

# YEAR 9 OPTIONS

## 2019



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Dear Year 9 Student

This is the first time that you have been able to choose what subjects you will be studying. It is essential that you do not make quick decisions based on instinct, but make sure that you have considered the widest possible range of opinions and reliable information. This booklet is the most important, but not the only, source of information. Read it carefully and keep it so that you can refer back to it.

Over the next few weeks you will make some important decisions about your subjects in Years 10 and 11 which may relate to the future pathway you choose. Don't worry: you cannot easily make a bad choice which will then limit your future studies. However, you should make the best choice for you and should discuss it with family, tutor, teachers, and your Head of School. You should find out as much as you can. All GCSE subjects have a large amount of theory work, and all of them have both an exam and controlled assessment. Do not pick a new subject just because it is new - find out the details!

You may have heard of changes being made by the Government, in particular the 'EBacc', and may be a bit muddled or worried. Please don't be! We have made sure that the subjects you can study are all recognised at GCSE or equivalent, and we have tried to give you as much choice as we possibly can. All students will have to choose at least one Humanities subject (History or Geography), and our top linguists will be expected to study Spanish or French. Other students will still have a free choice of three subjects from the optional GCSE and GCSE equivalent subjects, and all will have a choice of two.

All students will be invited to an interview with their Tutor, in which the appropriateness of their course applications will be discussed. Again, please don't be worried about this. This is to check that you have made sensible choices with good reasons which match your ability, and that you are on the correct pathway. For some students, this may result in some course changes. Our three pathways are clearly laid out on page 5. Further information on the English Baccalaureate can be found on page 8 and in the leaflet sent to your parents/carers.

You will have a series of lessons in Course 42 about making choices, and can talk to Year 10 students about the options subjects at the Options Fair on Tuesday 26th February. There will be an Options Information Evening on Thursday 14th February between 4.30 pm and 7.00 pm. This will include a short presentation about how the options system works at 4.30 pm and again at 6.00 pm. You and your parents will be able to talk to your Head of School, Heads of Subject, Head of Careers and other senior staff about your options. The Year 9 Parents' Evening on Thursday 28th February will be a second chance for you and your parents to discuss options.

**You must return your option application form to your tutor by Thursday 7th March.**

If you are unsure about anything, please ask your tutor or Head of School (or subject teacher if it is about a particular GCSE). We all want you to make the best choice for *you*.

Yours faithfully

*Dr K P Bawn*  
*Principal*

From September 2019, students in the current Year 9 will start on their two-year options courses leading to examinations in the General Certificate of Secondary Education (GCSE) or other equivalent qualifications. (They will already be starting their GCSE courses in Science, Maths and Beliefs & Values during Year 9.) Please note:-

1. GCSE grades and content have changed. All students will be awarded a number instead of a grade. This will be on a scale from 9—1, where 9 is the highest grade and 1 is the lowest. The old grade C will be a 4 on this new scale, the old A will be a 7. Most specifications are now more academically rigorous, although a wider range of more vocational qualifications is available, still graded Pass, Merit, Distinction and Distinction\*. The amount of controlled assessment has been substantially reduced, although coursework in more practical subjects remains important.
2. In the light of national trends towards the English Baccalaureate (EBacc), we have reviewed the curriculum we provide to our more able students. Our most able linguists will be required to be on the EBacc pathway. This will ensure that they study the full suite of subjects that the Government refers to as the EBacc, including Maths, English, Sciences, a Humanity and a Modern Foreign Language.
3. The Government has changed the way in which GCSE achievement will be carried forward into Post 16 and other destinations. Students who complete Year 11 courses are awarded a total points score figure calculated from their best eight subjects, so it is very important that every student studies and completes a full range of at least eight GCSE and GCSE equivalent courses.
4. All GCSE courses are now “linear”. This means that students will take their exams at the end of Year 11, and not in separate modules. They will not have the opportunity to re-sit parts of the course as it progresses. This means that the content they learn right from the first lessons in Year 10 (or in Year 9 for Science, Maths and B & V) will have to be revised and will be examined at the end of Year 11. There will, of course, be revision programmes in place, and most subjects will place added importance on internal exams such as the mocks in Year 10 and Year 11. A linear structure also places added importance on maximising marks in controlled assessments.
5. The subjects which have Higher and Foundation Tiers are now only Maths, Science and Languages.
6. The Participation Age is 18. This means that all young people are expected to remain in some form of education or work-based training such as an apprenticeship until the age of 18.

All students will be offered considerable advice and assistance from staff at Clyst Vale, and this is outlined in the letter to your daughter or son on the previous page. Obviously, parental opinion and support in the completion of the final selection of courses is of the utmost importance.

As part of our drive to ensure they progress on to the most appropriate courses, all students will have an interview with their Tutor to discuss options and help them make choices. Following the deadline for options applications students will have an interview with a senior member of staff to discuss their choices if there are any issues. In this interview students’ suitability for courses will be assessed based on the reasons for their choices and their progress and attitude in Year 9. Some students may be re-coursed and some may be invited to follow non GCSE courses in place of one or two options.

**PLEASE NOTE:** Sometimes it is necessary to cancel courses if they are not viable and, if too many students opt for a course, some may have to choose another option. When this happens, we will always consult with the students and parents or carers involved.

# CVCC CURRICULUM PATHWAYS – September 2019

	Y9 EXPECTED ATTAINMENT	CURRICULUM FRAME	CURRICULUM CONTENT	PROGRESSION – POST 16	Key Notes
EBacc	Mainly grades 9 - 4+ (to include top 50% of linguists)	Core plus Humanity plus MFL & 2 other options	Maths English Language + Literature Combined or Separate Sciences French or Spanish History and/or Geography Beliefs and Values Plus 1/2 other options	GCE – AS/A2 at CVCC  University  Higher Level Apprenticeships	A challenging, broad and balanced curriculum, that the Government now say is appropriate for the majority of students.  Fulfils Best 8 and EBACC and still allows 1 or 2 other areas of interest.
Engage	Mainly grades 3 or 4	Core plus Humanity plus 3 GCSE/GCSE equivalents eg. BTECs	Maths English Language + Literature Combined or Separate Sciences Beliefs and Values History and/or Geography Any 2/3 GCSE or equivalent options	GCE – AS/A2 & BTEC Level 3 at CVCC  University  Apprenticeships or FE	Fulfils Best 8 but not EBacc. A broad and balanced curriculum, fulfilling Best 8, but with a bias towards vocational and/or applied/practical courses.
Gateway	Mainly grades 1 or 2	Core plus Foundation Learning	Maths Combined Science English Language or Certificate Beliefs and Values 1 or 2 options Exeter College Course also available to some Flexible Gateway course available to others.	BTEC L2 and/or GCSE at FE  Apprenticeships  Employment + training	Students suitable for our Gateway pathway will be invited to be on it through discussion with Tutors, Learning Support and parents.  Core plus a more limited range of options.  A real emphasis on variety of learning style, learner engagement and practical activity.

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## CURRICULUM STRUCTURE AND MAKING CHOICES

### How The Courses Are Organised

#### Core Curriculum

In Years 10 and 11 you will continue to study Core GCSE courses in:

- English Language
- English Literature
- Mathematics \*
- Science \*
- Beliefs and Values \*

\* These three GCSE courses started in Year 9.

You will also study a non-GCSE course in PE.

Personal, Social, Health and Careers education will be provided during Course 42 lessons and in Deep Learning Days, extended tutor periods and through elements of other GCSE subjects.

#### Extended Core

If you have been selected for the EBacc Pathway, students must choose either Geography or History (or both), either French or Spanish, plus further GCSE or GCSE equivalent courses from the Optional Subjects shown on page 7 and in detail on pages 16 to 31.

### How to choose the remaining 'open' options

If you have not been selected for the EBacc Pathway students must choose either Geography or History (or both) plus a further two or three GCSE or GCSE equivalent courses. Your final choices must be entered on the Option Application Form at the end of this booklet together with a reserve choice. The completed form, signed by your parent or carer, must be returned to your tutor by Thursday 7th March.

