



## Year 9 Options Course Information 2023 – 2025



Information for Year 9 Students  
and their Parents and Carers

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## Letter to Students from Dr Bawn

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 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. Find out as much as you can. All GCSE and vocational subjects have a large amount of theory work, and all of them have at least one exam. Do not pick a new subject just because it is new - find out the details!

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. Please look at the EBacc information on Page 5. This is not a separate qualification, but a group of subjects the government wants most students to follow within their options. We strongly advise students to seriously consider including EBacc subjects within their choices.

You will have a series of lessons in the run up to Options about making choices and decisions, in Course 42. You can also find out details about each subject by reading the options booklet, attending the options evening, and looking at the subject presentations on the College website. Please do make sure that you take every opportunity to talk to your teachers, tutors and others.

**You must make your final choices by Friday 24<sup>th</sup> February 2023.**

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*

## The Key Stage 4 Curriculum

From September 2023, 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. Our Key Stage 4 Curriculum consists of a compulsory core curriculum, 'guided options' and two free option subjects, allowing students to design their own personalised curriculum. Students will study 9 subjects at GCSE or equivalent level.

All students will be offered considerable advice and assistance from staff at Clyst Vale. This advice aims to encourage students to make a balanced selection of options that provide a mix of academic, creative, and practical subjects. Obviously, parental opinion and support in the completion of the final selection of courses is of the utmost importance.

### Qualifications

All examination subjects lead to an accredited qualification. This will either be a GCSE which will be graded on a scale from 9—1, where 9 is the highest grade and 1 is the lowest, or a vocational qualification which will be graded Pass, Merit, Distinction or Distinction\*. Students are awarded a total points score figure calculated from their best eight subjects, GCSE or equivalent, so it is very important that every student studies and completes a full range of at least eight GCSE and GCSE equivalent courses.

### The Core Curriculum

The Core Curriculum consists of both accredited and non-accredited subjects.

#### Core GCSE Subjects

- English Language
- English Literature
- Mathematics
- Science

#### Core non-accredited subjects

To ensure students receive a well- rounded education which meets the statutory requirements, students will also study a non-GCSE course in PE and Cultural Personal Studies.

Personal, Social, Health and Careers education will also be provided through Deep Learning Days, extended Tutor periods and through elements of other GCSE subjects.

## Making Choices

### The importance of the English Baccalaureate (EBacc)

The EBacc is a set of subjects at GCSE that keeps options open for further study and future careers. To achieve the EBacc students need to achieve a Grade 5 or above in English, Maths, History or Geography, 2 Sciences and a Modern Foreign Language.

Although this is not a qualification in its own right, successive governments have promoted the value of this combination of subjects.

### You can find further details of the benefits of EBacc study here

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/761031/DFE\\_EBacc\\_Leaflet.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/761031/DFE_EBacc_Leaflet.pdf)

### What are the advantages?

The EBacc 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.

The more prestigious universities may use it in the future as a preferred entry requirement, probably for courses with a high demand for places. Therefore, we strongly recommend that any student who is considering higher education at a high-ranking university should undertake the EBacc qualification.

### Guided Option Choice

In addition to the ‘core’ curriculum, students select a Humanity, either History or Geography, and a Language, either French or Spanish. We do recognise that for some students studying a Language at GCSE may not be the most appropriate option, therefore in these exceptional circumstances individuals can request to be disapplied from studying a Language. Any request to not study a Language will then be reviewed as part of the options process.

### Free Option Choices

All students will have two ‘free option’ choices. However please note if a student chooses to study Separate Science rather than Combined Science, this will count as **one** of their option choices.

More information on each option subject can be found in this booklet and on the College website.

### Please Note

Whilst we will do our best to allocate students their choices there may be occasions when this is not possible. 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. It is, therefore, vital that students make a reserve choice and are prepared to accept that they may not study all the subjects that they select.

## Making Choices

### Important points to note when choosing optional subjects

- Do your research. Read this booklet, view the subject presentations that are on the College website and attend the Options Evening on 2<sup>nd</sup> February 2023. Talk to teachers, parents, and siblings/friends; they know you and may have been through a similar system. Be an individual - it is important that you think carefully about what you enjoy, your strengths and your future plans; make choices that do not limit final career options.
- Maintain a balance between the different subject areas.
- Take the time to make a considered, thoughtful decision.

*Choose for aspiration, success and enjoyment but also be aware of implications for future choices.*

### Careers Advice & Guidance

Year 9 students have had Careers Education through various activities in Course 42 and through the Tutor programme. This careers education has developed throughout Key Stage 3 and students are aware of the changing employment opportunities. They have met local employers through activities during employability week. Themes that are covered are Employability Skills, Pathways and Qualifications including Higher Education and Apprenticeships, Work Experience and Raising Aspiration. This input will have educated students on how their choice of subject may affect their future career aspirations.

