Christleton High School

Key Stage 4

Options Information

November 2018
Do you know what PATHWAY you wish to take…?

Choosing your course options for Years 10 and 11 is a really important step in determining your pathway to future employment.

The subjects and qualifications you study over Years 10 and 11 will affect how you spend your time during your next two years at school. It could also help set you up for the career or college course you want later on.

At the age of 16 you could be:

- at college following a vocational course or diploma
- in the sixth form studying A-level or BTEC courses
- based in a place of employment with accredited training, or following an apprenticeship scheme

All of these should lead you to a rewarding career and a secure working future if you make sensible choices.

This document contains specific subject information and is designed to help you make the best decision about the subject combination that is right for you and your future.

Planning your future

Don’t worry! There are a lot of people and resources available to help you with the decisions that lie ahead. These include family and friends, our school Pathway service and activities and a number of websites; some of the most useful are as follows:

1. **Christleton High School website**: lots of useful links, particularly to different subject pages
   
   [http://www.christletonhigh.co.uk/subjects/](http://www.christletonhigh.co.uk/subjects/)

2. **Careers Wales: Year 9**: a really excellent resource for students in England too. Good activities and information relating to making decisions and where subjects can lead.
   

3. **Russell Group: Informed Choices**: includes a section on pre-16 qualifications required by some of the UK’s leading universities
   
PATHWAY is the name for everything we offer at Christleton to prepare students for their future world of work.

PATHWAY activities include careers advice sessions, work-related learning, progression to employment events, and higher education / university conventions.

PATHWAY people are all those who are available to help Christleton students make choices for their future direction, and include:

- Mr Michael Cosstick: Assistant Headteacher with responsibility for Careers Education and Transition
- Mrs Jean Charlton: Vice-Chair of Governors and Co-ordinator of our Volunteer Network of industry professionals
- Mrs Karen Varley: Personal and Vocational Guidance Administrator, including co-ordination of programme of work placements
- Mrs Sylvia Wood: Careers Advisor
- Mr Ian Hollywood: Head of Citizenship & PSHE and co-ordinator of the PSHE careers programme
- Form Tutors, Subject teachers and Heads of Year.

Our aim is to ensure that all students are given the best start for a rewarding future career during their time at Christleton, so they can move on to a secure working future, whether it be at age 16, 18, 21 and beyond.
INFORMATION FOR STUDENTS – MAKING CHOICES

Choosing your GCSE options

Whatever you think you want to do right now, the chances are you will change your mind several times before you find the career that you really want. So, it’s important you choose subjects that will keep as many of your options open as possible.

It is also important to choose the subjects that you enjoy and that you are good at, but a balanced range of subjects will give you more choice when the time comes to decide about jobs and future courses.

Don’t panic! It’s really easy.

The English Baccalaureate (EBacc)

The EBacc was introduced in 2010. The measure recognises when students have secured a grade 4 or better, across a range of academic subjects.

What subjects are in the English Baccalaureate?

The EBacc is made up of English, Mathematics, History or Geography, the Sciences and a Language. The subjects chosen are included to ensure all students have the opportunity to study a broad band of subjects at GCSE. By following them through to A level, these are the subjects which may maximise the choices of degree courses open to you at the prestigious Russell Group of Universities; however, others such as Economics or Religious Studies are accepted as equally suitable preparation.

Getting a head start

There are some subjects that are useful in most jobs and courses and for life in general. These are the subjects that you don’t get any choice about - you have to do them:

- English
- Mathematics
- Science

There are also some other core subjects which are compulsory for you to study:

- Physical Education
- ICT
- Religious Education
- Citizenship and Personal, Social, Health Education
- Work Related Learning and Careers Education

As for the rest - it’s your choice, but there are some restrictions.

- Some courses may not run because not enough students choose them.

- We want you to have a balanced curriculum, so ideally you will choose from a wide range of subject areas. This means you will have a wider variety of options open to you when you reach sixteen.

- If a subject is oversubscribed, some students may be asked to re-opt.

- You will be asked to make five choices, even though you can only study four subjects. You will be asked to rank your choice in order of preference; choice number five is your reserve.
Subjects on offer

<table>
<thead>
<tr>
<th>EBACC SUBJECTS</th>
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<tbody>
<tr>
<td>Your first choice must be made from the following list of EBacc subjects:</td>
</tr>
<tr>
<td>- Computer Science</td>
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<td>- French</td>
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<tr>
<td>- Geography</td>
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<tr>
<td>- German</td>
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<tr>
<td>- History</td>
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<tr>
<td>- Spanish</td>
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</tbody>
</table>

Your remaining four choices (fifth is a reserve) can be any combination from the EBacc, GCSE and BTEC subjects.

If you wish to study three discrete Sciences (Biology, Chemistry, Physics), then choose Triple Science as one of your choices.

<table>
<thead>
<tr>
<th>GCSE SUBJECTS</th>
<th>BTEC SUBJECTS</th>
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<tbody>
<tr>
<td>- Art &amp; Design (Fine Art)</td>
<td></td>
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<tr>
<td>- Business Studies</td>
<td></td>
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<tr>
<td>- Design &amp; Technology</td>
<td></td>
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<tr>
<td>- Food Preparation and Nutrition</td>
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<tr>
<td>- Media Studies</td>
<td></td>
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<tr>
<td>- Music</td>
<td></td>
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<tr>
<td>- Performing Arts</td>
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<tr>
<td>- Religious Studies</td>
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<tr>
<td>- Triple Science</td>
<td></td>
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<tr>
<td>- Business Studies</td>
<td></td>
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<tr>
<td>- Digital Information Technology</td>
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<tr>
<td>- Health &amp; Social Care</td>
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<tr>
<td>- Sport</td>
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How to make your choices

Option choices are made using an online form at the following link:

https://tinyurl.com/Options2018-19

or by scanning the QR code:
**TEN TOP TIPS**

Things to do and questions to ask, when selecting the right courses for you.

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
<th>Find out more!</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>List the subjects you enjoy or are interested in studying in Years 10 and 11 and put them in the order of your preference. (Do not make these choices on the basis of liking the teacher – that teacher may not be your teacher next year!)</td>
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<tr>
<td>2</td>
<td>Think about what you would like to do when you are 16 or 18. Would these subjects help you to achieve this?</td>
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<tr>
<td>3</td>
<td>Have you made an appointment to see Sylvia Wood, our PATHWAY Careers Advisor?</td>
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<td>4</td>
<td>Are you just choosing this subject because your best friend is doing it? If so, think again!</td>
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<td></td>
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<tr>
<td>5</td>
<td>Have you chosen this subject because it sounds like an ‘easy option’? If so, think again!</td>
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<tr>
<td>6</td>
<td>Do you really know what this subject involves? Have you read about it carefully or do you need someone to explain it in more detail (for example another student who has been studying it for some time)?</td>
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<tr>
<td>7</td>
<td>Does this subject involve coursework? If so, how much and what does it entail? Ask yourself: are you the type of person who will work well at home on coursework or are you better in a straightforward exam situation? Remember that a very good piece of coursework can help to boost your overall actual examination grade.</td>
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<tr>
<td>8</td>
<td>Does this subject need you to participate in a work placement outside of school? Does it need you to participate in a residential fieldwork trip?</td>
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<tr>
<td>9</td>
<td>Do you perform better with practical work or reading, writing and research?</td>
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<tr>
<td>10</td>
<td>What do you really not want to do? Be honest with yourself - what subjects will really make you want to come to school and learn more?</td>
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Teacher Contact: Mr A Simpson, Miss K Croft.

