



Chenderit School

A VISUAL ARTS COLLEGE

aim high

Name

Tutor Group 8.....

Key Stage 4 Courses & Information

Keep me safe for 3 years ->2022

2019-2022

Your Guide to Key Stage 4 Courses Offered at Chenderit School

C O N T E N T S

- The Decision-Making Process
- What do I do?
- Who Can Help Me?
- The Core Curriculum
- The Options – your choices
- Core Subjects – course descriptions
- Option Choices – course descriptions
- Key Stage 4 Subject Preferences Sheet – student copy

The Decision-Making Process

Dear Student

Welcome to the KS4 Course and Information Guide. This guidebook is aimed at supporting you at an important time in your educational life at Chenderit when you need to start making important decisions about your future. The thought of choosing your courses for Key Stage 4 can seem a daunting task. This guidebook is designed to help you and your parents state an informed preference and to prepare you for the next stage of your schooling.

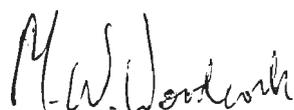
At this point, we would not expect many of you to have a clear career path in mind. Indeed all the evidence is that careers in the future will be very flexible with a possible 13 changes of direction during a person's working life! At Chenderit we believe it is important to enable all students to follow a broad and balanced curriculum at this stage in your school career so you do not close any career paths early on.

Did you know the law has changed? Students will continue education and training until at least 18 and will continue to study English and Mathematics if they do not achieve a grade 4 or better in these subjects at GCSE. This means that students will need to think carefully about choices after Year 11. For example, at 16 students can choose to continue their learning at a sixth form (e.g. here at Chenderit) or college, get an apprenticeship or a job with training.

This guidebook contains information about the courses on offer for you during Key Stage 4 and you will be able to find out more information about the courses at the Year 8 into 9 subject fair and options talk on Wednesday 30th January 2019 between 6.30pm and 8.00pm. Course descriptions are listed in alphabetical order and should be read thoroughly, and then the course preference choices sheet is for you to use to trial organising your preferred course choices. Another copy of the course preference choices sheet will be completed during the Year 8 into Year 9 interview which will be held on either the 6th or on 7th March 2019: you and your parents or carers will receive an invitation to ONE of these evenings where you will meet with a senior member of staff for a pre-arranged appointment. Each meeting will last approximately 10 minutes where you, with the support of your parents or carers, will make your final preference choices for your subjects. You will need to have researched the options and considered your preferences before this meeting. You will receive further information about the meeting time and place in due course.

I hope you and your parents or carers find this guidebook helpful but do not hesitate to ask further questions with your tutor and subject teachers if you need to.

I look forward to meeting you and your parents or carers at the Subject Fair.



M. W. Woodcock
Assistant Headteacher

What do I do?

- ✓ Read this booklet carefully – especially the subject descriptions!
- ✓ Discuss your ideas at home, and with your tutor and subject teachers at school.
- ✓ Listen attentively during your options assembly on Tuesday 29th January 2019.
- ✓ Encourage your parents or carers to come to the Year 8 Subject Fair and Options talk on **Wednesday 30th January 2019, 6.30pm-8.00pm.**
- ✓ Come with your parents or carers to the Year 8 into Year 9 Courses Interview. These will take place on 6th and 7th March 2019, 3.30pm – 7.00pm, and you and your parents or carers will receive an invitation to an interview on one of these days.
- ✓ Complete the Subject Preference Choices form at the back of this booklet. On your form please select a reserve choice of subject. If group numbers are not large enough to make a subject viable we will inform you and discuss alternative subject choices. If we find a group is too large, we will ask students for alternative subject choices. In the unlikely event the group remains too large, we may select students on the basis of commitment to the subject or similar subjects as shown in previous school reports.
- ✓ Return your completed Subject Preference Choices form by **Thursday 21st March 2019** at the latest.

KS4 Options Timeline

Year 8 Options Assembly	Tuesday 29 th January 2019
Year 8 Subject Fair and Options talk Sports Hall & Lecture Theatre at school	Wednesday 30 th January 2019 6.30pm-8.00pm
Year 8 into 9 Course Interviews	6 th and 7 th March 2019 3.30pm - 7.00pm
<i>Each student will receive a letter home indicating an interview time and place</i>	
Subject Preference Courses form handed in by	Thursday 21 st March 2019

If there is a problem with your subject choices then Mr Woodcock will contact you, otherwise assume that if you are not contacted your subject option choices will be approved and they will go ahead.

Who can help me?

Don't feel that you have to make all of the decisions by yourself! You can get as much help and advice as you need from all sorts of places. Here are some suggestions:-

People who know you well

It might help to talk through your ideas with someone who knows you really well. They might help you to sort out what you want to do in the future. This will make choosing your options much easier.

You might like to talk about your ideas with your

- parents, carers or other close relatives or family friends
- subject teachers
- form tutor at school

Other sources of help and advice

Sometimes it helps to talk things through with people who may not know you but who can offer professional help and advice. **Careers Advisers** are available to talk to you from 8am to 10pm every day. You can contact them by ringing **0800 100 900** or by links on the National Careers Service young people's webpages:

<https://nationalcareersservice.direct.gov.uk/Pages/Home.aspx>

Other Useful websites and programs

- There's useful information on the National Curriculum at Key Stage 4 in GOV.UK's Guide to the National Curriculum - <https://www.gov.uk/national-curriculum/overview>
- *Careers box*, is a free online library of careers related films, news and information. The case study films show real people doing real jobs to give you an idea of what a job is really like. www.careersbox.co.uk
- *I Could* has over a thousand career videos as well as games and lots of information. In the career stories people talk about what they do, what it's like, how they got there and their hopes for the future. www.icould.com
- *Plotr* is a free website where you can explore career worlds, view employer profiles, browse opportunities in your local area, and find careers advice on all sorts of topics from choosing your GCSEs to what not to wear at a job interview. www.plotr.co.uk
- If you're stuck for career ideas you might like to try *Kudos* or *u-explore* where you can answer questions about your interests to come up with some career suggestions. Just remember, Kudos and u-explore aren't telling you what to do, they are here to help give you some ideas. <http://www.cascaid.co.uk/newkudos/>

If you are aiming to go into further education (e.g. staying on for Chenderit Sixth Form or a college) and higher education (e.g. a university), it is a good idea to look at entry requirements. For universities in particular, explore the following website: <http://search.ucas.com/>. Some courses are very specific about which subjects and which grades are needed in order to follow certain pathways. **Do your research now!**

Other useful careers websites:

http://www.russellgroup.ac.uk/for-students/	
http://icould.com/buzz/	www.apprenticeships.org.uk
www.careersbox.co.uk	www.autocity.org.uk
http://www.parentadviser.co.uk	www.bestcourse4me.com
www.icould.com	www.realgap.co.uk
http://university.which.co.uk	www.nhscareers.nhs.uk
www.premed.org.uk	www.unipodadvice.com
www.prelaw.org.uk	www.studential.com
www.e4s.co.uk/docs/internships	www.gapmedics.co.uk
www.totaljobs.com	www.gov.uk
www.notgoingtouni.co.uk	www.push.co.uk
www.plotr.co.uk	u-explore.com

The Core Curriculum

These are the courses that everyone follows. Please read these carefully so that you can see how they link with other subjects.

- English Language and English Literature
- Maths
- Combined Science
- PE
- RS and PSHEE
- The Tutorial Programme

The core curriculum will provide the majority of students with an opportunity to gain at least 5 GCSEs (or equivalent) at grades 9-5 including English and mathematics which are essential requirements for most post 16 courses and apprenticeships.

English Baccalaureate - EBacc

The government has made it clear that schools will also be judged upon the achievement of the 'English Baccalaureate'. To achieve the EBacc students will need to pass GCSEs at grade 5 or higher in each of:

- English Literature
- English Language
- Mathematics
- Combined Science (2 GCSEs) or Triple Science or Computer Science
- History or Geography
- French or German

We have taken the decision that students will not be obligated by the school to choose subjects in order to fulfil the EBacc requirements. We believe students should have a free, but guided, choice for their options. However, the government has intimated that prospective employers and universities may, in the future, regard students with the EBacc more favourably than students without. We know that University College London already requires a MFL at grade 5 or above for all of their programmes. Other universities may follow suit, therefore, we would ask parents and students to consider carefully taking subjects that satisfy the EBacc requirements when choosing their option subjects.

The Options - Your Choices

Now which subjects will you decide to do?

Thinking about the range of subjects that you can study at Key Stage 4 at Chenderit is an exciting process. For many students this is the first time that there has been some element of choice. All students are now required to study or train at least until the age the age of 18. It is important to think of potential pathways beyond the age of 16 when you plan your Key Stage 4 choices.

As you begin to think about which subjects you would prefer to develop your learning in, there are several things that you should bear in mind:

- What am I good at?
- What do I enjoy?
- How do I like to learn?
- What sounds interesting?
- How do these subjects link to other subjects post-sixteen?
- How do these subjects link to the kind of career that I might be interested in?
- What skills would these subjects give me?
- How would these subjects allow me to develop personally?