### Timetable for the Options Process

23.01.23	<b>Year 9 Assembly &amp; Options Booklet</b> During the assembly students will be guided through the options process and be given advice on what factors to consider when making their choices. The options booklet will be sent electronically to students, parents and carers. More information, including subject presentations can be found on the College website: <a href="http://www.clystvale.org/options">http://www.clystvale.org/options</a>
26.01.23	<b>Year 9 Parents Evening</b> Subject teachers will provide an update on your child's attainment and progress.
02.02.23	<b>Options Evening 4.30pm – 7.00pm</b> Sara Jacobs, Deputy Principal, will provide an overview of the Key Stage 4 Curriculum and provide further guidance on the options process and factors students should consider when making their choices. There will also be an opportunity to speak with subject teachers to ask any questions.
08.02.23	<b>Options Fair</b> An opportunity for students to discuss option subjects with students in Year 10 and 11 who are currently studying these courses.
24.02.23	<b>Deadline for option choices</b> Students submit their choices to their Tutor by 9.00am on Friday 24 February 2023
27.02.23 - 10.03.23	<b>Individual Interviews</b> Interviews will be provided for any student who requires individual support and guidance. This will be with either the Tutor, the Head of School, the SENCO or a member of the College's Senior Leadership Team.

## The KS4 Core Curriculum – Compulsory Subjects

### English Language and English Literature GCSE Edexcel

Most students will take Edexcel English Language and English Literature at GCSE. 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.

#### English Language Assessment

External examination 100% (2 papers)

#### English Literature Assessment

External examination 100% (2 papers)

Paper 1	1hr 45 mins (40%)	Paper 2	2hrs (60%)	Paper 1	1hr 45 mins (50%)	Paper 2	2hrs 15 mins (50%)
<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 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>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>		<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>	

### Contact for further information

Mrs V Oldfield (Head of English)



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

## Mathematics GCSE Edexcel

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 course, ensuring that students have the skills they need to use Maths in a real-life context.

To ensure teaching is pitched at the appropriate level, students are taught in sets and will be entered for either the foundation or higher tier exams. At present, students in sets 1- 3 are entered at the higher tier and sets 4 - 7 at foundation tier. Internal test results, homework marks and teacher knowledge are all taken into consideration when deciding on the most appropriate set for a student. Setting is regularly reviewed to ensure that each student is in the correct ability set. All students have the opportunity to complete an exam in GCSE Maths. The more able students in set 1 may also study for a second level 2 qualification in AQA Further Maths. Students in the lowest ability set may access the Edexcel Entry Level certificate depending on their specific learning requirements.

**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 2021 Edexcel Internal Assessment 1	March 2022 Edexcel Internal Assessment 2	July 2022 Edexcel Internal Assessment 3
10	Dec 2022 Edexcel Internal Assessment 4	March 2023 Edexcel Internal Assessment 5	July 2023 Mock Exam Papers
11	Dec 2023 Mock Exam Papers 2 Papers (1 x no calc/1 x calc)	March 2024 Mock Exam Papers	May/June 2024 GCSE Exams 3 papers (1 x no calc/2 x calc)

Please note that each student needs to have a scientific calculator to complete the GCSE Maths course. **We recommend a CASIO FX-83GT PLUS calculator for any GCSE student and potential 'A' level students should purchase a CASIO FX-991EX.**

Revision and support for this course can be obtained through **KERBOODLE and CORBETT MATHS**

### Contact for further information



Miss M Barratt (Head of Maths)

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



## Science GCSE Edexcel

All students must decide whether to study Combined Science (double award GCSE) or take Separate Sciences, a course which allows students to gain three separate GCSE grades, one each in Physics, Chemistry and Biology. Students study some of the cross-over content for both of these courses in the Spring and Summer terms of Year 9.

To ensure that students have the time they require for GCSE Biology, Chemistry and Physics, they must select Separate Science as one of their options.

### Combined Science GCSE

Combined Science includes topics in Biology, Chemistry and Physics and will provide students with two GCSE grades. Students begin this course in Year 9 and all exams are taken at the end of Year 11; students are entered for either the foundation or higher tier exams. There is no coursework element and the final grades will be based only on the six examination results.

#### Content for Combined Science

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

#### Assessment for Combined Science

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

## Separate Sciences GCSE

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; therefore, if a student is likely to take a Science at A Level, they should opt for Separate Sciences. There is no coursework and each grade will be obtained by terminal examination only at the end of Year 11.

### Content for Separate Sciences

Assessed in	Biology topic list	Chemistry topic list	Physics topic list
<b>Papers 1&amp;2</b>	Key Concepts in Biology	Key Concepts in Chemistry	Key Concepts of Physics
<b>Paper 1</b>	Cells and Control Genetics Natural selection and genetic modification Health, disease and the development of medicines	States of matter and mixtures Chemical Changes Extracting Metals and equilibria Separate Chemistry 1	Motion and Forces Conservation of Energy Waves Light and the electromagnetic spectrum Radioactivity Astronomy
<b>Paper 2</b>	Plant structures and their functions Animal coordination, control and homeostasis Exchange and transport in animals Ecosystems and material cycles	Groups in the Periodic Table Rates of Reaction and Energy Changes Fuels and Earth Science Separate Chemistry 2	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 for Separate Sciences

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

### Contact for further information

Mrs M Serven (Head of Science)



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

## CORE NON-GCSE COURSES

### All students study these courses

#### Core Physical Education

Every student will be timetabled for three periods of Core PE across the two week timetable. The aim of Core PE lessons in Years 10 and 11 is to promote a healthy lifestyle and the importance of physical activity for mental wellbeing. 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.

Extra-curricular activities are available for Years 10 and 11. 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 for further information

Mr J Powell (Head of Subject)



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

#### Cultural and Personal Studies- CPS Cultural and Personal Studies- CPS

This course has been designed specifically in consultation with students at CVCC to meet the needs of our students. This bespoke course is taught on a weekly basis and draws together both the statutory RSHE (relationship, sex and health education) and B&V curriculums. It follows on from the teaching of B&V and C42 in key stage 3 and is taught by a team of specialist staff.

