



Chapel-en-le-Frith
High School

Year 9
Options Guide

2022-2024

Introduction

This booklet outlines the core curriculum in years 10 and 11 and gives details of the option subjects available to students. We aim to offer a breadth of GCSE subjects and to ensure that students participate in a core academic curriculum that keeps all future paths open to them.

The core curriculum: all students will follow GCSE courses in English language, English literature, maths and science. They will also participate in core PE lessons and Learning for Life activities.

The option subjects: students will select 4 option subjects, leading to GCSEs or qualifications with GCSE equivalence. All students are required to choose either history or geography as their first option and then 3 other subjects from the list.

Some students who attend classes in our learning support department will pursue alternative accreditation.

Restrictions: exam board rules mean that students can only choose one of Fine Art, 3D Art or Textiles – these three arts subjects are considered to have too much crossover for students to take more than one.

I am sure that you understand that it is not always possible to accommodate every student's preferences. Equally, it is very difficult to change options once groups have been determined. We therefore ask students to pay close attention to their reserve choices.

If you have any queries about the process, please contact me by phone or email sdavies@chapelhigh.org.uk. Contact details for subject staff are on the relevant pages of the booklet and on our website.

Please do not hesitate to get in touch.

Sharon Davies, Assistant Headteacher

How to choose your options – advice from Mr Grieves.

Most of our students find it relatively straightforward to choose their options. This is however, a serious decision that needs some thought. I think that you need to think about three things:

What do I enjoy doing?

What do I definitely need to do to get where I want to get?

In a competitive world, how will my choices look compared to those of others?

We'll look at those one at a time.

What do I enjoy doing?

This is straightforward; everyone will have favourite subjects. It is also true that students tend to do well in subjects that they enjoy.

What do I definitely need to do to get where I want to get?

This is only slightly more complex.

In general, if you want to study a subject after you leave school, and that subject exists at GCSE in our school, you will need to have studied it at school. For example, you cannot do 'A' level French if you do not choose French GCSE. You will struggle to get to a degree in geography at university, if you do not choose geography at GCSE.

If you are considering any career that involves science, or if you want to do an 'A' level in a science, then you **must choose triple science**. This is a straightforward rule. Not doing triple science will make it very difficult, if not impossible, to continue with science post 16 or as a career.

In a competitive world, how will my choices look compared to those of others?

This is a much more complicated question with no absolute answer. You do need to think hard about this if you want to pursue an academic route after you have left school. If you are thinking about 'A' levels and going to university then this needs some thought.

The government wants almost all students (90%) in England to study the English Baccalaureate combination of subjects. This means that they want students to study either **history or geography** and a **modern language** as options at GCSE.

In most schools, studying the English Baccalaureate is now compulsory. Therefore most of the people you will compete for college and university places with will have studied these subjects. Almost all already do history or geography, and over 50% now study a language.

There has also been a shift in science options. Far more students nationally now take triple science. We now find in school that students typically get better grades when they take triple science than if they take double award.

As a school this year, we are asking everyone to choose either history or geography (or both). The school governors and I agree with government that this is important. These subjects give you an understanding of the world. They also allow you to demonstrate key academic skills such as extended writing, the ability to understand and evaluate information, and the ability to express your views on a topic. Having one, or both, of these subjects in your GCSEs will help you in the future.

Unlike most other schools, we are not yet insisting that you take a modern language. However, I would strongly recommend that anyone thinking of pursuing academic study after leaving school studies a modern language GCSE. Taking a language says something about you, both academically and in terms of your world view that will help you in the future. Remember, when you apply for college, university or a job most of your peers will now have taken a modern language. On a personal level, my biggest regret about my own education is that I chose not to study a modern language.

You now have a choice here of three modern languages, French, German or Spanish, all taught by our brilliant new languages team. It is important to understand that languages are not just for those likely to get top grades, we are very happy for anyone to study a language.

As a school, we are unusual in offering four option choices. Most schools now offer only three. You should therefore be able to take the advice above and still have room for other subjects that you enjoy and that interest you.

So in summary:

Everyone will study either history or geography; you can take both if you wish.

I would very strongly recommend that anyone who is heading towards an academic route of 'A' levels and possible university entry take a modern language. Most of your peers in this country will be taking a language, and everyone in continental Europe will have studied a foreign language.

If you are considering a career that involves science, or an 'A' level in science, you **must** choose triple science. This takes one of your option choices.

Even if you do all three of the above, you still have one choice left to do something different.

I hope that is helpful,

Simon Grieves
Headteacher

Key Terms

GCSE - General Certificate in Secondary Education.

In this school GCSEs are two year courses. Students will take final examinations in the summer of 2023. Most courses are referred to as linear and have terminal exams. This means that students study the subject for two years and assessment is at the end of the course only, by examination. There is very little “coursework” in the new system. All GCSEs are graded 9-1.

Qualifications in the technical award category:

Cambridge Nationals and Level 1/2 Awards

Not all courses lead to GCSE qualifications. We also offer a Cambridge National qualification and a Vocational Award at Level 1 and 2. These qualifications have full equivalence with GCSEs. These courses define achievement in terms such as Pass and Merit rather than grades and these are detailed on subject pages. Broadly speaking, a Level 2 pass equates to a Grade 4 GCSE.

The Board

The examining body that sets the syllabus and the examination. (AQA, Edexcel, OCR, etc.)

Syllabus

This defines the content of the course. Further details are given in the **specification** for each course and exam. These are all freely available online.

NEA - non-examination assessment

A few subjects do include an element that you might recognise as “coursework” or portfolios of work. This is now known as a non-examination assessment. This is a body of work, usually produced under controlled conditions in class, which can be assessed by a teacher and subsequently moderated. The marks count towards the final grade. Further details are included in subject pages.



Chapel-en-le-Frith
High School

Core Curriculum

These subjects are compulsory
for all students taking GCSE qualifications

English language

Qualification Type: GCSE Syllabus Reference: 8700 Awarding Body: AQA

What can you achieve?

GCSE grades 9-1

You will be assessed through **two** external examinations.

Paper 1: Explorations in Creative Reading and Writing (50%)

Section A: Reading:

One literature fiction text (25%)

Section B: Writing:

Descriptive or narrative writing (25%)

The exam is 1 hour 45 minutes long and marked out of 80.

Paper 2: Writers' Viewpoints and Perspectives (50%)

Section A: Reading:

One non-fiction text and one literary non-fiction text

Section B: Writing:

Writing to present a viewpoint

The exam is 1 hour 45 minutes long and marked out of 80

Non-examination assessment: Spoken language

This component assesses:

- Presenting
- Responding to questions and feedback
- Use of standard English

It is assessed by the class teacher throughout the course. Although it does not contribute to the overall grade for the subject, students do receive separate accreditation for it.

You will need to:

- Work consistently well across the two years of the course. Good attendance is vital.
- Develop the capacity to write in appropriate detail.
- Continue to develop your reading skills.
- Keep up with class work and homework.
- Take care with the accuracy of your work (SPaG).
- Develop confidence in discussion and presentation of ideas both in speech and writing.

**If you have any queries, please contact:
Mrs S Wilson; swilson@chapelhigh.org.uk**

English literature

Qualification Type: GCSE Syllabus Reference: 8702 Awarding Body: AQA

What can you achieve?

