



**CHS**  
CONGLETON HIGH SCHOOL

# Options Booklet 2022

Year 9



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# Introduction

Dear Parents / Carers

Today's young people are growing up in a fast changing world. Most will change careers several times in their working lives. Many will have the opportunity to work abroad or work for companies with international links. They will all experience changes brought on by increasing technological developments, greater globalisation and more reliance by employers on a multi-skilled, flexible workforce.

We aim, at Key Stage 4, to provide a curriculum that enables the majority of students to follow a broad and balanced programme of study, which will allow them access to many different pathways at the end of Year 11. At the same time, we also aim to give opportunities for students to specialise, to meet the needs of those with particular interests and strengths. Ours is a 'personalised curriculum': invaluable preparation for work, further training and academic study at the highest level.

Within the curriculum it is vital to note the importance of English and Mathematics. With the changes to education, students who do not achieve the benchmark Grade in either of these subjects will have to continue to study these subjects after their GCSEs. We expect over 75% of our students to gain this benchmark in both English and Mathematics.

Students will need to make four choices in their KS4 curriculum. The first choice is a humanity, Geography or History. The second choice is a language. This year the choice is either Spanish or French. For a small number of students who have not been studying a language in full this year, there will be the option of additional literacy and numeracy support. Finally students will be able to select two courses from an extensive list of subjects.

I am sure you will agree that we are offering a very exciting curriculum in Year 10.

*Mrs L Salt*

Assistant Headteacher



# Advice for Students

CHS

## Advice for Students

Details of the GCSE courses available, including the common core, are included in this booklet. At the Options Evening there will be an opportunity for you and your parents to talk with Curriculum Team Leaders. You will be able to find out more detailed information about individual courses and discuss choices with them.

In addition to this booklet you will receive a "Option Request Form". We do hope that we agree with your choices and that you will be able to study them. However, some courses may be over-subscribed, and under-subscribed courses might not run. Should this happen, we will consult you about changing one of your choices.

## Key Dates

Expressions of Interest form  
(*subjects you would like to have an appointment with for Options Evening*)

Friday 14th January

Options Evening

Wednesday 19th January

Year 9 Parents' Evenings

9a: Tuesday 1st February

9b: Thursday 10th February

Deadline for completion of Options Forms Wednesday 16th February

## Curriculum Model

CHS KS4 Curriculum	GCSEs
English language	1
English Literature	1
Mathematics	1
RE	1
Science	2 or 3
Humanity	1
Language	1
Option 1	1
Option 2	1
PE	0
PSHE	0

# The CHS Core

**We believe that some aspects of education are too important to allow students to opt out of them.**

**This section contains details of the courses that all students will follow.**



# English Language

## English Language

### Course Content

All students are entered for EDUQAS GCSE English Language which assesses key skills in reading and writing. A few students may take the AQA Step-Up-To English GCSE to prepare them for GCSE study.

The GCSE course aims to build your confidence and ability in reading, writing and speaking in formal situations. These skills will help you in your education, career and everyday life.

Reading assessment is 50% of GCSE English Language. You will study high-quality 19th, 20th and 21st century fiction and non-fiction texts and explore how writers use bias and create effects and meaning. Questions will ask you to understand, extract, analyse, infer, evaluate, explain and compare. You will practise doing this by reading lots of different kinds of texts and developing your skills to answer questions precisely, using quotations to validate your arguments and ideas.

Writing accurately and confidently is a very important skill. Writing is 50% of the GCSE. You will develop as a writer through crafting descriptive prose and transactional, persuasive texts. You will work on improving your creative ideas, written expression, control and accuracy, including punctuating for effect. It is important that you extend your vocabulary, so that you can use words to express yourself concisely and with accuracy.

Spoken Language - This is assessed through a personal presentation and may be filmed to send to the exam board. The assessment is awarded separately and is not included in the GCSE grade awarded. The ability to speak confidently is an important life skill and is strongly linked to writing skills. You will be expected to contribute to class discussions and will need to show maturity, respect and interest in the wider world, being ready to think, listen, question and share your thoughts and ideas in lessons.

### Assessment

2 x final exams

Paper 1: 40% of the GCSE - 20th Century Fiction and descriptive prose

Paper 2: 60% of the GCSE - 19th and 21st century non-fiction and persuasive transactional writing

Spoken Language endorsement: Pass, Merit or Distinction.

Some students will take an AQA Step up to English qualification to prepare them for GCSE entry.

### Work Related Learning

Studying English Language develops your confidence, spoken and written communication skills and will enhance your imaginative, analytical, critical and oral skills for the world beyond the classroom. The GCSE tests highly valued skills and employers and further academic study often requires a particular level of attainment. This can be 4, 5, 6 or even 7.

### Linked Courses

If you enjoy creating, analysing and writing about texts, especially films, you might like to consider GCSE Media Studies as one of your options.



# English Literature

## English Literature

The novelist Ian McEwan once said that studying Literature is a “step towards mental freedom and independence. It was like falling in love with life”. We hope that students will feel at least something of this! Studying Literature connects us to others through time, place and human experience. It should help us to understand ourselves and develop empathy for others.

All students are entered for AQA GCSE English Literature and will study plays, poems, and a novel. You will develop your skills in analysing and writing about texts and improve your essay writing so that you can write cogent, imaginative, critical essays. Through studying the craft of writing, you will gain confidence in understanding authorial methods and their impact and effect. This will help your own writing. Just as for English language, you will be expected to read widely to expand your cultural capital, understanding and vocabulary.

### Course Content

The set texts are Macbeth, A Christmas Carol, An Inspector Calls OR Blood Brothers and Power and Conflict poetry from the AQA Anthology. A range of other poems will be studied to prepare for the unseen poetry assessment. You will have to discuss and analyse texts, respond to them through discussion and critical writing, and engage with their contexts to explore and understand their messages and ideas.

You will develop academic essay writing skills and a personal response to the literature you study. Some of the set texts are challenging; you will need to study them carefully in lessons and at home. As you study each text, you will be asked to use revision guides to help you to understand them and allow you to work independently. Knowing the set texts really well and learning quotations is very important as the exams are closed book. You will be able to watch film versions of texts and use online resources in school and at home to ensure you have strong knowledge and understanding of the texts and can respond to them in the exams.

### Assessment

2 x final exams

Paper 1: 40% of the GCSE - Shakespeare and the nineteenth-century novel (Macbeth and A Christmas Carol)

Paper 2: 60% of the GCSE - modern drama, Poetry Anthology and Unseen Poetry

### Work Related Learning

Studying English Literature develops your confidence, spoken and written communication skills and will enhance your imaginative, analytical, critical and oral skills for the world beyond the classroom.

### Linked Courses

English Literature is closely linked to English Language as both focus on language, form and structure in written texts. If you enjoy creating, analysing and writing about texts, especially films, you might like to consider GCSE Media Studies as one of your options.



# Mathematics

## Mathematics

Mathematics is a core subject in the National Curriculum. It provides opportunities to develop key skills of communication, application of number, information technology and problem solving, and it promotes a sense of challenge and achievement by means of active learning.

Everybody uses Mathematics. Whatever subjects you study in the future, whatever job you get, you will find Mathematics useful. It is fundamental to the study of Physical Sciences and Engineering of all kinds, and is increasingly being used in medicine and Biological Sciences, in Geography and Economics, in Business and Management Sciences. It is essential to the operations of industry and commerce in both office and workshop.