Society continues to be of complex and diverse nature. CPS provides our students with a unique opportunity to discuss and explore a variety of contemporary and often controversial topics that arise in our modern society. The skills that the students develop through these lessons, will enable them to make more educated decisions in the future and will be important when negotiating life after CVCC. As a Rights Respecting School, we believe we have a responsibility to teach about faith, beliefs and world views so as to avoid issues such as stereotyping or discrimination and promote a culture of tolerance and respect. It provides students with a safe place to explore their own views and explore their concept of self.

The course has been developed in conjunction with our students. Without the constraints of an exam specification, we are in a fantastic position to explore, in depth, those topics that students feel are most relevant to them, their sense of identity, and enables them to begin to explore those “big” unanswerable questions in life. The new RSHE curriculum reflects the changing world in 2020 and encourages a deeper understanding of how developing healthy relationships with others are central to our lives.

#### What will I study-

Students will study a variety of topics which will include-

Mental health and suicide, Human sexuality, Respectful Relationships, Modern Conflict, The role of the media and online safety, The role of the family, How to stay healthy, Politics, Sexual health and intimacy\*, Drugs and alcohol\*, Health\*- including cancer checks and Careers and making decisions\*

At CVCC we are also able to provide more in-depth learning and discussion around certain topics\* taught through a series of Deep Learning Days. This enables students to reflect further into topics which are more complex and allows us to invite outside visitors and organisations in to provide expertise.

**How will I be assessed?** This is a non-examined course.

### Contact for further information:

Mrs N Bennett (Work-related Learning & PSHE Co-ordinator)



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

Z Brotherton (Head of B&V and Sociology)



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

## Careers Education & Work Related Learning

Careers Education is delivered through Deep Learning Days, specific events and through the CPS course. 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, which enables them to make informed choices for Post 16. Students are encouraged to use IT to research careers and have the opportunity to use 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 CPS 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. They will also have the opportunity to be interviewed by a local business person during a Deep Learning Day. 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 advertised to the students through the tutor programme.

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. They have a log-in and are familiar with the website [careerspilot.org.uk](http://careerspilot.org.uk), which is an excellent source of information that students can access.

This site also has a parents' zone which is well worth visiting and will help explain the changes in qualifications available.

## The Key Stage 4 Curriculum – Your choice of Option Subjects

Students should select their other choices from any of the courses detailed in the following pages. A summary of the courses on offer are listed below. Whilst we will do our best to accommodate a student's choice of subjects, option choices cannot be guaranteed.

Fine Art GCSE

Photography GCSE

Child Development Cambridge National Certificate

Computer Science GCSE

Creative Media Production BTEC L1/ L2

Dance BTEC Technical Performing Arts

Design & Technology GCSE

Drama GCSE

Enterprise BTEC L1/2

Food Preparation and Nutrition GCSE

French GCSE

Geography GCSE

History GCSE

Hospitality and Catering WJEC L1/2 (Technical Award)

Music GCSE

Physical Education GCSE

Spanish GCSE

Sports Studies L2 Cambridge National Certificate

Religious Studies GCSE

Gateway / ASDAN– by invitation only

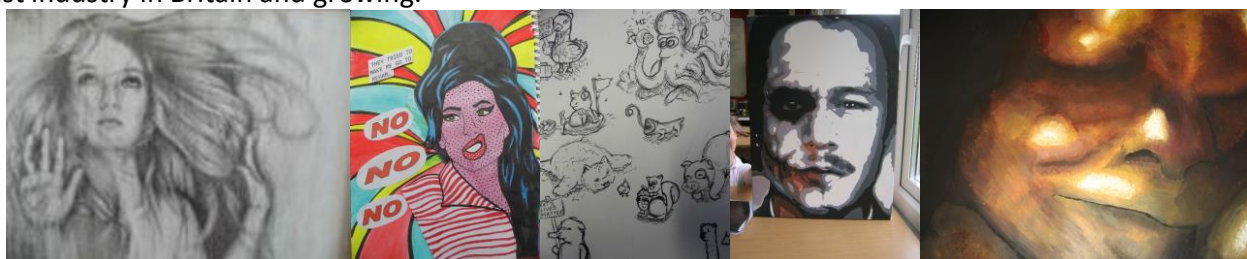
## Fine Art GCSE WJEC/Eduqas

### Subject information

Taking Fine Art GCSE at Clyst Vale means that you are joining a popular course that 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.

Taking a creative subject like Fine Art will give your option choices a good balance, or may lead to further studies and a career in the artistic industries. Skills developed on the GCSE course, such as research, project development, 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	Graphics	Advertising	Illustration
Stage design	Textiles	Photography	Fashion
Education	Television	Product design	Art therapy
Film	Admin/Curation	Ceramics	
Fashion	Marketing	Art restoration	Art history

### What will I study?

Students complete one main coursework book along with several smaller short-term projects. The first term in year ten focuses on improving key skills in Tone and Line, before students embark on the main theme of 'Fears, Phobias, Hopes and Dreams' where they can develop more individual responses. Students will connect their ideas with a range of artists and contexts and will use a range of materials and techniques from photography to printmaking and sculpture.

