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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
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.

Once you have completed your “Option Request Form”, you need to return it to your form tutor by Friday 14th of February. Following this date you will have a consultation, where necessary, to confirm your choices.

Key Dates

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
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<tbody>
<tr>
<td>Options Evening</td>
<td>Wednesday 22nd January</td>
</tr>
<tr>
<td>Year 9 Parents’ Evening</td>
<td>Tuesday 11th February</td>
</tr>
<tr>
<td>Deadline for Return of Options Forms</td>
<td>Friday 14th February</td>
</tr>
</tbody>
</table>

Curriculum Model

<table>
<thead>
<tr>
<th>CHS KS4 Curriculum</th>
<th>GCSEs</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language</td>
<td>1</td>
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<tr>
<td>English Literature</td>
<td>1</td>
</tr>
<tr>
<td>Mathematics</td>
<td>1</td>
</tr>
<tr>
<td>RE</td>
<td>1</td>
</tr>
<tr>
<td>Science</td>
<td>2 or 3</td>
</tr>
<tr>
<td>Humanity</td>
<td>1</td>
</tr>
<tr>
<td>Language</td>
<td>1</td>
</tr>
<tr>
<td>Option 1</td>
<td>1</td>
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<tr>
<td>Option 2</td>
<td>1</td>
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<tr>
<td>PE</td>
<td>0</td>
</tr>
<tr>
<td>PSHE</td>
<td>0</td>
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</table>
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.
All students are entered for EDUQAS GCSE English Language. Your grade in GCSE English Language is an important measure of academic attainment. It assesses key skills in reading and writing.

**Course Content**

Reading assessment is 50% of GCSE English Language. You will study engaging 19th, 20th and 21st century texts and will be expected to read widely. You will have to read, understand and respond to sophisticated texts. Questions will ask you to extract, analyse, infer, evaluate, explain and compare. You should be able to do this with confidence and precision, using quotations to validate your arguments and ideas.

Writing accurately and confidently is a very important skill. Writing is 50% of the GCSE and you will write 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, practising using words to express yourself concisely and with accuracy. 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.

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, especially the transactional writing assessed on Paper 2. All students have to perform their speeches to an audience 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 analysing and writing about texts, especially films, you might like to consider GCSE Media Studies as one of your options.
English Literature

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 skills so that you can write cogent, imaginative, critical essays. Through studying the craft of writing, you will gain confidence in understanding authorial techniques and their impact and effect. This will help your own writing. Just as for English language, you will be expected to read widely and keep a record of your reading.

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

You will develop critical essay writing skills and a personal response to the literature you study. Some of the set texts are challenging and 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 (Romeo and Juliet and A Christmas Carol)

Paper 2: 60% of the GCSE - modern prose/drama, Anthology and Unseen poetry

Work Related Learning
Studying English Language and 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
If you enjoy analysing and writing about texts, especially films, you might like to consider GCSE Media Studies as one of your options.
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.

<table>
<thead>
<tr>
<th>Tier</th>
<th>Grades available</th>
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<tbody>
<tr>
<td>Foundation</td>
<td>5, 4, 3, 2 and 1 only</td>
</tr>
<tr>
<td>Higher</td>
<td>9, 8, 7, 6, 5 and 4 only</td>
</tr>
</tbody>
</table>

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.
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:

<table>
<thead>
<tr>
<th>Biology</th>
<th>Chemistry</th>
<th>Physics</th>
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<tbody>
<tr>
<td>Cell biology</td>
<td>Atomic structure and the periodic table</td>
<td>Energy and forces</td>
</tr>
<tr>
<td>Infection</td>
<td>Bonding, structures and properties of materials</td>
<td>Electricity</td>
</tr>
<tr>
<td>Bioenergetics</td>
<td>Quantitative chemistry</td>
<td>Magnetism and electromagnetism</td>
</tr>
<tr>
<td>Homeostasis</td>
<td>Rates and extent of chemical change</td>
<td>Waves</td>
</tr>
<tr>
<td>Inheritance, variation and evolution</td>
<td>Chemical and energy changes</td>
<td>Particle model of matter and atomic structure</td>
</tr>
<tr>
<td>Ecology</td>
<td>Organic chemistry and chemistry of the atmosphere</td>
<td></td>
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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.
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
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.
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% 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, 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 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.
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.
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 (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. A visit to an art gallery or a museum will be organised at least once 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
Art will allow you to develop your creativity, problem solving and your ability to handle a range of media. 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. If you enjoy art you may also like to consider the short course Photography options. 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.
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.
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

