

Key Stage 4 Pathways



Dear students and parents/carers,

This booklet aims to provide you with as much information as possible to guide you through the process of choosing your next steps, including information about all the KS4 courses available, and an overview guide to the year 9 pathways process.

You have choices to make about the individual courses you'd like to study, but it's just as important to think about your suite of qualifications as a whole, especially when thinking about the types of courses on offer at Further Education (sixth form/college), and Higher Education (university).

At Chesterton we always are on hand to make sure you have all the help and advice you need. If you ever have any questions please do make sure you pop in to see me, your form tutor, or your subject teachers. If you think you'd like to speak to one of us on the Senior Leader Team, you will have the option of booking an appointment after the Christmas holidays. We're all really looking forward to helping you make the best set of decisions for you as an individual.

My final message before you start this exciting process is to encourage you to be confident, be brave, and aim high.

Best wishes,

Mr Hicks

Deputy Head



KS4 PATHWAYS

1. Watch the video guide to pathways
2. Read all the course information
3. Talk to your form tutor
4. Talk to your subject teachers
5. Optional appointment with SLT
6. Discuss your thinking with your parents/carers
7. Make some decisions about your course preferences
8. Consider adding a twilight course
9. Fill in the online pathways form by the February deadline
10. Embark on your GCSE courses next September!

How can I be best prepared?

This is an important set of decisions, and we will guide you in making the right choices. It is important to talk to your tutor, your class teachers and your parents. Engage with events, tutor time activities and consider making a pathway appointment.

How do I get support and guidance?

If you feel you need support and guidance before making your choices, you and your parents/carers may decide you would like to meet a senior member of staff. This is an optional appointment. During this appointment, we will look together at your potential grades, current predictions, progress and discuss the different pathways through the option courses with you. More information on booking these appointments will follow in the New Year.

How many courses should I choose?

Most students will study **English, English Literature, Maths, Science, Politics & Citizenship GCSE, core PE (non-examined)** and **three additional subjects**. We may invite some students to study **Academic English** where their first language isn't English in place of their third choice. For all students, there is the offer of a twilight programme to complete an additional GCSE in periods 7 and 8. This offer includes **Classic Civilisation, Sociology & Classical Greek** and should only be considered by students who are confident in managing the additional workload. Students may be withdrawn from a twilight course if this affects overall performance. Should a student not be able to manage their school workload twilight subjects would need to be taken off their timetable.

It is expected that students have a full timetable in school and therefore need to complete the core subjects as well as their option subjects.

What are 9-1 GCSEs?

- GCSE grades are awarded on a 9 to 1 scale (9 is the highest grade that can be achieved).
- 9 is reserved for the top 3% of students nationally.

What should I choose?

Think about the subjects you enjoy and the subjects for which you achieve your best grades. If the subject is new, talk to your tutor; **Media Studies** is linked closely to **English**, for example. You should have a broad and balanced range of subjects.

What Is the EBacc?

The EBacc is a recognition of a broad and balanced academic curriculum. In a competitive market for college and university places, you are better placed if you have achieved the EBacc. **If your predicted grades suggest you can gain the EBacc, we strongly recommend your option choices reflect this.** You automatically achieve the EBacc if you achieve at least:

- Grade 5 in English
- Grade 5 in Maths
- Grade 5 in Sciences, including Computer Science
- Grade 5 in either History or Geography
- Grade 5 in a Modern Foreign or Ancient Language

In summary, a Grade 5 in English, Maths and Sciences with History or Geography and a language.

Why study a language?

- Studying a language develops your thinking and learning skills, which supports your studies across the curriculum.
- A language is a facilitating subject (preferred GCSE) for many colleges and universities.
- Communication! It may seem that everyone speaks English, but in fact 75% of the world's population don't.
- English is not enough! It's really important that you learn to speak and understand other people, no matter where they are from.
- You can travel to new places around the world.
- It's the perfect way to meet new people and discover new cultures.
- Speaking another language really makes you stand out from the crowd.
- Learning a foreign language can help you understand your own language and make it easier to learn others.
- You develop four key skills: listening, reading, speaking and writing.
- You'll have fun learning about a wide range of topics from shopping, to sport, to food and entertainment.
- Speaking more than one language increases your brain capacity and you have better memory too.
- It's an impressive achievement to speak a foreign language and you'll have better options for your future!

Languages: testimonials from former students

"I really enjoyed the cultural elements of learning languages. I remember we watched 'Caché' for GCSE which was the first French film I ever watched and I've been a French film lover ever since. I enjoyed knowing I was learning something I could put into practice when I went to different countries and even being able to walk into a cafe or restaurant and not have to rely on the staff speaking English made me feel a sense of accomplishment.

I knew when I left school I wanted to keep getting better at French so I decided to study French for A level. I also did an Italian GCSE alongside my A levels and my time at college learning languages at a higher level meant I soon became a passionate linguist and chose to study French and Italian at university. I was able to teach English abroad as well as be an Erasmus student and being able to live and work/study abroad made all the years of learning languages worth it when I realised how many doors it opened and how many more opportunities it would offer me.

And now I'm going to train to teach French. So I've come full cycle!"

~

"As someone who took all three modern languages for GCSE, I can say that languages are hugely beneficial as subjects and equip you with knowledge of foreign culture and lifestyle like no other subject does. Languages have prompted me to pursue further education in languages and possibly a career!"

Are there any course combinations that I cannot choose?

Some subjects discount each other and can be seen as too similar by sixth form centres; for example, Media Studies and Film Studies and Art and Photography. We encourage you to choose a broad range of subject areas. The courses we run and the combinations we offer are determined after students have told us their

preferences. **Final decisions on whether courses run can be based on student uptake, staffing implications, timetabling and equipment practicalities.**

How much time do I spend on each option?

Your Key Stage 4 curriculum will be 60 sessions of 50 minutes per fortnight. Most students will follow:

- 9 lessons each of English and Maths
- 12 lessons of Science
- 4 lessons of PE
- 2 lessons of Politics & Citizenship GCSE
- 8 lessons each of 3 Options

What happens next?

As we cannot guarantee that you will be able to do all three of your main preferences, we ask you to indicate **FOUR** choices in order of preference (1st, 2nd, 3rd, and 4th) on your electronic options form, and then separately indicate any twilight options. The form will be sent out in February and is completed through Edulink.

Do all subjects run each year?

Once all of the preferences are in we work to try and get as many combinations to work on timetable as we can. Where there are clashes in subjects on the timetable which means we can't get three out of your four preferences we will talk to you about what you can do.

If a subject does not have enough students it may not be able to run.

PSHE and Careers

Personal, Social & Health Education (PSHE)

Students will participate in a PSHE tutor time programme throughout the year. Topics covered include road safety; mental health and resilience; tobacco, drugs and alcohol; personal and e-safety; ethos; friendship and positive relationships; work-related learning and good study skills.

These units of work are based on discussion activities with students sharing their ideas in their buddy groups within their year 7-11 vertical tutor groups. Use of a variety of resources to support this learning and discussion is encouraged.

In years 10 and 11, some PSHE topics are taught in curriculum areas, such as science or through texts in English, for example.

Additionally, topics that benefit from specialist workshop leaders and extra workshops are taught in PSHE curriculum days.

For further information please see the school website.

[PSHE - Chesterton Community College \(tela.org.uk\)](http://tela.org.uk)

Year 11 Post-16 Applications and Careers

In Year 11 students will apply for Post-16 courses. This process includes a post-16 assembly and an information evening, where the process will be explained to students and their parents/carers.

They can opt to stay with us for KS5 study at Chesterton Sixth Form, or move on to a different local sixth form provider.

