

OPTIONS BOOKLET



Chew Valley School

Learn

Grow

Achieve

Upper School Courses 2021 - 2023

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Options Pattern and Instructions – Options should be completed by
Wednesday 27th January 2021.

INTRODUCTION

WHAT IS THIS BOOKLET ABOUT?

This booklet has been prepared to help you choose the best combination of subjects for you to study in Years 10 and 11. The choices you make will set you on the path leading to your future career, so it is important that they are the right ones for YOU. Your teachers will be available to help you: listen to them and your parents and then make your decision on the basis of this advice, what you are good at and what you enjoy studying.

You will need to refer to the Options Pattern at the back of the booklet. Advice about how to complete options will be given to students in school and to parents at the Options Evening on 12th January.

WHO ELSE CAN HELP?

Your Form Tutor: Your tutor knows you very well and will help and advise you on a one-to-one basis. They will be there to guide you through the whole Options process.

Careers Staff: Mr Hammett works with advisors who offer careers advice to students. This is done through meetings and individual interviews which are arranged by Mr Hammett.

What to consider when choosing:

- Do choose subjects YOU want to do. You are the person who has to do the work.
- Do choose subjects that you are good at.
- Do talk to your tutor, your teachers and your parents and get their advice. They want to help you.

- Don't simply choose what your friend has chosen. There is no guarantee you will be in the same class.
- Don't choose a subject because you like the teacher. They might not teach you next year.
- Don't choose something new just for a change. Find out about it first.
- Don't choose before reading everything in this booklet and listening to advice.

IT IS IMPORTANT THAT YOU GET IT RIGHT. IT IS NOT POSSIBLE TO SWAP COURSES ONCE YOU HAVE STARTED

This is a really exciting time for you. You are moving on to the next phase of your school career. There are so many wonderful opportunities ahead, both within the courses you follow and in the fantastic range of activities available to you outside the classroom. Challenge yourself – you will be surprised at what you can achieve!

INTRODUCTION

UPPER SCHOOL COURSES 2021 – 2023

THE KEY STAGE 4 CURRICULUM

The curriculum is a combination of subjects you *have* to study (The Core Curriculum) and subjects you can *choose* to study (Optional). The Core Curriculum is:

English & English Literature
Maths
Science
PE
Personal, Social, and Health Education (PSHE)
Philosophy and Ethics (RE)

These subjects develop the skills that are essential for all careers and for helping you to cope in the modern world.

What are the different qualifications on offer?

GCSEs

- GCSEs cater for all students.
- All GCSEs will be graded from 9-1 (with 9 being the highest).

Applied Qualifications

Applied qualifications (sometimes called “vocational” qualifications) offer an alternative to GCSE. They have a greater proportion of continuous assessment than GCSEs, although they do have an examined element.

- [BTEC](#) qualifications are work-related programmes of study designed to accommodate the needs of employers in skills-based industries. We offer a Level 1 BTEC in Construction.
- [Cambridge Nationals](#) are vocationally-related qualifications that take an engaging, practical and inspiring approach to learning and assessment. We offer Level 2 Cambridge Nationals in Sport Studies as part of a two-year Sport course and Level 2 Cambridge Nationals Business Studies.

INTRODUCTION

The English Baccalaureate

The English Baccalaureate is a certificate awarded to any student achieving 9-5 (or equivalent) in five separate elements:

1. GCSE English Language
2. Two Science GCSEs (either separate Sciences, or Combined Science. Computer Science also counts as a Science for the English Baccalaureate)
3. GCSE Mathematics
4. History or Geography GCSE
5. A Modern Foreign Language GCSE (French or Spanish)

The subjects included in the English Baccalaureate are designed to ensure that all students have the opportunity to study a broad core of subjects, ensuring that doors are not closed off to you in terms of future progression. Subjects which qualify for the English Baccalaureate are flagged throughout this booklet.

Options Nomination

The majority of our options are a free choice. However, some options will be decided by your teachers based on your achievement in Years 7 to 9. These include:

- **Science:** Your Science set is decided by your attainment in Science assessments throughout Key Stage 3. The majority of students study for two GCSEs in Combined Science. The highest attaining students follow a Triple Science course studying for separate GCSEs in Biology, Physics and Chemistry. For more details see our [Science](#) pages. Please note that the number of triple groups does vary from year to year, therefore attitude to learning grades may also be considered in selection.
- **BTEC Construction:** This is a Level 1 course equivalent to GCSE grades 1-3. Students are nominated for this course based on their suitability by Learning Support, Design Technology and pastoral staff.
- **PE:** You can opt for a PE course but PE staff will then place students on the most appropriate course (GCSE PE or Cambridge National Sport) based on prior attainment and participation in PE and Sport.

INTRODUCTION

YOUR KEY STAGE 4 COURSE NEXT YEAR

The standard timetable will be made up in the following way:

| SUBJECT | COMPULSORY OR OPTIONAL | PERIODS PER FORTNIGHT |
|------------------------------|------------------------|-----------------------|
| English & English Literature | Compulsory | 8 |
| Maths | Compulsory | 7 |
| Combined or Triple Science | Compulsory | 10 |
| Physical Education | Compulsory | 3 |
| Philosophy and Ethics | Compulsory | 1 |
| PSHE | Compulsory | 1 |
| Option A | Choice to be made now | 5 |
| Option B | Choice to be made now | 5 |
| Option C | Choice to be made now | 5 |
| Option D | Choice to be made now | 5 |
| Total Lessons: | | 50 |

Course Viability

We will try to run every course on offer in this booklet. However, in some instances courses may not recruit enough students to create a viable option group. If this happens you may be asked to opt again. In this case your tutor will meet with you to offer advice and help you to make a suitable alternative choice.

What to do next

- The subjects available next year are arranged in alphabetical order.
- Read the details of each course carefully.
- Seek advice and then make your decisions.

If at any stage a student or parent would like to meet with your tutor, or Head of House, please contact Reception to request a meeting, or you can email erogers@chewvalleyschool.co.uk

CORE CURRICULUM

GCSE ENGLISH LANGUAGE

English Baccalaureate
PART 1

What do you study?

- A course leading to a GCSE in English Language.
- A range of writing skills for fiction and non-fiction forms and purposes.
- Reading skills linked to a range of literary and non-fiction texts.
- Writing skills for a variety of different purposes and audiences.

Why study English?

- To develop crucial communication skills as a speaker and writer.
- To develop your reading skills, helping you not only to read more difficult texts but also to notice inference, implication and to make deductions about what you read.
- To develop skills in analysing and thinking.
- To develop your ability to form opinions about the world and to consider ideas.
- To learn about Literature and Media texts and what they show about the world around you.

GCSE English is a vital qualification for most future jobs, 6th Form or further education, as evidence that you can read, write, speak, listen and think well!

