

January 2022

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, Deputy Head Teacher, will oversee this process. Students will receive an assembly in January outlining the options process and then your teachers will be discussing the details of the option subjects in taster lessons in January. Mr Hillier, Head of Year 9, 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 by email.

Are my parents involved?

On Thursday 3 February 2022 6pm we will have our Year 9 Options Evening for students and parents outlining the Key Stage 4 curriculum options and process for choosing.

When do I choose?

Page 3 of this booklet explains the time schedule. Option choice forms will then be sent to parents via Edulink and these must then be submitted back by 11th February. All choices will be finalised by June 2022. 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
Head Teacher

INTRODUCTION

KEY STAGE 4 CURRICULUM 2022-2024

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 lessons.

In all subjects, a combination of non-examined assessments (NEA), 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.

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

The English Baccalaureate (EBacc) promotes 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.

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 two other free option subject choices from the range on offer to them.

TIMETABLE FOR CHOICE

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

The Timetable is as follows:

Start of Term 3 (January 2022)

Options booklet is uploaded to our website

January 2022

Lessons will focus on options and making the right choices.

There will be focused assemblies and taster lessons will also be available.

Thursday 3 February 2022

6pm Year 9 Options Evening

Friday 11 February 2021

Deadline for the return of the Options Forms.

Ms Poole will contact parents if there are any problems with their child's choices.

June

Confirmation of choices will be sent out in Term 6.

YOUR WORKING WEEK FROM SEPTEMBER 2022

<i>Subject</i>	<i>No. of periods</i>
English	5
Mathematics	5
Science	6
Physical Education	2
Humanities Option A	3
Option B	3
Option C	3
Option L (Modern Foreign Language)	3

This means that most students will study between 9 and 12 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 tutors. They 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 Hillier, HOY 9 and Mrs Hutchinson, Student Support Manager.
- Ms Poole, Deputy Head Teacher.
- Mrs Ziman, Work Related Learning Administrator, can advise on routes beyond Year 11 that will lead into college or training.

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:

PEARSON EDEXCEL

AQA (Assessment Qualification Alliance)

OCR (Oxford, Cambridge, and RSA Examinations)

WJEC EDUQAS (Welsh Joint Education Committee)

ASDAN (Award Scheme, Development and Accreditation Network)

THE COURSE OF STUDY

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

Compulsory examination courses
English Language and English Literature GCSE Mathematics - GCSE Triple Science or Combined Science - GCSE A Modern Foreign Language - GCSE French, German or Spanish

3 option subjects (one from each Option Block)		
Option A Humanities	Option B	Option C
GEOGRAPHY HISTORY BELIEFS AND ETHICS	ART AND DESIGN BELIEFS AND ETHICS COMPUTER SCIENCE CREATIVE I-MEDIA DANCE DESIGN TECHNOLOGY DRAMA FOOD PREPARATION & NUTRITION GCSE PE GEOGRAPHY HISTORY MUSIC	ART AND DESIGN BELIEFS AND ETHICS COMPUTER SCIENCE CREATIVE I-MEDIA DANCE DESIGN TECHNOLOGY DRAMA GCSE PE GEOGRAPHY HISTORY MUSIC PHOTOGRAPHY FRENCH (Dual Linguists)

Compulsory non-examination courses
Physical Education

To ensure a breadth of subjects we do not encourage students to choose a combination of Art and Design and Design Technology due to the large amount of non-examined assessment material. This also applies to Art and Design and Photography. To study Computer Science students, need to achieve a predicted Grade 6. To study GCSE PE students should be participating in a sport outside of school.

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 on a Monday *unless* the majority of students would like to select it as an option.

In addition, students will learn Personal and Social Education, Beliefs and Ethics and Core British Values through our Community and Culture programme and with specific days allocated to these curriculum areas.

