



chaseterraceacademy

KS4 courses starting September 2022

# KS4 OPTIONS BOOKLET 2022 - 24



Information and details for Students, Parents and Carers

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## **OPTION SUBJECTS (YELLOW/RED/GREEN)**

### **Ebacc GCSEs (YELLOW)** **10**

History / Computer Science / Geography / French or German / Triple Science

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Music / Performing Arts / Sport / Creative iMedia

### **Other GCSEs (GREEN)** **21**

Food Tech / Graphics / Resistant Materials / Fine Art /  
Sociology / Religious Studies (Philosophy and Ethics) / Business

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# Introduction

This booklet has been designed to inform you about this exciting phase in your child's education. You may have already been discussing this important step with your son/daughter for some time. The deadline for making these decisions is now approaching quickly. It is highly important that your child's future learning choices are made for the right reasons. These are not decisions that should be made hastily and for this reason the options process takes time to complete.

The courses that are followed throughout years 10 and 11 will influence your son/daughter's longer term future.

You and your child will have attended a remote information evening and may be invited to further remote sessions over the coming weeks. Some of these you will attend together; others will target your child more directly. All of these will help you to make the right choices.

Here is a reminder of **key dates** that should be entered onto family calendars. These are as follows:

Monday 31st January	Year 9 Subjects / Parents Evening (Parents and Students)
Monday 7th February	Options Information Evening and presentation. Online via Microsoft Teams (Parents and Students)
Tuesday 8th February	Option area on website launched
Thursday 3rd March	Deadline for Option Form return

We offer a wide variety of courses, both academic and vocational. Our aim is to provide courses that will provide all students with a broad and balanced curriculum whilst still giving each individual a degree of choice. There are 2 curriculum pathways for students (C and T) and your child will be allocated their pathway depending upon prior attainment and application across Key Stage 3. We are ambitious for all of our students and we use pathways to ensure that students are guided towards the most suitable courses for them to maximise their success across Key Stage 4. Your child will be notified of their pathway by e-mail following the information evening. This booklet gives you a detailed outline of all the opportunities available to our students. The success of each student at Key Stage 4 will provide the basis for further education and training beyond the age of 16.

There have been a number of Government-led changes over the past few years and we understand that some of the information that will have gone out in the national press can be confusing. We aim to give practical and straightforward information that will guide and advise students to take courses that suit their abilities and aspirations.

# Core Subjects

Some subjects will be studied by everyone. These are:

Mathematics  
English  
English Literature  
Science  
Physical Education  
Religious Education

# Option Subjects

In addition to the **Core Courses** above students are asked to choose **4 subjects** from the table below.

**Pathway C students must make at least 2 choices from Group A.**

**Pathway T students must make at least 1 choice from Group A.**

Group A Ebacc GCSEs	Group B BTECs/Technical Award	Group C Other GCSEs
History Computer Science Geography French or German Triple Science	Music Performing Arts (Drama) Sport / PE Creative iMedia	Food Prep and Nutrition Graphic Products Resistant Materials Fine Art Sociology Religious Studies (Philosophy, Ethics) Business

We will do our utmost to satisfy the choices of all students. It is, however, never possible to do this for all the wide range of different combinations which may be chosen. A few individual students will, unfortunately, be disappointed by having to make slight alterations to their original choices.

We will be looking especially closely at the abilities of individual students and guiding them towards taking courses that will give them the best opportunity of success. This will include individual interviews with senior staff.

Careful consideration will have to be given to the size of teaching groups. We may be unable to permit certain courses to operate if student numbers are too low.

# Important Information for All Students

It is important to stress that your future career options will not generally be affected by the choices you make at this stage in your education. You need to make certain considerations that guide your choices.

## Choose Subjects You:

- like
- are good at
- are particularly interested in
- feel might help you in the general career area that you are interested in, such as 'working with people' or 'using practical skills'

## Do not choose subjects because:

- You like the teacher – as you may have a different one next year.
- Your friends have chosen it as they may be in a different group.

If there is **ANYTHING** that you do not understand at any stage then talk to one of the people listed at the end of this booklet.

The decisions that you make over your options are some of the most important you make. They determine what you do for the next two years and can make a big impact on what you go on to achieve.

## Note to Parents

Once course choices have been made, the timetable for next year will be built to fit them. It may be difficult, if not impossible, to change course at a later date. Please stress to your son/daughter the importance of thinking things through carefully and discussing choices thoroughly with everyone in order 'to get it right first time'

# Grade Descriptions and Equivalences

- **GCSE** – General Certificate of Secondary Education grades 9 to 1
- **GCSE Higher** – grades 9 to 4 (A\* - C)
- **GCSE Foundation** – grades 5 to 1 (C - G)
- **BTEC First Award Level 2** is equivalent to 9 to 4 GCSE grade
- **BTEC First Award Level 1** is equivalent to 5 to 1 GCSE grade

The table below details how the current GCSE grades compare to the old lettered system.

New Grade	Equivalent Old Grade
9	A*
8	
7	A
6	B
5	
4	C
3	D
2	E
1	F G
U	U

# Core Subjects

These subjects are compulsory and therefore studied by everyone – they are no choices to be made from this section – the information is included to help you to understand what your programme of courses will look like overall.

## Course Title: GCSE Mathematics

Awarding Body: OCR

Further information available from: Mr Brown

Mathematics is an exciting and vibrant subject. As well as leading directly to many higher level qualifications and careers, skills such as problem-solving, creative thinking and organised working are relevant to almost every walk of life.

