

# K S 4

## OPTIONS



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# WELCOME

Dear Students, Parents and Carers,

The CHS South Year 9 Options booklet is an important guide to the learning pathways available to students as they move into Year 10. It outlines the programmes of study available to them and provides essential information as they begin to personalise their curriculum for the future.

In Year 10 the focus shifts to developing a deeper understanding of the subjects that they have chosen to specialise in. Students will continue their study of the compulsory core subjects English, Maths and Science and compulsory foundation subjects such as Physical Education and RESPECT.

Alongside compulsory subjects' students will choose a number of subject areas to study and the additional concentrated time in these lessons will enable them to 'master' the subject and foster a deeper conceptual understanding. This will build powerful knowledge which ensures that all students are sufficiently challenged according to their starting points, and the key concepts needed for high-level success at Year 11 and beyond.

As students move into Year 10, they will move towards a qualification-based course. The overviews and guidance given in the options booklet are based on the most up to date materials from examination boards. However, it is important to point out that the information contained in the booklet may be subject to change; if this is the case we will inform you as more information is made available.

I wish all Year 9 students success this year and hope that they continue to aim for excellence in their learning journey through Year 10.

Mr. D. Prophet  
Headteacher

# IMPORTANT DATES

Choosing your Key Stage 4 Options is an important decision. The choices that you make now will shape what you will be doing in school over the next two years. You must make sure that you take these choices seriously and take advantage of the help that is on offer to you.



## WEDNESDAY 10TH JANUARY 2024 | YEAR 9 OPTIONS ASSEMBLY

Ms Burke will join your assembly on Wednesday 10th January to help explain the process to you in detail.

## THURSDAY 11TH JANUARY 2024 | YEAR 9 PARENT/CARER EVENING (4.00 - 6.30PM)

At the Year 9 Parent/Carer Evening Curriculum Leaders and Ms Burke will be available to discuss any questions about options.

## THURSDAY 25TH JANUARY 2024 | VIRTUAL PARENT/CARER EVENING (6.00 - 6.30PM)

This virtual event will help explain the Options process to parents/carers and include opportunities for questions.

## MONDAY 15TH JANUARY - FRIDAY 2ND FEBRUARY 2024 | OPTIONS INTERVIEWS

All Year 9 students will have an interview with a senior member of staff to support them with their choices.

## THURSDAY 15TH FEBRUARY 2024 | OPTIONS PROCESS CLOSES

Students must have handed in their Options Form to their Form Tutor.

# THE PROCESS

The options process at CHS South is designed to allow students to choose a learning pathway that will help them continue to be Creative, Happy and Successful Learners and secure success in the future. We recognise that all our students are different and that the path they take must suit them as individuals; for this reason, support is offered at all stages of the process.

## WHAT DO STUDENTS STUDY?

Students must study the Compulsory Core:

- English: This will lead to all students completing both their GCSE English Language and GCSE English Literature at the end of Year 11.
- Maths: This will lead to all students completing their GCSE Maths at the end of Year 11.
- Science: All our students will follow GCSE Combined Science which leads to two GCSEs. Some students will go onto study GCSE Triple Science. These students will be chosen by Mr Knipe, Curriculum Leader for Science based on aptitude and effort in lessons.

Students also study compulsory foundation subjects:

- Physical Education: All students will undertake one hour of PE each week. In these lessons students will undertake a variety of diverse physical activities and will be provided with an opportunity to develop an understanding of their own health and well-being.
- Respect: In line with statutory guidance will undertake one hour of Respect. At CHS South we enable this through our Respect curriculum where students increase awareness of their personal, social, spiritual, moral and cultural development and the role they play as citizens in modern Britain.

In addition to these core subjects, students can choose subjects from a range of grouped curriculum areas. It is vital that these choices work together to construct a timetable of varied and valuable skills, which translate into nationally recognised qualifications. Moving into Year 10 we offer a full range of GCSE qualifications and Technical Awards such as BTEC, NCFE and OCR Cambridge Nationals. Technical Awards are high quality qualifications that provide students with the opportunity to apply their knowledge in a practical situation and develop practical skills in that subject area. They are equivalent in level to GCSE exams, but are also linked to professional qualifications and often feature a smaller proportion of terminally assessed work than GCSEs. It is important to remember that students are choosing the subject and not necessarily the qualification.

In order to provide a solid basis for Further and Higher Education the vast majority of students will be directed to include within their selection, subject from the following headings:

- 1 Arts Subject (Ideally their Year 9 Arts Elective)
- 1 Humanities (History or Geography)
- 1 Modern Foreign Language (The language you are currently studying)
- 1 General Subject

However, it is very important to us that all students follow a pathway which will allow them to reach their full potential. For this reason, some students will be guided along a pathway which may be slightly different to the one outlined above.

## WHAT IS THE EBACC AND DO ALL STUDENTS STUDY IT?

The EBACC or English Baccalaureate, is the term used by the Government for the combined group of subjects - English, Maths, Sciences, History or Geography and a Modern Foreign Language.

In our school the majority of students follow the full EBACC, but not all. We will help all students follow a pathway that supports their interest, challenges them academically and supports them into potential pathways for the future.





# ENGLISH LANGUAGE AND LITERATURE

## SUBJECT INTENT

Studying English at CHS South allows learners to be submersed in a vast array of texts that will challenge, inspire and excite them. We aim to provide students with the tools and knowledge needed to learn to appreciate the beauty of language through exploration of the writer's craft. With a huge emphasis on creativity and the discovering and utilising of their voice, opinions and ideas are shared and developed through exploratory talk, which is an integral part of our curriculum. Across all the topics we study, we ensure students are given the knowledge in which to analyse and enquire further into the language. We decode key vocabulary to give students the confidence to access reading material and explore reading strategies in depth to ensure students can make links to further texts and concepts and ultimately to become successful independent readers. We explicitly teach grammatical components to improve students' writing, ensuring students can manipulate and craft language for specific purposes. Our oracy provision is integral to all lessons where students are guided through talk protocols and given routine opportunities to showcase their voice through exploratory talk.

We pride ourselves on our strong moral purpose to prepare students not only for the classroom, but for life beyond – offering opportunity upon opportunity to explore current topics, widening their understanding of the world in which they live. Varied voices and perspectives are studied and explored with the key premise being that students build empathy and understanding of the world around them. Sharing our passion for this subject helps to ignite a passion for reading, writing and all things English related in our students. Some incredibly challenging texts and concepts are explored through accessible and relatable thematic links, pushing students to think outside of the box and develop their own blossoming opinions on the written word. We aim to inspire, to challenge and to help develop happy, creative and successful learners through our expertly planned, colourful curriculum.

## STUDENTS WILL STUDY BOTH OF THE FOLLOWING QUALIFICATIONS

### GCSE English Language

Students will study a range of high quality, challenging texts from the 19th, 20th and 21st centuries.

The texts, across a range of genres and types, are explored in terms of language, structure and authorial intent; as well as supporting students in developing their own writing by providing effective models. The texts will include literature and extended literacy non-fiction, and other writing such as essays, reviews and journalism (both printed and online).

### GCSE English Literature

Students will study a range of high quality literature.

This will include:

- at least one play by Shakespeare
- at least one 19th century novel
- a selection of poetry since 1789, including representative Romantic poetry
- fiction or drama from the British Isles from 1914 onward

## HOW IS IT ASSESSED?

Students will be assessed in two terminal exams at the end of the qualification. Students will be assessed equally on their writing skills as well as their ability to read for meaning. Student will also take part in a Spoken Language unit which will allow students to develop their communication skills.

Students will be assessed in two terminal exams at the end of the qualification. Student will be assessed on their ability to respond critically to the texts studied over the course of the qualification in two closed book exams, as well as their ability to respond critically to unseen works of literature. Student are also required to effectively compare across texts.

## WHY STUDY IT?

English at CHS South prepares students to be successful adults who are sure of their place in the world, know their opinion is valuable, and have a real sense of belonging to society. It prepares them to be adults who can read with a critical eye and write with a true sense of purpose, both creatively and for necessity. It broadens their understanding of the world through the ever changing texts used to develop their understanding of what is happening around them. With a strong understanding and passion for the subject of English, they will be met with a future of boundless potential. The functional skills our English provision offers, alongside the rich array of challenging texts they are not only exposed to, but encourage to form their own opinions on and be inspired by, all contribute to the ability to not only read and write; but to form opinions; to explore deeper meanings; to empathise; to become more socially and emotionally intelligent and to shine. English sits centrally, at the heart of an education - preparing students for whatever future career they wish to pursue. To gain access to many further post 16 courses, apprenticeships or employment there is an expectation that students will have gained a good GCSE pass in English.