### How will I be assessed?

Coursework 60%

Examination 40% (Preparation 8 weeks & exam time 10 hours)

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.

### Contact for further information

Mr M Brooks (Head of Art)



brooksm@clystvale.org

## Photography GCSE WJEC/Eduqas

### Subject information

Photography is a highly popular 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. 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.

### What will I study?

During the course you will 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.



### How will I be assessed?

Coursework 60%

Examination 40% (Preparation 8 weeks & exam time 10 hours)

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.

### Contact for further information

Mr M Brooks (Head of Art)

Mrs C Wakefield (Photography teacher)



brooksm@clystvale.org

wakefieldc@clystvale.org

## Child Development Cambridge Nationals Level 1 / 2 certificate



### Subject information

This course is a GCSE equivalent course and recognised by colleges and employers.

Child Development is a vocational qualification which means it is taught and assessed differently. Students will learn about the reality of working in the Childcare profession through practical activities and coursework based on real-life scenarios. Students enjoy the course because it is based on real-life experiences and gives them valuable skills for later life.

The subject is designed for students who have an interest in working with young children and may already have experience of caring for children. The course is based on the development of children from conception to the age of five and equips students with the knowledge and skills that would be useful in the future. Students need to be able to complete a study of a child under five outside of school as part of their assessment.

This course can follow onto A Levels, apprenticeships in Childcare or Health and Social Care or the T Level Childcare Level 3 course.

The course is relevant to students who are interested in working with children in the future in jobs such as early years teaching, nursery nursing, social work, midwifery, paediatric nursing, teaching assistant, child psychologist, health visitor, speech and language therapist, SEN teacher and family support worker.





## What will I study?

There are three units:

### **Unit R057: Health and well-being for child development – Exam 50%**

This unit provides an overview of the roles and responsibilities of parenthood, from pre-conception through antenatal to postnatal care. Students develop knowledge of reproduction, contraception, antenatal care, birth, postnatal care, childhood illnesses and a child safe environment.

### **Unit R058: Create a safe environment and understand the nutritional needs of children from birth to five years – coursework 25%**

In this unit you will learn how to create a safe environment for children from birth to five years in childcare settings. You'll research and choose equipment that is suitable and safe for use and will learn about children's nutrition and dietary needs.

Topics include: Creating a safe environment in a childcare setting, Choosing suitable equipment for a childcare setting, Nutritional needs of children from birth to five years.

### **Unit R059: Understand the development of a child from one to five years – coursework 25%**

This is assessed by a set assignment. In this unit you will learn the physical, intellectual and social developmental norms for children from one to five years. You'll understand the importance of creating plans and providing different play activities to support children in their development.

Topics include: Physical, intellectual and social developmental norms from one to five years, Stages and types of play and how play benefits development, Observe the development of a child aged one to five years, Plan and evaluate play activities for a child aged one to five years for a chosen area of development.

Students who have been involved in looking after younger children or have knowledge about pregnancy and birth will have an advantage when completing this course. An interest in programmes about pregnancy and children will also enable the students to gain a valuable insight into the course content.

Often students who complete this course choose to complete work experience in an early years environment which can again be advantageous.

## How will I be assessed?


There are 3 modules which are studied through the course.

**Health and well-being for child development-** Examined unit worth 50%, one paper (1 hour 15 minutes). This examination is completed at the end of Year 10 giving students the opportunity to focus on the remaining coursework in Year 11.

**Create a safe environment and understand the nutritional needs of children from birth to five years-** Coursework 25%. Completed in Year 11.

**Understand the development of a child from birth to five years-** Coursework 25%. Completed in Year 11.

## Contact for further information

Nicola Bennett  [bennettn@clystvale.org](mailto:bennettn@clystvale.org)

## Computer Science GCSE AQA

### Subject information

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, this 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.

- 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?
- If you answered yes to any of these Computer Science is for you!

### What will I study?

The AQA Computer Science course comprises 7 units:

Unit 1: Algorithms

Unit 2: Programming

Unit 3: Data representation

Unit 4: Computer systems

Unit 5: Computer networks

Unit 6: Cyber security

Unit 7: Databases and SQL

Unit 8: Ethical, legal and environmental impacts of technology on society

### How will I be assessed?

2 Exam Papers and 1 Non Examined Programming Project (used for preparation of 1<sup>st</sup> exam paper)

Both exams are assessed via a mix of multiple choice, short answer and longer answer questions.

**Paper 1:** Computational thinking and problem solving

50% of GCSE, Units 1 to 4

1hr 30 mins

**Paper 2:** Theoretical Knowledge

50% of GCSE, Units 3 to 7

1hr 30mins

### Contact for further information

Mr Workman



workmana@clystvale.org



## Creative Media Production BTEC Tech Award – (Level 1 and 2)



### Subject information

The Creative Media sector encompasses a wide range of digital media industries including TV and Radio Production, Animation, Photography, Print, Computer Games Development, and Interactive Media. If you are interested in the Creative Media industry, then this course could be your first step into an exciting and fast-moving creative career. You will study a wide range of subject content, which focuses on developing core practical skills and abilities in a number of Creative Media areas.

### What will I study?

Lessons will take the form of practical demonstrations, workshops and taught content. The emphasis will be on developing skills and then applying these to larger projects, where you will have the flexibility to devise your own outcomes and push your creativity. Learning is expected to continue outside of the classroom, through independent study, research and practice.