GCSE grades 9-1

You will be assessed through **two** external examinations.

Paper 1: Shakespeare and the 19th Century Novel (40%)

Section A: Shakespeare: Romeo and Juliet

You are required to write about an extract from the play and then to write about the play as a whole.

Section B: The 19th Century Novel: A Christmas Carol

You are required to write about an extract from the novel and then to write about the novel as a whole.

The exam is 1 hour 45 minutes long and marked out of 64.

Paper 2: Modern texts and poetry (60%)

Section A: Modern texts: An Inspector Calls

You will answer one essay question from a choice of two based on the modern drama you have studied.

Section B: Poetry: Conflict and Power cluster

You will answer one comparative question on one named poem printed on the paper and one other poem from the cluster of poems you have studied.

Section C: Unseen Poetry:

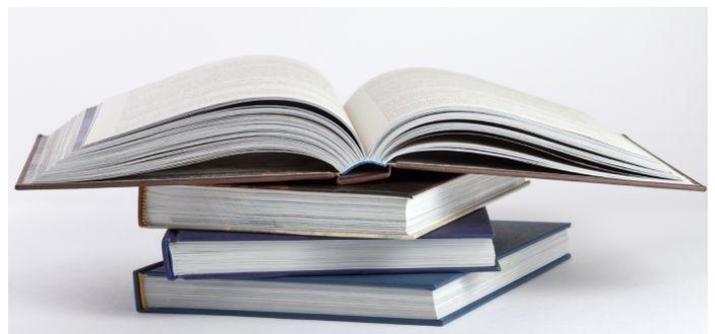
You will answer one question on one unseen poem and one question comparing methods used in this poem with methods used in a second unseen poem.

In order to succeed on this course you will need to:

- Enjoy reading and writing about texts.
- Continue to develop your reading skills.
- Be able to write analytically about texts.
- Keep up with work in class and home-work.

For further details please contact:

Mrs S Wilson; swilson@chapelhigh.org.uk



Mathematics

Qualification Type: GCSE Syllabus Reference: Mathematics A – Linear (1MA1) Awarding Body: Edexcel

What can you achieve?

GCSE grades 9-1

The aims of the mathematics GCSE are to enable students to:

- develop fluent knowledge, skills and understanding of mathematical methods and concepts
- acquire, select and apply mathematical techniques to solve problems
- reason mathematically, make deductions and inferences, and draw conclusions
- comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the information and context.

We follow the Pearson Edexcel course, making use of lots of their resources including the online “activelearn” service for students.

Course content

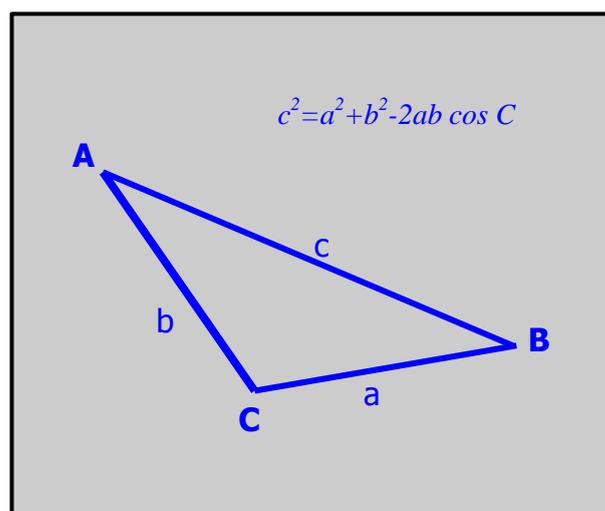
- Number, algebra, ratio, proportion and rates of change, geometry and measures, probability and statistics
- Elements of functional mathematics (embedded into the assessments).
- How to select and apply mathematical techniques and methods in mathematical, every day and real-world situations.

Some of this content will be examined within problem-solving based exam questions, where reasoning and clear method will need to be demonstrated.

Assessment details

- There are three examination papers (a non-calculator paper and two calculator papers).
- All examinations take place at the end of year 11.
- Each paper is 1 hour 30 minutes long and counts for a third of the final grade.
- Each paper will have a mix of questions on all aspects of mathematics studied.
- The proportion of marks relating to each topic area and tier is given below.

	Foundation tier	Higher tier
Number	25%	15%
Algebra	20%	30%
Ratio, proportion and rates of change	25%	20%
Geometry and measures	15%	20%
Probability	15%	15%
Statistics		



**For further details please contact:
Miss Colloby; scolloby@chapelhigh.org.uk**

Science: Combined Science (Double Award)

Qualification Type: GCSE Combined Science: Trilogy (Double Award) Syllabus Reference: 8464 Awarding Body: AQA

What can you achieve:

GCSE grades 9-1. There is a 17 point grading system from 9-9, 9-8 through to 2-1, 1-1. **Students attain 2 GCSE grades** for Combined Science.

Students studying combined science will cover **all three** science disciplines in the traditional fashion. The course is heavily based in practical study and students carry out 16 assessed practicals throughout the course. Students will be assessed on their practical skills in their exams with at least 15% of the marks coming from questions relating to practicals. We know that practicals are not only one of the most engaging parts of a science education but are also essential for students' understanding of scientific theory.

Course content

Biology:

Cell biology; organisation; infection and response; bioenergetics; homeostasis and response; inheritance, variation and evolution; ecology.

Chemistry:

Atomic structure and the periodic table; bonding structure and the properties of matter; quantitative chemistry; chemical changes; energy changes; the rate and extent of chemical change; organic chemistry; chemistry of the atmosphere; using resources.

Physics:

Forces; energy; waves; electricity; magnetism and electromagnetism; particle model of matter; atomic structure.

Assessment details

- Six examination papers; 2 biology, 2 chemistry, 2 physics. Each will assess different topics.
- All the papers are 1 hour 15 minutes long and all are sat at the end of Year 11.
- Higher and foundation tiers are available.
- Questions types; Multiple choice, structures, closed and short answer and open responses.



Students who are considering a taking a science subject at A level should take triple science. This will take up an option choice in addition to the core science lessons.

For further information, please contact Mrs Robertson;
crobertson@chapelhigh.org.uk

Physical Education - referred to as "core" PE

All students will have three sessions of physical education per fortnight in year 10 and four in year 11.

They will participate in a wide variety of activities during years 10 and 11. Students choose from a selection of activities each half-term block. In year 11, students will also have access to the fitness suite in the leisure centre.

In addition, PE is also available as an option subject at GCSE. Further details can be found in the optional subjects section of this booklet.

**Please speak to any member of the PE department for further information or contact Miss Milne;
emilne@chapelhigh.org.uk**



Learning for Life

All students will participate in a number of drop down days per year, where normal lessons are suspended and time is devoted to aspects of the Learning for Life curriculum. These days will investigate cross-curricular themes such as economic and financial understanding, health education including drugs and sex and relationships, contemporary ethical issues, careers education and guidance, preparing students for their post-16 choices and promote their spiritual, moral, social, mental and physical development.

In addition we have a statutory responsibility to deliver the national curriculum for citizenship at KS4, which requires that all students develop their understanding of government, democracy and the rights and responsibilities of citizens.

For further information please speak to Mrs Davies. sdavies@chapelhigh.org.uk



Chapel-en-le-Frith
High School

Step 1

EBacc Subject

Option 1

All students must choose

one of:

Geography

History

Geography

Qualification Type: GCSE Syllabus Reference: J384 Awarding Body: OCR (specification B)

What can you achieve?

