



THE CATHOLIC HIGH
SCHOOL, CHESTER

CHRISTO FIDELIS

Year 9
Option Booklet
2020-2022

Providing the best Catholic Education for all

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FROM MRS MCKEAGNEY

Welcome to the Year 9 Options Book

It's an exciting time as you start the process of choosing the subjects which you want to continue with as you move into Key Stage 4.

At The Catholic High School, you will continue to study for 9 GCSE's. We know that some of your friends in other schools may complete more than this but we want you to achieve success not only academically but personally.

We want your Key Stage 4 career to be built upon engagement in all your subjects, a desire for success in all subjects and an understanding of all the opportunities which you will have in August 2021.

Ask all the questions you need tonight in order to make an informed choice about the next exciting chapter of your life.

Mrs McKeagney

Headteacher



INTRODUCTION

USING THIS BOOKLET

This booklet describes and explains the subjects offered in Years 10 and 11. Everyone needs a balanced curriculum so you will continue to study some core subjects. These are: **Religious Studies, English, Mathematics, Science, P.E, and, for some, a Modern Foreign Language.** In addition you will choose two or three other options. Option routes will be issued on the options evening on Tuesday 3rd December 2019 at 6.00pm. There will also be programmes to cover Citizenship, Personal, Health & Social Education, Work-Related Learning, Careers and Enterprise.

POINTS TO CONSIDER WHEN SELECTING OPTIONS:-

Who Chooses?

1. You do, but you will be helped in your choice by staff and your family. You may have to accept your second choice if you opt for a subject where the numbers are limited.
 - a) Decide which subjects you have most enjoyed
 - b) Decide which subjects you are best at

Decide which courses are best for you

2. There are different types of examinations, designed to suit different abilities, interests and personalities. Do not choose a subject because you think it might be easy, to be with your friends or because you like a particular teacher, choose something you enjoy

Will I be able to cope with the course?

3. Usually you will be able to judge this for yourself .

Which examination will I take?

4. The General Certificate of Secondary Education (GCSE) is the examination taken in most subjects. The GCSE examination tests a whole range of skills, e.g. written, practical, oral and the ability to produce coursework. Results will be expressed in GCSE grades 1–9. Some of the students will be able to take a BTEC or Technical Award course.

Will I be able to get extra support for my GCSEs?

5. Support will always be available and for some students we will schedule study support to replace one option. We will arrange 1:1 meetings with all students to discuss option choices.

Once choices are made it is difficult to change - So choose very carefully

If in doubt—do ask:

- Mrs McKeagney — Headteacher
- Mrs Nordmann – Deputy Headteacher
- Mr Cross —Assistant Headteacher
- Ms Mort —Assistant Headteacher
- Mr Wilson — Assistant Headteacher
- Mrs Wraige — SENCO
- Mrs Letissier — Year 9 Leader of Learning
- Curriculum Leaders of Learning
- Subject Teachers

CORE



RELIGIOUS STUDIES

Curriculum Leader of Learning: Mrs Appleton

Exam Board: Edexcel

Why study RE?

Religious Education in Years 10 and 11 will be very different in many ways from what has been studied lower down the school. All students will now begin following the GCSE course in Religious Studies which leads eventually to three examinations at the end of Year 11. The new course is extensive and very demanding and though there will be areas that will be familiar, much of it will be different. It is a course that is challenging but enjoyable.

Course outline

Paper 1: Catholic Christianity: A study of Beliefs and Teachings, Practice, Sources of Wisdom and Forms of Expression (50% of the GCSE)

Paper 2: Judaism: A study of Beliefs and Teaching and Practices. (25% of the GCSE)

Paper 3: Philosophy and Ethics (25% of the GCSE)

How is the course assessed?

There are three examinations at the end of year 11:

Paper 1 1 hour 45 minutes (50% of the GCSE)

Paper 2 50 minutes (25 % of the GCSE)

Paper 3 50 minutes (25% of the GCSE)

What do the RE subject ambassadors think?

*“RE GCSE is really interesting and important for a number of reasons. You learn a lot about moral issues and you understand your religion and others people’s religion more. It is important as we go to a Catholic school and we should be proud of it. Everyone’s opinion is valid and incorporates non-religious ideas too. The RE teachers make the subject fun and I look forward to my lessons. **Subject Ambassador***

Where can this course lead?

The course will provide a useful foundation for A level Religious Studies which can be taken in the Sixth Form. In addition it provides a number of skills that are important to support your other subjects but also that will help in life.

ENGLISH

Curriculum Leader of Learning: Mr A Wilson

Exam Board: AQA

Why study English?

