



humanities



LANGUAGE
COLLEGES

KEY STAGE 4 COURSES



CHAILEY SCHOOL
2017—2019



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January 2017

Dear Students

At this stage of your school career you have to make some choices about the courses you study in school. In this booklet you will find information about those subjects that you will have to study and those from which you may choose.

How can I decide?

There are many people who can help you decide - please discuss things with your parents and your teachers, but above all it is important that the final choice of subject reflects **your** strengths and interests and gives you the greatest chance of success. Don't choose a subject because your friends are going to study it, because you like the teacher or because you think the subject is 'easy'! If you need more help, please ask.

Who can I ask?

Ms Poole, Assistant Headteacher, will oversee this process. Mr Harris, Key Stage Director, and your teachers can help to answer your queries and your form tutor will be able to advise you too. If you or your parents wish to contact any of these people, please do so personally or by telephone.

Are my parents involved?

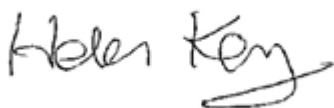
We shall be having a KS4 Information Evening on Thursday, 2nd February when your parents are invited to listen to a presentation of the Key Stage 4 curriculum options.

When do I choose?

Page 3 of this booklet explains the time schedule. All choices will be finalised by June 2017. I am sure you will enjoy this first stage of decision making and taking some responsibility for your own course of study.

I wish you well in those choices.

Yours sincerely



Helen Key
Headteacher

INTRODUCTION

KEY STAGE 4 CURRICULUM 2017-2019

This document has been written to explain to you and your parents/carers the courses of study which are available to you during the next two years. Previously, you have studied virtually the same subjects as all other students in your year. Now you must select a few from these and study them to greater depth in preparation for an external examination - the General Certificate of Secondary Education (GCSE).

You will need to show an increased element of self-discipline and self-reliance, be mature enough to realise the challenge of the task and appreciate how vital your own efforts are towards progress and ultimate success.

Read this booklet carefully to find out exactly which courses are offered. Some of the subjects will be new to you and the teachers have given as much guidance as possible in this booklet. They will be pleased to answer your questions.

In all subjects, a combination of controlled assessments, practical or oral tests and on-going tests and final examinations are used by the examination boards to assess students' performance. Precise details of the assessments are given within the relevant subject pages.

In certain subjects, everyone will sit the same examination, regardless of their ability and the questions will be at different levels to enable all candidates to demonstrate their ability. In other subjects, some sections of the examination may be common to all students and others may vary according to the ability of the candidates.

Special Education Needs

Further help and advice can be gained from the Learning Support Team. If you currently receive special support in the form of classroom support or withdrawal from lessons you should speak to your support teacher or Miss Thompson about your option choices.

English Baccalaureate

As part of the White Paper which was published in November 2010 entitled 'The Importance of Teaching', the Government makes it clear that 'schools should offer pupils a broad range of academic subjects to age 16 and that the English Baccalaureate (EBacc) promotes that aspiration'.

The EBacc is not a qualification in itself but it recognises students' achievements across a core of selected academic subjects in getting good passes in rigorous GCSEs. The EBacc will cover achievement in English, Mathematics, Sciences, a Language and a Humanities subject.

However, it is a very strong recommendation that if students are likely to achieve a good range of grades at GCSE with a view to progression to A Levels and university, they should choose Geography or History as one of their option subjects. This would leave one other free option subject choice from the range on offer to them.

TIMETABLE FOR CHOICE

The advice you get from your teachers and your parents should be thought about carefully and matched against your own interests and abilities.

The Timetable is as follows:

February 2 nd	Options Evening for parents and students. You will receive this booklet and option choice form. Read it carefully and discuss it with your parents, teachers and the Learning Support staff if relevant.
February 9 th	Final date for returning completed choice form to Student Services.
April	By the end of this month, your choices will have been matched against the courses available. Second choices may be used in order to fit the timetable as it is put together.
June	A letter will be sent home detailing the courses that you will be studying. Opportunities remain open for students to change choices with written approval from parents/carers. However, the school reserves the right to reject requests if courses are full.
September	Key Stage 4 classes begin. From this date, changes of Key Stage 4 options will not be possible.

YOUR WORKING WEEK FROM SEPTEMBER 2017

<i>Subject</i>	<i>No. of periods</i>
English	5
Mathematics	5
Science	6
Physical Education	2
Beliefs and Ethics	2
PSHE	1
Option 1	3
Option 2	3
Option L (Modern Foreign Language)	3

This means that most students will study between 9 and 10 GCSEs.

MAKING YOUR CHOICES

In making your choices of subjects, check that you have used all the information possible:

- Read this booklet carefully for information about the courses available.
- Ask your teachers about your suitability for different courses.
- Talk at home about the decisions to be taken.
- Think about your future career plans and which subjects will lead best towards your aims.

The following people can help you make your choices:

- Your form tutor. S/he can advise you on getting the balance right.
- Your subject teachers. They can give you an idea about how well you might do in each subject.
- Mr Harris, Key Stage 3 Director, and Mr Austin, Key Stage 4 Director.
- Ms Poole, Assistant Headteacher.
- Mrs Bodner, Work Related Learning Administrator.

Good reasons for choosing subjects:

- ✓ I do well at this subject.
- ✓ I enjoy this subject.
- ✓ This subject will help me in the future.

Do not choose a subject for the following reasons:

- ✗ I like the teacher I have for this subject. (You may have a different teacher next year).
- ✗ My friend is doing this subject, so I'll do it too. (Your friend will have different abilities, interests and future plans from yours).
- ✗ This subject is an easy option. (It won't be, and you should choose subjects for positive, not negative, reasons).

HOMEWORK

Whatever choice of subjects you finally make, you will be expected to supplement your school work with homework. A high level of motivation and effort is needed to be successful in keeping up-to-date with assignments. Longer projects extending over a few weeks may be set for homework.

EXAMINATION BOARDS

Different subject areas have selected different examination boards which are referred to by the following abbreviations:

EDEXCEL

AQA (Assessment Qualification Alliance)

ASDAN (Award Scheme, Development and Accreditation Network)

WJEC (Welsh Joint Education Committee)

OCR (Oxford, Cambridge AND RSA Examinations)

THE COURSE OF STUDY

You will follow a course of study which consists of compulsory courses and 2 additional free choices as detailed below:

Compulsory examination courses

English Language and English Literature GCSE

Mathematics - GCSE

Triple Science **or** Combined Science - GCSE

Modern Foreign Language - GCSE French, GCSE German, or GCSE Spanish
– *started 2016*

Beliefs and Ethics - GCSE – *started 2016*

2 Option choices

Art and Design

Food Technology

Business Studies

History

Computer Science

GCSE PE

Dance

Geography

Design Technology

Music

Drama

Compulsory non-examination courses

Physical Education

PSHE

A small number of students are studying a second Modern Foreign Language. This will continue after the timetabled day in Year 10 and Year 11.

