



Chipping Sodbury School

**OPTIONS BOOKLET
2019**

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| ○ Modern Foreign Languages | <i>Mr C Pugh</i> |
| ○ Music | <i>Mrs S Boulton</i> |
| ○ Pathway | <i>Mr J Poole</i> |
| ○ Physical Education | <i>Mr J Allen</i> |
| ○ Religious Education | <i>Mrs L Boyce</i> |
| ○ Science | <i>Mrs J Davies</i> |

INTRODUCTION TO THE KEY STAGE 4 CURRICULUM

In Chipping Sodbury School we have a number of core principles that we follow when designing the curriculum for Year 9, 10 & 11. One of these is the emphasis upon a strong core of subjects so that students can work with you as parents/carers and us as teachers to plan their future learning.

This booklet has been put together to ensure that you have as much information as possible to help you work with us to make the correct choices for your son or daughter. Enclosed you will find:

- A template showing the curriculum choices on offer
- A description of all the courses we are offering

We recognise that this is an important time in your child's education and we want to provide as much support as possible.

Part of the information with this pack contains a form that will need to be completed by students and parents/carers. **Options Evening is on Thursday 31st January 2019** where students will attend a presentation and have a further opportunity to discuss their options with subject staff.

We will then work with all the information and finalise student choices. We will do our utmost to accommodate all student requests, but inevitably there will be some compromises and this will be explained to you in the presentation at Options Evening. Once the choices have been finalised, we will then ask you to confirm that you are in agreement with the allocations made. Once this process has been completed, we will then be in a position to create the classes and finalise timetable arrangements for next year during the summer term.

Reminder - the deadline for the return of option forms is Friday 8th February 2019.

Thank you and I look forward to meeting you.

Mr David Hinkins
Deputy Headteacher

YOUR FUTURE

How to use this booklet

This booklet will tell you all about the subjects you will study next year. You should read the booklet carefully and discuss it with your parents and mentor. The information about the subjects will be set out in a similar way. Hopefully this will answer most questions e.g.

- What is the course about?
- What sort of group will I be in?
- What will the exam be like?
- How will the coursework count towards my final grade?
- How long is the course?

THE CORE AND OPTION CURRICULUM

Core Offer

| | Year 9 | Year 10 | Year 11 |
|---------------------------------|------------|------------|------------|
| English Literature and Language | 8 lessons | 8 lessons | 8 lessons |
| Mathematics | 8 lessons | 8 lessons | 8 lessons |
| Science | 10 lessons | 10 lessons | 10 lessons |
| Modern Foreign Languages | 5 lessons | 5 lessons | 5 lessons |
| Physical Education | 4 lessons | 4 lessons | 4 lessons |
| Religious Education | 3 lessons | 3 lessons | 3 lessons |
| Life Curriculum | 2 lessons | 2 lessons | 2 lessons |

Option Choices

| | Year 9/10/11 |
|---------------------|-----------------------|
| Option A Humanities | 10 lessons for 1 year |
| Option B Free | 10 lessons for 1 year |
| Option C Free | 10 lessons for 1 year |

English – students will have the opportunity to sit the GCSE English Literature at the end of Year 10.

Mathematics – All students will sit Mathematics at the end of Year 11.

Science – All students will complete courses in Combined Science and separate sciences in Biology, Chemistry and Physics by choosing it as an option.

Modern Foreign Languages – Every student with Track 5 and above will be expected to study a Modern Foreign Language to GCSE as part of their core expectation. An alternative pathway will be available for those not taking MFL including: Vocational Certificate, Cambridge Nationals, Unit Award Scheme, and Foundation Learning.

Physical Education – All students will have the opportunity to complete a full range of activities as part of core PE. Students will also have the opportunity to choose the Full Course GCSE and Vocational Certificate through the options.

Religious Education – Students will have the opportunity to complete full GCSE over two years.

The English Baccalaureate

In order to achieve the English Baccalaureate, students need to obtain good passes in the following subjects:

- Core English Language and Literature
- Core Mathematics
- Two Sciences
 - Combined Science or
 - 2 from Biology, Chemistry Physics (but must have sat exams in all three)
- Geography or History
- Modern or Ancient Foreign Language

Option Choices

Year 8 - Students will make **three option choices** which will be covered over three years.

Year 9 – Students will make **two option choices** which will be covered over two years.

Compulsory Options

Humanities

All students are expected to continue with either Geography or History. They will sit their GCSE examination in either Year 9/10/11. Some students make take the opportunity to study a second Humanity through their option choice.

Free options

Students can select subjects from the complete list of options available on the course to study intensively over the period of a year. The examinations in these subjects will be taken at the end of each year.

BTEC Courses

Students can then progress onto BTEC National Level 3 courses in Year 12.

Compulsory Options

| | |
|-----------|--|
| Geography | |
| History | |

GCSE/Vocational Pathway

| |
|--|
| GCSE Options |
| Art & Design |
| Computer Science |
| Drama |
| Design Technology Fashion & Textiles |
| Design Technology Product Design Graphics |
| Design Technology Product Design Manufacturing |
| Food Preparation and Nutrition |
| Geography |
| History |
| Media Studies |
| Music |
| Physical Education |
| |
| Vocational Pathway |
| BTEC Level 2 CPLD |

Advice and Guidance

Where a choice is to be made consider your reasons:

| Good Reasons | Bad Reasons |
|---|---|
| <ul style="list-style-type: none">• You're good at the subject.• You think you'll enjoy the course.• It fits your career ideas and plans.• It goes well with your other choices.• You're interested in the knowledge and skills it develops.• It will give you plenty of choice in the future. | <ul style="list-style-type: none">• Your friends are doing it.• People say it's easy.• Someone else thinks that it's a good idea but you disagree.• You like the teacher you have now.• You didn't have time to research your options properly. |

How to choose your Options – Put yourself first. This is your chance to take control of your learning and shape your future. It's important to choose options that interest and motivate you.

What interests you? What makes you work hard?

- Look at all your options before you make a decision.
- Don't fall into the trap of thinking that some subjects are only for boys and some only for girls – this isn't true.
- If you have a firm career idea, choose subjects that you'll need for the next stage of your career journey – the ones you need to go into the sixth form, further or higher education or into an apprenticeship or job with training.
- If you don't have a firm career idea, choose subjects that will allow you to keep your options open.
- Don't be afraid to ask for help and advice from your teachers or independent careers advice from Jo Flannigan who is in school on Thursday's.
- Involve your parents – discuss things with them.
- Subject teachers will talk about GCSE courses and can answer any questions.
- See your House Co-ordinator and Mentor.
- Talk to your friends – but do not be persuaded to take subjects they are choosing in the hope that you will be together. This may not happen. In any case, it must be your interests and skills that determine your choices, not someone else's.