That's quite a bit of thinking to do. To help you we are offering:

- Options assemblies for students
- Tutorial sessions
- An extensive set of information on the 'careers course' on the Learning Hub
- A 'Subject Fair and Options' talk on Wednesday 30th January 2019 where you can hear about our options system and talk to subject teachers
- An interview on either 6th or 7th March 2019 to discuss and select subjects
- Further individual help and guidance available on student request.

CORE SUBJECTS

ENGLISH LANGUAGE (1 GCSE)

Course Title:	GCSE English Language
Exam Board and Course Number:	AQA 8700
Web Link to course	https://www.aqa.org.uk/subjects/english/gcse/english-language-8700/specification-at-a-glance
Final Exam Percentage:	100%
Number of final exams:	2
Non-Exam Assessment Percentage:	0%
Non-Exam Assessment requirements:	Not applicable
Tiered Papers	No tiers – 1 paper only
Grades Available:	Grades 9-1

Brief Description of Course

This is a course which covers English Language. The AQA English Language specification aims to encourage learners to read a wide range of texts fluently and critically, write effectively, accurately and coherently for different audiences and purposes and to speak clearly and confidently in a range of contexts.

Students complete two examinations focusing on communicating information and ideas and exploring the effects and impact language and structure have on readers. Learners focus on reading and writing non-fiction texts and they will read and compare texts too. Students will study one 19th century non-fiction text and one 20th or 21st century text. Students will write a piece of original non-fiction writing. Learners will also read and respond to literary prose texts from the 20th and 21st centuries.

Speaking and Listening is now an endorsement and reported separately; it is no longer part of the English Language grade.

Year 9, Year 10 & Year 11

Focus on examinations:

- English Language – Explorations in creative reading and writing- 1 hour 45 written paper- worth 50% of the final GCSE grade
- English Language- Writers' viewpoints and perspectives - 1 hour 45 written paper- worth 50% of the final GCSE grade

Specialist Equipment Required

- A green pen (to make improvements to their class work and Pre Public exam paper responses)
- Support study material can be purchased from the English Department
- A dictionary and a thesaurus

Additional Information

Helpful websites:

<http://www.revisioncentre.co.uk/gcse/english/>

<http://www.englishbiz.co.uk/>

<https://studywise.co.uk/gcse-revision/english-language/>

<https://www.bbc.co.uk/education/guides/z3gqmnrb/revision/1>

Progression

Further study – A level English Literature or English Language and Literature.

University courses will require at least a grade 5 in English Language.

Possible careers – most career opportunities require and value a good grade in English Language.

For further details, please contact:

Miss N Dale

ENGLISH LITERATURE (1 GCSE)

Course Title:	GCSE English Literature
Exam Board and Course Number:	AQA 8702
Web Link to course	https://www.aqa.org.uk/subjects/english/gcse/english-literature-8702/specification-at-a-glance
Final Exam Percentage:	100%
Number of final exams:	2
Non-Exam Assessment Percentage:	0%
Non-Exam Assessment requirements:	Not applicable
Tiered Papers	No tiers – 1 paper only
Grades Available:	9-1

Brief Description of Course:

Overview: This is a course which covers English Literature. It aims to encourage learners to be inspired, motivated and challenged by following a broad, coherent and engaging course of study.

Learners will study texts which include one Shakespeare play ('Romeo and Juliet'), a wide selection of poetry since 1789, one 19th century novel ('A Christmas Carol') and one drama, 'An Inspector Calls'.

The GCSE is designed to develop knowledge and skills in reading, writing and critical thinking. Learners will develop their expertise in reading literature critically and evaluatively, making connections across their reading, and articulating informed, independent interpretations of texts, both studied and unseen.

Year 9, Year 10 & Year 11

focus on examinations:

- Paper 1- Shakespeare and the 19th century novel- 1 hour 45 - 40% of final grade
- Paper 2- Modern texts and poetry - 1 hour 45 - 60% of final grade

Specialist Equipment Required

- AQA anthology- provided by the examination board
- Focus texts for the various units. **Students are encouraged to purchase their own texts in order that they can make marginal notes and annotations**
- A green pen (to make improvements to their class work and Pre-Public exam paper responses)
- Support study material can be purchased from the English Department
- A dictionary and a thesaurus

Additional Information

Helpful websites:

http://www.bbc.co.uk/schools/gcsebitesize/english_literature/

<http://www.westexe.devon.sch.uk/wp-content/uploads/2013/03/An-Inspector-Calls-Revision-Guide.pdf>

www.clickrevision.com

Progression

Further study – A level English Literature or English Language and Literature.

Possible careers: journalism, P.R., teaching, academia.

For further details, please contact:

Miss N Dale

MATHEMATICS

Course Title:	GCSE Mathematics
Exam Board and Course Number:	Edexcel 1MA1 (Linear)
Web Link to course	http://qualifications.pearson.com/en/qualifications/edexcel-gcses/mathematics-2015.html
Final Exam Percentage:	100%
Number of final exams:	3 (1 non-calculator and 2 calculator papers)
Non-Exam Assessment Percentage:	0%
Non-Exam Assessment requirements:	Not applicable
Tiered Papers	2 tiers – higher & foundation
Grades Available:	Higher Paper. Grades 9-4 Foundation Paper. Grades 5-1

Brief Description of Course
Year 9:
<p>Students in Year 9 begin their GCSE curriculum, covering approximately the first half of the course. Our course covers the 6 main strands of mathematics; number, algebra, ratio, proportion and rates of change, geometry and measures, probability and statistics. The Year 9 part of the course is made up of 6 units of work that build on the work completed in Years 7 and 8.</p> <p>Students will be constantly assessed by their teachers through class work and homework. In addition, students will complete a one hour assessment at the end of each term, and a 30-minute assessment midway through the term and will be given detailed feedback on any areas of weakness they need further practice in. They will also complete an actual GCSE paper at the end of term 3 and a further one at the end of year 9.</p> <p>In this GCSE they will also learn to apply the functional elements of mathematics in everyday and real-life situations.</p>
Year 10:
<p>Students will be taught topics from the six strands; number, algebra, ratio, proportion and rates of change, geometry and measures, probability and statistics. In this GCSE they will also learn to apply the functional elements of mathematics in everyday and real-life situations.</p> <p>Students will be constantly assessed by their teachers through class work and homework. There will be regular formal tests to provide further guidance on the level of knowledge and understanding gained for both the student and the teacher. An estimated GCSE grade will be given after each of these tests.</p>
Year 11:
<p>Students will complete the GCSE course having covered all six strands; number, algebra, ratio, proportion and rates of change, geometry and measures, probability and statistics. They will practise their new mathematical skills through exam question practice, termly and mid-termly assessments and 2 Pre-Public examinations at the end of term 2 and term 3.</p>
Specialist Equipment Required
<p>All students require the following equipment:</p> <ul style="list-style-type: none"> • Protractor and ruler • Pair of compasses • Scientific calculator

Additional Information

Useful websites at GCSE:

<https://www.samlearning.com/>

<http://www.mathswatch.co.uk/>

<https://www.mrbartonmaths.com>

<https://www.mathsgenie.co.uk>

<https://www.corbettmaths.com>

Useful websites at A level:

<http://www.mei.org.uk/>

<https://www.mathsgenie.co.uk>

Progression

Further study: Students who achieve a grade 6 or above have the opportunity to study A-level Mathematics in the sixth-form.

Possible careers: The majority of universities, employers and college courses require a minimum of a grade 5 in GCSE Mathematics. If students continue to study Maths at A-level they will have numerous opportunities open to them including engineering, accountancy, medicine and teaching to name just a few.

For further details, please contact: Mr K Foley

COMBINED SCIENCE

Course Title:	Edexcel Level 1/Level 2 GCSE (9–1) in Combined Science
Exam Board and Course Number:	Edexcel 1SCO
Web Link to course	http://qualifications.pearson.com/en/qualifications/edexcel-gcses/sciences-2016.html
Final Exam Percentage:	100%
Number of final exams:	6 (Each exam is 1hr 10mins)
Non-Exam Assessment Percentage:	0%
Non-Exam Assessment requirements:	Not applicable
Tiered Papers	2 tiers – Foundation & Higher
Grades Available:	Higher tier - grades 9-4 Foundation tier - grades 5-1

Brief Description of Course		
The combined science qualification contains the topics that will be covered across the 3 years.		
Year 9:		
Biology – paper 1 Topic 1 – Overarching concepts in biology Topic 2 – Cells and control	Chemistry – paper 1 Topic 1 – Formulae, equations and hazards Topic 2 – States of matter Topic 3 – Methods of separating and purifying substances Topic 4 – Acids	Physics – paper 1 Topic 1 – Overarching concepts in physics: motion, forces and conservation of energy Topic 2 – Waves
Year 10:		
Biology – paper 1 Topic 3 – Genetics Topic 4 – Natural selection and genetic modification Topic 5 – Ecosystems and material cycles Biology – paper 2 Topic 1 – Overarching concepts in biology	Chemistry – paper 1 Topic 1 – Overarching concepts in chemistry Topic 5 – Obtaining and using metals Topic 6 – Electrolytic processes Topic 7 – Reversible reactions and equilibrium Chemistry – paper 2 Topic 1 – Overarching concepts in chemistry Topic 16 – Earth and atmospheric science	Physics – paper 1 Topic 3 – Light and the electromagnetic spectrum Topic 4 – Particle model – 1 Topic 5 – Radioactivity Topic 6 – Astronomy Physics – paper 2 Topic 1 – Overarching concepts in physics: motion, forces and conservation of energy Topic 7 – Energy – Forces doing work
Year 11:		
Biology – paper 2 Topic 6 – Plant structures and their functions Topic 7 – Animal coordination, control and homeostasis Topic 8 – Exchange and transport in animals Topic 9 – Health, disease and the development of medicines	Chemistry – paper 2 Topic 12 – Groups 1, 7 and 0 Topic 13 – Rates of reaction, Topic 14 – Fuels Topic 15 – Heat energy changes in chemical reactions	Physics – paper 2 Topic 8 – Forces and their effects Topic 9 – Electricity and circuits Topic 11 – Magnetism and the motor effect Topic 13 – Particle model – 2 Topic 14 – Forces and matter