GCSE REFORMS

Students will study new KS4 courses for all GCSE subjects. Students will be graded under the new structure for these subjects using GCSE grades 1-9. All external examinations will be in the form of **linear exams** meaning all exams will be sat at the end of Year 11. Internal assessment (controlled assessment) will **either be removed completely or significantly reduced**, depending on the subject.

Changes to the GCSE grading structure

For all new KS4 courses, the current A*-G grading system will be replaced with a new nine-point scale (1-9). Higher tier - Grades 9 – 4, Foundation tier - Grades 5 – 1.

'9' will be the top grade representing the top 3% nationally. This will be similar to a GCSE grade A** which is recognition of exceptional performance and will only be achievable by the students who currently achieve the 'top end' of a grade A*.

'1' will be the lowest grade. The rationale behind this change is to provide greater differentiation of student outcomes, especially for the higher achievers given the new GCSE grade 9 (A**) and also students who achieve broadly 'middle ranged' GCSE grades.

Expectations will be much higher under the new GCSE grading structure. This is because the new grade '5' will be set about two thirds of a GCSE grade higher than the current requirement for a grade C. This is the grade the Government has stated will represent a good pass.

The new **grade '4' will be representative of the bottom of a current grade 'C'**. This means that the same proportion of students who currently achieve a grade C will achieve a grade '4' in 2017 and beyond. This will also be the new benchmark for colleges and post 16 providers in determining whether students will have to continue studying English or maths.

The new **grade '7' will be the equivalent of a current grade A.** For some pupils it is proposed that the proportion of students who achieve a grade '1' in the new GCSE structure will be about the same as those who currently achieve a grade F or G.

Comparing the 'old' GCSE grades to the new GCSE grades 1-9

An example of how this could look:

Current	G	F	E	D	C	B	A	A*	
Proposed	1	2	3	4	5	6	7	8	9

SUBJECT: ART and DESIGN

EXAM BOARD: Edexcel

CONTACT: MRS D JOHNSON



INTRODUCTION

Art and Design stimulates creativity and imagination; it provides visual, tactile and sensory experiences and a unique way of understanding and responding to the world.

COURSE CONTENT

The Art course is not just about drawing; it is about developing your creativity. Students make responses to three themed starting points. They have the opportunity to develop a wide range of techniques, skills and confidence in different media which will equip them to meet the needs of employers in the future who are looking for creative thinkers who are adaptable, skilled and able to apply themselves. The practices are collage, construction, critical studies, observational drawing, IT, textiles, mixed media, print making, modelling, painting and photography.

ASSESSMENT PROCEDURES

Portfolio Unit 1 (60%)

Students will be expected to submit a portfolio showing a development of ideas, skills and concepts, leading to a finished piece or pieces of work. An emphasis is put on the importance of their approach.

The Examination (40%)

The paper will be distributed 10 weeks in advance of the examination, which begins in the Spring Term. This is the preparatory period. Continuous assessment will reinforce levels of attainment throughout the course; the final exhibition focuses on strengths and achievements made during the course. This exhibition is internally assessed and externally moderated by the Examining Board.

SKILLS AND COMPETENCES

The skills and competences needed include the ability to: draw from observation and imagination, take photographs, collect appropriate resources for the theme and their intentions, experiment and evaluate materials and processes, evaluate the work of artists and craftspeople from a range of contexts demonstrating an understanding of the purpose of artistic practice and an enjoyment and engagement with art. Students do not need to write a lot, but will need to document ideas. They should show competence in the skills they have developed in the completion of final pieces of work appropriate to their intentions and ideas. Throughout the course, students will be expected to document their ideas, investigations and experimentations in workbooks and portfolios, which act as a record of their involvement.

EXAMINATION TIERS

There is a single tier of entry; grades will be awarded 9-1.

OTHER INFORMATION

There is no limitation to scale or materials which can be used in the course; the only limitations are self-imposed. Students will need to have a 'basic kit' of materials at home at the start of this course, and we ask the parents of all students who opt for this course to contribute £10.00 per year to help pay for specialist resources.

SUBJECT: **COMPUTER SCIENCE**

EXAM BOARD: **EDEXCEL GCSE Computer Science**

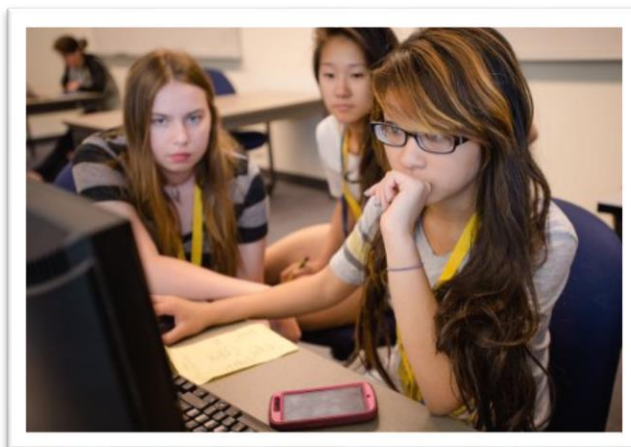
CONTACT: **Mr S Fenn-Tye**

INTRODUCTION

Computing and computer technology are part of just about everything that touches our lives from the cars we travel in, to the films we watch, to the ways businesses and governments deal with us. It is suitable for students with Level 6 or above in maths.

Having a computing qualification will provide students with a foundation of knowledge and develop deep problem solving and logical thinking that will serve as a competitive advantage to them in whatever career they choose.

Computing jobs are among the highest paid (with one of the smallest gender pay gaps) and offer high job satisfaction. Computing is very often associated with innovation, and developments in computing tend to drive it. Creating high-quality computing solutions is an exciting and creative activity, and computing supports creative work in many other fields. The best solutions in computing exhibit high levels of elegance and beauty.



There is an enormous range of career opportunities for computer scientists: from web/graphics designer & games developers to software programmers, systems analysts & network engineers to copyright lawyers and technology developers.