From September 2015, all students have studied the new GCSE English curriculum. There is no longer a Controlled Assessment element to the GCSE course and students will not be awarded a grade from A*-G as in previous years. Rather, all students will now be awarded a numerical level from 1 to 9, with 9 representing the highest level of achievement.

Students will follow the AQA syllabus. The GCSE English Language course develops students’ skills in speaking and listening, reading, writing and information retrieval.

The GCSE English Literature requires students to respond to a broad variety of literary texts including drama, prose and poetry.

From September 2015, there has only been one tier for assessment in English.

Throughout the course, students will be encouraged to read widely and to choose some challenging literature. In addition, students should endeavour to read nonfiction, including biography, autobiography, diaries, essays, journalism, letters and travel writing.

Changes to the new curriculum:

- Exams now graded 9-1, not A*-G.
- No controlled assessment.
- Exams have no tiers.
- All students now required to study Shakespeare and a 19th Century Novel.
- A greater emphasis on 'technical accuracy.'
# ENGLISH LANGUAGE (GCSE Core)

## Paper 1: Explorations in Creative Reading and Writing

- **What's assessed**
  - Section A: Reading
    - One literature fiction text
  - Section B: Writing
    - Descriptive or narrative writing

- **Assessed**
  - Written exam: **1 hour 45 minutes**
  - 80 marks
  - **50% of GCSE**

- **Questions**
  - Reading (40 marks) (25%)
    - One single text
    - 1 short form question (1 x 4 marks)
    - 2 longer form questions (2 x 8 marks)
    - 1 extended question (1 x 20 marks)
  - Writing (40 marks) (25%)
    - 1 extended writing question (24 marks for content, **16 marks for technical accuracy**)
### Paper 1: Shakespeare and the 19th-century novel

**What’s assessed**
- Shakespeare
- The 19th-century novel

**How it’s assessed**
- Written exam: 1 hour 45 minutes
- 64 marks
- 40% of GCSE
  (Spelling, punctuation and vocabulary – 2.5%)

**Questions**

**Section A Shakespeare**
Students will answer one question on their play of choice. They will be required to write in detail about an extract from the play and then to write about the play as a whole.

**Section B The 19th-century novel**
Students will answer one question on their novel of choice. They will be required to write in detail about an extract from the novel and then to write about the novel as a whole.

### Paper 2: Modern texts and poetry

**What’s assessed**
- Modern texts
- Poetry
- Unseen poetry

**How it’s assessed**
- Written exam: 2 hour 15 minutes
- 96 marks
- 60% of GCSE
  (Spelling, punctuation and vocabulary – 2.5%)

**Questions**

**Section A Modern texts**
Students will answer one essay question from a choice of two on their studied modern prose or drama text.

**Section B Poetry**
Students will answer one comparative question on one named poem printed on the paper and one other poem from their chosen anthology cluster.

**Section C Unseen poetry**
Students will answer one question on one unseen poem and one question comparing this poem with a second unseen poem.

### What texts will be studied?

<table>
<thead>
<tr>
<th>Shakespeare</th>
<th>19th Century</th>
<th>Modern Texts</th>
<th>Poetry</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Romeo and Juliet</em></td>
<td><em>Charles Dickens’ A Christmas Carol</em></td>
<td><em>Willy Russell’s Blood Brothers</em></td>
<td><em>Power and conflict cluster</em></td>
</tr>
</tbody>
</table>
Teacher Contact: Your Year 9 Maths Teacher.

During these three school years, you will work towards your GCSE. Whilst following this course, you will experience many different learning situations. As well as acquiring new mathematical skills, you will learn to apply your knowledge in a logical manner, in order to solve problems and investigate new areas of interest. You will be encouraged to use modern technology wherever possible.

The Maths curriculum was one of the first to convert to the new Grades 9 – 1. The Higher tier now has content from the A-Level syllabus. A significant number of old Higher tier topics, including trigonometry, are now on the Foundation tier. This means the Foundation tier covers a wider range of ability and grades. There may also be the opportunity for some students to study L3 Algebra or L1 Number and Measures, dependent on their set.

SCHEME OF ASSESSMENT

Examinations:
(a) Two Calculator papers (1.5 hours each)
(b) One Non-calculator paper (1.5 hours)
There will no longer be a formula sheet in the exams.

Grades available:
Higher tier: 9-4
Foundation tier: 5-1

Students in sets 1 and 2 will be entered for the Higher tier exam.
Students in sets 3 and 4 will be entered for the Foundation tier exam.

The courses outlined above will ensure that you leave school with the best GCSE grade possible.
At Christleton, we offer a number of possible routes that students can follow in Key Stage 4:

**Route 1**
AQA Combined Science (Double Award)

**Route 2 - Triple Science**
AQA Biology, Chemistry and Physics

Students who do not choose Science as an option will follow Route 1.

Students who wish to study Triple Science will need to take Science as an option choice (Route 2).

**AQA Combined Science: Trilogy – Route 1:**

This is the AQA Combined Science: Trilogy course. All of the assessment is exam based. There will be two papers in each subject – Biology; Chemistry; Physics. Students are taught by three science specialists.

- **Assessment**
  - 6 exam papers each of 1 hour 15 minutes, all taken at the end of Year 11.

**AQA Triple Science: Separate Biology, Chemistry and Physics GCSEs – Route 2:**

Please see the information on Triple Science later in this booklet.
Teacher Contact: Mr I Hollywood

Citizenship & PSHE education is a planned, developmental programme of learning through which students and young people acquire the knowledge, understanding and skills they need to manage their lives now and in the future. As part of a whole-school approach, Citizenship & PSHE education develops the qualities and attributes students need to thrive as individuals, family members and members of society.

### Key concepts
- Health and well being
- Mental Health
- Relationships
- PREVENT and Radicalisation
- Living in the wider world
- Personal identities
- Welfare
- Careers
- Diversity
- Prejudice and Racism

### Key processes
- Critical thinking
- Decision-making and managing risk
- Developing relationships and working with others

### Content
- What is a Citizen, and what does it mean to be British?
- Citizenship in action: Campaigning, commemoration, celebration
- Effect of diverse and conflicting values on individuals, families and communities
- What are rights?
- Government and Parliament
- Characteristics of emotional and mental health
- Health and lifestyle choices including choices relating to sexual activity and substance use/misuse
- How to obtain health information and how to use basic and emergency first aid
- Characteristics of positive relationships
- How can we reduce discrimination and disadvantage?
- Statutory and voluntary organisations that support relationships in crisis
- Roles and responsibilities of parents, carers and children
- Playing your part: how to get involved and make a difference
- Impact of separation, divorce and bereavement
- Diversity of ethnic and cultural groups and the power of Prejudice, Bullying, Prevention, Discrimination and Racism
CITIZENSHIP  
A National Curriculum Subject

A high-quality citizenship education helps to provide students with knowledge, skills and understanding to prepare them to play a full and active part in society. In particular, citizenship education should foster students' keen awareness and understanding of democracy, government and how laws are made and upheld. Lessons should equip students with the skills and knowledge to explore political and social issues critically, to weigh evidence, debate and make reasoned arguments. It should also prepare students to take their place in society as responsible citizens, manage their money well and make sound financial decisions.