### SUBJECT INTENT

Maths is a universal language that explains the world around us. The study of Maths enables you to make sense of everyday situations, forge links between topics and establish connections to real life context. Maths fosters curiosity, equipping students with various strategies to tackle problems; it empowers students with resilience to take risks, get it wrong, from a new strategy and start again, with determination and drive to reach the final answer. Maths is logical thinking, reasoning, intuition, analysis, construction generalisation and beauty.

### STUDENTS WILL STUDY THE FOLLOWING QUALIFICATION

#### GCSE Maths

Students study six main topic areas. These are:

- Number (including structure and calculation; fractions, decimals and percentages; measure and accuracy)
- Algebra (including notation and manipulation; graphs; solving equations and inequalities and sequences)
- Ratio, Proportion and Rates of Change
- Geometry and Measures (including properties and constructions; measuring lengths, areas, volumes and trigonometry)
- Probability

### HOW IS IT ASSESSED?

GCSE Maths will be assessed with a terminal exam at the end of Year 11. This consists of one Non-Calculator Paper and two Calculator Papers; each of these exams lasts 1 hour 30 minutes.

### WHY STUDY IT?

Maths not only provides students with key numeracy skills, required in everyday life, but is also the best subject to develop analytical, research and problem solving skills. Many topics covered will be relevant and necessary to further study of many subjects, from statistical analysis in Science to ratio proportion in arts, algebra in fields of ICT and numeracy in everyday life. Hence, a successful Maths GCSE is highly regarded. To gain access to many further post 16 courses, apprenticeships or employment there is an expectation that students will have gained a good GCSE pass in Maths.

**Some students will be selected in Year 11 to study the AQA Level 2 Further Maths qualification, which is a highly regarded Level 2 qualification and will be a good foundation for those wanting to study A-level Maths. This will be offered as an Extra-Curricular Club.**



### SUBJECT INTENT

The Scientific area of learning is concerned with increasing pupils' knowledge and understanding of our world, and with developing skills associated with Science as a process of enquiry. It will develop the natural curiosity of the child, encourage respect for living organisms and the physical environment and provide opportunities for critical evaluation of evidence.

At CHS South we aim to create Scientists that are curious about the natural world and understand the importance of scientific process. We are passionate about developing a curriculum that is accessible to all and one that enriches through cultural capital and extra-curricular opportunities which are provided throughout the 5-year course.

We encourage students to be inquisitive throughout their time at the school and beyond. The curriculum is designed to ensure that students can acquire key scientific knowledge through practical experiences, using equipment, conducting experiments, building arguments and explaining concepts confidently. The school's approach to science takes account of the school's own context, ensuring access to people with specialist expertise and places of scientific interest as part of the school's commitment to learning outside the classroom.

### STUDENTS WILL STUDY ONE OF THE FOLLOWING ROUTES:

#### GCSE Combined Science

Students will study a range of topics in Biology, Chemistry and Physics. The modules will be studied in depth to allow students to develop a clear understanding. Students will practise skills regularly including practical work and investigations.

- Biology topics include: Cell Biology, Organisation, Infection and Response, Bioenergetics, Homeostasis and Response, Inheritance, Variation and Evolution, Ecology.
- Chemistry topics include: Atomic structure and the Periodic Table, Bonding, structure and the properties of matter, Quantitative chemistry, Chemical analysis, Chemistry of the atmosphere, Using resources.
- Physics topics include: Energy, Electricity, Particle model of matter, Atomic Structure, Forces, Waves, Magnetism and Electromagnetism.

This qualification awards a student with two GCSEs.

#### GCSE Biology, Chemistry and Physics (Triple Science)

In Year 11, students who excel will be directed to study Triple Science, which explore the 3 areas of Combined Science in more depth.

This qualification awards a student with three GCSEs.

### HOW IS IT ASSESSED?

There are six papers: two Biology, two Chemistry and two Physics. Each exam is 1 hour 15 minutes (1hr 45 mins for Triple Science) and students will be entered for either Foundation (Grades 1-5) or Higher (Grades 4-9). Each of the papers will assess knowledge and skills from distinct topic areas. Question types are multiple choice, structured, closed short answer and open response.

### WHY STUDY IT?

Biology is the study of the variety, complexity and interdependence of the living world. In recent decades it has seen revelations in fields such as genetics (thanks to the work of the human genome project) and clinical therapies designed to treat diseases once thought to be incurable, such as certain cancers or Cystic Fibrosis. Understanding living organisms, from single-cells to human beings themselves, has a variety of practical applications. Understanding the wider world around us and how organisms interact with each other and their ecosystems plays a vital part in the environmental sciences. Ecology can lead to an appreciation of global changes and the impacts which humans have on our planet.

Core concepts introduced in Chemistry form an important part of any professional scientist's toolkit, regardless of their specialisation. Chemistry graduates possess adaptability and an analytical cast of mind which makes them attractive to a very broad spectrum of employers.

Physics is often combining with other subjects such as Biology in Biophysics or Medical Physics in separate disciplines that students could potentially study at university. Studying Physics opens many doors for students, as employers in diverse fields will hire physicists for their mathematical, modelling, and critical thinking skills. Physics (often with Mathematics) is required for engineering.



# PERFORMING & VISUAL ARTS

## SUBJECT CHOICES



### STUDENTS WILL STUDY AT LEAST ONE OF THE FOLLOWING SUBJECTS

The study of the Arts enables students to develop knowledge, skills, values and attributes that can play a significant role in young people's development, creating opportunities for them to express their ideas and form their values, and equipping them to navigate a rapidly changing world.

At CHS South we place a high importance on the development of creativity, that develops our young people as confident, curious thinkers; they use skills developed in Arts lessons to explore and discover new concepts, finding new ways to shape and express their ideas as they work cooperatively with other students in new art forms.

There is also compelling evidence of the value of engaging in the Arts to children's employability and their health and wellbeing. Arts education has been shown to increase children's transferrable skills including communication, teamwork and resilience.

We strongly advise students to continue with their Year 9 Arts Elective, but they can change their option if they want to.

### THE ARTS SUBJECT CHOICES ARE:

Art  
Dance (Performing Arts) - BTEC  
Drama  
Music  
Music Practice - BTEC  
Photography



# ART

## SUBJECT INTENT

Students will develop their ability to realise creative thoughts, ideas and imagination. They will gain a wide range of art, craft and design experiences enabling young people to discover themselves and find their voice. Students will be supported and nurtured to shape their own outcomes and will gain a deep cultural knowledge and understanding. At CHS South we will empower students to voice, shape and express cultural heritage while they develop skills for future learning and employment. We want to ensure that our curriculum is relevant and engaging, we want to ensure students are aware of contemporary artists talking about their world.

## STUDENTS WILL STUDY THE FOLLOWING QUALIFICATION

### GCSE Art

Throughout Year 10 and 11 you will complete 2 coursework projects, which contribute to 60% of your final grade. There is also a practical Art exam in Year 11, which is 40% of your final grade. This 2-day exam adds up to ten hours spent on producing a personal response.

## HOW IS IT ASSESSED?

Artist and Photographers are assessed on how well they can:

- Develop ideas informed by artists and art work demonstrating analytical understanding
- Refine ideas by experimenting and selecting appropriate resources
- Record relevant ideas, observations and insights in visual forms
- Present a personal response, realising intentions and making informed connections with the work of others

## WHY STUDY IT?

Art is ideal for students who enjoy art and who love drawing and the making process. Students should be keen to learn about lots of other ways of expressing themselves and be dedicated to trying lots of different media and skills to develop a really exciting portfolio. Students will explore painting, 3D sculpture, textiles, mixed media as well as using computer software, such as Photoshop. Many of our students go on to study Art at A Level and beyond with great success. All our students grow in confidence and feel empowered in an increasingly visual world. Excellent attendance and an excellent homework record are important, as all classwork is part of your coursework.