English is a core subject and as a result one which is studied by all GCSE students. The English curriculum is divided into two GCSEs, English Language and English Literature. Studying English will provide students with the ability to analyse a range of both fiction and non fiction texts. It will also develop a student's ability to infer and understand authorial choice whilst experiencing some of the finest examples of literary texts. Through English Language students will also have the opportunity to develop their creative writing skills and confidence in public speaking.

Course outline

English Language

Paper 1: Explorations in creative reading and writing

Paper 2: Writers' viewpoints and perspectives

English Literature

Paper 1: Shakespeare and the 19th century novel (Macbeth and Dr Jekyll and Mr Hyde)

Paper 2: Modern texts and poetry (Animal Farm, Power and Conflict Poetry and Unseen Poetry)

How is the course assessed?

There are four examinations at the end of year 11 (Two for English Language and two for English Literature):

English Language Paper 1 1 hour 45 minutes (50% of the GCSE)

English Language Paper 2 1 hour 45 minutes (50% of the GCSE)

English Literature Paper 1 1 hour 45 minutes (40% of the GCSE)

English Literature Paper 2 2 hours 15 minutes (60% of the GCSE)

Spoken Language Assessment

What do the English subject ambassadors think?

"I really enjoy English because it allows me to explore my creative side through writing and expand my analytical skills through the reading of all sorts of texts, which will help me later in life." **Subject Ambassador**

Where can this course lead?

English develops many skills that are valued by employers, such as communication skills, the ability to work co-operatively and the ability to write accurately. It can help lead to careers in journalism, marketing and law.

MATHEMATICS

Curriculum Leaders of Learning: Mr A Aubrey

Exam Board: Mathematics A—1MA1((F/H) - Edexcel Linear

Why study Mathematics?

As a common core subject, courses are provided in mathematics which are designed to meet the needs of all students in years 9, 10 and 11, both in terms of skills required by the school leaver at sixteen and the deeper knowledge necessary for those students contemplating further study of the subject at Sixth Form level.

To this end, all students capable of pursuing a GCSE course in mathematics will follow a differentiated programme of study based on the National Curriculum Key Stage 4 statutory requirements. Classes will be taught in ability sets and entered for the Linear Examination. This specification is intended to support a broad and balanced Mathematics course during which students will have opportunities to engage in practical and investigative work of varying length and difficulty, to make appropriate use of calculators and computers to carry out mental calculations and to respond orally and in writing.

Course outline

GCSE mathematics covers a wide range of basic mathematical knowledge and skills grouped into six areas:

- Number
- Algebra
- Ratio, proportion and rates of change
- Geometry and Measures
- Probability
- Statistics

How is the course assessed?

The course is assessed through examinations at the end of Year 11.

Higher Tier Grades 9, 8, 7, 6, 5

Foundation Tier Grades 5, 4, 3, 2, 1

What do the Mathematics subject ambassadors think?

“Maths is fascinating. It provides a lot of answers to everyday problems. I really enjoy seeing how calculations and other parts of the subject can be transferred into everyday life.” **Subject Ambassador**

Where can this course lead?

Mathematics provides students with a number of skills which are transferable to a variety of courses and careers. A career in accountancy, finance or engineering are just a small selection of opportunities available to students who study mathematics.

SCIENCE

Curriculum Leader of Learning: Mrs H Hodgeman

Exam Board: AQA

Why study Science?

Science is the study of how our bodies work, where we fit into the Universe and how we can use the Earth's resources to improve the quality of life for everyone on Earth. It is about asking questions and then conducting experiments to find out the answers. It is a demanding but interesting subject, which is highly valued by Universities and employers.

Course outline

Alternative 1: GCSE Biology, GCSE Chemistry, GCSE Physics ("Triple Science").

Students study the three Sciences and gain a full GCSE in each. Students are encouraged to take this option if they have an interest in the Sciences and/or are considering careers using the Sciences.

Alternative 2: Combined Trilogy Science GCSE

This route provides students with two GCSEs in Science (the traditional "Double Award"). Students study all three Sciences and their grades are combined to produce two overall grades for these GCSEs.

Biology: Cell Biology, Organisation, Infection and Response, Bioenergetics, Homeostasis and Response, Inheritance, Variation and Evolution, Ecology.

Chemistry: Atomic Structure and the Periodic Table, Chemical Bonds, Quantitative Chemistry, Energy Changes, Rates of Reaction, Organic Chemistry, The Atmosphere and Sustainability.

Physics: Energy, Electricity, Particles and Matter, Nuclear Physics, Forces, Waves, Electromagnetism and Space (Space is only studied as part of Triple Science).

How is the course assessed?

There are six examinations at the end of year 11. Each paper lasts 1 hour 15 minutes for Combined Science Trilogy, or 1 hour 45 minutes for Triple Science.

What do the Science subject ambassadors think?