Key Concepts
- Community action and active Citizenship:
- UK Democracy and Identity
- Justice and fairness
- Global Issues
- PREVENT and Radicalisation

Key processes
- Critical thinking and enquiry
- Advocacy and representation
- Taking informed and responsible action

Content
- Community action and active citizenship
- Parliament and Government: The operation of parliamentary democracy and other forms of government
- Being a Citizen in the UK: democracy and identity: Rights and responsibilities of the British citizen
- Human Rights: The development of rights and freedoms
- The criminal justice system in Britain
- The Justice system and how laws are made
- The UK’s role in world affairs
- Global Issues and making a difference: Dealing with important global issues
- Citizenship issues in the workplace

Improving the spiritual, moral, social and cultural (SMSC) development of students
The purpose of SMSC is to ensure that schools do all they can to help their students develop into self-assured, confident, happy, positive young people. Students at Christleton High School will learn to articulate their feelings and justify them in both informal and formal settings and be given responsibility and trust to develop their confidence. We can develop these traits by celebrating achievement and encouraging students to have the confidence to undertake difficult tasks and have a wide range of experiences. Students should also be encouraged to question things which may prevent them developing into confident adults – particularly lack of aspiration and unfair discrimination. It is important for adults and older students in the school to act as role models for younger students.

Social and Emotional Aspects of Learning (SEAL)
PSHE deals with the Social and Emotional Aspects of Learning (SEAL), also known as SEBS; Social and Emotional Behaviour. SEAL is a formalised method of developing confidence in students, a positive attitude to school, and in the process, helping them to improve their emotional well-being. Much of what is learned at school is academic, and some people are naturally brighter than others, but there is no test for emotional ability. Everyone has the potential to make a good job of their lives.

Citizenship & PSHE embraces Building Learning Power (BLP)
BLP has a clear social, moral and philosophical rationale. It puts at the heart of education the development of psychological characteristics that are judged to be of the highest value to young people growing up in a turbulent and demanding world. And it has a robust scientific rationale for suggesting what some of these characteristics might be, and for the guiding assumption that these characteristics are indeed capable of being systematically developed.
Guest speakers
This academic year, Citizenship and PSHE continues to provide opportunities to work with multi agency groups from outside school. Guest speakers include Cheshire West and Chester Council’s Road Safety Unit; Local City Magistrates; The Amy Winehouse Foundation; Financial experts; Body Beautiful Team, Health and Relationship consultants; Youth Parliament Representatives.

With the help and support of multi-agency groups in the community, this list continues to grow. There are also Citizenship and PSHE events and activities taking place throughout the school organised by teachers, members of the Senior Leadership Team and the Head Boy and Head Girl Team. Certain elements of Citizenship & PSHE are also included in other subject areas, particularly in English, Geography, History and Core Religious Education.

Citizenship and PSHE also support the development of our RAF Combined Cadet Force (CCF), giving students the opportunities to develop and to take their place in society as responsible citizens, who not only learn about citizenship but become active citizens, taking an active role in their community.

Resources
Citizenship uses work material equivalent to the AQA Citizenship Studies specification for GCSE. This specification provides an ideal framework to deliver and assess the Key Stage 4 Programme of Study. It has been designed to broaden student awareness, develop thinking and functional skills, and extend curriculum and Citizenship & PSHE programmes. It has also been designed as appropriate for the full ability range to increase candidates’ GCSE scores across the curriculum. This programme will prove to be worthwhile and interesting for students from a variety of backgrounds and ages. It will focus on contemporary issues, encourage thinking across specialist subjects, employ a range of techniques to assess different skills, and prove to be a useful preparation for further education, work and life in general.

Citizenship & PSHE Vision for 2018-20
- To transform Citizenship & PSHE into a digitally contemporary visual subject with a global perspective
- To re-conceptualise active citizenship using a memorable format unique to Christleton High School and known as the three Cs: campaigning, celebration & commemoration
- To elevate and showcase active citizenship
- To develop public speaking skills
- To develop in students the employability associated with being able to present, articulate and persuade
- To innovate in citizenship on a level with national significance

The Format
- PSHE & Citizenship is approached through the 3 Cs: campaigning, celebration & commemoration
- Students study long term projects which last approximately 6-10 weeks
- In Years 9, 10 & 11, projects conclude with a high stakes showcase and presentation involving exhibited outcomes alongside digital and digital-verbal presentations
- There will also be intervention classes for critical students (e.g. 6-10 week Careers programme strategy)

Digital technology – the subject supports Christleton High School’s ICT strategy by requiring students to:
- engage with visual culture in ways which include photography and the commercially compliant ICT package ‘Photoshop’ Moviemaker
- engage with different types of software
- learn to compose visually coherent digital photographs through which they can non-verbally celebrate, commemorate and campaign.
INFORMATION COMMUNICATION TECHNOLOGY

Core Subject

Teacher Contact: Mrs N Farley

In Core ICT, learners will develop, refine and explore different ICT skills using a variety of software packages/activities throughout Year 10. Students will participate in a variety of online skill based projects to widen their knowledge and enhance their CV to help them succeed in the digital world. All students will learn about E-Safety, cybercrime and potential careers in the IT industry.

In addition to Programming skills, students will explore wider career options and elements of personal finance to help prepare them for the challenges of managing money in today’s society.

Students will develop key transferable skills such as working to deadlines, independent learning and problem-solving with different ICT software.

RELIGIOUS EDUCATION

Core Subject

Teacher Contact: Ms L Hayden

In Core Religious Education, the following topics will be studied from the viewpoint of Christianity and Islam:

- Christian and Muslim beliefs e.g. Is there Life after Death?
- The Value of Human Life (Medical Ethics)
- Relationships e.g. Is Marriage important?
- Crime and Punishment
- The Problem of Evil, Suffering and War e.g. Is there ever a Just War?

There will be an introduction to the religion of Buddhism and a topic on Science, Atheism and Humanism. The main emphasis of the course is on discussion and group work and there may be visiting speakers. Students will develop their knowledge, understanding and evaluation skills.
Core Subject

Teacher Contact: Miss E Garner

In Core PE, students will participate in a variety of sports and activities utilising and developing a range of skills and abilities. In Years 10 and 11, the emphasis is more on participation for enjoyment, encouraging students to take part in activities which will enable them to lead an active, healthy lifestyle when they leave school. Students play a lead role in lessons, organising groups and activities.
All students are welcome to study Art & Design at GCSE. This subject offers exciting possibilities for students with various artistic interests including drawing, painting and digital and mixed media. It is about developing skills, exploring ideas creatively and seeing things in a variety of alternative ways. The subject requires commitment and the department reflects students’ commitment in a variety of displays and exhibitions.