### Course Content

The course that you will follow is designed to consolidate and extend your understanding of Mathematics, helping you to tackle unfamiliar problems in the workplace and everyday life. By developing your oral, written and practical abilities you can acquire the knowledge, skills and self-confidence required for the future.

### Assessment

The course is linear. Assessment is by means of external examination, comprising 3 written papers taken at the end of Year 11.

The subject content for examination papers is presented in 2 overlapping tiers, which allow candidates at all levels to demonstrate what they know, understand and can do. A limited range of grades is available at each tier as shown below.

Tier	Grades available
Foundation	5, 4, 3, 2 and 1 only
Higher	9, 8, 7, 6, 5 and 4 only

By following a course appropriate to your needs and ability you will be encouraged to develop your mathematical potential to the full and obtain a worthwhile and recognised qualification at GCSE level.

### Work Related Learning

Numeracy and the ability to think logically to solve problems are becoming increasingly important as we move into a technological age. Many employers and college courses require you to have a qualification in Maths.

## Science

In Science we offer students two different pathways in Science:

1. GCSE Triple Science, separate Biology, Chemistry and Physics. (This will require you to use one of your Option choices)
2. GCSE Combined Science

### GCSE Combined Science

This is the course that the majority of students will choose. You will achieve two GCSEs and you will be taught Biology, Chemistry and Physics. This course still offers students the opportunity to study A levels in Science.

#### Course Content

The Combined Science course consists of 2 units for each of Biology, Chemistry and Physics. This course will build on your knowledge, understanding and practical skills developed in KS3 Science. It will address technological and environmental issues as well as economic, social and ethical implications. Examples of the topics covered during the Combined Science course include.

Biology	Chemistry	Physics
Cell biology	Atomic structure and the periodic table	Energy and forces
Infection	Bonding, structures and properties of materials	Electricity
Bioenergetics	Quantitative chemistry	Magnetism and electromagnetism
Homeostasis	Rates and extent of chemical change	Waves
Inheritance, variation and evolution	Chemical and energy changes	Particle model of matter and atomic structure
Ecology	Organic chemistry and chemistry of the atmosphere	

The assessment will consist of two examinations for each of Biology, Chemistry and Physics, taken in the June of Year 11. Each of the examinations will last 1 hour 15 minutes. They will consist of a variety of multiple choice, structured, closed short answer and open response questions.

#### Work Related Learning

You will have the opportunity to recognise, practise and develop enterprise and employability skills. You will develop skills in planning, analysing and evaluating and experience problem solving in real-life situations.

# Physical Education

## Core Physical Education

The Core Physical Education programme has been designed to allow students more choice in the activities in which they take part. Throughout the year students will be guided through learning opportunities and also allowed a degree of freedom in choosing activities.

### Course Content

In Year 10 and 11 all students can select a 'Pathway' for their future to encourage the lifelong participation in physical activity. The pathways are; Boys Team activities, Girls Team activities, Individual/Alternative sports and Health and Fitness pathway. All are designed to encourage and equip students with the required skills building upon their previous experiences to ensure they can continue to improve in their chosen area.

Students will have the opportunity to:

- Develop your individual skill
- Play the full version of the activity
- Plan perform and evaluate a fitness programme to improve your performance in the activity
- Plan a tournament for the group
- Take on another role in the activity such as a coach or official

### Work Related Learning

Throughout Core Physical Education, there are opportunities for you to use skills, which will be useful to you in the world of work:

- Showing leadership skills
- Relying on yourself and others when working on tasks in teams
- Assessing and managing risk in activities such as Trampolining
- Demonstrating innovative approaches to solving problems



# Religious Education

## Core Religious Education

This course is compulsory and is developed to meet the school's statutory requirement to teach Religious Education in accordance with the 1944 Education Act and the 1988 Education Reform Act. The course leads to a Full Course GCSE.

The course will give you the opportunity to:

- Become informed about common and divergent views within traditions in the way beliefs and teachings are understood and expressed.
- Identify, investigate and respond to fundamental questions of life raised by religious and human experience.
- Demonstrate knowledge and understanding of the fact that religious traditions of Great Britain are, in the main, Christian.
- Understand that religious traditions in Great Britain are diverse and include Christianity, Buddhism, Hinduism, Islam, Judaism and Sikhism, as well as other religions and non-religious beliefs, such as atheism and humanism.

### Course Content

Below is a basic outline of the course:

#### Component 1: Philosophical and Ethical issues in the Modern World

Issues of Relationships  
Issues of Life and Death  
Issues of Good and Evil  
Issues of Human Rights

#### Component 2: Study of Christianity

#### Component 3: Study of a World Faith

### Assessment

Component 1: Written examination: 2 hours 50% of qualification

Component 2: Written examination: 1 hours 25% of qualification

Component 3: Written examination: 1 hours 25% of qualification

### Work Related Learning

This course has been designed to give you an opportunity to develop wider skills. It will challenge your assumptions and prompt you to develop and articulate your own ideas about important ethical issues. It is well thought of in the workplace as it allows you to develop empathy towards different cultures and religions.



## Personal, Social and Health Education

PSHE is delivered at Key Stage 4 through a combination of stop days and assemblies, as well as through other areas of the curriculum. During Years 10 and 11 students are encouraged to gain knowledge and develop the skills necessary to make informed choices. The areas covered include: "Choosing a healthy lifestyle" which includes relationship and sex education (RSE); "Emotional health"; Careers guidance; "Global citizenship" and "Informed choices" which includes coping with crisis and challenging offensive behaviour. Target setting and preparation for the world of work are also covered within the PSHE programme.

Employers and those in Further Education value the skills that are developed in PHSE because they say something about the student as an individual. These skills often include the student "working with others" and "problem solving". Every student in Years 10 and 11 will be given the opportunity to develop these skills.

# French

## French

### Course Content

You will study the following themes over a 2 year course:

Identity and Culture- this will include topics such as:-me, my friends, my family; technology in everyday life; free time activities; customs and festivals in France and/or French speaking countries.

Local, National, International and Global Areas of Interest- this will include topics such as: home, town, neighbourhood and region; social issues; global issues and travel and tourism.

Current and future study and employment- this will include topics such as: my studies; life at school; education Post-16; career ambitions and choices.

### Assessment

This qualification is linear, meaning that all students sit all their exams at the end of the course. There are four exam papers and each one (listening, speaking, reading and writing) counts for 25% of the overall marks.

GCSE French has a Foundation Tier (grades 1-5) and a Higher Tier (grades 4-9).

Students must enter for all 4 skills at the same tier.

### Work Related Learning

Languages can make a difference in the workplace. Studying French will enable you to keep open a wide range of future career paths and may even enable you to work abroad. Possible career paths include travel and tourism, work in industry and business, translating and teaching. It is useful for sportsmen and women to be able to communicate widely. Anyone involved with trade within the EC will benefit from the knowledge of a second language.

# Geography

## Geography

The world in which we live in is likely to change more in the next 50 years than ever before. Geography explains how and helps you understand how society prepares for those changes. Below are just a few of the reasons to study geography:

- To learn more about the world you live in.
- To learn about how the world is changing and the impacts on our lives.
- Develop transferable skills, and learn through investigation

### Course Content

At CHS we follow the AQA Specification. During the GCSE course you will study for 3 examination papers. *(All units are topical and relate to issues that can influence your lives.)*

#### Unit 1 Living with the Physical Environment

Section A: Natural Hazards- tectonic, weather and climate change.