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:

<table>
<thead>
<tr>
<th>Unit</th>
<th>Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer systems</td>
<td>Written paper 1 hour 30 mins</td>
<td>50%</td>
</tr>
<tr>
<td>Computational thinking, algorithms and programming</td>
<td>Written paper 1 hour 30 mins</td>
<td>50%</td>
</tr>
<tr>
<td>Programming project</td>
<td>Controlled assessment Approx. 20 hours</td>
<td></td>
</tr>
<tr>
<td>Candidates create solutions to computing tasks from a set of options supplied by OCR.</td>
<td>This controlled assessment provides a vital practice opportunity for paper 2</td>
<td></td>
</tr>
</tbody>
</table>

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 computer 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 engineering, financial and resource management, science and medicine.

Linked Courses
Computing 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

This 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 4 units

<table>
<thead>
<tr>
<th>Unit</th>
<th>Assessment</th>
<th>Compulsory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit R081: Pre-production skills</td>
<td>1 hour 15 minutes written exam 25%</td>
<td>Compulsory</td>
</tr>
<tr>
<td>Unit R082: Creating digital graphics</td>
<td>Coursework 25%</td>
<td>Compulsory</td>
</tr>
<tr>
<td>Unit R085: Creating a multipage website</td>
<td>Coursework 25%</td>
<td>Option</td>
</tr>
<tr>
<td>You will do an additional unit from this list: 2D &amp; 3D digital characters, Interactive Multimedia Products, Websites Digital Sound, Story Telling, Digital Video, Digital Animation, Digital Photography, Game Concepts, Digital Games</td>
<td>Coursework 25%</td>
<td>Option</td>
</tr>
</tbody>
</table>

75% Coursework 25% Exam
It lets students 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 useful transferable skills such as research, planning, and review, working with others and communicating creative concepts effectively.

Work Related Learning
Skills in digital applications provide a wide range of careers options, as well as route into further education. This course will provide specific skills suited to the creative industries.

Linked Courses
ICT provides useful skills to support all subjects. Computer Science or product design.
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
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. You will create, perform and write about drama informed by your theoretical knowledge of Drama and Theatre.

Course Content
In the first 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. In the second 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. Finally, you will perform two extracts from existing plays, becoming both director and performer.

Assessment
For Unit One you will be assessed through a written exam worth 40% of the marks. This paper is based on your exploration of the set text and will test your knowledge of the play as a performance piece. It will also question your analysis of one professional production.

Unit Two: Coursework- 40%. This is your opportunity to create an original piece of theatre. You will experiment with various theatrical techniques and forms exploring several themes and issues. Working as a group you will devise and structure a final piece which will be performed to an identified audience. You will also keep a 'Devising Log' that charts the development of the piece. The assessment of your performance is worth 20 marks and the written log is worth 60 marks.

Unit Three: A practical performance exam which is worth 20% and will be assessed by an outside examiner.

Work Related Learning
This course will enable you to develop life-skills and attributes including decision-making, critical and creative thinking, aesthetic sensitivity and the ability to co-operate with others.
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.
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 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 study 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 exciting, engaging and creative option choice. The nature of the course allows everyone to succeed and gain some vital real-world skills. Media Studies complements many other subjects: English, Computing, Drama, Art, Photography and Business. The course combines both practical and analytical elements to deliver a robust subject with something for everyone.