Students will take part in a post-16 enrichment day, and will be given support to write their personal statement (which is then included in their post-16 applications).

Students will also be given support in applying for a course that is suitable. This support will come via their form tutor, Head of House, class teachers, the school website, Young People's Locality Team, a Careers Advisor and the Careers Co-ordinators.

Students will be encouraged to attend open evenings held by the various post-16 centres, and will get the opportunity to meet some representatives at school. Prospectuses will be provided to help make these decisions.

[Careers & Post-16 - Chesterton Community College \(tela.org.uk\)](http://tela.org.uk)

Reporting and Recording

Assessment for Learning

Assessment, recording and reporting in years 10 and 11 will focus on your progress within subjects. Your subject teachers will keep you regularly informed about how you are performing and what you may need to do to improve your current grade.

This learning dialogue is an everyday part of your learning. You will receive support, feedback and advice on how to improve your grades.

Termly Summative Assessments

In addition to the learning dialogue with your teachers, you will receive a termly update on your summative progress. The estimated grades on these reports will be based on the formal assessments you have completed up until that point.

Core Courses

English: Language & Literature

In English, all students will follow the course that leads to two GCSE qualifications: English Language and English Literature.

Aims of the course

The course continues the work you have done in Years 7, 8 and 9. Many of the aims of the course are the same as they were for Key Stage 3: to give all students the opportunity to become confident speakers, enthusiastic readers and skilful writers.

You will build on the skills you already have, developing your ability to speak and write in depth on many different topics.

Course contents

English Language - You will read and analyse a wide range of texts including:

- 19th century non-fiction
- 20th and 21st century fiction/non-fiction
- Literary non-fiction

You will develop critical reading skills and use the knowledge gained from your wide reading to inform and improve your own writing.

In addition, you will develop skills in using, understanding and listening to spoken language.

English Literature - You will read and explore a wide range of literature across the major genres, including:

- Modern drama texts
- Classic literature, both prose and drama
- An anthology of 15 poems

The emphasis, underpinned by a skills-based approach, is on building your confidence in developing fresh, individual responses to texts.

Post-16 opportunities

Any post-16 course will require the skills of speaking, listening, reading and writing. You might go on to study for vocational qualifications after the age of 16; in these, communication skills are vitally important. Alternatively, you might study English, Media or Film Studies at post-16 level, which you may develop further at a college or university.

Qualification details

English Language (AQA 8700) (100% exam) +

English Literature (OCR J352) (100% exam)

Mathematics

Aims of the course

The course aims to build on the knowledge and skills already developed at Key Stage 3. These include:

- Developing fluent knowledge, skills and understanding of mathematical methods and concepts
- Using mathematical techniques to solve problems
- Reasoning mathematically
- Communicating mathematical information

Course contents

GCSE Mathematics prepares students to be able to solve problems in real life as well as within mathematics itself. As in Key Stage 3 the curriculum is divided into 5 strands:

- Number: Using arithmetic to solve real life problems both with and without a calculator, surd manipulation and standard index form
- Ratio: Understanding and using direct and inverse proportion, working with percentages and using decimal multipliers
- Algebra: Simplifying and manipulating algebraic expressions and formulae, creating and solving equations to model real life situations
- Probability and Statistics: Understanding likelihood, calculating probabilities of single and combined events by experiment and by theory, analysing and representing data
- Geometry: Properties of shape, trigonometry, areas and volumes

All students follow a course leading to one of two tiers of entry:

Foundation leading to grades 1-5 and aimed at students unlikely to study maths related subjects in a level 3 qualification

Higher leading to grades 4-9 and aimed at students who will need a 6+ in the final qualification to study maths related course.

FSMQ:

A small number of identified students may also work towards the Free Standing Maths Qualification at the end of Year 11 (OCR 6993).

Post-16 opportunities

GCSE Mathematics is regarded as an essential qualification by employers and further education providers. There is a national expectation that students achieve at least a grade 5. Young people are required to study Maths and English until they achieve at least that standard or are over 19 years old.

Qualification details

Mathematics GCSE (Edexcel 1MA1)

Science

We offer two different courses in Science. Students will study either:

- Triple Science (Separate Sciences): Three GCSEs in Biology, Chemistry, Physics.
- Combined Science GCSE (Double Science). Two GCSEs, a combined average of Biology, Chemistry, Physics.

Aims of the courses

- Making sense of Science in our everyday lives
- Learning how to work scientifically
- Acquiring knowledge and skills needed for further study in the Sciences
- Encouraging students to take responsibility and ownership for their learning

Course contents

Science lessons are split up into Biology, Chemistry and Physics, taught by a specialist teacher. Both courses also assess students understanding of 'core practicals': there are 16 for Combined Science and 24 in total for the three Separate Sciences. Twenty percent of assessment in Science will test mathematical competencies. Both courses provide equal post-16 opportunity.

Students best suited to these courses

Separate Sciences (Triple Science)

Triple scientists have the same number of lessons as those studying Combined Science, however there is more content to be covered within each of the sciences. Therefore, content is delivered more rapidly and, as such, this course is particularly demanding. To ensure students achieve their best possible grades, and are best placed for their journey after Secondary Education, students may be moved between courses.

Combined Science

All students who are not selected for Triple Science will study Combined Science. This awards two GCSE grades that are an average of their grades in Biology, Chemistry and Physics.

Post-16 opportunities

Science GCSEs are recognised as ideal qualifications for entry into all post-16 Science courses. The course taken at GCSE does not restrict A-level or University options where providers specify entry requirements based upon grade and not course. Science GCSEs are also very important for access to many industries, such as banking, retailing, the service industries and engineering.

Qualification details

AQA Trilogy specification for Combined Science (8464)

AQA separate Science specifications for Triple Science:

Biology (8461), Chemistry (8462) and Physics (8463)

Science FAQ

What are the main differences between Combined and Triple Science?

In Combined Science, students have 2 lessons of biology, chemistry and physics per fortnight. The name 'Combined' (or sometimes 'double science') refers to the fact that students obtain 2 GCSEs which are an average of their grade in each paper.

In Triple Science, students also have 2 lessons of biology, chemistry and physics per fortnight. This course covers the content of Combined Science but also features additional – and more challenging – material within the same amount of curriculum time. As a result of the increased demand and pace of the course, students receive three distinct GCSEs in biology, chemistry and physics.

How do the GCSE exams work?

On both courses, students sit 6 exams (2 for each science). In Combined Science, each paper is 75 minutes and 70 marks. In Triple Science, each paper is 105 minutes and 100 marks. This lengthier exam time in triple is to reflect the increased amount of content and demand of the questions.

As outlined above, the 6 Combined Science papers are averaged to produce two grades (e.g. 7-7). In Triple Science, the two papers for each individual science are averaged to produce a distinct grade for each subject.

Is there a higher and foundation tier?

We offer Combined Science at both Higher and Foundation Tier and Triple Science at Higher Tier only.

In Foundation Tier, some of the more challenging content featured in the Higher Tier specification is omitted. The exam papers are also of different challenge. The AQA Exam Board include a mixture of 'low' and 'standard' demand questions on Foundation Tier and 'standard' and 'high' demand questions on Higher Tier.

The difference in the demand of each paper means that Foundation Tier offers grades from 1-1 to 5-5, whereas Higher Tier offers grades 4-4 to 9-9. It is important to note that students who fail to achieve a 4-4 on the Higher Tier will receive a Grade U.

How is the decision made?