How is the course assessed?

Two written exams at the end of Year 11:

| | Written Examinations |
|---------|----------------------|
| Reading | 50% |
| Writing | 50% |

Exam 1 (1 hour 45 minutes):

- **Section A: Reading:** Answer four increasingly challenging questions on an extract from literary fiction. (40 marks in total)
- **Section B: Writing:** One extended writing task. (40 marks)

Exam 2 (1 hour 45 minutes):

- **Section A: Reading:** Answer four increasingly challenging questions on two non-fiction texts, some of which require you to compare them. (40 marks in total)
- **Section B: Writing:** One extended writing task (40 marks)

There will be a separate assessment of your speaking and listening skills reported with your examination results, for which you will complete the work in class.
This GCSE which will be graded 1-9, with 9 being the highest.

Who is responsible for the course?

Mr G James - Head of English

CORE CURRICULUM

GCSE ENGLISH LITERATURE

English Baccalaureate
PART 1

What do you study?

- A course leading to a GCSE in English Literature.
- A modern prose or drama text, a Shakespeare play, a 19th Century novel and an Anthology of Poetry.
- There are some links with the English Language GCSE, and some of the texts studied can provide useful practice for the unseen literary extracts in one exam.

Why study English Literature?

- It develops your ability to respond to others' ideas and ways of seeing the world.
- It develops further your ability to communicate effectively and to think independently. To do well you need to analyse well and develop lively and interesting essays.
- It is even more evidence of good reading and writing skills to add to your English Language GCSE.
- It leads directly to English Literature or Language and Literature at A level.
- The analytical, expressive and argumentative skills that you will develop will be useful for your future career and further study.

How is the course assessed?

- **Two** written exams at the end of Year 11.

| | Written Examination |
|--|---------------------|
| Exam: Shakespeare and the 19 th Century novel | 40% |
| Exam: Modern Texts and Poetry | 60% |

Exams:

- **Shakespeare and the 19th Century novel (1 hour 45 minutes)**

Section A – Two-part question on a studied Shakespeare play. One in response to an extract and one an extended response on the whole play.

Section B – Two-part question on a studied 19th Century novel. One in response to an extract and one an extended response on the whole text.

- **Modern Texts and Poetry (2 hours 15 minutes)**

Section A – An essay on a studied modern prose or drama text.

Section B – Comparative essay on two poems from studied anthology.

Section C – Two responses to unseen poetry.

This GCSE will be graded 1-9, with 9 being the highest.

Who is responsible for the course?

Mr G James - Head of English

What do you study?

You will build on and widen your knowledge in the following main areas: **Number, Algebra, Ratio, Proportion and Rates of Change, Geometry and Measures, Probability and Statistics.**

You will continue to develop skills in problem solving and applying your knowledge to new situations. The GCSE syllabus will require you to become fluent in the fundamentals of mathematics, to reason mathematically by following a line of enquiry, and to solve problems by applying mathematics to a variety of routine and non-routine problems. You will have to choose an appropriate method and then set out your own strategy for solving the problem. There will be marks awarded for the quality of your written communication in Maths.

Why study Maths?

- It will develop your ability to comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the information and context.
- It is a language that can be used to describe the world around us.
- It provides a strong foundation for further academic and vocational study and for employment.
- There is presently a national shortage of mathematically trained students, therefore having a strong Maths GCSE makes you very employable.

How is the course assessed?

You will follow a **linear course** during the two years and you will be assessed over three, 1.5 hour written exams at the end of the course: one non-calculator paper and two calculator papers. The content of the curriculum will be assessed across all three papers. The table below illustrates the topic areas covered in this qualification and the topic area weightings for both the assessment of the Foundation and Higher tier.

| Tier | Topic area | Weighting |
|------------|---------------------------------------|-----------|
| Foundation | Number | 22 - 28% |
| | Algebra | 17 - 23% |
| | Ratio, Proportion and Rates of Change | 22 - 28% |
| | Geometry and Measures | 12 - 18% |
| | Statistics & Probability | 12 - 18% |
| Higher | Number | 12 - 18% |
| | Algebra | 27 - 33% |
| | Ratio, Proportion and Rates of Change | 17 - 23% |
| | Geometry and Measures | 17 - 23% |
| | Statistics & Probability | 12 - 18% |

You will be given homework on a weekly basis. This is an important aspect of the course as it allows you to consolidate learning that has taken place in class, as well as allowing your teacher to monitor your understanding.

Who is responsible for the course?

Mrs T Carle - KS4 Co-ordinator

What do you study?

The Science course which draws together the essential skills of **Biology, Chemistry, Physics and Environmental Science**, is all about how our universe works. It looks at many different aspects including:

- How living things work, reproduce and affect each other and the natural environment.
- How we can use and exploit the world's natural resources.
- How we can develop alternatives to the fast-diminishing resource of the planet and attempt to safeguard our future.
- How we can apply technologies, both old and new, to improve our daily lives.
- Where possible, we try to use experiments and demonstrations to cover the ideas.

Topics covered include cells, inheritance, ecology, atomic structure, organic chemistry, chemical analysis, forces, energy and electricity.

Why study Science?

- The course lets you develop your scientific skills further.
- The nation as a whole needs to have a good grasp of scientific ideas so that we can make sensible choices about our future. This course provides a lot of the information and analytical skills necessary to allow you to contribute in an informed manner.
- The triple or combined GCSE options are the essential qualifications needed if you plan to take any science (including Environmental Science, Geology and Psychology) further.
- A huge number of career paths need science qualifications, including engineering and all medical careers.

How is the course assessed?

Due to recent government changes, the old system of two separate Science GCSEs are no longer offered. Instead, most students will follow the new 'Combined Science' qualification equivalent to two GCSEs and graded as 4,4 or 7,7. There will be no coursework component, instead, all students will carry out 16 'required practicals' that will be tested within the examinations at the end of Year 11. The content is split between Biology, Chemistry and Physics which are weighted equally in the final exams. At the end of Year 9 and as a result of performance in Year 9, either one or two groups of students will be given the option of doing the Triple Science course where students study three separate Science GCSEs in the curriculum time given for two. This will involve completing extra content for Biology, Chemistry and Physics and is suitable only for those students whose performance and attitude is deemed by their teachers to warrant a place on the course. Parents will be informed by letter at the end of Year 9 if their children have been selected for this course.

Who is responsible for the course?

Mr J Walford - Head of Science

CORE CURRICULUM

CORE PHYSICAL EDUCATION

What do you study?

During your Core PE lessons in Key Stage 4 we hope that you will complete your vocational qualification that you began in Year 9. This is called the Level 1 Award in Sports Leadership, known as SLQ for short. You will continue to cover the pattern of activities that you have opted for. The criteria for a pass include a 95% participation rate so you must bring your kit to all lessons.