"I chose Triple Science as I really enjoy the subject and find it very interesting, so I decided I wanted to do more of it. I think that Science will be very useful in my future even if I don't go on to be a scientist. I love that we get to do lots of different practicals which go from burning crisps to creating circuits. Practical help me understand what we're learning about and they're really fun." **Subject Ambassador**

Where can this course lead?

By studying Science pupils develop a wide range of transferrable skills as they learn to analyse and evaluate information, which is useful in careers such as finance, IT, business and engineering.

PHYSICAL EDUCATION

Curriculum Leader of Learning: Mrs H Waites

At Key Stage 4 students must complete a unit of Health-related fitness, then an option system operates which allows students to choose the other activities they would like to follow from a short list.

Students will be given an opportunity to get active and work with their peers in activities of their choice. Students will be encouraged to demonstrate coaching, officiating and captain qualities. They will be guided to use leadership qualities when working as part of a team and respond to the strengths and weaknesses of those they are working with, with the intention of students taking these skills in to working life. Sportsmanship should be visible in all lessons with students abiding by rules being humble in victory and gracious in defeat. We attempt to increase student's self-confidence and provide an inclusive learning environment where all students are able to make good progress, whilst feeling comfortable to make mistakes and build resilience. By listening to our student voice and most current national research we have selected sports for our curriculum we feel are relevant to the needs and desires of our students.

Activities run for 6 weeks after which students must opt for another activity.

Examples of activities on offer:

- Netball
- Football / Girls' Football
- Badminton
- Basketball
- Table Tennis
- Rounders
- Trampolining
- Volleyball
- Dance
- Yoga
- Rugby
- Body Balance
- Aerobics
- Street Fit
- Cricket

CAREERS

Careers

The National Careers Service provides access to advice and guidance on careers, skills and the labour market. This can be accessed through the school's website under the Curriculum section — Careers and Higher Education. To supplement this there is a dedicated section on Firefly <https://christofidelis.fireflycloud.net/vocations> and a Twitter Page @CareersCHS1.

Students who are particularly struggling with what they want to do once they finish school can also attend careers interviews arranged via your Year Leader of Learning. There are also Careers and Enterprise tasks delivered in form time during the year as part of the PSHE programme.

Current Provision

All students are made aware of all the options available to them both post GCSE and post 'A' level. Local colleges and universities are invited into school to discuss what they can offer students and students are also advised on apprenticeships.





OPTIONS

ART AND DESIGN

Curriculum Leader of Learning: Miss L van der Zwan

Exam Board AQA: GCSE Fine Art

Why Study Art & Design?

Art offers a totally different learning experience from other subjects on the timetable. It encourages you to develop your own ideas, organise these and develop original practical outcomes. There are range of creative industries that start with a GCSE Art & Design. We offer a practical two-year course that could lay the foundation for a career in Art & Design or provide creative breadth to a largely academic timetable. Much of a student's success will depend on their ability to organise themselves and work independently out of and in the classroom.

How is the course assessed?

The course is structured into two parts. Both units are internally marked and externally Moderated.

Component 1: 60% of GCSE – The Portfolio of work (coursework) over 4 terms

Component 2: 40% of GCSE – The ESA: An Externally Set Assignment issued in January of Year 11: students will select one starting point from a selection on a paper set by AQA. This culminates into 10 hours of unaided, supervised work approximately 12 weeks later.

The Portfolio will include one or more full projects and allows students to submit other appropriate work, in a range of media, that provides evidence for any of the four Assessment Objectives required.

Course outline

Students will be introduced to a variety of learning experiences, which encourages the development of skills through the use of appropriate media, processes, techniques and technologies relevant to their project. They will show knowledge, understanding and skills in the development of their personal work and will be encouraged to progressively develop their own strengths and interests in the subject and, increasingly, follow their own lines of enquiry.

Students of Art & Design will learn how sources inspire the development of ideas. For example observational work; contextual references; experience or directed class activities. These will include drawing, photography and visual perception, critical studies, exploratory work and a variety of other skills-based processes. There is also the opportunity to attend a residential art weekend during Year 10.

What do the Art and Design subject ambassadors think?

"Art for me is an escape from reality. We have creative and imaginative work spaces which enable us to be inspired and produce a variety of interesting pieces. Completing art makes me feel complete."

Subject Ambassadors

Where can this course lead?

From Teaching to Architecture, Fashion Design to Arts Conservation there are so many opportunities open to you starting with GCSE Art & Design. Studying Art and Design provides the opportunity to acquire new skills as well as knowledge of different art forms, media and techniques you can also gain specialist skills in areas such as photography and digital technologies. Art & Design encourages self-expression and creativity and can build confidence as well as a sense of individual identity. Studying arts subjects also help to develop critical thinking and the ability to interpret the world around us. Creativity can also help with wellbeing and improving health and happiness arts lessons can act as an outlet for releasing the pressures of studying as well as those of everyday life.