All students in Years 10 and 11 study for a GCSE in Mathematics. The course is delivered by an experienced team of specialist maths teachers, and takes in a wide range of topics from the areas of number, algebra, geometry, proportion, statistics and probability.

Students are grouped in sets according to ability, knowledge and curriculum needs. The topics studied in each set are a mixture of consolidating previous learning and introducing new skills, so that students maximise their progress and confidence in the subject. Students are moved between sets where evidence from GCSE assessments and teacher observation suggest that work in an alternative set would be better suited to the individual student.

Assessment is by three written papers at the end of Year 11: one non-calculator and two calculator. (There is no coursework component. All work is exam-based.)

There are two tiers of entry:

- Higher Tier - leading to GCSE grades 4 to 9
- Foundation Tier - leading to GCSE grades 1 to 5

The Mathematics Department will select the most appropriate tier of entry for each student during Year 11.

It is essential that all students have their own scientific calculator and basic mathematics equipment (pencil, ruler, protractor and compasses) for every lesson, so that they are able to fully participate in the learning taking place.

The key to success in Mathematics is small amounts of regular practice of challenging topics. The students who make the most progress are those who make the most of their valuable lesson time, make full use of the opportunities for independent study outside school, and seek out their teacher for extra help with any problems.

## Course Titles: GCSE English Literature and GCSE English Language

Current Awarding Body: Edexcel

Further information available from: Mrs Cowley

All students study two separate qualifications: GCSE English Language and GCSE English Literature. We ensure students follow a challenging and exciting programme.

We aim to:

- empower students, so that they have as much awareness and control as possible of the language they hear, read, speak and write;
- enable students to build on the skills and knowledge developed at Key Stage 3;
- follow the National Curriculum;
- engage the students so that they have a sense of pride in and enjoyment of their work;
- maintain a high standard in the study of English Language and English Literature.

All students will study a wide range of texts, from Shakespeare to a range of non-literary material, achieving a greater understanding of how writers use language. They will develop as writers, learning more about how to match their own language choices to the demands of audience, context and purpose.

Assignments will integrate the four skills of listening, speaking, reading and writing. Particular activities will vary according to the demands of the assignment and the needs of the group, but will be various and stimulating, including: role-play, hot-seating, group work, pair work, note-making and practical drama-based activities. Deliberate practice is woven into our schemes of work, providing students with the opportunity to develop their writing skills, familiarise themselves with the rubric of exams, and build confidence gradually throughout the course.

Self-assessment, negotiation and debate are very important aspects of our teaching; we encourage students to take responsibility for their own learning and aim to develop the skills necessary for them to become independent learners. 'Let's Think in English' plays a vital role in developing these skills for our students. The lessons support our students in developing effective lines of argument for essays, but also helps them learn the important skill of live debate and discussion.

Further details about the specific texts and skills examined in both subjects can be found on the Edexcel website. Alternatively, Mrs Cowley would be happy to answer any questions.

All students will be entered for GCSE English Language: assessment is through terminal written examination. There are two papers. There is a prescriptive Spoken Language requirement to this course which is compulsory and has to be undertaken.

All students will be entered for GCSE English Literature. As is the case with all English Literature GCSEs, assessment is through terminal written examination: there are two equally weighted papers.

## Course Titles: GCSE Combined Science (double award) or Single GCSE in Biology, Chemistry and Physics (triple award)

Awarding Body: AQA

Further information available from: Mr Trickett or Dr Allen-Bate

All students will follow one of the science courses below:

- GCSE Combined Science (double award / 2 GCSEs)
- Single GCSEs in Biology, Chemistry and Physics (triple award / 3 GCSEs)

In 2018 grades A\* to G were replaced by 9-1. Combined Science will have a 17 point grading scale from 9-9, 9-8 through to 2-1, 1-1

The GCSE Combined Science course follows the AQA trilogy specification (which can be found on the AQA website).

Students study all three sciences and sit six exams at the end of year 11.

Students are grouped in sets according to ability, knowledge and learning needs. The topics studied in each set are a mixture of consolidating previous learning and introducing new skills, so that students maximise their progress and confidence in the subject.

There are two tiers of entry:

- Higher Tier – leading to GCSE grades 9-9 to 4-4
- Foundation Tier – leading to GCSE grades 5-5 to 1-1

Their final grade is an average of all the papers they sit in year 11.

Some students may express an interest in studying the single sciences as an option. Studying single sciences (Biology, Chemistry, Physics) will result in students obtaining 3 separate GCSEs. Students that express an interest in this course will need to have demonstrated a consistently high performance throughout year 9.

Any students considering potential careers in medicine, dentistry, veterinary, engineering, technology or other associated courses would be strongly advised to consider single science as an option. It is also ideal preparation for any student considering any of the sciences at KS5.

As with combined science there are also two tiers of entry for single science (foundation and higher).

## Course Title: CORE Physical Education

Awarding Body: Non Exam

Further information available from: Mr Swannell

The Physical Education programme in Key Stage 4 is designed to further develop students' physical skills, thinking skills, and healthy habits through the medium of sport.

During the two years of Key Stage 4 students will be given the opportunity to study activities in greater depth and potentially achieve certification in Leadership, and some other sporting qualifications accredited by the sport's national governing bodies.

In years 10 and 11 we introduce a number of new activities. This enables students to find an activity that they could pursue when they leave school. Over the two years they will study activities in depth demonstrating an ability to participate at a high level and also to plan, coach and evaluate other's performance effectively.

Activities included in the programme are revised each year but sports usually include:-

Badminton, Netball; Basketball; Hockey; Rugby; Fitness training; Aerobics & Step Aerobics; Football; Dance; Table Tennis; Tennis; Swimming; Athletics; Cricket; Rounders and Golf.