Specialist Equipment Required	
Protractor and calculator (goggles will be provided when necessary)	
Additional Information	
Revision available on; SAM learning, www.samlearning.co.uk , BBC bitesize, http://www.bbc.co.uk/education Doc Brown, www.docbrown.info websites. Revision guides at a reduced educational discount will be available.	
Progression	
Further study: A-levels Biology, Chemistry and Physics Possible careers: sciences, engineering, manufacturing, medicine, dentistry and veterinary.	
For further details, please contact:	Mr A Williams

PHYSICAL EDUCATION - Core

Brief Description of Course	
Year 9:	
Students will have two dedicated hours of 'core' PE per week. Students will follow a termly rotation of activities designed to prepare them to be more independent in their activity choices and decisions during year 10 and 11. Major team games, racket sports, dance, aerobics and health related fitness are common activities.	
Year 10:	
Students will have two dedicated hours of 'core' PE per week. Students rotate around facilities and activities on a 3 / 4 weekly basis. Students are encouraged to take ownership of their learning and plan activity sessions based on the needs and desires of the group. Major team games, racket sports, dance, aerobics and health related fitness are common activities.	
Students will have an opportunity to follow the Sports Leaders Level 1 (nationally recognised) qualification. Working with primary school students out of school is an opportunity to develop personal, leadership as well as sporting skills.	
Year 11:	
Students will have two dedicated hours of 'core' PE per week. The format is similar to Y10 PE with an opportunity to change groups and work with others.	
Specialist Equipment Required	
Chenderit School PE sports kit depending on activity. (Students are briefed on Health & Safety for activities undertaken, so kit must be suitable and appropriate).	
Additional Information	
Extra-curricular opportunities continue through Y9, Y10 and Y11. Opportunities include school football, netball, rugby, hockey, badminton, athletics, cricket and rounders. Students in KS4 have also represented the school in table-tennis, swimming, equestrian activities, as well as in the traditional team games.	
For further details, please contact:	Mr A Vickers

PERSONAL SOCIAL HEALTH AND ECONOMIC EDUCATION with RELIGIOUS STUDIES

Brief Description of Course	
<p>At Key Stage 4 students will be taught PSHEE and Religious Studies combined. Students will 'rotate' between PSHEE and RS on a termly basis. Throughout all modules of PSHEE and Religious Studies students will be challenged to reflect on their opinions, what they think they already know, what they believe and how their beliefs and emotional wellbeing affect their behaviours in the short and long term.</p>	
PSHEE	
<p>During PSHEE in KS4 students will study and reflect on a range of topics. The over-arching themes for the modules are Life in Modern Britain and 'managing risk and staying safe'. Topics will include emotional wellbeing (including stress awareness and management), Sex and Relationships Education (SRE) (including pregnancy and abortion), drugs education, alcohol education, respecting diversity in society, careers and aspirations education, plus economic wellbeing and financial capability amongst others modules.</p>	
Religious Studies	
<p>Religious Studies offers students the chance to discuss philosophical and ethical issues from the perspective of different religions. The course aims to give a broad understanding of the beliefs and practices of two different religions and then allows students to apply those ideas to a philosophical or moral discussion. All students will complete the Edexcel GCSE Religious Studies course content with most completing a GCSE exam in the subject at the end of Year 11.</p>	
Course Title:	
GCSE Religious Studies	
Exam Board and Course Number:	
Edexcel/Pearson 1RB0	
Web Link to course:	
https://qualifications.pearson.com/en/qualifications/edexcel-gcses/religious-studies-b-2016.html	
Final Exam Percentage:	
100%	
Number of Final Exams:	
Two	
Tiered Papers:	
Not Applicable	
Grades Available:	
9-1	
Brief Description of the Religious Studies Course	
<p>This course offers two areas of study: Religion and Ethics and Religion, Peace and Conflict. Students study two religions, Christianity and Islam, throughout the course. A mixture of philosophical and ethical topics are analysed and evaluated by students.</p>	
Specialist Equipment Required	
<p>No specialist equipment is necessary for this course. Some students may opt to buy revision books for Religious Studies in Year 11.</p>	
Additional Information	
<p>This new course aims to meet statutory requirements for both Religious Studies and PSHEE within the curriculum. Useful RS websites: www.rsrevision.com www.request.org.uk https://www.samlearning.com</p>	

<http://www.bbc.co.uk/schools/gcsebitesize/>
<https://chenderit.itslearning.com/index.aspx>

Useful PSHEE websites:

<https://www.nhs.uk>

<https://www.thinkuknow.co.uk>

<https://selfesteem.dove.com>

<https://www.nhs.uk/changeoflife>

<https://ceop.police.uk>

<http://www.bbc.co.uk/schools/gcsebitesize/>

<https://chenderit.itslearning.com/index.aspx>

Progression

A great subject for examining the world around us which will benefit students throughout their lives. It is useful for anyone wishing to work in the public sector and the ethical considerations discussed during the course would help with a career in law or medicine. It also provides a good basis if you are considering a future in the social sciences or philosophy. The course provides a good platform for the A-level Religious Studies Course which examines Religion, Philosophy and Ethics.

For further details, please contact:

Mr A Vickers (PSHEE) and Mrs H Millan (RS)

Tutorial Programme

Weekly plan for tutor time and assemblies:

- Monday Year 10 in assembly – tutorial programme for years 9 and 11
- Tuesday Year 11 in assembly – tutorial programme for years 9 and 10
- Wednesday Registration only
- Thursday Year 9 in assembly – tutorial programme for years 10 and 11
- Friday Tutorial programme for years 9, 10 and 11

Students will take part in tutor sessions throughout years 9, 10 and 11 that will complement and enhance their learning across the curriculum, prepare them for the rigours of GCSE exams while developing their own inter-personal skills.

Year 9 tutorial programme:

- Autumn Terms 1 and 2 – personal profile, student council elections, target settings, review reports, tolerance and diversity, financial capability.
- Spring Terms 3 and 4 – health, fitness and lifestyle, emotional intelligence, news activity.
- Summer Terms 5 and 6 – British values, preparation for end of year 9 exams, reviewing progress this year.

Year 10 tutorial programme:

- Autumn Terms 1 and 2 – student council elections, newspaper project, careers module, e-safety project, initiate target setting process, anti-bullying week, review reports.
- Spring Terms 3 and 4 – study skills and revision techniques, review of targets from Target Setting process, Finance module.
- Summer Terms 5 and 6 – review subject reports, preparation for end of year 10 P.P. exams.

Year 11 tutorial programme:

- Autumn Terms 1 and 2 – student council elections, review of study skills and revision techniques, mock interview preparation, mock interviews with members of Brackley Rotary club, anti-bullying week, review reports, preparation for GCSE P.P. exams.
- Spring Terms 3 and 4 – work related learning, preparation for final GCSE exams including revision timetable,
- Summer Term 5 – final revision and exam timetable, preparation for written GCSE exams.

Registration and Tutor Time expectations:

- Students arrive on time and in full uniform, and are equipped as for any other lesson with pencil case, planner and a reading book when required.
- Students are expected to complete work on their own or in groups which may involve discussions and/or written work as directed by the tutor.
- Work is expected to be completed during tutor time and as homework, and at times submitted via the Learning Hub for the tutor to give feedback on.

Year group assemblies:

- Assemblies for years 9, 10 and 11 will be taken by the Head of Learning. On alternative weeks a member of the Senior Leadership Team will conduct the assemblies for all years.
- The theme of each week's assembly will be guided by the tutorial programme or the relevant weekly Life in Modern Britain (LIMB) theme.