Section B: Living World- Ecosystems, Rainforests and Cold Environment.

Section C: Physical Landscapes in the UK - rivers, coasts, mountains.

#### Unit 2 Challenges in the Human Environment

Section A: Urban Issues and Challenges.

Section B: Changing Economic World- development, UK and Nigerian economy.

Section C: Challenge of Resource Management- overview of food, water and energy then a focus on energy.

#### Unit 3 Geographical Applications.

Section A: Issue Evaluation – questions based on a pre-released booklet of information about any topic from the course.

Section B: Questions about the fieldwork undertaken during the course.

### Assessment

The course is linear, which means you will take all three exams at the end of Year 11. Exams make up 100% of the marks with papers 1 and 2 being worth 35% each and Paper 3 worth 30%. There are no tiers on this course, so there is only one level of paper that everyone has to take.

### Coursework

There is no requirement to produce a piece of coursework for submission to the exam board. However, there are 2 trips to Manchester and North Wales where you will be required to carry out 2 short pieces of fieldwork and produce a write-up in your books. You will then have to revise these to be able to answer examination questions about what you did.

### Work Related Learning

Geography is a well known GCSE that links to all other subjects in the curriculum. GCSE is a stepping stone to a whole range of subjects at A Level and BTEC level and job opportunities from pilot, architect, journalist, engineering, travel and tourism. Geography is a good choice in terms of getting a job as geographers can create concise reports, handle data, make decisions as well as think creatively.



# History

## History

History is an ideal subject for any student wanting to develop an enquiring and analytical mind. Through exploring the past, students are able to better understand the present. They also develop skills which are required across a wide range of subjects, course and careers such as evaluating evidence, essay writing, developing interpretations, analysing causes and observing changes over time.

### Course Content

There are two sections of study on the GCSE History course:

- A depth study of the USA in the 20th century. This begins with the USA emerging from WW1 into a period of isolationism and economic growth in the 1920s. It follows events including: the Wall Street Crash; Great Depression; America's entry into WW2; and the civil rights struggle afterwards. This section concludes with a study of conflict in Asia culminating with America's withdrawal from Vietnam in 1973
- A study of the rise and fall of empires from the medieval period to the present day, combined with a study of migration to, from and within Britain in the same period. The course concludes with an investigation into the reign of King Edward I.

### Assessment

You need to be aware that there is no foundation paper in History and it is 100% assessed by examination. There is no controlled assessment or coursework. You will therefore be required to complete longer written answers in the two final exams which are sat at the end of Year 11.

#### Paper 1 Modern World History (2 hours)

This is worth 50% of the total marks. It is split into two sections:

##### Section A: America 1920 – 1973

- The USA in the 1920s – the boom years.
- The USA in the 1930s – the Great Depression and New Deal.
- Post war USA – Civil Rights and the Great Society.

##### Section B: Conflict in Asia 1950 – 1975

- Conflict in Korea
- The Escalation of the Vietnam War
- The Ending of the Vietnam War

#### Paper 2 Shaping the Nation (2 hours)

This is worth 50% of the total marks, and is divided into two sections:

##### Section A: Migration and Empires

- Conquered and Conquerors c.790 to the present day.
- Looking West – the origins of Empire.
- Expansion and Empire – the height of the British Empire
- The 20th Century – The decline and end of Empire

##### Section B: British depth study, Medieval England, the rule of Edward I.

- Government and the rights of King and people
- Life in medieval England
- Edward I's campaigns in Scotland and Wales
- The historic environment of medieval England.



# Spanish

## Spanish

**We follow the AQA GCSE course in Spanish.**

### **Course Content**

You will study the following themes over a 2 year course:

**Identity and Culture-** this will include topics such as:-technology in everyday life; free time activities; customs and festivals in Spain and/or Spanish speaking countries.

**Local, National, International and Global Areas of Interest-** this will include topics such as: - Home, town, neighbourhood and region; social issues; global issues and travel and tourism.

**Current and future study and employment-** this will include topics such as: - my studies; life at school; education Post-16; career ambitions and choices.

### **Assessment**

This qualification is linear, meaning that all students sit all their exams at the end of the course. There are four exam papers and each one (listening, speaking, reading and writing) counts for 25% of the overall marks.

GCSE Spanish has a Foundation Tier (grades 1-5) and a Higher Tier (grades 4-9).

Students must enter for all 4 skills at the same tier.

### **Work Related Learning**

Languages can make a difference in the workplace. Studying Spanish will enable you to keep open a wide range of future career paths and may even enable you to work abroad. Possible career paths include travel and tourism, work in industry and business, translating and teaching. It is useful for sportsmen and women to be able to communicate widely. Anyone involved with trade within the EC will benefit from the knowledge of a second language.

# Open Options



# Art & Design

## Art & Design (GCSE)

This course will allow you to develop your two-dimensional drawing and painting skills, as well as three dimensional building skills if you desire to. You may also take the opportunity to experiment with printmaking, sculpture, textiles and computer aided art techniques to help develop your ideas and designs. New techniques will be introduced throughout the course to support you in expressing your ideas and imagination, with opportunities to work creatively and experimentally in response to themes you can negotiate with your teacher.

### Course Content

Central to the course are the development of sound drawing skills and the ability to use a range of media with understanding and confidence. The course encourages the development of painting and drawing, but other areas are also explored such as print making, creative textiles, 3 Dimensional work or computer aided art. The Year 10 course is structured to increase levels of self-confidence and the ability to make informed judgements about the work being produced. This leads to the production of more independent work in Year 11. The work of artists, designers and craftspeople will also be studied in relation to your own work. Visits to art galleries or museums will be organised during the course.

### Assessment

The externally set task (40%) consists of selecting a starting point from a list that is determined by the examining board. You are given unlimited time to produce preparatory studies such as drawings, experimentation with media and relevant research. Ten hours are then available to produce a final piece of work that may be a sculpture, a painting or drawing, a print or a piece of creative textiles.

### Coursework

One extended collection of work is selected for submission as coursework, along with supporting studies of your choices at the end of the course. This constitutes 60% of the final grade. You will also be required to keep a sketchbook in which homework and independent research is carried out, which will form part of your coursework. At the end of the course, work is selected, exhibited and assessed.

### Work Related Learning

An understanding of how to create a visual impact is valued by many employers, as are problem solving, analysis, a practical approach and creative thinking – skills which are developed through studying GCSE Art. Over 300 different art related degree courses are available at further education level, leading to numerous employment opportunities.

### Linked Courses

Art complements any other subject combinations. Any design related career will benefit from studying GCSE Art such as Architecture, Product Design, Graphics, Fashion & Textiles, Illustration Jewellery, Ceramics, Surface Decoration, 3D and Games Design.



# Business (Enterprise & Marketing)

## Business (Enterprise & Marketing)

How many times have you had an idea for a new product and didn't know what to do? Have you ever watched an episode of The Apprentice and cringed at the poor attempts of the contestants to pitch new ideas to a panel of judges? Did you ever think you could do better? Now is the opportunity for you to try just that!

This dynamic new course is designed for learners who wish to develop their knowledge and practical skills in enterprise and marketing. It is an OCR Cambridge National qualification, the equivalent of 1 GCSE and results awarded range from a Distinction\* to a Pass grade.