The Physical Education Department continues to place high importance on competitive sports both within and outside the school curriculum.

## Course Title: Core Religious Education

Further information available from: Miss Roach

Teaching time: Equivalent to 1 period every two weeks over Year 10 and Year 11.

*In an ever diversifying society Religious Education allows students to understand and appreciate the religious lifestyles of those around them.*

Through the provision of core RE lessons students at CTA will be able to explore issues and beliefs relevant to today's society, reflect on fundamental questions of life and debate ethical questions raised in the modern world. Crucially, students will develop a sense of fairness and religious acceptance, both essential to success in a multicultural community and world. As well as engaging with the beliefs of others, students will reflect upon and develop their own values, attitudes and opinions, developing the communication skills and confidence required in further education, apprenticeships and the world of work.

The progress and development of students will be monitored and recorded over the two years and each student will be awarded with a certificate of completion to recognise the skills and understanding shown.

Topics to be covered will include, but not be limited to:

- Peace and violence
- Human relationships
- Crime and Punishment
- Religion and Life

# Optional Subjects

## Group A

### Ebacc (English Baccalaureate) GCSEs

**Pathway C students must make at least 2 choices from this group.**

**Pathway T students must make at least 1 choice from this group.**

A familiar approach to learning and assessment that commonly features a combination of coursework and terminal examination. Entry for some GCSEs can be at either Higher (9-4) or Foundation (5-1) level.

## Course Title: GCSE History

Awarding Body: AQA

Further information available from: Mr Ferguson

The GCSE History course is made up of the following units:-

### Paper 1 – Understanding the Modern World

This has 2 components:

**Section A: Period Study** – Germany 1890-1945: Democracy and Dictatorship. This period study will focus on the development of Germany during a turbulent half century of change. It was a period of Democracy and Dictatorship – the development and collapse of Democracy and the rise and fall of Nazism.

**Section B: Wider World Study** – Conflict and Tension: The First World War, 1894-1918. This wider world depth study enables students to understand the complex and diverse interests of the Great Powers and other states at the start of the Twentieth Century. It focuses on the causes, nature and the conclusions of the First World War and seeks to show how and why conflict occurred, and why it proved difficult to bring the war to a conclusion.

### Paper 2 – Shaping the Nation

This has 2 components:

**Section A: Thematic Study** – Health and the People c.1000 to the present day. This thematic study will enable students to gain an understanding of how medicine and public health developed in Britain over a long period of time. It considers the causes, scale, nature, and consequences of short and long term developments, their impact on British society and how they were related to the key features and characteristics of the periods during which they took place.

**Section B: British Depth Study including the Historic Environment study** – Elizabethan England c.1568-1603. This option allows students to study in depth a specific period, the last 35 years of Elizabeth I's reign. The study will focus on major events during this period based around economic, cultural, religious, political and social events. There will also be an opportunity to focus on a specific historical environment during this topic, such as a specific building or a town or village. This will change each year and will form the basis of one question on this paper.

The course is assessed through two single tier exam papers that are 2 hours each. The History Department selected this GCSE syllabus from the wide range on offer for a number of reasons.

Firstly, because it includes a range of interesting study units which build on the topics students have studied in Year 9, therefore students will have a good foundation of knowledge and skills to build upon. Secondly, because the examination questions are very clear and are designed to find out what a student has learned and can do, not to catch students out.

If you require any further information please speak to any member of the History Department.

## Course Title: GCSE Computer Science (J277)

Awarding Body: OCR

Further information available from: Mr Davidson

Technology has never been so prevalent in our day to day lives. You are now growing up in a society that is almost totally reliant on technology that improves our standard of living, makes our jobs easier and enables us to work and communicate in ways that were impossible only a short time ago. The best part about this is that it's only just beginning – the entire of computing history fits easily in to one person's life time, and the pace of change is incredible. The technology you have in your pocket today was unimaginable 10 years ago and will be unimaginably old and outdated in 10 years' time.

The aim of the Computer Science GCSE is to enable you to not only understand how these systems work, but also to examine the wider impact that technology is having for good and bad on all of our lives. You will learn about how computers and the internet work, security issues, how software works and, most importantly of all, you will learn how to take control of computer systems through programming.

Programming enables you to manipulate a machine in any way you like – to get it to do whatever you want, from creating a game to coding a monitoring system that sends you a picture message every time someone rings your door bell. All of this is possible, and more, with a little programming knowledge.

You do not need previous programming experience to take this course, but you will have experience from your Year 7 – 9 lessons that should enable you to progress smoothly through the course. You do need an interest in technology and a creative, curious mind set!

GCSE Computer Science offers students a clear pathway to go on to study our A Level in Computer Science which can lead to a range of careers in technology, programming, computer aided design, cyber security, forensics and other fields. Many of our students often go on to then study Computer Science at degree level.

This GCSE course is graded on the new 9 – 1 system and consists of three sections. All assessment is taken at the end of Year 11.

1. Computer Systems – Written Exam (50%)
2. Computational Thinking, Algorithms and Programming – Written Exam (50%)
3. Programming Project Coursework (Not awarded a grade but compulsory and essential programming practise)

## Course Title: GCSE Geography

Awarding Body: Eduqas Geography Specification A

Further information available from: Mr Ray

Is GCSE Geography, the subject for me?

Geography inspires students to become global citizens by exploring their own place in the world, and their values and responsibilities to other people, to the environment and to the sustainability of the planet.