GCSE grades 9-1

Why study geography?

Geography helps you to make sense of the world around you. You can examine urban issues, world development, extreme environments, rivers and hazards to name but a few. The course will give you the chance to get to grips with some of the big questions which affect our world and understand the social, economic and physical forces and processes which shape and change our world. Geography is a solid academic subject and well respected by universities and employers alike.

Course content

The course is split into two sections. The first is called 'Our Natural World' and covers the physical geography topics of global hazards, changing climate, distinctive landscapes and sustaining ecosystems. The second is called 'People and Society' and covers the human geography topics of urban futures, dynamic development, UK in the 21st century and resource reliance.

Field work and geographical skills form an important part of the GCSE. You will be taken on two trips where we will study geography outside the classroom. Typically these are a human geography themed trip to a city and a physical geography themed local river study.

How will you be assessed?

Assessment is by examination at the end of Year 11 where you will sit 3 exams. The first two are 75 minutes long, one on physical geography and one on human geography. The third exam is 90 minutes and is a problem solving task where you will be given a decision making exercise.

You will enjoy geography if you:

- Have an interest in national and global issues that will affect your future in an ever changing world.
- Have the capacity to learn how to interpret information presented in a variety of formats and draw conclusions from it.
- Enjoy research and presenting findings using a variety of methods.

**For further information, contact Mr. Sellers;
dsellers@chapelhigh.org.uk**



History

Qualification Type: GCSE Syllabus Reference: 8145 Awarding Body: AQA

What can you achieve?

GCSE grades 9-1

Aims

The history GCSE is a course involving the study of a wide range of topics as shown in the course content below. The idea is that some topics are studied in depth and for others there is a theme that is traced over a long period of time. A variety of time periods are studied, from the middle ages to the modern period.

History is an academic subject that is valued by colleges, universities and employers.

You will enjoy the course if you are interested in history and **in particular, the topics listed below**. It will provide you with a better understanding of the world today. It will teach you to look carefully at information and judge whether it is telling the truth. You will develop the ability to make judgements based on the facts.

There will be a variety of teaching methods during lessons but the assessments are all written.

You need good literacy skills to achieve well in this subject.

Course content

Unit 1 Understanding the Modern World

Germany 1890-1945: Democracy and dictatorship - a look at the key developments in this 55 year period, including the growth of democracy, impact of WW1, Weimar Germany, the depression in Germany, the rise of the Nazi party and life in a dictatorship.

Conflict and tension in Asia, 1950-1975 - This looks at conflict in Asia – the Korean and Vietnam Wars. It looks at the reason for conflict, the key events and the impact on the countries involved.

Unit 2 Shaping the Nation

Britain: health and the people – This looks at the developments in medicine and health over a wide period from medieval times through to the twentieth century. It includes changes in treatment from those based on superstition to the development of antibiotics and increased government involvement culminating in the formation of the NHS. The impact of factors such as war on health are also considered.

Elizabethan England - a British depth study, incorporating the study of an historical site, students look at Elizabethan England, the problems faced by Queen Elizabeth I at home and abroad. This includes plots and the Spanish Armada. It considers how England was governed and what life was like for Elizabethans. It looks at the 'Golden Age' and great Elizabethan explorers such as Drake and Raleigh.

Assessment

Unit 1 and Unit 2 are both examined at the end of year 11

Unit 1 - Written exam: 2 hours

84 marks (including 4 marks for spelling, punctuation and grammar)
50% of GCSE

Unit 2 - Written exam: 2 hours

84 marks (including 4 marks for spelling, punctuation and grammar)
50% of GCSE

For further details please contact Mr Bushaway;
rbushaway@chapelhigh.org.uk



Chapel-en-le-Frith
High School

Step 2

Optional Subjects

Option 2, 3 and 4

Students should choose either further
E.Bacc subjects,
or up to three
subjects from this section

French, German or Spanish

Qualification Type: GCSE Syllabus Reference: 8658/8668/8698 Awarding Body: AQA

Why choose a language?

The ability to speak another language opens up a world of opportunity. Travel becomes more enjoyable; you deepen your understanding of other cultures and improve your employment prospects. Studying a language improves your capacity to learn and recall information, develops your communication skills and working memory and is a subject that is highly regarded by universities and employers. Furthermore, it is a skill that you can use throughout your life. Nationally the majority of students now study a language to GCSE. We anticipate that students opting for a language will continue to study **the one that they opted for in year 8**. Please speak to Miss Lewis if your child is a native speaker of another language in order to discuss GCSE entry.

Course content

You will develop proficiency in 4 different skill areas: listening, speaking, reading and writing.

You will study the following topics – some will already be familiar from your prior learning in years 7 – 9.

Theme 1: Identity and culture

Family, relationships, marriage, technology in everyday life, social media, music, cinema and TV, food and eating out, sport, customs and festivals in French/German/Spanish-speaking countries/communities.

Theme 2: Local, national, international and global areas of interest

Home and home area, social issues, charity, healthy/unhealthy living, global issues, the environment, poverty, homelessness, travel

and tourism.

Theme 3: Current and future study and employment

My studies, life at school, education post-16, career choices and ambitions.

Students take four exams at the end of year 11 as outlined below:

Listening 25%
Speaking 25%
Reading 25%
Writing 25%

Students take either the Higher paper (Grades 9-5) or Foundation paper (Grades 5-1) for all four skills.

In order to succeed as a language learner you will need to:

- Enjoy learning a language and be ready to regularly learn vocabulary
- Be resilient, positive and enthusiastic
- Enjoy speaking the language and learning how the language works.
- Enjoy learning about other cultures.

Where can this subject take you?

This qualification can lead onto A level language courses and can also provide a foundation for non-European language study at university level (e.g. Korean, Mandarin Chinese). Knowing a second language opens up a multitude of career and travel opportunities.

For further details please contact:
Miss E Lewis
elewis@chapelhigh.org.uk

Art and Design (Fine Art)

Qualification Type: GCSE Syllabus Reference: 8502 Awarding Body: AQA

What can you achieve?

GCSE grades 9-1

Introduction

Fine art is a broad and varied area of art and design. It enables you to explore ideas and themes that interest you and to use a range of different media. On this course the main focus for all projects is **drawing**. You will practise the techniques you are familiar with from your previous study and be introduced to new or less familiar ways of working. Some of these tasks are short (one lesson) and some are more complex and will last several weeks. You must enjoy drawing and painting. You will study the work of different artists to give you inspiration for your work. The course is practical in nature and students must be prepared to work hard to produce the volume of work required and meet deadlines.

Course content

Over the two years of the course you will produce a portfolio of work based around projects and titles set by your teacher. These projects will count towards your portfolio which is worth 60% of the GCSE. You must have a high attendance record and be prepared to work hard from the beginning. Homework is an integral part of the course and is set every week. Occasionally you will be given a specific drawing or research task to complete, but it is expected that you continue to develop the work set in class. **All work completed counts towards your final GCSE grade.** In year 11 you will complete a timed practical project, which will be your response to an assignment set by AQA. We refer to this as your exam. This forms 40% of the GCSE grade.