SUBJECT: **ART AND DESIGN**

EXAM BOARD: **EDEXCEL**

CONTACT: **MRS N KATONA**



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 £20.00 per year to help pay for specialist resources.

SUBJECT: BELIEFS AND ETHICS

EXAM BOARD: AQA– RELIGIOUS STUDIES A

CONTACT: MRS KEDDIE



INTRODUCTION

This course focuses on examining the key beliefs and teachings of two world religions (Christianity and Buddhism), students gain an understanding of the beliefs and values attached to these World views. They also evaluate ethical issues and debates, exploring them from philosophical, religious and non-religious perspectives. This helps them gain a well-informed view of current affairs and where religion influences culture and fits in to today's world.

The students are examined in 2 areas,

1) The study of religions: beliefs, teachings and practices in Christianity & Buddhism

This covers a study and evaluation of key beliefs, important teachings and their basis in sacred texts as well as examining diverse ways these are put into practice in the lives today of Christians and Buddhist. This includes *beliefs about the Trinity, Jesus' resurrection, Salvation and sin*, as well as practices like *Sacraments, Evangelism and Charity in Christianity*. In Buddhism key beliefs about the *Buddha's life, Enlightenment, Nibanna and Kamma*, as well as practices like *Meditation, Chanting and funeral practice and Buddhist ethics* are explored.

2) Thematic studies: Religious, philosophical and ethical studies

Students should be aware of different religious and non-religious perspectives on a range of ethical issues, and their impact and influence on the modern world. Topics areas are

Relationships & families, Peace & conflict, Crime & punishment and Human rights & social justice. Ethical debates such as 'Is war ever justified?', 'Is capital punishment good for society?', 'Should the rich do more to help the poor?' and 'Is homosexuality wrong?' among many others, are explored and evaluated allowing students to grow well informed views on the topics.

COURSE CONTENT

The aim of the course is to study the relationship between religion, ethics and society today. Students will be expected to understand key aspects of the two main religions (Christianity & Buddhism), as well as non-religious and Humanist views on important and current ethical and philosophical questions and use these to inform their own justified opinions.

SKILLS AND COMPETENCIES:

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

ASSESSMENT PROCEDURES

There are two written papers (one for each area as above) – 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 weekly. 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 programs and newspapers.

SUBJECT: **COMPUTER SCIENCE**

EXAM BOARD: **OCR GCSE COMPUTER SCIENCE**

CONTACT: **MRS R ROWE**

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 scenario. In addition, a controlled assessment within class focused on practical programming skills.

Written Paper – 50% - Principles of Computer Science

Written Paper – 50% - Application of Computational Thinking

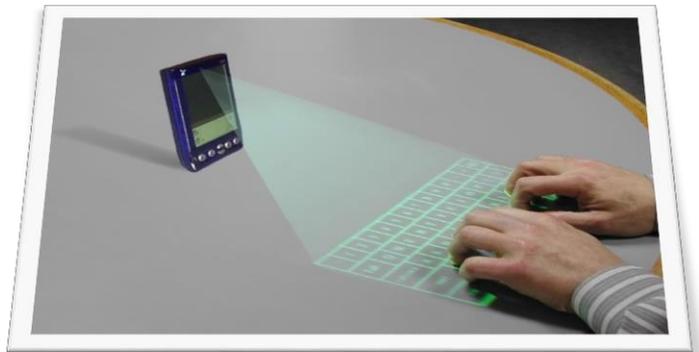
Practical Programming Controlled Assessment

OTHER INFORMATION

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

EXAMINATION TIERS

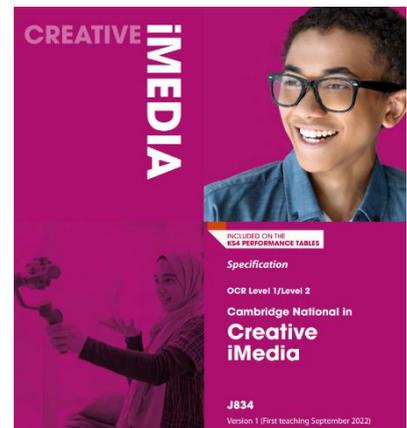
There is a single tier of entry – Grades awarded 9-1.