An increasing number of universities and employers see successful completion of a computer science course as a sign of academic well-roundedness.

COURSE CONTENT

Overview of Topics:

- Understanding of what algorithms are, what they are used for and how they work; ability to interpret, amend and create algorithms.
- Understanding of binary representation, data representation, data storage and compression, encryption and databases.
- Understanding of components of computer systems; ability to construct truth tables, produce logic statements and read and interpret pseudo-code.
- Understanding of computer networks, the internet and the world wide web.
- Awareness of emerging trends in computing technologies, the impact of computing on individuals, society and the environment, including ethical, legal and ownership issues.

Overview of Practical Programming controlled assessment:

This is a practical 'making task' that enables students to demonstrate their computational techniques using the Python programming language. Students will:

- decompose problems into sub-problems
- create original algorithms or work with algorithms produced by others
- design, write, test and evaluate programs.

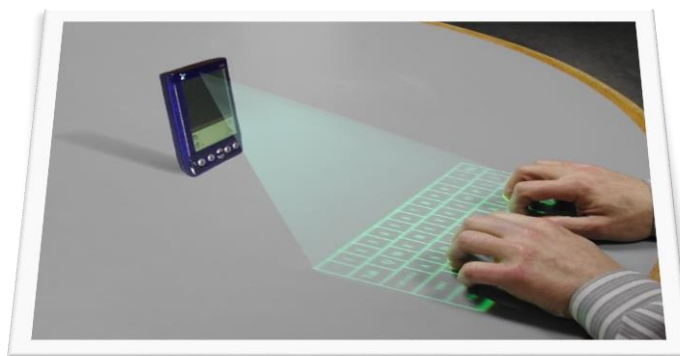
SKILLS AND COMPETENCIES

These qualifications specifically aim to:

- develop knowledge and understanding of the fundamental principles and concepts of computer science
- develop and apply computational thinking skills to analyse problems and design solutions across a range of contexts
- gain practical experience of designing, writing, and testing computer programs that accomplish specific goals
- develop the ability to reason, explain and evaluate computing solutions
- develop awareness of current and emerging trends in computing technologies
- develop awareness of the impact of computing on individuals, society and the environment, including ethical, legal and ownership issues
- communicate computer science concepts and explain computational solutions clearly and concisely using appropriate terminology.

ASSESSMENT PROCEDURES

This course is assessed with two written papers requiring high levels of computational thinking, the second paper is based on a practical scenario. In addition, a controlled assessment within class focused on practical programming skills.



Written Paper – Principles of Computer Science (1hr 40mins)	- 40%
Written Paper – Application of Computational Thinking (2hrs)	- 40%
Practical Programming Controlled Assessment (20hrs)	- 20%

OTHER INFORMATION

This course can lead to an A-level in Computer Science and also to a range of degrees in Computer Science as well as vocational courses and industry recognised IT qualifications.

Further details are available from the EDEXCEL GCSE Computer Science page at:
<http://qualifications.pearson.com/en/qualifications/edexcel-gcses/computer-science-2016.html>

EXAMINATION TIERS

There is a single tier of entry – Grades awarded 9-1.

SUBJECT: DANCE
EXAM BOARD: AQA
CONTACT: MISS K DAVEY



INTRODUCTION

The GCSE course will require students to work in a range of dance styles but focuses predominantly on contemporary dance. Students must have a passion for dancing, watching professional dance pieces and the ability to choreograph their own work. This is a fantastic opportunity for pupils to further develop their practical and theoretical understanding of dance.

COURSE CONTENT

Students are assessed on their individual performance and their choreographic ability. The performance section of the course includes a set study and a duo/trio piece that they create in collaboration with the teacher. The choreographic element of the course will involve students creating their own dance and an opportunity to select the theme, dance style, costume, dancers and much more.

SKILLS AND COMPETENCIES

Students must develop and apply the knowledge, understanding and skills required to perform dance as a soloist, duet/trio and small group. Choreography will become more autonomous as students develop confidence and they will be given the opportunity to express themselves creatively through this. Students will also develop their skills of analysis and interpretation through theory work.

ASSESSMENT PROCEDURES

Written Paper (1hr 30mins) - 40%

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

Practical course work total 60%

- Performance 30% of GCSE,
- Choreography 30% of GCSE

EXAMINATION TIERS

There is a single tier of entry – Grades awarded 9-1.

SUBJECT: DESIGN TECHNOLOGY

EXAM BOARD: AQA

CONTACT: MR D HALLAM



INTRODUCTION

In Design and Technology, students combine practical and technological skills with creative thinking to design and make products that meet human needs. It builds invaluable 'employability skills', such as creative problem solving, working in a team, communication skills, working to a client brief and specification, meeting deadlines and presentation skills. It also allows students to exercise a different side of their brain in a creative, practical environment. In a world where everything around us is designed, we see the preparation of young people for a technological society as a central activity within the subject.

COURSE CONTENT

Chailey's Design and Technology department has extremely well equipped workshops and computer suites. Students will undertake a variety of skills based tasks that involve investigating materials and their properties, and the way in which they can be used in today's modern world. During the course, students will develop their skills in wood, metal and plastic, drawing techniques and CAD (Computer Aided Design) skills. They will produce three main projects in Year 10 and a final artefact in Year 11. The manufacture of all practical outcomes will use a wide variety of hand tools and machines including the £15,000 Laser Cutter, the forge area and the new Centre lathe.

SKILLS AND COMPETENCIES

The course is relevant and suitable for all abilities. Students will be required to produce a portfolio, over the course of an eight month period, for the non-examination assessment of their GCSE. This will require regular homework, completed independently.

In the new GCSE the Maths based questions make up 15% of the exam and are linked to "real" Design and Technology situations. The exam will test "core" technical principles that focus on broader materials and Science linked to Design and Technology.

ASSESSMENT PROCEDURES

Examination	50%	One 2 hour paper
Non-examination Assessment	50%	A Design portfolio (35%) and a practical artefact (15%)

EXAMINATION TIERS

There is a single tier of entry. Grades will be awarded 9-1

OTHER INFORMATION

We ask the parents of all students who opt for this course to contribute £15.00 per year to help pay for specialist resources.

SUBJECT: DRAMA

EXAM BOARD: Edexcel

CONTACT: MISS E HUTTON



INTRODUCTION

GCSE Drama is a two year course that consists of both written and practical coursework and a practical exam. Students will work individually and in groups. They will also perform in front of their peers on a regular basis. There is a written controlled assessment element to this course, which will be completed in lesson time.