### TIMETABLE FOR THE OPTIONS PROCESS

Monday 4th and Tuesday 5th January

Thursday 14th February

Tuesday 26th February

Thursday 28th February

Thursday 7th March

Option Booklet issued by Tutors

Options Information Evening

Options Fair (during lessons)

Year 9 Parents' Evening

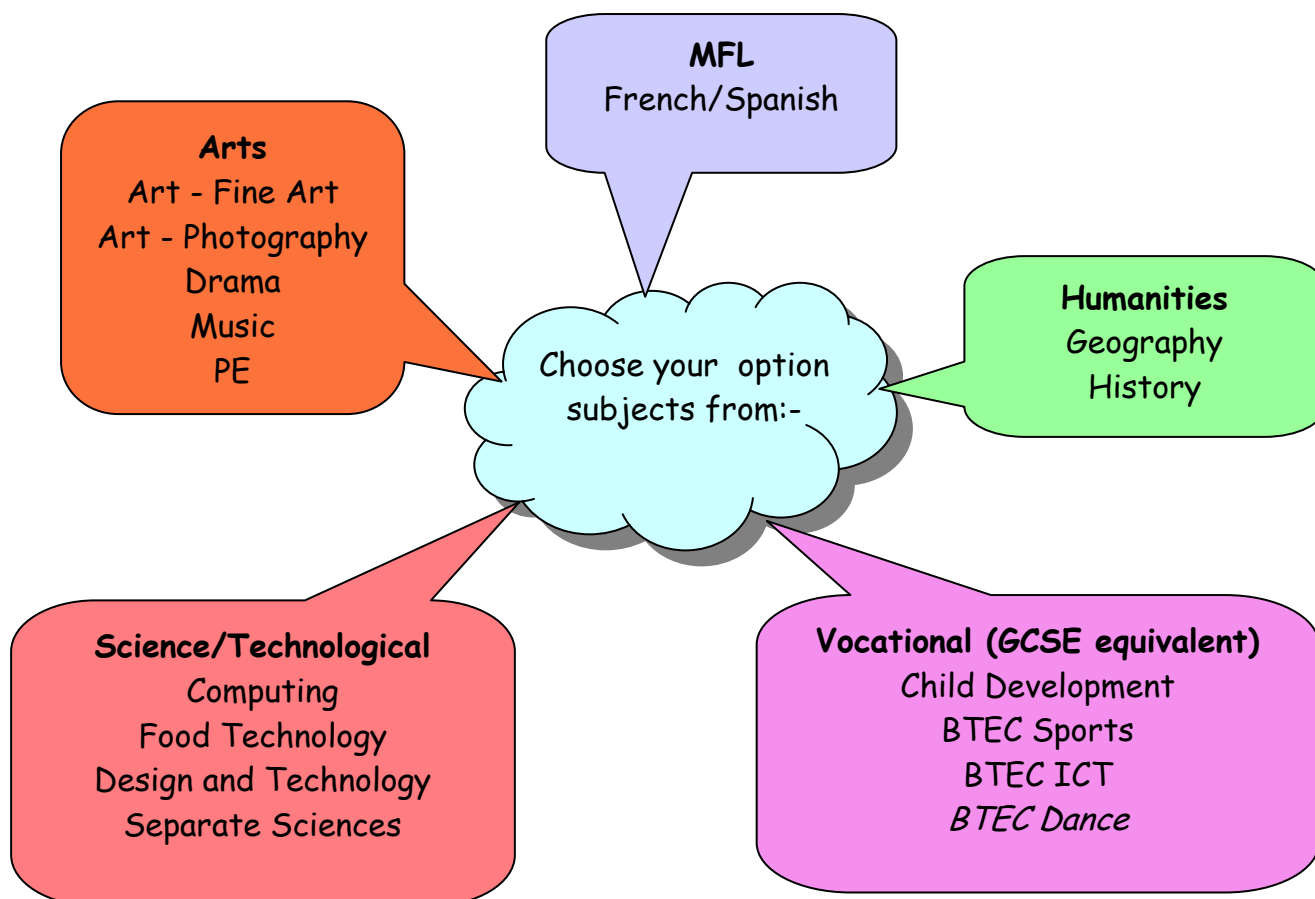
Deadline for return of Option Application Forms

**Important points to note when choosing optional subjects**

It is important that you think carefully about your future plans and make choices that leave your future options as open as possible. You will need to discuss this carefully with your family and your tutor.

The core subjects, plus the extended core of either Geography or History, plus either French or Spanish, give you a broad and balanced range of subjects (EBacc) so you can choose any combination from the remaining subject areas shown below. In general it is good advice to choose from different areas, however, you may have good reason to choose more than one from a group if you have clear ideas about your future career or particular strengths in an area.

**You may study both History and Geography if you wish.**



## THE ENGLISH BACCALAUREATE

### ***What exactly is the “English Baccalaureate”?***

It is not a formal qualification, but refers to the combination of separate GCSEs at grade 5 or better in English Language, Maths, two Sciences, History or Geography, and a Language (six grade 5s in all). Students don't have to do anything extra, as it is not a separate qualification. The percentage of students in a year group who are entered for and attain the English Baccalaureate is also now shown in school league tables. The Government are raising the status of the EBacc and encouraging schools to ensure that as many students as possible who are capable of taking a Language, do so. We are therefore requiring our top linguists to take French or Spanish.

### ***What are the advantages?***

It offers a broad and balanced curriculum in a range of traditional “academic” subjects. Achieving a good grade in a Humanity and a Language on top of the core subjects demonstrates a wide range of skills and qualities which are becoming increasingly important in the current global economic climate. We also believe that Clyst Vale students will be more competitive in job markets and HE with the EBacc.

The more prestigious universities may use it in the future as a preferred entry requirement, probably for courses with a high demand for places. For a university, a student with a good range of academic subjects will be attractive, especially in the EBacc subjects.

### ***What if my child wishes to study separate (Triple) Sciences?***

This counts within the Science part of the English Baccalaureate. Students who are on the EBacc pathway can take separate (Triple) Sciences, History or Geography, French or Spanish, and still have one “free” choice.

## CAREERS ADVICE AND GUIDANCE

Careers education is provided through various activities in Course 42, extended Tutor periods and on Deep Learning Days. Themes that are covered are Employability Skills, Pathways and Qualifications, Preparation for Work Experience and Raising Aspiration.

Please note that Work Experience week now takes place at the end of the Summer term in

The most important thing is to talk with your parents and to your tutors, subject teachers and Head of School so that you have all the information you need to make a good choice for you.

If you need more information, having spoken to your tutor, please do come and see:

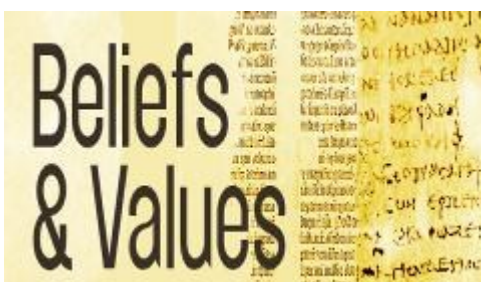
Mr Green ([greena@clystvale.org](mailto:greena@clystvale.org)) – if it is about pathways, courses or the process in general.

Your Tutor - if it is a specific question about the Options Application Form and choices.

Year 10.

Mr A Green  
Vice Principal



**CORE GCSE COURSES****All students study these courses****BELIEFS AND VALUES GCSE**

As you may be aware, this specification has recently been reviewed which has impacted on the content covered. All students in Years, 9, 10 and 11 will now follow the AQA Specification **A** course, which they start in Year 9 in accordance with legal requirements.



In our daily lives we encounter a vast amount of ethical issues:

*'Can we condone the use of nuclear weapons?'; 'Is it right that some people have nothing, whilst others have more than they need?'; 'is it right to end life before its natural time, whether unborn or elderly?'*. This course is both interesting and relevant to students, allowing them to explore and consider current issues in today's world.