SUBJECT: CREATIVE iMEDIA Level 1/2 - J834

EXAM BOARD: OCR

CONTACT: MS S ROWE



INTRODUCTION

The Cambridge National in Creative iMedia is a creative and technical qualification aimed at students aged 14-16 years. It will develop their knowledge, understanding and practical skills that would be used in the media industry. You may be interested in this if you want a practical qualification where you will learn about real-life situations which involve:

- ◆ Developing visual identities for clients e.g., Brands
- ◆ Plan and create original digital graphics
- ◆ Plan and create original digital media products. This will help you to develop independence and confidence in using skills that would be relevant to the media industry.
- ◆ The qualification will also help you to develop learning and skills that can be used in other life and work situations, such as:
 - think about situations and decide what is required to be successful
 - explore different options and choose the best way forward to a solve problem
 - explore and generate original ideas to find imaginative solutions to problems
 - select the best tools and techniques to use and solve problem
 - appropriate use of media to convey meaning
 - use planning techniques to complete tasks in an organised way which meet deadlines.

<https://www.ocr.org.uk/qualifications/cambridge-nationals/creative-imedia-level-1-2-j834/>

COURSE CONTENT

For this qualification, students must achieve three units:

One externally assessed exam 1hr 30mins and two Non-Examined Assessment (NEA) units.

Unit's students can choose from include:

- Creative iMedia in the media industry
- Visual identify and digital graphics
- Characters and comics
- Animation with audio
- Interactive digital media
- Visual imaging
- Digital games

Overview Who is this qualification for?

The Cambridge National in Creative iMedia will encourage students to:

- ✓ understand and apply the fundamental principles and concepts of digital media including factors that influence product design, use of media codes and conventions, pre-production planning techniques, legal issues, and creation/publishing/distribution considerations
- ✓ develop learning and practical skills that can be applied to real-life contexts and work situations
- ✓ think creatively, innovatively, analytically, logically, and critically

- ✓ develop independence and confidence in using skills that would be relevant to the media industry and more widely
- ✓ design, plan, create and review digital media products which are fit for purpose meeting both client and target audience requirements.

Some of the job roles in the media industry

Creative

- Animator
- Graphic designer
- Illustrator/graphic artist
- Web designer

Technical

- Web developer
- Sound editor
- Video editor
- Game programmer/ developer

Senior Roles

- Production manager
- Creative director
- Editor

Grading

Instead of the 9-1 grading system used by GCSEs, Cambridge Nationals are graded Pass, Merit or Distinction on a Level 1 or 2 basis. In no way is a Cambridge National a lesser qualification.

Technical Award	9 to 1 GCSE grading
L2 Distinction	7
L2 Merit	6
L2 Pass	4/5
L1 Advanced Credit	2/3

SUBJECT: DANCE
EXAM BOARD: AQA
CONTACT: MRS CAIN



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, enjoy watching professional dance pieces and have 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: FOOD PREPARATION AND NUTRITION

EXAM BOARD: AQA

CONTACT: MRS J SEARLE



INTRODUCTION

This course focuses on practical cooking skills and the working characteristics of food materials (food science), whilst also developing an understanding of nutrition, food provenance and the factors that affect food choice. It is an ideal qualification for students considering a career in nutrition and dietetics, health and fitness, catering, hotel management, food product development or for those students who want to have a greater understanding of food preparation and nutrition as a life skill as they move onto adulthood and independence.

COURSE CONTENT

The content of the course is divided into five core topics:

1. Food, nutrition and health
2. Food science
3. Food safety
4. Food choice
5. Food provenance (environment and sustainability issues)

Food preparation skills are integrated into each of these core topics. Students will develop a broad range of knowledge, understanding and technical skills related to food preparation and nutrition and will learn to prepare a range of dishes from British and International culinary traditions.