COURSE CONTENT

Component 1: Devising

Coursework unit. 40% of the qualification.

Performance: Create and develop a devised piece from a stimulus set by your teacher.

You will be assessed on the following:

1) a portfolio covering the creating and developing process and analysis and evaluation of the devising process (rehearsals).

Handwritten/typed evidence between 1500–2000 words

2) a devised performance/design realisation.

Component 1 is all assessed by your teacher

Component 2: Performance from Text

Coursework unit. 20% of the qualification.

Students will either perform in and/or design for two key extracts from a performance text. Your teacher will choose the performance text.

Performer or designer (lighting, sound or costume) routes available.

Unit is externally assessed by visiting examiner.

Component 3: Theatre Makers in Practice

Written examination: 1 hour 30 minutes

40% of the qualification

You will be assessed on:

Section A: Bringing Texts to Life

Practical exploration and study of one complete performance text. We will study this text as a class prior to the exam.

Section B: Live Theatre Evaluation.

Your teacher will take you to see a piece of live theatre, prior to the exam.

SKILLS AND COMPETENCIES

The GCSE in Drama is an exciting and stimulating course, ideal for those with an aptitude for performance and English. If you are enthusiastic about performing to an audience and engaging in discussions and enjoy analysing how a play is constructed, then this course is for you. Excellent attendance is vital for all of your courses; however, please consider that with Drama, your absence impacts on the grades of everyone in your group, not just your own.

ASSESSMENT PROCEDURE

Candidates are marked on the following three areas for their written coursework: response, development, evaluation.

Candidates are marked on the following areas for their practical examination: presenting; interpretation of role, rapport with other performers and understanding of the play.

EXAMINATION TIERS

There is a single tier of entry - Grades 9-1

OTHER INFORMATION

During the course, students will be asked to write about a live performance as part of their coursework portfolio. There will be the opportunity for students to participate in theatre trips, which will take place outside of school hours.

SUBJECT: GEOGRAPHY

EXAM BOARD: AQA

CONTACT: MRS A BURLEY



INTRODUCTION

GCSE Geography involves students investigating a broad range of physical and human themes, along with geographical skills and looks to build on some of the issues studied in Key Stage 3. The course provides students with a clear and detailed overview of the world in the first part of the 21st century.

The content of the course would benefit students with an interest in the processes that have helped to shape the world, current affairs, other cultures and the wider world in general.

COURSE CONTENT:

The course is divided into four areas:

Living with the physical environment

Section A: The challenge of natural hazards

Section B: Physical landscapes in the UK

Section C: The living world

Challenges in the human environment

A: Urban issues and challenges

B: The changing economic world

C: The challenge of resource management

Geographical applications

Section A: Issue evaluation

Section B: Fieldwork

Geographical skills (examined within the previous three areas)

ASSESSMENT PROCEDURES

Paper 1: Living with the physical environment

Written exam: 1 hour 30 minutes

35% of GCSE

Paper 2: Challenges in the human environment

Written exam: 1 hour 30 minutes

35% of GCSE

Paper 3: Geographical applications

Written exam: 1 hour

30% of GCSE

SUBJECT: HISTORY

EXAM BOARD: Edexcel – GCSE History

CONTACT: MR J CULLEN



INTRODUCTION

This is a fascinating and challenging course which prepares students well for understanding significant past events and figures and for 'A' level History, Politics or Law.

COURSE CONTENT

Paper 1: Thematic study and historic environment: Medicine in Britain, c1250–present and The British sector of the Western Front, 1914–18: injuries, treatment and the trenches.

Paper 2: Period study: Superpower relations and the Cold War, 1941–91 and British depth study: Early Elizabethan England, 1558–88.

Paper 3: Modern depth study: Weimar and Nazi Germany, 1918–39

SKILLS AND COMPETENCIES

Most important of all is an interest in the great events that have shaped our world and a fascination with the big figures: individuals who have made life-changing contributions to the story of the human race.

Students must approach the study of History with an open mind, ready to make judgements only when they have studied the evidence. The ability to analyse and compare different sources and to understand that we must not judge people and events of the past by the **values of today is also important**. Some people are put off doing History because they think they have to learn loads of dates. That's a pity, because while a knowledge of dates can be useful, it is far more important to develop a sense of what fits in where: a general feel for chronology.

History is a wonderful subject. All human life is contained in it. To study History is to study ourselves and the world we inhabit. What could be more fascinating?

ASSESSMENT PROCEDURES

All units are assessed by examination at the end of Year 11

Paper 1- 30%

Paper 2- 40% (20% period study and 20% depth study)

Paper 3- 30%

EXAMINATION TIERS

There is one exam tier to cover Grades 9-1.

OTHER INFORMATION

It is vital that students opting for this course are prepared to do a full hour's written homework each week. It will appeal to students who want to develop communication and essay writing skills as well as gain an in-depth understanding of British and world History.

SUBJECT: MUSIC

EXAM BOARD: WJEC

CONTACT: MRS L BARRINGER



INTRODUCTION

Studying music has many benefits, some subject related and others more general. You can learn to:

- perform and compose music
- listen to features in music
- develop your creative skills
- develop your analytical skills
- make decisions
- work in teams
- develop your communication skills

COURSE CONTENT

The course is divided into the three areas of music you have already studied in Years 7, 8 and 9:

- Performing
- Composing
- Appraising (listening)

You will do these activities within four areas of study:

- Musical Forms and Devices
- Music for Ensemble
- Film Music
- Popular Music

ASSESSMENT PROCEDURES

Component 1: Performing, 30%: You may perform music of your own choice on any instrument and/or sing. You will be examined during the course by your teacher. You will perform one piece on your own and one in a group (two or more players)

Component 2: Composing, 30%: You may compose several pieces during the course but you must submit **two** contrasting compositions to be formally assessed by your teacher. You may compose for any group of instruments and/or voices in any style. You must record your work and provide a score or lead sheet or a written description of your piece. You must also show your work in progress at least **three** times to your teacher. You will complete a composition log during the progress.

Component 3: Appraising, 40%: You will listen to music during the course and sit a written examination. This examination will assess your ability to identify the key elements in the music that you hear and to respond to two pre-prepared extracts of music.