Thinking About Work

- Reflect upon what you have learnt in Life lessons and the Ambitions Event.
- Aim to be flexible and well-qualified.
- Labour market information tells us that:
 - Most people will change jobs several times during their working lives.
 - Employers will need fewer and fewer people with qualifications at Level 2 or below.
 - Employers will need more and more people with qualifications at Level 3 or above.

- People with higher level qualifications will earn more and have better employment prospects than those with lower level qualifications or no qualifications at all.
- Employers want people with good employability skills.
- You can always redo the Myers-Briggs personality test.

Careers, Personal, Social and Health Education is a compulsory part of the curriculum and will be delivered in a similar style to lower years.

SOME SPECIFIC CAREERS AND OPTIONS

Medicine: (Doctor, Dentist, Vet) – Triple Science, MFL and a Humanities. Only really suitable for students with targets of at least 7 in Maths, English and Science.

Nursing: Nurses will be required to be educated to degree level so Double Science is a must.

Law (solicitor/barrister) – MFL (Slight preference for French but not essential), Combined Science, a Humanities (slight preference for History but not essential) another GCSE.

Engineering – Most degree courses in Engineering require A Levels in Mathematics and Physics as entry requirements. Other useful subjects include Design & Technology, Business Studies and Chemistry. At GCSE level you would need to take at least Double Science and consider D&T: Electronic Products, or D&T: Product Design.

Education (teaching Primary or Secondary) – will need a degree and A levels in mostly national curriculum subjects so option choices should reflect this. Combined Science and MFL and History/Geography and another GCSE. If aiming to be a primary teacher then emphasise breadth of study. If aiming to be a secondary teacher then should choose the subject they would like to teach. CPLD may be good for those who want to work with children in other capacities.

Architect: Art, Double Science, History/Geography and MFL. Very competitive so for the most able students.

Armed Forces – Officer Rank will need at least A levels and probably a degree. Combined Science and MFL and a Humanities. PE/Sport may be useful but not absolutely essential. Other ranks should have a range of relevant qualifications depending on regiment and PE/Sport should be considered. Communications, REME etc will need Double Science and MFL recommended (ability to learn a new language is skill needed for operations in foreign countries).

Journalism: Hugely competitive and jobs are achieved more by who you know than what you know. Best route in is with a degree from a top university followed by professional qualifications thereafter which is slightly better than a degree in Journalism from another university. English Literature at A Level is almost a must. Should do a balance including Double Science, MFL at least one Humanities. Media Studies should be considered and will be of interest.

Electrician/Plumber: Double Science preferred for many vocational courses but BTEC Science can be considered – refer to Science teacher.

Financial/Banking: English Bacc courses as level 3 courses/degrees expected for many jobs. Business Studies may appeal.

Fashion: Art and D&T Textiles (chosen at Easter) should be chosen.

Physiotherapist/Personal Trainer/Fitness Coach: Very competitive. Double Science and GCSE PE.

Hospitality and Catering: Food Tech should be chosen at Easter. Business Studies may appeal.

Something else? If unsure refer to Careers page on the main school website.

STUDENT SUPPORT AND COMMUNICATING WITH SCHOOL

At Chipping Sodbury School we believe in working closely with parents/carers to support all students with their education. To do this we need to communicate effectively with one another. If you have any concerns or queries please contact a member of staff. If you wish to discuss a subject-related issue, you should speak to your son/daughter's subject teacher or the Head of Subject/Faculty.

| | | |
|---|---|---------------|
| Heads of Faculty and Subject Coordinators | Art & Design | Miss K Murray |
| | Children's Play, Learning & Development (CPLD) – BTEC First Award | Mrs D Clarke |
| | Computer Science | Ms L Jarvis |
| | Design & Technology | Miss K Murray |
| | English | Mr S Lewis |
| | Food Preparation & Nutrition | Miss K Murray |
| | Geography | Mr D Atkinson |
| | History | Mrs R Gray |
| | Life Learning | Mrs R Gray |
| | Mathematics | Mr C Chapman |
| | Media Studies | Mr S Lewis |
| | Modern Foreign Languages | Mr C Pugh |
| | Music | Mrs S Boulton |
| | Physical Education | Mr J Allen |
| | Religious Education | Mrs L Boyce |
| Science | Mrs J Davies | |

Your son/daughter's tutor is generally your first point of contact and he/she must be notified about any absences from school. You may also need to speak to the following:

| Heads of House | |
|-----------------------|----------------|
| Avon | Mrs D Clarke |
| Frome | Mr C Whitfield |
| Severn | Mr D Bond |
| Trym | Mr D Yeomans |
| Head of Sixth Form | Ms G Hilleard |

The Personal Journal remains important in Years 10 and 11 because of the increasing need to plan work over a number of weeks. Coursework deadlines and the planning for work needed to meet these deadlines will be of increasing importance. The Journal, of course, remains an important communication link between school and home. We hope you will continue to check and sign your son/daughter's Journal regularly.



Cotswold Edge Sixth Form



Entry criteria

For all Level 3 courses, students are expected to have achieved a minimum of 5 GGSEs at grade C or equivalent. For A Levels this should include *both* English and Maths. For Vocational Courses, it should include English *or* Maths.

For Level 2 courses, students are expected to have achieved a minimum of 5 GCSEs at grade G or above.

All students who have *not* achieved a C in English or Maths will be required to re-sit that GCSE Course.