During Year 9, students sit a range of GCSE-level papers across biology, chemistry and physics. This data is reviewed towards the Summer Term to help inform Year 10 GCSE classes to guarantee students are best placed for success. To ensure students are able to meet the increased demand and challenge of the Triple Science course, we ask that they average a Grade 7 across Year 9.

If my child does double science does that mean they can't do science A-levels?

It does not. Sixth Form providers will specify a grade requirement and not a course requirement. For example, to study Chemistry at Hills Road, the requirement is:

- Option A: GCSE Grade 7 in Chemistry and 7 in Mathematics
- Option B: GCSE Grade 7 in Combined Science (7-7) and 7 in Mathematics.



Is this decision final?

We constantly review and adjust classes to ensure students are in the best possible learning environment. This means that there is opportunity to move between courses throughout Key Stage 4.

Politics & Citizenship

Aims of the course

- To enable learners to deepen their knowledge of democracy and government, the law, rights and responsibilities and how we live together in society.
- To enable students to acquire the knowledge, understanding and skills to play a positive role in public and democratic life as informed and active citizens, and build the foundations for further learning and study.

Course contents

Rights, the law and the legal system in England and Wales

Students will study the English and Welsh legal and justice system; the implications of the Magna Carta for the development of British law; the main provisions of the UN Universal Declaration on Human Rights and the European Convention on Human Rights; the importance of protecting rights, equalities and freedoms. Students will use this knowledge to evaluate the controversial actions of governments across the world, for example those who practice detention without trial.

Democracy and government

Students will investigate parliamentary democracy through analysis of election process and political accountability and establish what is necessary in order to create effective democratic government. Students will study the UK's major political parties and will analyse the key philosophical and political differences between them. We will carefully consider the role of the media and a free press in political life, encouraging students to critically analyse news from a range of sources.

The UK and the wider world

Students undertake an investigation into the UK's relationship with the wider world through its membership of the UN, NATO and the EU. Students will evaluate the role played by the UK government in international crises and conflicts, as well as analysing the impact of NGO intervention in international disagreements.

Post-16 opportunities

The course gives students the opportunity to critically evaluate a wide range of information, and equips them with a thorough understanding of government institutions and political processes. This provides students with an invaluable foundation for further study in a range of subject areas such as History, Geography, Economics, Law and Business. Approximately 80% of the course content directly overlaps with A-Level Government & Politics, providing a great foundation for further study in this area.

Qualification details

Citizenship Studies GCSE 9-1 (OCR J270)

This is a core subject and will be delivered alongside English, maths and sciences for all students, except those who are on a differentiated route to assist with their English and maths attainment.

Core PE

All students participate in core PE.

Aims of the course

- Develop skilful motor competence in a variety of activities.
- Apply rules, strategies and tactics in a variety of activities, as a performer, coach and official.
- Maintain a healthy lifestyle

Course contents

Each option lasts for five weeks except for rowing, which lasts for one term.

All students take part in core PE lessons throughout Years 10 and 11. There will continue to be opportunities to attend extra-curricular clubs and fixtures which change throughout the year.

The following activities are offered at some point during the two years:

Badminton	Basketball	Boot camp
Climbing	Cycling	Dodgeball
Fitness suite	Football	Handball
Netball	Rounders	Rowing
Rugby	Softball	Table tennis
Tennis	Trampolining	Ultimate Frisbee

Option Subjects

English as an Additional Language (EAL) – Academic (By Invite Only)

Aims of the course

We offer an Academic English option for a select number of students for whom English is an additional language. The aims of the Academic English course are for students to improve their written, spoken and understanding of English to a sufficiently high level that they can demonstrate their understanding and ability in a range of subjects at GCSE level.

Course contents

The course content varies depending on the students' level of English and their abilities. The course is tailored to the student and is a mixture of guided independent learning, group study and one-to-one formative assessment-based tuition.

Grammar

- Essential Grammar for Elementary learners of English
- English Grammar in use for Intermediate learners of English
- Advanced Grammar for Advanced learners of English

Strategies and skills development in an additional language

- Note-taking; summary writing; reading comprehension; composition writing; listening; speaking; vocabulary building

Vocabulary

- Description; advice; narrative; opinion; analysis

Students best suited to the course

The course is recommended for new arrivals to the UK who are still acquiring English language skills and who are not yet able to communicate in English to a level that allows them to demonstrate their full understanding and ability in subjects across the curriculum.

Post-16 opportunities

The Academic English option will help students develop their English language skills, which in turn will allow for more choices at Post-16 level.

Qualification details

The Academic English does not in itself result in a formal qualification. It supports students in achieving their potential in subjects across the curriculum.

Art & Design: Fine Art

Art and Design: Fine Art is the traditional Art and Design GCSE.

Aims of the course

Art and Design (Fine Art) equips students with the skills to enjoy, produce and engage with the visual arts throughout their lives. It provides the opportunity to explore both contemporary and historical sources, take an individual approach to art, and develop skills at selecting the best and most appropriate work for presentation.

Students will develop transferable skills by learning to:

- Apply a creative approach to problem solving
- Consider and develop original ideas from initiation to realization
- Analyse critically their own work and the work of others
- Express individual thoughts and choices confidently
- Take risks, experiment and learn from mistakes

Course contents

The Fine Art course enables you to extend the key skills in drawing, painting, printmaking, photography and mixed media that you have already acquired at Key Stage 3.

You will further build on a range of two-dimensional approaches in a variety of media and be given optional opportunities to develop other skills such as 3D and oil painting while exploring both observational and imaginative ideas.

Students will work on two coursework projects which make up their personal portfolio and one externally set exam.

All students will be expected to:

- Develop their own ideas, inspired by other artists.
- Write about their own and others' artwork in detail.
- Refine ideas through experiments with resources, media, materials,
- Techniques and processes.
- Record their ideas in a visual journal or sketchbook.
- Present personal and meaningful final pieces.

Students best suited to this course

Students best suited to the Fine Art GCSE will be expressive, organised individuals with a good imagination, patience and a flair for exploring a diverse range of creative skills. GCSE Art and Design students also need to be hard-working, motivated, self-disciplined and conscientious, with a long concentration span. They will also show a keen interest in strengthening their awareness of past and present visual culture.

Please note: Fine Art, Photography, Textiles and 3D Design cannot be taken together due to their similarities.

Post-16 opportunities

GCSE Fine art provides a perfect broad base for further study post 16.

- A levels in Art and design, Fine art or other specialisms including art history
- Vocational courses and foundation courses
- Degree courses leading to many pathways for further study of Art and Art History and/or design.

All of the above lead to a vast range of creative careers paths in areas such as; illustration, architecture, industrial design, fashion, graphic design, interior design, web design, product design, game design, theatre, TV and film work, museum curation, animation, teaching, art direction, fashion buying etc.

Qualification details

Art and Design (Fine Art) GCSE (Edexcel 1FA0)

Final exhibition to include:

Personal portfolio: 60% of final grade includes sketchbook and final pieces

Externally set assignment: 40% of final grade included sketchbook and final piece

Art & Design: Photography

Art and Design: Photography looks at art through the medium of photography.

Aims of the course

Art and Design (Photography) equips students with the skills to enjoy, produce and engage with the visual arts throughout their lives. It provides the opportunity to explore both contemporary and historical sources, take an individual approach through the engagement of photography as a specialist medium, and develop skill at selecting the best and most appropriate work for presentation.

Students will develop transferable skills by learning to:

- Apply a creative approach to problem solving.
- Consider and develop original ideas from initiation to realisation.
- Critically analyse their own work and the work of others.
- Express individual thoughts and choices confidently.
- Take risks, experiment and learn from mistakes.

Course contents

The Photography course teaches key photographic skills in both digital and analogue film photography. You will also be able to build upon the Art key skills of Key Stage 3.