## STUDENTS CAN NOT OPT FOR BOTH ART AND PHOTOGRAPHY





# DANCE (PERFORMING ARTS) - BTEC

## SUBJECT INTENT

We study dance to inspire creativity, develop curiosity and explore the limitless capabilities of our bodies. We challenge our students to respond to the world around them and to find ways to communicate their ideas, motivate others and present themselves with confidence and flair. We work in an environment that is built on mutual respect for the subject and those studying it. We promote fun. We reap the benefits of studying a subject that provokes debate, opportunities to problem solve and advocates physical and mental wellbeing. Studying dance allows us to engage with different cultures, and historical events. We are researchers, performers, creators, leaders and independent learners. Studying Dance at CHS South is an investment in the future; the versatility it offers means that our students become highly skilled in several areas. As well as evoking a passion and appreciation for dance and theatre with a good grounding for further vocational study in performance, this subject will also provide a broad range of transferable skills which sets our students apart from others. Our learners are confident presenters of ideas, articulate, empathetic and curious; they know how to work with others to bring an idea to life. They can plan effectively, work under strict time pressures and can unpick theatrical design (whether that's set, costume, lighting, or sound) and find meaning. Dance challenges our learners to be driven, independent individuals.

## STUDENTS WILL STUDY THE FOLLOWING QUALIFICATION

### **BTEC Performing Arts: Dance**

The award gives learners the opportunity to develop dance specific knowledge and skills in a practical learning environment.

The main focus is on development of key skills in a practical learning environment. Arts such as reproducing repertoire or responding to stimuli processes that underpins effective ways of working in Dance. For example, development of ideas, rehearsal and performance attitudes that are considered most important in Dance, including personal management and communication knowledge that underpins effective use of skills, process and attitudes in sector such as roles, responsibilities, performance disciplines and styles.

## HOW IS IT ASSESSED?

This course is assessed through a number of internal practical and written elements in addition to an externally assessed test at the end of the course.

## WHY STUDY IT?

Studying Dance at CHS South is an investment in the future; the versatility it offers means that our students become highly skilled in a number of areas. As well as evoking a passion and appreciation for dance and theatre with a good grounding for further vocational study in performance, this subject will also provide a broad range of transferable skills which sets our students apart from others. Our learners are confident presenter of ideas, articulate, empathetic an curious; they know how to work with others to bring an idea to life. They can plan effectively, work under strict time pressures and can unpick theatrical design (whether that's set, costume, lighting or sound) and find meaning. Dance challenges our learners to be riven, independent individuals.



# DRAMA

## SUBJECT INTENT

In an ever-changing world, drama and theatre offer the stability and creative opportunity to explore and discover in a safe and supportive environment. Studying current and historical events inspires us to develop our Local, National and Global responsibility, prompting emotional intelligence, resilience, empathy and a strong social conscience. Our students work as a drama family, they care for and support each other as they are challenged with provocative themes and questions. The centre of our ethos is that exploration through drama and theatre educates, promotes and empowers change, an ethos that is ever more important in fractious times. Drama helps develop creative, invested and passionate young people who recognise how theatre can be used to create positive change.

Drama students will explore style and genre as well as developing their own acting skills through many practical performances while studying the AQA syllabus at Key Stage Four. Reviewing live theatre performances in order to develop analytical and evaluative understanding helps students expand their own opinions and can even challenge prejudice. Students become skilled at breaking down theatre to create meaning and subtext which then empowers their own practical performances.

## STUDENTS WILL STUDY THE FOLLOWING QUALIFICATION

### GCSE Drama

Drama focuses on the study of Scripted and Devised Drama. Although largely practical it does involve a written examination, which involves the academic study of practical work completed during the course and the study of a scripted play. Performance work is marked with detailed criteria allowing capable performer and director to be awarded marks. GCSE is not an easy option and good level of English is recommended in order to succeed.

## HOW IS IT ASSESSED?

The 60% Scripted and Devised coursework is assessed via observation of planning, a rehearsal diary, directorial skills and a live performance for an audience. Student are marked for their progression in lessons, through the rehearsal diary and for their performance. The remaining 40% of the course is a written examination paper focusing on evaluative responses to the practical work undertaken in lessons, a set text and the review of a live production.

## WHY STUDY IT?

We study a wide variety of practitioners from Stanislavski to Brecht and never shy away from studying challenging themes. Our set text means we can pick apart in detail a character's motivation and intent and how an actor can create this on stage through detailed and in depth rehearsal strategies. Enrichment opportunities include live evening performances and theatre visits. The skills developed in drama such as confidence, team work, engagement and problem solving are transferable to all situations. A Drama student's strength of character, their confidence, maturity and empathy are often commented on. Our course embeds an emotive investment in learning and talented, inspirational young performers. These courses are not just for students who want to go into the theatrical profession, it is ideal for students considering A-Level study. The personal and social skills developed are transferable to all further education courses and any area of employment. As a performer you will have opportunities to perform to paying audiences, you will study and perform a whole class play and create your own pieces of theatre. All students grow in confidence and presentation skills while exploring thought provoking, exciting stimuli.



# MUSIC

## SUBJECT INTENT

Our subject intends to inspire, provide motivation and nurture passion for all students to help them develop their musicianship and transferrable skills further. Studying music shows a real drive and determination to improve ourselves, not only as musicians but also humans. It has been scientifically proven that playing an instrument or singing releases endorphins which promotes wellbeing and we harness this as a department to support students on their creative, happy and successful journey through school. Students are expected to take music lessons if they opt for GCSE, whether in school or outside, as performance makes up 30% of the final grade. They learn appraisal skills in relation to set study pieces and there are many opportunities to compose as well as develop skills as a performer. Studying music enables students to develop highly desirable skills in areas such as self-management, creativity, data analysis, performance, teamwork, problem-solving, and communication, all of which makes them an attractive prospect for potential employers. There are numerous careers that anyone studying Music or Music Technology could go into, such as session musician, sound engineer, tour manager, musical director, music or instrumental teacher or a job at a studio or record label.

## STUDENTS WILL STUDY THE FOLLOWING QUALIFICATION

### GCSE Music

The subject content is divided into three components: Understanding Music, Performing Music and Composing Music. This course will enable students to compose music using instruments and computer software, and to perform and listen to and appraise music of various styles and cultures. Areas of Study are: Western classical tradition 1650-1910, Popular music, Traditional music and Western classical tradition since 1910. Students will learn about types of music based on different elements that affect composition and the stylistic features of particular music. Students that opt for this course are required to have instrumental or vocal lessons from the beginning of the course and must be prepared to rehearse regularly in their own time; performance makes up 30% of the final grade. They learn appraisal skills in relation to set study pieces and there are many opportunities to compose as well as develop skills as a performer.

## HOW IS IT ASSESSED?

In GCSE Music 'Understanding Music' is assessed through listening exercises using excerpts of music. Performance is assessed through an individual piece with accompaniment and an ensemble performance. Students also complete a composition, responding to a brief and then a free task.

## WHY STUDY IT?

Studying music enables students to develop highly desirable skills in areas such as self-management, creativity, data analysis, performance, teamwork, problem-solving, and communication, all of which makes them an attractive prospect for potential employers. There are numerous careers that anyone studying Music or Music Technology could go into, such as session musician, sound engineer, tour manager, musical director, music or instrumental teacher or a job at a studio or record label.



# MUSIC PRACTICE - BTEC

## SUBJECT INTENT

Our subject intends to inspire, provide motivation and nurture passion for all students to help them develop their musicianship and transferrable skills further. Studying music shows a real drive and determination to improve ourselves, not only as musicians but also humans. It has been scientifically proven that playing an instrument or singing releases endorphins which promotes wellbeing and we harness this as a department to support students on their creative, happy and successful journey through school. Students are expected to take music lessons if they opt for GCSE, whether in school or outside, as performance makes up 30% of the final grade. They learn appraisal skills in relation to set study pieces and there are many opportunities to compose as well as develop skills as a performer. Students opting for Music Technology need to have a basic understanding of composing using a Digital Audio Workstation (DAW). Music Technology students learn about knowledge of the music industry, how to produce and promote a musical product, they get a hands-on knowledge of recording and working within a studio and also learn how to compose music. There are numerous careers that anyone studying Music or Music Technology could go into, such as session musician, sound engineer, tour manager, musical director, music or instrumental teacher or a job at a studio or record label.

## STUDENTS WILL STUDY THE FOLLOWING QUALIFICATION

### **BTEC Tech Award Level 2 in Music Practice**

The Tech Award gives learners the opportunity to develop sector-specific applied knowledge and skills through realistic vocational contexts. The focus is on four areas of equal importance, which cover the:

- Development of key skills that prove learners' aptitude in music, such as responding to a musical brief using musical skills and techniques
- Processes that underpin effective ways of working in the music sector, such as the development of musical ideas, and using skills and techniques for rehearsal, creation, production, and performance to respond to a music brief
- Attitudes that are considered most important in the music sector, including personal management and communication
- Knowledge that underpins effective use of skills, processes, and attitudes in the sector, such as musical skills and styles.