### How will I be assessed?

The majority of the course is structured around continual lesson-based assessment and you will be expected to demonstrate a high level of work throughout the duration of the course.

**Component 1** – Exploring Digital Products (internally assessed – 30% of the qualification)

**Component 2** – Developing Digital Media Production Skills (internally assessed – 30% of the qualification)

**Component 3** – Creating a Media Product in response to a Brief (externally assessed – 40% of the qualification).

Component 3 is a synoptic unit that can only be assessed towards the end of the course (in Year 11)

### Contact for further information

Mr Workman



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

## Dance

### Pearson L2 BTEC

#### Subject information

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!

#### What will I study?

##### 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 your own and class choreography.

Develop your ability to analyse and evaluate, to improve performance in dance productions.

#### How will I be assessed?

##### 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 performances 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 for further information

Mr J Powell (Head of PE)

Mrs H Elliot

Mrs A Broomfield (Key Stage 4 Coordinator)

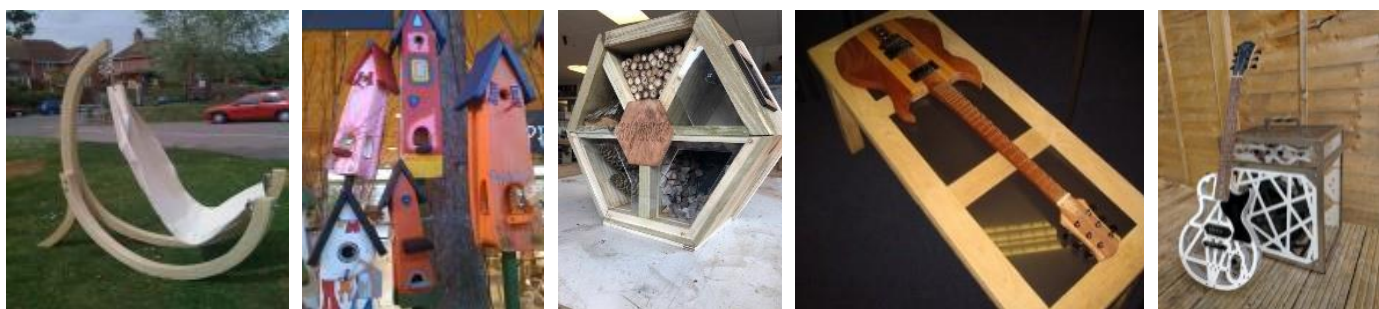


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[ellieth@clystvale.org](mailto:ellieth@clystvale.org)

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## Design and Technology GCSE AQA



### Subject information

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*

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*

### What will I study?

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
- You will learn subject specific knowledge relevant to the exam paper and practical skills using tools and advanced machinery e.g. laser cutting
- You will learn how to develop your ideas and communicate progress through a range of media and to develop your skills working as part of a team with a common goal.


### How will I be assessed?

- 50% - *design and make* coursework portfolio.
- 50% - 2 hour written exam.

You will build skills and knowledge during the course through project work and class work

### Contact for further information

Mr Arthur (Head of Department)

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



## Drama GCSE AQA



### Subject information

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 transferable 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.

### What will I study?

There are three units in which students will

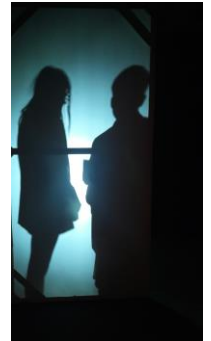
- Devise your own work in response to a wide and diverse variety of stimuli.
- Develop use of drama techniques to explore themes, issues and ideas, exploring a range of social, cultural and historic contexts.
- Discover how to interpret the work of playwrights and theatre practitioners and realise text.
- 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).

As part of the GCSE course you will In GCSE Drama you will get the opportunity to...

- Take part in exciting workshops
- Take trips to the theatre
- Showcase work in front of staff, students and parents
- Discover your favourite styles and forms of theatre

...and so much more!



### How will I be assessed?

#### 1: UNDERSTANDING DRAMA

40% exam (worth 80 marks)

Focus: knowledge and understanding, set text and live theatre production analysis

#### 2: DEVISING DRAMA

40% Non-exam (worth 80 marks)

Focus: Exploration on the role of performer or designer

60 marks: Portfolio

20 marks: Final performance.

#### 3: TEXTS IN PRACTICE

20% Non-exam (worth 40 marks)

Focus: Practical application of the performer or designer

20 marks: performance of Extract 1

20 marks: performance of Extract 2

### Contact for further information

Rachel Keene

keener@clystvaledrama.org

## Enterprise

### Pearson Level 1/2 BTEC Tech Award



### Subject information

This is a GCSE equivalent course and recognised by colleges and employers. It is a vocational subject, meaning learners will study real life scenarios and apply their knowledge by studying enterprises, entrepreneurs, customers, competitors, the external environment, business planning and presenting, marketing and finance as part of their Key Stage 4 learning.

Students are given lots of opportunities to use their transferable skills such as researching, planning, making decisions and judgements, financial literacy using realistic vocational contexts, as well as their personal skills, such as creativity and innovation, time management, reviewing, communication and planning through a practical and skills-based approach to learning and assessment.

### What will I study?

**Component 1: Exploring Enterprises:** Learners will explore the characteristics of enterprises, the skills needed by entrepreneurs to be successful, how enterprises use market research to find out about their customer needs and competitor behaviour and how internal and external factors may affect enterprises. This is studied in Year 10.