Year 10 will start with a range of mini-investigation projects. Over the two years, you will explore and research the medium and its various applications through taking your own photographs, keeping journals in a sketchbook and practical workshop sessions.

You will be expected to submit three bodies of work overall: two projects of coursework and one for the final exam. The projects are open-ended and must include a journal workbook and at least two exhibition-grade final pieces.

All students will be expected to:

- Take photographs inside and possible outside school time.
- Draw plans for shoots and organise independent photoshoot sessions
- Develop a knowledge and understanding of the uses of light, exposure, aperture and ISO.
- Develop a knowledge and understanding of digital editing and darkroom techniques.
- Undertake visual research from primary and secondary sources.
- Analyse and evaluate visual media from their own and other cultures.
- Present and display a personal and unique response to the projects.

Students best suited to this course

Students best suited to Photography will be expressive, organised individuals with a good imagination and a flair for exploring a diverse range of creative skills. GCSE Photography students also need to be hard-working, motivated, self-disciplined and conscientious.

Please note: While it is not a requirement that students have their own camera, a photography pack will be available to buy before the course starts. An SD card is a requirement, as is bringing an iPad to each lesson.

Please also note: Fine Art, Photography, Textiles and 3D Design cannot be taken together due to their similarities.

Post-16 opportunities

- A level Art, Photography, Graphic Design or Art History.
- Vocational courses and foundation courses.
- Degree courses leading to many pathways in film and TV, designing, further Art and Art History studies, advertising, graphic designer, magazine editor, medical illustrator, photographer, press photographer, art director.
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Qualification details

Art and Design: Photography GCSE (Edexcel 1PY0)

Final exhibition to include:

60% coursework

40% final controlled test (10-hour exam set over two days at the end of the course)

Art & Design: Textiles

Art and design: Textiles looks at art through the medium of textiles.

Aims of the course

Art and design: Textiles equips students with the skills to enjoy, produce and engage with textile arts throughout their lives. It provides the opportunity to explore both contemporary and historical sources, take an individual approach to textiles and develop skill at selecting the best and most appropriate work for presentation.

Students will develop transferable skills by learning to:

1. Apply a creative approach to problem solving.
2. Consider and develop original ideas from initiation to realisation.
3. Critically analyse their own work and the work of others.
4. Express individual thoughts and choices confidently.
5. Take risks, experiment and learn from mistakes.

Course contents

The textiles course enables you to extend the key skills in dyed, printed, stitched and embellished textiles work as well as fashion design and structural 3-d pieces including skills of pattern cutting and templating. You will build on the skills learnt at Key Stage 3 whilst exploring observational and imaginative personal ideas.

Students will work on two course work projects which make up their personal portfolio and one externally set exam.

All students will be expected to;

- Develop ideas inspired by other artists
- Write about their own and other artwork in detail
- Refine ideas through experimentation with resources, media, materials and techniques
- Record their ideas in a visual journal of sketchbook
- Present personal and meaningful final responses

Students best suited to this course

Students will be creative, organised individuals with a particular interest in textile arts. GCSE textiles students need to be hard working, motivated self-disciplined and conscientious with a long concentration span. They will show a keen interest in strengthening their awareness of past and present visual cultures whilst developing skill in this specialist area.

Please note: Fine Art, Photography, Textiles and 3D Design cannot be taken together due to their similarities.

Post-16 opportunities

- A levels and AS levels including Textiles
- Vocational course
- Degree courses leading to many textiles pathways such as textiles Design, Fashion design, Fashion buying, ace decoration, fashion communication , fashion marketing.

Qualification details

Art and Design: Textiles GCSE (EDUQAS)

Final exhibition to include

Personal portfolio 60% of final grade

Externally set assignment (10 hour exam set over two days) 40% of final grade]

Aims of the course

Students will be encouraged to develop skills in drawing, design, prototyping, modelling and making of primarily functional and aesthetic consumer products, objects and environments. Students will achieve this through a series of exploratory design briefs and tasks, reflecting, analysing and interpreting the work of other artists, craftspeople and designers. Students will be encouraged to communicate their ideas using both manual hand building techniques as well as computer aided skills.

Course content

In 3D design you will build on the skills learnt in Key Stage 3, primarily in 3D Design and CAD/CAM rotations. Students will develop personal responses to design briefs or stimuli and realise their ideas using computer aided machinery and design software where appropriate. Students will complete quality sketchbooks with ideas, investigations and quality design drawings which they will then build and model prototypes and finished scale models.

It's important to note that this course is not traditional product design/design technology, students will not be constructing full size tables, chairs etc. This course aims to teach the skills necessary to be a designer and specialise in a material area later in study by prototyping and modelling at scale.

Students will work on coursework projects which make up their personal portfolio and one externally set exam.

All students will be expected to:

- Respond to and evaluate the work of others
- Develop personal and create responses to design stimuli
- Refine ideas through the iterative design process
- Plan, develop and record primary research skills
- Record their ideas in a visual journal of a sketchbook
- Write about their own and others designs in detail
- Present personal and commercially viable final responses

Students best suited to this course

Students who choose to study 3D Design should demonstrate a willingness to experiment with materials and concepts, not fixating on one idea to begin with. They should be flexible in the way they approach their work and have an eagerness to problem solve. Students should be interested in Design, enjoy being creative and have the ability to communicate their ideas through the use of drawing and ICT.

Please note: Fine Art, Photography, Textiles and 3D design cannot be taken together due to their similarities.

Post-16 opportunities

A levels and AS levels including 3D Design and Product Design

Vocational courses in Art, crafts and design

Degree courses leading from 3D design could include: Architecture, industrial design, product design, sculpture, animation, digital design, games development, visual effects (VFX), engineering

Qualification details

Art and Design: 3D Design GCSE (Eduqas)

Final exhibition to include

Personal portfolio 60% of final grade

Externally set assignment (10 hour exam set over two days) 40% of final grade]

Computer Science

This GCSE Computer Science course will give you a real, in-depth understanding of how computer technology works. If ICT is like driving a car, then Computer Science is like knowing how the engine works.

Aims of the course

The course will develop critical thinking, analysis and problem-solving skills through the study of algorithms and computer programming. For many learners, it will be a fun and interesting way to develop skills, which can be transferred to other subjects and even applied in day-to-day life.

Course contents

Computer Systems

This unit covers systems architecture, memory, storage, networks, security, system software, ethical, legal, cultural and environmental concerns.

In this unit, students will

1. understand how the CPU and other hardware components work;
2. understand how computer networks including the internet works;
3. understand security threats such as viruses and hackers;
4. understand how the law protects people from hackers.

Algorithms and Programming

This unit covers algorithms, programming techniques, robust programming, logic and data representation.

In this unit, students will

1. understand standard programming techniques;
2. analyse and understand the problem they are given ;
3. be able to design a solution to programming problems.

Students best suited to the course

The course will make an excellent preparation for learners who want to study or work in areas that rely on problem-solving skills, especially where they are applied to technical problems. These areas include engineering, financial and resource management, science, medicine, IT in general and, of course, the thousands of well-paid jobs in software engineering in Cambridge, the rest of the UK, and beyond. The course is a challenging course and includes some mathematical content. Students should be working at a current grade of 6 or more in mathematics.

Post-16 opportunities

Learners 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 peers who are just beginning the subject at these levels. This course provides a very good introduction to the world of Computer Science rather than ICT and provides a very solid basis for the AS and A Computing courses run by sixth form colleges.