In addition, certain subjects have more specific requirements, as follows

| Subject | A Level/ Vocational | GCSE in subject required? | Minimum grade or other set requirement |
|--------------------------|--------------------------------|--|--|
| Applied Biology BTEC | Vocational | No | 2 C's in Science or Merit at Level 2 + C in Maths |
| Art and Design | A Level | Preferred | C or portfolio at C standard |
| Beauty Therapy | Vocational | No | Level 2 Beauty Therapy |
| Beauty Therapy | Level 2 | No | |
| Biology | A Level | Yes – Science | 2 B's in Sciences + B in Maths |
| Business | A Level | No | |
| Business BTEC | Vocational | No | |
| Economics | A Level | No | |
| Chemistry | A Level | Yes – Science | 2 B's in Sciences + B in Maths |
| Computer Science | A Level | No | B in Maths |
| CPLD | Vocational | No | |
| Creative Media BTEC | Vocational | No | GCSE Art or D&T or ICT or similar |
| Creative Media BTEC | Level 2 | No | |
| D&T Product Design | A Level | Yes – any DT subject | C |
| D&T Systems & Control | A Level | Yes – any DT subject | C |
| D&T Textiles | A Level | Yes – any DT subject | C |
| Home Economics – Food | A Level | Yes | C in Food |
| Dance BTEC | Vocational | Preferred | L2 in Dance or similar |

| Subject | A Level/ Vocational | GCSE in subject required? | Minimum grade or other set requirement |
|---|--------------------------------|--|---|
| Drama | A Level | Preferred | |
| English Language | A Level | Yes | |
| English Literature | A Level | Yes | |
| Film Studies | A Level | No | |
| Fitness Instructing | Level 2 | No | |
| Forensic Science BTEC | Vocational | No | 2 C's in Science or Merit at Level 2 + C in Maths |
| French | A Level | Yes | B in French |
| Further Maths | A Level | Yes | B in Maths + <u>must</u> be higher tier |
| German | A Level | Yes | B in German |
| Geography | A Level | Preferred | C |
| Government & Politics | A Level | No | |
| Hair & Media Make- up | Level 2 | No | |
| Health & Social Care – single and double | A Level | | CPLD Level 2 Merit grade |
| Health & Social Care BTEC | Vocational | No | |
| Health & Social Care | Level 2 | No | |
| History | A Level | Preferred | C |
| IT Technical | Level 2 | No | |
| Law | A Level | No | |
| Maths | A Level | Yes | B + <u>must</u> be higher tier |
| Media | A Level | No | |
| Music | A Level | Preferred | C |
| Music Technology | A Level | Preferred | C in Music |
| Physics | A Level | Yes – Science | 2 B's in Sciences + B in Maths |
| PE | A Level | Preferred | C in PE or CC in Science and club level competitive participation |
| Photography | A Level | No | C in Art/D&T or portfolio |
| Psychology | A level | No | 2 B's in Science |
| Religious Studies | A Level | Yes | C in Religious Studies/Religion and Life |
| Sociology | A Level | No | |
| Sport BTEC | Vocational | Preferred | GCSE C or BTEC Merit and club level competitive participation |
| Travel & Tourism BTEC | Vocational | No | |
| Travel & Tourism | Level 2 | No | |

HOMEWORK (EXTENDED LEARNING) POLICY

Rationale

Homework is an important part of students' learning, helping them to develop the work habits, skills and attitudes they will need for successful lifelong learning. Homework also supports the development of independent learning skills.

Purposes

- To consolidate and reinforce skills and understanding developed at school
- To extend school learning and raise standards of achievement
- To engage parents in the learning process
- To engage students in developing the ability to work independently, managing their time and developing self-discipline.

The homework timetable

Homework is set according to the simplified timetable attached as Appendix A. Subject teachers will generally give long deadlines for the completion of homework, to allow students to be able to manage their own workload. In some cases work is set for the next day, particularly when newly learnt skills are needed to be practised whilst fresh in the mind. This is typically the case in subjects such as mathematics or languages.

Students in all years should aim to complete a regular personal study session Sunday to Thursday during term time regardless of tasks set. This should typically be 1½ hours in Year 7, rising to 2 hours or more in Year 11. This personal study time should take place every Sunday to Thursday during term time independent of volume of homework set – guidance on tasks that should be completed during this time is included in the school journal.

The nature of homework

- All students must be set relevant and varied homework that is appropriate to their needs and abilities.
- Homework tasks must form a meaningful and coherent part of the work of each subject and will be expressed in the scheme of work.
- Extended projects in selected subjects at Key Stage 3 are broken down into separate tasks with discrete deadlines.

Monitoring the setting and completion of homework

- All homework, together with a completion date, should be recorded in the student journal.
- Subject teachers should display the homework task on the whiteboard and allow plenty of time for students to record it in their journal or issue a hand-out.
- Our aim is for all homework tasks to be posted on OSCAR.
- Tutors will monitor the setting and completion of homework via the student journal on a weekly basis.

Facilities to support the completion of homework

- The school library is available to students from 3.15 pm-4.45 pm every day.
- Computer facilities to access OSCAR will be available in the Library from 3.15 pm-4.15pm every day.
- Homework club runs in Inclusion every lunch-time.

Parents and homework

- We expect parents/carers to support their child in relation to homework by:
 - Providing a suitable quiet place in which a student can complete their homework
 - Encouraging their child to do their best and achieve high standards

- Expecting deadlines to be met and checking that they are
- Signing the journal on a weekly basis
- Checking the journal on a daily basis for tasks to be done
- Arranging a regular time for homework to be completed

Conclusion

The establishment of regular homework habits is an essential life skill and is critical to a student's ability to achieve their subject targets.

SUBJECT **BUSINESS GCSE**

Head of Subject: **Mrs T Cheverton**

The course is divided into two papers:

Paper 1 – Influences of operations and HRM on Business activity

Written examination: 1 hour and 45 minutes

50% of the qualification

90 marks

Content overview:

- Business in the real world
- Influences on business
- Business operations
- Human resources

Section A has multiple-choice and short-answer questions worth 20 marks.

Section B has one case study/data response stimuli with questions worth approximately 34 marks.

Section C has one case study/data response stimuli with questions worth approximately 36 marks.

Paper 2 – Influences of marketing and finance on Business activity

Written examination: 1 hour and 45 minutes

50% of the qualification

90 marks

Content overview:

- Business in the real world
- Influences on business
- Marketing
- finance

Section A has multiple-choice and short-answer questions worth 20 marks.

Section B has one case study/data response stimuli with questions worth approximately 34 marks.

Section C has one case study/data response stimuli with questions worth approximately 36 marks.

How you will learn:

- Studying for GCSE Business requires you to be active in the classroom.
- Contributing to class debates, role plays, group work and class presentations are all part of what is required from you.
- You will also need to take an active role at home by reading newspapers, watching the news, watching business documentaries.
- Come to the lessons prepared to contribute!

| | |
|------------------------------|---|
| SUBJECT | CHILDREN'S PLAY, LEARNING & DEVELOPMENT (CPLD) BTEC FIRST AWARD |
| Head of Subject: | Mrs D Clarke |
| Assessment Coursework | 75% Assessment is through assignments based on two of the three units which are verified by an external moderator. |
| Examination | 25% Exam (1hour) |
| | Equivalent to 1 GCSE Grade A* – C |
| | Duration: 2 years |
| Exam Board | Edexcel |

The BTEC First Award in CPLD inspires and provides knowledge and understanding of working with young children in education.