**Component 2: Planning and presenting a Micro-Enterprise Idea:** Learners will generate two realistic ideas for a micro-enterprise and choose one of these to plan within budget. They will individually present their business plan for their idea and review the production and delivery of their presentation to make recommendations for improvements. This is studied in Year 10 and 11.

**Component 3: Marketing and Finance for Enterprise:** Learners will explore how marketing is used by enterprises, the factors that influence how enterprises identify and target their market. Learners will complete financial documents and statements and explore how to use them to monitor and improve the performance of an enterprise, make decisions, and recommend strategies for success. This is studied in Year 11.

### How will I be assessed?

Component 1 – Exploring Enterprises (internally assessed – 30% of the qualification)

Component 2 – Planning and presenting a Micro-Enterprise Idea (internally assessed – 30% of the qualification)

Component 3 – Marketing and Finance for Enterprise (externally assessed – 40% of the qualification).

### Contact for further information

Contact: Ms K Jones



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



## Food Preparation and Nutrition GCSE

### AQA



### Subject information - Food Preparation and Nutrition, combines the principles of food Science, Nutrition and Healthy Eating.

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, the science behind how ingredients function and nutrition. Practical 'Food Preparation Skills' are integrated into these main sections so that in Year 10 practical work will often take two - three of the five lessons per fortnight. Included within this will be the opportunity to learn specific 'high level' food preparation skills such as de-boning chicken pieces, filleting fish making puff and choux pastry as well as decorative fruit and vegetables. These high-level skills are an integral part of the second NEA assessment task.

### What will I study?

The main subject content focuses on: Food nutrition & health; Food science; Food safety; Food choice and Food provenance. Practical work includes using set recipes as well as researching own ideas to match criteria given, according to the topic they are working on. Also included some group activities, where ingredients are provided for experimental work to help discover the functions of various ingredients.

### How will I be assessed?

**External Examination 50% of total GCSE mark:** 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).



**What's assessed (Non-Examined Assessments):**  
**Task 1: Food Investigation (Based on 'Food Science' topics) – 15% of total GCSE mark.**

This will assess your understanding of the working characteristics, functional and chemical properties of ingredients. It will be based on three 'experimental' style practical investigations such as the action of different gelling agents when setting foods. This is based on a food science task chosen by the exam board.

**How it's assessed:**  
Written report (1,500–2,000 words) including photographic evidence of the practical investigation.

**Task 2: Food Preparation Assessment – 35% of total GCSE mark** Portfolio of work involving researching, making and analysing dishes suitable for certain groups of people (according to age or dietary needs) or from an international cuisine, as set by the exam board. A final three-hour practical exam is an important part of the final assessment where three chosen dishes (& additional side dishes) are made and assessed.

**How it's assessed**  
Written portfolio (maximum 20 pages A4). Photographic evidence of the three final dishes must be included.

Contact for further information

Mrs A Crook



crooka@clystvale.org





## Hospitality and Catering

### WJEC Level 1/ 2 Tech Award



### Subject information

Hospitality and catering is a dynamic and innovative sector which provides a wide range of interesting jobs. Hospitality is the third largest private sector employer in the UK and is a major contributor to the UK economy. Businesses which come under the hospitality sector include hotels, restaurants, coffee shops, pubs and bars, leisure parks, contract caterers, visitor attractions, food manufacturers and supermarket chains. This course is designed for anyone who loves to cook and make exciting and interesting dishes. It's a course which allows you to be creative and independent in your design tasks. You will learn about the world of work in the catering and hospitality industry. You will also experiment with different ingredients to create attractive, appetising and personalised dishes for people to enjoy. You will learn about nutrition and how to make sure that the food that you prepare is nutritional and safely prepared and meets different people's dietary needs. If you have an interest in business and are looking to work in hospitality and catering then this could be a course for you.

### What will I study?

**In Unit 1, The Hospitality and Catering Industry.** You gain and develop comprehensive knowledge and understanding of the hospitality and catering industry, how hospitality and catering providers operate, health and safety and food safety in hospitality and catering. You will also learn about customer needs and customer rights and inclusion, stock controlling, the operations of front of house and the catering kitchen, how to use and manage kitchen equipment safely and effectively. You will learn and understand how technology impacts the industry and become informed about the environmental impact and environmental needs such as sustainability and seasonality of ingredients.

**In Unit 2, Hospitality and Catering in Action.** You develop and apply knowledge and understanding of the importance of nutrition and how to plan nutritious menus. You will learn about nutrition and the importance of having a balanced diet for a healthy lifestyle and develop skills needed to prepare, cook and present dishes. You will also learn how to review your work effectively. You will apply your knowledge on hospitality and catering to meet specific requirements of individuals/customers, learn about preventative control measures of food-induced ill health, health and safety in hospitality and catering provision, develop ideas for menu planning, skills and techniques for preparing, cooking and presenting dishes, evaluating cooking skills.

### How will I be assessed?

**Unit 1** is a written examination which contributes to **40%** of the overall grade. It is a **1 hour 20 exam** and worth **80 marks**.

**Unit 2** is a controlled assessment and contributes to **60%** of the overall grade and is worth **120 marks**. The assessment is over a period of 12 hours and includes a written report as well as planning and proposing various dishes and producing two final dishes and assessing your choice and performance.