Students will travel the world from their classroom, exploring case studies in the United Kingdom, higher income countries (HICs), newly emerging economies (NEEs) and lower income countries (LICs). Topics of study include climate change, poverty, deprivation, global shifts in economic power and the challenge of sustainable resource use. Students are also encouraged to understand their role in society, by considering different viewpoints, values and attitudes.

There has never been a better or more important time to study geography. With growing interest in issues such as climate change, migration, environmental degradation and social cohesion, geography is one of the most relevant courses you could choose to study. Many students don't realise that geography also equips them with a broad range of personal learning and thinking skills, such as teamwork, independent enquiry and creative thinking this makes it a highly valued EBACC subject by employers and top universities.

### The course structure:

**Paper 1 – Changing physical and human landscapes** (1 hour 30 minutes exam)

- Section A - Landscapes and physical processes
- Section B - Rural and urban links
- Section C - Tectonic landscapes and hazards

**Paper 2 – Environmental and development issues** (1 hour 30 minutes exam)

- Section A – Weather, climate and ecosystems
- Section B - Development and resource issues
- Section C - Environmental challenges

**Paper 3 – Applied Fieldwork Enquiry** (1 hour 30 minutes exam)

- Section A - Fieldwork methods
- Section B - Your fieldwork experience
- Section C - A Decision Making Exercise (DME)

### How will I be taught?

Geography encourages the development of a range of skills desperately sought by employers and universities. You will be experience a range of teaching and learning styles including group work, presentations, filming and documentary enquiries, and independent working. The department also has a range of relevant and up to date media resources and camera's to help students document the findings. In addition to classroom learning we also participate in several fieldwork experiences to Bakewell, Carding Mill Valley and Tenerife. We also develop the following attributes:

- Communication skills
- Interpersonal skills through debate and discussion
- Literacy and numeracy
- Problem solving skills
- Graphical and cartographical skills and technological skills, including ICT and GIS
- Entrepreneurial skills and awareness of career possibilities

### What can I do with my GCSE in Geography?

Geography is a sought after qualification by employers and universities due to the diverse range of skills that students develop. Some of the careers geographers can go on to include law; planning; resource management; tourism; recreation; environmental management; construction and journalism. Geographers enter a very wide range of career areas and put simply **there is no such thing as a geography job, there are jobs that geographers do**. Studying geography provides you with valuable skills and a firm base for life-long learning.

## Course Title: GCSE MFL French or German

Awarding Body: AQA

Further information available from: Mr Lancett or Mrs Scholes

As we face an uncertain future in a post Brexit Britain, we will need to establish stronger links with other countries and the ability to communicate in a foreign language will become more and more important. Students who study a foreign language don't just gain language skills – they develop excellent communication skills. Learning a Modern Foreign Language such as French or German boosts brain power, improves memory and enhances the ability to multi-task. It is also shown to improve performance in other academic areas.

The course contains three themes which apply to all four question papers:

- Theme 1: Identity and culture
- Theme 2: Local, national and international areas of interest
- Theme 3: Current and future study and employment

The GCSE course builds on what has been studied since Year 7 and is based on the four language skills of -

- **listening**
- **speaking**
- **reading**
- **writing**

The examinations are divided into two levels and students will be entered for the one most suited to their ability. Students will be taught and encouraged to cope with a variety of activities and tasks, ranging from basic word recognition and phrases to writing letters abroad and holding a conversation with a native speaker. A foreign language dictionary is essential in Key Stage 4.

The emphasis is placed equally on the four skills of listening, speaking, reading and writing, each worth 25% of the final mark. All skills will be assessed by examination at the end of the course.

Students of all abilities can take a language at GCSE and the most able linguists would be encouraged to consider doing so. All that is needed is a great deal of enthusiasm, commitment to independent learning and preparation at home.

People with qualifications in Modern Languages like French and German may work on a self-employed basis as interpreters or translators. However, many others choose careers not directly related to their subject but where there is the opportunity to use their language skills, for example working for companies who trade or offer services internationally or to non-English speaking customers and suppliers as a broadcast journalist, a diplomat, a logistics manager or a sales executive amongst others.



# Optional Subjects

## Group B

### BTECs/Technical Award

A BTEC or Technical Award course offers students the chance to study in a different way to more familiar GCSEs. Course content is often more “hands on” in nature and features unit tasks that need to be completed practically and then written up with advice and guidance from the teacher.

BTEC students enjoy independent learning approaches; assessment is through a mix of coursework and external examinations. BTEC courses also emphasise the relevance of study to the world of work.

## Course Title: RSL Level 1 & 2 Certificate in Performance for Music Practitioners

Awarding Body: RSL

Further information available from: Mr Till

This course aims to provide students with a practical appreciation of what the music industry entails and provides students with the opportunity to further their musical skills in a practical way. This course is equivalent to one GCSE and is graded at Pass, Merit, Distinction and Distinction\*.

The course is designed to inspire and enthuse learners to consider a career in the music industry, rather than to participate in music only recreationally. It will also give learners the opportunity to gain a broad knowledge and understanding of, and develop skills in, the music industry, e.g. the live sound industry, solo or group professional performance, or music promotion and publishing.

### What will I study?

The course consists of three units that allow students opportunities to develop new and existing musical skills. The qualifications are 40% externally assessed and 60% internally assessed. The externally assessed core unit takes the form of a timed assessment under controlled conditions based on an assignment set and marked by RSL. The remaining units are optional units and are internally assessed (i.e. staff in centres provide assessment opportunities for, and assess the work produced by learners).