After opting for Art and making an initial start on the GCSE course, there will be an opportunity to consider whether students’ strengths and interests lie in their existing experience of Fine Art or in a more digital Graphics course. Whilst the breadth of Fine Art is the most suitable course for the majority of artists, we will consider entering some students for Graphics on an individual basis. There will be no obligation for a student to take Graphics and students whose preferences are for drawing, painting and making will be able to continue developing these skills in our popular, ongoing Fine Art course. Both Fine Art and Graphics can include photography and students who are interested in photography will be able to develop experience of this medium in their learning.

Coursework

60% of the marks for all GCSE Art courses are for the coursework portfolio unit which includes investigational preparatory work and final pieces. This part of the course is set by teachers, marked by teachers and moderated externally. Home learning is an important feature of the course, as is keeping to deadlines. Students must take pride in, and look after their work carefully. For this reason, everyone who embarks on the GCSE Art course will be expected to have a folder as indicated by their teacher.

Examination

40% of the marks for all GCSE Art courses are for the controlled assessment (examination project) taken at the end of the course in Year 11. This involves a ten hour practical exam after a period of preparation. This part of the GCSE course is set by AQA, marked by teachers and moderated externally.

Assessment Objectives

The four equally important areas in which students’ art is assessed for this course are:

- Developing ideas (analysing and evaluating art, craft and artefacts).
- Refining ideas (experimenting and selecting media and resources).
- Recording ideas e.g. drawing and painting.
- Making a personal response e.g. a complete project including final drawings, paintings, or photographs.

More information is available from all of the Art staff.

This is a very exciting and enriching subject and is a brilliant start for careers and future study involving ideas and original thought! Careers in the creative industries include museum and gallery curation, photography, the media, graphic design, architecture, fashion and more.

Joining us for GCSE will mean you are a part of the CHS Senior Art Community.
BUSINESS STUDIES (GCSE Single Award)

Teacher Contact:    Mrs N Farley

Business Studies is an exciting and fast moving subject that looks at the way in which businesses operate to satisfy customers and make profits for investors. You will be shown how business decisions are made and have the opportunity to practice your own business decision-making in the context of a variety of simulated business situations. How would you set the price for a new games console? How would you raise the capital finance to start your own business? How can a new product be protected? Which businesses provide good investment opportunities? Your business decision-making skills will gradually be improved and you will begin to understand business articles in newspapers, assess business opportunities for yourself and discover a whole new area of study and possible careers for the future.

What do lessons involve?

Very often a business event reported in the news can be used to illustrate the topic being taught, for example company takeovers or the launch of a new product, with lively lessons, relevant to what is happening in the world now. Your interest in the understanding of the business news will improve. You will be able to study and discuss major business decisions that are taking place in real companies and gain an understanding of the responsibilities involved in driving a large company. As important business news is announced, perhaps a change in interest rates or a dramatic change in the stock market prices, we pause from the current topic to consider the business impact of the latest news. Your thoughts on what a particular business ought to do to tackle its current problems are encouraged and discussed.

The course is based on three elements:

Marketing and Enterprise
To be successful, businesses must sell their product, which means persuading you and me to buy their goods and services. Why did LastMinute.com succeed when so many other dotcoms did not? Why does the Virgin name seem to be everywhere…cola, finance, planes, mobile phones…?

Business and People
In this unit you will look at how businesses recruit and select new staff; how does Julian Richer motivate and pay his staff? You will also examine the role of trade unions and employment law in protecting the interests of staff.

Production, Finance and the External Environment
All businesses need money; this unit of work examines how they raise money and how they keep track of money in the business. How does the Body Shop raise finance for further expansion? You will also examine how a product is made, the costs involved in making a product and the issues of quality and efficiency are dealt with. How is a Dyson so radically different from other vacuum cleaners?

Assessment
Business Studies is not an easy option. We will expect you to take an interest in the business world and in current affairs. There is a strong maths element to many of the modules, for example accounting and finance and cost control; you therefore need to be good at and comfortable with financial calculations.

Theme 1 Investigating Small Business – Written examination worth 50% of final grade
Theme 2 Building a Business – Written exam worth 50% of final grade
Both papers will be assessed at the end of the 2 year course and consist of calculations, multiple choice, short answer and extended writing questions based around business case studies given in the paper.

So, if you would like to know how Anita Roddick turned the Body Shop into a thriving franchise operation or how Richard Branson turned the Virgin group into one of Britain’s leading companies, choose GCSE Business Studies.
BUSINESS ENTERPRISE (BTEC Tech Award)

Teacher Contacts: Mrs N Farley and Miss G Hearst

BTEC qualifications are particular types of work-related qualifications, available in a wide range of subjects. You can study one if you are interested in learning more about a particular sector or industry. Many have been designed in collaboration with industry, so they can equip you with the skills and knowledge that employers are looking for. The qualifications offer a mix of theory and practice, and can also include an element of work experience.

The BTEC Tech Award in Enterprise is worth 1 GCSE at A*-C standard, with 5 lessons per fortnight

Successful completion of the BTEC Tech Award qualification can lead to progress into employment and further study through a variety of pathways, for example – further BTEC qualifications such as the BTEC Level 3 Certificates or Level 3 Diplomas (A-level equivalent) or through the more traditional route of A-levels and Degrees.

At some stage, most people will work in a business and if you choose to study a BTEC, you will be finding answers to lots of business questions that you may have, such as, how do Primark manage to sell their clothes so cheaply and how do Microsoft persuade us to pay twice as much as we should for the new X-box? With the new BTEC Tech Award in Enterprise you will explore what it means to set up and run a business enterprise, as well as develop key skills and gain an insight into the sector.

The course is delivered through three units:

- Component 1: Exploring Enterprise (30% Portfolio assessed)
- Component 2: Planning for and running an enterprise (30% Portfolio assessed)
- Component 3: Promotion and Finance for Enterprise (40% Externally assessed examination)

What do lessons involve?

BTEC qualifications are ‘vocational’ courses; they are designed to integrate the working world into academic study. Everything learned in the classroom is based on real businesses and real business situations - a very practical, hands-on course. There are visits to businesses, (this year we have been to Old Trafford and Jaguar Land Rover), talks from entrepreneurs, and active research within the local business community. You are expected to take a lot of responsibility for your own learning and production of portfolio evidence. Use of IT is very important as portfolio evidence can take a number of formats, formal written reports, power point presentations, displays, presentations, posters, even video.

Assessment

2 out of 3 units are internally assessed and moderated. Evidence is generated through a range of diverse activities. Learners receive feedback on their progress throughout the course as they provide evidence towards the grading criteria. If this style of assessment suits you and you have good time management skills essential for meeting regular coursework deadlines, a vocational course may be for you.