Qualification details

Computing GCSE (OCR J277)

Drama

“Only Connect” - E.M Forster

Aims of the course

Drama GCSE is designed to help you to build confidence; for all students, it instils a comprehensive appreciation of what is involved in bringing a play alive, from the page to the stage. Equally, for some at Chesterton, this is the starting point of professional actor training! Being part of a GCSE drama cohort is like being part of a dedicated theatre company. As well as building interpersonal skills and pursuing objectives that are part of the GCSE assessment, the experience of exploring theatre techniques, putting on and seeing plays is one which you will never forget. Whilst theatre helps us escape reality, studying it is also a process through which you can find your own artistic voice, and discover what you have to say about the world in which you live. You become the best version of yourself so that you might thrive in future relationships and fields of work!

Course contents

The course consists of three components:

- C1: You will create and develop a devised piece of theatre, which, after performing it, you will evaluate in a portfolio of written, spoken and pictorial content.
- C2: You will either perform in and/or design for two extracts from a pre-existing play.
- C3: You will practically explore and study one complete performance text set by the exam board, and take a written exam which asks for your ideas on staging it. You will also evaluate a piece of theatre that you have seen with your group.

In year 10, we practise the skills required in these different components, partly through producing the set text as a whole-class live performance. In Year 11, we apply what we've practised to the 3 real assessments in devising, performing/designing with a script and responding to the written exam.

Students best suited to this course

You are not afraid to express yourself in the safe space of the drama studio! You like seeing drama in different ways, from physical theatre to melodrama! You are happy playing drama games and even leading drama warm-ups! You might be a lighting, set, sound or costume designer instead of a performer.

You will appreciate that writing about Drama goes hand-in-hand with doing Drama, and you will be engaged by evaluation as well as creative writing. You will want to rehearse with others and spectate others' performances. You will enjoy working with peer and professional directors, designers and performers who are committed and passionate.

You will be able to work intensively whilst retaining a sense of humour! You can cope with a workload which peaks and troughs rather than one which is always the same. You can rise to the challenge of public performance, and move from practical to written exams.

Post-16 opportunities

The new GCSE Drama course is an ideal way to enhance your skills for further study in English Literature. You could also go on to take an AS or A level Drama and Theatre Studies.

You may wish to take a GCSE in Drama as part of a range of other subjects, or you might wish to go into a career where it is useful to have had experience of Drama, or where you will need to employ theatre skills directly, which will be developed during this course.

These might include careers in such fields as the creative industries, including professional stage and screen work, retail and hospitality, travel and tourism, sales and marketing, journalism and law. The study of Drama is ideal for developing transferable skills, which you can take into any career.

Qualification details

Drama GCSE (Edexcel 1DR0)

- The written exam is worth 40% of your final grade.
- The scripted performance is worth 20% of your final grade.

Enterprise

Aims of the course

Enterprise is an important part of the business sector and plays a major role in the UK's global economic status. The role of entrepreneurs is to help create wealth for the nation and its citizens through the creation of enterprises that innovate and grow the economy. Learners will have the opportunity to develop applied knowledge and skills in the following areas:

- Knowledge that underpins an effective use of skills, such as the activities, skills and characteristics of enterprises and entrepreneurs, and the internal and external factors that can affect the success of an enterprise; in addition, the process of developing a business plan and using and applying marketing and finance knowledge.
- Development of key skills that prove aptitude in planning an enterprise idea, including market research, planning, carrying out financial transactions, communication and problem solving.
- Attitudes and ways of working that are considered most important for enterprise, including monitoring and reflecting on the performance of an enterprise idea and own use of skills.

Course contents

- Exploring Enterprises
- Planning and Presenting Micro-Enterprise Idea
- Marketing and Finance for Enterprise

Students best suited to this course

This course is best suited to students who are looking to pursue Post 16 course, apprenticeship and careers in the business sector or those who wish to understand more about finance and marketing.

Post-16 opportunities

Study of the qualification as part of Key Stage 4 learning will help learners to make more informed choices for further learning, either generally or in this sector. Learners who generally achieve at Level 2 across their Key Stage 4 learning might consider progression to:

- A Levels as preparation for entry to higher education in a range of subjects
- Study of a vocational qualification at Level 3, such as a BTEC National in Enterprise and Entrepreneurship, which prepares learners to enter employment or apprenticeships, or to move on to higher education by studying a degree in the business sector

Learners who generally achieve at Level 1 across their Key Stage 4 learning might consider progression to:

- Study at Level 2 post-16 in a range of technical routes designed to lead to work, employment, apprenticeships or further study at Level 3. Learners who perform well in this qualification compared to their overall performance, should strongly consider this progression route as it can lead to employment in the enterprise sector
- Study business enterprise post-16 through a Technical Certificate designed to lead to work, progression to employment via apprenticeships or further study at Level 3

Qualification details

Pearson BTEC Level 1/Level 2 Tech Award in Enterprise Qualification number: 603/7063/4

Pearson BTEC Level 1/Level 2 Tech Award

The Marketing and Finance Component is assessed via a 2 hour external exam (40%) with Exploring Enterprises (30%) and Planning/Presenting a Micro-Enterprise (30%) internally assessed.

The BTEC Tech Award qualifications will be graded and certificated on a seven-grade scale from Level 2 Distinction* to Level 1 Pass.

More information: Pearson BTEC Tech Award Level 1/2 in Enterprise 2022.

Film Studies

Aims of the course

Film studies is a chance for students to explore popular mainstream films from Hollywood as well as films outside the mainstreams. It provides opportunities to plan and make film sequences, as well as opportunities to create a range of other film-related material, such as web pages and film posters.

Course contents

You will have the opportunity to study different genres of film. You will also be able to explore a film of your own choice, write a script and create a production piece of coursework, which relates to a film that you have invented.

You will have a wonderful opportunity to explore films spanning the history of film-making as well as films produced from countries as far away as Australia and New Zealand.

You will be able to use:

- audio recording and editing facilities
- ICT facilities
- photographic equipment
- digital recording facilities

Students best suited to this course

Those who have an interest in film, both creatively and analytically. You will need to be able to use your own ideas, be a team player, a good listener, confident in presenting information and willing to conduct independent research into specialist topics that goes above and beyond the core expectations of the course. You must be able to work independently and manage your time effectively.

Post-16 opportunities

Further study in:

English; Media Studies; Film Studies; Theatre Studies; Performing Arts; Journalism

Qualification details

Film Studies GCSE (WJEC Eduqas C670QS)

Global Film: Representation, Narrative and Film Style

Written examination: 1 hour 30 minutes 35% of qualification 70 marks

US Film Across the History of Film-making

Written examination: 1 hour 30 minutes 35% of qualification 70 marks

Assessment is through two short exams (70%) and one main piece of internally assessed work (30%)

Geography

Aims of the Course

Earth is warming. Rainforests are shrinking. Deserts are growing. Coasts are changing shape. Cities are expanding. Extreme poverty is declining. More food is needed for the future. How are these connected?

Civilisation faces many overlapping challenges. GCSE Geography explores these challenges. Why is Earth becoming warmer? What are the effects of Cambridge growing? How can the risk of floods be reduced? Is it possible to feed everyone sustainably?

By the end of GCSE Geography, you will:

- Be able to recall knowledge of places, environments, the connections between them.
- Be able to explain causes, effects, and management of human and physical processes.
- Be able to evaluate local and global geographical issues.
- Be able to confidently and effectively express your ideas in writing.

Course Content

Year 10

- Natural Hazards, including earthquakes, tropical storms, and climate change.
- The Living World, including tropical rainforests and hot deserts.
- UK Landscapes, including changing coasts and river flooding.