This Tech Award complements the learning in GCSE programmes by broadening experience and skills participation in different types of musical techniques for different musical styles. The Tech Award gives learners the opportunity to apply knowledge and skills in a practical way through exploration and development of techniques and styles.

## HOW IS IT ASSESSED?

The three components in the qualification give learners the opportunity to develop broad knowledge and understanding of the music sector, and specialist skills such as applying musical knowledge to music performance, music creation and music production at Levels 1 and 2. Assessment is 100% coursework based, however, component 3 is exam-based coursework in exam conditions.

## WHY STUDY IT?

Studying music enables students to develop highly desirable skills in areas such as self-management, creativity, data analysis, performance, teamwork, problem-solving, and communication, all of which makes them an attractive prospect for potential employers. There are numerous careers that anyone studying Music or Music Technology could go into, such as session musician, sound engineer, tour manager, musical director, music or instrumental teacher or a job at a studio or record label.



# PHOTOGRAPHY

## SUBJECT INTENT

Students will develop their ability to realise creative thoughts, ideas and imagination. They will gain a wide range of art, craft and design experiences enabling young people to discover themselves and find their voice. Students will be supported and nurtured to shape their own outcomes and will gain a deep cultural knowledge and understanding. At CHS South we will empower students to voice, shape and express cultural heritage while they develop skills for future learning and employment. We want to ensure that our curriculum is relevant and engaging, we want to ensure students are aware of contemporary artists talking about their world.

## STUDENTS WILL STUDY THE FOLLOWING QUALIFICATION

### GCSE Photography

During Year 10 and 11 you will complete 2 coursework projects which contribute 60% of your final grade. There is also a practical exam in Year 11, which is 40% of your final grade. This 2-day exam adds up to ten hours spent on producing a personal response.

## HOW IS IT ASSESSED?

Photographers are assessed on how well they can:

- Develop ideas informed by artists and art work demonstrating analytical understanding
- Refine ideas by experimenting and selecting appropriate resources
- Record relevant ideas, observations and insights in visual forms
- Present a personal response, realising intentions and making informed connections with the work of others

## WHY STUDY IT?

Photography is ideal for students who enjoy photography and the making process. Students should be keen to learn about lots of other ways of expressing themselves and be dedicated to trying lots of different media and skills to develop a really exciting portfolio. Students will explore , photography, 3D sculpture, mixed media as well as using computer software, such as Photoshop. Many of our students go on to study Photography at A Level and beyond with great success. All our students grow in confidence and feel empowered in an increasingly visual world. Excellent attendance and an excellent homework record are important, as all classwork is part of your coursework.

## **STUDENTS CAN NOT OPT FOR BOTH PHOTOGRAPHY AND ART**



# HUMANITIES

## SUBJECT CHOICES



### STUDENTS WILL STUDY AT LEAST ONE OF THE FOLLOWING SUBJECTS

Research into the human experience adds to our knowledge about our world. Through these subjects learn about the values of different cultures and communities. They develop a greater understanding about the great accomplishments of the past, help us understand the world we live in, and give us tools to imagine the future.

Through the study of Geography and History students will also develop skills of critical analysis, gathering evidence and evaluating arguments. They learn how to critically examine texts and other sources carefully, learning skills that can make your interpretation precise and convincing.

### THE HUMANITIES SUBJECT CHOICES ARE:

Geography  
History



### SUBJECT INTENT

At South, the geography curriculum is committed to guiding students to comprehending the complexities of the world around us and the challenges it presents. Geography is deeply interwoven into the world around us, with every interaction we have. Our aim is to cultivate students' understanding of their environment and their role in shaping our future. Our geography curriculum combines human and physical strands, showing how interconnected and related all aspects of geography are. It also weaves climate change and the climate emergency throughout the five year curriculum. By doing this, we have created a holistic geography curriculum that provides students with knowledge, skills and a sense of social responsibility to confront and address societal inequities.

Throughout the curriculum, students embark on a learning journey that spans key stages, equipped with knowledge and skills which support their ongoing education both in and outside of geography. We strive to offer a comprehensive learning experience which highlights the synoptic nature of geography, emphasising the interconnectedness of various topics to strengthen students' comprehension and awareness. One primary objective is to immerse students in the exploration of diverse cultures, landscapes and the remarkable diversity of our planet. We seek to instil confidence in our students' understanding of how the world works, while also exposing them to the social inequalities that have shaped our current global landscape.

Within our curriculum, we foster a community of learners where students are invited to contribute their knowledge and experiences. Through this collaboration, students have the opportunity to share their insights, engage in critical discussions and develop a deeper understanding of geography. From their study in key stage three students have begun to develop a strong foundation of geographical knowledge, encompassing places, locations, environments and processes at various scales. Moreover, during key stage 4 through their GCSE study, they will acquire the analytical tools necessary to explore and evaluate interactions between people and their environment, as well as changes that occur across time and space.

Central to our curriculum is the acquisition of essential skills including map reading, fieldwork and enquiry skills, and geographical information systems (GIS). These skills will empower students to investigate and critique the world around them constantly, enabling a deeper comprehension of their surroundings. Overall, our geography curriculum at South is designed to provide students with the means to navigate and interpret the world they live in. By equipping them with knowledge which goes above and beyond the national curriculum, critical thinking skills and a heightened awareness of societal inequalities, we strive to foster engaged global citizens who are capable of making change in the world.

### STUDENTS WILL STUDY THE FOLLOWING QUALIFICATION

#### GCSE Geography

As students move into KS4 and the beginning of their geography course (OCR B Geography for Enquiring Minds). In their GCSE course students will be studying three papers for the three exams they sit. In Y10 they begin Paper 1 – Our Natural World which focuses predominantly on physical geography. Students are applying their prior geographical knowledge and developing depth and breadth. Students will be studying the GCSE specification and beyond to continue developing them into geographers who have a balanced, unbiased and broad knowledge of the subject.

### HOW IS IT ASSESSED?

We study and follow OCR B: Geography for Enquiring Minds. In this GCSE specification, students will sit three GCSE papers.

Paper 1: Our Natural World - Studies physical geography and fieldwork enquiry. This exam is worth 35% of students' grade and is 1 hour 15 minutes.

Paper 2: People and Society – Studies human geography and fieldwork enquiry. This exam is worth 35% of students' grade and is 1 hour 15 minutes.

Paper 3: Geographical exploration – This paper is a mixture of human and physical geography and students must explore an unseen resource booklet and practice decision-making skills. This exam is worth 30% of students' final grade and is 1 hour 30 minutes.

### WHY STUDY IT?

There has never been a better or more important time to study geography.

GCSE geography has a mix of topics such as urban issues, world development, extreme environments, rivers, and hazards – to name but a few.

The course will give you the chance to get to grips with some of the big issues which affect our world, and understand the social, economic and physical forces and processes which shape and change our world.

Geography helps you to make sense of the world around you. It's hands on, relevant, and fun.

Whatever your passion for the world – fascination with landscapes or social and political issues or concerns about sustainability – geography will provide you with knowledge and skills that will reward you personally and professionally.

There are 14 different topics in GCSE geography. We master and move through a variety of human and physical topics, so we're constantly covering new things!

This diversity also allows all students to find topics they are interested and engaged in and enjoy the whole GCSE.

Some of these topics will be familiar to you from KS3 geography and some will be brand new! Your skills you have been developing in Y9 particularly will help you endlessly when studying geography GCSE.