Take your first steps in starting your own business!
Computer Science (GCSE Single Award)

Head of Department: Mrs N Farley
Teacher Contacts: Mrs L Lawson, Mr B McDonnell, Mr O Hall

“Learning to write programs stretches your mind, and helps you think better, creates a way of thinking about things that I think is helpful in all domains”  
Bill Gates (Founder of Microsoft)

“The programmers of tomorrow are the wizards of the future. You’re going to look like you have magic powers compared to everybody else.”
Gabe Newell (Founder of Valve games)

Computing Technology continues to advance rapidly and the way that technology is consumed has also been changing at a fast pace over recent years. The growth in the use of mobile devices and web-related technologies has exploded, resulting in new challenges for employers and employees. Businesses today require an ever-increasing number of technologically-aware individuals; not just in the gaming, mobile and web-related industries but across a wide swathe of different organisations.
A qualification in Computer Science will give you the knowledge and understanding to develop solutions which will include programming. You will also understand the hardware and software that is driving the technological changes in society today. This qualification develops a range of transferable skills such as logical thinking, problem solving and critical analysis which are vital skills in so many roles today.
What is GCSE Computer Science?
GCSE Computer Science develops your understanding of current and emerging technologies, how they work and applying this knowledge and understanding in a range of contexts. You will be using programming languages to design, write and test computer programs to solve specific problems.

Why should I study GCSE Computer Science?
Most students already know how to use a wide range of programs on computers. GCSE Computer Science will introduce you to what goes on ‘behind the scenes’, enabling you to understand how the computer actually works when a program is running. GCSE Computer Science is excellent preparation for A Level Computer Science. There is a growing demand for technically literate people across a range of different careers and industries.

What will I learn about?

<table>
<thead>
<tr>
<th>Topics Covered in GCSE Computer Science</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Component 01 – Computer Systems</strong></td>
</tr>
<tr>
<td>The first component is an exam focused on computer systems which covers the physical elements of computer science and the associated theory. Topics covered include: Systems architecture, memory, storage, networks including topologies, protocols and layers, network security, systems software and moral, social, legal, cultural and environmental concerns.</td>
</tr>
<tr>
<td><strong>Component 02 – Computational Thinking, Algorithms and Programming</strong></td>
</tr>
<tr>
<td>This component is focused on the core theory of computer science and the application of computer science principles. Topics covered include: Language translators and facilities of different languages, algorithm, high and low-level programming, computational logic and data representation.</td>
</tr>
<tr>
<td><strong>Component 03 – Programming Project</strong></td>
</tr>
<tr>
<td>This component is where you will be able to apply the programming theory you have learnt in an exciting and engaging task in Python. Whilst it does not contribute to the final grade, the skills you learn will also be tested in the other two components. Topics include: Programming techniques, design, development, effectiveness and efficiency, technical understanding, testing, evaluation and conclusions.</td>
</tr>
</tbody>
</table>

What programming languages will I learn?
You will create programs in Python but will learn about a range of different programming languages.

How will I be assessed?
The GCSE Computer Science follows the OCR curriculum, and candidates will receive a grade on a scale from 9-1. The written papers are a mixture of short-answer questions with some longer written answers (maximum 8 marks). There are 3 different components:

<table>
<thead>
<tr>
<th>What?</th>
<th>% of grade</th>
<th>When?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Component 1 - Written Paper (90 minutes)</td>
<td>50%</td>
<td>End of Year 11</td>
</tr>
<tr>
<td>Component 2 - Written Paper (90 minutes)</td>
<td>50%</td>
<td>End of Year 11</td>
</tr>
<tr>
<td>Programming Project (20 hours)</td>
<td>0%</td>
<td>During Year 11</td>
</tr>
</tbody>
</table>

How much homework will I have?
Homework will be set once per fortnight. It may include written work online or programming challenges. Flipped learning will be used extensively with booklets and resources to help you revise.

What type of student will enjoy GCSE Computing?
You will be a confident mathematician who enjoys logical thinking and problem solving activities. You will have a keen attention to detail with strong resilience when faced with tough challenges. You will likely enjoy subjects like Maths, Science, and Technology and will have enjoyed topics like Prohgramming, Scratch and Binary in your ICT lessons. You will be organised and be able to plan your time for the programming project.
In GCSE Design and Technology (D&T), you will have opportunities to develop your designing and making skills, along with your knowledge and understanding, in order to create solutions to challenging design problems.

Key activities will include:

- Prototype development
- Focused practical tasks
- Product analysis
- Materials and components analysis
- Investigation of current design issues

You will be able to develop your communication skills, thinking skills and ability to solve design problems.

D&T prepares you for tomorrow's rapidly changing technologies. You will learn to think and intervene creatively to improve quality of life. The subject calls for you to become autonomous and creative problem solvers, as individuals and members of a team.

You must look for needs, wants and opportunities and respond to them by developing a range of ideas and making products and systems. You will combine practical skills with an understanding of aesthetics, social and environmental issues, function and industrial practices. As you do so, you will reflect on and evaluate present and past designs, their uses and effects, through which you can become discriminating and informed users and innovators of products.

The D&T GCSE course has a non-examined assessment (NEA 50%) and a written examination worth 50%. The NEA consists of a single design and make activity after investigating a contextual challenge set by the exam board. Students will then investigate, design, manufacture and test a solution to the contextual challenge.

The GCSE will enable you to design and manufacture using the materials, processes and skills you have worked with in all areas of D&T from Years 7 to 9. These include woods, metals, plastics, textiles, electronic components, composites, papers and boards. You will not be limited to a particular material group when designing but you will not have to use them all. To enable you to be successful in your design work, you will learn about all materials groups through both written and practical lessons.

Please note: Students of GCSE Design and Technology must be aware that they will be expected to provide some of the materials needed for their final NEA.
FOOD PREPARATION AND NUTRITION (GCSE Single Award)

Teacher Contact: Mrs Kelly

This is a relatively new and exciting course which has more practical content that the current GCSE DT Food. It has the emphasis on food preparation skills rather than designing foods. The majority of the course is taught through practical work as has been the case in your KS3 lessons. It allows the opportunity for food investigations, experiments, research and practicals. You will be asked to provide some ingredients for dishes which you will take home but school provides ingredients for experiments and taste panels.

What will you learn?
The whole course is based around food preparation skills in relation to the areas below:

1. Food, nutrition and health
2. Food science
3. Food safety
4. Food choice
5. Food provenance (where food comes from)

How will the course be assessed?

**EXAM: Food Preparation and Nutrition  50% of GCSE**
Theory for the exam will be taught in Year 10, applied in Year 11 and examined at the end of Year 11. You will have one written exam (1hr 45 mins) to test your knowledge of food preparation and nutrition from the sections above. There will be multiple choice questions (20 marks) and then five questions each based on the five areas listed above (80 marks).

**COURSEWORK Task 1: Food Investigation  15% of GCSE**
You will complete a practical investigation into the working characteristics and functional and chemical properties of a given ingredient or food product. You will complete a written or electronic report (1,500–2,000 words) including photographic evidence of the practical investigation. School provides ingredients for most food investigations and experiments. This investigation will be completed in the autumn term of Year 11.

**COURSEWORK Task 2: Food Preparation Assessment  35% of GCSE**
Over a few weeks you will plan, prepare, cook and present food related to a special diet, a lifestyle or a culture. You will then prepare, cook and present a final menu of three dishes of your choice within a three hour session and you will have planned in advance how this will be achieved. You will complete a written or electronic portfolio including photographic evidence. Students on this course will be expected to provide ingredients for approximately one practical per week. This assessment will be completed in the spring term of Year 11.