OPTION CHOICES

ART: Painting & Drawing

Course Title:	GCSE Art and Design (Fine Art)
Exam Board and Course Number:	OCR J171
Web Link to course	http://www.ocr.org.uk/qualifications/gcse-art-and-design-j170-j176-from-2016/
Final Exam Percentage:	40%
Number of final exams:	1
Non-Exam Assessment Percentage:	60%
Non-Exam Assessment requirements:	Portfolio containing final painting plus supporting work, completed in Y11
Tiered Papers	No tiers – 1 paper
Grades Available:	9-1

Brief Description of Course
Year 9 & Year 10:
<p>The course begins by enabling students to build up their skill level ready for the assessment of GCSE Coursework in Year 11. Students learn a series of new approaches and techniques as well as developing and improving observational drawing and analytical skills. Students investigate the themes of “Still Life”, “Landscape” and “Portrait”</p> <p>We are not expecting students to be brilliant artists when they start the course; so long as they are enthusiastic about the subject and committed to improving their skills they will be successful. Responding to advice, and spending time practising basic skills is the best way for students to make progress. As such, homework is an essential part of the course, with sketchbook assignments set every week.</p>
Year 10 & Year 11:
<p>In Year 10, students decide on the theme for their own final major project. Students are encouraged to choose a theme that will enjoy working on, and which enables them to play to the strengths that they discover in Year 10. Students can have as much support from staff as they need with this, and work on their individual coursework project throughout the year: taking photographs; drawing from observation; working with a range of media; investigating and analysing the work of artists; experimenting and refining ideas; and finally creating a personal response as a finished piece of work. All coursework (the final piece, and all the supporting work that goes towards it) is due in for assessment in January of Year 11, and is worth 60% of the final GCSE grade. At this point of the course, students begin to prepare for their final practical exam. The format for this is the same as for coursework: students select a theme that interests them, and have several weeks of their own time to prepare their response, with the final piece being painted in a ten hour practical exam, taking place over two days in the art room. There is no written exam. Again, during the preparation period students can have as much help as they ask for, and are encouraged to really play to their strengths in order to achieve at the highest level they are capable of.</p>
Specialist Equipment Required
<p>No specialist equipment is required immediately, but at the start of the course we will give students the opportunity to purchase a basic GCSE Art pack that will contain the specialist materials that they will need for the course, including a large folder in which to store their ongoing practical work. Students who take advantage of this tend to be more successful as they begin to take more pride in what they do and in the techniques and processes that they learn about. We know from experience, for instance, that students who draw with proper drawing pencils are able to complete a higher standard of work than those who do not. Some students find that as they develop their interest in the subject further, they are keen to purchase other equipment, and everything that they might find useful is available to buy through school.</p>

Additional Information

Employers are always looking for potential recruits who are well-organised, observant and creative. The GCSE Art course is a perfect fit for developing all of these key skills. Art can be an inspirational subject to study, and students can gain much more than just practical art skills by studying it. Chenderit has a long history of success with the visual arts, and our facilities and staff expertise are second to none. If you are enthusiastic, willing to learn and determined to succeed, then the painting and drawing course is a great option choice.

Progression

Our history of good results means that many students go on to study art at A level at the school, with many of these going on to study art related courses at university. There are many careers that benefit from studying Art - Media, Architecture, Film, Fashion, Graphic Design, Advertising, Animation, Product Design, Arts Education, Interior Design, Landscape Design, Illustration, Arts Heritage, Jewellery Design, Conservation... the list goes on! Some students even go on to become artists in their own right, and you could do worse than becoming an art teacher as many students from Chenderit have. In fact, any career that you can think of that requires visual literacy in some way benefits from a GCSE in Art and Design.

For further details, please contact:

Mr T Christy

BUSINESS STUDIES

Course Title:	GCSE Business Studies
Exam Board and Course Number:	AQA 8132
Web Link to course	http://www.aqa.org.uk/subjects/business-subjects/gcse/business-8132
Final Exam Percentage:	100%
Number of final exams:	2 (50% for each paper)
Non-Exam Assessment Percentage:	0%
Non-Exam Assessment requirements:	No controlled assessment
Tiered Papers	No tiers
Grades Available:	9-1

Brief Description of Course
<p>Year 9:</p> <p>Year 9s will take part in a foundation year to give them an overview of the topics in the GCSE.</p> <p>The topics are:</p> <ul style="list-style-type: none"> • Enterprise and entrepreneurs • Business ethics • Methods of production • Recruitment and selection • Marketing • Personal finance <p>Year 9 are assessed every term with a test, which is measured against the 9-1 grading system. There are other assessment opportunities throughout the year including presentations and project work. Students will learn through individual, pair and group tasks. The content learnt in the foundation year will give them an advantage when starting the GCSE course in Year 10, as they will be aware of general terminology and theories. For a number of students who wish to study business, a vocational qualification may be a better option. At the end of Year 9, staff will decide on the evidence of the work that students have produced, whether students are most suited to the GCSE or a vocational qualification. We will make the decision at this point because we will know precisely the structure of the specifications available to students. Parents will be informed of the details of the work involved in the vocational qualification in the Spring term of year 9. Generally, a vocational focusses on the practical application of knowledge, skills and understanding in a realistic context.</p>
<p>Year 10:</p> <p>In Year 10, students will have the opportunity to learn the fundamental concepts and theories of starting and growing a business. They will be exposed to a wide range of terminology and will be encouraged to use technical terms in written and verbal assessments. Real businesses and current events will be linked to the content as much as possible.</p> <p>The exams are structured as follows:</p> <ul style="list-style-type: none"> • Paper 1 – influences of operations and HRM on business activity • Paper 2 – Influences of marketing and finance on business activity <p>Bearing this in mind, students will learn the theory in Year 10 that corresponds with Paper 1. This includes the following topics:</p> <ul style="list-style-type: none"> • Business in the real world • Influences on a business • Business operations • Human resources <p>Students will be given exam style questions throughout the year in order to help them prepare for future exams. They will have a test at the end of every term in order to monitor their progress and so we can praise students on topics they are excelling at and encourage</p>

them to revise areas for development. **Paper 1 is worth 50% of the GCSE and it is a 1 hour 45 min external exam.**

Year 11:

Students will learn the final topics in Year 11 that corresponds with Paper 2. This include the following topics:

- Marketing
- Finance

These are the final two topics for the GCSE and they correspond with the content in Paper 2. They will be exposed to a wide range of terminology and will be encouraged to use technical terms in written and verbal assessments. Real businesses and current events will be linked to the content as much as possible. They will have a test at the end of every term in order to monitor their progress and so we can praise students on topics they are excelling at and encourage them to revise areas for development. When the content has been completed, students will take part in a series of mocks and exam technique lessons in order to fully prepare for the exams in Summer. **Paper 2 is worth 50% of the GCSE and it is a 1 hour 45 min external exam.**

Specialist Equipment Required

A simple calculator and the usual pens, pencils and a ruler.

Additional Information

Business Studies GCSE is a great introduction to the subject and will give students an understanding of many issues that most people only learn about once they start work. Students will have a much better understanding of how the workplace is organised so it will be of use throughout their working lives.

Progression

Further study: Students can progress to A-Level Business Studies and a range of business related courses. GCSE Business is not required for acceptance on these higher courses but will provide a great foundation of understanding of basic business principles. Business, marketing, finance, banking, human resources, in fact almost any area of work are possible career destinations so it's not just for budding entrepreneurs.

For further details, please contact:

Miss A Willett

COMPUTER SCIENCE

Course Title:	GCSE Computer Science
Exam Board and Course Number:	OCR J276
Web Link to course	http://www.ocr.org.uk/qualifications/gcse-computer-science-j276-from-2016/
Final Exam Percentage:	80%
Number of final exams:	2 written papers of 1 hour 30 minutes
Non-Exam Assessment Percentage:	20%
Non-Exam Assessment requirements:	Programming project
Tiered Papers	No tiers – 1 paper only
Grades Available:	9-1

Brief Description of Course

Year 9:

Students will complete work on computer systems in their first year. They will be introduced to the CPU, computer memory and storage, wired and wireless networks, network topologies, system security and system software. Students will have the opportunity to use various software programmes, including Adobe Photoshop for design of computer game avatars, programming websites, computer games with python and others. Year 9 students will have the opportunity to enter a number of competitions including BAFTA young games designer and others. Hands-on coding with Python and C#.

Year 10:

Within the second year of the course students will build upon the knowledge and understanding that they gained in year 9. Students will be encouraged to develop their awareness of the computing industry and the global effects it is having on the world in communication, business and communities. How to produce robust programs, computational logic, translators and facilities of computing languages and data representation. Exploration of Unity software in 3D game design and Blender. Students will also be required to build PCs and familiarise themselves with the internal workings of computers. They will be introduced to the CPU, computer memory and storage, system security and system software.

Year 11:

Students will continue to expand on their understanding of the topics introduced in years 9 and 10. In addition students will be expected to complete their **programming project**. This is set by the examination board and will require students to analyse, design, develop, test and evaluate a program solution. Students will be allowed to demonstrate the key elements of computational thinking; thinking abstractly, ahead, procedurally, logically and concurrently. They will build on their knowledge of computer networks and investigate the impact on everyday life – in Government and Business.

Specialist Equipment Required

- Access to laptop or desktop computer for homework
- Installation of Python software and others
- Installation of text editor for HTML and JavaScript programming; e.g. Notepad ++
- A willingness to explore new skills in a variety of devices.

Additional Information

Useful websites:

<https://www.samlearning.com>

<http://www.bbc.co.uk/schools/gcsebitesize/>

Progression

- Further study opportunities

- 3D computer generated Imagery (modelling & animation)
- computer games technology
- forensic computing and security
- information technology management, information systems
- software engineering
- Web Design and Development

Possible Careers

- information systems manager
 - applications programmer
 - multimedia programmer
 - systems analyst or designer
 - network Administrator
 - Database designer management
 - Applications Analyst
 - Business Analyst
 - Data Analyst
 - Games Developer
 - IT Consultant
 - Test Analyst/Manager
 - Web Designer
 - Web Developer
 - Programmer/Software Engineer
 - Cyber Crime
- Most 'in demand' skills in the last 12 months are programming and application development, project management, security, business intelligence/analytics, cloud/SaaS, virtualisation, networking, mobile applications and device management.