You will be given a logbook to record your leadership experiences. This could be anything from leading a warm up in your core PE lesson to organising a sporting festival for 150 Year 2 students. Your logbook provides the evidence to award your certificate at the end of the course.

During lessons you will be developing your practical skills but also learning leadership skills that will help you in all aspects of your future, for example, organisation, communication, fair play, officiating and health and fitness. You will get the opportunity to practice these skills through a variety of different activities.

In Year 11, you will have the opportunity to choose a variety of activities that will encourage you to follow a healthy, active lifestyle. We will encourage you to complete sport specific leadership and officiating qualifications but these will be optional.

Who is responsible for the course?

Miss J Hibbert - Head of Physical Education

CORE CURRICULUM

PERSONAL, SOCIAL AND HEALTH EDUCATION

What is the course about?

All students will follow a programme in Personal, Social and Health Education. This will involve learning about a range of issues that are important and relevant to the lives of all young people, looking at how society affects you, and your role and responsibilities. The programme will include:

- **Sex and Relationships Education**
- **Drug Awareness Education**
- **An Introduction to Work Experience and Careers**
- **Risk awareness including e-safety**
- **Physical and emotional wellbeing**

PSHE will be timetabled once a fortnight and lessons will be run by one of a specialist team. Experts may be invited in to talk to your group about particular issues or to run workshops. There will be opportunities for you to work in a variety of ways including pair work, group discussion, student presentations and to join larger groups on topical projects.

Citizenship is also an important part in the school curriculum and you will have an opportunity to take part in a range of activities including community service, charity fundraising, representation on the school and Year Council and initiatives such as recycling and healthy eating.

Why do we study PSHE?

This programme is devised to give you information about a wide range of issues but also to help develop your confidence, your ability to share your views and opinions and to tolerate and support those of your peers.

How is this subject assessed?

There are no exams in PSHE, but evidence of your work and involvement will be recorded in your monitoring and assessment profile.

Who is responsible for the course?

Mrs L Pope - Head of PSHRE

CORE CURRICULUM PHILOSOPHY AND ETHICS

What is the course about?

The course covers four areas of ethical concern:

- Animal Rights including the relative value of animals and the ways we use them.
- Prejudice including the origins and effects of prejudice and discrimination.
- Early life including the sanctity of life, quality of life and abortion.
- War and Peace including the criteria for a just war and pacifism.

Students will consider their own views on these issues and will consider a range of different viewpoints from the Christian, Hindu and Muslim traditions.

Why do we study Philosophy and Ethics?

The Philosophy and Ethics course builds on the Philosophy and Belief course studied in Years 7 to 9. Philosophy and Ethics addresses issues of faith and fulfils our legal obligation to teach Religious Education and the British Values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. In addition to this it provides young adults with a forum to face some deep and difficult questions about our lives and behaviour and the opportunity to develop critical thinking and analytical skills which will enhance their learning experience across the curriculum and allow them to communicate their ideas in a more sophisticated way.

It will enable students to:

- develop their interest in, and enthusiasm for, a study of religion and its relation to the wider world;
- develop their knowledge, skills and understanding of religion by exploring the significance, impact of beliefs, teachings, sources, practices, ways of life and forms of expressing meaning;
- express their personal responses and informed insights on fundamental questions about identity, belonging, meaning, purpose, truth, values and commitment.

How is this subject assessed?

There are no exams in Philosophy and Ethics, but evidence of your work and involvement will be recorded in your monitoring and assessment profile.

Who is responsible for the course?

Mrs L Pope - Head of PSHRE

CORE CURRICULUM

WORK EXPERIENCE

CAREERS AND WORK EXPERIENCE

During Year 9 you carried out work on your career ideas and destinations, and may have taken part in our careers fair at school. This should give you some ideas about future careers which may interest you. In Year 10 you will take part in a week's Work Experience during June 2022. It is really worth booking into your placement as early as possible, so hunting for a place starts in October 2021, some placements get booked up very, very quickly.

You will be given guidance about how to apply and have access to our extensive list of approved placements which have been checked for Health and Safety, however, any place will be considered given enough time to complete the required checks (these can take over 8 weeks.)

In Year 11 you will be given guidance about post-16 options, including careers talks and individual interviews. Independent advice can also be found on the following website: www.careerpilot.org.uk, In school, we also use www.unifrog.com

Additionally, from Year 9 upwards our careers lunches are available to provide students with access to real employers and employees who talk students through how to get into their fields and sectors, and then take questions. These run regularly during the school year and information is posted on the Message board.

If you or your parents have any concerns about careers or the programme we offer, please contact Mr Hammett.

Who is responsible for careers and work experience?

Mr N Hammett - Head of Careers

OPTION SUBJECTS

GCSE ART

What do you study?

This is a two-year GCSE course. During these two years, some of the most important skills you will be expected to develop are:

- **Learning to draw and express yourself through mark making, using a wide variety of materials and techniques.**
- **Researching, referencing, refining and emulating many different artists and designers and finding inspiration through their methods of working.**
- **Independent and sustained study in class and at home.**
- **Refining initial ideas, improving and focusing, culminating in a successful final piece.**

You will study and practise a broad range of skills, techniques, themes and artists. Although the majority of your assessed work will be developed in your sketchbooks, you will also be expected and encouraged to produce a number of quality, 2D/3D pieces of 'finished' artwork to complete your portfolio.

Why study Art?

Art is a creative subject that promotes and encourages independent resourceful, ingenious, self-disciplined learning. Students achieving grades 9-5 could go on to study Art (Fine Art), Textiles or Photography at A level.

How is it assessed?

There are four Assessment Objectives that carry equal weight. Your coursework portfolio and your final set task (exam) will be marked under these headings:

- **Develop** (ideas and investigations informed by research into art and artists) 25%
- **Experiment** (select and use materials, techniques and processes) 25%
- **Record** (drawing and recording observations) 25%
- **Present** (a personal and informed response, connecting ideas, research and observations as a final piece) 25%

60% of your GCSE grade is based on the **Coursework Portfolio**. This portfolio is made up of projects and the best pieces of work produced over the two years. The more you do and the more involved you are in the course, the higher your grade will be. There will be Art trips to generate source material for a successful coursework portfolio.

40% of your GCSE grade is based on the **OCR-set task (exam)**. You will have a 10-hour practical, (run over two days, under exam conditions) to present a personal response. All the preparation work for the set task is produced in the weeks beforehand and is an important element of your assessment.

Who is responsible for the course?

Mr S P O'Connell - Head of Art

OPTION SUBJECTS

CAMBRIDGE NATIONALS IN ENTERPRISE AND MARKETING

What do you study?