It also encourages students to develop their own ideas and opinions about these issues, in relation to religious and secular beliefs, helping them to develop reasoned arguments, as well as creating understanding and tolerance of different religions.

Component One	Component Two
<ul style="list-style-type: none"> <li>• Buddhism</li> <li>• Sikhism</li> <li>• Beliefs, teachings and practices</li> </ul>	<ul style="list-style-type: none"> <li>• Religion and Life</li> <li>• Religion Peace and Conflict</li> <li>• Religion Crime and Punishment</li> <li>• Religion Human Rights and Social Justice</li> </ul>

Alongside this, students will also develop an in depth knowledge and understanding of two of the world religions, Buddhism and Sikhism. As part of this component students will explore the beliefs and practices of these faiths.

There is no controlled assessment or coursework for this two and a half year course, which is assessed solely through two external 1hr 45min written examinations.

Contact: Miss Brotherton (Head of Subject)  
brothertonz@clystvale.org

## ENGLISH GCSE

Most students will take Edexcel English Language and English Literature at GCSE. Both courses are linear in structure. This route will provide students with a detailed and varied mix of language and literary study from Shakespeare to the modern day. These are separately certificated GCSEs. This combination provides the required level of study to advance to A Level English. Students will also be assessed for their speaking and listening skills and this element will be certified separately. The GCSEs are both linear courses that consist entirely of content which is tested by just under eight hours of terminal external examination in Year 11. Students will be regularly assessed every half term to track their progress.

### GCSE Assessment:

*English Language* - External examination 100% (2 papers)

Paper 1	1hr 45 mins (40%)	Paper 2	2hr 5mins (60%)
<b>Section A:</b> <b>Unseen 19th century fiction</b> <ul style="list-style-type: none"> <li>Extract will be <b>approximately 650 words</b> in length.</li> <li>Shorter response questions will focus on <b>close reading</b> of the text; longer response questions will ask students to show their understanding of the whole text.</li> </ul>		<b>Section A:</b> <b>Comparison of two unseen texts from the 20th and 21st century</b> <ul style="list-style-type: none"> <li>One will be non-fiction; the other literary non-fiction.</li> <li>Extracts will be <b>up to 1000 words</b> in total.</li> <li>Shorter response questions will focus on the <b>close reading</b> of the individual texts; a longer response question will ask students to compare the writers' use of language.</li> </ul>	
<b>Section B:</b> <b>Creative writing</b> <ul style="list-style-type: none"> <li>Choice of two tasks linked to the theme of the 19th century fiction.</li> <li>One task will include images as an optional stimulus for learners.</li> <li>Assessing writing for audience and purpose, tone, style and register as well as grammatical and structural features, vocabulary, sentence structure, spelling and punctuation.</li> </ul>		<b>Section B:</b> <b>Transactional writing</b> <ul style="list-style-type: none"> <li>Choice of two tasks linked to the theme of the comparison texts.</li> <li>Newspaper articles, letters etc.</li> <li>Assessing writing for audience and purpose, tone, style and register as well as grammatical and structural features, vocabulary, sentence structure, spelling and punctuation.</li> </ul>	

*English Literature* - External examination 100% (2 papers)

Paper 1	1hr 45 mins (50%)	Paper 2	2hrs 15 mins (50%)
<b>Section A:</b> <b>Shakespeare</b> <ul style="list-style-type: none"> <li><b>Two questions</b> – one based on an extract of approximately 30 lines and one on the whole play.</li> </ul>		<b>Section A:</b> <b>19th Century fiction</b> <ul style="list-style-type: none"> <li><b>Two questions</b> – one based on an extract of approximately 400 words (provided for students) and one based on the whole novel.</li> </ul>	
<b>Section B:</b> <b>Post-1914 British Drama or Fiction</b> <ul style="list-style-type: none"> <li>Students study EITHER drama or fiction.</li> <li>Choice of essay questions.</li> <li>Vocabulary, sentence structure, spelling and punctuation are assessed.</li> </ul>		<b>Section B:</b> <b>Poetry</b> <ul style="list-style-type: none"> <li>One question <b>comparing</b> one named poem from the chosen anthology collection, and another anthology poem of the students' choice from the same collection.</li> <li>One question asking students to <b>compare two unseen contemporary poems</b>.</li> </ul>	

Students in lower ability sets may access a single Edexcel English Language GCSE or the AQA “Step Up to English” certificate course depending on their specific learning requirements.

Contact: Mrs V Oldfield (Head of Subject)  
oldfieldv@clystvale.org



## MATHEMATICS GCSE

The Maths department started teaching the new GCSE course in September of Year 9. All students were placed into an appropriate set from 1 to 7 and at present we intend to enter sets 1 - 3 at higher tier and sets 4 - 7 at foundation tier. We will use internal test results, homework marks and teacher knowledge to help decide whether the student needs to change sets.

All students will be following the **Edexcel 1MA1 Linear GCSE specification**. Elements of Functional Maths and Application of Mathematical Skills have been embedded into this new assessment. This will ensure that students have the skills they need to use Maths in a real life context.

**Assessment** All students will complete the formal GCSE exams in May/June of Year 11. There will be three exam papers, one without a calculator and two with. Each paper will last 1 hour and 30 minutes. Each paper is marked out of 80. As a department we feel that the students will benefit from regular assessment. This will follow the structure shown below.

Year	Autumn Term	Spring Term	Summer Term
9	Dec 2018 Internal Assessment 1	March 2019 Internal Assessment 2 (work since September Year 9)	July 2019 Internal Assessment 3 (work since September Year 9)
10	Dec 2019 Internal Assessment 4 (work from Year 9 and Autumn term Year 10)	March 2020 Internal Assessment 5 (work from Year 9 and Spring and Autumn terms Year 10)	July 2020 Mock Exam Papers (work from the whole 2 years) (1 x no calc/2 x calc)
11	Dec 2020 Mock Exam Papers 2 Papers (1 x no calc/1 x calc plus 1 walking talking mock with Teacher)	March 2021 Mock Exam Papers	May/June 2021 GCSE Exams 3 papers (1 x no calc/2 x calc)

Year 9 and 10 students will also be given basic algebra tests every half term.

All students are set 1 homework a week, that consists of 10 mixed topic questions. Each homework is emailed to every student on their school email.

All students will have the opportunity to complete an exam in GCSE Maths. **The brightest students in set 1 will hopefully study for a second level 2 qualification in AQA Further Maths.**

Please note that each student needs to have a scientific calculator to complete the GCSE Maths course. Revision and support for this course can be obtained through [www.mathswatchvle.com](http://www.mathswatchvle.com) and the website 'mymaths'.

**We recommend a CASIO FX-83GT PLUS calculator for any GCSE student.**

**Potential A level students: CASIO FX-991EX**



Contact: Miss M Barratt (Head of Subject)  
[barrattm@clystvale.org](mailto:barrattm@clystvale.org)



## SCIENCE GCSE Combined Science GCSE

Students will study Edexcel GCSE Combined Science over the course of Years 10 and 11, unless they have chosen to do Separate Sciences. Combined Science is a mixture of Biology, Chemistry and Physics and will provide students with two GCSE grades. We have already started teaching these materials to students in Year 9. The examinations are all terminal and as such will be taken at the end of Year 11, either at foundation or higher tiers. There is no coursework element and the final grades will be based only on the six examination results.