For further details, please contact:

Mrs E Rhodes

DESIGN TECHNOLOGY

Course Title:	GCSE Design Technology
Exam Board and Course Number:	AQA 8552
Web Link to course:	http://www.aqa.org.uk/subjects/design-and-technology/gcse/design-and-technology-8552
Final Exam Percentage:	50%
Number of Final Exams:	1
Non-Exam Assessment Percentage:	50%
Non-Exam Assessment Requirements:	1 prototype project and 1 x A3 coursework folder – 20 pages recommended
Tiered Papers:	No tiers – 1 paper only
Grades Available:	9-1

Brief Description of Course	
Year 9:	
<p>If you like working with paper and boards, natural and manufactured timber, ferrous and non-ferrous metals, thermoforming and thermosetting plastics, natural and synthetic fibres and textiles in a practical working environment then this course is for you. Students will learn how to design and make a variety of different projects using graphics, woods, plastics, metals and fabrics/textiles. Students will then choose to specialise in a material area from those available for more detailed study – either through Product Design or Graphic Design. Students will gain a very good working knowledge of each different material through extensive practical activities, assignments, theoretical study and workshop skill based activities. These will include working with tools and machinery, cutting, shaping, joining and finishing materials. ICT will also be used to assist with design work through CAD and CAM.</p> <p>Students will need to have an understanding of health and safety, quality control, simple mechanical systems, electronic systems and control, and products and applications throughout this course.</p>	
Year 10:	
<p>The year will focus on preparation for the written exam. This will cover a range of content relating to emerging and new technologies, critical evaluation, energy, modern and smart materials, materials and components, design and market influences, sustainability, health and safety as well as the use of ICT within Design and Technology. Much of this content will be taught through practical assignments and investigation work. The exam in year 11 will contain questions relating to paper and boards, natural and manufactured timber, ferrous and non-ferrous metals, thermoforming and thermosetting plastics, natural and synthetic fibres and textiles.</p> <p>Towards the end of year 10 the non-exam assessment project will be started once the context theme has been released from the exam board in June. The project is chosen by the student based on the released context theme and is normally undertaken in one material area and follows the design process from contextual research, to design brief, to making the product and then to final evaluation of the product.</p>	
Year 11:	
<p>The non-exam assessment project will be continued and completed in year 11. The design process will be followed from contextual research and the design brief through to designing and making and then on to product evaluation of the end product and will be submitted as a folder and 3D project. The whole project is worth 50% of the final GCSE grade. Once the project is completed attention will be given towards examination revision and preparation, including past papers, timed exam questions and exemplar answered exam questions.</p>	

Specialist Equipment Required	
It is suggested that students have access to Google Sketch Up/OnShape on a home PC, Mac or laptop. The CAD software's are both free to download and both are quite user friendly and intuitive 3D modelling packages. Additionally, there is a wealth of informative help videos available on YouTube to supplement student's learning the software packages.	
Additional Information	
The course is very practical, with a number of opportunities for students to embark upon focussed skills based tasks as well as collaborative work and practice projects, all designed to allow students to 'learn by doing'. There will, of course, be the requirement to complete both folder work and homework as well as keeping a neat and organised folder of notes that can be used for revision and preparation prior to the final exam. Useful websites: www.technologystudent.com www.howstuffworks.com www.technology.org.uk www.britishdesign.co.uk www.dtonline.org www.designandtech.com	
Progression	
Further Study - This course can naturally lead onto taking an A level in Product Design. Possible Careers - a wide range of jobs and careers in engineering and manufacturing – from the building and construction industry through to apprenticeships in a wide range of skilled crafts, graphic design, marketing & advertising, corporate design, product design, teaching and interior design.	
For further details, please contact:	Mr M Woodcock

DRAMA

Course Title:	GCSE Drama
Exam Board and Course Number:	OCR J316
Web Link to course:	http://www.ocr.org.uk/qualifications/gcse-drama-j316-from-2016/
Final Exam Percentage:	40% Written Exam
Number of final exams:	1
Non-Exam Assessment Percentage:	60%
Non-Exam Assessment requirements:	2 x 30% Internally Assessed and Externally moderated.
Tiered Papers:	No tiers – 1 paper only
Grades Available:	9-1

Brief Description of Course	
<p>GCSE Drama gives students the opportunity to explore the subject from a range of perspectives by devising their own, original work; by bringing to life the work of a playwright; as theatre reviewers, developing their own thoughts on what makes drama and theatre successful; and as creative artists building and bringing a character to life through exploration and rehearsal. The course develops students' transferable skills such as interpersonal and social skills and developing students' written analysis and appreciation of literature.</p>	
Year 9:	
<p>Students will be developing their knowledge, understanding and practical application of drama and theatre through exploring and developing their performance, directing and design skills through exploring the six areas of study, covering a breadth of drama styles. Students will explore and develop their devising skills, creating and crafting their own performance work, working from a range of play extracts, and developing an appreciation of live theatre, through producing detailed evaluations of live performances seen. Year 9 allows students to experience the three components, providing a solid grounding for the course, which are re-visited throughout the three years, ensuring students are in good stead for the final examinations.</p>	
Year 10:	
<p>Component 1 – Devising Drama: Students will create a devised performance in groups from a stimuli provided by the exam board. They can choose to work as a performer or designer. All performances will be supported by a portfolio which is evidence of the students' devising process.</p>	
Year 11:	
<p>Component 2 – Presenting and Performing Texts: Students will study a selected text and will take a part in two performances of two extracts from the text. They can work as a performer or designer. Students must present at least one performance as part of a group.</p> <p>Component 3 - The exam component will be assessed at the end of the qualification and will be 1 hour and 30 minutes in length. Students will have to complete two compulsory sections focusing on:</p> <p>Section A: Students will be asked about preparing and performing a text. They will draw on the experience of studying a whole text during the course from a list set by the exam board. The questions will focus on the process of creating and developing a performance, working as a director, performer and designer, as well as the performance of a character from the text.</p>	

Section B: This section asks the students to review a performance they have seen on their course. They will be primarily assessed on their ability to analyse and evaluate, but will also be marked on their accurate use of subject specific terminology.	
Specialist Equipment Required	
GCSE Drama (OCR) text book	
Additional Information	
Students with an interest in the production side of theatre, (i.e. set, lighting or costume design), will have the opportunity to cover such aspects of interest throughout the course, but must be willing to participate in the acting components of the course.	
Progression	
The areas of study for the course have been selected to provide a smooth transition to the requirements of A-level Drama and Theatre Studies and related syllabuses.	
Skills Developed	
GCSE Drama actively engages students in the process of dramatic study in order to develop as effective and independent learners, and as critical and reflective thinkers with enquiring minds. Drama encourages students to work imaginatively and creatively in collaborative contexts, generating, developing and communicating ideas. Students will be able to reflect on and evaluate their own work and the work of others, developing their verbal and written analysis. Students will have the opportunity to apply various production values such as lighting as set design, and will be able to bring this to life and realise their outcome. Students will also consider and explore the impact of social, historical and cultural influences on drama texts and activities.	
Possible Careers	
Drama lends itself well to a wide range of careers, with lots of transferable skills such as leadership, the ability to analyse, and communication skills within group situations. Jobs that could follow on, could be events management, director, arts administration, lawyer, public speaker, playwright, journalist, drama therapist, theatre critic, lighting technician, set designer, artistic director, actor and performing arts teacher.	
For further details, please contact:	Ms M Jackson

FOOD PREPARATION AND NUTRITION

Course Title:	GCSE Food Preparation and Nutrition
Exam Board and Course Number:	OCR J309
Web Link to course	http://www.ocr.org.uk/qualifications/by-subject/food-preparation-and-nutrition/
Final Exam Percentage:	50%
Number of final exams:	1
Non-Exam Assessment Percentage:	50%
Non-Exam Assessment requirements:	Food Investigation Task 15% of total GCSE Food Preparation Task 35% of total GCSE
Tiered Papers	No tiers – 1 paper only
Grades Available:	9-1