**Live Music Performance** – This unit enables learners to develop their skills as performers, both as solo artists or working in an ensemble through developing rehearsal and performance techniques.

**Musical Knowledge** – The aim of this unit is to build the learner's musical knowledge and give them the ability to articulate thoughts and feelings about music using the appropriate industry and theoretical language whilst drawing upon knowledge learned within unit. Learners will study musical styles and the various distinctive traits that comprise them. Through study of this unit learners will build a wider contextual and theoretical knowledge of contemporary music. This will be identified through the ability to identify and analyse the key stylistic and musical elements present within contemporary music.

**Sound Recording** – this unit aims to introduce learners to the sound recording process. The purpose of this unit is to enable the learner to develop a plan and undertake the recording of a piece of music. Learners will be shown the skills needed to record effectively and understand the principles behind the recording process. They will be given the opportunity to learn mixing techniques and then apply these to their own recorded work.

### How will I be assessed?

This qualification is designed to meet the needs of students who prefer coursework to exams. Units are assessed internally and externally moderated, with a performance unit set and marked by the exam board.

### Is this Course for me?

An enthusiasm for practical work is vital, as you will be expected to perform your music to an audience.

Ability to work independently and manage your work is also important. You will need to rehearse on your own or as part of an ensemble, as well as researching and providing written documentation as evidence.

To succeed in this course, determination and hard work is needed. Students who enjoy performing and have the ability to express themselves creatively enjoy this subject immensely.

## Course Title: BTEC Level 2 Tech Award in Performing Arts

Awarding Body: Edexcel

Further information available from: Mrs Maymand

The BTEC Level 2 Tech Award in Performing Arts (2022) is for students interested in taking a hands-on course that will offer them an insight into what it is like to work in the performing arts sector.

This course enables learners to develop skills that are integral to a wide range of roles (from performing to designing and directing) across the creative industries, including film and television, theatre, games, and advertising. Through this course, students will acquire sector-specific applied knowledge and skills, develop their own technical, practical and interpretative skills through workshops and classes, and to apply them in the internal and external assessments.

In addition, learners will develop transferable and employability skills such as responding to a brief, self-development, planning, time management and communication.

As a creative subject with a focus on application, there is no written exam.

The BTEC Tech Award in Performing Arts is equivalent to 1 GCSE.

### Why Study Acting and Performing Arts?

Students develop the knowledge, skills and understanding to approach a role. Students develop essential technical and interpretive skills fundamental to the art of acting. Working as a cast develops mutual respect and understanding; the concept of teamwork is of paramount importance.

By exploring and appreciating characters, students consider other people's perspectives and are able to think about, express and critically evaluate views that are not their own. Students negotiate and make decisions, both in role and as themselves. Students learn the skills of exploring a text from initial understanding and textual analysis through character creation and development, rehearsal techniques and the exploration of text to the requirements for performance.

### What will I study?

The course consists of three components.

#### Component 1: Exploring the Performing Arts

Learners will develop their understanding of the performing arts by examining the work of performing arts professionals and the processes used to create performance.

#### Component 2: Developing Skills and Techniques in the Performing Arts

Learners will develop their performing arts skills and techniques through the reproduction of acting, repertoire as performers or designers.

#### Component 3: Responding to a Brief

Learners will be given the opportunity to work as part of a group to contribute to a workshop performance as either a performer or a designer in response to a brief and stimulus.

## Course Title: BTEC Level 1/2 Tech Award in Sport

Awarding Body: Pearson

Further information available from: Mr Swannell and Mr Barter

This qualification will focus on developing sport-specific applied knowledge and practical skills through realistic vocational contexts. It will form part of a Key Stage 4 learning programme that enables both academic and vocational progression. The course prepares students for further study within the sports sector through progression on to qualifications such as the Edexcel Level 3 BTEC Nationals in Sport and Sport & Exercise Sciences, and A Level PE. There is however no limit to progression options as the skills acquired are applicable to a range of post-16 study options.

### Learners will have the opportunity to develop knowledge and skills in the following areas:

- Investigating provisions for sport including equipment and facilities to enhance sport.
- Planning and delivery of sport drills and sessions.
- Fitness for sport including fitness testing and methodology.

### The Qualification is made up of three Components.

#### Component 1: Preparing Participants to Take Part in Sport and Physical Activity

This component is assessed internally by coursework assignments marked by the centre and externally verified by Edexcel. 30% of total course mark. In this component you will:

- Explore types and provision of sport and physical activity for different types of participant
- Examine equipment and technology required for participants to use when taking part in sport and physical activity
- Be able to prepare participants to take part in sport and physical activity.

#### Component 2: Taking Part and Improving Other Participants Sporting Performance

This component is assessed internally by coursework assignments marked by the centre and externally verified by Edexcel. 30% of total course mark. In this component you will:

- Understand how different components of fitness are used in different activities.
- Be able to participate in sport and understand the roles and responsibilities of officials.
- Demonstrate ways to improve participants sporting techniques.

#### Component 3: Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity

This component is assessed by a 1.5 hour written exam worth 60 marks externally marked 40% of total course mark. In this component you will learn how to:

- Demonstrate knowledge and understanding of facts, components of fitness, fitness tests, training methods/processes/principles in relation to improving fitness in sport and exercise.
- Apply an understanding of facts, components of fitness, fitness tests, training methods/processes/principles in relation to improving fitness in sport and exercise.
- Make connections with concepts, facts, components of fitness, fitness tests, training methods/processes/principles in relation to improving fitness in sport and exercise.

