issues; who have opinions and an interest in how the country is run. This is an attractive subject for pupils who want to see positive change. This course links particularly well with all the humanities subjects.

Careers linked to this field:
Politian; civil service; police and armed forces; entrepreneurs; ecological careers; voluntary sector; working for charities.

Subject and Exam Board

Computer Science – AQA

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

Overview of Topics to be studied:
The aims and objectives of this qualification are to enable pupils to:

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

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

Paper 1: Computational thinking and problem solving

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

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

How it's assessed
Written exam set in practically based scenarios: 1 hour 30 minutes
80 marks
50% of GCSE

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

Paper 2: Written assessment

What's assessed
Theoretical knowledge from:

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

How it's assessed
Written exam: 1 hour 30 minutes
80 marks
50% of GCSE

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

Programming project

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

What is produced
A computer program to solve the programming project
Written report: totalling 20 hours of timetabled work

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

Assessment overview

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

This course would suit you if:
You have a keen interest in the subject area and reasonable English and Maths abilities.

Subject and Exam Board

Design & Technology - AQA

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

Overview of Topics to be studied :

Core technical principles:

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

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

Specialist technical principles:

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

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

Designing and making principles:

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

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

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

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

Assessment structure:

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

Paper 1: External assessment (written exam 50%)

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

Subject and Exam Board

Drama - Edexcel

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: Devising 40%: A performance in groups. 30% performance, 10% evaluation.

Component 2: Performance from Text 20%: 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: Theatre Makers in Practice 40%. A written exam in which you will write about a play you've 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.

Subject and Exam Board

Food Preparation and Nutrition - AQA

Introduction to the course:

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

Overview of Topics to be studied:

Food preparation skills are integrated into five core topics:
- Food nutrition and health
- Food science
- Food safety
- Food choice
- Food provenance.

Scheme of Assessment:

Assessment is made up of: 50% Examination, 50% Controlled Assessment
The Controlled assessment will be made of two pieces of work:
A Food Investigation – for this the pupil must explain the findings of practical investigations.
Food Preparation Assessment – this will include the preparing, cooking and presentation of a menu of several dishes in a specific time.

This course would suit you if:

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

Careers linked to this field:

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

Subject and Exam Board

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

Overview of Topics to be studied:

Living with the physical environment

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

Challenges in the human environment

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

Geographical applications

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

Scheme of Assessment:

Paper 1 : Living with the physical environment
Written exam: 1 hour 30 minutes
88 marks (including 3 marks for spelling, punctuation, grammar and specialist terminology (SPGST))
35% of GCSE

Paper 2 : Challenges in the human environment
Written exam: 1 hour 30 minutes
88 marks (including 3 marks for SPGST)
35% of GCSE

Paper 3 : Geographical applications
Written exam: 1 hour
76 marks (including 6 marks for SPGST)
30% of GCSE
Pre-release materials are published and made available to schools 12 weeks before the exam.

Subject and Exam Board

History - Edexcel

Introduction to the course:

This GCSE is designed to fire pupils' curiosity and imagination, moving and inspiring them with the dilemmas, choices and beliefs of people in the past. It helps pupils develop their understanding of history at a national and international level and encourages them to ask and answer questions of the present by engaging with the past.
The course covers aspects of history from the 13th to the 21st century. Wide ranging topics such as the development and use of medicine to the political and diplomatic decision of the Cold War will give pupils a range of historical experiences and perspectives.
History prepares pupils for the future, equipping them with knowledge and skills that are prized in adult life, enhancing employability and developing an ability to take part in a democratic society. It encourages mutual understanding of the historic origins of our ethnic and cultural diversity and helps pupils become confident and questioning individuals.

Overview of Topics to be studied:

Paper 1: Thematic Study and historic environment:

Medicine in Britain c1250-present 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 a broad course with a strongly practical element. It involves being creative and imaginative but grounded in a strong knowledge based in technical understanding. It is fun, but don't be fooled… it is hard work too!

Overview of Topics to be studied

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

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

Scheme of Assessment:

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

This course would suit:

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

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

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

Subject and Exam Board

Physical Education Studies – Edexcel

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

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

Overview of Topics to be studied:
Component 1: Fitness & Body Systems

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

Component 2: Health & Performance

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

Component 3: Practical Performance
3 Practical Activities from a set list:

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

Component 4: Personal Exercise Programme

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

Scheme of Assessment:

Component 1: Fitness & Body Systems:
Written examination – 1 hour 45 minutes (90 marks = 36% of the qualification)

Component 2: Health & Performance
Written examination – 1 hour 15 minutes (70 marks = 24% of the qualification)

Component 3: Practical Performance
Internally marked and externally moderated.
35 marks per activity – 105 marks = 30% of the qualification.

Component 4: PEP
Internally marked and externally moderated.
20 marks = 10% of the qualification.

This course would suit pupils who:

- 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
- 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:

If you are interested in life and the world around you, you will be interested in Sociology. GCSE Sociology aims to broaden pupils' minds, helping them to see their world from different perspectives and in new and thought-provoking ways. The world around us is fast changing and this course looks at how the way we live has changed and, crucially, the forces around us that have made this change. If you are interested in law, trends and people you will enjoy this course.

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

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

One written examination of 1 hour 45 minutes
100 marks
50% of the GCSE award

Paper 2: The Sociology of Crime, Deviance and Social Stratification

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

One written examination of 1 hour 45 minutes
100 marks
50% of the GCSE award

Who should study this subject?

Sociology is a very popular discipline at GCSE, A Level, Degree and post-graduate level because it helps us make sense of the world around us. If you are someone with natural curiosity who demands answers as to why the world appears as it is, you will enjoy this course.

Pupils who study sociology may be interested in careers that include the following areas: Teaching, the Police, Journalism, Social Work, Nursing, the Charitable sector, Politics and the Civil Service.

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 Duolingua 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 - 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:

- 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

Chulmleigh Learning Library/ICT

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

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

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

There is a full photocopying and printing service.

Staff are always on hand to help, if needed.

Post 16 Transition

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

Exeter, Petroc and Bicton colleges visit us regularly and are available to answer questions relating to further education, including course information and application procedure. They frequently hold assemblies, lunch-time drop in sessions and 1:1 appointments. Visits are also arranged to Exeter 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 https://cswgroup.co.uk/what-we-do/young-people-csw-group packed with information, which you can refer to.

Study Support

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

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

The Guild

Pupils join the Junior Guild in Year 10. 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 and assume the role of the key adults that know your child best whilst at Chulmleigh. They should be the person your child may always turn to.

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 is 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.

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.

Mrs Eaton, the College Career Coordinator, can be contacted regarding support, if needed.