THE CATHOLIC HIGH SCHOOL, CHESTER

CHRISTO FIDELIS

Year 9

Options Booklet

2026-2028

"Together we will achieve success by developing our strengths, exploring our talents and recognising that Christ, our original teacher, will support us"

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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 GCSEs. 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 at The Catholic High School.

Please ask at school if you have any concerns or questions.

Mrs McKeagney

Headteacher

Subject can be found in the following rooms:

Lyceum	Core Subjects
Emmaus 1	French and Spanish
Emmaus 2	Geography, Travel and Tourism
Emmaus 3	Physical Education and BTEC Sport
Emmaus 4	History
Emmaus 5	Art and Design Technology
Emmaus 6	Media Studies
Drama 1	Drama
Music 1	Music
CS1	Business, Computer Science

Important Dates

Tuesday 2nd December	Options Evening
Monday 16th December	Return Options Forms
Week commencing Monday 12th January	Blocks Issued
Wednesday 4th February	Return final choice
Week commencing Monday 9th February	Discussion about any issues

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 and PE.** In addition you will choose two or three other options. 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.

Which examination will I take?

3. 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 9 - 1. Some of the students will be able to take a BTEC Technical Award course.

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

4. 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 C McKeagney - Headteacher
- Mrs M Nordmann - Deputy Headteacher
- Mr T Wilson - Assistant Headteacher
- Mr D de Winton - Assistant Headteacher
- Mrs J Wraige - SENCO
- Mrs R Millington - Head of Year 9
- Curriculum Leaders of Learning
- Subject Teachers
- Form Teachers

CORE SUBJECTS

RELIGIOUS STUDIES

Curriculum Leader of Learning: Mrs Appleton Email: AppletonA@christofidelis.org.uk
Exam Board: Pearson/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"

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 - Language and Literature

Curriculum Leader of Learning: Mr A Wilson **Email: WilsonA@christofidelis.org.uk**
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"

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: Miss C Waring Email: WaringC@christofidelis.org.uk
Exam Board: OCR (Higher or Foundation tier)

Why study Mathematics?

GCSE Mathematics provides a natural progression from the mathematics covered in the first three years of secondary school. During the GCSE course, students will develop their skills and understanding of mathematical methods and concepts, with some students being offered the opportunity to be entered for an additional qualification in Further Mathematics.

Course outline

The GCSE Mathematics course covers number, algebra, ratio, proportion, rates of change, geometry and measure, probability and finally, statistics. Reasoning and problem-solving skills are integrated into the course and students are expected to apply their skills to complex, multi-step problems.

How is the course assessed?

The Mathematics department follows the OCR course. This GCSE Mathematics course is a linear course with three examinations being sat at the end of year 11. Two papers require a calculator whilst one examination is sat without a calculator. All examinations are weighted equally and worth 100 marks each. There are two tiers of entry, higher and foundation. At foundation tier students can be awarded grades 5 to 1, while students sitting this higher tier can be awarded grades 9 to 3.

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."

Where can this course lead?

Mathematics provides students with several skills which are transferable to a variety of courses and careers. Most careers, as well as institutions of higher education require a grade 4 or 5 in GCSE Mathematics, although some careers and course will require a higher grade than this. Students wishing to pursue future mathematical careers have a wide range to choose from. Many great mathematicians go into fields of accountancy, actuary, and investment banking. Some take a more scientific route with computing, engineering sciences, statistical research, or research sciences. Mathematics is also essential for many designs, building and architectural careers.

SCIENCE

Curriculum Leader of Learning: Mrs H Hodgeman **Email: HodgemanH@christofidelis.org.uk**
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 four or six examinations at the end of year 11 depending on the course studied.

Triple Science:	Six papers, each lasting 1 hour 45 minutes
Combined Science Trilogy (higher tier):	Six papers , each lasting 1 hour 15 minutes
Combined Science Synergy (foundation tier):	Four papers, each lasting 1 hour 45 minutes

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. Practicals help me understand what we're learning about and they're really fun."

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

Acting Curriculum Leader of Learning: Mrs R Harding Email: HardingR@christofidelis.org.uk

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 international 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

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."

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. Physical Education 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.

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 page on X @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.