BUSINESS STUDIES

Curriculum Leader of Learning: Mr D Baddeley

Exam Board: OCR

Why study Business?

To understand the business world which you will enter after finishing school/college/university.

To be able to make informed decisions and put forward arguments to persuade others. You will also have the knowledge to help you set up a business of your own. The skills you learn such as evaluation and problem solving will be useful in a number of other subjects.

Course outline

Business 1: business activity, marketing and people (01)

Business 2: operations, finance and influences on business (02)

Students will learn:

- Marketing, including advertising, development of products, setting the best price.
- Recruitment, including how businesses get the right staff and keep them working well.
- Business structures, including the different ways to set up a business.
- Finance, including how businesses get the money to set up and operate and how they make a profit.
- Business operations, including how businesses produce the things we buy.
- Influences on businesses, including the environment and how many businesses are operating around the world.

How is the course assessed?

There are three examinations at the end of year 11:

Paper 1 1 hour 30 minutes (50% of the GCSE)

Paper 2 1 hour 30 minutes (50 % of the GCSE)

What do the Business subject ambassadors think?

"Whatever your aspirations, you will need to understand how business works." **Subject Ambassador**

Where can this course lead?

Business can lead on to many academic and vocational qualifications and is a good stepping stone for you in A Level subjects, especially economics, accountancy and of course A Level Business and BTEC Business. The department has an excellent track record of students going on to take the subject on to university and into business related apprenticeships.

outcomes

DESIGN AND TECHNOLOGY

Curriculum Leader of Learning: Ms H Higgins
Exam Board: AQA

Food —GCSE

Why study Food GCSE?

Food GCSE is an exciting and creative course which focuses on developing practical skills whilst making a wide variety of different food products.

Course outline

In year 10 students develop an excellent understanding of nutrition and food materials through their practical experiences.

In Year 11 students choose their area of interest from a range of AQA tasks—using knowledge and skills acquired in year 10 they complete two pieces of continuous course work, worth a combined 50% of the GCSE.

How is the course assessed?

Non exam assessment 50 %

- A food preparation task
- A food investigation task

Examination 50%

- 1 hour 45 minute written paper
 - Section A — Multiple choice questions
 - Section B —5 Knowledge based questions

What do the Food subject ambassadors think?

"I really enjoy learning about different nutrition and food types in our practical lessons. It is great having coursework as well as exams as it spreads the assessment over the GCSE" **Subject Ambassador**

Textile Design—GCSE (AQA)

Why study Textile Design GCSE?

The Textile Design course is the creation of designs and products for woven, knitted, stitched, printed or decorative textiles that might have a functional or non-functional purpose.

Course outline

Component 1: Portfolio

A portfolio that in total shows explicit coverage of the four assessment objectives. It must include a sustained project evidencing the journey from initial engagement to the realisation of intentions and a selection of further work undertaken during the student's course of study.

Component 2: Externally set assignment

Students respond to their chosen starting point from an externally set assignment paper relating to their subject title, evidencing coverage of all four assessment objectives.

How is the assessed?

Component 1 (60 % of the GCSE)

- No time limit

Component 2 (40% of the GCSE)

- Preparatory period followed by 10 hours of supervised time

What do the Textile Design Subject ambassadors think?

"The Textile course has lots of variety. We learn all about different types of textiles, how they are suited to different designs and how they can be used to make different products." **Subject Ambassador**

DESIGN AND TECHNOLOGY

Curriculum Leader of Learning: Ms H Higgins

Exam Board: AQA

Product Design—GCSE

Why study Product Design?

Students will get the opportunity to work creatively when designing and making and apply technical and practical expertise. This qualification allows students to study core technical, designing and making principles, including a broad range of design processes, materials, techniques and equipment. They will also have the opportunity to study specialist technical principles in greater depth. Problem solving is a key component of the course.

Course outline

- Design and make projects
- Theoretical knowledge of key principles within design such as sustainability, ethics and responsible design.
- Materials knowledge
- Applying theory into practice

How is the course assessed?

Examination 50%

- 2 hour written paper
- Core Technical Principles
- Specialist Technical Principles
- Designing and Making Principles

Non-Exam Assessment (NEA) 50 %

- A project set by the exam board. Students are given 30-35 hours of supervised time to complete a project and prototype based on the given topic.
- Production of a 3D outcome and design folder.

What do the Product Design subject ambassadors think?

“Product design is fantastic as we learn a lot of practical skills which are transferable to a variety of careers in the future. You are able to express yourself and really drive your own learning. It is great to be able to show my creative side in a direction that I want to go.” **Subject Ambassador**

Where can this course lead?