SKILLS AND COMPETENCIES

Studying Music at GCSE level will prepare you either for further study in the 6th form or will help you to enjoy music more fully in your leisure time. During the course you will develop your creative and analytical skills which will assist you in your chosen career path.

EXAMINATION TIERS

There is one tier of entry covering the full range of grades 9-1.

SUBJECT: PERSONAL DEVELOPMENT PROGRAMME

AWARDING BODY: ASDAN

CONTACT: MISS L THOMPSON AND MRS R HANCOCK



INTRODUCTION

Personal Development Programme is an option for a small number of invited students for whom a full timetable of GCSEs is not appropriate. There are certificates at Bronze and Silver level for the successful completion of challenges. There is no final examination.

COURSE CONTENT

The programme offers selected students a progressive series of awards. These have been designed as a means by which key skills can be developed as follows:

- Improving own learning and performance
- Working with others
- Problem solving
- Application of Number
- Information Technology
- Use of English

Credits are awarded for completing challenges within the following Modules:
Information Handling; The Community; Sport and Leisure; Home Management; The Environment;
Number Handling; Health and Survival; World of Work; Technology; The Wider World; Expressive
Arts; Beliefs and Values.

ASSESSMENT PROCEDURES

Assessment is by the external moderation of completed challenges by:

- completing the required number of challenges to the agreed standard (signed and dated in the book).
- presenting an organised file of supporting evidence, including examples of action plan/review sheets.
- producing a summary of achievements.

AWARD LEVEL

Level 1

Written coursework: Analysis of performance – 10% of final assessment mark

- Students are required to analyse a performance (of themselves or another student) in one activity in order to identify and justify suitable strengths and weaknesses in that performance. (15 marks)
- Using theoretical content students produce an overall plan of action that suggests ways to improve upon the weaknesses identified in their analysis. (10 marks)

ASSESSMENT PROCEDURES

Theory Component: Written Examination – 2 x 1hour 15 minutes (60%)
Practical Component: Controlled Teacher Assessment (30%)
Analysis of Performance: Controlled Teacher Assessment and Written Coursework (10%)

SKILLS AND COMPETENCIES

If you enjoy:

- sport and recreation
- developing knowledge and understanding through practical involvement
- learning about the benefits of sport and exercise
- improving your own performance in a range of sports roles
- considering a sports-related career or an A level/higher education course then a GCSE in Physical Education is the right subject for you!

EXAMINATION TIERS

Full Course – Grades awarded 9-1.

OTHER INFORMATION

This course will allow students to develop and extend their skills as a performer and provide an insight into the science of sport.

The course is an ideal stepping stone towards 'A' level P.E., BTEC courses in sport/leisure and will open up opportunities for those students considering a career in sport or leisure industries.

The course also involves significant scientific content so may benefit/compliment other science based programmes of study.

SUBJECT: ENGLISH LANGUAGE

EXAM BOARD: AQA

CONTACT: MS R TURNER



INTRODUCTION:

All students study the English Language and English Literature courses which last for two years and are a natural continuation and development from Key Stage 3. Students are set up to two hours homework per week; this will often be in the form of ongoing preparation to support classwork, wider reading, research and revision.

COURSE CONTENT:

English Language comprises three units:

- Explorations in Creative Reading and Writing
- Writers' Viewpoints and Perspectives
- Spoken Language

ASSESSMENT PROCEDURES:

- Paper 1: Reading one unseen literature fiction text; writing descriptive or narrative – 50% of GCSE
- Paper 2: Reading one non-fiction text and one literary non-fiction text; writing to present a viewpoint – 50% of GCSE
- Non-examination assessment: spoken language (presenting; responding to questions and feedback; use of Standard English)
- The qualification will be awarded on a nine-point scale: 1 to 9 – where 9 is the best grade

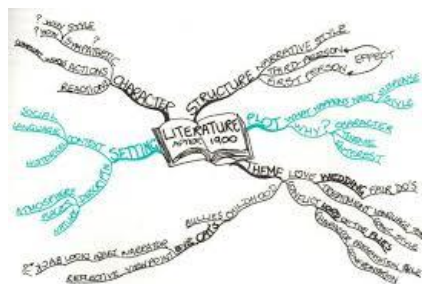
SKILLS AND COMPETENCIES:

The English Language course will draw upon a range of texts from the 19th-21st centuries that are from creative and real contexts. Students will have the opportunities to develop higher-order reading and critical thinking skills that will prepare them for tackling unseen texts in the examinations. They will use knowledge gained from wider reading to inform and improve their own writing. Students will develop the necessary skills to write effectively and accurately. They will acquire and apply a wide vocabulary as well as gain an understanding of grammatical terminology and linguistic conventions. Students will develop their understanding of how to use Standard English effectively in written and spoken language.

SUBJECT: ENGLISH LITERATURE

EXAM BOARD: AQA

CONTACT: MS R TURNER



INTRODUCTION:

All students study the English Language and English Literature courses which last for two years and are a natural continuation and development from Key Stage 3. Students are set up to two hours homework per week, but this will often be in the form of ongoing preparation to support classwork, wider reading, research and revision.

COURSE CONTENT:

English Literature comprises two units:

- Shakespeare and the 19th-Century Novel
- Modern Texts and Poetry

ASSESSMENT PROCEDURES:

- External Examination of a Shakespeare play and a 19th-century novel studied in class – 40% of GCSE
- External Examination of modern texts and poetry studied in class; as well as unseen poetry – 60% of GCSE
- The qualification will be awarded on a nine-point scale: 1 to 9 – where 9 is the best grade

SKILLS AND COMPETENCIES:

The English Literature course takes a skills-based approach that is consistent across all the genres studied. It offers students a grounding in a wide variety of literature that will stay with them for life, and provides excellent preparation for A-Level English Literature study. Students will become critical and analytical readers, able to infer meaning in words and phrases, and in aspects of plot and characterisation, and support this by referring closely to evidence in the text. Using literary terminology, students will evaluate how language, structure, form and presentation contribute to different effects and responses in the reader. Developing an understanding of writers' social, historical and cultural contexts will inform their wider-judgement of a text, its plot, characters, settings and themes. Students will develop the necessary skills to be able to write clearly, coherently and effectively about literature, ensuring accurate use of Standard English, spelling, punctuation and grammar.

SUBJECT: MATHEMATICS
EXAM BOARD: Edexcel
CONTACT: MR I HOPWOOD



INTRODUCTION

Mathematics is a creative discipline. The language of mathematics is international. The subject transcends cultural boundaries and its importance is universally recognised.