### Contact for further information

Mrs L Collins



collinse@clystvale.org

## French GCSE AQA

### Subject information

*“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)*

#### Why study French?

It’s fun, it’s a life skill, it is impressive, it’s useful and it’s interesting!

People who speak more than one language have improved memory, problem-solving and critical-thinking skills, enhanced concentration, ability to multitask, and better listening skills.

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.

#### What will I study?

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.

#### How will I be assessed?

The examination is tested at two levels – Foundation Tier (grades 1-5) or Higher Tier (Grades 4-9).

Students must enter all four skills at the same tier.

There are four components to the examination:

Listening 25%

Reading 25%

Speaking 25%

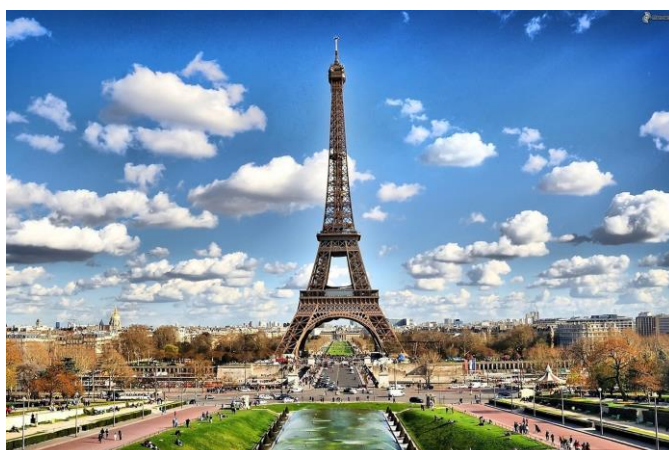
Writing 25%

#### Contact for further information

Mrs C McConachie (Head of Subject)



mcconachiec@clystvale.org



## Geography GCSE AQA



### Subject information

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.

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.'

### What will I study?

#### Paper 1- Living with the physical environment

##### The challenge of natural hazards

Tectonic hazards- earthquakes and volcanoes.

Weather hazards- Hurricanes & UK weather.

Case studies of effects and management.

Climate change- causes, effects and solutions

##### The living world

Ecosystems, Tropical Rainforests and Hot Deserts. Case studies for challenges and opportunities

##### Physical landscapes in the UK

Coastal & river landscapes- processes, landforms, management

#### Paper 2- Challenges in the Human environment

##### Urban Issues and Challenges—

case-studies of a city in the UK and a city in a poor country. Urban regeneration and sustainability.

##### The Changing Economic World—

The Development Gap—case-study of an emerging economy. Trans-National Corporations. Globalisation. Industry in the UK.

##### The challenge of Resource Management—

food, water and energy insecurity. Energy supply—non-renewable and renewable schemes. Water supply—dams.

#### Paper 3- Geographical Applications

##### Issue evaluation

Pre-release resources booklet made available 12 weeks before Paper 3 exam

##### Fieldwork

2 days compulsory— Human-Bristol and Physical-Dawlish Warren

##### Geographical skills

**How will I be assessed?**

**Physical Geography - Written exam**  
1 hr 30 min: 35%

Multiple choice, short-answers and extended answers

**Human Geography - Written exam**  
1 hr 30 min: 35%

Multiple choice, short-answers and extended answers

**Geographical Application – Written exam**  
1 hr 15 min: 30%

Multiple choice, short-answers and extended answers

**Contact for further information**

Mrs Klampfer-Hall (Head of Subject)



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

## History GCSE EDEXCEL



### Subject information

As Jean Bodin said, “The study of History is the beginning of wisdom”. An understanding of History is crucial if we are to make sense of the world around us today. By studying History we are better able to understand the present and to learn so much more about how people lived and shaped the world. A study of History is endlessly fascinating, as well as relevant and important. The GCSE History course is detailed and involves writing these types of answers in the exams. Good literacy skills are helpful. History is a GCSE subject which is highly regarded by employers.

### What will I study?

We have chosen a range of different topics to study in depth, covering a large time frame. We study Medicine Through Time, with a special section on the British Sector of the Western Front 1914-1918. We will look at Germany 1918-1939 which is of special relevance given the rise of Far Right views in the world currently. We have a section on the development of the USA and the treatment of native Americans and we look at the development of England as a World Power under Elizabeth I. There is currently a Year 9 trip to Belgium that complements the British Sector of the Western Front unit but attendance is not essential to access the course. In the future, we are hoping to run more trips for those who study History GCSE at Clyst Vale.

### How will I be assessed?

**Paper 1.** Written examination.  
1 hour and 15 minutes. (30% of the qualification)  
Medicine in Britain 1250-present and the British sector of the Western Front, 1914-18: injuries, treatment and the trenches.

**Paper 2.** Written examination.  
1 hour and 45 minutes (40% of the qualification)  
Early Elizabethan England, 1558-1588  
The American West, 1835-1895.

**Paper 3.** Written examination.  
1 hour and 20 minutes (30% of the qualification)  
Weimar and Nazi Germany, 1918-39.

### Contact for further information

Miss Nash (Head of History)



nashm@clystvale.org

## Music GCSE AQA

### Subject information

#### What is the value of your subject?

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 subject 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.

#### What is involved?

The AQA Music course has three components -composition, performance and analytical 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.

#### How does it help with future choices / careers?

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.