### Course Content

Students will study three units:

- **Enterprise and Marketing Concepts:** this covers the main activities that will need to happen to support a start-up business and the key factors you would need to consider when starting up a business such as obtaining finance, market research, costing out product ideas etc. This will be assessed through a written examination taken in January of Year 11.

Students will also complete two units of coursework:

- **Design a business proposal:** this unit requires students to create a business proposal by identifying customer profiles for a specific product, completing market research, using financial calculations to decide on prices and determining whether the product will be successful or not.
- **Market and Pitch a business proposal:** students will learn how to develop a brand identity and promotional plan for their product and develop presentation skills in order to pitch their business proposal to an external audience.

### Assessment

The course will be assessed through both examination and coursework.

### Work Related Learning

This qualification will provide you with a broad range of transferable skills which can be applied to either further study of Business or to the world of work. It complements creative subjects such as Art, Design, Media and ICT and together with knowledge of Modern Foreign Languages may open many doors for future employment.

# Child Development

## Child Development

### **NCFE CACHE Level 2 Technical Award in Child Development and Care**

The NCFE / CACHE examination board validates this course. It offers an engaging programme for those students who want to acquire a background in Childcare services, covering key knowledge and practical skills required in this vocational sector.

### **Course Content**

#### **Unit 01: An introduction to working with children aged 0-5 years (internally assessed):**

This gives an overview of the types of settings and local provision for children and how to prepare for working in settings with the responsibilities of early years workers:

- Types of provision: function and purpose
- Job roles of early years workers
- Strategies and techniques for preparing for placement
- Responsibilities and limits of the role of the early years learner during work placement
- Exploring and appreciating fair and inclusive practice
- Learning styles and how to maximise own preferences for study.

#### **Unit 02: Development and well-being 0-5 years (internally assessed):**

This gives an overview of holistic child development and the purpose and function of observation for the planning cycle. In addition, childcare routines and activity planning integral to development, including effects and ways to support children.

- Stages and sequences of child development from 0-5 years
- Methods and uses of observation for the planning cycle
- Factors that may affect holistic development
- Care routines
- Activity planning for development and learning.

#### **Unit 03: Child care and development 0-5 years (externally assessed):**

This unit will assess knowledge about the development of children aged 0-5 years and the different types of care settings and the responsibilities when working with children. It will also assess how children develop, what can affect children's development and the individual needs children may have.

### **Coursework**

The assignments that you complete for coursework units will be written and marked by your teacher. Although each assignment will require research, there will also be opportunities in the summer term for you to attend Child Development settings to develop your understanding.

### **Work Related Learning**

Examples of appropriate employment to which a student of the CACHE Level 2 in Child Development might progress include: Nursery Nurse, Care Assistant, Child-minder, Pre-School/ Nursery School Assistant. The qualification would also be a good foundation for training for nursing and professions such as occupational therapy, physiotherapy and pharmacy.

# Computer Science

## Computer Science

This qualification has been developed in response to the demand for skills in the computing sector of industry. OCR in conjunction with industry leaders such as Google have developed the course to equip students with the high level practical and theoretical skills required to be successful in this area.

### Course Content and Assessment

The course consists of three units - it is expected to be as below:

Unit	Assessment	Weighting
Computer systems	Written paper 1 hour 30 mins	50%
Computational thinking, algorithms and programming	Written paper 1 hour 30 mins	50%

The course gives students a real, in-depth understanding of how computer technology works. Students will no doubt be familiar with the use of computers and other related technology from their other subjects and elsewhere. However, this course will give them an insight into what goes on 'behind the scenes', including computer programming, which many students find absorbing. The course will develop critical thinking, analysis and problem-solving skills through the study of programming, giving students a fun and interesting way to develop these skills, which can be transferred to other subjects and even applied in day-to-day life.

### Work Related Learning

In this respect, the course provides excellent preparation for students who want to study or work in areas that rely on these skills, especially where they are applied to technical problems. These areas include software development, network management, engineering, financial and resource management, science and medicine.

### Linked Courses

Computer Science is a problem solving subject and has strong links to Mathematics and Science.

### Qualities Required

Analysis skills, problem solving and a good grasp of mathematical concepts are important factors to be successful in Computer Science.



## Cambridge National Level 2 Creative iMedia (ICT Option)

The qualification has been designed by OCR in conjunction with industry to stimulate creativity and enable students to develop real-world practical skills that assist in other subjects and future careers.

### Course Content and Assessment

The course consists of 3 units

Unit	Assessment	Mandatory/Option
R093: Creative iMedia in the media industry	1hr 30 min exam 35%	Mandatory
R094: Visual identity and digital graphics	Coursework 30%	Mandatory
Then one unit from:  R095: Characters and comics  R096: Animation with audio  R097: Interactive digital media  R098: Visual imaging  R099: Digital games	Coursework  35 %	Option

### 65% Coursework 35% Exam

The course allows students to gain knowledge in a number of key areas in the media field, from pre-production skills to digital animation, and offers a hands-on approach to learning. The options available offer the chance for your son or daughter to explore areas of creative media that interest them. The Cambridge National in Creative iMedia will also provide opportunities to develop transferable skills such as research, planning, and review, working with others and communicating creative concepts effectively.

### Work Related Learning

Skills in digital applications provide access to a wide range of careers options, as well as a route into further education. This course will provide specific skills suited to the creative industries which are growing rapidly in the UK.

### Linked Courses

ICT provides useful skills to support all subjects, especially Computer Science, Product Design or Art.

# Dance

## GCSE Dance

GCSE and BTEC Dance courses are detailed below, the most appropriate qualification for students will be selected based on the cohort of students opting for Dance.

You will enjoy this course if you want to study a subject that is both practical and creative. This specification focuses on the aesthetic and artistic qualities of dance and the symbolic use of movement to express and communicate ideas and concepts through the interrelated processes of performance, choreography and appreciation.

### Course Content

This specification aims to value and build on whatever experience they have. GCSE students will study a range of dance styles which acknowledge aspects of the repertoire of dance that can be seen in the United Kingdom today. The practical component of the course enables students to study dance by 'doing' and the anthology of professional works will provide a springboard for the development of creative and engaging practical tasks. The study of the anthology will facilitate the development of students' skills in performance and choreography as well as broadening their knowledge and understanding of dance and ability to critically appraise dances of different styles and cultural influences.

### Assessment

**Performance (30%)** Set phrases through a solo performance Duet/trio performance

**Choreography (30%)** Solo or group choreography – a solo (two to two and a half minutes) or a group dance for two to five dancers (three to three and a half minutes).

**Dance Appreciation (40%)** Written exam, whereby students must be able to critically analyse, interpret, and evaluate their own work in performance and choreography and demonstrate their knowledge and understanding of professional practice in the six set works in the GCSE Dance Anthology Study of one complete performance text.

### Work Related Learning

GCSE Dance allows students to progress onto a large range of opportunities and careers. Students may also choose to go into teaching or carry out work and further training in a dance

# Dance

## Technical Award in Performing Arts (Dance)

### Course Content

The BTEC qualification will provide you with a broad foundation which will help enable you to proceed into further training or education, or to consider employment in the Performing Arts. The course aims to give you a practical understanding of what a career in the performing arts world can entail, from business to performance, and it has a specific focus on acting.