Working with children is exciting and rewarding with a vast range of career opportunities. It covers areas such as pre-schools, nurseries, primary schools, secondary schools, child-minding, nursing and social work. This is a practical course which allows for many different learning styles, reflecting the nature of work within Childcare. Learners are encouraged to work creatively, researching and carrying out assignments based on the workplace.

Learners are encouraged to take responsibility for their own learning and achievement including organising work placements and acting professionally within them.

Course content:
Three Core Units:

- Patterns of Children's Development (examination required)
- Promoting children's development through play (internally assessed)
- The principles of early years practice (internally assessed)

Work experience within a childcare placement is recommended to enable students to complete necessary assignments.

Skills required:
You will need to be hard working, well organised and enthusiastic in order to be successful. You should have an interest in working with children.

Where will this course take me?
The BTEC First Award in CPLD will enable you to progress to a BTEC First Diploma course or a related subject such as Health & Social Care Level 3.



What makes GCSE Computer Science such a good choice for me?

The course will give you a real, in-depth understanding of how computer technology works and an insight into what goes on ‘behind the scenes’, including computer programming.

You will develop critical thinking, analysis and problem-solving skills through the study of computer programming, giving you a fun and interesting way to develop these skills, which can be transferred to other subjects and even applied in day-to-day life.

The course provides excellent preparation for anyone who wants to study or work in areas that rely on these skills, especially where they are applied to technical problems. These areas include engineering, financial and resource management, science and medicine.

What will I learn?

Topic 1 – Problem Solving

Computational thinking skills that enable you to understand how computer systems work. How to design, implement and analyse algorithms for solving problems.

Topic 2 – Programming

How to design, read, write and debug programs. How to apply your skills to solve real problems and produce robust programs.

Topic 3 – Data

How different types of data are represented in a computer.

Topic 4 – Computers

The hardware and software components that make up a computer system and to recognise that computers take many forms.

Topic 5 – Communication and the Internet

The key principles behind the organisation of computer networks.

Topic 6 – The bigger picture

The influence of computing technology and its impact on nearly every aspect of the world in which you live.

How will I be assessed?

| <i>Component Title</i> | <i>Summary of assessment</i> | <i>Weighting</i> |
|--|---|-------------------------|
| Principles of Computer Science | Examination Multiple choice, short and extended open response questions | 50% 1hr 40mins |
| Application of Computational Thinking | Examination, based on a scenario. Short and extended open response questions. | 50% 2 hours |
| Computer Science Project | The project helps you develop practical programming skills that you can apply in the exam components. | 20 hours |

COMPUTER SCIENCE

Where will this course take me?

The course provides excellent preparation for higher study and employment in the field of computer science. The increasing importance of information technologies means there will be a growing demand for professionals who are qualified in this area. Students who have taken a GCSE in Computer Science and who then progress to study the subject at A Level or university will have an advantage over their colleagues who are picking up the subject at these levels.

| | |
|--------------------------------|-------------------------------------|
| SUBJECT | DESIGN AND TECHNOLOGY GCSE |
| | FASHION AND TEXTILES |
| Head of Subject: | Miss K Murray |
| Assessment | |
| Examination | 50% (2 hours) |
| Non-Examined Assignment | 50% (35 hours approximately) |

Students specialising in this aspect of Design and Technology will have the opportunity to study fashion design, textile technology and related materials in depth.

The non-examined assignment will require the design, manufacture and evaluation of a product which relates to the selected area of specialism. Throughout the course students will have the opportunity to develop skills in relation to Computer Aided Design and Computer Aided Manufacture. Emphasis will be placed on the developing skills using hand embroidery, sewing machines and fabric printing techniques.

This course will be of particular interest to those students who enjoyed designing and making fabric products at Key Stage 3 and will be very beneficial to those interested in following a career related to any aspect of fashion design. The end of course examination will provide the opportunity for students to demonstrate their knowledge and understanding of natural and man-made fabrics together with related constructional and decorative techniques. It will also require knowledge of the wider issues related to the subject, including new and emerging technologies, smart and modern materials, composite materials and the need to design sustainable products. Other parts of product design will also be taught due to the nature of the exam.

At the beginning of the course students will be given the opportunity to purchase a subject specific revision guide. Technical information and revision related to this subject can also be found at www.technologystudent.com

Anybody requiring further information about this course should talk to Miss Murray as soon as possible.

SUBJECT**DESIGN AND TECHNOLOGY GCSE****PRODUCT DESIGN AND GRAPHIC PRODUCTS****Head of Subject:****Miss K Murray****Assessment****Examination****50% (2 hours)****Non-Examined Assignment****50% (35 hours approximately)**

Students specialising in this aspect of Design and Technology will have the opportunity to study graphic design and communication. This will include designing and making products in card, polymers and other lightweight modelling materials.

The non-examined assignment will require the design, manufacture and evaluation of a product which relates to the selected area of specialism. Throughout the course students will have the opportunity to develop skills in relation to Computer Aided Design and Computer Aided Manufacture. Both the coursework and the examination will require a good understanding of the design process and the need to consider environmental issues when producing products which have commercial potential.

The course will be of particular interest to those students who enjoyed graphic design at Key Stage 3 and will be very beneficial to those interested in following a career related to graphic illustration. The end of course examination will provide the opportunity for students to demonstrate their knowledge and understanding of graphic illustration and commercial manufacturing processes. It will also require knowledge of the wider issues related to the subject, including new and emerging technologies, smart and modern materials, composite materials and the need to design sustainable products.

At the beginning of the course students will be given a sketch book to record their ideas and they will also have the opportunity to purchase a subject specific revision guide. Technical information and revision related to this subject can also be found at www.technologystudent.com

Anybody requiring further information about this course should talk to Miss Murray as soon as possible.

SUBJECT**DESIGN AND TECHNOLOGY GCSE****PRODUCT DESIGN AND MANUFACTURING****Head of Subject:****Miss K Murray****Assessment****Examination****50% (2 hours)****Non-Examined Assignment****50% (35 hours approximately)**

Students specialising in this aspect of Design and Technology will have the opportunity to study three-dimensional product design and manufacturing. This will include designing and making products from timber, metal, polymers and other resistant materials.

The non-examined assignment will require the design, manufacture and evaluation of a product which relates to the selected area of specialism. Throughout the course students will have the opportunity to develop skills in relation to Computer Aided Design and Computer Aided Manufacture. Both the coursework and the examination will require a good understanding of the design process and the need to consider environmental issues when producing products which have commercial potential.