Brief Description of Course	
Year 9:	
<p>For the first part of the course students cook every alternate week and learn a wide range of new practical skills such as making shortcrust pastry recipes and Mediterranean and Indian cookery including different styles of bread. The theoretical part of the course includes nutritional information and how to achieve a balanced diet based on the government's current advice on a healthy balanced diet, the specific dietary needs of different age groups and people with dietary disorders and a range of topical healthy eating issues and diet related health problems. We also study food safety, the sensory properties of food and food science.</p>	
Year 10:	
<p>In year 10 students continue to expand their practical skills including homemade pasta, puff pastry dishes and complex dessert products. The theoretical part of the course includes more in depth study in macro and micronutrients and the factors which influence our choice of foods. During years 9 and 10 students are also developing the skills required to complete the controlled assessment part of the course.</p>	
Year 11:	
<p>At the beginning of the year, students complete and submit the first course work project (15% of the final grade). For this, students are required, through practical experimentation, to investigate and evaluate an understanding of the working characteristics, functional and chemical properties of ingredients and use the findings to make links with understanding of food science and practical cooking. Following this, the next coursework task will be released by the exam board (35% of the final grade). Students will consider and investigate the influence of lifestyle/life stage/dietary group/culinary tradition when developing menus for their chosen task and will then select appropriate dishes. Choice of dishes will be justified in relation to ingredients, organoleptic properties, skills and techniques, cooking methods and equipment, food provenance and seasonality. Learners plan the task and produce a clear sequence of work to include food safety and quality points. Students prepare, cook and present a menu of three complete dishes within a single session of three hours and will demonstrate a range of technical skills in the preparation, cooking and presenting of the menu. The final part of the theory work is based on food provenance and food supply. It will include food processing and food production, food technology, food security and culinary traditions.</p>	
Specialist Equipment Required	
<p>Students will need an apron. Students will be required to provide ingredients for practical lessons. OCR Revision Guides can be purchased from school at reduced rates.</p>	
Additional Information	
<p>The three year course is quite different from KS3 Food Technology and aims to equip students with the knowledge and skills required to cook and apply the principles of food science and nutrition. Homework is an integral part of the course. Students are encouraged to keep up to date with current food and nutrition issues. Students must be willing to try a wide range of foods and cooking techniques and be aware that strong links are being made with a range of science topics.</p>	

Progression

We offer a Level 3 Food Science and Nutrition course in Key Stage 5 which is an A Level equivalent. There are a range of degree courses on offer based on Food Technology and Food and Nutrition. Graduates in Food Technology are in very short supply nationally and can pursue exciting careers. Possible careers in the food Industry include: new product development, health and safety, marketing, quality control, microbiology or food photography.

For further details, please contact:

Mrs J Rowe

GEOGRAPHY

Course Title:	GCSE (9-1) Geography
Exam Board and Course Number:	Edexcel Geography B
Web Link to course	GCSE 9-1 Geography B
Final Exam Percentage:	100%
Number of final exams:	3 exams: Component 1 - Global geographical issues - 1 hour and 30 minutes (37.5%), Component 2 – Geographical issues – 1 hour and 30 minutes (37.5%) Component 3 – People and environment issues – 1 hour and 30 minutes (25%)
Non-Exam Assessment Percentage:	0%
Non-Exam Assessment requirements:	Not applicable
Tiered Papers	No tiers – 1 paper only
Grades Available:	9-1

Brief Description of Course
Year 9:
<p>Preparation for GCSE and units from the new specification</p> <ul style="list-style-type: none"> • Map skills revisited to include to include grid references, scale, direction, interpreting landscapes • Local fieldwork Investigation - data collection, analysis and presentation skills to focus on population change in Middleton Cheney • The UK and the wider world – Maps and learning where places are • GIS • Glaciation • Development dynamics – The causes and consequences of global inequalities • Local fieldwork Investigation - data collection, analysis and presentation skills to include rocks of the UK and weathering processes and weathering investigation - fieldwork carried out in Middleton Cheney churchyard • Development dynamics - India – an emerging country case study • The UK's evolving physical landscape • River processes and pressures
Year 10:
<ul style="list-style-type: none"> • Rivers – The challenges of river landscapes • Challenges of an urbanising world • Megacity in an emerging country case study - Mumbai • Tectonic hazards to include how the Earth's structure is key to understanding plate tectonics • Climatic change • Climatic hazards • Coastal change and conflict – Residential visit to Swanage, Dorset
Year 11:
<ul style="list-style-type: none"> • Coastal Management – conflicts and solutions • Field visit to Birmingham • Coastal fieldwork write-up • The UK's evolving human landscape • Dynamic UK cities – Case study on Birmingham and write-up of Birmingham • People and the biosphere • Forests under threat • Consuming energy resources • Revision

Specialist Equipment Required

Students do not need to purchase anything specifically as all fieldwork equipment is provided, however students should ensure they have their basic stationery needs (a good set of colouring pencils, pens, ruler) as well as a compass and calculator. There are two textbooks to accompany this GCSE, and students will be advised of titles and codes if they want to purchase one.

Additional Information

Geography is a relevant and up to date subject examining both human and physical processes and issues that face different areas of the globe today. A wide variety of skills are developed over the GCSE course by way of carrying out geographical investigations and these will also be enhanced by opportunities to carry out fieldwork investigations. In year 10 there will be a residential fieldtrip to Swanage in which students will carry out many fieldwork techniques associated with coasts as well as another fieldwork day in Year 11 focusing on inner city redevelopment. Local fieldwork opportunities can be found within the three year course.

Progression

Further study:

Geography A-level is a popular and exciting course involving further development of fieldwork skills which, in recent years, have included trips to Iceland, the North Norfolk coastline and Snowdonia. It is a strong academic subject that is widely respected and can accompany either science or maths based A levels or the arts and humanities based A levels.

Possible careers:

Employers highly value the skills and knowledge developed in Geography - Geography has had one of the highest post university employment rates of any degree course in recent years. Geography students acquire skills in decision making, report writing, data handling and analysis, as well as practical fieldwork skills working individually or as part of a team. Directly related career fields include meteorology, volcanology, climatology, town/transport planning, conservation and environmental work including hydrology, energy development and resource management, travel and tourism, and many more.

For further details, please contact:

Mrs E Taylor

HEALTH and SOCIAL CARE

Course Title:	Cambridge National Certificate Level 1 and Level 2 in Health and Social
Exam Board and Course Number:	OCR J811
Web Link to course	http://www.ocr.org.uk/qualifications/cambridge-nationals-health-and-social-care-level-1-2-j801-j811-j821/
Final Exam Percentage:	25%
Number of final exams:	1
Non-Exam Assessment Percentage:	75%
Non-Exam Assessment requirements:	3 coursework units are completed, each worth 25% of the final grade: <ol style="list-style-type: none"> 1. Communicating and working with individuals in health, social care and early years settings. 2. Understanding life stages 3. Understanding the development and protection of young children in an early years setting.
Tiered Papers	No tiers – 1 paper only
Grades Available:	This award is equivalent to a GCSE. It is graded from Distinction at Level 2 to Pass at Level 1

Brief Description of Course	
Year 9:	
Students develop the skills, knowledge and understanding needed as a foundation for the course.	
<ul style="list-style-type: none"> • The stages and pattern of human growth and developments • The different factors that can affect human growth and development • The development of self-concept and the different types of relationships • Major life changes and sources of support 	
Year 10:	
Students will complete 2 of the units:	
<ol style="list-style-type: none"> 1. Understanding life stages – coursework 2. Essential values of care for use with individuals in care settings – written paper exam June 2021 	
Year 11:	
Students will complete 2 more units:	
<ol style="list-style-type: none"> 1. Understanding the development and protection of young children in an early years setting – coursework 2. Communicating and working with individuals in the health & social care and early years settings – coursework 	
Specialist Equipment Required	
A4 ring folder to store resource sheets. Students may also find a pedometer useful.	
Additional Information	
Useful website: http://www.tes.co.uk/health-and-social-care-secondary-teaching-resources	

The current specification, described above, ends in 2020 and details of what will replace it have not yet been published. It is likely that the course content will be broadly similar, though there may be some changes in the way assessment is structured.

Progression

Further study: This award in Health and Social Care can be used as a base to go on to study Health and Social Care in the sixth form at Chenderit or at college. These courses in turn may lead directly to employment or to further study at University. Apprenticeships in the allied health professions and caring services are another route achieved in the past by students with Health and Social Care.

Possible careers: All areas of nursing and allied health professions, early years and foundation teaching, social work and social care. All careers could be with a variety of client groups.

For further details, please contact:

Mrs R Hoose

HISTORY

Course Title:	GCSE History (9-1)
Exam Board and Course Number:	Edexcel (1HI0)
Web Link to course	http://qualifications.pearson.com/en/qualifications/edexcel-gcses/history-2016.html
Final Exam Percentage:	100%
Number of Final Exams:	3 exams: Thematic study and historic environment 30%, Period study and British depth study 40%, Modern depth study 30%
Non-Exam Assessment Percentage:	0%
Non-Exam Assessment requirements:	Not applicable
Tiered Papers	No tiers – all students take the same exams
Grades Available:	9-1

Brief Description of Course
Year 9:
<p>Crime and Punishment in Britain, c1000-present</p> <ul style="list-style-type: none"> • The nature and changing definitions of criminal activity • The nature of law enforcement and punishment • Case studies including the Gunpowder Plot; Pentonville Prison; Derek Bentley and the abolition of the death penalty • Whitechapel c.1870-C1900: Crime, Policing and The Inner City <p>Early Elizabethan England, 1558-88</p> <ul style="list-style-type: none"> • Elizabeth's accession to the throne • Elizabeth and religion • Spain and the Armada • Elizabethan society
Year 10:
<p>Early Elizabethan England, 1558-88 (continued from Year 9)</p> <ul style="list-style-type: none"> • Elizabeth's accession to the throne • Elizabeth and religion • Spain and the Armada • Elizabethan Society <p>The American West c1835-c1895</p> <ul style="list-style-type: none"> • The Plains Indians • Migration and settlement • Conflict and tension • Ranching and the cattle industry
Year 11:
<p>Weimar and Nazi Germany, 1918-1939</p> <ul style="list-style-type: none"> • The Weimar Republic, 1918-29 • Hitler's rise to power, 1919-33 • Nazi control and dictatorship, 1933-39 • Life in Nazi Germany, 1933-39
Specialist Equipment Required
None: each subject option will have a specific textbook for class use. Revision guides are available to purchase for each unit.