OPTION SUBJECTS

ART AND DESIGN: Fine Art

Curriculum Leader of Learning: Mr G McGoldrick Email: McgoldrickG@christofidelis.org.uk
Exam Board: AQA

Why Study Art & Design?
GCSE Fine Art is practical, creative, expressive, exciting and accessible to each and every student and most suitable for students with an affinity for visual arts. It offers students the opportunity to develop practical, personal and academic skills, which can lead to many career opportunities as well as harnessing vital skills for life.

Course outline
Students will be guided through a variety of learning experiences aimed at developing their ability to use appropriate media, techniques, processes and technologies relevant to project work.

Component 1: Portfolio of work (Coursework - 60% of overall GCSE grade level)
The Portfolio of work will include one or more projects which will be introduced, modelled and guided by teaching staff. This may include local and regional visits as well as international trips.

Component 2: Externally Set Assignment (Examination - 40% of overall GCSE grade level)
In January of year 11, students will be issued with an exam paper set by AQA with 7 different themes/ topics/ starting points. Students must select one starting point from which to explore and develop their **practical** externally set assignment. The assignment concludes with an unaided 10-hour invigilated period (split over 2 days) which is taken under full exam conditions within the Art dept. During this period of time students must complete their final practical piece of work.

How is the course assessed?
Students will be responsible for addressing the following assessment objectives in both *Component 1* and *Component 2* of their GCSE course:
Assessment Objective 1 – **Research on the work of artists, designers and/or craftspeople** (25%)
Assessment Objective 2 – **Developing a wide variety of practical skills** (25%)
Assessment Objective 3 – **Observational drawing and photography** (25%)
Assessment Objective 4 – **Final outcome(s)** (25%)

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."

Where can this course lead? Whether you are destined to become the next Picasso, an Architect or you aspire to sell your work on a Social Media platform, studying GCSE Fine Art is the first step in the direction towards your success.

Fine Artist	Costume Designer	Advertising Photographer
Art Teacher	Stage Set Designer	Fashion Photographer
Art Exhibition Curator	Textile Artist	Freelance Photographer

ART AND DESIGN: Textile Design

Curriculum Leader of Learning: Mr G McGoldrick Email: McgoldrickG@christofidelis.org.uk
Exam Board: AQA

Textile Design - GCSE

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"

Where can this course lead?
GCSE Textiles will lead the way towards you becoming a Clothing/textile technologist**,** a Colour technologist**,** an Interior and spatial designer, a Fashion designer, or a Textile designer.

ART AND DESIGN: Three-dimensional Design

Curriculum Leader of Learning: Mr G McGoldrick Email: McgoldrickG@christofidelis.org.uk
Exam Board: AQA

Why study 3D Design?

AQA 3D Design is a broad, flexible and practical three dimensional design course which enables students to study one or more of the following design disciplines:

- **architectural design**
- **sculpture**
- **ceramics**
- **product design**
- **jewellery and body adornment**
- **interior design**
- **environmental/landscape/garden design**
- **exhibition design**
- **3D digital design**
- **designs for theatre, film and television.**

Problem solving and practical skills are key components of this course. Students will be given a real life problem to solve and manufacture as a three dimensional outcome.

How is the course assessed?

Component 1: Portfolio: 60% (Year 10)

A practical project based on one of the disciplines above where students will be given a problem to solve and respond to this by producing a folder of design work leading to a three dimensional outcome.

Component 2: Externally set assignment: 40% (Year 11)

Another practical project where students will choose from 7 different problem solving based options set by our chosen exam board, AQA. Students will have 3 months to produce design work before producing a three dimensional outcome during a 10 hour period under exam conditions.

What do the Design and Technology 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"

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.

BUSINESS

Curriculum Leader of Learning: Mr D Baddeley Email: BaddeleyD@christofidelis.org.uk
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 lean 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 two 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."

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 progressing to take the subject on to university and into business related apprenticeships.

COMPUTER SCIENCE

Curriculum Leader of Learning: Mr D Baddeley Email: BaddeleyD@christofidelis.org.uk
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

Unit 1 Computer Systems	**Unit 2 Algorithms and Programming**
1. Systems architecture	1. Algorithms
2. Memory and storage and data representation.	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. Programming languages and IDEs
6. Ethical, legal, cultural and environmental impacts of technology	

Course Outline
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"

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.