Why study this course?
This course not only develops knowledge and understanding of food and food preparation. You will develop highly desirable skills in time management, organisation and analysis which are transferable skills to all areas of work. You will also enjoy cooking a wide variety of foods and becoming a confident young chef.
GEOGRAPHY (GCSE Single Award)

Teacher Contact: Mrs C Stoker

Why study Geography?
Today, more than ever before, we need to understand the Earth’s physical and human systems to help us avoid catastrophic climate change, conserve our precious resources and encourage sustainable development for communities. We need to understand our connections with other countries and people. If you enjoy fieldwork, investigating current issues and want to make sense of your physical and human surroundings, if you are looking for a subject that will develop your skills, knowledge and understanding of the world, then this could be the choice for YOU.

Geography is an option that counts towards the English Baccalaureate qualification.

How will Geography help me in the future?
Geography helps you develop skills; skills that employers are looking for. Here are some you will use:

- Decision making
- Understanding peoples’ feelings
- Problem solving
- Researching
- Analysing maps and diagrams
- Investigating an issue
- Co-operating with others
- ICT aided learning

What will I study?
The course is divided into three units:

1. Living with the physical environment
Learn all about what to do in an earthquake or volcanic eruption in The Restless Earth. Understand about Coastal and River Landscapes and make decisions about how they should be managed. Discover which Natural Hazards pose major risks to people and what could happen if the sun stopped shining.

2. Challenges in the Human environment
Work as an urban planner in seeing how our Urban Environments change and are managed. Think sustainably about Globalisation and our changing Economic World. Discover how to reduce the Development Gap.

3. Local Fieldwork Investigation
Be an enquirer on the Field trips by applying your practical skills investigating some of the above issues and topic areas. Use ICT skills and GIS to investigate issues and consider ALTERNATIVE FUTURES for our planet.

What do I have to do for the examination?
Examination Board: AQA

Three exams are taken at the end of the GCSE:

- Unit 1 1 hour 30 minutes (35%)  Living with the physical environment
- Unit 2 1 hour 30 minutes exam (35%)  Challenges in the Human Environment
- Unit 3 1 hour exam (30%)  Geographical application

Field Trips
Geography is about studying real places and for that reason you will be expected to attend field trips, a compulsory element of the course. You will investigate a geographical issue on the field trips and then use the data collected to answer your unit three exam.

Interested? Then please speak to a member of the Geography Department.
Why study this course?

Health and Social Care is an essential course to study for those students who have the ambition to become:

- Social Workers
- Midwives
- Nurses
- Occupational Therapists
- Physiotherapists
- Sport and Exercise Coaches
- Nursery Workers
- Paramedics

It is also an excellent course for students interested in Sociology, Criminology, and Psychology at University.

The BTEC Tech Award in Health and Social Care is an engaging new course specifically designed to be practical in order to equip you for a career in the Health and Social Care sector.

The course can be taken alongside GCSEs (and is the same weighting as a GCSE). The change in course has been made to give you a taste of what the Health and Social Care sector is like, as well as the skills and confidence to succeed in your next steps and to explore your potential career.

How does the course work?

The course comprises three complimenting units:

1. Human Lifespan Development (30%)

The aim of this unit is to understand how we as humans grow and develop throughout our lives. The unit will consist of coursework assignments.

2. Health and Social Care Services and Values (30%)

The aim of this unit is to get to know how the Health and Social Care sector works and the care values that underpin it. The unit will consist of coursework assignments.

3. Health and Wellbeing (40%)

The aim of this unit is to help to improve someone’s health and wellbeing. This unit will consist of a controlled assessment task.

Each unit will encourage you to carry out research, visit places of work and get involved in the health and social care sector! The coursework helps to develop independent learning, planning and organisational skills. In Year 10 you are encouraged to carry out your work placement in a Health and Social Care setting, because the research and experience is valuable to completing the coursework to a high standard.

What skills are needed to be a successful Health and Social Care student?

- You will need to be enthusiastic, committed and hard-working.
- You will need to enjoy carrying out independent research and completing coursework.
- You should enjoy meeting and working with a range of different people.
- You will be committed to meeting all deadlines.
Why study History at GCSE?
Anyone who studies History can see how people learn from others, make an impact on their societies and look beyond the obvious to reach conclusions. History provides many valuable skills essential for a whole variety of occupations from law to business. It also allows students to investigate many different aspects of the past that they will find interesting and which are still relevant in today’s world.

What qualities are required to be successful in History?
If you have an enquiring mind and naturally enjoy asking questions about events and people in the past, then History may be the correct GCSE choice for you! Having a good standard of written communication will help you succeed at GCSE History, as well as the resilience to rise to the challenges faced by historians when studying the past. If you have shown skills in Year 9 History of writing detailed explanations of the past and working with evidence to understand aspects of the subject, then you will be well-suited to our GCSE course.

What skills will be developed through studying History?
There are many skills developed in this subject. They include the following:

- Communication: To develop clear, well-structured arguments through written work, discussion and debate
- Interpretation: To understand and appreciate different points of view
- Investigation: To research, analyse and present information effectively

What is studied in GCSE History?
Students will follow the Edexcel GCSE Syllabus over the two-year course, taking three exams.

**Paper 1**
- Thematic Study: Medicine Through Time C1250 – present day
- This unit also includes a study of surgery and treatment during WW1

**Paper 2**
- Period Study: Super power relations and the cold war 1941-91
- British Depth Study: Early Elizabethan England 1558 - 1588

**Paper 3**
- Modern Depth Study
- Russia & the Soviet Union 1914-41

Interested? Then come and speak to a History Teacher.

History is also one of the options that count toward the English Baccalaureate qualification.
DIGITAL INFORMATION TECHNOLOGY (BTEC Tech Award)

Head of Department: Mrs N Farley
Teacher Contact: Mrs L Lawson

BTEC qualifications are particular types of work-related qualifications, available in a wide range of subjects. You can study one if you are interested in learning more about a particular sector or industry. Many have been designed in collaboration with industry, so they can equip you with the skills and knowledge that employers are looking for. The qualifications offer a mix of theory and practice, and can also include an element of work experience.

The BTEC Tech Award in Digital Information Technology is worth 1 GCSE at A*-C standard, with 5 lessons per fortnight.

Successful completion of the BTEC Tech Award qualification can lead to progress into employment and further study through a variety of pathways, for example – further BTEC qualifications such as the BTEC Level 3 Certificates or Level 3 Diplomas (A-level equivalent) or through the more traditional route of A-levels and Degrees.

At some stage, most people will work in a business and if you choose to study a BTEC, you will be finding answers to lots of industry ICT related questions that you may have, such as, how do businesses such as Google or Microsoft respond and keep up to date with the ever changing new developments in technology, how do Businesses such as Xbox Live collect and present information using technology and what is GDPR really all about? With the new BTEC Tech Award in Digital Information Technology you will explore how society and Businesses use Information Technology effectively, as well as develop key skills and gain an insight into the IT sector.