The course will be of particular interest to those students who enjoyed working with wood and metal at Key Stage 3 and will be very beneficial to those interested in following a career related to manufacturing and production. The end of course examination will provide the opportunity for students to demonstrate their knowledge and understanding of manufacturing processes and the properties of resistant materials. It will also require knowledge of the wider issues related to the subject, including new and emerging technologies, smart and modern materials, composite materials and the need to design sustainable products.

At the beginning of the course students will be given a sketch book to record their ideas and they will also have the opportunity to purchase a subject specific revision guide. Technical information and revision related to this subject can also be found at www.technologystudent.com

Anybody requiring further information about this course should talk to Miss Murray as soon as possible.

| | |
|--|--|
| SUBJECT | ENGLISH LANGUAGE AND ENGLISH LITERATURE |
| Head of Subject: | Mr S Lewis |
| Assessment | English Language: 100% examination English Literature: 100% examination |
| Exam Board | AQA |
| Course description | |
| English Language | |
| Paper 1: Explorations in Creative Reading and Writing | |
| <ul style="list-style-type: none"> • Written exam - 1 hour 45 minutes • 50% of overall GCSE grade • Section A – Reading: one fiction text (25%) • Section B – Writing: descriptive or narrative writing (25%) | |
| Paper 2: Writers' Viewpoints and Perspectives | |
| <ul style="list-style-type: none"> • Written exam - 1 hour 45 minutes • 50% of overall GCSE grade • Section A – Reading: one non-fiction text and one pre-1900 literary non-fiction text (25%) • Section B – Writing: one extended writing question (25%) | |
| Non-examination Assessment: Spoken Language | |
| <ul style="list-style-type: none"> • Presenting • Responding to questions and feedback • Use of Standard English | |
| English Literature | |
| Paper 1: Shakespeare and the 19 th -Century Novel | |
| <ul style="list-style-type: none"> • Written exam – 1 hour 45 minutes • 40% of overall GCSE grade • Section A – Shakespeare • Section B – 19th-Century novel | |
| Paper 2: Modern texts and poetry | |
| <ul style="list-style-type: none"> • Written exam – 2 hours 15 minutes • 60% of overall GCSE grade • Section A – Modern texts • Section B – Poetry • Section C – Unseen poetry | |
| Recommended Resources: dictionary, thesaurus, internet | |
| How you can help: Encourage your son/daughter to: | |
| <ul style="list-style-type: none"> • read as widely as possible (novels, short stories, plays, poetry, quality newspapers and magazines, autobiographies, biographies, texts from different cultures and historical periods, on-screen texts, diaries, journals, travel writing, collections of letters, memoirs, reportage); • read and write for pleasure; • take a pride in the quality of their writing whenever they put pen to paper; • proof-read their work. | |

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| SUBJECT | FOOD PREPARATION AND NUTRITION GCSE |
| Head of Subject: | Miss K Murray |
| Assessment | |
| Food Investigations x2 | 50% |
| Examination | 50% |
| Recommended Resources: | |
| <ul style="list-style-type: none"> ○ A copy of the book AQA Food Preparation and Nutrition for use at home and during revision would be beneficial. The CGP revision book and workbook can be purchased from school. ○ Access to the internet for research purposes and access to Google Classroom would be an advantage. | |
| How you can help: | |
| <ul style="list-style-type: none"> ○ By providing ingredients for practical food work. ○ Supporting students during extended Non-exam Assessments (NEA's) – consumer needs, time management, product testing. ○ Ask your child what they have been learning at school. Get them to teach you! ○ Allow them to practise their cooking at home to develop their skills | |

CURRICULUM OVERVIEW

| Autumn | Spring | Summer |
|--|---|---|
| <ul style="list-style-type: none"> ○ Nutrients – protein, fats, carbohydrates, vitamins, minerals, water ○ Food science ○ Practical food preparation skills ○ Nutritional needs and health – balanced diets, energy needs, nutritional analysis, diet nutrition and health ○ Food preparation ○ NEA 1 GCSE Investigation Task 15% of GCSE grade | <ul style="list-style-type: none"> ○ NEA 2 GCSE Food Preparation Task 35% of GCSE grade ○ Practical food preparation skills ○ Functional and chemical properties of food ○ Food spoilage and contamination ○ Principles of food safety ○ Sensory evaluation ○ Factors affecting food choice | <ul style="list-style-type: none"> ○ Food Provenance ○ Designing, costing and preparing. ○ Practical prototyping ○ Trialling dishes ○ British and international cuisines ○ Environmental impact and sustainability ○ Food Processing and production methods ○ GCSE Food Preparation and nutrition EXAM 50% of GCSE grade |
| Assessment <ul style="list-style-type: none"> ○ Homework assessments and class tests ○ Investigation task (15%) | Assessment <ul style="list-style-type: none"> ○ Mock examination ○ Homework assessments and class tests ○ Food preparation task (35%) | Assessment <ul style="list-style-type: none"> ○ Mock examination ○ Homework assessments and class tests. ○ 1 hour 45 minute examination (50%) |

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| SUBJECT | GEOGRAPHY GCSE |
| Head of Subject: | Mr D Atkinson |
| Assessment | |
| Paper 1: | Living with the Physical Environment 35% |
| Paper 2: | Challenges in the Human Environment 35% |
| Paper 3: | Geographical Applications 30% |
| Exam Board: | AQA |
| Course Description: | |
| <p>The course specification enables a variety of teaching and learning approaches. This exciting and relevant course studies geography in a balanced framework of physical and human themes and investigates the link between them.</p> <p>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. Upon completion of the course, students will have the skills and experience to progress onto A Level and beyond.</p> <p>http://www.aqa.org.uk/subjects/geography/gcse/geography-8035</p> | |
| Levels of entry: | |
| <p>Students have access to a wide range of resources including newspapers, DVDs, educational sites, magazines, leaflets and the internet to explore the issues that are currently affecting the world in which we live. The course encourages the development of a wide range of skills including group work, discussion, debate, analysis, evaluation, fieldwork, presentation, extended writing, decision making and graph drawing. There is an emphasis on using current affairs from the news to make the subject more relevant.</p> | |

GEOGRAPHY CURRICULUM OVERVIEW

| One Year GCSE Timetable | |
|-------------------------|---|
| Term | Unit Covered |
| Term 1 | Physical Landscapes in the U.K. |
| Term 2 | Urban Issues and Challenges The Living World |
| Term 3 | The Challenges of Resource Management The Challenge of Natural Hazards |
| Term 4 | The Changing Economic World |
| Term 5 | Pre-release, field trips and geographical skills preparations |
| Term 6 | Revision |