For mathematics to be useful, learners must have the skills and confidence to apply, combine and adapt their mathematical knowledge to new situations. They need to have the capacity to identify and understand the role mathematics plays in the world and use mathematics in ways that enable them to function as effective citizens and benefit them in life and work.

COURSE CONTENT

Mathematics forms a compulsory part of the Year 10 and Year 11 curriculum. Students will develop skills in a variety of mathematical areas including number, algebra, ratio, proportion and rates of change, geometry and measures, probability, statistics as well as improving using and applying mathematical techniques.

ASSESSMENT PROCEDURES

The qualification consists of three equally-weighted written examination papers. Paper 1 is a non-calculator assessment and a calculator is allowed for Paper 2 and Paper 3. Each paper is 1 hour and 30 minutes long and each paper has 80 marks. The content outlined for each tier will be assessed across all three papers. Each paper has a range of question types; some questions will be set in both mathematical and non-mathematical contexts. A formulae sheet is given at the front of each examination paper. The qualification will be graded and certificated on a nine-grade scale from 9 to 1 using the total mark across all three papers where 9 is the highest grade.

EXAMINATION TIERS

There are two tiers of entry in Mathematics. Foundation tier: grades 1 to 5, Higher tier: grades 4 to 9. Students will be entered at the level most appropriate to their expected achievement.

OTHER INFORMATION

All students embarking on this course will be expected to provide all the necessary equipment including a scientific calculator.

SUBJECT: COMBINED SCIENCE

SYLLABUS: AQA

CONTACT: MRS V CHALCRAFT



INTRODUCTION

At Chailey, all students follow a course of balanced Science including aspects of Biology, Chemistry and Physics. Combined Science is the course that the majority of students at Chailey will follow. Students entered for Combined Science will be able to apply for Science A Levels.

COURSE CONTENT

Students cover a range of topics to include:

Biology	Chemistry	Physics
Cell Biology; Organisation; Infection and response; Bioenergetics; Homeostasis and response; Inheritance, evolution and variation; Ecology	Atomic structure and the periodic table; Bonding, structure and the properties of matter; Quantitative chemistry; Chemical changes; Energy changes; The rate and extent of chemical change; Organic chemistry; Chemical analysis; Chemistry of the atmosphere; Using resources	Forces; Energy; Waves; Electricity; Magnetism and electromagnetism; Particle model of matter; Atomic structure

ASSESSMENT PROCEDURES

Students will sit a total of six exam paper, two papers covering each of the three disciplines. Each paper is 1 hour and 15 minutes in length. There is no controlled assessment aspect and the students will be expected to answer practical based questions in their final examinations.

Students will be awarded two GCSE grades from 9-1. They may be two different grades.

SKILLS AND COMPETENCIES

The Combined Science course will challenge students in a number of ways. To be successful, students will be required to work independently and responsibly in the Science Lab. Good literacy and numeracy skills are essential to access higher grades.

EXAMINATION TIERS

Higher - Grades 9 – 4, Foundation - Grades 5 - 1

SUBJECT: SEPARATE (TRIPLE) SCIENCE

SYLLABUS: AQA

CONTACT: MRS V CHALCRAFT

INTRODUCTION

Those students who are keen to focus their studies at this stage on the Sciences are invited to express an interest in being considered for Separate Science. This is not an option subject and the extra content is taught in the same number of hours as Combined Science.

To be considered, students must meet the following criteria:

- Consistently working at a Level 6 or above in Science.
- Be working at a Level 6 or higher in English and Maths.
- There will be an exam to test their practical and investigative skills.
- Be prepared to take on the extra work required to complete the course.

COURSE CONTENT

Students cover a range of topics to include:

Biology	Chemistry	Physics
Cell Biology; Organisation; Infection and response; Bioenergetics; Homeostasis and response; Inheritance, evolution and variation; Ecology	Atomic structure and the periodic table; Bonding, structure and the properties of matter; Quantitative chemistry; Chemical changes; Energy changes; The rate and extent of chemical change; Organic chemistry; Chemical analysis; Chemistry of the atmosphere; Using resources	Forces; Energy; Waves; Electricity; Magnetism and electromagnetism; Particle model of matter; Atomic structure

ASSESSMENT PROCEDURES

Students will sit a total of six exam papers, two papers covering each of the three disciplines. Each paper is 1 hour and 45 minutes in length. There is no controlled assessment aspect and the students will be expected to answer practical based questions in their final examinations.

Students will achieve three Separate grades for each discipline of Science ranging from 9 to 1.

SKILLS AND COMPETENCIES

The Separate Science course will challenge students in a number of ways. To be successful, students will be required to work independently and responsibly in the Science Lab. Excellent literacy and numeracy skills are essential to access higher grades. A passion for the subject and determine to succeed is essential.

EXAMINATION TIERS

Higher - Grades 9 – 4, Foundation - Grades 5 - 1

SUBJECT: FRENCH
EXAM BOARD: Edexcel
CONTACT: MS S MILLAND



INTRODUCTION

This course aims to develop an understanding of the culture and identities of the countries where the language is spoken. Pupils will acquire knowledge and skills in order to understand and respond to a rich range of authentic spoken and written material. They will be able to develop their ability to communicate confidently and coherently.

COURSE CONTENT

The teaching programme for French is divided into the following topics: Identity and Culture, Future Aspirations, Study and Work, Local Area, Holiday and Travel, School and International and Global dimension. Students are expected to be able to use at least three tenses competently, using linking words, formal register, sophisticated phrases and express and justify their opinions confidently to gain a higher grade in all four skills.

SKILLS AND COMPETENCIES

The French GCSE course will give students the opportunity to develop further their listening, speaking, reading and writing skills. Watching the news or videos, reading magazines, listening to music, using the internet and having conversations should help them develop those skills. The topics studied throughout the two years will help students increase their vocabulary and grammatical knowledge and encourage them to develop their language skills.

ASSESSMENT PROCEDURES

French is assessed regularly in all 4 skills:

Listening	25% (of final grade/level)
Speaking	25% (of final grade/level)
Reading	25% (of final grade/level)
Writing	25% (of final grade/level)

Listening, Reading and Writing are external examinations at the end of Year 11.
Speaking is internally recorded in Term 3 of Year 11 and then externally assessed.

Listening - 35 minute (F) or 45 minute (H) examination paper.