Enterprise and marketing is a vocationally related course, where you develop knowledge by applying your learning in a work-related context. You will take responsibility for your own learning and develop skills, such as team-working and working to tight deadlines that are essential for the modern-day workplace. The course consists of 3 units:

- **Design a business proposal** - This unit will provide learners with the skills and knowledge to design a product proposal to meet a business challenge scenario. Learners will be able to identify a customer profile for their own product design, develop market research tools and use these to complete market research for their product. Learners will complete financial calculations to select a pricing strategy and determine whether their proposal is viable.
- **Market and pitch a business proposal** - This unit will provide learners with the skills and knowledge to create a brand identity and promotional plan. They will be able to pitch their product proposal to an external audience after completing a practice pitch, and complete a review of both their pitching skills and product proposal. By completing this unit, learners will know how to use a combination of branding and promotional methods that complement each other and appeal to a specific customer profile. They will gain the crucial skills of professionally pitching to an unknown audience. This will help to prepare them both for employment situations such as interviews and for starting up a business in the future, while also developing the transferrable skill of presenting information to others in a clear and persuasive manner.
- **Enterprise and marketing concepts** - By completing this unit, learners will understand the main activities that will need to happen to support a start-up business and what the key factors are to consider when starting up a business. Learners will understand how and why customer segmentation is used and how to target a customer market. They will also develop an understanding of how to attract and retain customers, the techniques to use when developing products and how to investigate what makes a product viable.

Why study Business Studies?

Because:

- You will develop communication, problem-solving, information technology and numeracy skills – all essential practical skills for future employment.
- You will understand that business affects virtually every aspect of our lives.
- The IT skills you develop are vital in many careers.
- The course will allow a natural progression to Advanced Business courses at post-16.

How is the course assessed?

This course is two units of coursework and one exam. The exam can be re-sat once. The exam DOES NOT have to be taken at the end of Year 11 and usually is taken in Year 10.

Who is responsible for the course?

Mrs J Gardiner – Head of ICT, Computing and Business

OPTION SUBJECTS

BTEC LEVEL 1 CERTIFICATE/DIPLOMA IN CONSTRUCTION

The BTEC in Construction aims to encourage you to develop the personal skills and qualities you need for work, learning and to help you achieve your full potential. BTEC qualifications are intended as practical **“hands on”** programmes with each one taught **in the context of real jobs and careers** in a chosen vocational sector. This course will give you a chance to explore the opportunities offered in that sector and to acquire appropriate vocational skills.

What is the course structure?

The Level 1 Certificate

This course is made up of 4 units.

What subjects will you study?

All students take these core units:

- **Starting Work in Construction**
- **Health & Safety and Welfare in Construction**
- **Developing Carpentry Skills**
- **Developing Joinery Skills**

All units are designated pass or fail. You may also have the opportunity to study the Level 1 Diploma in Construction.

Level 1 Diploma

This course is made up of a selection of further units, which enable you to study particular construction skills.

All students take these optional units:

- **Developing constructional drawing skills**
- **Developing constructional painting skills**
- **Developing constructional decorating skills**
- **Developing electrical installation skills**
- **Developing plumbing skills**
- **Preparing for an interview**
- **Interview skills**

All units are designated pass or fail.

A BTEC Level 1 qualification in Construction can prepare you for employment in the Construction industry. You may also have the opportunity to go on to study the Level 2 in Construction (or similar) at college, or join an apprenticeship scheme. You will be combining this BTEC in Construction with another suitable Design and Technology subject at GCSE. The BTEC in Construction is a double option, taking up two spaces in the options pattern.

Students are nominated to join this course by teaching staff.

If you require any further information, please contact Mrs J Ashman

OPTION SUBJECTS

GCSE DANCE

This course is both practical and theory based.

What do you study?

- You will study a number of different dance techniques and choreographers.
- You will be taught how to create solo and group choreography pieces.
- You will study professional dance works to develop your appreciation skills for your written paper.
- Your course will include working with visiting dance artists and trips to the theatre.
- You will be expected to take part in at least one extra-curricular dance activity if you take this option. You will also gain performance experience from taking part in the Chew Valley Dance Festival.
- Students are expected to attend at least one extra-curricular dance activity to support their learning on this course.

How is the course assessed?

Component 1: Performance and Choreography

This component is internally marked and externally moderated.

Performance (30% of the GCSE, 40 marks)

- Set phrases through a solo performance (approx. 1 minute in duration).
- Duet/trio performance (approx. 3 minutes in duration).

Choreography (30% of GCSE, 40 marks)

- Solo or group choreography based on stimulus set by AQA.

Component 2: Dance Appreciation (40% of GCSE, 80 marks)

This component is a written examination of 1 hour and 30 minutes.

What's assessed?

- Knowledge and understanding of choreographic processes and performing skills.
- Critical appreciation of own dance work.
- Critical appreciation of professional dance works.

Who is responsible for the course?

Miss H Holt - Teacher of Dance

OPTION SUBJECTS

DESIGN AND TECHNOLOGY

Why study Design and Technology?

You will follow a full GCSE course in Design and Technology. Through Design and Technology you will have lots of opportunities to solve practical problems. You will develop your communication skills through analysing and evaluating information and you will be involved in creating personal project work. During Years 7 to 9 you will have experienced a broad range of Design and Technology courses and now you have the opportunity to choose one focus area to study to GCSE level. The focus areas are:

- **Food & Nutrition**
- **Product Design**
- **Textiles**

During the GCSE course, in whatever focus area you choose, you will be planning ways to solve practical problems, using ICT to help you analyse information and to assist your creative thinking.

GCSE FOOD PREPARATION & NUTRITION

What do you study?

During Year 10 you will develop practical skills which you can implement in the non-exam assessed tasks in Year 11. Through assignment-based tasks you will learn about food, nutrients and the specific needs of individuals. The areas of study are Food Preparation Skills, Food, Nutrition and Health, Food Safety, Food Science, Food Provenance and Food Choices. The majority of the learning will be through practical applications. During the course, you will follow a course in food safety and hygiene. You will be given the opportunity to sit the Food Safety examination set by the Institute of Environmental Health.

Why study Food & Nutrition?

This course will give you a good insight into the sensible use of food, giving you useful skills to develop a range of healthy products. You will develop good organisation skills through practical tasks which will be invaluable throughout life.

How is it assessed?

There are two elements to assessment in this GCSE.

Two pieces of non-exam assessed work both carried out in Year 11.

Task 1 is a Food Investigation which accounts for 15% of the final mark allocation.

Task 2 is a Food Preparation assessment which accounts for 35% of the final mark allocation.

A single written exam paper will make up the remaining 50% of the total GCSE mark.

There will be a single tier of entry.

Who is responsible for the course?

Mrs J Ashman - Head of Design Technology

OPTION SUBJECTS

GCSE PRODUCT DESIGN

What do you study?