### Content for Combined Science

Biology	Chemistry	Physics
Paper 1: Key Concepts in Biology Cells and Control Genetics Natural selection and genetic modification Health, disease and the development of medicines	Paper 1: Key Concepts in Chemistry States of matter and mixtures Chemical Changes Extracting Metals and Equilibria	Paper 1: Key Concepts of Physics Motion and Forces Conservation of Energy Waves Light and the electromagnetic spectrum Radioactivity
Paper 2: Key Concepts in Biology Plant structures and their functions Animal coordination, control and homeostasis Exchange and transport in animals Ecosystems and material cycles	Paper 2: Key Concepts in Chemistry Groups in the Periodic Table Rates of reaction and Energy Changes Fuels and Earth Science	Paper 2: Key Concepts of Physics Energy – forces doing work Forces and their effects Electricity and circuits Magnetism and the motor effect Electromagnetic induction Particle model Forces and matter

The assessment schedule is as follows:

Biology: Paper 1 1 hour 10 mins 60 marks 16.67%	Chemistry: Paper 1 1 hour 10 mins 60 marks 16.67%	Physics: Paper 1 1 hour 10 mins 60 marks 16.67%
Biology: Paper 2 1 hour 10 mins 60 marks 16.67%	Chemistry: Paper 2 1 hour 10 mins 60 marks 16.67%	Physics: Paper 2 1 hour 10 mins 60 marks 16.67%

Contact: Mr C Moxey (KS4 Science Co-ordinator) or Mrs Serven (Head of Science)  
 moxeyc@clystvale.org / servenm@clystvale.org



## SEPARATE (TRIPLE) SCIENCES GCSE

### Who is this course for?

This path would suit students who are seriously considering the study of one or more sciences at Post 16.

This course will allow students to gain three separate GCSE grades, one each in Physics, Chemistry and Biology. Each subject will be taught separately and the grades obtained will reflect attainment in that subject area. The Separate (Triple) Science course offers the best route to advanced level study in science as it takes students up to AS level over the two years. Each grade will be obtained by terminal examination only at the end of Year 11. We have already started teaching the double cross-over content for this in January Year 9.

### Units and assessment : 100% examination (no coursework)

#### Content for Separate (Triple) Science

Biology	Chemistry	Physics
Paper 1: Key Concepts in Biology Cells and Control Genetics Natural selection and genetic modification Health, disease and the development of medicines	Paper 1: Key Concepts in Chemistry States of matter and mixtures Chemical Changes Extracting Metals and equilibria Separate Chemistry 1	Paper 1: Key Concepts of Physics Motion and Forces Conservation of Energy Waves Light and the electromagnetic spectrum Radioactivity Astronomy
Paper 2: Key Concepts in Biology Plant structures and their functions Animal coordination, control and homeostasis Exchange and transport in animals Ecosystems and material cycles	Paper 2: Key Concepts in Chemistry Groups in the Periodic Table Rates of Reaction and Energy Changes Fuels and Earth Science Separate Chemistry 2	Paper 2: Key Concepts of Physics Energy – forces doing work Forces and their effects Electricity and circuits Magnetism and the motor effect Electromagnetic induction Particle model Forces and matter Static electricity

#### Assessment Schedule

GCSE Biology		GCSE Chemistry		GCSE Physics	
Paper 1: 1hr 45mins 100 marks 50%	Paper 2: 1hr 45mins 100 marks 50%	Paper 1: 1hr 45mins 100 marks 50%	Paper 2: 1hr 45mins 100 marks 50%	Paper 1: 1hr 45mins 100 marks 50%	Paper 2: 1hr 45mins 100 marks 50%

Contact: Miss Govier (KS4 Science Co-ordinator) or Mrs Serven (Head of Science)  
 govierg@clystvale.org / servenm@clystvale.org

## CORE NON-GCSE COURSES

All students study these courses



### PHYSICAL EDUCATION

#### Core PE

Students will opt to follow one of four set pathways during Years 10 and 11. The pathways will focus on either team games, individual activities or aesthetic activities. Through these activities a number of students will continue to improve and refine their skills, but with a greater focus on health and lifelong involvement in physical activity and sport.

#### Certificate of Performance

All students who are not taking a GCSE in PE or BTEC in Sport will at the end of the two-year course select their three strongest practical activities and be awarded a Certificate of Performance. On the basis of the marks awarded for the three practical activities, students receive either a 'Pass', 'Merit' or 'Distinction' grade (Pass 0-5, Merit 6-8, Distinction 9-10)

Extra-curricular activities are available for Years 10 and 11, and it is hoped students will take this opportunity within the College to enrich their experience and develop their ability in certain activities to a higher level.



Contact: Mr J Powell (Head of Subject)  
powellj@clystvale.org



## CAREERS EDUCATION & WORK RELATED LEARNING

Careers education is delivered through Deep Learning Days, specific events and through the C42 programme. We aim to help the students improve their employability skills and gain awareness of a wide variety of career paths which are available to them. The students gain the skills to be able to gather and interpret careers information in order to enable them to make informed choices for post 16. Students are encouraged to use IT to research careers and have the opportunity to use a number of computer programmes which aim to develop their careers knowledge and start considering possible career paths.

Students will complete a unit of work related learning in C42 lessons and will gain the skills to be able to apply for courses and jobs. Topics covered will include - CV writing, letter writing, employability skills, interview skills, Post 16 course options including apprenticeships and developing careers awareness. Year 10 students will undertake a week of work experience in the summer term. This will enable them to gain hands on experience of a job and the different expectations in the world of work.

In Year 11 students are offered impartial careers advice through individual interviews with a professional careers consultant. Information about careers events and open days at other institutions and training providers, as well as apprenticeship opportunities, are circulated to parents and students through the newsletter.

Students are encouraged to use the Careers Centre and the school website which will provide them with information and links to research their chosen career path.

*Contact: Mrs N Bennett (Work-related Learning Co-ordinator)*  
*bennettn@clystvale.org*

## PERSONAL, SOCIAL AND HEALTH EDUCATION

Personal, social and health education is taught by a specialist team of teachers supported by various outside agencies and visitors during Deep Learning Days. The areas covered include team building and communication skills, self esteem, relationships, rejection, resilience, stress, life and death, domestic abuse, contraception, lifestyle issues, teen pregnancy, addiction, nutrition, mental health, citizenship and study skills. Careers education and work related learning are taught as part of the course, and involve liaison with tutors and other teachers to support students when making choices for their future.

*Contact: Mrs J Colin (Course Co-ordinator)*  
*colinj@clystvale.org*

## OPTIONAL GCSE/LEVEL 2 COURSES

### FINE ART GCSE



Coursework 60% Examination 40%  
(Preparation 8 wks & exam time 10 hrs)

Taking Fine Art GCSE at Clyst Vale means that you are joining a popular course which has a track record of outstanding results. You will have the opportunity to experiment and develop your artistic abilities, learn new practical skills and processes and work on an ambitious scale. Art may give your option choices a good balance, or may lead to further studies and a career in the artistic industries. Students complete one main coursework unit along with a number of smaller short term projects. Project themes will include 'Pop Art' in which students look at the culture and society of Britain and America in the 1960s. Students relate the ideas and styles of this period to the present day and produce a sketchbook and final piece on a chosen theme. All coursework is combined in Year 11 to form a complete coursework folder. All student work, including the examination, is marked against the following assessment objectives.

- **Develop** their ideas through investigations informed by contextual and other sources, demonstrating analytical and cultural understanding.
- **Refine** their ideas through experimenting and selecting appropriate materials, techniques and resources.
- **Record** ideas, observations and insights relevant to their intentions in visual forms.
- **Present** a personal, informed and meaningful response demonstrating analytical and critical understanding, realising intentions, and making connections between other visual elements.

Students are encouraged to view Art outside of the College environment and attend local exhibitions.

Skills developed on the GCSE course, such as research, negotiation, problem solving and teamwork can help with some of the other subjects that you choose and are extremely important qualities in all careers. There are over 70 art related subjects. They all relate directly to the creative industry which is the second largest industry in Britain and growing.