If you opt for the Dance pathway, you must have a keen interest in performing and are not afraid to perform in front of an audience. You will cover different aspects of the Performing Arts Dance programme through the teaching of technical skills. The Dance Pathway is a practical course enabling students to develop and extend their dance technique, choreographic and performance skills, as well as their understanding of the performing arts world. This specialist programme is aimed at students who are passionate about developing their dance skills, knowledge and understanding. Students should have a reasonable level of fitness, creativity, commitment and motivation. Over the two years students will specialise in developing their dance technique in a range of dance styles, as well as extensively developing their choreographic and performance skills.

### Assessment

**Component 1: EXPLORE** 30% Internally assessed/externally moderated  
Exploring the Performing Arts.

**Component 2: DEVELOP** 30% Internally assessed/externally moderated  
Developing Skills and Techniques in the Performing Arts.

**Component 3: APPLY** 40% Externally assessed  
Responding to a Brief.

### Work Related Learning

The Performing Arts industry is the third biggest industry in the UK. In addition, students will also learn about working in the performing arts industry, and the jobs and opportunities available in this sector. These qualifications can lead into subject specific careers, not just in performance, but in many back stage and Front of house roles. Furthermore, Dance also prepares you with transferable life skills that are sought after by employers, Confidence, creativity, discipline and team work that you could carry forward into your working life.

### Work related Learning

Many careers in manufacture and design will require the range of designing, modelling and making skills involved in this course, but specific examples could include:



# Design and Technology

## GCSE Design and Technology

During this course you are given the opportunity to design and make in 2 and 3 dimensions using product modelling, cardboard engineering, textiles manufacture, design sketching and systems and control.

Design and technology will encompass all materials from wood, fabrics, plastics, metals and paper and card. You will build your knowledge in each of these areas across the 2 years and apply your knowledge of them to your final product. You will have the opportunity to specialise in your chosen medium and will then design, make, analyse and evaluate the quality of the product. Due to the wide area of focus on projects you will be able to manufacture an architectural model as part of your coursework if this is the route you wish to take.

### Course Content

In year 10 students will be given design projects aimed at developing their knowledge and understanding of the above areas and preparing them for year 11, where they are asked to produce ONE piece of coursework. These outcomes will vary dependant on the given brief but it has included things such as: Child's toy to help with disabilities- wood and plastic, a multi-fabric dress to deal with sensory deprivation or an architect model of a school redesign to deal with improving a child healthy lifestyle.

### Assessment

Written Exam: 2 hours, 100 marks,

50% of GCSE

Non-exam assessment (NEA/coursework)

50% of GCSE

The coursework component covers all aspects of designing and making. The major project will be set before the summer holiday in Year 10 and will be completed by Easter in Year 11. There will be short-term deadlines for parts of the projects to ensure progress. Presentation of folders and clear well laid out information has been emphasised by the board and the design folders should reflect this.

### Work related Learning

Many careers in manufacture and design will require the range of designing, modelling and making skills involved in this course, but specific examples could include:

- Graphic designer.
- User experience (UX)
- Photographer.
- Interior designer.
- Multimedia artist & animator.
- Art director.
- Advertising & promotions manager.
- Fashion designer.
- Product designer
- Architect
- Automotive designer
- Furniture maker
- Interior designer
- Any managing role due to your problem solving mind
- Jewellery designer
- Product design Engineer
- Architectural modelling

## Drama

GCSE and BTEC Drama courses are detailed below, the most appropriate qualification for students will be selected based on the cohort of students opting for Drama.

You will enjoy this course if you want to study a subject that is both practical and creative. GCSE Drama is all about understanding what it is like to put yourself in somebody else's shoes. This course offers you the opportunity to explore drama as a practical art form in which ideas and meaning are communicated to an audience through choices of form, style and convention.

### Course Content

In the first part of the course you will expand your skill base by learning about theatrical devises and conventions, leading to the creation of your own original piece of Theatre. In the second part of the course, you will explore a set text both practically and from a written perspective. You will learn about the craft of the playwright, looking at how structure and form affect the audience experience. You will also be required to see at least one professional production which you will analyse and evaluate. Finally, you will perform two extracts from existing plays, becoming both director and performer.

The GCSE qualification explores the world of performance and play texts both practically and theoretically.

### Assessment

**Component 1: Devising** - 40% Internally assessed/Externally moderated

There are 3 areas of focus for this component

- 1) Creating and developing a devised piece from stimuli
- 2) Group performance/design realisation of the devised piece
- 3) Analysing and evaluating the creative process and group devised performance

There is a portfolio to keep which is in the form of a logbook and is used to document the practical creation and development of idea, along with the analysis and evaluation of this process. This has a MAXIMUM word count of 2000 words.

**Component 2: Performance from Text** - 20% Externally assessed by visiting Examiner

There are two areas of focus for this component

- 1) Interpreting and exploring two key extracts from a chosen performance text
- 2) Performing of two key extracts from this text

**Component 3: Theatre Makers** - in 40% Practice Externally assessed Written Paper

There are two areas of focus for this component

- 1) Study of one complete performance text
- 2) A live theatre evaluation

# Drama

## Technical Award in Performing Arts (Acting)

### Course Content

The BTEC qualification will provide you with a broad foundation which will help enable you to proceed into further training or education, or to consider employment in the Performing Arts. The course aims to give you a practical understanding of what a career in the performing arts world can entail, from business to performance, and it has a specific focus on acting.

If you opt for the Acting pathway, you must have a keen interest in performing and are not afraid to perform in front of an audience.

You will learn to:

- Express your creative and imaginative ideas and analyse the work of yourself and others
- Work productively in a team with the ability to incorporate other students' ideas and feelings
- Perform with confidence and energy in front of audiences
- Think independently
- Lead and direct drama work
- How to use the technical elements of drama (Lighting, costume, set and sound) to enhance your performance
- Be able to analyse a play text and write extended answers
- Write critical evaluations and analysis of live performances you have seen

### Assessment

**Component 1: EXPLORE** 30% Internally assessed/externally moderated  
Exploring the Performing Arts.

**Component 2: DEVELOP** 30% Internally assessed/externally moderated  
Developing Skills and Techniques in the Performing Arts.

**Component 3: APPLY** 40% Externally assessed  
Responding to a Brief.

### Work Related Learning

The Performing Arts industry is the third biggest industry in the UK. These qualifications can lead into subject specific careers, not just in performance, Acting & Directing, but in many back stage and Front of house roles. Furthermore, Drama also prepares you with transferable life skills that are sought after by employers, Confidence, co-operation, leadership, communication, empathy and public speaking are just some of the skills learnt in Drama that you could carry forward into your working life.



# Engineering

## Engineering

The engineering sector continues to suffer from a skills gap to keep up with rapidly developing technologies. New entrants to the engineering sector need to build the underpinning knowledge and specific skills needed to meet the needs of modern engineering industries. This engineering course is ideally placed to give you these skills.

The Cambridge National in Engineering Design (level 2) helps students understand the processes of engineering design and how market requirements inform client briefs. Through practical activities they develop skills in computer modelling and model making and how to communicate design ideas effectively.

### Course content

There are four units that you will complete during your course:

**R105:** Design briefs, design specifications and user requirements- This is a one hour written exam.

**R106:** Product analysis and research

**R107:** Developing and presenting engineering designs

**R108:** 3D design realisation

### Assessment

There is a one hour examination. The other three units are coursework portfolios/practical tasks assessed throughout the course.