SUBJECT HISTORY GCSE

Head of Subject: Mrs R Gray

Assessment: All units are assessed by external examination

Exam Board: OCR

Syllabus: Schools History Project

Course Description:

We will study the **OCR Schools History Project**. We have chosen this in order to offer students a course with a wide breadth of topics, both in terms of content and chronology. We have selected courses that allow students to look at fascinating areas of world history with a blend of the familiar and the unknown. It includes:

- **Paper 1: The People's Health 1250-present and the Norman Conquest 1065-1087**
These two courses offer very different kinds of history. The people's health looks at how the role of government has changed, and why people's lives were so unhealthy in the past. It will include looking at how people reacted to things like the Plague. The Norman Conquest will look at why there was an invasion in 1066, and how the Normans took control over England. So on this paper we have social history, politics, war and how all these things affected people in the past.
- **Paper 2: History Around Us**
For this unit we will study a historical site (Farleigh Hungerford castle) and look at the history of the site, and how what is there reflects that history. We will also look at what historians do when they want to find out more.
- **Paper 3: The Making of America 1789-1900 and Living under Nazi Rule 1933-1945**
For this unit we will study the growth of America, the destruction of Native American communities and way of life, the development of the ranching system, the use of slave labour, debates over slavery and the Civil War. We will then examine what it was like to live under Nazi rule in both Germany and occupied Europe

For more information see your History teacher, or Mrs Gray.

Levels of entry:

The History GCSE course offers common entry with all students able to achieve the full range of grades.

Skills:

During this course, students learn to:

- Explain and interpret today's issues in the light of historical events
- Appreciate the diversity of cultures around the globe
- Debate and question historical issues from a spiritual, moral, ethical and global perspective
- Critically use and evaluate source material
- Understand different interpretations of past and current events
- Explain how and why historical developments have occurred

HISTORY GCSE

Students have access to a wide range of resources including newspapers, DVDs/videos, educational web sites, magazines, and leaflets to explore the issues that have shaped and are currently affecting the world in which we live. The course encourages the development of a wide range of skills including group work, discussion, debate, and analysis of modern historical sources, investigation of the actions and motives of real people, evaluation, presentation and discursive writing.

Recommended resources: BBC Bitesize Revision Guide, Hindsight GCSE Magazine, CGP Revision Guide, The History Channel, Website: www.schoolhistory.co.uk and www.senecalearning.com and most importantly a range of materials produced by Chipping Sodbury School History Department.

How you can help: Please encourage use of the recommended resources. Support your child's learning and discuss their progress in exam practice questions. Encourage your child to watch news and current affairs programmes as these contain frequent references to the course content. You can further support your child by quizzing them on their knowledge work each week.

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| SUBJECT | LIFE LEARNING |
| Head of Subject: | Mrs R Gray |
| <p>Course Description: All students receive a 1-hour lesson per fortnight of <i>Skills for Life</i>. The course covers a range of important topics that support students as they mature into young adults. The broad themes of the curriculum are Careers Education; Personal, Social and Health Education; Financial Education and Citizenship. Within these themes, students will have lessons covering:</p> <ul style="list-style-type: none"> ❖ CV Writing ❖ Work Experience ❖ Interview Skills ❖ Employability Skills ❖ Universities and Apprenticeships ❖ Study/Revision skills ❖ Stereotypes and Prejudice ❖ Mental Health ❖ Road Safety/Personal and online safety ❖ Parenting Skills ❖ Sexual education and health ❖ Self-esteem and vulnerability ❖ Personal Budgeting ❖ Financial Risks and Rewards ❖ Career pilot ❖ The Local Community ❖ Parliament ❖ The Law and Justice System ❖ Drug and alcohol consequences <p>The Year 10 lessons pick up familiar themes from Life lessons in Years 7 to 9. In these lessons, students think about their own conceptions (and misconceptions) in teacher-led discussion work. They examine case studies and suggest solutions to problems.</p> <p>The emphasis in the second half of Year 10 is firmly on careers planning. Students carry out independent research into the range of options available to them. They use this information to help them prepare career plans and make applications for sixth form, colleges or apprenticeships. The course develops employability skills; learning how to draft a CV and letter of application, and learning how to prepare for interviews.</p> <p>The lessons are also supported by special events, assemblies and work in other subject areas. Parents/carers can also support their child's learning by discussing the topics above at home with students and modelling how they budget, control their emotions, build strong relationships etc. Parents can also help students to apply for work experience placements. For further information on our work experience programme, please visit our website. Finally parents may wish to encourage the use of www.careerpilot.org to help with further research outside of lessons.</p> | |

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| SUBJECT | MEDIA STUDIES GCSE |
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| Head of Subject: | Mr S Lewis |
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Course Description:

Media Studies uses four major concepts which form the basis of the subject content.

- Media language – forms, codes and conventions
- Media representation
- Media industries
- Media audiences

GCSE Media Studies engages students in the in depth study of media products in relation to the four areas of the theoretical framework:

- media language
- media representation
- media industries
- media audiences.

Students are required to study media products from all of the following media forms:

- television
- film
- radio
- newspapers
- magazines
- advertising and marketing
- online, social and participatory media
- video games
- music video

Film is an inextricable part of the wider media landscape, which is intimately connected with other media, such as television, video games and online media. However, to avoid overlap with GCSE Film Studies, film should not be a primary object of study in this context. Students may study individual feature films, but this must only occur in the context of cross-media study, which explores the convergence of media platforms and technologies, or in the context of the study of media industries. For the purposes of this specification, film will only be studied in the context of the study of media industries.

In addition to the broad coverage of all nine media forms, students must engage in the in depth study of at least one audio-visual, one print and one online, social and participatory media form. Each in depth study will link the specified media form to all four areas of the theoretical framework.

Assessments:**Media One**

- written exam
- 1 hour 30 minutes
- 84 marks
- 35% of GCSE

Media Two

- written exam
- 1 hr 30 minutes
- 84 marks
- 35% of GCSE

Non-exam assessment Creating a Media Product

- 60 marks
- 30% of GCSE
- Teacher assessment
- Responding to a creative brief.