Assessment

Component 1: Portfolio of work produced throughout the course (60% of the GCSE grade)

Component 2: Externally set assignment (40%)

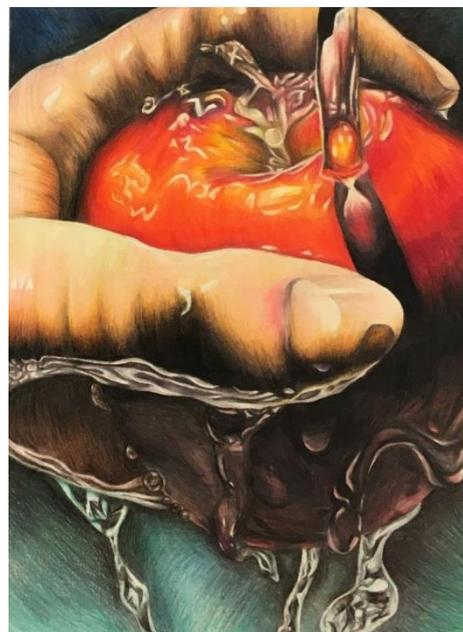
Both components are internally assessed and externally moderated by AQA. Written annotation must be explicitly evidenced in both Component 1 and Component 2.

Where can this subject take you?

This qualification can lead onto A Level, foundation and degree courses.

There are over 3 million people employed in the creative industries in the UK and over 70 different career paths in art and design.

For more information please view the art department website;
<https://chapelhighart.weebly.com>
or contact Mrs Anderson;
vanderson@chapelhigh.org.uk



Art and Design (Three-Dimensional Studies)

Qualification Type: GCSE Syllabus Reference: 8205 Awarding Body: AQA

What can you achieve?

GCSE grades 9-1

Introduction

Three-dimensional art and design involves designing and making for the real world. It can be expressive and personal, functional and technical.

The 3D course involves drawing, researching, designing, testing ceramics and making a final outcome. This can be a bowl, pot, sculpture, tiles or other ceramic work. You will learn lots of new processes such as slumping, coil pots, pinch pots and a variety of decorative techniques. There is a lot of clay work involved and you must enjoy making things in ceramics. You should also be prepared to produce sketchbook work to support your ideas. You will study the work of different artists to give you inspiration for your work. The course is practical in nature and students must be prepared to work hard to produce the volume of work required and meet deadlines.

Course content

Over the two years of the course you will produce a portfolio of work based around projects and titles set by your teacher. These projects will count towards your portfolio which is worth 60% of the GCSE. You must have a high attendance record and be prepared to work hard from the beginning **as all work completed counts towards your final grade.** In year 11 you will complete a timed practical project, which will be your response to an assignment set by AQA. We refer to this as your exam. This forms 40% of the GCSE grade.

Assessment

Component 1: Portfolio of work produced throughout the course (60% of the GCSE grade)

Component 2: Externally set assignment (40%)

Both components are internally assessed and externally moderated by AQA.

As well as your ceramic work, you will also be assessed on your drawings, designs and research. Written annotation must be explicitly evidenced in both Component 1 and Component 2.

Where can this subject take you?

This qualification can lead onto 'A' Level, foundation and degree courses.

There are over 3 million people employed in the creative industries in the UK and over 70 different career paths in art and design.

For more information please view the art department website;
<https://chapelhighart.weebly.com>
or contact Mrs Anderson;
vanderson@chapelhigh.org.uk



Art and Design (Photography - Lens & Light-based Media)

Qualification Type: GCSE Syllabus Reference: 8206 Awarding Body: AQA

What can you achieve?

GCSE grades 9-1

Introduction

This course offers students the opportunity to explore the technical and creative aspects of photography as an art form as well as a way to communicate ideas. The main emphasis will be on experimentation and development of ideas towards personal outcomes that show strong visual understanding. This course is aimed at enthusiastic students with an adventurous and enquiring approach to art and design, who wish to learn new skills as well as develop those acquired in years 7-9. It is best suited to those who have a particular interest or ability in photography and wish to improve their creative thinking and problem solving skills further.

Course Content

The course will predominately focus on digital lens-based media, taking photographs and developing editing skills with the use of Adobe Design Suite CS6. Students will be encouraged to understand the potential of photography through the proper use of cameras and associated equipment, and by working to a brief, theme or topic. Skills and knowledge will be developed through visual analysis of composition, depth of field, shutter speed, lighting, exposure and viewpoints. Students will be required to produce projects which include critical/contextual work in one or more areas of photography. Students will need to take the initiative in decision making and be able to research projects in their own time, so a firm sense of commitment to the subject is essential, whilst also being highly self-motivated.

Homework is an intrinsic part of the course and regarded as an element of the coursework for the portfolio component. Students will need to spend weekly homework time working in their journals and will be expected to **independently go out and take photographs**. Students must also be prepared to attend lunch and after school sessions. Students may be requested to complete ICT based tasks outside of the classroom; access to the art department's computers/scanners or printers is available after school, with permission from their teacher. Although digital cameras are provided by the school for use in the art department, it would obviously be useful to have a digital camera to use at home for extended practice; with recent improvements in mobile phone camera technologies, the majority of current mobile phones are more than sufficient.

Assessment

Component 1: Portfolio of work produced throughout the course (60% of the GCSE grade)

Component 2: Externally set assignment (40%)

Written annotation must be explicitly evidenced in both Component 1 and Component 2.

**For further details please contact Mrs Anderson;
vanderson@chapelhigh.org.uk**

Citizenship Studies

Qualification Type: GCSE Syllabus Reference: 8100 Awarding Body: AQA

What can you achieve:

GCSE grades 9-1.

Introduction

Citizenship studies is a really engaging course which covers so many vital elements of education. Learners will become more knowledgeable about the country we live in, including our political system, how the legal system works, how the influence of the media in UK culture and how micro and macro economics effect us personally, the UK nationally and the global economy.

Students will become far more knowledgeable about local, national and international current affairs issues. They will be encouraged to take a critical look at what they hear or see and consider why information is presented in a certain manner by the publishers.

Course content

The qualification comprises of four inter-related components:

- 1 Life in modern Britain
- 2 Rights and responsibilities
- 3 Politics and participation
- 4 Active citizenship

Each component enables learners to understand what it means to be a citizen in today's society in a practical way.

A more detailed overview of what is included in each component is below:

1. Life in Modern Britain

- * What are the principles and values that underpin British society?
- * What do we mean by identity?
- * What is the role of the media and the free press?
- * What is the UK's role in key international organisations?

2. Rights and responsibilities

- * What laws does a society require and why?
- * What are a citizen's rights and responsibilities within the legal system?
- * How has the law developed over time, and how does the law protect the citizen and deal with criminals?
- * What are the universal human rights and how do we protect them?

3. Politics and participation

- * Where does political power reside in the UK and how is it controlled?
- * What are the powers of local and devolved government and how can citizens participate?
- * Where does political power reside: with the citizen, parliament or government?
- * How do other countries govern themselves?

4. Citizenship action

Unlike most other subjects, there is a **citizenship action component** to the course. Citizenship actions are required to be carefully planned practical activities that address a citizenship issue or question of concern in the community. They should aim to deliver a benefit or change in a particular community or wider society.

You will succeed on this course if you:

Work diligently throughout lessons and revise accordingly.

How will you be assessed?