"Understanding of the interdependence of Earth's human and physical systems is important for young people who are going to be future decision-makers in the world" - Charity Mhlanga





### SUBJECT INTENT

Students who have opted to deepen and develop their understanding of History will explore engaging topics that bring the lessons of the past to today's world. Many students of history go on to work in law, politics and diplomacy and a study of history will provide a good grounding in this for their development in their future careers as critical thinkers. As Year 10s, they will begin KS4 history exploring how the failure of German democracy after World War One led to rise of Adolf Hitler and the Nazi Party. Heinrich Heine, a Jewish German said in 1822: "Where they burn books, they will, in the end, burn human beings too." This prophetic quote sums up the roots of the Holocaust in Nazi Germany and the chilling reminder today from history of how censorship leads to persecution. This topic will help students understand how perceptions of government failure and economic recessions lead to the rise of extreme parties and extreme governments across world societies. Following this topic, students will then go back 900 years to study the Norman conquest of Anglo-Saxon England. Supposedly William the Conqueror said on his deathbed. "I have persecuted its native inhabitants beyond all reason. Whether gentle or simple, I have cruelly oppressed them; many I unjustly inherited; Innumerable multitudes, especially in the county of York, perished through me by famine or the sword." Pupils will analyse how a small number of Normans controlled and dominated a much larger population of Saxons. The Norman Conquest provides us lessons in management, but also a view of how the England and Britain we know today was created by the Norman invasion. Finally, students will finish Year 10 with a breadth study of the Cold War, 1941-91. Students will learn the importance of relationships between countries and consider how this applies to their own lives. This topic will help them understand today's world with a deteriorating situation between Russia and the West today and give them lessons, as the next generation, of how this can be resolved.

### STUDENTS WILL STUDY THE FOLLOWING QUALIFICATION

#### GCSE History

- Modern Depth Study - Germany, 1918-39
- British Depth Study - The Norman Conquest, 1066-88
- Period Study - Superpower relations and the Cold War, 1941-91
- Medicine in Britain c. 1250– the present day and the British sector of the Western Front, 1914–18: injuries, treatment and the trenches

In Year 11, students undertake a thematic study and study the historic Environment. The Thematic Study will be Medicine in Britain c. 1250 – the present day and the Historic Environment is the British sector of the Western Front, 1914–18: injuries, treatment and the trenches. This topic will help students understand how the perceptions of the causes of illness; how to treat them; and how governments began to prevent illness changed and remained across four different eras: the Middle Ages (c.1250-c.1500); the early modern period (c. 1500-c.1700); through the industrial revolution (c. 1700-c.1900); and finally, in the modern era (1900-now). We believe this topic is more important than ever and complements students that pursue triple scienc

### HOW IS IT ASSESSED?

History will be assessed through three separate examinations at the end of Year 11. The exams will be build around extended essay writing and therefore good written English skills will be important. There is no coursework or controlled assessment so good factual recall and memory skills are vital.

### WHY STUDY IT?

History gives students the ability to research, filter and prioritise information. It provides a frame for questioning sources of information and evaluating which are trustworthy and reliable. History is a challenging and reward subject that helps us to understand the world around us and how the past shapes the future; it gives us a solid knowledge of the culture on which the country is founded. We study a variety of topics in order to cover politics, conflict, economics and ordinary people's lives. History helps to develop excellent written and verbal communication skills. It prepare you for careers in the arts, media, journalism, teaching, social work, the Civil Service and law. A good History candidate takes an interest in the world around them, asks questions and reads widely.



# MODERN FOREIGN LANGUAGES

## SUBJECT CHOICES



### STUDENTS WILL STUDY AT LEAST ONE OF THE FOLLOWING SUBJECTS

Knowledge of a foreign language is a concrete and demonstrable life skill. Languages teach you communication skills and adaptability, the study of languages also enables students to develop their cultural awareness.

Learning a foreign language builds a deeper understanding of your own and in addition to the obvious benefits for the key skills of communication and literacy, MFL learners are required to work collaboratively with their peers and develop independent skills. The study of MFL requires students to explore the notions of citizenship and personal and social responsibility, equipping them with the skills needed to excel in an increasingly small world. Furthermore, through developing respect, tolerance and interest in other cultures foreign language learning allows students to empathise, communicate and work successfully with others around the world.

### THE MFL SUBJECT CHOICES ARE:

French  
Spanish

### THIS SHOULD BE THE LANGUAGE THAT IS ALREADY BEING STUDIED



# FRENCH

## SUBJECT INTENT

The French curricular at CHS South intends to ignite a curiosity and love of languages and other cultures. Through a focus on culture and communication the MFL department aim to foster a passion for exploring a foreign language and comparing it to our own. Language learning provides an insight into others' countries and cultures and thus widens our intellectual horizons.

We aim to broaden students' knowledge and skills beyond the subject specification, allowing learners to communicate with people with whom it would otherwise be impossible. The MFL courses aim to develop the student's communicative competence in the four equally important attainment targets of listening, speaking, reading and writing. Lessons are taught as far as possible in the target language thus allowing the students to see it as a valid medium of communication. Furthermore, MFL students are challenged by authentic target language materials which not only develops literacy skills but also strengthens student's resiliency and problem solving skills.

## STUDENTS WILL STUDY THE FOLLOWING QUALIFICATION

### GCSE French

Through studying a modern language, students develop their ability and confidence in communicating with native speakers in speech and writing. With over 320 million speakers, French is the official language of more than 29 countries. France is also the United Kingdom's largest trading partner.

## HOW IS IT ASSESSED?

There are four areas of study:

Listening: understanding and response

Speaking: communication and interaction

Reading: understanding and response

Writing: communication

Each of the four areas studied are worth 25%. Listening, Reading, Speaking and Writing are externally assessed.

## WHY STUDY IT?

Learning a language at CHS South intends to broaden students' horizons and their understanding of their place within the world. Through studying Spanish students will see the benefits of travelling the world and visiting spectacular destinations whilst ensuring they have the skills to communicate and have meaningful and life changing experiences.



# SPANISH

## SUBJECT INTENT

The Spanish curricular at CHS South intends to ignite a curiosity and love of languages and other cultures. Through a focus on culture and communication the MFL department aim to foster a passion for exploring a foreign language and comparing it to our own. Language learning provides an insight into others' countries and cultures and thus widens our intellectual horizons.

We aim to broaden students' knowledge and skills beyond the subject specification, allowing learners to communicate with people with whom it would otherwise be impossible. The MFL courses aim to develop the student's communicative competence in the four equally important attainment targets of listening, speaking, reading and writing. Lessons are taught as far as possible in the target language thus allowing the students to see it as a valid medium of communication. Furthermore, MFL students are challenged by authentic target language materials which not only develops literacy skills but also strengthens student's resiliency and problem solving skills.

## STUDENTS WILL STUDY THE FOLLOWING QUALIFICATION

### GCSE Spanish

Through studying a modern language, students develop their ability and confidence in communicating with native speakers in speech and writing. With some 400 million speakers, Spanish is the fourth most commonly spoken language in the world.

## HOW IS IT ASSESSED?

There are four areas of study:

Listening: understanding and response

Speaking: communication and interaction

Reading: understanding and response

Writing: communication

Each of the four areas studied are worth 25%. Listening, Reading, Speaking and Writing are externally assessed.

## WHY STUDY IT?

Learning a language at CHS South intends to broaden students' horizons and their understanding of their place within the world. Through studying Spanish students will see the benefits of travelling the world and visiting spectacular destinations whilst ensuring they have the skills to communicate and have meaningful and life changing experiences.



# COMMUNITY LANGUAGES (ADDITIONAL)

As a school we recognise all of the wonderful languages spoken in our community so we offer students who fluently speak another language at home the opportunity to sit the GCSE exam in that language, if available. Recognising the importance of linguistic diversity, we encourage students to showcase their proficiency in languages. This initiative not only celebrates cultural heritage but also allows students to leverage their language skills for academic success.

In Year 10, communication will be sent home for you to register interest for your child to do an examination in a community language. Lessons will not be provided, however the mock examinations will be to assess their ability. Some students access language lessons out of school, but they can sit the exam in school free of charge. This is because they are often costly from private companies.

## COMMUNITY LANGUAGE EXAMINATIONS CURRENTLY OFFERED

Arabic

Bengali

Chinese (Cantonese or Mandarin)

French

German

Greek

Gujarati

Italian

Japanese

Panjabi

Persian

Polish

Portuguese

Spanish

Turkish

Russian

Urdu



# GENERAL

## SUBJECT CHOICES



### STUDENTS WILL STUDY AT LEAST ONE OF THE FOLLOWING SUBJECTS

- Computing (Computer Science or Technical Award in IT)
- Design and Technology
- Food and Nutrition
- Health and Social Care
- Physical Education (GCSE PE or Technical Award in Sport Studies)
- Religious Studies
- Textiles

When it comes to students completing their Options Forms, they can choose any subject, not just those above. For example, they can also choose from the Arts or Humanities Section.



### SUBJECT INTENT

Use and understanding of computers gives learners the opportunity to develop sector-specific knowledge and skills in a practical learning environment. Can you solve problems? Are you a computational thinker? Do you have a scientific and mathematical way of thinking? Computers are changing every part of our lives at an ever-increasing rate - why not drive the future?