This course will prepare students to participate confidently and successfully in an increasingly technological world. Students will gain awareness and learn from wider influences in Design and Technology including historical, social, cultural, environmental and economic factors. The practical skills and problem solving ability learnt in Design Technology prepare students for a number of roles and careers.

DRAMA

Curriculum Leader of Learning: Miss C Bradley

Exam Board: OCR

Why study Drama?

The Drama GCSE course offers a number of transferable skills include communication, presentation and leadership. You will be able to practically explore Drama practitioners including Stanislavski and Frantic Assembly.

Course outline

Devising Drama : You will create a devised performance in groups (Performances between 7 and 15 mins). Your performance will be supported by a portfolio – can be made up of writing, images, observation notes, video and artefacts.

Presenting & Performing : You can work individually, or in a group of up to 6. You must present at least one extract as part of a group. You will complete an accompanying concept pro forma document which outlines your intentions for the performance.

Performance and Response: This is a written exam (section A and section B) that will be completed at the end of year 11.

Section A - You will be asked about preparing and performing a set text – Blood Brothers. The questions will focus on the process of creating and developing a performance, working as a director, performer and designer, as well as the performance characteristics of the text.

Section B - You will be asked to analyse and/or evaluate a theatrical performance you have seen. The question will focus on a specific aspect of the performance (visual, audio, characters).

How is the course assessed?

Devising Drama (30%) : Internally assessed Performance. Your performance will be supported by a portfolio.

Presenting & Performing (30%): You will perform two extracts from one play to a visiting examiner during Year 11 (between 7-15 minutes for each extract).

Performance and Response: This is a 1hr30 written exam (40%) (section A and section B) that will be completed at the end of year 11.

What do the Drama subject ambassadors think?

"I love Drama GCSE because we get to create exciting, challenging drama pieces. Not many people realise just how intricate it is and how many transferrable skills are involved in it. You'll develop more confidence in yourself over time, performing regularly really helps in real life. You'll feel safe and grounded with the teachers and above all enjoy doing something you love. The theoretical side to drama has really helped with my English writing, and Devising performances has made my imagination so much stronger. There has not been a drama lesson where I haven't enjoyed my learning" **Subject**

Ambassador

Where can this course lead?

Drama provides many transferrable skills imperative to a wide range of careers from working within the performing arts industry to Law and Teaching. The course allows students to develop communication skills and critical analysis.

GEOGRAPHY

Curriculum Leader of Learning: Mr D Whittingham

Exam Board: AQA

Why study Geography?

The Geography GCSE covers a broad range of topics providing a good understanding of the contemporary and future world around you. Combined with this knowledge it develops a range of skills (such as fieldwork, analysis and evaluation) of varying sources (such as statistics, graphs and images). Together these are highly desirable for future education and employment.

Course outline

Paper 1: Physical Geography — Hazards (Weather, Climate Change & Tectonics), Living World (Hot Deserts & Tropical Rainforests) and UK Landscapes (Coasts & Rivers)

Paper 2: Human Geography—Urban Issues (Developed and Developing cities), Changing Economic World (Development, Developing and Developed Economies) and Resources (UK resources & Global Food resources)

Paper 3: Geographical Applications— Issue evaluation, Fieldwork & general geographical skills

How is the course assessed?

There are three examinations at the end of year 11:

Paper 1 1 hour 30 minutes (35% of the GCSE)

Paper 2 1 hour 30 minutes (35 % of the GCSE)

Paper 3 1 hour 15 minutes (30% of the GCSE)

What do the Geography subject ambassadors think?

"I chose Geography because I am learning about the world around me that I live in and the world I will live in tomorrow. Its really interesting as a result. I now visit places, reads about things on the internet and watch stuff on television and really understand what is happening far more than before. We learn lots of different ways in the classroom and get taught by teachers who really understand the exams"

Subject Ambassador

Where can this course lead?

Nearly every independent as well as government survey highlights geography as one of the most employable subjects alongside one that gives above average earnings compared to others. Its diversity means it leads to many occupations through the skills it provides: management , analytical roles and environmental based jobs are some of the more popular. Visit the departments Firefly careers page for more details.

HISTORY

Curriculum Leader of Learning: Mrs K Ellis

Exam Board: Edexcel

Why study History?

The History GCSE studies some of the most significant and monumental events in history, as well as developing a wide range of historical and analytical techniques. History is a demanding but interesting subject, the study of which is sought after by Universities and employers.

Course outline

Paper 1: Crime and Punishment in Britain, c1000-present and Whitechapel, c1870-1900: crime, policing and the inner city. (30% of the GCSE)

Paper 2: Superpower relations and the Cold War 1941-1991 and Henry VIII and his ministers, 1509-40 (40% of the GCSE)

Paper 3: Modern Depth Study: Weimar and Nazi Germany, 1918-1939. (30% of the GCSE)

How is the course assessed?