#### Example Careers & Courses in Fine Art:

Architecture	Textiles	Photography	Fashion
Graphics	Education	Film	Fashion marketing
Advertising	Television	Admin/Curation	Art restoration
Illustration	Product design	Ceramics	Art history
Stage design	Art therapy		

Contact: *Mr M Brooks (Head of Subject)*

*brooksm@clystvaley.org*





## ART - PHOTOGRAPHY GCSE

Photography is a highly popular and successful subject at Clyst Vale. Photography is used in a variety of different professions where good visual communication is vital. Newspapers, magazines, film, television, books and the internet use photography as do industries such as fashion, business, medicine and research. There is much more to photography than simply pointing a camera and pressing a button. Photography has the potential to enable you to make a personal response to your own individual experiences, environment and culture. On a wider theme the subject will enhance your understanding and provide a practical experience of the role, purpose and function of photography in society. This course will help you gain a good understanding of the knowledge and skills required to create eye-catching photographs. You will be encouraged to analyse and gain awareness from a variety of photographic genres including: documentary, street, panoramic, landscape, photojournalism, advertising, photo fiction and fashion. You will study the works of famous photographers, and gain inspiration from the way in which they work. You will also learn how to present your work creatively through the use of a sketchbook/journal. It is important that you have good literacy skills in order to tackle the depth of analysis required in this subject.

During the course you will also learn how to operate a digital camera; use composition, aperture and shutter speeds; you will also develop your ICT skills using Photoshop software. Photography allows you to become aware of new digital advancements such as Apple applications on iPhones/Pads. Once you have learned the basics, you can work in an experimental and creative manner producing your own distinctive images. It also allows for art skills and materials to be used alongside photography to produce mixed media pieces. Skills developed on this course, such as research, negotiation, problem solving and teamwork can help with some of the other subjects you choose and are extremely important qualities in all careers.

The Edexcel GCSE in Photography is made up of two units:

Unit 1 – Personal Portfolio of Work (at least two projects from the suggested exam board disciplines)

**This is worth 60% of the final GCSE mark**

Unit 2 – Externally Set Assignment (Exam)

This will be set in February of Year 11. This will involve a theme issued by the exam board with a variety of starting points to choose from. Students have until the day of the exam to prepare a sketchbook and 10 hours (two school days) of exam time. This will be after Easter in Year 11.

**This is worth 40% of the final GCSE mark**

### Example Courses and Careers in Photography

Photo journalism	Fine Art	Aerial photography
Forensic photography	Architectural	Medical
Wildlife photography	Photo researcher	Sports
Portrait and wedding photography	Curator	Film making
Nature	Teacher	Animation
Travel	Editorial photographer	Special effects
Commercial	Digital artist	

Contact: Mr M Brooks (Head of Subject) [brooksm@clystvaley.org](mailto:brooksm@clystvaley.org)

Mrs C Wakefield (Photography Teacher) [wakefieldc@clystvaley.org](mailto:wakefieldc@clystvaley.org)



## CAMBRIDGE NATIONAL CERTIFICATE—CHILD DEVELOPMENT

This is a GCSE equivalent qualification and students will be gaining knowledge about Children from birth to five years.

**Who is this course for?** Any student who is interested in working with children or has experience with young children already. It develops applied knowledge and practical skills in Child Development. It would prepare students for further qualifications in childcare, health and social care, psychology, sociology and biology. The course is based on the development of children from conception to the age of five and would equip students with the knowledge and skills that would be useful in everyday life. Students will need to be able to research and complete tasks during home Learning and will need to visit a child out of school.



### UNITS AND ASSESSMENT—50% examination, 50% coursework



The course will be assessed through a combination of coursework (50%) and external examination (50%)

#### The units that are studied are:

Unit 1-RO18 Examined unit (1hour 15 minute written exam) Taken in Year 10. which includes the topics of Reproduction, Antenatal care, Birth, Childhood Illnesses and Safety.

UNIT 2-R019 Understanding the equipment and nutritional needs from birth to 5 years.

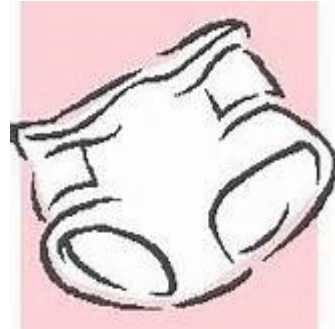
Coursework unit worth 25%

Students must prepare a feed for a baby for this unit.

UNIT 3 RO18 Understanding the developmental norms from birth to 5 years.

Coursework unit worth 25%

Students must complete a child study for this unit of the course in their own time.



#### Possible future career routes / courses include:

Students who have studied this course have gone onto completing Child Development level 2 or 3 courses or gone directly into an apprenticeship.

Others have followed the A level route and gone onto Higher Education.

Students who are interested in working with Children in the future in jobs such as teaching, social work, midwifery, paediatric nurse, teaching assistant, child psychologist should consider this course.

Contact: Mrs N Bennett (Subject Leader)  
[bennettn@clystvale.org](mailto:bennettn@clystvale.org)



## COMPUTING GCSE

This is a course that has real relevance in our modern world. While learners will no doubt already have some knowledge of computers and related areas, the course will give them an in-depth understanding of how computer technology works and a look at what goes on “behind the scenes”. As part of this, they will investigate computer programming, which many learners find interesting.

### Who is it for?

Students who wish to pursue a detailed study of IT systems and learn a little more about what happens behind the scenes, including computer networks, security and hacking, hardware fundamentals or wish to start to learn the basics of writing their own computer programmes.

You should consider Computing GCSE if you’re interested in the following:

- Have you enjoyed programming in Year 9?
- Do you want to get inside the machine and understand how hardware works?
- Do you want to know how spammers spoof email?
- Can you design and write your own computer programmes?
- Do you like solving logical puzzles?
- Do you enjoy learning new and advanced commands?

### How is it assessed?

This course is assessed using a mixture of written examination and practical programming challenge.

#### Paper 1: Computational thinking and problem solving (50% of GCSE)

Computational thinking, problem solving, code tracing and applied computing as well as theoretical knowledge of computer science from subject content.

#### Paper 2: Written assessment (50% of GCSE)

Theoretical knowledge from subject content.

#### Non-exam assessment

The non-exam assessment (NEA) assesses a student's ability to use the knowledge and skills gained through the course to solve a practical programming problem. Students will be expected to follow a systematic approach to problem solving, consistent with the skills taught during theory lessons.

### This could lead to?

Further study in IT e.g. A Level Computing  
 A variety of technical qualifications including;  
 BTEC level 3 Qualification  
 MSCP (Microsoft Certified Professional)  
 CCNA (Cisco Certified Network Associate)  
 Entry to IT related apprenticeships.

Careers including;  
 Computer programmer      Systems analyst  
 Database administrator    ICT technician  
 Helpdesk operator          Systems administrator  
 Web designer

**For more information contact:**

**Mrs Higginson (Head of Department**

**[higginsonm@clystvale.org](mailto:higginsonm@clystvale.org)**

**In a nutshell. . .**



## Btec Tech Award - Creative Media Production (level 1/2)

Explore the fundamentals of technology and gain the practical skills, knowledge and understanding to design, make and review:

- Information technology systems and products, e.g. a software program
- Creative technology products, e.g. a digital animation
- Products that combine IT and creative technology, e.g. short videos or magazine covers.



### Who is it for?

This course will develop essential IT skills required in any career requiring use of computers including Art, Science Business & IT.

You should consider studying Information & Creative Technology if you are interested in the following:

- Working in a career where IT skills are key
- Have an interest in animation, video editing or sound effects
- Like bringing your imagination alive
- Planning a project and seeing it through to completion

### How is it assessed?

This course is assessed by electronic portfolios of work that students produce, and one externally marked assessment.	
<p><b>Year 10</b></p> <p><b>Component 1 Exploring media products</b> <b>Weighting: 30% (internally assessed)</b></p> <p>Aim: learn about the sector and investigate media products across the following sub-sectors: • audio/moving image OR • publishing</p> <p><b>Component 2 Developing digital media production skills</b> <b>Weighting: 30% (Internally assessed)</b></p> <p>Aim: develop technical skills and techniques in the chosen discipline(s) of audio/moving image, publishing and interactive.</p>	<p><b>Year 11</b></p> <p><b>Component 3 Create a media product in response to a brief</b> <b>Weighting: 40%</b></p> <p>Aim: apply digital skills and techniques by responding to a digital media brief.</p> <p>Assessment: externally assessed task where students respond to a brief to create a media product.</p>

### Possible future career routes / courses include:

Students who have studied this course can progress to a vocational course (Btec).