Assessment is by terminal examination in the summer of Year 11. All exams are written examinations.

Component 1 has a weighting of 50% (1 hour 45 minutes, 80 marks)

Component 2 has a weighting of 50% (1hour 45 minutes, 80 marks)

For further information contact Mr Narain (mnarain@chapelhigh.org.uk)

Computer Science

Qualification Type: GCSE Syllabus Reference: J277

Awarding Body: OCR

What can you achieve?

GCSE grades 9-1

Course content

This intriguing and challenging, yet rewarding, course allows keen computer scientists to work with digital systems and apply the fundamentals of computer programming. You will have opportunities to explore the components of digital systems, networks and security. In depth experience of the use of algorithms in computer programmes will be gained, along with the opportunities to develop computer programmes to solve problems. You will learn how to evaluate the effectiveness of computer programmes/solutions and the ethical, legal, cultural and environmental impact of digital systems in society today and in the future.

How will you be assessed?

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

- Computer systems (1½ hour exam) 50%
- Computational thinking, algorithms and programming (1½ hour exam) 50%

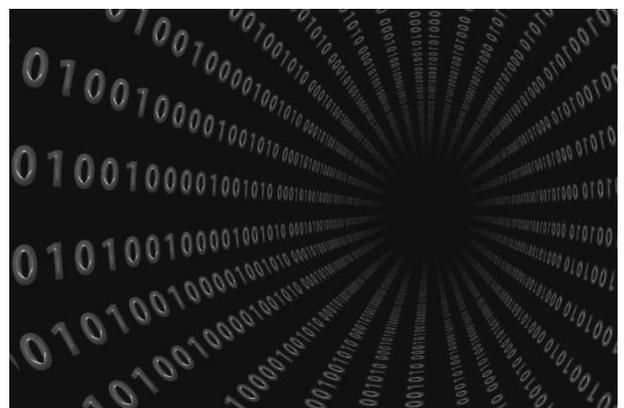
You will succeed on this course if you

- have an interest in computing, computers and **how they work**
- enjoy completing practical coursework activities to extend your learning
- like working independently both off and online
- are happy to work hard at analysis and problem solving in a logical way
- are willing to come in after school to get the best grade you can
- enjoy being at the edge of your knowledge, you like a challenge.

Please note that this is an academically challenging course, most suitable for students who are on track for a grade 6 or above in maths.

If you are interested in the course but your attainment in maths is lower, you should speak to Mrs Wood to discuss your interest with him.

For further details, please contact Mrs Wood; cwood@chapelhigh.org.uk



Creative iMedia

Qualification Type: Cambridge Nationals Certificate in Creative iMedia. Syllabus Reference: J834 Awarding Body: OCR

Aims

This course focusses on the understanding and application of techniques used in the creative and digital media sector rather than programming. Students are introduced to a range of essential pre-production skills, including pre-production planning documents, such as mind maps, mood boards and visualisation diagrams. Students will learn key project management skills by working with a fictional client to establish client requirements, work flows and work plans. Students explore where and why digital graphics are used and the techniques that are involved in their creation. They apply their skills and knowledge in creating digital graphics against a specific brief. They learn the fundamentals of digital graphics, interactive digital products. Ultimately, the course allows students to design, plan, create and review digital media products which are fit for purpose meeting both client and target audience requirements.

What can you achieve?

Level 2: GCSE equivalence

Pass	4
Merit	5.5
Distinction	7
Distinction*	8.5

Level 1

Pass	1.25
Merit	2
Distinction	3

Course Content

Unit 1: Creative iMedia in the media industry

Written exam (1 hour 30 mins)
70 marks

Unit 2: Visual identity and digital graphics
Practical coursework – 50 marks

Unit 3: Interactive digital media
Practical coursework – 70 marks

How are you assessed?

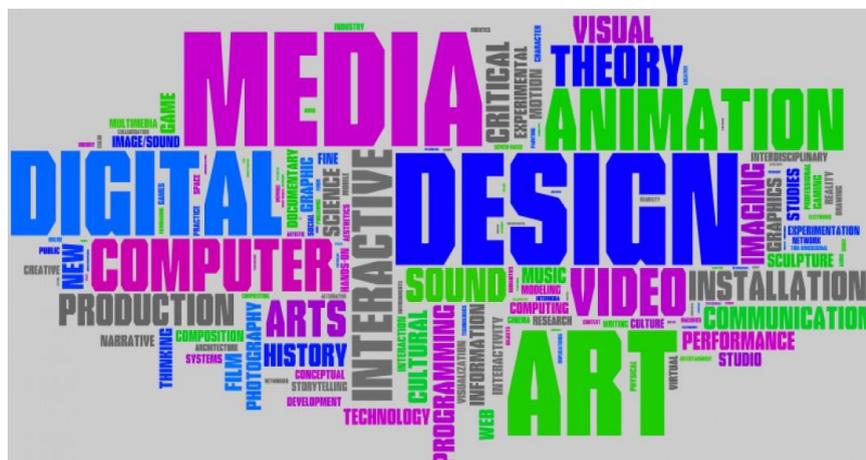
Assessment is by:

- Written examination
- Two units of coursework which are assessed internally by class teachers and then moderated by the examination board.

You will succeed on this course if you:

- Are interested in digital media
- Are a creative thinker with creative flair
- Enjoy working independently
- Want to improve your technical skills to industry standard using a range of software solutions

For further details contact Mrs Wood;
cwood@chapelhigh.org.uk



Design Technology

Qualification Type: GCSE Syllabus Reference: 8552 Awarding Body: AQA

What can you achieve?

GCSE grades 9-1

Introduction

If you are the sort of person who enjoys a challenge and is intrigued by how products work and are manufactured, then this is the option for you. Design Technology is a useful subject to study if you are a motivated, creative, independent learner who relishes problem solving in a practical environment. Applicable to careers in all aspects of design including automotive, product, interior, CAD and manufacturing, engineering, architecture, trade apprenticeships, engineering and science and technology.

Course content

Year 10— You will study **all** material and technology areas through theory lessons and a series of written and practical projects. You will enjoy expressing and developing your ideas independently using traditional and high tech manufacturing techniques to produce innovative solutions

Core technical principles

- new and emerging technologies
- energy generation and storage
- developments in new materials
- systems approach to designing
- mechanical devices
- materials and their working properties

Specialist technical principles

You will specialise in timber, metals and polymers

- selection of materials or components
- forces and stresses
- ecological and social footprint
- sources and origins
- using and working with materials
- stock forms, types and sizes
- scales of production
- specialist techniques and processes
- surface treatments and finishes

**For further details please see Miss Whitham ;
awhitham@chapelhigh.org.uk**

Designing and making principles You will demonstrate understanding of designing and making principles in relation to the following areas through a series of different mini projects with a practical product to take home.

- environmental, social, economic issues
- the work of others
- design strategies
- communication of design ideas
- prototype development
- selection of materials and components
- tolerances
- material management
- specialist tools and equipment
- specialist techniques and processes
- investigation, primary and secondary data



Year 11—Written exam: 2 hours 50% of GCSE-externally assessed.

Core technical principles 20 marks, Specialist technical principles 30 marks, Designing and making principles 50 marks

Non-exam assessment (NEA): approximately 30–35 hours. 50% of GCSE. Internally assessed and externally moderated

Substantial design and make task:

- Identifying and investigating design ideas and producing a design brief and specification. Generating, developing design ideas. Analysing & evaluating.
- Students will produce a prototype and a portfolio of evidence.