DRAMA

Curriculum Leader of Learning: Miss C Bradley **Email: BradleyC@christofidelis.org.uk**
Exam Board: OCR

Why study Drama?

The Drama GCSE course covers a wide array of transferable skills: communication, presentation, team work, leadership skills, problem solving and time management. You will be able to practically explore Drama practitioners including Stanislavski and Frantic Assembly and will critically analyse theatre, allowing you to develop your critical thinking skills. It is an engaging subject that allows you to explore and develop your creativity in an environment where you feel comfortable to do so. You are encouraged to take risks and challenge yourself to become the best performer you can be.

Course outline

Devising Drama : You will create a devised performance in groups. Your performance will be supported by a portfolio which can be a combination of writing, images, observation notes, videos and artefacts.
Presenting & Performing : A scripted performance of two extracts to a visiting examiner. You will complete an accompanying concept pro-forma which outlines your intentions for the performance.
Performance and Response: This is a written exam that will be completed at the end of year 11:
Section 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 performance characteristics.
Section B - You will be asked to analyse and/or evaluate a live theatrical performance you have seen.

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 (40%): This is a 1 hour 30 minute written exam, 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"

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.

FOOD PREPARATION AND NUTRITION

Curriculum Leader of Learning: Mr G McGoldrick Email: McgoldrickG@christofidelis.org.uk
Exam Board: AQA

Food Preparation and Nutrition - GCSE

Why study Food Preparation and Nutrition GCSE?

Food Preparation and Nutrition 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"

Where can this course lead?

Studying Food Preparation and Nutrition at GCSE is a stepping stone towards being a professional chef with options to specialise in many different areas of cuisine, sauces (Saucier/ Saute chef), patisserie (pastry chef), Meat Chef (Rotisseur, Roast Chef) or a Vegetable Chef (Entremetier). You may even decide to follow a career in food hygiene, food journalism or food science.

FRENCH

Curriculum Leader of Learning: Miss C Forster **Email: ForsterC@christofidelis.org.uk**
Exam Board: AQA

Why study French ?
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, students will soon acquire a set of strategies, which enables them to overcome problems, linguistic or otherwise.

Course outline
Students taking French 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 Tier, in all 4 papers.

What do the French 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*"

Where can this course lead?
French is an official language of many international organisations such as the United Nations, the International Olympic Committee and the World Trade Organisation. French is also the international language of cooking, fashion, theatre and architecture so it partners very well with many career opportunities and industries. You will have the opportunity to develop key attributes and skills which many employers consider desirable by studying French at A level.

GEOGRAPHY

Curriculum Leader of Learning: Mr D Whittingham Email: WhittinghamD@christofidelis.org.uk
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 30minutes (35 % of the GCSE)
Paper 3 - 1 hour 30 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"

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 **Email: EllisK@christofidelis.org.uk**
Exam Board: Pearson/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 20 minutes (30% of the GCSE)
Paper 2 1 hour 50 minutes (40 % of the GCSE)
Paper 3 1 hour 30 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 I look forward to our lessons"

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. Please visit the History careers page on Firefly for more details.

MEDIA STUDIES

Curriculum Leader of Learning: Mr A Wilson **Email: WilsonA@christofidelis.org.uk**
Exam Board: AQA

Why study Media Studies?
Media is a contemporary and interactive subject which encourages students to develop their creative, analytical, research, and communication skills, through exploring a range of media forms and perspectives.

The study of the media is a crucial aspect of the modern world with and in this course you will explore how the media is made, received and used by powerful figures to influence the world around us.

Course outline
The GCSE Media course explores the key concepts in Media study exploring Media Language, Media Audiences, Media Representations and the Media Industry. The concepts will be explored through the lens of Television, Radio, Magazine, Video Games, film, online and social participatory media, newspapers and advertising. There is also the opportunity to create your own Media texts through a Non-Exam Assessment aspect to the course and the opportunity to learn skills in filmmaking, radio broadcasting, magazine production and web design.

How is the course assessed
Paper One:

- 1 hour 30 minutes
- 35% of final grade

Paper Two:

- 1 hour 30 minutes
- 35% of final grade

Non-Exam Assessment:

- Student choice of one of five briefs set by the exam board
- Assessed by teachers and moderated by exam board
- 30% of final grade

Where can this course lead?
The Media is the fastest growing industry in the UK and contributes millions of dollars every hour to the UK economy. There are a vast amount of career opportunities and ever more so with our geographical closeness to Media City in Salford.