Year 11

- Urban Issues, including the expansion of Rio de Janeiro and Cambridge.
- Fieldwork, local to Cambridge, focused on urban regeneration.
- Economic Change, including in Nigeria and the UK.
- Fieldwork, local to Cambridge, focused on rivers.
- Resources, including global food supplies.

Assessment

GCSE Geography exams include short and long answer questions. Short answer questions are worth 1-3 marks. Some are multiple choice questions. Long answer questions are worth 4-9 marks. Some are essay-style questions that ask you to discuss different views on an issue or justify your own opinion.

You will complete assessments at the end of topics or sections within a topic. This helps you become familiar with exam-style questions. Feedback helps you improve your writing skills so you can raise your scores on long answer questions.

- Exam 1 – Physical Geography
- Exam 2 – Human Geography
- Exam 3 – Issue Evaluation, Fieldwork

Students Suited to this Course

GCSE Geography is suited to students who are curious about the world around them. Students intrigued by news and projects about climate change and sustainability are likely to enjoy GCSE Geography. Students are expected to show a strong work ethic, including revising by answering practice exam questions.

Post-16 Opportunities

Geography relates to a range of other subjects in the humanities and sciences, so can complement many A-Level choices. Geographers are able to analyse and manipulate data from maps, graphs, and photos, and apply this data to evaluate causes of problems and their solutions. Therefore, Geography is useful for a range of careers in journalism and media, government and law, social and environmental charities, and other fields.

Qualification Details

AQA GCSE Geography 8035

History

Aims of the course

- To develop students' understanding of important events in British and wider world history.
- To explore the diversity of human experience in Britain and beyond.
- To engage in historical enquiry to develop critical and reflective thinkers.

Course content

History GCSE includes something for everyone, no matter what your historical interests. We study both the stories of ordinary people and the great political and military events; we study medieval, early modern and modern history; and we study both British and global history.

Migration to Britain c.1000-2010 + Impact of Empire on Britain 1688–c.1730

What does it mean to be British in the twenty-first century? In this exciting course students undertake a thematic study allowing them to track the experiences of a range of migrant groups on their arrival to Britain, looking at key issues surrounding acceptance; the impact of immigration on culture; and the development of modern, multicultural Britain. Starting with the Norman invasion and finishing with European migration in the 21st century, students use a range of sources to piece together the stories of communities who have made Britain their home.

Students will also study the beginnings of the British Empire and its impact globally as well as on people in Britain at the time.

International Relations 1918–2001 + USA 1919–1948: The People and the State

Our study of peace and conflict allows students to critically evaluate historians' views of key events in 20th century history, with particular focus on the causes of WWII and the Cold War.

Students are then transported back to the 'Roaring 20s' for our depth study to look closely at US society and government policy in this fascinating time period. The course includes: economic boom in the 1920s; depression in the 1930s; race riots in the 1940s; the impact of WWII on US society.

Assessment

History exams include a combination of short answer, source analysis and longer essay style questions. Two of the three papers ask students to analyse and respond to collections of sources and historical interpretations.

1. Migration to Britain 1000-2010: 25%
2. Impact of Empire 1688-1730: 25%
3. International Relations & USA 1919-1948: 50%

Students best suited to this course

This course is suited to students interested in learning about the stories of the past, who enjoy searching for answers and reaching conclusions through source analysis, discussion and debate.

Post-16 opportunities

History students are encouraged to be critical consumers of information, with strong essay-writing abilities in addition to excellent evaluation and judgement skills. This continues to make History a very popular subject with employers, sixth forms and universities.

Qualification details

History A (Explaining the Modern World) GCSE (9-1) (OCR J410)

Hospitality & Catering

This qualification is a Level 1/2 Vocational Award in Hospitality and Catering. It is most suitable as a foundation for further study, providing learners with a core depth of knowledge and a range of specialist and general skills that will support their progression to further learning and employment.

Aims of the course

The hospitality and catering sector includes all businesses that provide food, beverages, and/or accommodation services. This includes restaurants, hotels, pubs and bars. It also includes airlines, tourist attractions, hospitals and sports venues; businesses where hospitality and catering is not their primary service but is increasingly important to their success. According to the British Hospitality Association, hospitality and catering is Britain's fourth largest industry and accounts for around 10% of the total workforce. Since 2010, over 25% of all new jobs have been within the hospitality and catering sector with the majority of new roles falling within the 18-24 age group.

The Eduqas Level 1/2 Vocational Award in Hospitality and Catering has been designed to support learners in schools and colleges who want to learn about this vocational sector and the potential it can offer them for their careers or further study. It is most suitable as a foundation for further study providing learners with the opportunity to develop a range of specialist and general skills that would support their progression to employment. Employment in hospitality and catering can range from waiting staff, receptionists and catering assistants to chefs, hotel and bar managers and food technologists in food manufacturing. All of these roles require further education and training either through apprenticeships or further and higher education.

Course contents

- Unit 1: The Hospitality and Catering Industry – External Assessment, On-Screen and Paper (80-minute exam)
- Unit 2: Hospitality and Catering in Action – Internally assessed coursework, when you show your knowledge in planning menus with specific requirements and make two dishes.

Students best suited to this course

This course is best suited to students who enjoy design, are practically minded, are self-motivated and have good time management skills.

Post-16 opportunities

Achievement in this course adds good breadth to any suite of qualifications, and will be particularly beneficial to students who may consider a vocational Catering course post16.

Qualification Details

Eduqas Level 1/2 Vocational Award in Hospitality and Catering (WJEC QN 603/7022/1)

You will gain a Pass, Merit or Distinction

Latin

We intend to offer Latin GCSE **as part of the school day curriculum**, rather than twilight as in previous years. Students are expected to have studied Latin in Key Stage 3.

Aims of the course

- To develop reading fluency in Latin.
- To critically analyse and make a personal response to original Latin literature.
- To use a variety of original sources to form a deep understanding of the culture of the Ancient World.

Course contents

The GCSE builds on the work done in KS3, broadening and deepening our knowledge of the language, reading a selection of Roman texts in the original language doing an in depth study of Roman entertainment.

Component 1: Latin Language

The Cambridge Latin Course continues through to GCSE level with the addition of the Latin to GCSE textbook for further practice. We extend our translation skills from Latin to English and begin translating into Latin.

Component 2: Latin Literature and Sources – Love & Marriage (Theme B)

We will do a holistic study of the love and marriage. We will read a wide range of Roman authors (Catullus, Horace, Ovid, Cicero, Seneca etc.) and dip into some of the most famous Latin texts to uncover original Roman viewpoints on sexuality, fidelity, break-ups and infatuation.

Component 3B: Roman Civilisation – Roman Family Life (Topic 3)

We will learn how the family was structured in ancient Rome, examining power dynamics between different ages and genders.

Students best suited to this course

Latin is a good choice for those who have enjoyed the challenge of learning an ancient language, are excited by the idea of reading some of the world's greatest literature in the original and are fascinated by Roman civilisation. . It is only available to those who have studied Latin since Year 7.

Post-16 opportunities

At A Level Latin will lend itself to further study of Latin, Classical Civilisation, Ancient or Modern History, Archaeology, English Language and English Literature. Employers appreciate the logic, reasoning, imagination and problem-solving skills enhanced by the study of Latin. It is particularly useful for law, medicine, software and coding, politics, journalism, theatre, consultancy and more.

Qualification details

Latin GCSE (9-1) WJEC Eduqas Route B - including Component 3B: Roman Civilisation (C990PB)

Examination: 100%

Students are examined in three areas: Latin language (50%); Latin literature and sources (30%); Roman civilisation (20%)

No coursework

Latin counts as a language towards the EBacc

Modern Foreign Languages: French, Spanish and German

The Modern Foreign Languages Department offers an exciting range of courses.