Course Content
You will be entered for the WJEC Eduqas GCSE in Media Studies. Over the two years of the course you will have the opportunity to make your own film using industry standard software and the Apple Mac Suite. In preparation for the exams you will explore Media language, representation, industries and audiences through television and music. The course will give you a detailed insight into the world of media, from vital production and organisation skills in your filming and editing, to an appreciation of how media can shape our perception of the world.

Through this course you will develop your critical thinking, decision-making and analysis. You will acquire knowledge in a range of vital media issues, understanding media products, their context, how they are consumed and evaluate the impact they play upon contemporary society and culture.

Assessment
The coursework component takes the form of devising an individual media production in response to a choice of briefs set by WJEC and will be either a short film or scene. This makes up 30% of the qualification for the total GCSE. The other 70% is split between two exams: Exploring the Media (40%) and Understanding Media Forms and Products (30%). In preparation for these you will understand how media communicates 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 interprets a variety of audience data to target, reach and address a wide or specific audience.

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

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 solo 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!
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. A visit will be arranged at least once over the two years in order for pupils to gather images in an inspiring environment. 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 manipulated.

Coursework
The coursework element will consist of a series of projects which will each have their own set briefs. 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.
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
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 (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 Textiles option focuses on designing and making a wide variety of textile products. Students are encouraged to develop their 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, art and design 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 and critical/contextual work in one or more areas of study, for example art textiles, fashion design and illustration, costume design, constructed textiles, printed and dyed textiles, surface pattern, stitched and/or embellished textiles, soft furnishings and/or textiles for interiors, digital textiles and installed textiles.

You will have the chance to design products for woven, knitted, stitched, printed or decorative textiles. Areas of study include fashion design and illustration, costume design, constructed textiles, printed and dyed textiles and digital textiles.

**Assessment**
There are 6 units split between y10 and y11.  •  There is NO WRITTEN EXAM

25% External Assessment – Units 2 and 7  •  75% Internal Assessment - Units 1, 6, 10 and 12.

<table>
<thead>
<tr>
<th>Unit No</th>
<th>Y10</th>
<th>Context</th>
<th>Unit No</th>
<th>Y11</th>
<th>Context</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction to Specialist Pathways in Art and Design</td>
<td>You will use specialist materials, techniques, equipment and processes in response to client briefs</td>
<td>7</td>
<td>Recording for Creative Intentions in Art and Design</td>
<td>You will select and record from appropriate visual sources, based on a set brief and generate design ideas towards creative intentions</td>
</tr>
<tr>
<td>2</td>
<td>Creative Project in Art and Design</td>
<td>You will develop creative ideas, skills and intentions in response to a project brief and produce final outcomes that meet the requirements of the brief</td>
<td>10</td>
<td>Fashion Briefs</td>
<td>You will investigate fashion design and promotion, use materials, equipment and techniques in response to fashion briefs, develop ideas in response to fashion briefs and produce and present an outcome in response to a fashion brief</td>
</tr>
<tr>
<td>6</td>
<td>Investigating Contextual References in Art and Design</td>
<td>You will investigate historical and contemporary art, craft and design practice and explore art, craft and design examples relevant to your own work</td>
<td>12</td>
<td>Textiles Briefs</td>
<td>You will investigate different areas of textiles, use materials, equipment and techniques in response to textiles briefs, develop ideas in response to textiles briefs and produce and present an outcome in response to a textiles brief</td>
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</tbody>
</table>

**Work Related Learning**
You can continue your Textiles studies at AS and A-level. You'll also be able to choose areas of study to specialise in. If you don’t want to take your Textiles studies any further, the transferable skills you gain will still be valuable. You’ll develop problem solving, creative thinking, investigation, research, communication and teamwork skills, and gain the ability to develop, refine and present ideas. Employers and universities regard all of 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 • Teaching

New technologies are creating a whole new range of courses where art is being used in innovative ways.
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 on target for grade 5 or grade 6 at the end of year 9
- 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.

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

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.
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