### STUDENTS WILL STUDY ONE OF THE FOLLOWING QUALIFICATIONS

#### GCSE Computer Science

This is a GCSE which will inspire students to develop their learning and knowledge of computer systems. The challenging content has been designed not only to allow for a solid basis of understanding of the different Computer Systems and Programming but also engage students and get them thinking about real world application. The course consists of two components.

Component 1 – System architecture, Memory and storage, Computer Networks, connections and protocols, Network security, System software and Ethical, legal, cultural, and environmental impacts of digital technology.

Component 2 – Algorithms, Programming fundamentals, Producing robust programs, Boolean Logic, Programming languages and Integrated Development Environments.

#### Cambridge National in IT (Technical Award)

This Cambridge National in IT will inspire students to develop knowledge, understanding and practical skills that would be used in the IT sector. This qualification will build real and relevant skills for the future using different applications and tools to design, create and evaluate IT solutions and products.

R050: IT in the digital world – In this unit you will learn about design and testing concepts for creating an IT solution or product, and the uses of IT in the digital world. Topics include: Design Tools, Human Computer Interface, Data and Testing, Cyber-security and legislation, Digital Communications and Internet of Everything.

R060: Data Manipulation using Spreadsheets – In this unit you will learn how to plan, design, create, test and evaluate a data manipulation spreadsheet solution to meet client's requirements. You will be able to evaluate your solution based on the user requirements.

R070: Using Augmented Reality to present Information - In this unit you will learn how to design, create, test and review an Augmented Reality model prototype to meet a client's requirements.

### HOW IS IT ASSESSED?

GCSE Computer Science is assessed by two external exams which are a mixture of short and long answer questions. Each paper covers a separate component and is worth 50% of the overall grade

Paper 1- Component 1 - Computer Systems (50%)

Paper 2 - Component 2 - Computational thinking, algorithms and programming (50%)

Cambridge National in IT Consists of three units. One unit is externally assessed via an exam (40%) and Two further units of Non Exam Assessment (NEA) 60%.

R050: IT in the digital world – Assessed by an exam (40% of final grade)

R060: Data Manipulation using Spreadsheets – NEA (30% of final grade)

R070: Using Augmented Reality to present Information – NEA - (30% of final grade)

### WHY STUDY IT?

Computer Science is a modern, fascinating subject. The world depends on computers. In this GCSE you will learn about how computers work, the networks they use and how programming can create solutions to everyday problems and future challenges.

Computer Science is a great subject but combined with other subjects it can open up a whole world of opportunities.

This qualification will enable you to learn about the different design tools that can be used, the principles of human computer interfaces and the use of data and testing when creating IT solutions or products. You will also understand the uses of Internet of Everything and the application of this in everyday life.

This will provide you with the learning for a range of IT related further study, important transferable skills and some basic industry knowledge and skills.



# DESIGN AND TECHNOLOGY

## SUBJECT INTENT

Design and Technology helps to prepare young people to participate confidently and successfully in an increasingly technological world. Students will gain awareness and learn from wider influences on D&T including historical, social, cultural, environmental and economic factors. Young people gain the opportunity to work creatively when designing and when making. They can then apply technical and practical expertise to their ideas. Young people explore technical, designing and making principles, including a broad range of design processes, materials techniques and equipment. They will also have the opportunity to study specialist technical principles which helps to contextualise the world of Design and Technology. Students benefit from the student of Design and Technology in a range of ways, not only does this subject allow them to be creative but they learn across a range of subjects including Maths, Science, Geography and History as well as ICT. They learn also how to be aware, considerate and understanding of the needs of others, they varying approaches when considering people of different cultures and faiths and how this can impact on the design and manufacture of goods.

## STUDENTS WILL STUDY THE FOLLOWING QUALIFICATION

### GCSE Design and Technology

This course enables students to explore the world of Design and Technology to help them understand the design process of exploring, creating and evaluating through a range of modern contextual challenges and projects.

This will allow students to work with a range of materials and processes to help achieve a design solution. As well as the theory behind Design and Technology, students will develop skills in design and drawing, practical skills and physical making and modelling. Students will also investigate the areas of Science, Technology, Engineering and Maths (STEM) which will enable them to understand a range of factors that affect how products are designed, made and used. STEM is also hugely growing sector in the UK right now giving students masses of opportunities for further study after GCSEs and beyond in a wealth of careers or industries.

## HOW IS IT ASSESSED?

Students studying GCSE Design and Technology will be assessed through:

- 50% examination at the end of the course (this will test knowledge and understanding)
- 50% controlled assessment activities which will take place from Year 10 (this will assess design, making and evaluating principles)

## WHY STUDY IT?

Are you a problem solver? Are you creative? Are you interested in how things work? Do you want to work in any of the design and manufacturing industries? Please don't think this course is all practical however, as you will use research and investigation skills, design skills, evaluation skills and practical skills together to design and create products in a range of materials. There are a number of skills that are taught that help prepare young people for their future, this includes communication, teamwork, problem solving, initiative and enterprise, planning, organising and self-management.





# FOOD AND NUTRITION

## SUBJECT INTENT

Studying Food and Nutrition will help students to develop not only basic practical skills in food preparation but also empower them with the knowledge of where their food comes from and how to use ingredients wisely to make the most of their nutritional value. In addition, they will begin to develop an understanding of the world of food science and how various cooking techniques can alter the function and performance of individual foods. Students will be given the opportunity to work creatively with ingredients developing new and interesting dishes where they can then apply technical and practical expertise to their ideas. Students will benefit from the study of Food Nutrition in a range of ways, not only does this subject allow them to be inventive and creative but they also learn across a range of subjects including Maths, Science, Geography and ICT.

## STUDENTS WILL STUDY THE FOLLOWING QUALIFICATION

### **GCSE Food and Nutrition**

This subject equips students with the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating. It encourages students to cook and enables them to make informed decisions about a wide range of further learning opportunities and career pathways as well as develop vital life skills that enable them to feed themselves and others affordably and nutritiously, now and later in life. GCSE Food Preparation and Nutrition enables students to make the connections between food theory and practice so that they are able to apply their understanding of food and nutrition to practical cooking.

This course requires students to explore their knowledge and understanding of Nutritional needs and Health, Food Science, Food Safety, Food Choice and Food Provenance. Students will also develop a range of skills relating to preparation and cooking techniques safely using a range of tools and equipment, as well as sauce making, dough making and preparing a variety of meats and vegetables in different ways amongst others.

## HOW IS IT ASSESSED?

50% Non-exam assessment. 50% written examination. The written exam consists of multiple choice questions (20 marks) and five topics based extended answer questions (80 marks).

Non-exam assessment consists of two tasks:

Task 1: Food investigation - Students will investigate the working characteristics, functional and chemical properties of ingredients through a number of investigations. Student will then produce a written report on their findings.

Task 2: Food Preparation assessment. This will assess students' knowledge, skills and understanding in relation to the planning, preparation, cooking, presentation of food and application of nutrition related to the chosen task. Students will prepare, cook and present a final menu of three dishes within a single period of no more than 3 hours (students will provide evidence of this through a portfolio of work).

## WHY STUDY IT?

Are you inquisitive? Are you interested in cooking and nutrition? Are you interested in how food flavours and textures are put together and how ingredients work in a product? Do you want to work in any of the food manufacturing, nutritional or catering and hospitality industries? In GCSE Food Preparation and Nutrition, you will be able to use a range of skills that will enable you to lead creative, happy and successful lives, as well as using and developing a broad range of employability skills which will help you when you go into the world of work. Please don't think this course is all practical however, as you will use research and investigation skills, planning skills, evaluation skills and practical skills together to adapt and create products with a range of materials and ingredients for a range of different needs.





# HEALTH AND SOCIAL CARE

## SUBJECT INTENT

The Health and Social Care course introduces students to the topics, issues and legislation that is important to be aware of in health, social care and early years setting. It will prepare students to become knowledgeable and considerate adults who have the agility to nurture and care for others both in the world of work and their personal lives.

In addition, the course allows students to develop cross curricular links with many other subjects offered within the school, including English, Science, RE and ICT, utilising and expanding the knowledge and skills they have gained in a variety of ways.