Product Design is a **practical subject** which requires you to understand the material world around you. You will be **designing, planning, producing and evaluating products**. You will be taught design principles; you will develop design briefs to produce practical outcomes based on your own designs. You can develop your artistic skills through modelling both on the drawing board and through ICT. **You will work with a range of materials, including paper/card, timber based materials, composites (such as fibreglass/GRP), metals and plastics**. Students who wish to follow a more Product Engineering direction will have the opportunity to incorporate electronics and mechanisms into project work, including programmable micro controllers and learn to write programs directly to your own circuit. You will be making projects such as pewter jewellery, acrylic desk organisers, moving toys for children, storage units for personal items, docking stations, educational toys etc. Throughout the course you will be looking at how products have evolved over time together with changes in manufacturing processes and technologies. You will be taught a range of artistic skills using line, tone, colour rendering. You will also be taught a range of hand skills, and the new technologies of both CAD (computer aided design) and CAM (computer aided manufacture) using the department's range of Computer Numerical Control (CNC) machinery including routers, laser cutters and 3D printers.

Why study Product Design?

Product Design will develop your enquiring, creative and evaluation skills. It is a course for anybody who enjoys problem solving and derives satisfaction from producing practical pieces based on their own design. It is a good grounding for anyone interested in Designing, Making and Engineering. It will help you understand how many of the products you encounter every day are designed and made and will provide an excellent foundation for anybody considering a future in a Design and Technology field such as product design, jewellery design, industrial design, furniture design, research, engineering, manufacturing etc. You can continue your studies following an A Level course in Product Design.

How is it assessed?

The **controlled assessment task** will account for 50% of the total GCSE mark.
The **written examination** will make up the remaining 50% of the total GCSE mark.
There will be one tier of entry.

Who is responsible for the course?

Mrs J Ashman - Head of Design Technology

OPTION SUBJECTS

GCSE TEXTILES

What do you study?

This is a new two year course looking at the practical and creative elements of Textiles. The course involves all sketch book and practical work and has limited written requirements. The areas studied will be:

- Use of colour and dye to enhance fabric.
- Methods to create pattern and texture on fabric.
- Experimenting with a broad range of textile techniques to decorate fabric.
- Developing ways to construct fabric to create 2D and 3D pieces.
- Researching and examining the work of textile artists for inspiration.
- Looking at fashion, soft furnishings and installed textiles.
- Visiting galleries, museums and fashion events to develop ideas.

All of your samples and experimental work will be developed and recorded in a sketchbook; and 2D and 3D finished pieces will be completed. You will also work with a range of materials, including paper/card, timber based materials, composites (such as fibreglass/GRP), metals and plastics.

Why study Textiles?

Textiles is a creative, practical subject promoting and encouraging independence, resourcefulness and imagination. You will look at Textiles through fashion and develop practical and design skills, promoting self-motivated learning. Students achieving grades 9-1 can go on to study Textiles at AS/A2 level.

How is it assessed?

You will be assessed in Year 11 on your coursework portfolio and your final set task, which is a practical exam. These will be marked under four Assessment Objectives that carry equal weighting:

- **Development** - ideas and investigations informed by research into textiles techniques and artists – 25%
- **Experiment** - selecting and use of different fabrics, techniques and processes – 25%
- **Recording** - recording of ideas, visually, written and practical – 25%
- **Presenting** - a personal and informed response, connecting ideas, research & observations, leading to a final piece – 25%

50% of your GCSE grade is based on the Controlled Assessment Portfolio, a sketch book showing skills and a practical outcome, which is run under Controlled Assessment conditions in school. 50% of your GCSE grade is based on the EDUQAS set exam task. Preparation work for the set task is produced in class beforehand and you then have a 10-hour practical exam over two days to present a personal response.

Who is responsible for the course?

Mrs J Ashman – Head of Design Technology

OPTION SUBJECTS

GCSE DRAMA

What do you study?

To begin with, you will study a subject that is both practical and creative. During the course you will learn a number of Drama techniques which you will use to express your ideas and opinions about a range of issues. You will also study plays to see how playwrights express their ideas about themes or topics. Finally you will be involved in performances, either as an actor (both from existing scripts and from work that you create yourselves) or as a lighting, sound, set or costume designer.

During the course you will:

- Learn to work as part of a group.
- Learn to use and understand a range of practical skills.
- Read and study plays from a performance perspective.
- Learn how lighting, sound, set and costume can enhance your work.
- Study how live theatre works effectively.
- Learn how to write about the performances you see during the course.

Why study Drama?

- Drama allows you to work creatively with others.
- Drama gives you the opportunity to increase your self-confidence.
- Drama helps you to communicate verbally and non-verbally.

GCSE Drama is not simply about training actors. It is all about working as part of a team. Skills learned during GCSE Drama will help you in any area of work where you have to work with people.

How is the course assessed?

50% practical coursework & exam:

You will take part in 2 practical projects during the course. In these you will develop and present performances either from existing scripts or devised from stimulus material.

10% written coursework:

Following one of the assessed practical projects, you will produce a set of notes explaining how and why you developed ideas in a certain way.

40% written examination:

A 90 minute written exam in 2 sections. Section A will ask questions on a play studied during the course and Section B questions on a play seen live.

Who is responsible for the course?

Mr S Conway - Head of Performing Arts

What do you study?

French is the language of our closest neighbours on the continent of Europe. It is also spoken by large numbers of people in Belgium, Switzerland, West Africa, the Caribbean and the Far East. French is also the language of Thierry Henry and Didier Drogba. And don't forget that French culture has given us champagne, brie, baguettes, Renault, Citroën, Peugeot, tennis, Alpine ski resorts, Orangina, beautiful beaches, Matisse, Debussy...

Subject Content

Students study three broad themes of:

- Theme 1: Identity and Culture
- Theme 2: Local, National, International and Global Areas of Interest
- Theme 3: Current and Future Study and Employment

Assessment

GCSE French has:

| | |
|-------------------|----------------|
| a Foundation Tier | (Grades 1 – 5) |
| a Higher Tier | (Grades 4 – 9) |

Students must take all four question papers at the same tier. All question papers must be taken in the same series.

| | | |
|--------------------|---|--|
| Paper 1: Listening | - | 25% (Section A in English, Section B in French) |
| Paper 2: Speaking | - | 25% (Role Play, Photo Card, Conversation) |
| Paper 3: Reading | - | 25% (Section A in English, Section B in French, Section C Translate) |
| Paper 4: Writing | - | 25% (Includes an open-ended writing task) |

Where might it lead?

The ability to speak and understand a foreign language is becoming more and more valuable for people who want to hold down key jobs in industry and business. It also makes holidays and trips abroad more enjoyable. Learning a foreign language also helps people to have a better understanding of their own language.