## Course Title: Creative iMedia (J834)

Awarding Body: Cambridge Nationals

Further information available from: Miss Longworth

The media industry is vast, covering different sectors and providing work for freelance creatives as well as large teams in design houses and multinational companies. But there are common aspects to all digital media products.

This qualification will help you to develop knowledge, and understanding relating to different sectors, products and job roles that form the media industry.

You will learn how media codes and conventions are applied to create digital media products which engage audiences. You will also learn the purpose of, and reasons for legislation applicable to the media industry and what media producers must do to comply with this legislation. In addition, you will gain an understanding of the properties and formats of media files.

Visual identity is a vital component of any business, product or brand. It makes a brand recognisable and helps sell a product or idea to a target audience. In this qualification you will learn how to develop visual identities for clients and apply the concepts of graphic design to create original digital graphics to engage target audiences.

### Unit R093: Creative iMedia in the media industry

This is assessed by taking an exam. In this unit you will learn about the media industry, digital media products, how they are planned, and the media codes which are used to convey meaning, create impact and engage audiences.

Topics include:

- The media industry
- Factors influencing product design
- Pre-production planning
- Distribution considerations

### Unit R094: Visual identity and digital graphics

This is assessed by completing a set assignment.

In this unit you will learn to how to develop visual identities for clients and use the concepts of graphic design to create original digital graphics to engage target audiences.

Topics include:

- Develop visual identity
- Plan digital graphics for products
- Create visual identity and digital graphics

### Course Structure

**R093 – Creative iMedia in the media industry** - Written Assessment - 40 %

**R094 - Visual identity and digital graphics** - Internally Assessed - 30%

**Choice of 1 other optional unit** – Internally Assessed 30%

**R095: Characters and comics**

**R096: Animation with audio**

**R097: Interactive digital media**

**R098: Visual imaging**

**R099: Digital games**

# Optional Subjects

## Group C

### Other GCSEs

A more familiar approach to learning and assessment with a terminal examination. Entry for many GCSEs can be at either Higher (9-4) or Foundation (5-1) level.

## Course Title: GCSE Food Preparation and Nutrition

Awarding Body: AQA

Further information available from: Mrs Pymm

This exciting GCSE course gives students the opportunity to gain experience by focusing on practical cooking skills. Students will gain a thorough understanding of nutrition, food provenance and the working characteristics of food. At its heart, this qualification focuses on nurturing students' practical cookery skills to give them a strong understanding of nutrition.

Food preparation skills are integrated into five core topics:

1. Food, nutrition and health – Macro nutrients, micro nutrients, Nutritional Needs and Health.
2. Food science – Cooking of food, Heat Transfer and the Functional and Chemical Properties of Food
3. Food safety – Food spoilage, Contamination and the Principles of Food Safety.
4. Food choice – Factors affecting Food Choice, British and International Cuisines, Sensory Evaluation, Food Labelling and Marketing.
5. Food provenance – Environmental Impact and Sustainability of Food, Food Processing and Production.

### Course components

**Written Paper** 1hr 45mins – 50%

**Section A:** Multiple choice questions structured to reflect the sections of the specification.

**Section B:** contains five questions varying in styles of approach and content.

**PLUS**

**Food Investigation – 15%**

Students write a report on their understanding of the scientific principles that underpin the preparation and cooking of food.

**Food Preparation Assessment – 35%**

Students will plan, prepare, cook and present three dishes within 3 hours.

### Written Paper – 50%

The paper will be made up of 20 multiple choice questions worth 20 Marks and 5 questions each with a number of sub questions worth 80 marks.

### Food Investigation – 15%

Students' understanding of the working characteristics, functional and chemical properties of ingredients are assessed through research and experimentation. Students will submit a written report (1,500 – 2,000 words) including the photographic evidence of the practical investigation.

### Food Preparation Assessment – 35%

Student' knowledge, skills and understanding in relation to the planning, preparation, cooking, presentation of food and application of nutrition related to the chosen task. Students will prepare, cook and present a final menu of three dishes within a single period of no more than three hours, planning in advance how this will be achieved. Students will submit a written portfolio including photographic evidence.

### Which careers will this lead to?

Studying food preparation and nutrition can lead to exciting and well paid career options. Consumers are increasingly reliant on the food industry to develop solutions for their nutritional needs. This course could lead you into roles such as a chef, Food Product Developer, Buyer (who travels the world sourcing new food products for manufacturers), Food Safety Inspectors, Nutritionists, Dieticians, Quality Managers, Teacher, Food Engineer, Food Scientist, Food Technologist, Food Photographer, Food Stylist, Home Economist, Hotel and Restaurant Manager, Microbiologist, working in food magazines. For more information on food careers please visit

[www.tastycareers.org.uk](http://www.tastycareers.org.uk)

## Course Title: GCSE Design & Technology (Graphic Products)

Awarding Body: AQA

Further information available from: Mr Tennant or Mr Ferns

This exciting 2 Year GCSE course allows students to gain a broad understanding of technical, designing and making principles.

You will produce imaginative practical work. Students will explore, design, create and evaluate products that solve real world problems.

Your products can be made using a range of different materials.

You will have the opportunity to explore Graphical materials such as card, paper other compliant materials in greater depth.

The use of ICT will be an integral part of the course. Computer-aided Design has to be included in the design folder. Computer-aided Manufacturing will be included in the practical work.

### How is it assessed?

**2 hour written exam**

**Non-exam assessment (controlled assessment)**

**Each component is 50% of the GCSE**

### Written Paper

#### Section A - Core technical principles

- Multiple choice and short answer questions.
- Questions cover a broad range of technical knowledge and understanding.
- 20 marks.