They may choose to begin an apprenticeship in digital design/ creation.

It is also useful for students who study art, music or performing arts to display their work in a digital format.

**Contact: Mrs M Higginson (Head of Subject)**

**[higginsonm@clystvale.org](mailto:higginsonm@clystvale.org)**

[https://qualifications.pearson.com/content/dam/pdf/btec-tec-awards/creative-media-production/2017/teaching-and-learning-materials/Look\\_Guide\\_\\_BTEC\\_Tech\\_Award\\_in\\_creative-media-production.pdf](https://qualifications.pearson.com/content/dam/pdf/btec-tec-awards/creative-media-production/2017/teaching-and-learning-materials/Look_Guide__BTEC_Tech_Award_in_creative-media-production.pdf)

## DANCE BTEC TECHNICAL PERFORMING ARTS: DANCE OPTION

### WHY CHOOSE PERFORMING ARTS: DANCE?

To participate and be successful in this course you will need to enjoy dancing and be willing to learn new skills, techniques and styles of dance. You need to have the confidence to be able to perform on your own and in groups in front of other people. You need to be able to work in group situations in a co-operative and considerate manner. In 2015 1 in 4 students who entered university did so with a BTEC, BTEC is a recognised qualification and the Performing Arts: Dance option will put students in a good position to continue in the performing arts sector. However, this course is also suitable for students who just love to dance!



### You will:

- Develop an understanding of the history and background of various dance styles.
- Develop practical and theoretical knowledge and understanding of the factors that underpin the effective training of a dancer at a professional level.
- Understand how physical and performance skills affect the ability and outcome of a dance performance.
- Develop the skills to analyse and appreciate professional set dance works.
- Have the opportunity to take part in dance performance events to showcase their own and class choreography.
- Develop their ability to analyse and evaluate, to improve performance in dance productions.



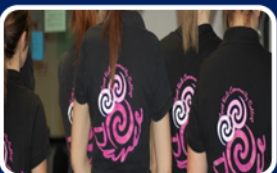
### Component 1: Exploring dance

- 30% Internally assessed assignment
- Explore professional dance works, creative intentions and creative processes of the choreographer, investigating performance roles and techniques.



### Component 2: Developing skills and techniques within dance

- 30% internally assessed assignment
- Take part in workshops and rehearsals, apply new skills in performance and reflect and evaluate their own and others performance



### Component 3: Performing to a brief

- 40% externally assessed task
- Using skills learned, students respond to an externally set brief, creating a performance for the chosen audience. Students need to examine all the creative processes used; reflect and analyse upon their own and others choreographic processes.

Contact: Mrs H Elliot  
[elliOTH@clystvale.org](mailto:elliOTH@clystvale.org)

## DESIGN AND TECHNOLOGY GCSE

*“Design and Technology is a phenomenally important subject. Logical, creative and practical, it’s the only opportunity students have to apply what they learn in Maths and Science.” Sir James Dyson*

### Who is this course for:

When you opt for a Design Technology course at Clyst Vale you will learn about

- Taking risks to create imaginative ideas
- Clearly communicating your ideas to others
- Selecting the best materials for making your designs
- Expressing your opinions about products and services
- Making quality products using tools and CAD/CAM



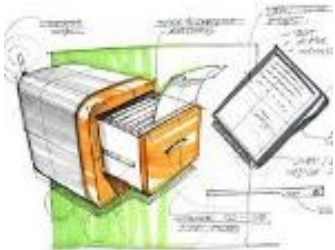
The focus of this course is designing and making quality products. If you are interested in Design then speak to us at the Options Evening or in school and we will explain the new course in detail.

**Units and Assessment:** The course is assessed through a combination of coursework (50%) and external examination (50%)

### Possible future career routes / courses include

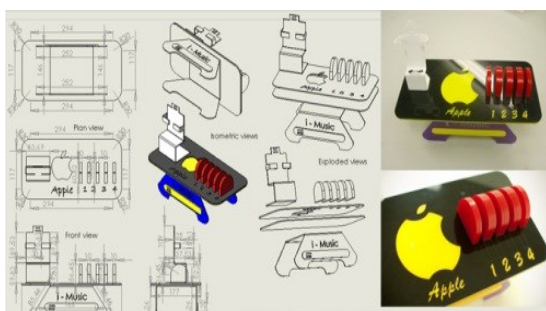
Design & Technology supports a wide range of careers!

Design and Technology opens the door to a wide range of careers in the *creative*, engineering and manufacturing industries. It is also excellent preparation for careers in many other fields e.g. medicine, law and computer science. Whatever career you choose, the knowledge and skills you learn, particularly those concerned with rapidly developing technologies, will be extremely valuable. You will also develop skills, such as teamwork and time management which are highly prized by employers.



*“Design and Technology teaches young people to ‘think with their hands.’ The ability to use tools and materials to solve problems is vital, and is as important in medicine and surgery as in the jeweller’s workshop or the sculptor’s studio. Now more than ever, D&T is a crucial subject for every young person.”*

**Professor Roger Kneebone, Imperial College London**



GCSE Projects



Post 16 project work

Contact: Mr J Purchall (Head of Subject)  
[purchallj@clystvale.org](mailto:purchallj@clystvale.org)

## DRAMA GCSE



### WHY CHOOSE DRAMA?

It is a common misconception that GCSE Drama is for those who want to be 'actors'. In fact it is a subject concerned with the development of transferrable skills that are relevant to all, in terms of personal and social awareness and future employability, whatever the ultimate career choice. Drama gives you vital qualities for life and is highly regarded both in the world of higher education and of employment. A GCSE in Drama, in short, is valued and valuable.

### You will:

- Devise your own work in response to a wide and diverse variety of stimuli.
- Develop use of drama techniques to explore themes, issues and ideas, exploring a range of social, cultural and historic contexts.
- Discover how to interpret the work of playwrights and theatre practitioners and realise text.
- Develop physical and vocal skills in performing to an audience.
- Explore how meaning is communicated to an audience through choices of form, style and convention and develop a theoretical, as well as practical, knowledge of drama and theatre design.
- Learn to evaluate and discuss your own work and the drama produced by others, including the work of professional theatre makers.

Students can choose to explore the disciplines of performing and/or designing. For the practical units students choose to work as performers or designers (design students may choose lighting, sound, set, or costume).

Course Content				
Component	Focus	Assessment	Discipline	Marks
1	UNDERSTANDING DRAMA	40% exam		80 marks: knowledge and understanding, set text and live theatre production analysis
2	DEVISING DRAMA	40% Non exam	Performer or Designer	60 marks: Portfolio 20 marks: Final performance.
3	TEXTS IN PRACTICE	20% Non exam	Performer or Designer	20 marks: performance of Extract 1 20 marks: performance of Extract 2

### Course Expectations

You will be expected to

- ◇ Work with discipline both individually and as part of an ensemble.
- ◇ Work cooperatively with other students within the class.
- ◇ Demonstrate commitment.
- ◇ Perform in both solo and group performances to invited audiences.
- ◇ Push and challenge yourself to take risks with your drama.
- ◇ Spend time writing about drama as well as doing practical work.
- ◇ Watch live theatre and attend theatre trips organised by the College.



Contact: Miss A Ruscoe (Head of Subject)  
[ruscoea@clystvale.org](mailto:ruscoea@clystvale.org)



## FOOD PREPARATION AND NUTRITION GCSE

This is a great course for those students who love cooking and would like to improve their practical and creative skills as well as learning about the basics of food preparation, ingredient functions and nutrition.

The main subject content focuses on: Food nutrition & health; Food science; Food safety; Food choice and Food provenance.

Food Preparation Skills are integrated into these sections so that in Year 10 practical work will often take two - three of the five lessons per fortnight. As well as practical work using set recipes, students will have the opportunity to choose their own ideas to match criteria according to the topic they are working on. Practical work also includes some 'group practicals' where ingredients are provided for experimental work to help discover the functions of various ingredients and to learn new skills such as filleting. Practical work in Year 11 will be focussed on the *Non Exam Assessment* as detailed below.