SKILLS AND COMPETENCIES

In year 10 students are prepared with the knowledge and skills required for their year 11 assessments. Year 11 is assessment based because students complete two Non-Examination Assessments, described below. Food science and nutrition theory is a major part of the course. Practical skills learnt are wide ranging, from pastry, bread, sauces and meringue to the jointing of chickens and filleting of fish.

ASSESSMENT PROCEDURES

Non-examination Assessment 50%

There are two non-examination assessments:

- Food Science Investigation 15% (an investigation into the functional properties of a specific ingredient)
- Food Preparation Assessment 35% (preparation skills, planning, making, presentation and nutritional and costing analysis)

Examination 50% 1 paper: 1hour 45 mins duration

EXAMINATION TIERS

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

OTHER INFORMATION

Students will be expected to provide their own ingredients for practical making lessons. Ingredients will be provided for food science investigations.

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 Laser Cutter, the forge area, Centre lathe, wood lathe, 3D printer and Vinyl plotter.

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 both "core" technical principles that focus on broader materials and Science knowledge linked to Design and Technology and "specialist" technical principles that require a greater depth of knowledge in one or two material areas.

ASSESSMENT PROCEDURES

Examination	50%	One 2 hour paper
Non-examination Assessment	50%	A Design portfolio (40%) and a practical artefact (10%)

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: AQA
CONTACT: MR N RUTTER



INTRODUCTION

GCSE Drama is a two-year course that consists of both written and practical coursework and a written exam. Students will work individually and in groups. They will 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. During the course we focus on the practical application of drama through exploration of ideas and texts, through rehearsals and through creating performances. Students can do this as either a performer or a technical aspect of theatre creation. We build and hone skills such as independence, teamwork, communication, creative problem solving and confidence. Drama is a fantastic, engaging, thought provoking subject that can lead to myriad careers that surround live performance as well as build transferable skills that will aid success in any career for the future.

COURSE CONTENT

Component 1: Understanding Drama

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.

Component 2: Devising Drama

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).

Typed evidence between 2000–2500 words

2) a devised performance/design realisation.

Component 2 is all assessed by your teacher

and moderated by the exam board.

Component 3: Texts in Practice

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.

SKILLS AND COMPETENCIES

The GCSE in Drama is an exciting and stimulating course, ideal for those with an aptitude for performance, a love of creativity and an open mind to explore. 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 can impact 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, theatrical skills, 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 as well as to introduce new concepts. The course provides students with a clear and detailed overview of the world and encourages them to consider how to manage environments in light of the challenges faced.

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

COURSE CONTENT:

The course is divided into four areas:

Living with the Physical Environment – All of the units below include investigating physical processes and systems, why these change and how people interact with the natural environment.

- **Section A: The Challenge of Natural Hazards** – This focuses on tectonic and weather hazards, and climate change.
- **Section B: Physical Landscapes in the UK** – Investigation of the coastal and river landscapes of the UK.
- **Section C: The Living World** – Includes an introduction to ecosystems before focusing on tropical rainforests and hot deserts.

Challenges in the Human Environment – All of the units below include investigating human processes and systems, and how they change in different locations and over time.

- **Section A: Urban Issues and Challenges** – This focuses on global patterns of urban change, urban growth in a newly emerging economy, change in UK cities and urban sustainability.
- **Section B: The Changing Economic World** – Investigation of elements leading to uneven development, reasons for rapid economic development in a specific country and the changing nature of the UK's economy.
- **Section C: The Challenge of Resource Management** – Includes an introduction to resource management before focusing on managing food, water and energy supplies.

Within each of the units above, a range of places at a variety of scales are studied.