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| SUBJECT | FRENCH GCSE |
| Head of Subject: | Mr C Pugh |
| Assessment | |
| Final examination - Writing | 25% |
| Final examination - Speaking | 25% |
| Final examination - Listening | 25% |
| Final examination - Reading | 25% |
| Course Description | |
| We follow the AQA Specification for GCSE French, which contains the following broad components: | |
| <ul style="list-style-type: none"> • Developing speaking skills, including answering unprepared questions • Comprehension tasks, using films, songs, extracts from literary texts and newspaper articles, on a range of relevant contemporary and cultural themes • Translation activities (English into French, and French into English) • Structured writing tasks | |
| Each course develops the knowledge and skills you already have and will enable you to: | |
| <ul style="list-style-type: none"> • Communicate coherently with increasing accuracy, spontaneity and fluency • Deepen your knowledge about how language works and your awareness of the culture of the countries where the language is spoken • Develop learning skills to prepare you for further language study and use in school, higher education or employment | |
| Students will be entered at either: | |
| <ul style="list-style-type: none"> • Foundation Tier (Grades 1 – 5) or • Higher Tier (Grades 4 – 9) | |
| This must be the same tier for each of the four examinations. | |
| Recommended Resources: | |
| Dictionary - Collins Easy Learning or Oxford Learner's Dictionary | |
| Revision Guide – Further details will be given during the course – awaiting new publications | |
| How will I benefit from studying a language to GCSE? | |
| <ul style="list-style-type: none"> • A foreign language is one of the subjects which count towards the English Baccalaureate. • You will add an international dimension to your choice of GCSE subjects, which is something many higher education providers look for. • Many employers look for people who have studied a language, as it develops skills which are vital in many settings, such as the ability to communicate clearly, being confident about speaking in public, and using problem-solving strategies. Speaking a foreign language implies open-mindedness and tolerance, giving you new ways to think and changing perspectives. • You will improve your grasp of English – learning a foreign language develops your cognitive functioning and is proven to also have a positive knock-on effect on results in English and Maths. | |

Where could these courses take me?

We believe that being a speaker of more than one language is a normal aspect of modern life, and that learning a foreign language at school is essential preparation for citizenship in the 21st Century.

- **Enjoyment:** all students are able to experience the intellectual thrill and motivation of expressing themselves in another language
- **Transferrable Attributes:** Life poses tough challenges and requires perseverance; through learning a foreign language, students become more resourceful and develop the ability to negotiate meanings through reflection and problem-solving. The implicit challenge and inevitable setbacks involved in learning a language help students develop both resilience and independence
- **Citizenship and Anti-Racism:** all students should learn to see themselves as citizens of the world and should learn to accept, appreciate and celebrate linguistic diversity as part of our multi-cultural, multi-ethnic society
- **Literacy:** students need to continue to develop their level of literacy. Learning a foreign language helps them to see language as a structure separate from the world around them. This awareness of language is crucial for students to be able to decontextualise and re-use language, and learning another language will clearly support developing proficiency in English
- **Cognitive Development:** language-learning practises a huge range of thinking skills, including higher-order thinking; it can be difficult for students to understand that learning a foreign language improves brain functionality, but it is a compelling argument for lower-ability students and reluctant learners
- **Apprenticeship in Learning Languages:** it is impossible to predict which language(s) students may need to know in the future. Learning a foreign language at school should equip students with skills and knowledge about language which will enable them to learn other languages as the need arises
- **Practical Communication:** many students will need to communicate with native speakers in visits and exchanges and, in the future, some will need to speak a foreign language for employment purposes or in leisure situations. These students will need to learn practical communication and to develop a degree of expertise in one or more languages
- **Academic Qualifications:** many students at Chipping Sodbury will be expected to gain qualifications with real currency which enable them to continue into higher and further education or to enter the world of work; all students should be able to have their language learning accredited at the highest level of which they are capable

How parents and carers can help:

- Help your son/daughter with regular learning of vocabulary – online practice with *Duolingo* and *Memrise* are excellent for this
- Ensure that he/she has a good dictionary
- Watch DVDs in French with subtitles
- Encourage your son/daughter to maintain good study habits and meet all deadlines
- Encourage your son/daughter to show a greater interest in the wider world community and other cultures

| SUBJECT | MUSIC GCSE |
|---|--------------------------------|
| Head of Subject: | Mrs S Boulton |
| Assessment | |
| Coursework composing | 30% (internally marked) |
| Coursework performance | 30% (internally marked) |
| Listening Test | 40% (externally marked) |
| <p>Course Description: GCSE Music is open to all who are interested in and enjoy music making. It is an academic course which is well regarded by universities, colleges and employers. As part of the course candidates are required to either play an instrument or sing. Students will acquire the skills and knowledge to develop their abilities in performing, composing and appraising music.</p> <p>Performance Students will choose and prepare several pieces during the course and will submit one solo and one ensemble recording as their performance portfolio. Performances can be on any instrument or voice and in any style.</p> <p>Composition: Candidates will develop their compositional skills and complete several compositions during the course. They will select two and submit these as their composition portfolio. Students will improve their ability to use music software such as Garageband and Sibelius. Topics for composition can include:</p> <ul style="list-style-type: none"> ○ Popular song ○ Classical traditions ○ 20th century music ○ World music <p>Listening examination The listening exam lasts for one and a half hours, and covers music from a range of ages, styles and cultures based upon a series of set works which will be studied during the course, as well as some unseen pieces of music. Students are required to answer a range of questions to demonstrate their understanding of the music.</p> | |

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| SUBJECT | PATHWAY |
| Head of Subject: | Mr J Poole |
| Examination | N/A |
| <p>The Pathway option is available ONLY to students who have previously discussed this option with Mr Poole. Students will be supported with their work in other curriculum areas, particularly English and Maths to achieve the best possible outcome in these subjects. There will also be an opportunity to explore different study skills and engage in group work that supports self-confidence. Support for transition at 16 is also a major part of the work in Pathway.</p> | |

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| SUBJECT | PHYSICAL EDUCATION |
| Head of Subject: | Mr J Allen |
| Assessment Examination Practical | Full course 60% 40% |
| <p>Course Description: Students will be assessed in two written exam papers:</p> <p>Paper 1: The human body and movement in physical activity and sport</p> <ul style="list-style-type: none"> • Applied anatomy and physiology. • Movement analysis. • Physical training. • Use of data. <p>Written exam: 1 hour 15 minutes, 78 marks, 30% of GCSE.</p> <p>Paper 2: Socio-cultural influences and well-being in physical activity and sport</p> <ul style="list-style-type: none"> • Sports psychology. • Socio-cultural influences. • Health, fitness and well-being. • Use of data. <p>Written exam: 1 hour 15 minutes, 78 marks, 30% of GCSE.</p> <p>Non-exam assessment: Practical performance in physical activity and sport: Practical performance in three different physical activities in the role of player/performer (one in a team activity, one in an individual activity and a third in either a team or in an individual activity). Analysis and evaluation of performance to bring about improvement in one activity.</p> <p>Assessed by teachers, moderated by AQA, 100 marks, 40% of GCSE. The student's strongest three sporting areas will be assessed externally by a moderator.</p> <p>Students opting for GCSE PE are expected to attend extra-curricular clubs in order to develop their technique, knowledge and leadership skills further.</p> <p>Why choose PE?</p> <ul style="list-style-type: none"> • Provides opportunities to lead a healthy and active lifestyle. • A range of sporting disciplines are studied offering huge variety. • Opportunity to learn in a fantastic sporting environment with outstanding teachers. • Provide a route for further study or work in the sport industry. | |