There are three examinations at the end of year 11:

Paper 1 1 hour 15 minutes (30% of the GCSE)

Paper 2 1 hour 45 minutes (40 % of the GCSE)

Paper 3 1 hour 20 minutes (30% of the GCSE)

What do the History subject ambassadors think?

"I chose History because it is brilliant. Choose History and learn about the greatest figures and events from the past. The course is really interesting and builds on from the skills and topics that you learn in years 7-9. Everyone says that there is lots of writing in History. This isn't true. The class workbooks, knowledge homeworks and revision materials we are given really make it easy to learn and understand. It is a great subject and the one I really look forward to lessons for." **Subject Ambassador**

Where can this course lead?

History provides many valuable skills essential for a whole variety of occupations from law to business. It also allows students to investigate many different aspects of the past that they will find interesting and which are still relevant in today's world.

COMPUTER SCIENCE

Curriculum Leader of Learning: Mr D Baddeley

Exam Board: OCR

Why Study Computer Science?

The computer science GCSE teaches you the fundamentals of how computers work, their impact on the modern world and how to create the software we all take for granted. Computer Science is a demanding, technical and creative subject that teaches you how to solve problems. You will learn how to program, fast becoming an essential skill in many fields.

“Whether you want to uncover the secrets of the universe, or you just want to pursue a career in the 21st century, basic computer programming is an essential skill to learn.” – Stephen Hawking

Course Outline

Unit 1 Computer Systems	Unit 2 Algorithms and Programming
1. Systems architecture	1. Algorithms
2. Memory and storage	2. Programming techniques
3. Computer Networks, connections and protocols.	3. Producing robust programs
4. Network Security and threats	4. Boolean Logic
5. Systems software	5. Types of programming language
6. Ethical, legal, cultural and environmental impacts of technology.	6. Representing sound, images and numbers including binary maths.

How is the course assessed?

With two examinations at the end of year 11:

Paper 1 Computer Systems 1 hour 30 minutes (50% of the GCSE)

Paper 2 Algorithms and Programming 1 hour 30 minutes (50% of the GCSE)

As part of the course you will learn to program. Programming is a very important skill to learn as it helps you to:

- Break down complex problems effectively
- Solve complex problems
- Think logically
- Learn through exploration

What do the Computer Science subject ambassadors think?

“Computer Science is a really important subject. Learning and understanding computer programming is an important skill for future technological developments. I believe that by studying the course I am more prepared for working in the modern world.” **Subject Ambassador**

Where can this course lead?

Computer Science is a fascinating and very current subject in its own right but when combined with other subjects it can open up a whole world of opportunities. There is a very high demand for digital skills and fantastic careers.

FRENCH AND/OR SPANISH

Curriculum Leader of Learning: Miss C Forster

Exam Board: AQA

French and/or Spanish are only available at GCSE to those who have studied it in Year 9

Why study French and/or Spanish?

Students will become equipped with a wide range of vocabulary and structures and will work towards being able to use language appropriately in a variety of situations. As the medium of classroom communication is French or Spanish, students will soon acquire a set of strategies, which enables them to overcome problems, linguistic or otherwise.

Course outline

Students taking French and/or Spanish will develop competence in the following skills:-

- Listening skills and how to convey their understanding
- Translation skills into and from the target language
- Speaking skills which are spontaneous and accurate
- Written skills which are detailed and accurate

Students are set homework tasks which, whilst stretching them academically, also permit them to identify problem areas and to seek help accordingly. Such tasks include listening and speaking practice as well as reading, translation and writing activities. Students will also attend an extra-curricular speaking class. The online digital textbook www.kerboodle.com is also a valuable resource throughout the French GCSE course.

How is the course assessed?

There are 4 examinations, each worth 25% of the final GCSE exam.

- Listening
- Reading and translation
- Speaking
- Writing and translation

Students will be entered for either the Foundation or Higher Tiers, in all 4 papers.

What do the French/Spanish subject ambassadors think?

"I chose to study a language because I wanted to be unique. Having the ability to speak another language is a fantastic life skill. To have the ability of speaking more than one language is greatly acknowledged by companies and universities. The grammar books, class books and resources provided are a great help when studying the course." **Subject Ambassador**

Where can this course lead?

Studying languages provide students with many transferable skills. One of the more popular careers is teaching, whether this is teaching your chosen language or teaching English as a second language. Another common career path is translation and interpretation. Other industries that welcome students who have studied languages are the media, PR and finance.

MUSIC

Curriculum Leader of Learning: Mr K Tout

Exam Board: AQA

Why study Music?

Music is constantly evolving, inspiring creativity and expression in a way that no other subject can. This is a relevant and contemporary GCSE qualification that offers our students the chance to study a wide range of musical genres such as: Western Classical Tradition (1650-1910), Popular Music, Traditional Music and Western Classical Music since 1910; with more opportunities for practical learning, bringing theory, listening and composition to life in new and engaging ways, and links to the world around us like never before.