### ASSESSMENT

**External Examination:** Knowledge of food preparation and nutrition from the areas above will be assessed in a **written exam**, including a section of multiple choice questions (20 marks) and five longer questions with sub-sections (80 marks).



**Non Exam Assessment (NEA) - Practical investigations are a compulsory element of the NEA task**

#### What's assessed

*Task 1: Food Investigation (Based on 'Food Science' topics)*

This will assess your understanding of the working characteristics, functional and chemical properties of ingredients. It will be based on 'experimental' style work such as the action of different gelling agents when setting foods.

#### How it's assessed:

Written report (1,500–2,000 words) including photographic evidence of the practical investigation.

*Task 2: Food Preparation Assessment*

This will assess your knowledge, skill and understanding in relation to the planning, preparation, cooking, presentation of food and application of nutrition related to the chosen task. You will prepare, cook and present a final menu of three dishes within a single period of three hours, planning in advance how this will be achieved.



#### How it's assessed

Written portfolio including photographic evidence. Photographic evidence of the three final dishes must be included.

Contact: Mrs A Crook (Head of Subject)  
crooka@clystvale.org



## FRENCH GCSE



### Why study French?

It's fun, it's a life skill, it is impressive, it's useful and it's interesting! Plus....

*"If you talk to a man in a language he understands, that goes to his head. If you talk to him in his language that goes to his heart." (Nelson Mandela)*

*"Employees with language skills are definitely more marketable and have more worth in the labour market." (Bob Shankly, HR Director BMW)*

France is our nearest neighbour and over 11 million people from the UK visit France each year. French is spoken officially in 43 countries and on all five continents.

A foreign language is required for the "EBacc" qualification.

The GCSE course in French increases proficiency in reading, writing, speaking and listening skills.

By the end of Year 11, the student will have reached a level which allows communication in many every day authentic situations likely to be encountered when he/she visits France/a French speaking country or meets a French speaking visitor in England.

Topics include:

Me, my family and friends, technology in everyday life, free-time activities, customs and festivals, home, town, neighbourhood and region, social issues, global issues, travel and tourism, my studies, life at school, education post 16, career choices and ambitions.

The examination is tested at two levels – Foundation Tier (grades 1-5) or Higher Tier (Grades 4-9). Students must enter for all four skills at the same tier.

There are four components to the examination:

Listening 25%

Reading 25%

Speaking 25%

Writing 25%

Contact: Mrs H Coley (Head of Subject)  
Coleyh@clystvale.org

## GEOGRAPHY GCSE– AQA



### WHO IS THIS COURSE FOR?

Geography helps you to make sense of the world around you. It is hands on, it is relevant and it is fun. The course will give you the chance to get to grips with some of the big questions which affect our world, and understand the social, economic and physical forces and processes which shape and change our planet.

### UNITS AND ASSESSMENT

Unit Title and Description	Assessment and Duration
<p style="text-align: center;"><b><u>Physical Geography</u></b></p> <p>1. The challenge of <b>Natural Hazards</b>, including Tectonic hazards: volcanoes and earthquakes, Weather hazards: tropical storms, and Climate change.</p> <p>2. <b>Physical Landscape</b> of the UK—rivers, and coasts .</p> <p>3. The <b>Living World</b>—ecosystems: tropical rainforests and hot deserts</p>	<p style="text-align: center;"><b>Written exam</b></p> <p style="text-align: center;">1 hr 30 min - 35% -</p> <p style="text-align: center;">Multiple choice, short-answers and extended answers</p>
<p style="text-align: center;"><b><u>Human Geography</u></b></p> <p>1. <b>Urban Issues and Challenges</b>—case-studies of a city in the UK and a city in a poor country. Urban regeneration and sustainability.</p> <p>2. The <b>Changing Economic World</b>—the Development Gap—case-study of an emerging economy. Trans-National Corporations. Globalisation. Industry in the UK.</p> <p>3. The challenge of <b>Resource Management</b>—food, water and energy insecurity. Energy supply—non-renewable and renewable schemes. Water supply—dams.</p>	<p style="text-align: center;"><b>Written exam</b></p> <p style="text-align: center;">1 hr 30 min - 35% -</p> <p style="text-align: center;">Multiple choice, short-answers and extended answers</p>
<p style="text-align: center;"><b><u>Geographical Applications</u></b></p> <p>This exam is based on pre-release material and will involve a decision-making exercise.</p> <p>Fieldwork and geographical skills will also be examined. <u>There is no coursework.</u></p>	<p style="text-align: center;"><b>Written exam</b></p> <p style="text-align: center;">- 30% -</p> <p style="text-align: center;">Multiple choice, short-answers and extended answers</p>

### POSSIBLE FUTURE CAREER ROUTES / COURSES INCLUDE;

Choosing Geography will allow you to experience a range of skills such as enquiry, interpretation, graphical, communication and media skills. This is why Geography is valued so highly by employers and university admission tutors.

Michael Palin: ‘So many of the world's problems boil down to Geography and need the geographers of the future to help us understand them. A GCSE in Geography is recognised for its academic 'robustness' and, most importantly, it also helps young people into the world of work. You will find geographers in a wide range of jobs, from the City to planning, working in the environment to travel and tourism, or in international charities or retail.’

Contact: Mrs Z Klampfer-Hall (Head of Subject)

[klampferhallz@clystvale.org](mailto:klampferhallz@clystvale.org)



## HISTORY - EDEXCEL GCSE (9-1)

Who is this course for? Any student who is interested in people and how they lived in the past. We cover a range of interesting topics. A good standard of literacy is required as students will have to write in detail in class, for home learning and in the exams.



### UNITS AND ASSESSMENT. 100% examination

The units that are studied are;

Paper 1. Medicine in Britain and The British Sector of the Western Front, 1914-1918: Injuries, treatment and the trenches.

1 hour 15 minutes exam. 30% of the course.



Paper 2. Early Elizabethan England, 1558-88.

The American West 1835-1895.

1 hour 45 minutes exam. 40% of the course.



Paper 3. Weimar and Nazi Germany, 1918-39.

1 hour 20 minutes exam. 30% of the course.

Possible future career routes/courses include.

GCSE History is a qualification which is highly regarded by employers and Universities. Many of our students go on the study A levels and then gain a place at University. Other students go on to apprenticeships or directly into work. A GCSE in History demonstrates an ability to learn information and to explain concepts such as why changes happened and the consequences of change. Students who are interested in careers in teaching, the civil service, business or the legal profession should consider this GCSE.



*Contact: Mrs H Padden (Head of History)*  
*paddenh@clystvale.org*



## MUSIC GCSE

The AQA Music course has three components - composition, performance and listening. Students are encouraged to play an instrument or sing both individually and in groups, and listen to many different styles of music. Students will also compose music in the style of their choice.

One of the strengths of the course is that it allows students to pursue their individual musical interests, whether it be playing in a rock band, a jazz ensemble or singing solo. Students are encouraged to take part in at least one lunchtime or after school music club and perform in and out of school as often as possible. A commitment to making and listening to all kinds of music is essential for this course.

### Who is this course for?

Students wishing to take this course should have some experience of playing a musical instrument or singing outside of normal KS3 lessons. The GCSE course is at a much faster pace than at KS3 and the standard of performance is much higher. Knowledge of reading musical notation is desirable but not necessary as it will be taught during the course. The Music course enables students to build confidence, take initiative, communicate, be responsible and work hard to achieve their goals. These are all valuable skills needed both in employment and higher education.

### Course content

Assessment is in three units:

- Understanding Music 40%  
*Students will have a fortnightly theory lesson where they will learn a number of key terms and learn how to recognise certain compositional techniques within a piece of music and use them in their own compositions. Students will also study two set works including a Beatles album and a Haydn symphony.*
- Performing Music 30%  
*Students will perform throughout the course, however they will need to perform and record one solo performance and one group performance to send off for moderation.*
- Composing Music 30%  
*Composition skills are taught throughout the course to enable students to complete two individual compositions. One of them is completely free choice the other is composed to a set brief, however both compositions can be written in any style for any instruments.*

### Possible career/course routes

GCSE Music is an excellent course to take regardless of the career path you wish to follow. This course will of course support those students aspiring to a career in Music ,Performing Arts or Music Technology but the skills learnt on this course include teamwork, cooperation, persistence and self discipline. Students also gain enormous confidence from taking part in the many performance opportunities that this course presents. These skills are invaluable in any career path. Students who have successfully completed the GCSE course often continue to take Level 3 BTEC in Music or Performing Arts .