### Work Related Learning

You will be involved in industrial visits, seminars by guest speaker. We have close links with Bentley, Siemens and Bird Bellows with a successful history of placing students in engineering apprenticeships.

The OCR Cambridge National in Engineering design offers several progression routes:

- Apprenticeships and advanced apprenticeships.
- A level/Tech courses in engineering.
- A level product design.

### Linked courses

If you enjoy engineering you may like to consider taking a second DT subject such as product design.

# Food Preparation

## GCSE Food Preparation and Nutrition

GCSE Food Preparation and Nutrition is an exciting new course. It focuses on practical cooking skills ensuring that students develop a thorough understanding of nutrition, food provenance and the working characteristics of food materials. The focus is on nurturing students' practical cookery skills to give them a strong understanding of nutrition.

### Course Content

Food preparation skills are integrated into five core topics:

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

### Assessment

Paper 1: Food preparation and nutrition

Theoretical knowledge of food preparation and nutrition from Sections 1 to 5 above.

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

Multiple choice questions (20 marks).

Five questions each with a number of sub questions (80 marks)

### Non-exam assessment (NEA)

#### *Task 1: Food investigation (15%)*

Students write a report on their understanding of the scientific principles that underpin the preparation and cooking of food. This task theme is set annually by the exam board.

Practical investigations are a compulsory element of this NEA task.

#### *Task 2: Food preparation assessment (35%)*

Students' knowledge, skills and understanding in relation to the planning, preparation, cooking, presentation of food and application of nutrition related to the exam board set chosen task. Students will prepare, cook and present a final menu of three dishes within a single period of no more than three hours, planning in advance how this will be achieved.

### How it's assessed

Task 1: Written or electronic report (1,500–2,000 words) including photographic evidence of the practical investigation.

Task 2: Written or electronic portfolio including photographic evidence. Photographic evidence of the three final dishes must be included.

### Qualities needed for Students

Students opting for PE, Health and Social Care, and Child Development will find this subject links to and supports their learning of Nutrition in a variety of user groups. This investigation also links to Science.

### Possible Post-16/career paths

Upon completion of this course, students will be qualified to go on to further study, or embark on an apprenticeship or full time career in Science based food studies, Nutrition, Personal Training and Catering industries.

# Health & Social Care

## Health and Social Care

### **NCFE CACHE Level 2 Technical Award in Health and Social Care**

The Level 2 Technical Award in Health and Social Care will enable learners to develop knowledge, understanding and skills in relation the health and social care sector. The qualification will cover an introduction to the health and social care sector, professional practice and human growth and development through different life stages. The qualification is split into three units, with a synoptic exam at the end of the course.

### **Course Content**

#### **Unit 1 - Introduction to the health and social care sector (Coursework Unit - Internally assessed)**

This unit covers the different types of health and social care services, including statutory, private and voluntary, students also look at the functions of the services and the job roles and responsibilities of those who work to support patients' needs. Types of informal care and its importance and how inspection bodies regulate services are also studied within this unit.

#### **Unit 2 - Professional Practice and the Health and Social Care Practitioner (Coursework Unit - Internally assessed)**

This unit provides a broad, in-depth knowledge base from which learners can explore working practice in health and social care. Students will studies the responsibilities; skills, behaviours and attitudes of health and social care practitioners, professional practice and development, the legal frameworks and values that guide this.

#### **Unit 3 - Human Growth and Development through the life stages (Coursework Unit - Internally assessed)**

In this unit, students will have the opportunity to study the different stages of development from conception to birth. Students will also study the different life stages including infancy, childhood, adolescence and early, middle and late adulthood.

### **Assessment**

There is an externally set and marked scenario based short answer examination, which is graded Pass, Merit, or Distinction. Students will have the opportunity to sit this exam in January of Year 11.

### **Coursework**

The assignments that you complete for coursework units will be written and marked by your teacher. Although each assignment will require research, there will also be opportunities in the summer term for you to attend Health and Social Care settings to develop your understanding.

### **Work Related Learning**

Examples of appropriate employment to which a student of the CACHE Level 2 in Health and Social Care might progress include: Nursery Nurse, Care Assistant, Child-minder, Pre-School/ Nursery School Assistant. The qualification would also be a good foundation for training for nursing and professions such as occupational therapy, physiotherapy and pharmacy.



# Media Studies

## GCSE Media Studies

GCSE Media Studies is an engaging and creative option choice. The course will build on your understanding and interest in media products such as websites, video games and television, and introduce you to a wider range of products. Combining imagination with analytical thinking and exam responses with practical creative work, the course offers opportunities for students with a wide range of skills and strengths to achieve a robust and rewarding qualification. Media Studies complements many other subjects, such as English, Computing, Drama, Art, Photography and Business.

### Course Content

You will be entered for the WJEC Eduqas GCSE in Media Studies. Through this course, you will explore a range of types of media products, from television shows and print adverts to a film's promotional campaign and a video game. You will explore the techniques that media producers use to communicate and the ideas that media products construct about the world; you'll delve into the factors that shape the media industry as a business and explore the ways in which audiences choose and enjoy the media (and the ways in which they are targeted by media producers). In addition, you will put your knowledge to use by creating a media product of your own: perhaps part of a TV show or a website design, showcasing your understanding and your creativity.

Through this course, you will develop your critical thinking, decision-making and analysis. You will gain a broad insight into the world of media, building production and organisation skills in your filming and editing, and an appreciation of how media can shape our perception of the world. And, you will discuss a range of contemporary media issues, considering how media products are shaped by their context, how they are consumed and the impact they have upon society and culture.

### Assessment

70% of the course is assessed through two exams at the end of Year 11: Exploring the Media (40%) which considers a wide range of media products; and Understanding Media Forms and Products (30%) which takes a more detailed look at television programmes and music videos, building the sort of close analysis that will equip you well to advance to an A level subject. The remaining 30% is awarded for a coursework project. This changes every year, but always involves researching, planning and producing a media product of your own, such as part of a television programme, magazine or website.

In preparation for your Media Studies assessments, you will learn how media products communicate meaning through forms, codes and conventions; how events, issues and social groups are represented in media; how the media industry produces, distributes and circulates products; and how the media target, reach and interact with audiences.

### Work-Related Learning

The UK creative sector is one of the fastest growing employment sectors. Studying Media opens up a wealth of opportunities, with Media graduates being some of the most employable in the country. Undertaking a journey into Media Studies has the potential to open doors to a multitude of different jobs, with the Guardian website regularly featuring hundreds of vacancies available in the media sector. Production companies alone employ engineers, carpenters, electricians, graphic designers, special effects teams and much more. Media Studies could be your first step to finding a rewarding and exciting career.

# Music

## Music

The Course Content for Music at GCSE is exciting, challenging and rewarding. It builds on the skills and knowledge you have gained so far and it concentrates on three main skill areas:

### Performing – Composing – Listening

#### Course Content

GCSE Music is about making and listening to music. It covers performing, composing and listening in a wide variety of musical styles – popular music, world music, film music and classical music. There are opportunities to use music technology such as sequencing and recording.

You will continue your practical music making both in groups and as individual performers. During the two years you will need to record a solos and an ensemble. You can have as many attempts to complete this as you need.

Everyone can compose! ...and with music sequencing packages you will be taught how to create great original pieces of music. Pieces that you can be really proud of.

You will also listen to both recorded and live musical performances and learn how to analyse and describe what you hear. We listen to music of all musical styles and from different periods of history.