SUBJECT

RELIGIOUS EDUCATION

Head of Subject:

Mrs L Boyce

**Assessment
Examination
Exam Board**

**100% (three separate examinations)
Eduqas**

Course Description:

Students will be expected to demonstrate an understanding of the influence of religion on individuals, communities and societies. They will be expected to support their responses using appropriate knowledge and understanding of key sources of wisdom and sacred texts.

Unit 1: Religious, Philosophical and Ethical Studies in the Modern World (50%)

Topics we will cover:

- Issues of Relationships
- Issues of Life and Death
- Issues of Good and Evil
- Issues of Human Rights

Unit 2: Christianity (25%)

Students will study some of the beliefs and practices that happen with Christianity, which include ideas about the afterlife, the nature of God and Pilgrimage.

Unit 3: Hinduism (25%)

Students will study some of the beliefs and practices within Hinduism, which include ideas around God, reincarnation, festivals and social issues.

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During this course students will be encouraged to think through some of the big questions of life in a safe and questioning environment, so that they can become sure of their own views and be able to discuss them openly with others.

The course will help to prepare students to work and to deal with people of different cultures and beliefs, broadening their understanding of the world and its people.

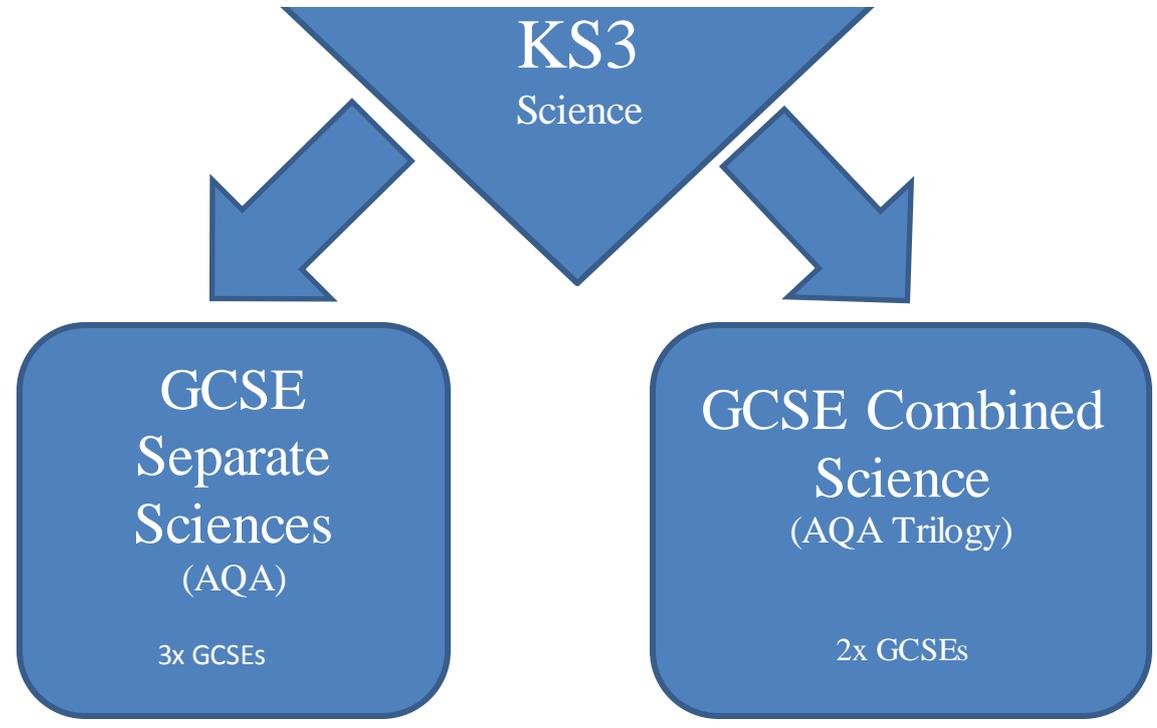
How you can help:

- Encourage your child to regularly read national and local newspapers (they could begin a scrapbook of articles on current and topical issues).
- Encourage your child to listen regularly to a news programme (they could begin a diary of relevant articles).
- Visits to any places of worship.

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| SUBJECT | SCIENCE |
| Head of Subject: | Mrs J Davies |

Which Science course is right for me?

Before making a decision about which Science course to choose, make sure you discuss your options with your Science teachers. As a rough guide to get you to start thinking about it...



- I'm consistently working above a Track 6 in topics from across the Key Stage 3 science strands.
- I definitely want to study Science beyond GCSE.
- I enjoy science and find it fascinating.

- I may want to study Science or PE beyond GCSE.
- I prefer to work at a slightly slower pace, looking at topics in more detail to build my understanding before moving on.

Science Options Information

| Option | Separate Sciences (3 GCSEs) | Combined Science (2 GCSEs) |
|-----------------------|--|--|
| Timetabling | 10 hours per cycle; three specialist teachers. | 10 hours per cycle; three specialist teachers. |
| Content | Units of Biology, Chemistry and Physics studied across Years 9, 10 and 11.. | A mixture of Biology, Chemistry and Physics units are delivered across Years 9, 10 and 11. |
| Skills | In addition to skills gained through the combined science course, students will have an in-depth understanding of fundamental Science, current technologies and topical Science issues. | Students will have a good grasp of the fundamental Scientific skills needed to study Science beyond GCSE. |
| Assessment Exams | Students sit several exams for Biology, Chemistry and Physics at the end of Year 11. | Students sit several exams for Biology, Chemistry and Physics at the end of Year 11. |
| Controlled Assessment | There are no longer Controlled assessments in Science GCSE. However you will carry out several 'required practicals'.Your knowledge and understanding of these will be tested in the end of course examinations. | There are no longer Controlled assessments in Science GCSE. However you will carry out several 'required practicals'.Your knowledge and understanding of these will be tested in the end of course examinations. |

Discuss which option is best for you with your Science Teachers.