MUSIC

Teacher of Music: Mr H Soper Email: SoperH@christofidelis.org.uk
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"

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

Acting Curriculum Leader of Learning: Mrs R Harding Email: HardingR@christofidelis.org.uk
Exam Board: AQA

Why study PE?
GCSE PE is a challenging yet exciting course to choose. Students will develop their knowledge of the scientific under-pinning 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 repertoire of sporting knowledge to apply to exam questions along with practical assessments. 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"

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.

SPANISH

Curriculum Leader of Learning: Miss C Forster **Email: ForsterC@christofidelis.org.uk**
Exam Board: AQA

Why study 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 Spanish , students will soon acquire a set of strategies, which enables them to overcome problems, linguistic or otherwise.

Course outline
Students taking 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 Spanish 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 Tier, in all 4 papers.

What do the 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*"

Where can this course lead?
The ability to speak a second language, even if only to GCSE, has huge advantages in the job market. Spanish can be directly used in a number of fields such as translating, interpreting, hospitality, marketing, PE, retail and within the travel industry to name just a few. You will also find that you can use your Spanish skills in many seemingly unrelated fields which makes it such a versatile GCSE option.

SPORT (BTEC)

Acting Curriculum Leader of Learning: Mrs R Harding Email: HardingR@christofidelis.org.uk
Exam Board: Pearson/Edexcel

Why study Sport?
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.

Course outline
The BTEC Course will extend students' knowledge and understanding from Key Stage 3. Students will develop knowledge in a variety of areas such as sports equipment, barriers to participation, components of fitness, delivering warm ups, practical skills, rules and regulations

How is the course assessed?
Students will complete 3 units over the 2 years with 1 unit being assessed through an exam.
Assignments:
Component 1: Preparing participants to take part in sport and physical activity (Assignment & Practical based) – Types and provision of sport/physical activity, Equipment and Technology and Warm ups
Component 2: Taking part and improving other participants sporting performance (Assignment & Practical Based) – Components of fitness, Practical recording of skills, Role and Responsibilities, Evaluating performance
Component 3: Developing fitness to improve other participants performance in Sport and Physical Activity (Exam unit) – Components of fitness, importance of fitness, fitness tests, training principles, personal training programme design

Grading:
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.

What do the BTEC subject ambassadors think?
"I chose BTEC sport because it allows me to develop my knowledge of sport and practically I get the opportunity to develop my sport skills. I also really enjoy being in PE and the teaching staff"

Where can this course lead?
This course can allow students to progress onto various Level 3 BTEC courses including, Sport and Public Services and then onto university. Additionally, it allows 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, midwifes and PE teachers.

TRAVEL AND TOURISM (BTEC)

Curriculum Leader of Learning: Mr D Whittingham Email: WhittinghamD@christofidelis.org.uk
Exam Board: Pearson/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

Component 1 - Travel and Tourism Organisations and Destinations. Students will investigate organisations in the UK, their ownership, aims, key products and services, and how they work together. They will also explore the role of different consumer technologies within the industry.

Component 2 - Customer Needs in Travel and Tourism. Students will investigate how organisations use market research to identify travel and tourism trends and identify customer needs and preferences.

Component 3 - Influences on Global Travel and Tourism. Students will explore the different factors that may influence global travel and tourism, and how organisations and destinations respond to these factors. They will also examine potential impacts of tourism and how destinations can manage the impacts and control tourism development in a sustainable way.

How is the course assessed?

Components 1 and 2 are internally marked and moderated externally.

Component 3 is an external synoptic paper. This consists of a 2 hour exam, worth 60 marks.

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. It's not all about exams as well as much of the work is coursework based which I prefer. The work involves real world"

Where can this course lead?

It can lead directly into BTEC Level 3 in Travel and Tourism. It can also be a useful introduction for various A Level courses and Vocational courses e.g cabin crew . Travel and Tourism industry is one of the largest employers in the world so could be the start of many careers such as Events Management, Travel Advisory, Airport and Cabin Crew.

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 Richards (Head of Year), Mrs Wraige (SENCO) or one of the Pastoral Team for more information.

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