Speaking - One exam with three tasks - role play, picture based task and a conversation task

Reading - 45 minute (F) or 1 hour (H) examination paper, including a translation into English.

Writing – One written exam. Foundation consists of 3 questions and one translation into French. The Higher tier is 2 questions plus a translation into French.

EXAMINATION TIERS

Higher - Grades 9 – 4, Foundation - Grades 5 – 1

SUBJECT: GERMAN
EXAM BOARD: Edexcel
CONTACT: MS F MORROW



INTRODUCTION

This course aims to develop an understanding of the culture and identities of the countries where the language is spoken. Pupils will acquire knowledge and skills in order to understand and respond to a rich range of authentic spoken and written material. They will be able to develop their ability to communicate confidently and coherently.

COURSE CONTENT

The teaching programme for German is divided into the following topics: Identity and Culture, Future Aspirations, Study and Work, Local Area, Holiday and Travel, School and International and Global dimension. Students are expected to be able to use at least three tenses competently, using linking words, formal register, sophisticated phrases and express and justify their opinions confidently to gain a higher grade in all four skills.

SKILLS AND COMPETENCIES

The German GCSE course will give students the opportunity to develop further their listening, speaking, reading and writing skills. Watching the news or videos, reading magazines, listening to music, using the internet and having conversations should help them develop those skills. The topics studied throughout the two years will help students increase their vocabulary and grammatical knowledge and encourage them to develop their language skills.

ASSESSMENT PROCEDURES

German is assessed regularly in all 4 skills:

Listening	25% (of final grade/level)
Speaking	25% (of final grade/level)
Reading	25% (of final grade/level)
Writing	25% (of final grade/level)

Listening, Reading and Writing are external examinations at the end of Year 11.
Speaking is internally recorded in Term 3 of Year 11 and then externally assessed.

Listening - 35 minute (F) or 45 minute (H) examination paper.
Speaking - One exam with three tasks - role play, picture based task and a conversation task
Reading - 45 minute (F) or 1 hour (H) examination paper, including a translation into English.
Writing – One written exam. Foundation consists of 3 questions and one translation into German.
The Higher tier is 2 questions plus a translation into German.

EXAMINATION TIERS

Higher - Grades 9 – 4, Foundation - Grades 5 - 1

OTHER INFORMATION

German is one of the main business languages in Europe and can open the door to many careers.

SUBJECT: SPANISH
EXAM BOARD: Edexcel
CONTACT: MS G HARFLEET



INTRODUCTION

This course aims to develop an understanding of the culture and identities of the countries where the language is spoken. Pupils will acquire knowledge and skills in order to understand and respond to a rich range of authentic spoken and written material. They will be able to develop their ability to communicate confidently and coherently.

COURSE CONTENT

The teaching programme for Spanish is divided into the following topics: Identity and Culture, Future Aspirations, Study and Work, Local Area, Holiday and Travel, School and International and Global dimension. Students are expected to be able to use at least three tenses competently, using linking words, formal register, sophisticated phrases and express and justify their opinions confidently to gain a higher grade in all four skills.

SKILLS AND COMPETENCIES

The Spanish GCSE course will give students the opportunity to develop further their listening, speaking, reading and writing skills. Watching the news or videos, reading magazines, listening to music, using the internet and having conversations should help them develop those skills. The topics studied throughout the two years will help students increase their vocabulary and grammatical knowledge and encourage them to develop their language skills.

ASSESSMENT PROCEDURES

Spanish is assessed regularly in all 4 skills:

Listening	25% (of final grade/level)
Speaking	25% (of final grade/level)
Reading	25% (of final grade/level)
Writing	25% (of final grade/level)

Listening, Reading and Writing are external examinations at the end of Year 11.
Speaking is internally recorded in Term 3 of Year 11 and then externally assessed.

Listening - 35 minute (F) or 45 minute (H) examination paper.
Speaking - One exam with three tasks - role play, picture based task and a conversation task
Reading - 45 minute (F) or 1 hour (H) examination paper, including a translation into English.
Writing – One written exam. Foundation consists of 3 questions and one translation into Spanish.
The Higher tier is 2 questions plus a translation into Spanish.

EXAMINATION TIERS

Higher - Grades 9 – 4, Foundation - Grades 5 - 1

OTHER INFORMATION

Spanish is the second largest business language in the World. Don't lose out by not being able to communicate.

SUBJECT: Personal, Social and Health Education

EXAM BOARD: Non-examination

CONTACT: MR D HILLIER/MISS J MAYNARD



INTRODUCTION

This course aims to:

Broaden and inspire students' understanding and awareness of issues that affect them.
Advance students' skills in being effective adults within today's society both, locally and globally.
Develop and apply the skills of enquiry, advocacy and taking responsible action.
Develop and apply knowledge and understanding about becoming informed citizens.
Explore local, national and international issues, problems and events of current interest.

COURSE CONTENT

PSHE will incorporate issues relevant to the Programmes of Study for PSHE and Citizenship.

Themes covered are:

Transition to GCSE
Sustainability
Relationships

Enterprise Education
Careers/Work Experience
Financial Capability

Risk
Democracy
Stress & Mental Health

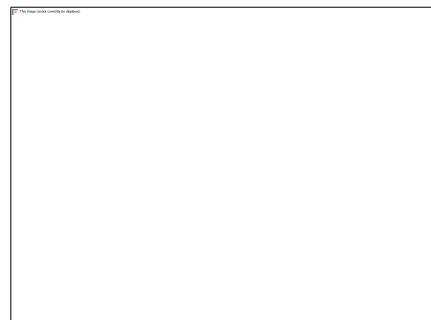
SKILLS AND COMPETENCIES

Students will be required to discuss relevant issues within the media, give their own views and develop opinions, work collaboratively and carry out their own roles and responsibilities. They will need to use different research methods to gather information. Students will be encouraged to take part in debates and discussions.

SUBJECT: PHYSICAL EDUCATION (CORE)

EXAM BOARD: Non Examination

CONTACT: MISS J MAYNARD



INTRODUCTION

Students will have two PE lessons a week.

COURSE CONTENT

All students study a two year personalised programme designed to enable them to participate in a range of activities preferable to their own requirements. This is done via an option block system where students are able to select the sport that they wish to participate in for one of their PE lessons.