#### Section B - Specialist technical principles.

- Several short answer questions and one larger question to assess in more depth.
- 30 marks

#### Section C— Designing and making principles

- Short and extended questions including a 12 mark design question.
- 50 marks

### Non-exam assessment

- 35 hour Controlled Assessment.
- Design folder, 20 A3 pages.
- A substantial Design and Make task responding to a context set by the exam board.
- Assessing: Investigation, designing, making, analysing and evaluating.

### Post 16 Study

Students who achieve a grade 4 or above would be well prepared to study OCR A Level Art & Design 3D Product Design.

## Course Title: GCSE Design & Technology (Resistant Materials)

Awarding Body: AQA

Further information available from: Mr Tennant or Mr Bullock

This exciting 2 Year GCSE course allows students to gain a broad understanding of technical, designing and making principles.

You will produce imaginative practical work. Students will explore, design, create and evaluate products that solve real world problems.

Your products can be made using a range of different materials.

You will have the opportunity to explore Resistant Materials such as wood, metal and plastics in greater depth.

The use of ICT will be an integral part of the course. Computer-aided Design has to be included in the design folder. Computer-aided Manufacturing will be included in the practical work.

### How is it assessed?

**2 hour written exam**

**Non-exam assessment (controlled assessment)**

**Each component is 50% of the GCSE**

Written Paper

#### Section A - Core technical principles

- Multiple choice and short answer questions.
- Questions cover a broad range of technical knowledge and understanding.
- 20 marks.

#### Section B - Specialist technical principles.

- Several short answer questions and one larger question to assess in more depth.
- 30 marks

#### Section C— Designing and making principles

- Short and extended questions including a 12 mark design question.
- 50 marks

#### Non-exam assessment

- 35 hour Controlled Assessment.
- Design folder, 20 A3 pages.
- A substantial Design and Make task responding to a context set by the exam board.
- Assessing: Investigation, designing, making, analysing and evaluating.

#### Post 16 Study

Students who achieve a grade 4 or above would be well prepared to study OCR A Level Art & Design 3D Product Design.

## Course Title: GCSE Fine Art

Awarding Body: OCR

Further information available from: Mr Andrews

The course offers students a wide range of creative and exciting opportunities to explore Art and Design through a variety of media with reference to contemporary artistic practice.

This is a very successful course with high pass rates that lays strong foundations for post-16 students studying either Art or Photography.

Students considering Art and Design at GCSE should have a real interest in the subject. They should be motivated and prepared to work hard independently, supporting class work with up to 1 hour of extracurricular study each week.

The coursework portfolio is worth 60% of their final mark and an externally set portfolio task at the end of their second year worth 40% of the overall mark. Both the coursework and exam are marked using the same assessment objectives.

**AO1: (25%) Artist INSPIRATION** ideas through artist's research and appropriate responses

**AO2: (25%) MEDIA EXPERIMENTATION** with, and select, appropriate materials

**AO3: (25%) Considered CREATION** ideas and observations through drawing, painting, photography and video

**AO4: (25%) Informed OUTCOME** a final outcome developed from work produced throughout the portfolio development.

### Coursework Portfolio

For this, students produce a body of work that often takes the form of a sketchbook supported by larger drawings, paintings and 3D media pieces. They explore an idea or theme developing work in a way that reflects their personal interests or strengths until they reach a final outcome. Work produced should satisfy the Assessment Objectives above and demonstrate that they have researched and responded to artists relevant to their theme, experimented with different media, recorded relevant images and objects through drawing, painting or photography and then produced a relevant final piece.

### Controlled Assignment

The exam takes the same form as the coursework. Students will be issued with an early release paper in January from which they will select a title/starting point to develop ideas from. They will have time to produce preparation work that satisfies the first 3 AO's (just as they have done for their coursework) before they begin their exam outcome piece. This preparatory work is worth approximately 30% of the 40% of marks awarded for the exam. The exam outcome piece is produced in 11 hours under examination conditions, typically split into sittings of up to 5 hours. The focus in the exam is to produce a final outcome that satisfies AO4. Exams are likely to begin towards the middle of April and finish in the middle of May, although exact timings may vary. Coursework deadlines will coincide with final exam deadlines. Students have the opportunity to work in an increasingly independent way. They will explore ideas by looking at and responding to contemporary Artists, developing drawing, painting and recording skills and by experimenting in a variety of exciting and innovative media.

### Art and Design and careers

The course is structured to provide students with the opportunity to develop a wide range of skills, explore an exciting range of contemporary artists and express their own ideas. It is an excellent grounding for further study of art, design or photography or a career in any of the creative industries. It also develops good transferable skills including problem solving, researching, and creative thinking.

## Course Title: GCSE Sociology

Awarding Body: AQA

Further information available from: Mr Giles

Sociology is the study of Society and groups of people, it adds real understanding to a students knowledge and the world around them.

Sociology equips students with knowledge and language to challenge their own beliefs and perceptions of Society, it furthers their understanding of Economic, Social and Political Powers.

Specific course areas are as follows –

1. The sociological approach
2. Social structures, social processes and social issues
3. Families
4. Education
5. Crime and deviance
6. Social stratification
7. Sociological research methods

Assessment – Two papers each with a written exam: 1 hour 45 minutes worth 100 marks.

Students must be prepared to give opinions about the world around them and have a desire to follow current affairs and news. The nature of the subject means that students need to be prepared to produce written notes to follow the course and produce work that can show balanced arguments.

A mature attitude to their studies is very important as the subject will look at their own views of life and cover topic areas that require thought and understanding.