Course outline

The Subject content of the GCSE Music course is divided into three components:

- a) Understanding music
- b) Performing music
- c) Composing music

How is the course assessed

Component 1: Understanding Music

Written paper - 1 hour 30 mins - 40% of GCSE marks

(Candidates respond to questions on Listening and Contextual understanding)

Component 2: Performing Music

Internally marked and externally moderated by AQA - 30% of GCSE marks

One Solo performance and one Ensemble performance

Component 3: Composing Music

Internally marked and externally moderated by AQA - 30% of GCSE marks

Composition 1: Composition to a given brief

Composition 2: Free composition

What do the Music subject ambassadors think?

"Music is a great subject. It has really helped me develop my musical skills and given me a broad understanding of music from around the world. Composing your own piece of music is amazing and really exciting." **Subject Ambassador**

Where can this course lead?

The GCSE course is designed to produce musicians who are able to listen, perform and compose with confidence. Many of our students go on to study music at university and ultimately follow careers in the music industry. If you are considering this course it is essential that you play an instrument or sing to a very good performance level.

PHYSICAL EDUCATION

Curriculum Leader of Learning: Mrs H Waites

Exam Board: AQA

Why study PE?

PE GCSE is a challenging yet exciting course to choose. Students will develop their knowledge of the scientific underpinning principles of elite sports performance. Students will learn how athletes prepare for global events and how they become champions. The course is interesting and enjoyable yet very demanding. Students will work with enthusiastic and motivated teachers who have a real passion for sport and success.

Course outline

The GCSE Course will extend students knowledge and understanding from Key Stage 3. Students will learn about the principles that underpin elite sports performance.

Students will be taught Anatomy and Physiology, Sports Psychology and Socio-Cultural Influences.

A range of practical sports will be covered to ensure students have a wide repertoire of sporting knowledge to apply to exam questions along with practical assessment opportunities.

Opportunities are offered for Rock Climbing, Skiing and Sports Leadership.

How is the course assessed?

There are two written examinations at the end of year 11:

Paper 1 The Human Body & Movement in Physical Activity —1 hour 15 minutes (30% of the GCSE)

Paper 2 Socio-Cultural Influences in Physical Activity —1 hour 15 minutes (30 % of the GCSE)

Practical Assessment— Assessed as a performer in three sports. one Individual activity, one team game and one other choice. (30% of GCSE) Coursework— A typed analysis of own sporting performance in one main sport—(10% of GCSE).

What do the PE subject ambassadors think?

"I chose PE because it excites me, I love being active and learning how to improve my performance. Choose PE and learn about the human body and how it can be trained to compete at the highest level. The course is really exciting, you learn how to apply your knowledge to the exam questions and it builds on skills, sports and theory topics that you learn in years 7-9. Is a great subject because it is fun, enjoyable, the teachers are enthusiastic and really help us to understand the theory topics." **Subject Ambassador**

Where can this course lead?

The sporting industry has grown massively over the past few years and continues to expand. This course leads nicely into A Level PE and prepares students for a career in sport. PE is also highly recognised by universities and the public services. Previous students have gone on to become Physiotherapists, Midwives, Sports Coaches, PE Teachers, Personal Trainers and Police officers.

SPORT (BTEC)

Curriculum Leader of Learning: Mrs H Waites

Exam Board: Pearson's—Edexcel

Why study PE?

BTEC Sport is a vocational course that teaches students the knowledge required to pursue a career in sport. Students will have the opportunity to develop skills in a variety of sport-related pathways ranging from Sports Coaching through to Gym management. The layout of the course not only provides students with the opportunity to become independent learners, but allows them to excel within their studies. Students will work with enthusiastic and motivated teachers who have a real passion for sport and success.

Course outline

The BTEC Course will extend students knowledge and understanding from Key Stage 3. Students will develop knowledge in a variety of areas within sport such as, Sports Coaching, Practical sports performance and Fitness for sport and exercise. Practically students will participate in a variety of sports over the two years and will have the opportunity to coach younger students, as well as creating and participating in a 6 week training programme.

How is the course assessed?

Students will complete 3 Assignments during the 2 year course and 1 online exam.

Assignments:

Unit 2: Practical Sports Performance (Also includes a practical assessment).

Unit 3:Applying the Principles of Personal Training (Also includes a practical assessment).

Unit 6: Leading a sports activity (Also includes a practical assessment).

Online exam:

Unit 1 Fitness for Sport & Exercise

Within each assignment and the online test, students will be awarded one of the following grades— Level 1 pass, Level 2 pass, Level 2 merit, and Level 2 distinction. Once marked students have an opportunity to improve their work in order to achieve a higher grade.