The course is delivered through three units:

Component 1: Exploring User Interface Design Principles and Project Planning Techniques (30% Portfolio assessed)
Component 2: Collecting, Presenting and Interpreting Data (30% Portfolio assessed)
Component 3: Effective Digital Working Practices (40% Externally assessed examination)

What do lessons involve?
BTEC qualifications are very creative ‘vocational’ courses; they are designed to integrate the working world into academic study. Everything learned in the classroom is based on real businesses and real ICT situations - a very practical, hands-on course. There are visits to businesses, talks from entrepreneurs, and active research within the local business community. You are expected to take a lot of responsibility for your own learning and production of portfolio evidence. Use of IT is very important as portfolio evidence can take a number of formats, formal written reports, power point presentations, displays, presentations, posters, even video.

Assessment
2 out of 3 units are internally assessed and moderated. Evidence is generated through a range of diverse activities. Learners receive feedback on their progress throughout the course as they provide evidence towards the grading criteria. If this style of assessment suits you and you have good time management skills essential for meeting regular coursework deadlines, a vocational course may be for you.

Successful completion of the BTEC Tech Award qualification can lead to progress into employment and further study through a variety of pathways, for example – further BTEC qualifications such as the BTEC Level 3 Certificates or Level 3 Diplomas (A-level equivalent) or through the more traditional route of A-levels and Degrees. Employees offering apprenticeships are now recognising the benefits and skill set BTECs can develop in individuals.
What is GCSE Media Studies all about?
In Britain it is almost impossible to avoid the media; TV or radio in every room in the house, home computers connected to the Internet, magazines and newspapers on the doormat, posters on the local bus shelter advertising the latest movies at the local multiplex.
In Media Studies we assess and analyse a range of different media products, across the worlds of radio, TV, film, new media and print. We investigate the larger businesses responsible for giving us our daily media fix, and the nature of media consumption by different audiences.

We also learn how the media tries to manipulate its audience through the use of particular kinds of language, and we learn to use those tools for ourselves in producing our own original media products.

Unit 1 - Examination – Exploring the Media - 30%

The focus of study in this exam will be how codes and conventions influence meaning in media products and how the ownership and control of the media effects media products.
Section A will focus on looking at Newspapers, Advertising and Marketing, Film advertising and Magazines.
Section B will focus on the study of ownership in Film and Video Games, Radio Audiences.
The exam will consist of an unseen text and answering questions on the text and wider issues related to the topics.

Unit 2 - Examination – Understanding Media Forms and Products – 40%

The focus of study in this exam will be deepening knowledge on media language and representation through the analysis of Television Crime Drama and Sitcom. There will also be a cross-media study into Music that focuses on Music Video and Music Marketing in online media.

Unit 3: - Non-Exam Assessment (Coursework) – 30%

The coursework consists of responding to an exam board brief that will give students three options to choose from in individually creating a media product. The choices will be based around
- Television
- Advertising and marketing music
- Advertising and marketing a new film
- Creating a new magazine.
The Coursework will be internally marked and externally verified by the exam board.

GCSE Media Studies is not a course designed to prepare you for a career in film-making, any more than English prepares you for a career as a novelist. Only talent and determination will win you that prize. It is, however, a fascinating subject that many students enjoy. It is a lot of work but also a lot of fun.
At Christleton High School, all students study French with either German or Spanish throughout Years 7, 8 and 9. In Key Stage 4, students are offered the opportunity to continue with one or both of their languages. Students may only opt to continue with a language at Key Stage 4, if they have studied that language in Year 9.

A Modern Foreign Language is a facilitating subject. This means that it is highly favoured by universities and employers as it demonstrates a multi-faceted learner. A language will enhance your educational, employment, economic and mobility prospects particularly at a time where universities and employers are looking for candidates with the skills to contribute significantly and potentially globally.

The study of Modern Foreign Languages will increase enjoyment when travelling abroad, will communication skills and will increase understanding and appreciation of other cultures. To support the study of Modern Foreign Languages in Key Stage 4, we provide opportunities for students to interact with the language and culture first hand, by working with native speakers and visitors from abroad. Study visits to France, Germany and Spain are also offered.

Students follow the AQA GCSE course for French, German and Spanish. All examinations take place at the end of the course. Students will sit four examinations. The first is the speaking assessment which takes place during the April and May of Year 11. It is conducted and recorded by the teacher and marked by the exam board. The Listening, Reading and Writing papers are in May and June of Year 11. Each of the four skills (listening, reading, speaking and writing) are equally weighted at 25%.

The course content is based around three broad contexts, each containing subtopics:

- **Identity and culture** (Self, family & friends, Technology in everyday life, Free time activities and Customs & festivals in target language-speaking countries/communities)
- **Local, national, international & global areas of interest** (Home, town, neighbourhood and region, Social issues, Global issues and Travel and tourism)
- **Current & future study and employment** (my studies, life at school/college, Education post-16 and Career choices and ambitions)

A GCSE in Modern Foreign Languages is compulsory in order to achieve the English Baccalaureate at the end of Year 11.

For more information please contact your MFL teacher.
**MUSIC** (GCSE Qualification)

*(Music students will have the opportunity to undertake an additional qualification in Music Technology as well if they wish, but it won’t be compulsory)*

Subject Teachers: Mr Ralphson and/or Mrs Forsey and/or Mr Phillips

**Did you know that........**

- ...the harmonica (mouth organ) is the world’s best-selling musical instrument?
- ...a piano covers the full spectrum of all orchestra instruments, from below the lowest note of the double bassoon to above the top note of the piccolo?
- ...since its launch in 1981 the song “Memory” of the musical Cats has been played on radio more than a million times?
- ...with a GCSE in Music, you will have the chance to perform, compose and learn more about music that you listen to?

**You should...**

- ...be full of energy, ideas and enthusiasm for Music
- ...be interested in working in a fast paced, quick thinking and creative environment
- ...want to excel as a creative student, pushing your practical skills to the maximum
- ...respond creatively to challenges
- ...be a strong, independent worker who can self-motivate to succeed

**Aims of the course:**

- Give you opportunities to learn about, perform and compose music
- Build on your musical confidence, practical and IT skills in music
- Introduce you to a wide range of music led by your own skills and tastes
- Give you the opportunity to perform live music
- Develop your organisational and creative skills and your ability to harness your talent
- Work towards a separate qualification in Music Technology as well, if you wish. You will learn about microphones, mixing, multi-track recording in the studio, electronic sound creation and general music production on this course, and will gain a Level 2 Technical Award (equivalent to an additional GCSE).

**Thinking ahead, what could I do next with Music?**

Music complements a range of subjects and is useful in building confidence as well as developing practical skills in a range of careers. Previous students have gone on to study a diverse range of courses at university such as: Music, Music Technology, Popular Music, Psychology, History, Languages, Philosophy, Media and Education (Teaching).

**And further ahead...What career options are open to me?**

- Using your discipline: performer, conductor, studio engineer, music producer, composer, dancer, singer, arranger...
- Using the skills you develop: teacher, manager, Chief Executive, artist, advertising, computer technician, entrepreneur, designer...
PERFORMING ARTS (Pearson BTEC Level 2 – Equivalent to a GCSE)

Subject Teachers: Mr Phillips and Mrs de Winton

Did you know that........