Contact: Miss E Williams (Head of Subject)  
williamse@clystvale.org

## AQA GCSE PHYSICAL EDUCATION

The opportunity exists for students to study PE to GCSE level. This may prove a stepping stone to A level PE in Post 16 and potentially a Sports Science degree at university.

**Who is this course for?** Students that have a passion for sport and physical activity in all its forms and have an interest in the workings of the body and mind under pressure. This may be the first step toward a career in sport and leisure from performer to coach, from physiotherapist to data analyst. The course will show how improvements can be made in performances through the analysis of movement, physiology and psychology.

**CONTENT** The specification offers a stimulating course referencing topical events in sport as well as traditional areas of anatomy and physiology, for example:

- Applied anatomy and physiology
- Physical training
- Socio-cultural influences
- Use of data
- Movement analysis
- Sports psychology
- Health, fitness and well-being

### ASSESSMENT

The course involves 60% theory and culminates in two written exams (1 hour 15 mins 30% each). The remaining 40% is based on practical performance.

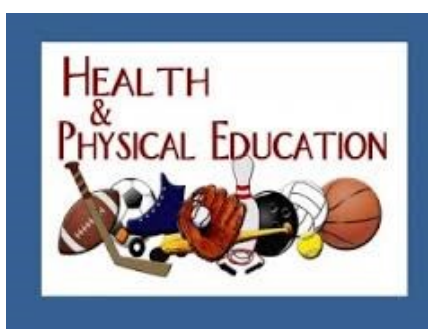
Paper 1— (1 hour and 15 minute written exam) The human body and movement in physical activity and sport

Paper 2—(1 hour 15 minute written exam) Socio-cultural influences and well-being in physical activity and sport.

Coursework—Practical performance is assessed 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). Performance in one of these activities will then be analysed and evaluated in the form of a written piece of coursework under controlled conditions

### COMMITMENT

Students will follow a set programme of activities over the two year course designed around the particular strengths of the class. The nature of the new assessment means these activities will have an emphasis on the competitive side of sport. Additional time for the refinement of performances should be gained through attendance at school clubs and fixtures. Activities undertaken outside of school through local clubs (eg sailing) may be considered for controlled assessment. If you opt for PE you must show a potential to involve yourself fully in the study of all the activities covered.



Contact: Mr J Powell (Head of Subject)  
powellj@clystvale.org

## PEARSON BTEC SPORT Level 2

This is a GCSE equivalent involving practical work-related topics combined with projects and assignments and a short exam.

Who is the course for? Students that enjoys sport and physical activity and have a natural ability to plan, lead and instruct. You will learn about anatomy and physiology, practical sport and the development of personal fitness. You will complete projects and assignments based on realistic workplace situations. Additional units may include health and fitness and IT for sport.

### UNITS

You will study a variety of units such as:

- Anatomy and physiology
- Development of personal fitness
- Organising an event
- Practical sport



### ASSESSMENT

Each unit will be assessed by a series of assignments, with both practical and theory elements. Each assignment is graded pass, merit or distinction and the grades will contribute towards your overall result. There will be a short written exam at the end of the course.

### Possible future career routes / courses include

When you complete the course you could look at work in the sport and leisure industry, such as a gym assistant, personal trainer or sports coach. If your grades are at a suitable level you can progress to the BTEC Level 3 Extended Diploma in Sport in Post 16.

Contact: Mr J Powell (Head of Subject)

[powellj@clystvale.org](mailto:powellj@clystvale.org)



## SPANISH GCSE

“One language sets you in a corridor for life. Two languages open every door along the way.” *Frank Smith*

Spanish GCSE is a well-established course at Clyst Vale, and in recent years the majority of students have achieved at least a grade C or better. Students who have opted for Spanish GCSE have found it to be enjoyable and rewarding. You will study the Edexcel course which puts equal importance on the four skills: listening, speaking, reading and writing. Through the course students will develop the ability to communicate and understand Spanish in a variety of everyday contexts. The whole course will be assessed by examination. Students who wish to do the course must have achieved a level 4 by the end of Year 9 in either French or Spanish.

Topics include:

Me, my family and friends, technology in everyday life, free-time activities, customs and festivals, home, town, neighbourhood and region, social issues, global issues, travel and tourism, my studies, life at school, education post 16, career choices and ambitions.

The examination is tested at two levels – Foundation Tier (grades 1-5) or Higher Tier (Grades 4-9). Students must enter for all four skills at the same tier.

Spanish is more than just a European language; it is truly a global language and has more native speakers in North and South America than Spain itself. It is the third most spoken language in the world after Mandarin Chinese and English. The Head of Human Resources for Flybe said that prospective employees ideally should have a qualification in a Modern Foreign Language and the most desirable was Spanish.

Spanish is a fun language to learn; its straightforward pronunciation and grammatical rules make it accessible to all learners.

### Course Components

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

Contact: *Mrs K Howden (Head of Subject)*  
*howdenk@clystvale.org*

## **GATEWAY**

**This is an alternative course for students who would benefit from taking fewer GCSEs and spending time building their life skills.**

The programme offers ways of developing, recording and certificating a wide range of students' qualities, abilities and achievements, as well as introducing them to new activities and challenges. The modules build towards certified Level 1 ASDAN Bronze and Silver Awards. There may be an opportunity to convert to a Higher Award in Year 11.

The course will include a range of activities (some offsite) which will be of benefit to students when they enter the world of work. It will also provide support for students' GCSE subjects and help to promote independent learning skills.

Modules studied will include:

### Communication

How to pass information to others in a range of different ways.

### Sport & Leisure

Taking part in and improving your own performance, and helping others to achieve.

### Home Management

Learn and practice skills that aid living at home.

### Number Handling

Using numbers to help with "real world" problems that you can use after schooling is finished.

### World of Work

Work on ways of finding out what could happen once you leave Clyst Vale and enter the world of work.

### Science & Technology

How to use technology to help you solve problems, using both ideas and physical equipment.

### Expressive Arts

Produce, and explain how people interact with, a range of art forms.

### Health & Survival

Highlight how to stay fit and healthy throughout life.



## LOOKING AHEAD TO POST-16 OPPORTUNITIES AT CLYST VALE

In Year 12 you will be able to choose between A Levels and Level 3 Vocational Qualifications.

### Level 3 Courses Available

Applied Science	Music
Fine Art #	Performing Arts
Biology	Philosophy and Ethics
Chemistry	Photography
Computing	Physical Education #
English Literature #	Physics
French #	Politics
Geography	3D Product Design
History	Psychology
Mathematics #	Sociology
Mathematics (Further) #	Spanish #

# To study these subjects at Advanced Level you must do the GCSE course.

All students must now retake English Language and/or Maths GCSE if they do not already have a grade 5 at GCSE.

Contact: Miss C Haynes (Head of Sixth Form)  
haynesc@clystvale.org







# YEAR 9 OPTIONS APPLICATION FORM 2019

Name: \_\_\_\_\_ Tutor Group: \_\_\_\_\_

To be returned to your tutor by Thursday 7th March

<b>Humanities Choice (tick one box)</b>	Geography		History	
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<b>EBacc Pathway Languages Choice (tick one box)</b>	French		Spanish	
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<b>Two/Three "Open" Option Choices</b>	
If you wish to take History <u>and</u> Geography, include the second one below	
1	
2	
3	

<b>Reserve Choice</b>

Do you have any career ideas or plans?

Any other comments?

Signed \_\_\_\_\_ Student

Signed \_\_\_\_\_ Parent/Carer