Additional Information	
<p>Students study a variety of interesting topics covering British history and major world events across the 20th Century. The course builds on the content and skills developed in Years 7 and 8. History is a valued, widely respected academic subject which can be used to gain entry to A-level courses and employment.</p>	
Progression	
<p>Further study: History at GCSE is an interesting and challenging subject which is well regarded by universities and future employers. At A-level, history works well with either other arts/humanities subjects or for broadening a maths/science base.</p> <p>Possible careers: the study of history allows students to pursue a wide range of different courses and careers from teaching to the law, journalism, the civil service and public relations.</p> <p>Former students have pursued a wide range of different courses and careers. A significant number of Chenderit students have gone on to study history at university, including at Oxford University.</p>	
For further details, please contact:	Mr R Macrory

MEDIA STUDIES

Course Title:	GCSE Media Studies
Exam Board and Course Number:	Eduqas (QAN - 603/1115/0)
Web Link to course	http://www.eduqas.co.uk/qualifications/media-studies/gcse/
Final Exam Percentage:	70%
Number of final exams:	1
Non-Exam Assessment Percentage:	30%
Non-Exam Assessment requirements:	1 product from a choice of briefs
Tiered Papers	No tiers – 1 paper only
Grades Available:	9-1

Brief Description of Course	
Year 9:	
During year 9, students follow an introductory unit, covering Media analysis, targeting audiences and representation. This is followed by an advertising and marketing unit which ends with a mock controlled assessment.	
Years 10 and 11:	
Students complete their controlled assessment project from a choice of briefs (TV, magazine, website, music video, film posters), as well as study set texts from a wide range of forms of media in preparation for their final written exam.	
Specialist Equipment Required	
The media department can provide all of the technical equipment that the course requires. However, it would be beneficial if students had access to a digital camera outside of school and had a memory card in school to back up work they complete in the Mac studio.	
Additional Information	
<p>If you are interested in learning more about the theory and practice of industries worth over £977 billion globally, then Media Studies might be for you. As an academic subject, it could help you develop, and build on, the skills you need in other subjects. For example, just as in English, you will be analysing texts and communicating your findings. The main difference will be the range and type of texts studied: you won't just be looking at written texts, but learning the language and theory of moving image texts (e.g. films, music videos, television drama). Students will have opportunities to develop their creative potential and skills, for example producing your own magazine, putting together an advertising campaign or even making your own trailer.</p> <p>You should find this course relevant, up-to-date, challenging and with plenty of variety. It will help support you in developing skills applicable to a range of academic subjects, those subjects where analysis and written communication are important. It will also provide you with a more creative outlet to stretch and develop your imagination.</p>	
Progression	
<p>Our history of good results means that often students go on to study media at A level at the school, with many of these going on to study media related courses at university.</p> <p>Possible careers that would benefit from the study of media: Media Studies students go on to do a range of A-Levels, including Media Studies, Film Studies, Film Studies, English Literature and English Language and Literature. As a GCSE in Media Studies is a wide ranging course and gives a foundation in four different areas of the media, it will benefit many career paths. Students of Media Studies find work in a range of professions that require open and critical thought and the ability to hold a point of view, such as the media industry, teaching and law.</p>	
For further details, please contact:	Miss A Willett

MODERN FOREIGN LANGUAGES (French and German)

Course Title:	GCSE French / German
Exam Board and Course Number:	AQA 8658 / 8698
Web Link to course	http://www.aqa.org.uk/subjects/languages/gcse
Final Exam Percentage:	Paper 1 Listening 25% Paper 2 Speaking 25% Paper 3 Reading 25% Paper 4 Writing 25%
Number of final exams:	4
Non-Exam Assessment Percentage:	0%
Non-Exam Assessment requirements	Not applicable
Tiered Papers	2 tiers – Foundation & Higher Students must take all four question papers at the same tier. All question papers must be taken in the same series.
Grades Available:	Higher Tier (grades 9-4) Foundation Tier (grades 5-1)

Brief Description of Course	
Year 9 and Year 10:	
<p>During the course, students will be expected to understand and provide information and opinions about the following contexts relating to the students themselves and that of other people, including people in countries/communities where French/German are spoken. They will focus on developing skills in: listening, speaking, reading and writing in the target language in a range of contexts.</p> <p>The main areas of study in Year 9 and Year 10 are:</p> <ul style="list-style-type: none"> • Me, my family and friends • Holidays, travel and tourism • Education post-16 • Jobs, career choices and ambitions • Home, town, neighbourhood and region • Free-time activities and technology 	
Year 11:	
<ul style="list-style-type: none"> • Global issues • Life at school/college • Customs and festivals in French/German-speaking countries/communities • Revision and examination technique for mock and final examinations. 	
Specialist Equipment Required	
<p>A bilingual dictionary for home study is recommended and students may bring these to school if they wish, however, dictionaries are also provided by the school for use in lessons. It would also be useful if students brought a notebook in which to record all new vocabulary they meet in lessons. Many students also opt to have a ring binder to store additional resources.</p>	
Additional Information	
<p>It is possible for students to study either one or two languages to GCSE i.e. French and German, however they must have studied both languages in Year 8 to do this.</p> <p>The aim of the course is to develop students' skills in speaking, understanding and writing the language. We will be building on the language work covered in KS3 so students will already have acquired the listening, reading, speaking and writing skills necessary for this course.</p>	

Progression**Further study:**

Students will learn to communicate effectively and use language for real life purposes. It also provides a sound basis for further study, work and indeed for learning another language. Students are also able to study these languages at A-level or equivalent courses if they achieve a good grade at GCSE.

Possible careers:

There are many possible career paths open to students who have studied languages, both using their linguistic skills directly or as part of their job. A language qualification can help students to do a range of jobs.

Examples of careers (direct use): translation, tourism and travel, publishing, international business, marketing, events management, sales, education (teaching or lecturing), research, foreign office.

Examples of careers (indirect use): engineering, sciences, research, civil service technology and communication roles, legal careers, politics.

For further details, please contact:

Mr C Williamson

MUSIC

Course Title:	GCSE Music
Exam Board and Course Number:	Edexcel 1MU0
Web Link to course	qualifications.pearson.com/en/qualifications/edexcel-gcses/music-2016.html
Final Exam Percentage:	40%
Number of final exams:	1
Non-Exam Assessment Percentage:	60%
Non-Exam Assessment requirements:	A number of solo performances (the best one is sent to the examiner), A number of ensemble performances (the best one is sent to the examiner. Two compositions.
Tiered Papers	No tiers – 1 paper only
Grades Available:	9-1

Brief Description of Course	
Year 9:	
<p>There will be lots of opportunities for performance work, both solo and ensemble, as well as a grounding in the key skills needed for GCSE Music.</p> <p>The exam board has set four areas of study. In Year 9 we will look at four of these; excerpts from Star Wars, a Beethoven Piano Sonata, Killer Queen, and a fusion piece by Afro Celt Sound System.</p> <p>Composition work will relate to your own interests as well as technique building tasks.</p>	
Year 10:	
<p>There will be further opportunities for solo and ensemble performance.</p> <p>The other four pieces will be studied: Defying Gravity, a concerto by Bach, Purcell's Music for a While & a fusion piece by Esparanza Spalding.</p> <p>You will complete one 'free composition', a piece where you set your own brief, probably (but not essentially) based around your main instrument or voice, and you will practise a set brief composition. You will also continue to perform in a range of styles of your choice.</p>	
Year 11:	
<p>There will be further opportunities for solo and ensemble performances.</p> <p>All areas of study will be re-visited in preparation for the final exam.</p> <p>You will complete your Free composition and do one more composition based on a brief from the exam board, which relates to one of the four areas of study.</p>	
Specialist Equipment Required	
<p>Everything needed for composition, listening and theory work is provided. It is recommended that students bring their own instruments for performance recordings, although we can provide keyboard, guitar, bass and percussion instruments. If students have music software at home, this can be useful for practising composition. It is recommended that students purchase an anthology of the set pieces for study.</p>	
Additional Information	
<p>Students can sing for all of their performances, so the ability to play an instrument is not essential. The ability to read notation will be developed, but is not an essential skill needed at the start of the course.</p>	
Progression	
<p>A-Level Music and Music Technology are good courses for progression from GCSE Music, as are a number of BTEC courses at local colleges.</p> <p>Possible Careers: musician, recording technician, music therapy, teaching, composer, music publishing.</p>	
For further details, please contact:	Mr M Ledger

PHYSICAL EDUCATION

Course Title:	Examination PE
Exam Board and Course Number:	Edexcel PE (1PE0)
Web Link to course	www.edexcel.co.uk
Final Exam Percentage:	60%
Number of final exams:	1
Non-Exam Assessment Percentage:	40%
Non-Exam Assessment requirements:	3 sports finally assessed, 1 assessed extended project (PEP – see below)
Tiered Papers	No tiers – 1 paper only
Grades Available:	9-1

Brief Description of Course

Year 9:

Component 2 – Health and Performance:

Topic 1: Health, fitness and well-being

Topic 2: Sport psychology

Topic 3: Socio-cultural influences

Topic 4: Use of data

Component 3 – Practical performance:

Students rotate through a range of sports and activities, students assessed at the end of each activity block (typical offer includes football, netball, rugby, hockey, badminton athletics, cricket, tennis).