Drama

Qualification Type: GCSE Syllabus Reference: 8261 Awarding Body: AQA

What can you achieve?

GCSE grades 9-1

Introduction

The GCSE drama course enables students to develop their performance skills, study a set text ; 'Nought & Crosses', and experience and develop their analysis of live theatre alongside developing many interpersonal skills.

Students learn to collaborate with others, think analytically and evaluate effectively. They gain the confidence to pursue their own ideas, reflect and refine their efforts.

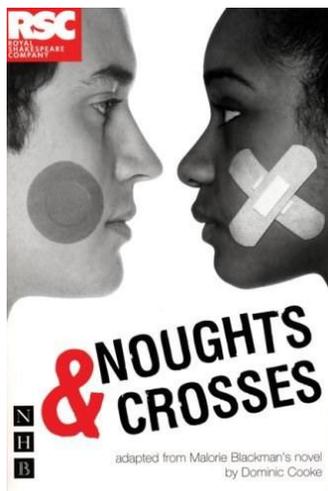
Students of GCSE drama emerge with a **toolkit of transferable skills**, applicable both in further studies and in the workplace. The GCSE demands a commitment to both the practical and written elements of the course.

Course content

Component 1—Understanding Drama

40% of GCSE Written exam: 1 hour and 45 minutes, Open book

Knowledge and understanding of drama and theatre: students study of one set play from a choice of six. Students also analyse and evaluate the work of live theatre makers.



Component 2 –Devising drama (practical) 40% of GCSE

Students study the process of creating a devised drama and perform it. Students may contribute as performer or designer. Students produce a written or videoed log of the process they have undergone and the performance is assessed by the teacher.

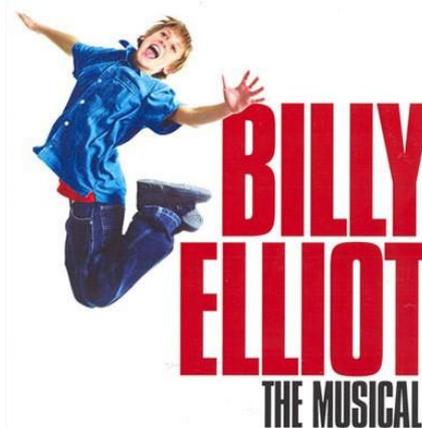
Component 3 –Texts in practice (practical) 20% of GCSE

Students study and perform two extracts from one play. Students may contribute as a performer or designer and there is a free choice of play as long as it differs from the set play chosen for Component 1.

You will succeed on this course if you

- Engage enthusiastically in all aspects of drama and theatre.
- Are equally committed to both the written as well as the practical elements of the course.

Please see Mrs Bramwell for further details; sbramwell@chapelhigh.org.uk



Hospitality and Catering Level 1/2 Award

Qualification Type: Vocational Award

Syllabus Reference: 601 /7703/2 Awarding Body: WJEC Eduquas

Introduction

This is a vocational course that aims to give you the basic skills and knowledge needed to prepare you for a career in the hospitality and catering industry. The award in Hospitality and Catering will equip you with the knowledge, understanding and skills required to cook and apply the principles of nutrition and healthy eating. You will learn about how the industry works, the roles people undertake, health and safety in the industry and customer service.

Following this qualification will enable you to make informed decisions about food and nutrition in order to be able to feed yourself and others affordably and nutritiously, now and later in life.

If you are the sort of person who has a passion for food, both eating and preparing it, as well as analysing and researching the best ways to create it, you could be the next Jamie Oliver! Hospitality and Catering is also a useful subject to study if you are considering a career in healthcare or leisure and fitness, as well as in the catering industry.

This is a course which requires good organisational skills as you will need to remember to bring your ingredients and you need to be able to meet deadlines. You should enjoy trying new foods and experimenting and being creative with food.

What can you achieve?

Level 1	GCSE equivalence
Pass	1.75
Level 2:	GCSE equivalence
Pass	4
Merit	5.50
Distinction	7.00
Distinction*	8.50

In year 10 your focus will be on the content of the specification and raising practical skills:

- The Hospitality Industry
- Food Safety
- Cooking and food preparation
- Diet and good health
- Food provenance
- Planning meals
- Food commodities

In year 11 your focus will be on the assessments:

- 40% Unit 1 - Examination; Hospitality and Catering Industry
- 60% Unit 2 - Prepare, cook and present 2 dishes + accompaniments.

For further information see Mrs Mayo or Ms Whitham or contact awhitham@chapelhigh.org.uk



Media Studies

Qualification Type: GCSE Syllabus Reference: C680QS Awarding Body: EDUQAS

What can you achieve?

GCSE grades 9-1

Introduction

Media studies is the study of a range of media texts and how they communicate with their audience. You will succeed in this course if you are able to look at media texts analytically and critically, understanding how the media tries to manipulate the consumer. There is a practical element so creativity, independence and good ICT skills are an advantage.

Course Content

Students will study the theoretical framework of media studies: industries; audiences; representation and media language. They will also look at the different contexts in which media products are set.

Students will do this by looking at a range of media texts and forms. These will include:

- 'Pride' and 'GQ' magazines
- Advertisements for 'Quality Street' and 'This Girl Can'
- 'The Sun' and 'The Guardian' newspapers
- 'The Archers' radio drama
- The 'James Bond' film franchise
- The 'Fortnite' video game
- The television crime dramas 'Luther' and 'The Sweeney'
- The music of Taylor Swift and Justin Bieber and how it is promoted through their videos and their websites.

The practical element of the course will involve the study of media texts and students will use technology, such as Photoshop, to create their own media product.

Assessment details

There will be two written exam papers, worth 70% of the overall GCSE.

There will also be a '**Non-Examination Assessment**'. The exam board will provide a brief and students will create a practical media product in response to this brief. This could be in the form of print or moving image (for example, a magazine or film trailer) and must include a 'statement of aims' outlining how the product will meet the brief and appeal to the target audience.

This element is worth 30% of the mark.

For further details, contact

Mrs Stanley

astanley@chapelhigh.org.uk



Music

Qualification Type: GCSE

Syllabus Reference: : J536 Awarding Body: OCR

What can you achieve?

GCSE grades 9-1

Introduction

The GCSE music qualification provides a contemporary, accessible and creative education in music with an integrated approach to the three main elements – performing, composing and appraising. Students are encouraged to be creative and to broaden their musical horizons and understanding of a variety of music and diverse themes. They will experiment in their own performing, composing and listening as well as develop interest and enthusiasm in all aspects of their musical heritage.

Students will need to be able to play an instrument or sing in order to study GCSE music.

Students do not need to have sat graded examinations but a suggestion of the **equivalent level of skill** of a grade 2-3 ABRSM at the beginning of the course should be used as a guideline.

Music is a respected academic qualification that is well regarded by universities and future employers.