Who is responsible for the course?

Mrs E Kerr - Head of Modern Foreign Languages

Who is this suitable for?

A student who:

- is interested in places
- wants an appreciation of the environment and awareness of the ways in which people and places interact
- is interested in current affairs
- wants the opportunity to carry out practical work outdoors as well as class work
- enjoys travel

What do you study?

The course looks at both physical and human geography and covers 8 topics:

- Global Hazards
- Changing Climate
- Distinctive Landscapes
- Sustaining Ecosystems
- Urban Futures
- Dynamic Development
- UK in the 21st Century
- Resource Reliance

How is the course assessed?

| Unit Title | Assessment | How much is it worth? |
|--|---|-----------------------|
| <i>Our Natural World (01)</i> <ul style="list-style-type: none"> • Global Hazards • Changing Climate • Distinctive Landscapes • Sustaining Ecosystems • Fieldwork • Geographical Skills | 70 Marks <i>1 hour 15 minutes</i> <i>written exam</i> | 35% |
| <i>People and Society (02)</i> <ul style="list-style-type: none"> • Urban Futures • Dynamic Development • UK in the 21st Century • Resource Reliance • Fieldwork • Geographical Skills | 70 Marks <i>1 hour 15 minutes</i> <i>written exam</i> | 35% |
| <i>Geographical Exploration (03)</i> <ul style="list-style-type: none"> • Geographical Skills • Decision Making Exercise | 60 Marks <i>1 hour 30 minutes</i> <i>written paper</i> | 30% |

Who is responsible for the course?

Mrs E Shuttleworth - Head of Geography

OPTION SUBJECTS

HEALTH & SOCIAL CARE

What do you study?

You will study a Level 2 Cambridge National Certificate in Health and Social Care. You will study about and learn to use effective communication skills, as well as first aid skills. An important part of the course is the preparation for the workplace module, which helps you to identify and plan possible working options for you over the coming years. All of the above modules are assessed by coursework, which requires focussed and dedicated study over a number of lessons. In addition, you will learn about the essential values of care for working in health, social care and early years settings, which is assessed by an exam at the end of Year 11.

An important additional part of the course is one week of compulsory work experience in a Health, Social Care or Early Years setting, which includes the process of application, interview, placement and reflection on the placement. This is an extra week of work experience on top of the usual week in Year 10 (see page 13). This work experience will be carried out in school time and will be facilitated by the school, although students will be expected to be proactive in seeking and arranging their placements.

Why study Health & Social Care?

Health, Social and Child Care are key industries in our society. This course is designed to provide an excellent understanding of the issues and ideas within the field, as well as giving you a taste of what it would be like working in these areas. You will develop a range of skills which will help you to become an independent worker, valued by employers and higher education.

The Cambridge National is a vocational course, providing a direct route into studying the Level 3 Cambridge Technical in Health & Social Care (offered at Chew Valley School for post-16 students), Level 3 apprenticeships or employment, as well as being accepted as a qualification to pursue A levels.

How is the course assessed?

75% coursework portfolio (three units) – Assessed through Years 10 and 11
25% examination (one unit) – Assessed at the end of Year 11

Who is responsible for the course?

Mrs K Martin and Miss E Fletcher - Social Sciences team

What do you study?

History GCSE allows you to investigate the most important advances in medicine from the time of the Black Death, through early plastic surgery, right up to advances in cancer and genetic treatments, meet some of the most influential individuals in our medical past and find out what exactly leads to improvements in our health. Study the fascinating world of Tudor England and learn how Elizabeth navigated a world of death threats, spies and possible religious invasions while dealing with poverty at home, in a time period that still managed to bring us Shakespeare, world travel and the beginnings of football as we know it. The modern depth study will answer all your questions about growing up in Germany while Hitler was in power. What was it about the German economy, the social situation in the 1930s and the political situation that allowed Hitler to take power?

The work covers 5 programmes of study, examined in 3 papers:

- (1) **Thematic study and historic environment: Medicine in Britain, c.1250-present, and The British sector of the Western Front, 1914-18: injuries, treatment and the trenches**
- (2) **Period Study and British Depth Study: The American West c1835-c1895 and Early Elizabethan England, 1558-1588**
- (3) **Modern Depth Study: Weimar and Nazi Germany, 1918-39**

Why study History?

History at GCSE is an exciting and stimulating course, requiring an interest in people, their beliefs and actions and their impact on the world, then and now.

- We examine historical sources and evaluate their importance and reliability in order to reach well informed opinions.
- You will develop your critical analysis skills, we study the reasons for change in the past, the significance of these changes and who these changes are most significant for.
- You will learn to use your historical knowledge to make overall judgements on significant events and people or assess how convincing you find historical interpretations.

The skills developed in History support development across many other GCSE subjects, and are valued by educators and employers beyond Advanced Level study. The History Course is designed to introduce students to the nature of historical inquiry and these skills are further developed in the Advanced Level History course in Years 12/13.

How is the course assessed?

There are three exam papers which account for 100% of the total mark.

Who is responsible for the course?

Mrs T O'Brien - Head of History

OPTION SUBJECTS

CAMBRIDGE NATIONALS IN iMEDIA

What do you study?

Telling a Story with a Comic Strip

Comic strips are as popular today as they have ever been in their history. They have evolved from their origins in the early part of the 20th century from simple story strips to become whole genres of interest which span the world. This unit will enable learners to understand the basics of comic strip creation. It will enable them to interpret a client brief, use planning and preparation techniques and to create their own comic strip using digital techniques. On completion of this unit, learners will be able to explore different genres of comic strip and how they are created, plan and create a comic strip to specific requirements, and review the final comic against a specific brief.

Creating Digital Graphics

Digital graphics feature in many areas of our lives and play a very important part in today's world. The digital media sector relies heavily on these visual stimulants within the products it produces, to communicate messages effectively. The aim of this unit is for learners to understand the basics of digital graphics editing for the creative and digital media sector. They will learn where and why digital graphics are used and what techniques are involved in their creation. This unit will develop learners' understanding of the client brief, time frames, deadlines and preparation techniques as part of the planning and creation process. On completion of this unit, learners will understand the purpose and properties of digital graphics, and know where and how they are used. They will be able to plan the creation of digital graphics, create new digital graphics using a range of editing techniques and review a completed graphic against a specific brief.

Pre-Production Skills

This unit will enable learners to understand pre-production skills used in the creative and digital media sector. It will develop their understanding of the client brief, time frames, deadlines and preparation techniques that form part of the planning and creation process. Planning is an essential part of working in the creative and digital media sector. This unit will enable learners to acquire the underpinning knowledge and skills needed to create digital media products and gain an understanding of their application. On completion of this unit, learners will understand the purpose and uses of a range of preproduction techniques. They will be able to plan pre-production of a creative digital media product to a client brief and will understand how to review pre-production documents.