- ...more people in the UK visit the theatre every year than go to football matches?
- ...Performing Arts includes Acting/Drama, musical theatre and Dance?
- ...Performing Arts students tackle every aspect of human existence? To study the performing arts you must be a psychologist, a detective, a historian, a philosopher, a sociologist, an artist, a collaborator, a motivator, a scientist ...
- ...with a BTEC Level 2 in Performing Arts, you can specialise in Acting, Musical Theatre or Dance, or you can study a combination of two or even all three?

You should...

- ...be full of energy, ideas and enthusiasm
- ...be interested in working in a fast paced, quick thinking and creative environment
- ...want to excel as a creative student, pushing your performance skills to the maximum
- ...respond creatively to challenges
- ...be a strong team worker who can collaborate successfully to meet deadlines

Aims of the course:

- Give you opportunities to devise, rehearse, showcase and evaluate Performing Arts work
- Build on your confidence and self-expression
- Introduce you to a wide range of material led by your own skills and tastes
- Give you the opportunity to go to see live performances
- Develop your leadership skills and your ability to harness the talents of the group you are working with
- Develop your listening skills and the ability to build on others’ ideas

Thinking ahead, what could I do next with Performing Arts?

Performing Arts complements a range of subjects and is useful in building confidence and improving presentation skills in a range of careers. Previous students have gone on to study a diverse range of courses at university such as: Journalism and Broadcasting, Psychology, Law, Politics, Philosophy, Media and Primary Education as well as Acting, Music, Studio Production, Dance and Theatre Studies.

And further ahead...What career options are open to me?

- Using your discipline: actor, musician, studio engineer, music producer, composer, dancer, director, stand-up comedian, set designer, lighting technician, stage manager, playwright...
- Using the skills you develop: lawyer, manager, Chief Executive, artist, sales person, marketing executive, advertising, entrepreneur, designer...
AQA Religious Studies A

This is a GCSE course which focuses on issues, beliefs and life today. As such, it is a course with relevance to a wide variety of careers, such as Law, Medicine and Journalism.

This course aims to promote an enquiring, critical and sympathetic approach to the study of religion and its responses to moral issues. It is suitable for candidates who have any religious faith or for those who have none. For both sections of the course students will study the religions of Christianity and Islam.

There are two sections to the course:

1. Religion and Ethics
   - Religion and life e.g. should euthanasia be made legal? Are animal experiments and abortion morally wrong?
   - Religion, peace and conflict e.g. terrorism and religious attitudes to nuclear weapons.
   - Religion, crime and punishment e.g. should the death penalty be reintroduced?
   - Relationships and families e.g. religious attitudes towards heterosexual and homosexual relationships.

2. Religious Beliefs, Teachings and Practices
   - Key Beliefs e.g. is there life after death and will we be judged when we die?
   - Key Teachings e.g. what is the consequence of sin?
   - Key Practices e.g. the response of religion to poverty through organisations such as Tearfund.

Candidates will develop knowledge and understanding of these topics. They will be able to express their own opinion as well as investigating Christian views and the views of Islam.

SKILLS: Students will develop
   - Knowledge and Understanding Skills
   - Evaluation Skills - the ability to present a reasoned argument.

ASSESSMENT: 2 written papers of 1 hour 45 minutes

Why study Religious Studies?
Religious Studies helps you develop the skills that many employers are looking for, as well as being an academic subject, which is accepted by universities, whatever you may go on to study.

Will I enjoy this course?
Yes, if you enjoy discussion, activities using the interactive whiteboard, videos, projects etc. The course usually involves visiting speakers, such as Billy McCurrie or a speaker from Claire House Children’s Hospice. The best way to find out is to ask your teacher or people you know who are studying GCSE Religious Studies!

Although Religious Studies is not an EBacc subject, it is accepted by the prestigious Russell Group of Universities as equally suitable preparation for a university course.
Sport (BTEC Level 1 and 2 First Award)

Teacher Contact: Miss E Garner

The BTEC Level 1 and 2 Award in Sport is an exciting course with a focus on four main areas: 1. Fitness for Sport and Exercise 2. Practical Sports Performance 3. The Mind of the Sports Performer and 4. Sports Performer in Action.

The course delivery will **mainly be classroom and written coursework based** with students having opportunities to develop and understand sport, physiology, psychology and performance analysis, across a variety of sports and activities. Additionally, students will have the opportunity to improve their assignment writing and develop necessary life skills in time management, organisation and analysis which are transferable skills to all areas of work and school life.

**Assessment:**

**Component 1 – Fitness for Sport and Exercise**
Externally Assessed Exam
Computer based exam
Content overview:
1. Components of Fitness
2. Methods of Fitness Training
3. Fitness Testing

**Component 2 – Practical Sports Performance**
Internal assessment – assignment based
Content overview:
1. Rules, Regulations and Scoring Systems
2. Practical Demonstration of Skills, Techniques and Tactics
3. Analysis of Sports Performance

**Component 3 – The Mind of the Sports Performer**
Internal assessment – Assignment based
Content overview:
1. Personality and its effect on performance
2. Motivation and self-confidence in sport
3. Effect of anxiety and arousal in sports performance

**Component 4 – Sports Performer in Action**
Internal assessment – Assignment based
Content overview:
1. Short and long-term effects of exercise
2. The different energy systems that support exercise

**Who is this course suited to?**
- Anyone with a genuine interest in gaining knowledge and understanding of all aspects of sports training
- Students who wish to pursue a career in the sporting industry.
- Anyone who is interested in developing their knowledge from the KS3 theory.

**Prospective jobs could include:** Sports coach, Dietician, Physiotherapist, Sports analyst, Fitness coach, Leisure centre worker, PE teacher, Events manager, Psychologist, Researcher, Sports technology innovator, and many more!
TRIPLE SCIENCE: OPTION (Route 2)

Teacher Contact: Your Year 9 Science Teacher

What is Triple Science?

Triple Science is available to those students who would benefit from studying extra, more advanced topics in Science. Students opting for Triple Science will take extra lessons in all three Sciences and will achieve 3 GCSE grades instead of the 2 GCSEs achieved by most students.

Who is this course aimed at?

This option will benefit those students who have a real interest in the Sciences and who are keen to take Science subjects at A Level. It is especially relevant to those already considering courses in Medicine, Engineering, Pure Science and allied subjects, either at Oxbridge or at other universities.

We would recommend that students would need to have achieved a good level at KS3, due to the rigorous nature of the course.

What does it involve?

Triple Science covers the same content as the Science and Additional Science courses, but with extra periods during the week to allow time for further content in the Triple Science course. Students opting for this course will have 14 lessons of Science per fortnight.

How is it assessed?

Students will take written exams at the end of Year 11 – there is no longer a coursework component.

Why study Triple Science?

Double Science (Route 1) is perfectly adequate preparation for A Level Science courses, but the extra lessons each week of the Triple Science course will provide an excellent foundation for studying Biology, Chemistry or Physics at A level.

All three Sciences are versatile and valuable qualifications with a wide range of possible higher education and career links. Any students interested in discussing the range of possible scientific careers should consult their Science Teacher or the Heads of the individual subjects.