Aims of the course

Students will continue to improve their knowledge and understanding in speaking, listening, reading and writing skills. They will also develop their competence in grammar and translation.

Course contents

GCSE language courses build on our students' language skills in Key Stage 3. They will revise, consolidate and further develop their linguistic abilities in many familiar themes and topics as well as exploring new topics such as customs and festivals, and global issues.

Theme 1: People and lifestyle

- Identity and relationships with others
- Healthy living lifestyle
- Education and work

Theme 2: Popular culture

- Free-time activities
- Customs, festivals and celebrations
- Celebrity culture

Theme 3: Communication and the world around us

- Travel and tourism, including places of interest
- Media and technology
- The environment and where people live

All four skills are assessed at the end of Year 11 and are equally weighted (25%):

Speaking: Students will take part in a lively conversation with their teacher which involves performing a role-play, reading aloud, describing a photo, and having a general conversation.

Listening: Students will be expected to understand statements, short and long conversations, and longer passages in the target language as well as transcribe a dictation.

Reading: Students will be expected to respond to questions in English and in the target language, read and answer questions on a short extract from a literary text and translate a short passage from the target language into English.

Writing: Students are required to do three written tasks. These tasks vary depending if students are foundation or higher tier. Both tiers will be required to translate a short passage into the target language.

We welcome any student who likes languages lessons and enjoys learning languages. We strongly recommend that students who are achieving grade 6 in Year 9 languages should take a language for GCSE. Students who opt for a language GCSE could open up more options for themselves when looking ahead to post-16 and post-18 choices. Some universities now ask for students to have a language GCSE as an entry requirement. Students who are considering an academic route such as the EBacc and would like to have an impressive CV should also opt for languages. Many employers are actively seeking employees who have at least a GCSE in modern foreign languages.

Post-16 opportunities

You can do A-Level Languages and languages are also part of the International Baccalaureate. Studying a language beyond a Level 3 course (A level/IB) opens up employment opportunities and the world to our learners.

Qualification details

The exam board is AQA using the 9-1 GCSE grading system:

French (8658)

German (8668)

Spanish (8698)

Media Studies

Aims of the course

This GCSE Media Studies specification is based on the theoretical framework for exploring and creating media. The framework is based on four inter-related areas:

- media language: how the media through their forms, codes and conventions communicate meanings
- representation: how the media portray events, issues, individuals and social groups
- media industries: how the media industries' processes of production, distribution and circulation affect media forms and platforms
- audiences: how media forms target, reach and address audiences, how audiences interpret and respond to them, and how members of audiences become producers themselves.

Course contents

Students will study these core elements through the following media:

- Television
- Film
- Radio
- Newspapers
- Magazines
- Advertising and marketing
- Online, social and participatory media
- Video games
- Music video

Students best suited to this course

Those who have an interest in communication and studying the role of the media in today's society. You will need to be able to use your own ideas, be a team player, a good listener, confident in presenting information and willing to experiment in your practical assignments.

Post-16 opportunities

Further studies in:

6. Television Production
7. Radio Production
8. Web Design
9. Sociology
10. Economics
11. Psychology
12. Creative Media
13. English Language
14. Business

Qualification details

Media Studies GCSE (AQA)

Examined through controlled assessment (30%) and two examination papers (70%).

Music

Aims of the course

If you love music, this is the course for you. The course allows students to develop their personal strengths as a musician, to acquire practical skills and knowledge and the ability to analyse what other composers have done to make their piece sound like that. At the end of the course, you will be ready to use these skills and knowledge as a basis for further study, such as A-level Music or Music Technology, or a vocational Music course – or to simply enjoy music-making in your free time.

Course content

You will have the opportunity to develop your ability in performing and composing, listening and appraising. The performing and composing aspects of the course can be tailored to your own musical interests – you can perform and compose in any style.

The listening and appraising syllabus includes four areas of study spanning over 400 years of musical history and many different genres – there is something for everyone. The areas of study are:

- Instrumental music 1700-1820
- Vocal music
- Music for stage and screen
- Fusions

Students best suited to this course

This course suits active musicians who play or sing regularly, and those who enjoy composing and listening to various styles of music. Skill in music reading is an advantage, together with having instrumental lessons, but most importantly you will love music.

Post-16 opportunities

Music A-level; Music Technology A-level; vocational music qualifications e.g. extended diploma; IB Music. Music GCSE and A-level are facilitating subjects and viewed highly by employers and universities due to the dedication and wide range of skills that musicians possess.

Qualification details

Music GCSE (Edexcel 1MU0)

Coursework is 60% of the qualification and can be tailored to your own musical preferences.

Performance (30%)

Your two performances must add up to a total of four minutes. (Neither performance can be shorter than one minute.) One solo performance (15%) on an instrument of your choice or voice. (This may be accompanied by piano or a backing track.) One ensemble (small group) performance (15%), such as a duet, trio, quartet, band. The performance is recorded by the teacher in school and does not need to be done in front of an audience. There is no requirement to perform in front of an audience at any point during Music GCSE; if you are happy to there will be many opportunities for this, but you do not have to!

Composition (30%)

Two compositions (15% each) of at least three minutes together. One must fit a brief by the exam board; the other is a free composition in a style of your choice. You can use computer software and/or live instruments to create these.

Listening Exam (40%)

Uses the eight set works from the four areas of study. Section A (68 marks) is listening-based, with questions relating to six set works; a melody/rhythm exercise; and a question on a piece of unfamiliar music. Section B (12 marks) is an essay question comparing a set work with an unfamiliar piece of music.

Physical Education: GCSE PE & Vocational offer

Please note that the school will select an appropriate Physical Education course for you – a vocational offer may be available from September 2025

If you have a passion for Sport, this is the option for you. The **GCSE PE** course provides a really interesting and engaging theoretical introduction to anatomy, physiology, training, psychology, health, fitness and socio-cultural issues in sport. The course also allows students to develop their performance level as a sports person in a variety of activities. At the end of the course, you will be ready to use these skills and knowledge as a basis for further study, such as A-level Physical Education – or to simply enjoy developing your practical performance and theoretical understanding in your own time.

Aims of the course

1. Understand how the respiratory, cardiovascular, skeletal and muscular systems respond to exercise and training.
2. Understand training methods and their principles
3. Learn major bones in the skeleton and major muscle groups
4. Understand reasons for participation and non-participation
5. Understand factors affecting health, fitness and well-being
6. Develop an understanding of ethics in sport
7. Develop practical performance to a high level in **three** chosen sports
8. Create a piece of coursework which analyses your ability to perform your chosen sport

Course contents

The GCSE PE course has four different assessment components:

J587/01 (Paper 1) - Physical Factors Affecting Performance (30%)

J587/02 (Paper 2) - Socio-Cultural Issues and Sports Psychology (30%)

J587/04 (Practical) - Practical performance in 3 sports one team, one individual and one other (30%).

J587/05 (Coursework) - Analysing and Evaluating Performance (10%)

Students best suited to this course

Those who have a proven interest and practical ability in physical activity. You should already participate actively in organised sport outside of school and/or participate actively in extracurricular sport at Chesterton. You should also recognise that there is substantial academic course content for this course and there are obvious links with Biology.

Post-16 opportunities and Careers

Success in this subject can lead to A-Level Physical Education, or GNVQ and BTEC courses in subjects related to sport, exercise or leisure. It can also help in finding employment in the sport, physiotherapy, medical and leisure industries. This is also the initial stepping stone to study a Sports Degree at University such as Sport and Exercise Science which opens further doors.