Course content

Students will look at 5 Areas of Study:

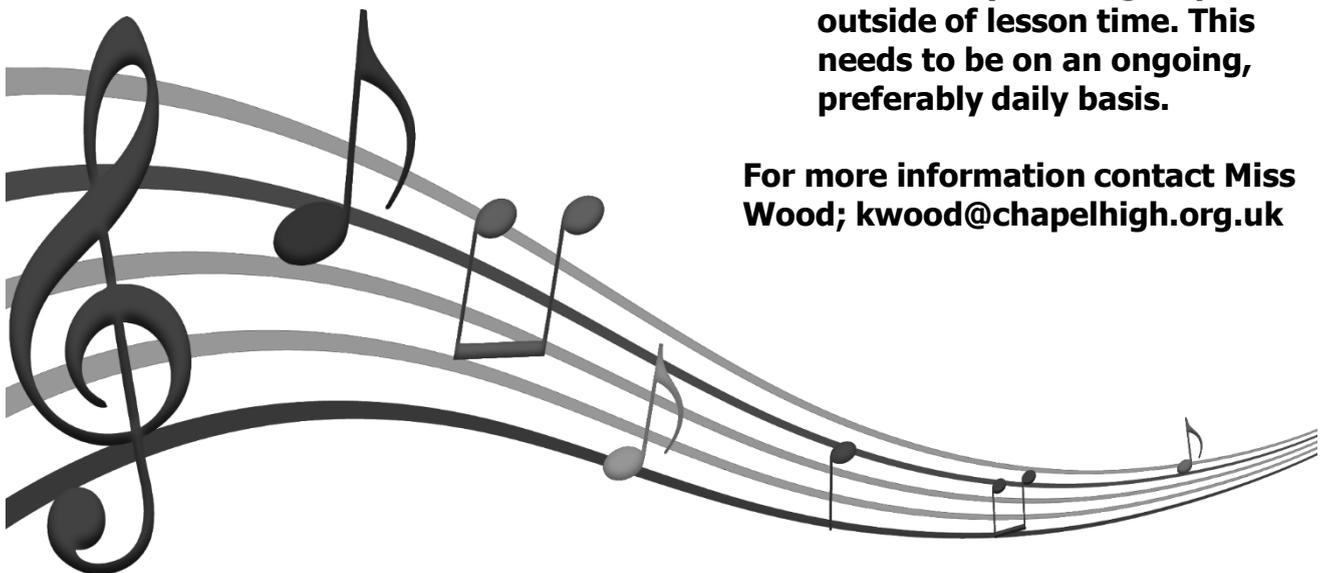
- My Music-Performance and Composition
- The Concerto through Time
- Rhythms of the World
- Film Music
- Conventions of Pop

Assessment details

- 30% Performance and Composition
Integrated portfolio (non-examination assessment)
- 30% Practical Component -Ensemble performance and composition (non-examination assessment)
- 40% Listening and Appraisal examination.

Students must be prepared to practise and rehearse both individually and in groups outside of lesson time. This needs to be on an ongoing, preferably daily basis.

For more information contact Miss Wood; kwood@chapelhigh.org.uk



Physical Education

Qualification Type: GCSE Syllabus Reference: J587 Awarding Body: OCR

What can you achieve?

GCSE grades 9-1

Introduction

The GCSE physical education course will provide students with the exciting opportunity to gain a wide understanding of PE and will encourage students to immerse themselves in the world of sports and PE. You will need to perform at a high level in three sports but also develop wide-ranging knowledge into the how and why of physical activity and sport.

This is a challenging course but will be well suited to students who love their sport and want to develop their interest, knowledge and performance.

Successful students will:

- Have a passion for sport and physical activity
- Enjoy and participate in a wide range of sports in and out of school
- Always bring kit and push themselves in lessons to achieve high standards
- Have a keen interest in the theory aspects of sport including sport in the media, major sporting events, health and fitness training, performance data, injuries, diet and drugs in sport
- Be committed to meeting homework deadlines, working independently and preparing thoroughly for examinations and project work.

Course content

Students will:

- Study a range of different sporting activities **ultimately specialising in three activities**
- Explore how the body works during physical activity and the effects of training and diet
- Develop knowledge of data analysis in relation to sport and physical activity
- Learn and understand the role of sports psychology in relation to movement skills and performance
- Look at sport in society including participation, sponsorship and media
- Learn the benefits of sport to health, fitness and well being
- Learn how to complete a detailed performance analysis of one sport or activity.

Assessment details

All students will complete:

- 2 written exams worth 30% each
- Performance in 3 sports/activities worth a total of 30%
- A sporting analysis task on one sport worth 10%

For further details please see Miss Milne or contact emilne@chapelhigh.org.uk



Religious Studies

Qualification Type: GCSE Syllabus Reference: 8062A Awarding Body: AQA

What can you achieve:

GCSE grades 9-1.

Introduction

This subject explores the bigger questions of life and morality. It challenges the concepts of right and wrong and examines the philosophy that underpins the development of our society, laws and culture. Engagement in lessons contributes to success in other subjects that require critical thinking and good written and verbal skills such as English and history. This is a very well regarded subject, both at GCSE and A level.

Course content

There are two components to this GCSE:

Component 1: The study of Christian and Buddhist beliefs and teachings.

Component 2: Ethical & Philosophical studies. There are 4 strands to this:

Theme B: Religion & Life including a focus upon the topics of abortion, euthanasia and animal rights.

Theme C: The existence of God and Revelation including a focus upon arguments to prove and disprove the existence of a God.

Theme D: Religion, Peace & Conflict including a focus upon weapons of mass destruction, torture and waging war

Theme E: Religion, Crime & Punishment including a focus upon the death penalty, the effectiveness of prisons and the use of alternative punishment methods

will need to:

- Engage in debate and discussion both in class and at home.
- Develop the capacity to write at length and produce a coherent argument supported by evidence.
- Acknowledge different viewpoints and be able to reach conclusions and express your opinion.
- Revise thoroughly for final examinations.
- Be willing to complete regular homework consisting of either writing or reading specific books for the unit of study.

How will you be assessed?

Assessment is by terminal examination in the summer of Year 11.

Component 1 has a weighting of 50%. There is one written exam (1 hour, 45 minutes)

Each religion has a common structure of two five part questions of 1, 2, 4, 5 & 12 marks.

Component 2 has a weighting of 50%. There is one written exam (1 hour, 45 minutes)

Each component has a common structure of one five part question of 1, 2, 4, 5 & 12 marks.

For further information contact Mr Narain (mnarain@chapelhigh.org.uk)

Textiles: Art and Design: (Fashion and Textile Design)

Qualification Type: GCSE Syllabus Reference: J174 Awarding Body: OCR

What can you achieve?

GCSE grades 9 –1

Introduction

This art and design based course focusses on producing constructed textiles.

Textiles is a useful subject to study if you have a creative flair for design, fashion and fabrics, have the patience and motivation to produce beautiful original pieces of art within the textile mediums. You will learn basic techniques for constructing garments, embellishment and embroidery. If you are considering a career in fashion, interior design, theatrical or costume design, art, advertising or media related careers this may be the option for you. You will succeed in this course if you have a keen eye for textile design and want to experiment with stitching, printing, dying, weaving, knitting, crocheting and appliqué amongst many other 3D and 2D techniques. You need to be able to work independently and use your imagination.

Course content

Years 10 and 11 Component 1

Portfolio—120 marks 60% of Total GCSE

Non examined assessment internally assessed and externally moderated

This portfolio will consist of a project, theme or course of study. It may be presented in a variety of ways such as sketchbooks, digital presentations, mounted sheets, maquettes, prototypes, animated work, scale models or illustrated written work.