Where can this course lead?

The sporting industry has grown massively over the past few years and continues to expand. This course can allow students to progress onto various Level 3 BTEC courses including Sport and Public Services and then onto University. Additionally, it allow students to pursue careers within sport through apprenticeships schemes with sport companies. Previous students have gone on to become Sport coaches, Personal fitness trainers, Police officers, Sport business, midwives and PE teachers.

TRAVEL AND TOURISM (BTEC)

Curriculum Leader of Learning: Mr D Whittingham

Exam Board: Edexcel

Why study Travel and Tourism?

This is the course for you if you have an interest in and enjoy visiting places both in this country and abroad. It also gives you the opportunity to learn about one of the biggest employers in Chester— Tourism.

Course outline

Unit 1— The Travel and Tourism Sector. Students will understand the importance of the travel and tourism sector to UK economy, learn about the different roles and relationships between key organisations and understand the role of consumer technology in the travel and tourism sector.

Unit 2— UK Travel and Tourism Destinations. Students will identify UK travel and tourism destinations and gateways, investigate the appeal of UK tourism destinations for different types of visitors and plan UK holidays to meet the needs of different visitors.

Unit 3— The Travel and Tourism Customer Experience. Students will investigate customer service, explore the needs and expectations of different types of customers and understand the importance of customer service to different organisations.

Unit 4—International Travel and Tourism Destinations. Students will identify international destinations and gateways, investigate the appeal of international destinations for different types of visitors and plan international holidays to meet the needs of different visitors.

How is the course assessed?

Unit 1 is an one hour fifteen minute exam and consists of 60 marks, marked externally. Units 2, 3 and 4 are internally marked and externally moderated. Throughout the course there are deadlines for coursework.

What do the Travel and Tourism subject ambassadors think?

“I chose Travel and Tourism because I am really interested in places around the world as well as this country. Living in Chester which has so much tourism makes it feel really and not just theory. Its not all about exams as well as much of the work is coursework based which I prefer. The work involves real world” **Subject Ambassador**

Where can this course lead?

Travel and tourism is one of the largest and fastest growing industries in the world. This course begins to give you the understanding of locations alongside customer service skills needed in the travel industry. These give you the opportunity to study further or gain employment in a range of travel based careers such as airlines or hotels. Lots of travel and tourism based jobs can be found in Chester and nearby giving the opportunity for part time jobs as well as a future career.

CREATIVE DIGITAL MEDIA PRODUCTION (BTEC)

Curriculum Leader of Learning: Mr D Baddeley

Exam Board: Edexcel

Why study Creative Digital Media Production ?

One of the main purposes of the course is to help learners to progress, ultimately, to employment. Employers require learners to have certain technical skills, knowledge and understanding, but they also require employees to demonstrate employability skills. These skills enable learners to adapt to the roles needed to survive in the global economy and enhance their effectiveness in the workplace. Employability skills include: self-management, team-working, business and customer awareness, problem solving, communication, basic literacy and numeracy, a positive attitude to work, and the use of IT

Course outline

Mandatory Units

- Digital Media Sectors and Audiences
- Planning and Pitching a Digital Media Product
- Media Industry in Context

Component 2

Optional specialist units – Group A

Students will study one unit from a range of options including website development, digital publishing, computer games production and animation.

How is the course assessed?

The course will be assessed through internal and external assessments including two examinations and internally assessed coursework.

What do the CDMP subject ambassadors think?

“I have particularly enjoyed the way in which the course encourages me to create digital solutions to realistic case studies and I am sure this is preparing me really well for further study and the workplace. I have particularly enjoyed the web-based design and development work we have done ” **Subject Ambassador**

Where can this course lead?

Typically students progress to further education in ICT, media, graphics and creative design course. The course will prepare student for entry-level positions in a wide number of positions linked to the creative industries and business marketing.

STUDY SUPPORT

Some students will find that a full set of GCSE courses will be too much for them. For these students we will provide a course that is based on study skills, learning support and life skills. For these students we will provide;

- Coaching some of the skills needed to achieve better GCSE grades, including writing, understanding key words in examinations and ICT skills.
- Learning to learn, developing thinking skills and working with other people.
- Problem Solving, discussion skills and learning to research.
- Employability skills, including writing application letters, being interviewed, coping with conflict.
- Life skills including budgeting, shopping and healthy diet.
- Students on this programme will also be able to work on their GCSE courses with support during these lessons.

This course is all about providing support rather than getting an extra qualification, but there are certificates available to show colleges and employers that students have been successful.

The school will let students and parents know if we believe this is the right option for you. If you want to take this option and we haven't said anything to you, then please ask Mrs Letissier (Year Leader of Learning), Mrs Wraige (SENCO) or one of the Trinity Team for more information.



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