Why study GCSE ICT?

- Modern and relevant course teaching practical elements of ICT including creating engaging and interactive visual content.
- Large coursework contribution to the final grade – suits learners who enjoy coursework more than exams.
- Progress into ICT and other practical courses at Sixth Form.
- All resources are accessible from home at any time.

How is the course assessed?

Pre-production skills is assessed by an exam board set examination. The other two units are assessed by teachers and then moderated by the exam board. The grades awarded are in the format of Distinction*, Distinction, Merit and Pass which is the equivalent of A*-C or 9 - 5 and then a level 2 pass which is a grade D or grade 3 equivalent.

Who is responsible for the course?

Mrs J Gardiner – Head of ICT, Computing and Business

OPTION SUBJECTS

GCSE COMPUTER SCIENCE

What do you study?

This course includes two written papers – one on Computer Systems (50%) and one on Computational Thinking, Algorithms and Programming (50%). There is also a Programming Project which is a non-exam assessment. It is intended for those interested and inspired by new technologies who would like a deeper understanding of the computing world.

Why study Computer Science?

- Engaging and contemporary, the course has input from organisations such as Microsoft, Google and Cisco.
- Focus on real world threats and cyber security – including phishing, malware and firewalls.
- You will develop skills in computational thinking.
- You will learn to program!
- You will experiment with new technologies including the Raspberry Pi, 3D mobile phones and Tablet PCs.

How is the course assessed?

| | | |
|--------------------------------|---|--|
| Unit 1: Computer Systems | - | 50% (Written Paper) |
| Unit 2: Computational Thinking | - | 50% (Written Paper) |
| Unit 3: Programming Project | - | Not assessed but needs to be completed to pass |

This GCSE will be graded 1-9, with 9 being the highest.

What do I need to take GCSE Computer Science?

You will need to have shown good skills in Computer Science in Years 8 and 9, as well as excellent progress (working at a grade 6 or higher) in Maths. Part of the course requires you to download the free programming software Python on your home computer and a willingness to commit to extra-curricular learning is necessary. Please be aware this is an academically challenging course and you should speak to Mrs Gardiner, or your class teacher, if you require further information.

Who is responsible for the course?

Mrs J Gardiner – Head of ICT, Computing and Business

OPTION SUBJECTS

GCSE MEDIA STUDIES

What do you study?

You will study 9 different media forms: music video, video game, film, magazine, television, radio, advertising and marketing, newspapers and online.

Why study Media Studies?

Studying the media means studying how we live. The media saturates everything we do in the 21st Century; it is estimated that we are bombarded with an average of 5000 adverts per day; we spend more and more time interacting with social media; massive online companies are challenging and changing the way we access news and information. Doesn't it make sense to learn how all this works?

Media Studies is a practical subject. You will acquire the skills and knowledge to design websites, storyboard film scenes and create magazine pages using Adobe Photoshop software. There is also a fascinating analytical element to the course that means you will be studying the media types listed above in depth. You will also learn a lot of new terminology, much of which can be used in other subjects. The content of the course is very different to English but many of the analytical skills are similar, so students often find that their English grades improve as a result of choosing Media Studies.

Lastly, Media Studies is a rigorous and challenging subject that opens a route into a variety of jobs and careers including journalism, politics, advertising, marketing and any number of creative positions within media companies. The GCSE course allows you to develop your understanding of how the media industry works, making it a truly vocational course.

How is the course assessed?

30% is non-exam assessment (coursework) and 70% is exam.

1. **Exam 1: *Television and Promoting Media*.** Written Paper – 1 hour 45 minutes (including 30 minutes viewing time for a clip). Students will explore how media products construct meaning.
2. **Exam 2: *Music and News*.** Written Paper – 1 hour 15 minutes. Students explore the four key concepts: media language, representation, audiences and media industries.
3. **NEA (non-exam assessment or coursework): *Creating Media*.** Students create media products through applying the knowledge and understanding they have acquired on the other parts of the course.

Who is responsible for the course?

Mr E Sanderson - Head of Media

OPTION SUBJECTS

GCSE MUSIC

What do you study?

Performing for a start! You will get plenty of time to make music and you will be encouraged to get involved in concerts and performances such as the Autumn Extravaganza and the Battle of the Bands.

Composing two original pieces is also part of the coursework and you can decide the style yourself.

Of course there is listening to music too and the genres covered include film music, songs and rock music, as well as different rhythms from around the world.

The course is based around the following areas of study:

- **My Music**
- **The Concerto Through Time**
- **Rhythms of the World**
- **Film Music**
- **Conventions of Pop**

Why study Music?

It will be good fun and will help build social skills and contribute to key skills including ICT. If you already play an instrument or sing well, this will give you a great head start on the course and grade 4 is the equivalent of a top grade! If you like using Garageband or Logic, or even DJing or Beatboxing, then the course is made for you. Those who enjoy making up their own songs will find that GCSE Music gives you the time and opportunity to develop your own individual style.

How is the course assessed?

There is still a huge coursework element of the course that is worth 60% of the final mark and consists of two performances and two compositions. The linear listening examination is worth 40%, making the course very easy to understand and complete.

Who is responsible for the course?

Mr P Stinchcombe - Head of Music

OPTION SUBJECTS

GCSE PHYSICAL EDUCATION

What do you study?

| | |
|---------------------------------------|--|
| Practical performance | Develop your ability and aptitude in physical activities, demonstrating a range of skills and techniques. |
| Health, fitness and well-being | Explore the benefits of participating in physical activity and sport to health, fitness and well-being. |
| Physical training | Understand different methods and principles of training in order to plan, monitor and evaluate exercise and training programmes. |
| Sport Psychology | Investigate psychological factors that can affect performance. |
| Socio-cultural influences | Evaluate factors that impact on physical activity and sport, and the impact of sport on society. |
| Anatomy and physiology | Understand key body systems and how they impact on health, fitness and performance in sport. |

Why study PE?

If you enjoy participating in physical activity and sport then this is the perfect course for you! It will give you an in-depth insight into a wide variety of topics through engaging activities. Practical lessons will help further enhance your ability and fitness as a performer, while theory lessons will develop your knowledge and understanding of the subject. A GCSE PE qualification will also provide a pathway into a career in a sporting industry.

How is the course assessed?

60% theory based on two external examinations. Both exams will include multiple choice questions, short answers and extended answers.

40% practical based on three activities (one individual, one team and one of either) as a performer and a written piece of coursework.

Please note

We will be advising students as to the appropriate PE course for them (GCSE or Cambridge National) at the Year 9 Parents' Evening.

Who is responsible for the course?