The subject is very useful for students who want to work with people in the future. It links well with care professions, teaching, working with the law, media and social work.

For further information please see Mr Giles.

## Course Title: GCSE Religious Studies (Philosophy and Ethics)

Awarding Body: AQA Religious Studies A

Further information available from: Miss Roach

Religious Studies GCSE begins by investigating the religious teachings and practices of Christianity and Judaism. The course then explores philosophical and ethical issues impacting the world today. It considers issues of morality, right and wrong. For example; *What constitutes a good family? Should euthanasia be legalised in the UK? Is it ever acceptable to go to war? Is the death penalty ethical?*

### Course overview:

#### **Component 1. The study of religions: beliefs, teachings and practices.**

Religions: Christianity and Judaism.

Assessment: One exam, 1 hour 45 minutes. 50%

#### **Component 2. Thematic studies. The choice of 4 philosophical and ethical themes out of 6.**

Themes: A. Relationship and families

B. Religion and life

D. Peace and conflict

E. Crime and Punishment

Assessment: One exam, 1 hour 45 minutes. 50%

### **Religious Studies and careers**

The study of religions, philosophy and ethics develops key skills required in higher education and a broad range of careers. In fact Philosophy forms one of the most popular courses at Oxford and Cambridge - PPE (Philosophy, Politics and Economics). The GCSE course ensures students adopt an enquiring, critical and reflective approach to fundamental questions. Students will learn to articulate their own beliefs as well as respecting those of others. Students will cultivate the compassion and empathy needed for careers in medicine, the tolerance and understanding essential for roles in policing and the analytical skills desired in law. Religious Studies closes no doors in careers, it only opens them.

## Course Title: GCSE Business

Awarding Body: OCR

Further information available from: Mr Davidson

Whether we realise it or not, our lives are affected by businesses and how well they are doing. When the companies and businesses in our country do well, we all benefit and when performance is poor there can be huge implications for us all in terms of employment. A general knowledge of Business is absolutely essential if you are to understand how the world around you works and how you will be impacted by decisions businesses make. More than ever you are growing up in a society where an understanding of Business is essential for your future financial security. Whether you are interested in starting your own business, management, finance or simply want to understand how our economy and the world around us works, GCSE Business will give you the essential insight and skills you need.

You do not need any previous experience or understanding of Business, however our units in Years 8 and 9 Computing will give you a head start on this course.

You will study a range of topics including:

- Marketing – How products are sold to us, how marketing works and how we are all influenced by product placement and promotion.
- People in Business – How people are deployed, communicate and managed in a company.
- Business Activities – The types of business, how they are set up, owned and managed
- Business operations – How products are produced, sold and how consumer law works.
- Finance – Sources of money, profit and loss, cash flow.
- The interdependent nature of business – How different types of business work together or affect each other.
- Influences on business – Environmental and ethical issues and economics.

There are two exams at the end of Year 11:

- Paper 1 – Business activity, Marketing and People – 80 Marks, 1 hour and 30 minutes, a mixture of multiple choice and long answer questions, worth 50% of your GCSE
- Paper 2 – Operations, Finance and Influences on Business – 80 Marks, 1 hour and 30 minutes, a mixture of multiple choice and long answer questions worth 50% of your GCSE

# CEIAG (Careers Education, Information, Advice and Guidance)

CTA employ our own Director of Careers. Mrs Poppleton is a very highly qualified and experienced careers advisor, who offers specialist and impartial careers advice and guidance.

A few examples of what Mrs Poppleton can help with:

- Helping to plan individual futures in giving careers advice and guidance to students of all levels and abilities. This includes choosing the right subjects, courses, training and careers
- Helping to find that job or training opportunity and preparing a student for employment, training, voluntary or work experience
- Supporting with personal issues such as relationships, health, drugs, abuse and homelessness
- Signposting and referring to specialist support services in their local area
- Helping with personal development through volunteering / community activities, sport and the arts
- Helping overcome barriers which may stop a student from succeeding

You may have a query which I can assist you with on the Year 9 options evening. If you just come to see me in New Hall. You may need to book an interview with me which you can make either on the evening or by contacting me on 01543 682286 ext 105 or emailing [j.poppleton@chaseterraceacademy.co.uk](mailto:j.poppleton@chaseterraceacademy.co.uk)

# People to Contact

If there is anything that you do not understand at any stage during this decision-making process then get in touch and discuss your problem with your form tutor or with the most suitable person from the following list:-

1. Queries about overall choice and/or balance of subjects	Head of Year - Mr Birt Head of School - Ms Mason Deputy Head - Mr Cain
2. Queries about the Options Process	Assistant Head - Mrs Baird
3. Queries about the effects of choice on 'A' level and Further Education possibilities	Mr Giles (Head of Sixth Form) Director of Careers - Mrs Poppleton
4. Queries about careers	Director of Careers - Mrs Poppleton
5 Student Support for Year 9	Mr Bray
6. Queries about individual subjects:	
English	Mrs Cowley
Maths	Mr Brown
Science	Mr Trickett
Art and Design	Mr Andrews
Business	Mr Graham
Resistant Materials	Mr Tennent
Graphic Products	Mr Ferns
Food Preparation	Mrs Pymm
Performing Arts Drama	Mrs Maymand
Music	Mr Till
French	Mr Lancett / Mrs Scholes
Geography	Mr Ray
German	Mr Lancett
History	Mr Ferguson
ICT / Computer Science	Mr Davidson
Philosophy and Ethics	Miss Roach
Sport	Mr Barter
Sociology	Mr Giles