#### Assessment

Unit 1 – 30%

Solo Performance – 15%

Composition – 15%

Unit 2 – 30%

Ensemble Performance – 15%

Composition to a Brief – 15%

Unit 3

Listening Exam – 40%

Units 1 and 2 are marked by your teacher and then externally moderated. Unit 3 is marked externally.

#### Work Related Learning

You may wish to study Music due to personal interests, or you may wish to go into a job where experience of music is useful. These might include careers in the music industry, publishing, entertainment, teaching or any job which involves communication and expressive skills. Music will give you something interesting to talk about in an interview, and remember, it is also good for the soul!



# Photography

## GCSE Photography

This course will allow you to develop a range of different photography skills based around themes such as nature, sports and collections. You will be introduced to the fundamental aspects of camera control which include aperture, shutter speed and lighting. Digital SLRs will be used throughout and for post-production Photoshop for editing purposes. New skills will be introduced throughout the course to support you in expressing your ideas and imagination, with opportunities to work creatively and experimentally in response to a set theme.

### Course Content

Central to the course will be the development of the way you use aperture, shutter speed and lighting but also the ability to analyse the work of others. You will learn how ideas, themes, subjects and feelings can inspire the way you capture images and manipulate them in post-production. Following images being taken, you will be taught how to use Photoshop to edit and develop ideas. You will be taught how to use the formal elements within your work such as colour, line, form, tone, texture, shape, pattern, composition, scale and sequence. The Year 10 course is structured to increase self-confidence and the ability to make informed judgements about the work being produced. This leads to the production of more independent work in Year 11. The work of historical and contemporary photographers, artists and graphic designers will also be studied in relation to your own work. Visits will be arranged over the two years in order for pupils to gather images in an inspiring environments. You will gather images during class time but will be expected to independently take images outside of school. Although not essential, a camera with manual controls would be beneficial.

### Assessment

You will be marked on both your coursework (60%) and an externally set task (40%). This externally set task comes in the form of a selection of starting points determined by the exam board. You are given a substantial period of time to produce all preparatory studies such as the gathering of initial photographs, artist research and experimentation of ideas using Photoshop. Ten hours are then available to produce a series of final images which have been Photoshop or hand manipulated.

### Coursework

The coursework element will consist of an extended project, the theme of which you will be able to discuss with your teacher. All work will be presented electronically using power point with a selection of final pieces being printed out. At the end of the course all work is assessed and a selection displayed online, or as photographic prints.

### Work Related Learning

Following the completion of this course, you could progress onto higher education which may include A-Levels, BTECs and then onto degree level. Possible further education courses other than the traditional photography degree could be crime scene photography, journalism, sports journalism and fashion photography.



# Physical Education & Sport

There are two pathways to take if you would like to study PE & Sport at Key Stage 4: PE (GCSE) or Sport Studies (Cambridge National). The PE staff will support you to help choose the most suitable pathway for your son/daughter. You can speak to their teacher at the options evening, parents evening or contact them directly at school.

## GCSE Physical Education

### Course Content

The course has both theoretical and practical aspects. The theoretical aspects are designed to improve your knowledge of:

- Health, Fitness & the Factors affecting Performance
- The Principles Of Training
- Factors Affecting Individual Performance & Participation
- Social & Cultural Factors Affecting Participation

The practical aspects are explained under the coursework heading.

### Assessment

The final grade is made up from three components – practical performance (30%), two written papers (60%) and written coursework (10%).

### Written Assessment

The examination consists of 2 x 1 hour written papers and they are based on the theory you will be taught in year 10 & 11.

Exam 1 – Applied Anatomy & Physiology and Physical Training

Exam 2 – Socio-cultural Issues and Sports Psychology

### Practical Assessment

Your Practical Performance will consist of three practical activity assessments. Learners must complete three activities, one from the 'individual' list, one from the 'team' list, and one other from either list. Learners are required to demonstrate effective performance, the use of tactics or techniques and the ability to observe the rules and conventions under applied conditions.

### Coursework

Analysing and Evaluating Performance (AEP)

In addition to three practical activities, learners are required to demonstrate their ability to analyse and evaluate their own performance in order to:

- analyse aspects of personal performance in a practical activity
- evaluate the strengths and weaknesses of the performance
- produce an action plan which aims to improve the quality and effectiveness of the performance.

### Work Related Learning

Throughout the GCSE Physical Education course, there are opportunities for you to use skills which will be useful to you in the world of work. In addition to those experienced during Core PE, you will also be given the opportunity to:

- Reflect on your interests and successes to make a judgement about future participation, including post-Key Stage 4
- Work in a sporting environment with pupils from the local primary schools
- Understand the variety of careers available which involve knowledge of and experience in physical activity

# Physical Education & Sport

## Sport Studies (Cambridge National)

### Course Content

This course consists of two core units and two specialist units, each worth 25% of the final grade.

### Core

**Contemporary issues in sport:** You will explore a range of topical and contemporary issues in sport, such as participation levels and barriers, promoting values and ethical behaviour, and how sport contributes to society as a whole beyond simply providing entertainment.

**Developing sports skills:** You will try out a range of sports-related skills and techniques, including different practice methods for improving both their own performance and that of others. You will develop their knowledge of the use of tactics and strategies in both individual and team sporting activities as well as their understanding of the rules, enabling them to carry out a number of officiating roles within the activities.

### Specialist

**Sport and the media:** You will explore the relationship between sports and the media: how sport uses the media to promote itself and the media uses sport to expand and maintain uptake of its products. You will also look at the differences in sports coverage across a range of media outlets and over time and the effect that media has had on public interest and involvement in sport.

**Sports leadership:** You will learn about some of the knowledge, understanding and practical skills required to be an effective sport leader. You will put your knowledge into practice by planning and delivering safe and effective sporting activity sessions. Afterwards you will review your performance.

### Assessment

There is one external examination in the course which is based on the content taught in the Contemporary issues in sport. It is a 1 hour written paper and worth 25% of the overall grade.

### Coursework

Each of the three remaining units are broken down into smaller parts; at the end of each part you will be required to complete an assessment—usually in the form of a project. Your project will usually contain written work but may also contain visual evidence and witness statements. This means you need to be organised and good at keeping to deadlines.

### Work Related Learning

Throughout the Sport Studies course there are opportunities for you to use skills which will be useful to you in the world of work and specifically linked to various vocational opportunities within CHS and for development into the Sixth Form. In addition to those experienced during Core PE you will be given the opportunity to:

- Work in a sporting environment with pupils from the local primary schools.
- Understand the variety of careers available which involve knowledge of and experience in physical activity.
- Reflect on your interests and successes to make a judgement about future participation, including post-Key Stage 4
- Work in a sporting environment with pupils from the local primary schools
- Understand the variety of careers available which involve knowledge of and experience in physical activity



# Sociology

## Sociology (GCSE)

This will be an ideal course for you if you are intending to work in situations which require an understanding of people, such as care work, customer service, counselling, childcare, youth work, teaching, social and probation work, law, police etc. By studying sociology, students will develop transferable skills, including how to:

- investigate facts and make deductions
- develop opinions and new ideas on social issues
- analyse and better understand the social world

### Course Content

The course is made up of two units: Paper 1 - The Sociology of Families and Education, which comprises of these two topics as well as relevant areas of social theory and methodology; and Paper 2 - The Sociology of Crime and Deviance and Social Stratification which comprises of these two topics and relevant areas of social theory and methodology.