Geographical Applications

- **Section A: Issue Evaluation** – Students are required to demonstrate critical thinking and problem solving skills in relation to a specific geographical issue.
- **Section B: Fieldwork** – Students undertake two enquiries in contrasting environments to demonstrate an understanding of physical and human geography, and the interactions between them.

Geographical Skills – This section covers **cartographic skills** (for example different types of maps, direction, distance, interpreting physical and human features and drawing sketch maps), **graphical skills** (for example constructing and interpreting different types of graphs such as population pyramids and scatter graphs, choropleth and isoline maps) and **statistical skills** (for examples measures of central tendency and calculating percentage change).

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 15 minutes

30% of GCSE

Students are issued with a resource booklet prior to the exam and half of this paper includes questions utilising this. The second half of the exam paper contains questions based on the two pieces of fieldwork students participated in, along with questions on 'unfamiliar' fieldwork.

SUBJECT: HISTORY

EXAM BOARD: EDEXCEL – GCSE HISTORY

CONTACT: MRS C MICHICA DE OLIVEIRA



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: EDUQAS
CONTACT: MR A BAXTER



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.

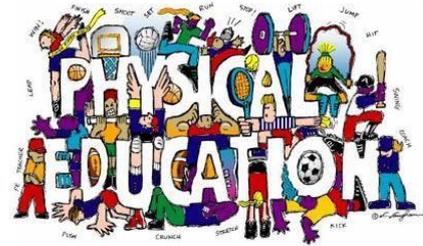
EXAMINATION TIERS

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

SUBJECT: GCSE PHYSICAL EDUCATION

EXAM BOARD: AQA

CONTACT: MISS A KEY



INTRODUCTION

Students will have one practical based lesson and two theory lessons per week (one of these theory lessons may be delivered in a practical environment).

COURSE CONTENT

Theory Component – 60% of final assessment mark. Assessed through 2 written exam papers, each 1hr 15mins in length.

Paper 1 (30%)

- Applied anatomy and physiology - muscular-skeletal system, cardio-respiratory system, anaerobic and aerobic exercise, short and long term effects of exercise.
- Movement analysis – Lever systems and movement, planes and axis of movement
- Physical training – relationships between health, fitness and exercise, components of fitness, principles of training, optimising training and injury prevention.
- Use of Data – qualitative and quantitative data collection, presenting data, analysing and evaluating data.

Paper 2 (30%)

- Sports Psychology – classification of skills, goal setting and SMART targets, information processing, guidance and feedback on performance, mental preparation.
- Socio-cultural influences – engagement patterns of different social groups, commercialisation of physical activity, Ethical and socio-cultural issues (drugs, hooliganism)
- Health, fitness and well-being – Physical, emotional and social health, fitness and wellbeing, sedentary lifestyles, Energy use, diet, nutrition and hydration,
- Use of Data

Practical Component – 30% of final assessment mark

- Students will follow a practical course covering a range of activities but will eventually submit grades from 3 activities. One activity must be a team activity, one in an individual activity and the third may be from either team or individual.
- For each activity, students are assessed in skills via progressive drills (10 marks per activity) and in the full context (15 marks per activity)

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!

If you have:

- 3 potential sports you can offer, 2 or more need to be played competitively outside of school.
- A good level of understanding in Science

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 E FENN



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

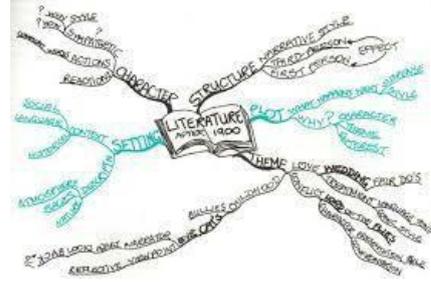
SKILLS AND COMPETENCIES:

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 E FENN



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 10. 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

SPECIFICATION: AQA

CONTACT: MRS V CHALCRAFT



INTRODUCTION

At Chailey, all students follow a course of science that includes aspects of Biology, Chemistry and Physics. Combined Science is the course that many 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	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 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 several 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**