## STUDENTS WILL STUDY THE FOLLOWING QUALIFICATION

### **BTEC Tech Award Level 1/2 in Health and Social Care**

The Pearson BTEC Tech Award Level 1/2 in Health and Social Care is for learners who want to acquire sector-specific applied knowledge through vocational contexts by studying human lifespan development, health and social care services and values, and health and wellbeing as part of their Key Stage 4 learning.

## HOW IS IT ASSESSED?

Components 1 and 2 are assessed through non-exam internal assessment. The non-exam internal assessment for these components has been designed to demonstrate application of the conceptual knowledge underpinning the sector through realistic tasks and activities. This style of assessment promotes deep learning through ensuring the connection between knowledge and practice.

The components focus on:

- the development of applied knowledge and understanding of human growth and development across life stages and the factors that affect this, and how individuals deal with life events
- the development of applied knowledge and understanding of different types of health and social care services and barriers to accessing them, and the skills, attributes and values required to give care.

Non-exam internal assessment is delivered through Pearson-set Assignments. These assignments are set by Pearson, marked by the centre and moderated by Pearson. Centres must use these assignments for summative assessments and the assignments must be completed under supervised conditions.

Component 3 is an externally assessed exam completed under exam conditions.

## WHY STUDY IT?

When you have completed this qualification, you will have developed a practical understanding of the Health and Social Care sector. Because you will be building useful skills not generally covered in GCSE courses, you will have a better understanding of whether this is an area you want to continue to study. This course will also help you develop transferable skills and knowledge, such as self-evaluation and research skills, which will benefit you wherever you progress to next. After you have finished this course you may want to go on to further study, such as A levels, BTECs or a mixture of both. Or you might want to find work in the health and social care sector as a trainee or apprentice.



# PHYSICAL EDUCATION

## SUBJECT INTENT

Physical Education supports the curriculum's vision for our young people by enabling students to become confident, connected, actively involved, lifelong learners. PE helps students to develop the skills, knowledge, and competencies to live healthy and physically active lives at school and for the rest of their life. CHS South aims to begin, support and continue a pathway into sport and exercise through an enthusing, inspiring curriculum, extra-curricular programme and school-community club links. At CHS South whether your passion is in invasion games, net and wall games, strike and field games, track and field athletics, gymnastics based, or swimming, you can learn transferable skills, cognitive and social skills. You will be able to apply these skills into a plethora of conditioned and competitive situations. This development can help lead to improved physical, mental and social health whilst exposing you to a future hobby or career. We encourage our students to approach all physical activity with a positive attitude and an open mind, we guide students to independently develop their skillset and explore different ways to utilise these skills we develop teamwork, cooperation, communication, creativity and leadership. Students will learn to cope with physical and mental challenge through PE.

## STUDENTS WILL STUDY ONE OF THE FOLLOWING QUALIFICATIONS:

### GCSE PE (Edexcel)

Over the duration of the GCSE PE course students will explore:

- Health, Fitness and Well-being
- Socio-cultural influence on participation in sport
- Sports Psychology
- Physical Training
- Movement Analysis
- Applied Anatomy & Physiology
- Practical Performance

### Technical Award in Sports Studies

The qualification is for students who wish to develop applied knowledge and practical skills in Sports Studies. Students will experience a variety of practical activities in lessons and will be assessed on three coursework modules and one written exam.

## HOW IS IT ASSESSED?

In GCSE PE there are two written exams at the end of Year 11. Practical performance is worth 30% (one team activity, one individual activity and additional team or individual activity). The final 10% is on a written controlled assessment based on a Personal Exercise Programme.

R184: Contemporary issues in sport: Written exam (Externally assessed) 40% - Learners will learn about a range of topical and contemporary issues in sport.

R185: Performance and leadership in sports activities (Internally assessed) 40% - Learners will learn how to develop skills as both a performer, in two different sporting activities and a leader in one activity.

R186: Sports and the media (Internally assessed) 20% - Learners will develop their knowledge and understanding of the relationship between sport and the media.

## WHY STUDY IT?

PE has a vast selection of sporting roles and activities for practical assessment which cater for a wide variety of individual needs. Studying PE is an investment in the future in either further education in PE, a sports-related career or simply a knowledge of how embed a healthy active lifestyle to fully enjoy and embrace the demands of life. Physical Education is a subject which can have one the biggest impacts on the quality of life, though either promoting a healthy mind and body. Everyone can benefit from a healthy lifestyle or a life blessed with sport and exercise because these is a sporting or physical activity which is accessible for all.

You would be able to pursue a career in; PE teaching, Coaching, Sports media/Journalist, Nutritionist, Physiotherapist, Sports Science, Sports Development Management, Competition Managers, Leisure Centre Manager, Fitness Instructors, Event Organiser and as a Competitor.



# RELIGIOUS STUDIES

## SUBJECT INTENT

It is our firm belief that in order to understand the world, you need to understand religion. Religion is so intertwined in our history, society and culture. Through a variety of teaching strategies, study of diverse world views and current issues we enable our students to understand what's going on in the world and break it down so they can make sense of it. Learning about different faiths, cultures and lifestyles is one of the many lessons that Religious Education offers. In fact, no other subject provides the same opportunity to learn about different communities from around the world. The Religious Education curriculum at CHS South gives students a chance to develop an understanding of different cultures and an empathy for people from all walks of life. In Religious Studies, in addition to learning about beliefs and practices of the 6 main world religions and Humanism (non-religious view), students consider the many possible answers to ultimate questions such as 'Why are we here?' 'Is there life after death?' and 'Why is there evil in the world?'. Later in the course students are encouraged to address ethical and moral issues such as 'Should we be able to choose when we die?' 'Is prison effective?' and 'Is there ever a 'just war'?'. Throughout the course, students are taught to think critically. Through debate students develop their reasoning skills and ability to appreciate opinions that differ from their own. By the end of the course students are well equipped to effectively articulate their own beliefs, interrogate arguments, to question and evaluate effectively.

## STUDENTS WILL STUDY THE FOLLOWING QUALIFICATION

### GCSE Religious Studies

The GCSE in Religious Studies allows students to engage with the key beliefs, teachings and practices in Christianity and Islam, whilst also studying some of the key themes in philosophy, ethics and contemporary moral issues. The course enables students to examine in detail, teachings and attitudes from the main world religions on issues such as war, animal rights, abortion, crime and punishment and euthanasia. Students are also encouraged to engage in discussion and lively debate on their personal response to such issues.

## HOW IS IT ASSESSED?

The course is assessed through two exams, both sat at the end of the course. One of the exams will assess understanding on religious beliefs and practices, the other will focus on ethical, philosophical, and moral issues.

Component 1: The study of Religions; belief, teachings, and practices. Christianity and Islam.

Written exam - 1 hour 45 minutes

Component 2: Thematic studies. Existence of God, Crime and punishment, Religion and Life, Relationships and Families.

Written exam - 1 hour 45 minutes

## WHY STUDY IT?

Religious Studies is a valuable qualification that will significantly broaden students' understanding of the world around them and provide a firm foundation for future study. Students' who do not come from a faith background should not be discouraged from studying for the qualification; all that is needed is an open mind and a willingness to engage in discussion. For those wishing to pursue careers in politics, journalism, education, medicine, law and social work, a GCSE in Religious Studies is invaluable as it not only allows you to study and understand how beliefs affect actions, but also to engage with questions regarding our existence and the meaning of life. A successful GCSE grade in the subject will be looked upon favourably by college such as Loreta and Xaverian, which as Catholic colleges will require students to study Religious Studies alongside their A Level courses. Philosophy/Theology A level is an extremely popular course at both colleges, a successful GCSE in the subject would provide an outstanding foundation to future study.



# TEXTILES

## SUBJECT INTENT

Design and Technology - Textiles helps to prepare young people to participate confidently and successfully in an increasingly technological world. Students will gain awareness and learn from wider influences on Design and Technology including historical, social, cultural, environmental, and economic factors. Textiles aims to develop student's creative abilities and to ensure they have a deep and broad knowledge of the many different aspects of the subject of Fashion and Textiles. Textiles allows pupils to; develop the ability to study independently, set goals, manage your own workload, and meet deadlines. Develop project management skills; cultivate creative ability; advance IT and technical skills; including computer aided design (CAD) enhance the ability to critically evaluate and interpret materials whilst improving written and oral communication skills. Not only does this subject allow them to be creative but they learn across a range of subjects including Maths, Science, Geography and History as well as ICT. They learn also how to be aware, considerate, and understanding of the needs of others, through varying approaches when considering people of different cultures and faiths and how this can impact on the design and manufacture of goods.