For a number of students who wish to study PE, a vocational qualification may be a better option. All students will be taught material that is common to both pathways and at the end of year 9 PE staff will decide on the evidence of the work that students have produced, whether students are most suited to the GCSE or a BTEC qualification. We will make the decision at this point because we will know precisely the structure of the specifications available to students. Parents will be informed of the details of the work involved in the BTEC (or similar qualification) in the Spring term of year 9. Generally, a BTEC focusses on the practical application of knowledge, skills and understanding in a realistic context.

Year 10:

Component 1 – Fitness and Body Systems:

Studied throughout the year

Topic 1: Applied anatomy and physiology

Topic 2: Movement analysis

Topic 3: Physical training

Topic 4: Use of data

Component 4 – PEP:

Terms 1 and 2: planning, completing and evaluating a Personal Exercise Programme (PEP) is teacher assessed throughout and evaluated under controlled assessment conditions.

Component 3 – Practical performance:

Students rotate through a range of sports and activities, students assessed at the end of each activity block (typical offer includes football, netball, rugby, hockey, badminton athletics, cricket, tennis).

Year 11:

Components 1 and 2 will be reassessed and bespoke curriculum put in place to best support students in the run up to mock and final exams.

Component 3 – Key practical modules will be identified (based on the assessments made in Y10) and practised in preparation for the practical exam (March). After the practical exam, lesson time focuses more on Components 1 and 2 in preparation for the final exam.

Specialist Equipment Required	
Sports kit depending on activity. (Students are assessed on health and safety for the activities undertaken, so kit must be suitable and appropriate).	
Additional Information	
All lesson materials, exemplar work, past papers, revision material are stored for students on the courses page of Chenderit School's Learning Hub. Possible careers are wide ranging through participation in all sports at a professional level, sports physiotherapy, sports psychology, sports management and PE teaching.	
Progression	
Further study – GCE 'A' level PE, BTEC National Diplomas, other level 3 study.	
For further details, please contact:	Mr A Vickers

TRIPLE SCIENCE – BIOLOGY, CHEMISTRY and PHYSICS

Course Title:	Edexcel Level 1/Level 2 GCSE (9–1) in Combined Science
Exam Board and Course Number:	Edexcel 1BI0, 1CH0, 1PH0
Web Link to course	http://qualifications.pearson.com/en/qualifications/edexcel-gcse/sciences-2016.html
Final Exam Percentage:	100%
Number of final exams:	6 (Each exam is 1hr 45mins)
Non-Exam Assessment Percentage:	0%
Non-Exam Assessment requirements:	Not applicable
Tiered Papers	2 tiers – Foundation & Higher
Grades Available:	Higher tier grades 9-4 Foundation tier grades 5-1

Brief Description of Course		
Year 9:		
Biology – paper 1 Topic 1 – Overarching concepts in biology Topic 2 – Cells and control	Chemistry – paper 1 Topic 1 – Formulae, equations and hazards Topic 2 – States of matter Topic 3 – Methods of separating and purifying substances Topic 4 – Acids	Physics – paper 1 Topic 1 – Overarching concepts in physics: motion, forces and conservation of energy Topic 2 – Waves
Year 10:		
Biology – paper 1 Topic 3 – Genetics Topic 4 – Natural selection and genetic modification Topic 9 – Ecosystems and material cycles Biology – paper 2 Topic 1 – Overarching concepts in biology Topic 6 – Plant structures and their functions	Chemistry – paper 1 Topic 1 – Overarching concepts in chemistry Topic 5 – Obtaining and using metals Topic 6 – Electrolytic processes, Topic 7 – Reversible reactions and equilibrium Topic 8 – Transition metals, alloys and corrosion Topic 9 – Quantitative analysis Topic 10 – Dynamic equilibria and calculations involving volumes of gases Topic 11 – Chemical cells and fuel cells Chemistry – paper 2 Topic 12 – Groups 1, 7 and 0, Topic 13 – Rates of reaction, Topic 14 – Fuels Topic 15 – Heat energy changes in chemical reactions Topic 16 – Earth and atmospheric science	Physics – paper 1 Topic 3 – Light and the electromagnetic spectrum Topic 4 – Particle model – 1 Topic 5 – Radioactivity Topic 6 – Astronomy Physics – paper 2 Topic 1 – Overarching concepts in physics: motion, forces and conservation of energy Topic 7 – Energy – Forces doing work Topic 8 – Forces and their effects, Topic 9 – Electricity and circuits,

Year 11:		
Biology – paper 2 Topic 7 – Animal coordination, control and homeostasis Topic 8 – Exchange and transport in animals Topic 5 – Health, disease and the development of medicines	Chemistry – paper 2 Topic 17 – Qualitative analysis: tests for ions Topic 18 – Hydrocarbons Topic 19 – Polymers Topic 20 – Alcohols and carboxylic acids Topic 21 – Bulk and surface properties of matter including nanoparticles	Physics – paper 2 Topic 11 – Magnetism and the motor effect Topic 13 – Particle model – 2, Topic 14 – Forces and matter
Specialist Equipment Required		
Protractor and calculator. (goggles will be provided when necessary)		
Additional Information		
Revision available on websites: <ul style="list-style-type: none"> • SAM learning www.samlearning.co.uk, • BBC bitesize http://www.bbc.co.uk/education • Doc Brown, www.docbrown.info websites. Revision guides at a reduced educational discount will be available.		
Progression		
Further study: A-levels Biology, Chemistry and Physics Possible careers: sciences, engineering, manufacturing, medicine including dentistry and veterinary.		
For further details, please contact:		Mr A Williams

COURSE PREFERENCE CHOICES SHEET – GCSE SUBJECT CHOICES - 2019 – 2022

NAME: _____

TUTOR GROUP: 8 _____

Office use only KS2 Reading Result _____	Expected Target Grade (GCSE 9-1) _____
---	--

1. Circle your preferred subject choice in EACH column.
2. Add a RESERVE choice of subject at the bottom of columns 1 – 4 – *This will be used where group numbers are not large enough for your 1st subject choice course to be running. You will be informed by Mr Woodcock if this is the case.*

Column 1 Choose/Circle 1 Subject 2 ½ hours per week Y9/10/11	Column 2 Choose/Circle 1 Subject 2 ½ hours per week Y9/10/11	Column 3 Choose/Circle 1 Subject 2 ½ hours per week Y9/10/11	Column 4 Choose/Circle 1 Subject 2 ½ hours per week Y9/10/11
MFL German	MFL French	MFL French	Geography
Art – Painting and Drawing	MFL German	History	Design and Technology
Music	Geography	Media Studies	Food Preparation and Nutrition
History	Health and Social Care	Physical Education	Triple Science
	Business Studies	Computer Science (for students in top set Maths)	Drama

All students MUST choose at least ONE subject from: Geography, History, French or German.

RESERVE	RESERVE	RESERVE	RESERVE
---------	---------	---------	---------

All students who achieved a KS2 Reading score of 100 and above are advised to take French or German and either Geography or History in order to have the widest possible range of opportunities available to them at post 16, post 18 and beyond.
PTO - for further important information.

Office use only: INTERVIEWER – CIRCLE JCC RLJ KPT MWW ACW NLD DMC

Facilitating Subjects

When making choices about GCSE options, it is helpful for students and their parents to consider the following information about how different subjects are perceived by the government and universities.

The Ebacc qualification

This is also called the English Baccalaureate and is not a qualification in its own right, but is attained by gaining a good pass grade (Grade 5) or above in the subjects listed below. The government is keen for students to achieve these standards as they show good achievement in key academic subjects.

- English Language
- English Literature
- Maths
- Combined Science (2 GCSEs)
- History or Geography
- French or German

Universities: Looking ahead to possible A Level choices when choosing GCSEs:

Universities look for students who not only have good grades, but grades in the right subjects for the course they want to apply for. If you already know what you want to study at university, you should think about choosing subjects which give you the best possible preparation for your chosen degree course. These are not always what we might assume: for example Maths A level is recommended for students who want to study Economics at University and Economics A level is not. If you're not sure what you want to study at university yet, it's important to choose subjects which will leave as many options open as possible.

Some Advanced level subjects are more frequently required for entry to degree courses than others. We call these subjects 'facilitating' because choosing them at Advanced level leaves open a wide range of options for university study. These facilitating subjects are all the Ebacc subjects except for English Language. This means that by choosing these subjects at GCSE, students will have the option of continuing them at A Level.

The Russell Group Universities (a group of 24 leading universities) say that, if you don't know what you want to study at university, it's a good rule of thumb that taking two facilitating subjects at A level will keep a wide range of degree courses open to you. A wealth of detailed information on this issue can be found at: <https://www.russellgroup.ac.uk/media/5272/informedchoices-print.pdf>

Information on GCSE and Advanced Level requirements for different university courses can be found by searching the UCAS website: <http://searchucas.com/> or <https://wwwucas.com/ucas/undergraduate/choosing-undergraduate-course>