Possible activities include:

Athletics	Insanity Fitness/Bootcamp
Australian Rules Football	Lacrosse
Basketball	Netball
Badminton	Rounders
Cricket	Rugby
Dance	Softball
Football	Trampolining
Fitness	Ultimate Frisbee
Hockey	Volleyball

Sports Leader Award

Students will also be provided with the opportunity to follow a Young Sports Leaders Programme in their second PE lesson. This is a nationally recognised qualification. Units covered in this are:

Module A

Unit 1: Organisational Skills
Unit 2: Communication Skills
Unit 3: Health and Fitness
Unit 4: Fair Play in Sport
Unit 5: The Role of the Umpire
Unit 6: Opportunities in Sport and Recreation

Module B

Leadership experience – the planning and delivering of sports activities to peers and students from our local primary schools.

ASSESSMENT PROCEDURES

Core Programme: Pass, Merit or Distinction awarded, Attitude to Learning (1-4), Independent Learning (1-4). Sports Leader Award: written or practical based tasks dependent on the Unit. 4 x 15 minute leadership sessions are formally assessed.

SKILLS AND COMPETENCIES

Students will experience:

- Developing Skills – Advanced skill.
- Making and Applying Decisions – Advanced tactical and compositional understanding and strategy.
- Evaluating and Improving – Analysing and coaching of others.
- Physical and Mental capacity – developing the ability to work at maximum levels.
- Understanding of fitness and health – including the experience of roles in sport (e.g. coach, referee).

EXAMINATION TIERS

Sports Leader Award:

All students study a 2 year programme designed to allow them the opportunity to focus on a wide range of activities. Some of these activities will be new and related to international themes. Students are also able to follow a Young Sports Leader Programme in which they are required to develop and practise skills and leadership qualities through coaching and organising events/activities for peers, younger Chailey students and students from our primary feeder schools. This is a nationally recognised qualification.

SUBJECT: BELIEFS AND ETHICS

EXAM BOARD: AQA – RELIGIOUS STUDIES A

CONTACT: MISS R SINCLAIR



INTRODUCTION

The course focuses on two of the biggest religions in today's world and through examining key beliefs and teachings students gain an understanding of the values attached to these belief systems. They also largely evaluate ethical issues which help them gain a well-informed view of current affairs and where religion fits in to today's world.

The students examine 2 areas, focusing on one religion in each

A study of Christianity and Islam

This includes a study and evaluation of key features within the beliefs and teachings, as well as practises of Christianity and Islam

Thematic Ethical Studies

This includes four sections; Religion and Life, Relationships and Family, Peace and Conflict, Human Rights and Social Justice

COURSE CONTENT

The aim of the course is to study the relationship between religion, ethics, society, peace and conflict. Students consider religious and non-religious responses to ethical issues such as animal rights, war and euthanasia. They will consider philosophical questions and see how issues such as evil and suffering may lead some people to not believe in God. Students will be expected to understand key aspects of the two main religions, as well as various views on important and current ethical issues including their own justified opinions.

SKILLS AND COMPETENCIES:

- Empathy
- Understanding
- Reflection
- Enquiring
- Applying and evaluating

ASSESSMENT PROCEDURES

There are two written papers – 1 hour and 45 minutes each.

EXAMINATION TIERS

There is a single tier of entry. Grades will be awarded 9-1

OTHER INFORMATION

Homework is usually set fortnightly. This will vary from research, explaining their own opinion of the issues studied, answering examination questions, producing leaflets/booklets etc. Students are also advised to keep up to date with current affairs – from the internet, TV programmes and newspapers.

CAREERS INFORMATION

CONTACT: **MRS S BODNER**



The years from 14 to 19 are a phase in a person's learning which are particularly important as key choices about future plans will be made. The progress over the next two years does have an enormous impact on future employment and earning prospects so it is important the right support is made available to help informed choices be made. To these ends everyone has a part to play:

schools/learning providers, parents/carers, local employers, and of course the students themselves!

Some students might be aiming for university, whilst others would prefer a vocationally based course or an apprenticeship. There are many possibilities, and whilst no one at the age of 13 or 14 can necessarily say what career they will follow in the future, there should be an awareness of what is on offer. It is also important to look ahead as these choices could have implications later. For example if a student fails to choose a certain subject now, it may be more difficult to study that particular or a related subject later on.

Things to keep in mind while looking ahead are:

- All students are required to stay in education until age 18 at either college, in an apprenticeship or job with training.
- Most A Level courses, apprenticeship providers, universities and employers require a Grade 5 or above in English and maths. It is now a requirement that students who do not achieve this must study them post-16.
- Some colleges ask for a Grade 6 or above in a science and maths to study any A Level in science (including psychology).
- Most colleges ask for a Grade 7 in maths as entry to A Level maths courses.
- To study a modern foreign language at A Level a Grade 6 is usually required and some universities ask for a Grade 5 in a modern language (no matter what you study).
- For A Level Art and related subjects a Grade 6 is necessary (or a strong portfolio).
- Many A Level and university courses do not insist that you have studied them previously.
- In particular, university requirements vary so widely it would be wise to do some research now, even though it seems early, and work back to make sure that the correct GCSE options have been chosen. A useful point is the UCAS website which lists entry requirements for all university courses www.ucas.com

To help you navigate through the vast number of decisions that have to be made it is extremely important that careers information and impartial career guidance is accessible. To these ends we have an integrated Careers programme which is delivered through PSHE along with access to an in-house work related learning administrator.

PROCEDURES FOR COMPLETING THE OPTION FORM

On the following page you will find a sample copy of the Option Form to help you draft your ideas. On Options Evening, you will receive with this booklet an Option form, pre-printed with your son/daughter's name. This pre-printed form should be completed and returned to Student Services marked for the attention of Ms Poole. **The deadline for returns is Thursday 9th February 2017.**

Please keep to the following guidelines when completing the Option Form:

- Choose 2 options
- Indicate 2 reserve choices
- Parents must sign the Option Form.

Some courses have similarities or overlap with others which if chosen may unduly narrow the breadth of the curriculum and perhaps disadvantage your son/daughter in the future. Therefore choose carefully.



KS4 Options 2017-2019

Name		Tutor Group	
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OPTIONS

Choose 2 of the following option subjects

Art and Design	Food Technology
Business Studies	History
Computer Science	GCSE PE
Dance	Geography
Design Technology	Music
Drama	

Choice 1		Choice 2	
Reserve 1		Reserve 2	

Signed by Parent/Carer

Date

DEADLINE: 9:00 am Thursday 9th February

Drop into the box at Student Services marked Option Forms