## STUDENTS WILL STUDY THE FOLLOWING QUALIFICATION

### GCSE Textiles

This course enables students to explore the world of Design and Technology - Textiles to help them understand the design process of exploring, creating, and evaluating through a range of modern contextual challenges and projects based on Textiles and Fashion.

This will allow students to work with Textile materials and processes to help achieve a design solution. As well as the theory behind Design and Technology – Textiles. Students will develop skills in design and drawing, practical skills and physical making and modelling. Students will also investigate the areas of Science, Technology, Engineering and Maths (STEM) which will enable them to understand a range of factors that affect how products are designed, made, and used. STEM is also hugely growing sector in the UK right now giving students masses of opportunities for further study after GCSEs and beyond in a wealth of careers or industries.

## HOW IS IT ASSESSED?

Written Exam, 50% of the qualification, 100 marks.

Each examination paper consists of 2 sections:

### **Core content**

This section is 40 marks and contains a mixture of different question styles, including open-response, graphical, calculation and extended-open-response questions. There will be 10 marks of calculation questions in Section A.

### **Material Categories**

This section is 60 marks and contains a mixture of different question styles, including open-response, graphical, calculation and extended-open-response questions. Learners will study Textiles as a material category focusing on Fibres, Fabric constructions, Origin and sources of fibres, Properties/characteristics of Textiles, Production of Textiles, Ecological footprint, and social and ethical factors of Textiles globally.

Non-Examined Assessment, 50% of the qualification, 100 marks.

Students will undertake a project based on a contextual challenge released by the exam board every year.

There are four parts to the assessment:

1. Investigate (16 marks) This includes investigation of needs and research, and a product specification.
2. Design (42 marks) This includes producing different design ideas, review of initial ideas, development of design ideas into a chosen design, communication of design ideas and review of the chosen design.
3. Make (36 marks) This includes manufacture, and quality and accuracy.
4. Evaluate (6 marks) This includes testing and evaluation.

## WHY STUDY IT?

Want to work in any of the design and manufacturing industries? Please don't think this course is all practical however, as you will use research and investigation skills, design skills, evaluation skills and practical skills together to design and create products using Textile materials. There are a number of skills that are taught that help prepare young people for their future, this includes communication, teamwork, problem solving, initiative and enterprise, planning, organising and self-management.



# WHERE CAN THESE SUBJECTS LEAD?

## ART AND PHOTOGRAPHY

Designer, Therapist, Painter, Photographer, Film Maker, Animator, Arts writer, Critic, Photojournalist, Illustrator, Art director, Gallery curator, Jewellery design, Web design, Cartoonist, YouTuber, Set designer, Arts worker and...

## COMPUTING

Web/Multimedia designer, Data Analyst, Software Engineer, Computer Sales Rep, Engineer, IT Technician, Database Developer, Programmer, Systems Manger, Helpdesk operator, Graphic/Games Designer and...

## DANCE

Choreographer, Dancer, Instructor, Performer, Teacher, Cruise Ship entertainer, Therapist, Arts Management, Film, Music Theatre Artist, Events artist, Fitness coach, Dance Workshop developer and...

## DRAMA

Performer, Script writer, Production Assistant, Journalist, Presenter, Stage Hand, Cruise Ship entertainer, Costume assistant, Radio and TV worker, Play/Drama Therapist, Media planner, Community Arts Worker and...

## DESIGN AND TECHNOLOGY

Engineer, Animator, Illustrator, Graphic/Fashion Designer, Craft Worker, Designer, Technician, Interior Designer, Floor layer, Sign Writer, Material design, Animator, Web Designer, Motor Vehicle worker, Green goods and...

## ENGLISH

Editor, Writer, Legal Assistant, Lawyer, Teacher, Journalist, Advertiser, Linguist, Librarian, Event manager, Reporter, Researcher, Director, Proof reader, Publicist, Producer, Receptionist, Speech Therapist, Salesperson, Civil Servant and...

## FOOD AND NUTRITION

Chef, Dietician, Food Scientist, Nutritionist, Cook, Caterer, Food processor, Farming, Retailer or food stuffs, Hospital team, Event planner, Working in hospitality, Food inspector, Food writer, Recipe developer, Food taster and...

## GEOGRAPHY

Environmentalist, Researcher, Meteorologist, Travel agent, Air traffic controller, Farmer, Hydrologist, Transport planner, Ecologist, Demographer, Recycling officer, Researcher, Surveyor, Refuse collector, Rural/City planner and...

## HISTORY

Journalist, Lawyer/Barrister, Criminologist, Politician, Writer, Editor, Teacher, Archaeologist, Anthropologist, Legal Secretary, Current Affairs reporter, Museum employee, Tour guide, Researcher, Working in local government and...

## MATHS

Accountant, Statistician, HR, Programmer, Banking, Sales, Cashier, in Computing, Plumber, Trader, Engineer, Car Manager, Analyst, Financier, Electrician, Data Manager, Economist, Business person, Surveyor, Web designer and...

## MODERN FOREIGN LANGUAGES

Diplomat, Interpreter, Piolet, Archaeologist, International traveller and worker, Marketing Manager, Travel Agent, Public Relations Officer, Politician, Travel Rep, Teacher, Receptionist, Advisor and...

## MUSIC

Performer, Musician, DJ, Producer, Music Critic, Promotions, Recording Artist, Music Therapist, Composer, Peripatetic Music teacher, Audio Engineer, Instrument technician, YouTuber, Copyist, Music Engineer and...

## RESPECT AND HEALTH & SOCIAL CARE

Law, Social Worker, Sociologist, Medicine, Politics, Journalism, Armed Forces, Education, Economics, Health Care worker, Public Service Officer, Community Worker, Nursery Nurse, Housing Officer and...

## SCIENCE

Nurse, Doctor, Dentist, Medical sales, Vet, Forensic, Scientist, Physicist, Biologist, Chemist, Pharmacist, Zoologist, Optician, Geneticist, Sports Scientist, Health Worker, Geologist, Conservationist, Lab Technician and...

## TEXTILES

Clothing/textile technologist, Colour technologist, Community arts worker, Fashion designer, Furniture designer, Graphic designer, Illustrator, Interior designer, Jewellery designer, Printmaker, Retail buyer, Textile designer, Visual merchandiser and...

# COMPLETING YOUR OPTIONS FORM

All students will study the Compulsory Core and Compulsory Foundation subjects so these will be automatically allocated to you.

CHS South specialises in creative learning, all students should choose one or more subjects listed in the Arts choices box on your Options form. After you've selected your Arts choice you can then choose your other subjects according to the instructions on your Options form.

## REMEMBER:

- To think carefully about your ambitions and how you can achieve them
- To not take subject because you like/dislike a particular teacher as staffing can change
- Your friends can be a great support but might have different ambitions to you so choose the subjects that YOU want to do
- To ask people for information; your teachers, parents, older students, college admission tutors
- To make sure you attend Parent/Carer Evening
- Forms to be completed by Thursday 15th February

## ONCE YOUR FORM IS IN:

- All of the choices will be processed
- Numbers for each subject will be checked against availability of rooms and teacher
- We will attempt to accommodate as many of your choices as possible
- When the process is complete all of Year 9 will be informed of the outcome of their choices; this will be towards the end of the Summer Term

## KEY STAFF

Miss. Dunn - Pastoral Leader

Miss. Osborne - Assistant Headteacher

Ms. Burke - Deputy Headteacher

## FOR GENERAL ENQUIRIES PLEASE CONTACT:

<b>Art:</b>	Miss. Deegan	<b>Health &amp; Social Care:</b>	Miss. Smith
<b>Photography:</b>	Mr. Palmer	<b>History:</b>	Mr. Goodchild
<b>Design &amp; Technology:</b>	Ms. Smalley	<b>Maths:</b>	Mrs. Wahed
<b>Computing:</b>	Ms. Ward	<b>Modern Foreign Languages:</b>	Mr. Hosty
<b>Dance:</b>	Miss. Harper	<b>Music:</b>	Miss. Wozencraft
<b>Drama:</b>	Ms. Brain	<b>Physical Education:</b>	Miss. Smith
<b>English:</b>	Mr. Williams	<b>Religious Studies:</b>	Mrs. O'Carroll
<b>Food &amp; Nutrition:</b>	Mrs. Meanwell-Trafford	<b>Science:</b>	Mr. Knipe
<b>Geography:</b>	Miss. Aldridge	<b>Textiles:</b>	Ms. Smalley