Off-site Practical Sports

Whilst we assess students with the sports we offer at Chesterton, the following sports are included in the specification and are often used as off-site sports which need to be filmed: Rowing, Skiing, Swimming, Sailing, Climbing, Dance, and Gymnastics.

Qualification details

Physical Education Level 1/2 (9-1) GCSE (OCR J587)

Vocational Offer (TBC) - From September 2025

Religion, Philosophy and Ethics

Religion, Philosophy and Ethics is a good choice for you if you have enjoyed KS3 Religious Studies, if you want to learn more about religions and worldviews and if you like to learn through discussion and debate.

Aims of the course

The aim of the Religion, Philosophy and Ethics course is to help students become aware of local, national and global ethical concerns, approaching them from a spiritual and moral viewpoint. Students will develop their knowledge and understanding of religion by exploring the significance and impact of beliefs, teachings, ways of life and forms of expressing meaning. They will have the opportunity to express their personal responses and informed insights on issues we study.

Students will be assessed in two examinations at the end of Year 11. There is no controlled assessment in this qualification.

Course content

Part 1: Study of Religion 50%

Students will study two world religions. We have selected Christianity and Islam as these are the faiths represented most at Chesterton.

This in-depth study will include the beliefs and teachings, practices and diversity of the religions. Exam 1 will assess this content.

Part 2: Study of Ethical Themes 50%

We will study four ethical themes. These are:

- 24. Relationships and families
- 25. Religion and Life
- 26. Peace and conflict
- 27. Crime and punishment

In each theme, students will study religious teachings and beliefs, non-religious beliefs, and attitudes relevant to the issues found in contemporary British society. Exam 2 will assess this content.

Post-16 opportunities

GCSE RS is a well-respected facilitating subject for A levels. It helps to develop your argumentation skills, giving you an opportunity to engage in debate. It also develops extended writing skills, preparing you well for any essay-based A level subject.

You can continue your study of Religion by choosing an A level in Religious Studies, Philosophy and Ethics or an A level in Philosophy.

Qualification details

Religious Studies A GCSE (AQA 8062)

Twilight Courses

Classical Civilisation*

For the first time, Classical Civilisation will be offered as a twilight subject this year. It will be taught in 2 x twilight lessons per week.

Aims of the course

- to gain an introduction to the ancient world and its legacy from 3000 BC to 500 AD
- to gain a broad knowledge and understanding of a range of literary and material sources from the classical world. To use this knowledge analytically to create informed opinions
- to develop awareness of how classical sources reflect issues relevant to both the classical world and today, such as questions of gender, belief, sexuality and citizenship

Course content

Component group 1: Thematic study - Myth and Religion

Students study myth and religion in the ancient world. This involves a comparative study of ancient Greece and Rome through a combination of literary and material sources. Topics covered include the Olympian and Roman gods, the myth of Herakles, death, ritual sacrifice and the founding tales of Athens and Rome.

Component group 2: Literature and culture - Roman City Life

Students study how the Romans actually lived day to day by looking in depth at sources from Rome and Pompeii. They learn about features of Roman entertainment (the baths, gladiators, chariot racing, theatre etc.), Roman housing (for both rich and poor), the political system, slavery and the family. Students will read Roman satire in translation to understand how the Romans themselves critiqued their own society.

Students best suited to this course

No previous study of Latin or Classics is required. Students who have an interest in forming a deep understanding of the ancient world, and a desire to work hard will enjoy studying Classical Civilisation. The GCSE will involve close reading of sources and essay writing so students will need to maintain an organised file and keep up to date with key terminology.

Post-16 opportunities

Classical Civilisation can be studied at A level and also leads on well to Classics and Ancient History at university. The skills involved are particularly transferrable to A-Level English Literature, Ancient and Modern History, and Politics. Classics is well-regarded by employers in all fields.

Qualification details

Classical Civilisation OCR GCSE (9-1) (J199)

Component Group 1: 50%

Component Group 2: 50%

Classical Greek*

Classical Greek GCSE is offered as a twilight course. Classical Greek counts as a language towards the EBacc.

Aims of the course

- To develop reading fluency in Classical Greek.
- To critically analyse and make a personal response to original ancient literature.
- To use a variety of original sources to form a deep understanding of the culture of the ancient world.

Course contents

The GCSE builds on the work done in KS3, broadening and deepening our knowledge of the language and reading a selection of Greek texts in the original language.

Paper 1: Greek Language

This is worth 50% of the GCSE course. The John Taylor Greek to GCSE Course continues through to GCSE level. We extend our translation skills from Classical Greek to English and begin translating into Classical Greek.

Paper 2: Prose / Verse Literature

This is worth 25% of the GCSE course. Learners study Classical Greek set texts and answer questions in English on aspects of content and analyse, evaluate and respond to the ancient literature they have studied. We will study Tales from Herodotus.

Paper 3: Literature & Culture

This is worth 25% of the GCSE course. Learners study two topics on Greek Civilisation and Culture using the sources in the Prescribed Sources Booklet and answer questions in English on aspects of content, culture, social practices and values. We will study Women in Ancient Greece and Athenian Society.

Students best suited to this course

Classical Greek is a good choice for those who have enjoyed the challenge of learning an ancient language, are excited by the idea of reading some of the world's greatest literature in the original and are fascinated by Greek civilisation. Greek will be taught as a twilight class twice weekly. It is only available to those who have studied Greek in Years 8 and 9.

Post-16 opportunities

At A Level Classical Greek will lend itself to further study of Greek, Classical Civilisation, Ancient or Modern History, Archaeology, English Language and English Literature. Employers appreciate the logic, reasoning, imagination and problem-solving skills enhanced by the study of Greek. It is particularly useful for law, medicine, software and coding, politics, journalism, theatre, consultancy and more.

Qualification details

Classical Greek GCSE (9-1) OCR (J292)

Examination: 100%

Students are examined in three areas: Classical Greek language (50%); Prose / Verse (25%) and Literature and Culture (25%). No coursework.

Classical Greek counts as a language towards the EBacc

Sociology*

This course is offered as a twilight course.

Have you ever wondered how education, power, crime, mass media, and inequality are all related? Have you ever thought about why social class is important to some people but not to others and why certain groups in society do not have a voice? Do you ever think about how ethnicity, gender and educational achievement are all linked? Studying Sociology will be able to help you understand all of these issues.

Sociology enables students to understand the meaning of group behaviour and the ways in which we are all influenced and shaped by our culture, socialisation and the roles we play in society. Sociology enables students to examine the world in which they live, from new and exciting perspectives that will challenge and change the way they think.

Aims of the course

28. Students will develop a wide range of knowledge and understanding about society and understand its structures which they will find relevant to their lives.
29. Students will take a questioning approach to evidence and issues, thus developing their critical, evaluative skills.

Course contents

This course will be taught as a twilight session before or after school. There are six units, which cover the following areas:

30. Introduction to Sociology
31. Research Methods
32. Families
33. Education
34. Crime and Deviance
35. Social Stratification

Students best suited to this course

This course is best suited to pupils who can explain their points of view through writing, speaking and debate. The ability to weigh up conflicting evidence is essential. Students with a flair for English or History may find they have a slight advantage.

Post-16 opportunities

Sociology complements the study of Humanities, Political and Social Sciences, and Arts subjects. It can lead to careers in the health and social care professions, the probation service, and business-related fields such as market research. It is a good qualification for careers in politics, media, law, research, youth work, teaching, journalism, social work and social policy.

Qualification details

Sociology GCSE (AQA 8192)

Two written exams (1h45 hours each). No coursework or controlled assessment.