### Year 1 - Paper 1

Topic 1: The sociological approach, including theory and methods

Topic 2: Social structures, social processes and social issues

Topic 3: Families

Topic 4: Education

### Year 2 - Paper 2

Topic 5: Crime and Deviance

Topic 6: Social Stratification

Please note that you will make reference to work completed in Topic 1, the sociological approach, in Topics 5 and 6.

### Assessment

Paper 1 - The Sociology of Families and Education - 1 hour 45 mins.

Paper 2 - The Sociology of Crime and Deviance and Social Stratification - 1 hour 45 mins

### Work Related Learning

Examples of appropriate employment to which a student of GCSE Sociology might eventually progress include: Social Work; Health and Social Welfare; Speech Therapy; Police Force; Criminology; Journalism and the Media; Tourism and Leisure; Law; Trainee Management; Personnel Management; Marketing; Scientific and Social Research; Teaching; the list goes on...

### Linked Courses

Students may also choose to study BTEC Health and Social Care and /or the BTEC Children's Play, Learning and Development course. The qualification will enable students to go on to study Sociology at A Level and other courses such as Psychology, Law, Health and Social Care or the Level 3 Certificate in Child Care and Education. Sociology would also complement courses such as History and Geography at A Level.



# Statistics & Further Maths

## GCSE Statistics and Level 2 Further Mathematics

Choosing this option will allow you to gain qualifications in both Statistics and Further Mathematics. Students opting for this course will need to be expecting to achieve grade 7, 8 or 9 in GCSE Mathematics at the end of Year 11.

### GCSE Statistics

Statistics is the study of the collection, analysis, interpretation, presentation and organisation of data. GCSE Statistics provides students with a critical appreciation of statistics and its place in everyday life. With a focus on handling data and probability, students acquire skills in and understanding of statistical concepts and methods.

GCSE Statistics develops skills that students will use in other subjects such as Science and Geography, and reinforces techniques needed for GCSE Maths as well as supporting progression to A level Maths. Real-life scenarios will give an insight into the importance of statistics in the real world.

### Course Content

- Planning and data collection
- Processing, representing and analysing data
- Probability

### Assessment

We will be following the Edexcel Higher Tier course. The examination consists of two 1 hour 30-minute papers.

### Work Related Learning

A good grounding in Statistics demonstrates that you have the ability to deal with numbers, data, reading graphs, looking at patterns and making decisions. These skills will be enormously useful in many professions. It can be particularly useful for students who need the skills and techniques of Statistics for the study of A Level Biology, Economics, Geography, Psychology and Business Studies.

### Level 2 Further Mathematics

Level 2 Certificate in Further Maths is a unique qualification designed to stretch and challenge high achieving Mathematicians who are expected to achieve the top grades in GCSE Mathematics and are likely to progress to study A-level Mathematics.

### Course Content

Students are introduced to topics that will help them develop skills in algebra, geometry, calculus, matrices, trigonometry, functions and graphs.

### Assessment

We will be following the AQA course. The examination consists of two 1 hour 45-minute papers.

### Work Related Learning

AQA Level 2 Certificate in Further Maths could lead on to further study in Maths & Further Maths, at A-level, and/or other related subjects such as Physics, Chemistry, Biology, Electronics, Psychology, Environmental Studies or Applied Science.

# Fashion and Textiles

This course specialises in being creative with Textiles techniques. The Fashion and Textiles option focuses on designing and making a wide of textile products. You are encouraged to develop your own personal interests and skills using Textiles creatively. If you enjoy being creative, want to increase your practical skills and improve your analytical, communication and research abilities, Fashion and Textiles is a great choice. The skills you gain make it a great complement to other subjects. Fashion and Textiles is a way of seeing things and making sense of the world around you. It can help you with further study and prepare you for the world of work.

## Course Content

You will produce practical work in these areas of study, fashion design and illustration, constructed textiles, printed and dyed textiles, surface pattern, embellished textiles, soft furnishings and textiles for interiors, photography and digital textiles.

In the first half term you work experimentally with a broad range of materials and equipment to develop skills and ideas. There is a trip to Rode Hall Gardens to gather research. In the second half term you visit the Berisfords ribbon factory for a guided tour and to meet the Managing Director who will launch the 'Berisfords Design Award Competition'. You are to make a pillowcase with the range of ribbons provided by Berisfords. The designer from Berisfords will judge and award cash prizes to the successful students at the end of the Autumn term. This project is treated as a 'mock' and prepares you for the format of future projects that are explained below. All work is presented in an A3 folder. In year 11 there is a visit to Birmingham to see a Fashion and Textiles exhibition.

## Assessment

100% Coursework, there is NO WRITTEN EXAM. It is equivalent to one GCSE.

Pearson BTEC Level 1/Level 2 Tech Award in Fashion and Textiles

Yr10 - Component 1. Generating Ideas in Fashion and Textiles

Yr11 - Component 2. Develop Practical Skills in Fashion and Textiles

Yr11 - Component 3. Responding to a Client Brief

Components 1 and 2 are set by the school and are internally assessed. Component 3 is set by the exam board and is externally marked and moderated.

## Work Related Learning

You can continue your Fashion and Textiles studies at AS and A-level. Fashion and Textiles teaches you transferable skills that are valuable. You will develop problem solving, creative thinking, investigation, research, communication and teamwork skills. You gain the ability to develop, refine and present ideas, employers and universities regard all these highly.

Fashion and Textiles opens the door to lots of exciting careers: Fashion design • Graphic design • Theatre designer • Animator • Video game designer • Illustrator • Museum curator • Photographer • Architecture • Product design • Textiles design • Ceramics • Advertising • Publishing • Interior design • Fashion and media journalism • Hair and make-up design • Retail design • Exhibition design • Jewellery design • Artist • Visual media •

# Triple Science

## GCSE Triple Science

This course allows students to achieve separate GCSEs in Biology, Chemistry and Physics. We would recommend this course if you:

- Are considering doing A Levels in Science subjects and scientific careers
- Are currently in the top sets in Science
- Are consistently Secure, Exceeding or Excelling in assessments
- Enjoy science

### Course Content

The Triple Science course consists of 2 units for each of Biology, Chemistry and Physics. This course will build on your knowledge, understanding and practical skills developed in Key stage 3. It will address technological and environmental issues as well as economic, social and ethical implications. Examples of the topics covered during the Triple Science course include.

Biology	Chemistry	Physics
Cell biology	Atomic structure and the periodic table	Energy and forces
Infection	Bonding, structures and properties of materials	Electricity
Bioenergetics	Quantitative chemistry	Magnetism and electromagnetism
Homeostasis	Rates and extent of chemical change	Waves
Inheritance, variation and evolution	Chemical and energy changes	Particle model of matter and atomic structure
Ecology	Organic chemistry and chemistry of the atmosphere	Space physics

In Triple Science each of these topics are covered in more detail and more depth.

### Assessment

The assessment will consist of 2 examinations taken in the June of Year 11 for each of the subjects. Each of the examinations will last 1 hour 45 minutes. They will consist of a variety of multiple choice, structured, closed short answer and open response questions.

### Work Related Learning

You will have the opportunity to recognise, practise and develop enterprise and employability skills. You will develop skills in planning, analysing and evaluating and experience problem solving in real-life situations.