There is no restriction on the scale of work produced or the time frame for undertaking the work but learners should carefully **select, organise** and **present** work to ensure that they provide evidence of meeting all four assessment objectives.

Year 11 Component 2

Externally set task—80 marks—40% of Total GCSE

10 hours

Non-exam assessment (internally assessed and externally moderated)

For this component, an early release paper will be given in January of year 11.

From this paper, learners will generate an appropriate personal response and produce one or more products within a 10-hour supervised time period. The paper will also give the learner an opportunity to develop an extended response. The 10-hour supervised time period will be divided into a number of sessions and be conducted under formal examination conditions.

For further details please see Miss Whitham or contact awhitham@chapelhigh.org.uk



Triple Science: GCSE Biology, GCSE Chemistry, GCSE Physics

Qualification Type: GCSE Syllabus Reference: 8461 / 8462 / 8463 Awarding Body: AQA

If you select this course, you will study it in your combined science time **and** in one of your option choices. Triple science is a route for students who really enjoy science and want to study it in greater depth. It is also an essential building block for studying science at A level or for those who wish to pursue a career in a science related field.

What can you achieve?

GCSE grades 9-1. Students gain three separate GCSEs in Biology, Physics and Chemistry.

Requirements

You need to enjoy science.

In order to achieve the higher grades you will also need competency in maths. There is a significant focus on maths skills across all 3 of separate science GCSEs. A minimum of 10% of the marks will test maths skills in GCSE biology, 20% in GCSE chemistry and 30% in GCSE physics.

What will you be studying? Studying the separate sciences means students cover more content at a greater depth than for combined science.

There are also 8 required practicals for each of the GCSEs which will be assessed during the final examinations.

GCSE Biology content: Cell biology; organisation; infection and response; bioenergetics; homeostasis and response; inheritance, variation and evolution; ecology.

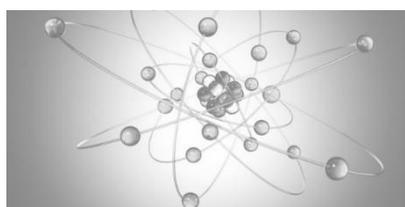
GCSE Chemistry content: Atomic structure and the periodic table; bonding structure and the properties of matter; quantitative chemistry; chemical changes; energy changes; the rate and extent of chemical change; organic chemistry; chemical analysis; chemistry of the atmosphere; using resources.

GCSE Physics content: Forces; energy; waves; electricity; magnetism and electromagnetism; particle model of matter; atomic structure; space physics.

How will you be assessed?

- Two papers for each GCSE. Each will assess knowledge and understanding from different topics.
- Both papers are 1 hour 45 minutes
- There are foundation and higher tiers

Please see Mrs Robertson for further details crobertson@chapelhigh.org.uk



Learning Support Options

Students who attend classes mainly or wholly within Learning Support will study a core curriculum of English, maths, science, RE, ICT, Learning for Life and core PE. Students will take Step up to GCSE/Entry Level examinations in English, maths, science and ICT.

Where appropriate, some students will follow the core curriculum within GCSE groups; others may also choose to access GCSE option subjects, such as 3-D art or design technology. All pathways will be discussed, and decisions made on an individual basis. The Learning Support team will co-ordinate these decisions in consultation with parents and students through regular review meetings.

In addition we offer four courses within Learning Support that help provide a broad and balanced curriculum:

ASDAN Life Skills Challenge

Throughout the course students complete a range of challenges, based around preparing students for life beyond school and helping them to develop independence and self-care skills. These involve money management, home skills and independent travel. Successful completion of the course leads to ASDAN certification.

Home Cooking Skills

This practical-based course helps students to better understand how to make healthy, sustainable and economic choices. Students learn to plan, prepare, cook and present a range of nutritious meals. It is assessed internally through a series of practical tasks.

Cooking

This practical-based course helps students to better understand how to make healthy, sustainable, and economic food choices. Students learn to plan, prepare, cook, and present a range of nutritious meals.

John Muir Award

This is an environmental award that encourages students to connect with the world around them and appreciate the need to conserve nature and the wild places that surround us. It encourages independence and develops confidence through participation in outdoor pursuits and activities. There are three levels to the award, all of which are certificated.

Creative Arts

All students complete an arts-based course that helps students to develop self-expression, an appreciation of art and culture and assists with fine motor skills. This leads to Arts Council accreditation at Bronze level.

Final advice on choosing your subjects

Be open-minded.

Choose subjects that you are capable of doing and with which you feel at ease.

Choose subjects that give you a wide choice for the future.

Think about how your subjects will look to colleges, universities or future employers.

Do not choose a subject just because your friend is doing it. You will need to adjust to the idea that you will be in new groups with a variety of students next year.

Do not choose a subject just because you like the teacher.

Consider the subjects that are new to you.

Think about what the course involves in terms of practical work, written work and final examinations. Make sure the style of learning in lessons, and the style of assessment is suitable for you.

Be as well informed as possible before you make any decisions.

You must hand your form in on time but it is not "first come, first served". Make sure you take your time.

If you are struggling or do not know what to pick, you need to get in touch with us. Do not just leave it and hope it will go away!

Draft Options Form 2022

Use this version of the form as your practice page.

Your options need to be submitted online: <https://forms.office.com/r/kHNgdMTrKf>

Name _____		Tutor Group _____	
Step 1 EBacc subject Choose 1 option from this block		My preferred EBacc subject is: _____	
<ul style="list-style-type: none">• Geography• History			
Step 2 Choose 3 subjects from this block		My 3 choices in order of preference are	
<ul style="list-style-type: none">• Art and Design (Fine Art)• Art and Design (3D Art)• Art and Design (Photography)• Citizenship Studies• Computer Science• Creative iMedia• Design Technology• Drama• French• Geography• German• History• Hospitality & Catering• Media Studies• Music• Physical Education• Religious Studies• Spanish• Textiles• Triple Science		1. _____	
		2. _____	
		3. _____	
		My 2 reserve choices in order of preference are	
		1. _____	
		2. _____	

Signed student _____

Parent _____

Date _____

Regulations require us to include the information below.



Alternative pathways

The government requires the local authority and schools to inform parents of students about to enter year 10 about 'schools in their locality with atypical points of admission'.

We are also required to make it clear to you that you have the choice to move your child to one of these alternative schools for years 10 and 11 should you wish to do so.

We understand that Derbyshire County Council have already written to all parents and students in the current year 9.

The schools referred to are typically 'University Technical Colleges' (UTCs) or Studio Schools. These schools offer a different pathway through secondary education from 14-16. UTCs are set up by universities and businesses and specialise in one or two technical or vocational subjects. At GCSE they offer a similar curriculum to a typical secondary school, in that they offer the basics of English and maths, as well as their specialist subject.

Studio Schools are similar to UTCs in that they have employer involvement in the curriculum. There are no UTCs or Studio Schools within Derbyshire. There are, however, some of these schools in neighbouring authorities and these may be within reasonable traveling distance for some students.

Schools are listed on:
<https://www.utcolleges.org>

If this is an option you want to consider in more detail, you should contact the school or college directly to discuss their offer. If you are considering this option, please contact us for further advice.

You should be aware that meeting the cost of transport would be the responsibility of parents.