SPECIFICATION: **AQA**

CONTACT: **MRS V CHALCRAFT**

INTRODUCTION

Those students who are keen to focus their studies on the Sciences are invited to express an interest in being considered for Separate (Triple) Science. This is not an option subject and the extra content is taught in the same number of hours as Combined Science. All students start covering GCSE content in Year 9, we will discuss triple and combined science options with students during the summer term of Year 9. The students studying triple science will be informed at the end of the summer term and their lessons will commence at the beginning of year 10.

To be considered, students must meet the following criteria:

- Demonstrate a keen interest in their science lessons with excellent ATL and IL scores in their recent reports.
- Be prepared to take on the extra work required to complete the course.
- Be proactive and independent in their learning.

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; Space.

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 several 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 determination 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: PHYSICAL EDUCATION (CORE)

EXAM BOARD: NON EXAMINATION

CONTACT: MISS A KEY

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 practice 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.

CAREERS INFORMATION

CONTACT: **MRS R ZIMAN**



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.

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 (strong pass) or above in English and Maths.
- It is a requirement that students who do not achieve a Grade 4 (standard pass) 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. We have an integrated Careers programme which is delivered through tutor time, assemblies and curriculum days along Mrs Ziman our Work-related Learning Administrator.

PROCEDURES FOR COMPLETING THE YEAR 9 OPTIONS

Options Evening is on Thursday 3rd February.

Option choice forms must be submitted by 11th February via Edulink.

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

- Choose a Humanity subject from the Option A.
- Choose one subject in each of Option B and C.
- You may choose another Humanities subject in Option B or C.
- You may not choose a subject twice.
- Computer Science requires a predicted Grade 6.
- Indicate a reserve subject along with your choice in each of Options A, B and C, in case the first choice cannot be accommodated.
- Parents must submit the Option Form on Edulink after the Options Evening.

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.

KS4 OPTIONS 2022-2024

Student Name:	Tutor Group:

You have three option choices to make from the courses listed below.

HUMANITIES OPTION A	OPTION B	OPTION C
BELIEFS AND ETHICS GEOGRAPHY HISTORY <p style="text-align: center;">My Option Choice 1</p> <div style="text-align: center;">  <input style="width: 150px; height: 30px; border: 1px solid blue; border-radius: 10px;" type="text"/> </div>	ART AND DESIGN BELIEFS AND ETHICS COMPUTER SCIENCE CREATIVE I-MEDIA DANCE DESIGN TECHNOLOGY DRAMA FOOD PREPARATION & NUTRITION GCSE PE GEOGRAPHY HISTORY MUSIC <p style="text-align: center;">My Option Choice 2</p> <div style="text-align: center;">  <input style="width: 150px; height: 30px; border: 1px solid blue; border-radius: 10px;" type="text"/> </div>	ART AND DESIGN BELIEFS AND ETHICS COMPUTER SCIENCE CREATIVE I-MEDIA DANCE DESIGN TECHNOLOGY DRAMA GCSE PE GEOGRAPHY HISTORY MUSIC PHOTOGRAPHY FRENCH (Dual Linguists) <p style="text-align: center;">My Option Choice 3</p> <div style="text-align: center;">  <input style="width: 150px; height: 30px; border: 1px solid blue; border-radius: 10px;" type="text"/> </div>
Each list is presented for you in alphabetical order. Please also suggest a reserve choice from the options list in case one of your preferred selections cannot be met.		
Reserve 1	Reserve 2	Reserve 3
<input style="width: 150px; height: 30px; border: 1px solid blue; border-radius: 10px;" type="text"/>	<input style="width: 150px; height: 30px; border: 1px solid blue; border-radius: 10px;" type="text"/>	<input style="width: 150px; height: 30px; border: 1px solid blue; border-radius: 10px;" type="text"/>