Miss J Hibbert - Head of Physical Education

OPTION SUBJECTS

CAMBRIDGE NATIONALS IN SPORTS STUDIES (LEVEL 2)

What do you study?

The Sports Studies course looks at topics connected to the different types of sporting and physical activity. This includes how sports are organised and also the different roles available in them. There are two compulsory units on Contemporary Issues in Sport and Developing Sports Skills and two extra units based on Sports Leadership and Developing Skills in Outdoor Activities. Much of this course is taught in a practical way.

Why study Sport?

- For enjoyment! If you like playing sport and you are interested in all aspects of sports preparation and performance – then this will appeal to you.
- It develops the knowledge, skills and understanding that underpin many other subjects.
- It develops your own health and fitness understanding as well as key skills, especially working as a team.
- It provides a progressive route to further study.

This vocational course is excellent when thinking about a career in the leisure industry. You can access A level PE through this route.

How is the course assessed?

There is one unit assessed by an hour long examination on the topic of Contemporary Issues in Sport.

All other units are assessed by ongoing coursework that is internally marked by your teachers but moderated by an external examiner.

Please note

We will be advising students as to the appropriate PE course for them (GCSE or Cambridge National) at the Year 9 Parents' Evening.

Who is responsible for the course?

Miss J Hibbert - Head of Physical Education

OPTION SUBJECTS

GCSE RELIGIOUS STUDIES

What do you study?

The GCSE is divided into 2 parts:

- Philosophical and Ethical Studies in the Modern World.
- Beliefs and Practices of Buddhism and Christianity.

In the Philosophical and Ethical Studies in the Modern World section you will study:

| | |
|--------------------------|---|
| Issues of Relationships | Family, sexual relationships, marriage and divorce and issues of equality. |
| Issues of Life and Death | The world, the value of life, death and the afterlife, euthanasia and abortion. |
| Issues of Good and Evil | The nature of good and evil, suffering, crime and punishment, forgiveness. |
| Issues of Human Rights | Racism, wealth and poverty, social justice and Britain in the 21 st Century. |

In the Beliefs and Practices section you will study:

| Christianity Beliefs: | Christianity Practices: |
|------------------------------|-----------------------------------|
| The nature of God | Forms of Worship |
| Creation | Sacraments |
| Jesus | Pilgrimage |
| Salvation | The Church in the local community |
| The afterlife | The worldwide Church |

| Buddhism Beliefs: | Buddhism Practices: |
|------------------------------------|----------------------------|
| The Buddha | Buddhist places of worship |
| The Dhamma | Meditation |
| The Four Noble Truths | Devotional practices |
| Human personality | Death and mourning |
| Human destiny and ethical teaching | Festivals and retreats |

Why do we study Religion?

- A qualification in Religious Studies enables you to gain an insight into the beliefs and values of different people.
- To broaden your understanding of the world.
- In the world of work employers look for someone with an enquiring mind, an appreciation of other people's viewpoints and an ability to come to clear, balanced decisions. These skills all develop through studying religions.
- If you want to work with people in caring work, teaching, journalism, publishing, policing, with children, health, catering, leisure and tourism or work abroad or in a cosmopolitan setting, Religious Studies will give you plenty to think about and valuable skills.
- It is also a valuable entry qualification to post-16 education, AS and A2 levels and vocational courses.

How is the course assessed?

The course is assessed by one 2 hour exam and two 1 hour exams.

Who is responsible for the course?

Mrs L Pope - Head of PSHRE

What do you study?

After Chinese and English, Spanish is the most widely spoken language in the world. By learning Spanish you are getting a passport to Spain, South and Central America and parts of the Caribbean. Spain is a major holiday destination and is the land of Real Madrid, bullfighting, tortillas, Picasso, Barcelona, sherry, flamenco music and the guitar.

Subject Content

Students study three broad themes of:

- Theme 1: Identity and Culture
- Theme 2: Local, National, International and Global Areas of Interest
- Theme 3: Current and Future Study and Employment

Assessment

GCSE Spanish has: a Foundation Tier (Grades 1 - 5)
 a Higher Tier (Grades 4 - 9)

Students must take all four question papers at the same tier. All question papers must be taken in the same series.

| | | |
|--------------------|---|---|
| Paper 1: Listening | - | 25% (Section A in English, Section B in Spanish) |
| Paper 2: Speaking | - | 25% (Role Play, Photo Card, Conversation) |
| Paper 3: Reading | - | 25% (Section A in English, Section B in Spanish, Section C Translate) |
| Paper 4: Writing | - | 25% (Includes an open-ended writing task) |

Where might it lead?

The ability to speak and understand a foreign language is becoming more and more valuable for people who want to hold down key jobs in industry and business. It also makes holidays and trips abroad more enjoyable. Learning a foreign language also helps people to have a better understanding of their own language.

Who is responsible for the course?

Mrs E Kerr - Head of Modern Foreign Languages

OPTIONS PATTERN

2021-2023 CHEW VALLEY SCHOOL OPTIONS

| | |
|-------------|---|
| Core | English Language* , English Literature* , Mathematics* , Science* , PE, RE, PSHE, Work Experience |
|-------------|---|

Choose two choices from Option A & B :

| | | |
|-------|--|---|
| A & B | <div style="display: flex; justify-content: space-around; padding: 10px;"> <div style="text-align: center;">Computer Science*</div> <div style="text-align: center;">French* History*</div> <div style="text-align: center;">Geography* Spanish*</div> </div> | <div style="display: flex; justify-content: space-around; padding: 10px;"> <div style="text-align: center;">Invite only</div> <div style="text-align: center;">Construction</div> </div> |
|-------|--|---|

And two subjects from the following options:

| | |
|-------|---|
| C & D | <div style="display: flex; justify-content: space-between; padding: 10px;"> <div style="width: 45%;"> Art Business Studies Computer Science* Construction (Double Option) Dance Product Design Drama Food & Nutrition French* Geography* </div> <div style="width: 45%;"> Health and Social Care History* ICT - iMedia Media Studies Music PE Religious Studies Spanish* Textiles </div> </div> |
|-------|---|

*Subjects marked in **bold** with an asterisk represent part of the English Baccalaureate.

The government is increasingly requiring students to achieve the English Baccalaureate. Whilst not compulsory, it is highly advisable for students, especially if considering going on to university education that students should choose a foreign language and either Geography or History to be eligible to achieve the English Baccalaureate.

Double Option

Construction is a Double Option subject taken in both Options A and B.

PE

Two PE courses are available – a GCSE and a National Course. Students are asked to opt for PE and staff will then allocate students onto the correct course based on suitability.

Prohibited combinations - You **cannot** take the same subject twice.

Reserve Choice - We ask all students to make a reserve choice. This must be something they are willing to study.

Please return by Wednesday 27th January 2021.



Chew Valley School

Learn

Grow

Achieve

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