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, independence, 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.



## What will I study?

Assessment is in three units:

### Understanding Music 40%

Students will have a weekly 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 a number of set works.

### 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.

All students on the course are encouraged to perform with their peers in the annual Carol Service. They are also encouraged to perform as a part of Jazz band, in the school production or as a soloist or as a part of a band at Festival on the Field. GCSE students are treated as senior musicians in the school and have priority access to the music department's rehearsal facilities at lunchtimes and afterschool.

## How will I be assessed?

- 1 written listening paper 40%
- 2 performances- 1 solo and 1 ensemble total 30%
- 2 compositions total 30%

## Contact for further information

Emma Williams



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

## Physical Education GCSE AQA

### Subject information

This course is suitable for students who 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 towards a career in sport and leisure - from performer to coach, physiotherapist to data analyst. The course will show how improvements can be made in performances through the analysis of movement, physiology and psychology.

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.

### What will I study?

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



### How will I be assessed?

The course involves 60% theory and culminates in two written exams (worth 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.

### Contact for further information

Mr J Powell (Head of PE)



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

Mrs A Broomfield (Key Stage 4 Coordinator)

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



## Sport Studies L2 OCR Cambridge National

### Subject information

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

The course is suitable for students who enjoy sport and physical activity and have a natural ability to plan, lead and instruct. You will learn about contemporary issues in sport and the practical development of skills and performance in sport. You will complete projects and assignments based on realistic workplace situations. Additional units may include leadership in sport, the media in sport and the sports industry.

### What will I study?

You will study a variety of units such as:

- Contemporary Issues in Sport
- Development of personal fitness
- Leadership through organising an event
- Practical sport

### How will I be assessed?

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 during the two year course.

### Contact for further information

Mr J Powell (Head of PE)  
Mr A Pearce (Head of Green School)  
Mrs A Broomfield (Key Stage 4 Coordinator)  
Mr Stapleton (Teacher of PE)



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



## Spanish GCSE AQA

### Subject information

*“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)*

#### Why study Spanish?

It’s fun, it’s a life skill, it is impressive, it’s useful and it’s interesting! People who speak more than one language have improved memory, problem-solving and critical-thinking skills, enhanced concentration, ability to multitask, and better listening skills.

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.

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

A foreign language is required for the “EBacc” qualification.

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

#### What will I study?

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 Spain/a Spanish speaking country or meets a Spanish 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.

#### How will I be assessed?

The examination is tested at two levels – Foundation Tier (Grades 1-5) or Higher Tier (Grades 4-9).

Students must enter all four skills at the same tier.

There are four components to the examination:

Listening 25%

Reading 25%

Speaking 25%

Writing 25%



#### Contact for further information

Mrs C McConachie (Head of MFL)



mcconachiec@clystvale.org

## Religious Studies GCSE AQA



### Subject information

Students opting for GCSE Religious Studies in Years 10 and 11 will follow the AQA: Specification A course.

In our daily lives we encounter a vast number 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 the relevant issues in today’s diverse and complex society.

This unique and exciting course encourages students to develop their own ideas and opinions about these issues, in relation to religious and secular beliefs, helps them to develop reasoned arguments, and creates understanding and tolerance of the different religions in our multi- cultural and denominational society.

Alongside this, students will explore, in depth two interesting yet contrasting Eastern religions, Buddhism and Sikhism. Students will explore the beliefs and practices of these faiths and gain a unique insight and understanding into how each faith affects actions.

For students looking to go into any industry that involves working with people this is an excellent course, which is highly valued by universities and professionals.

### What will I study?

The course is separated into 2 papers. In Paper 1 students will develop an in-depth knowledge and understanding of two of the world's Eastern religions, Buddhism and Sikhism.

As part of this component students will explore the beliefs and practices of these faiths.

In Paper 2 students will explore the following Thematic units;

1. Religion and Life
2. Religion, Peace and Conflict
3. Religion, Crime and Punishment
4. Religion, Family and Relationships

One of the unique aspects of this course is the opportunity to bring the subject alive through first -hand experience. As part of the GCSE course, students are given the exciting opportunity to visit a variety of places of worship including Southall & Exeter Gurdwara and local/London Buddhist temples.

Singh Sabha is the largest Gurdwara in the UK and provides our students with an amazing opportunity to

explore Sikhism first hand and gain real insight into this growing eastern religion, as well as have a taster of Indian culture.

We are also lucky enough to have a variety of excellent Buddhist temples locally, with which we have strong relationships. Students will be able to visit these to enhance their learning. We also hope to be able to offer a unique trip to India so students will be able to fully immerse themselves in these Eastern religions and cultures.

Alongside this, students will also have the opportunity to meet with a variety of specialists in their field to discuss topics from the thematic paper. Previous speakers have included: independent documentary filmmaker & former Royal Marines Commando Emile Ghessan, a High Court Judge, Life prisoners, and a mental health worker from within the Prison Service, to mention just a few.

**How will I be assessed?**

There is no controlled assessment or coursework for this course. It is a 3 year course, which is assessed solely through two external 1hr 45min written examinations at the end of Year 11.

Paper 1 – Religious Paper

Paper 2 – Thematic Paper

**Contact for further information**

Z Brotherton (Head of B&V & Sociology)



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



## Gateway (by invitation only)

**This is an alternative course for students who would benefit from taking fewer GCSEs and spending time building their life skills. Please do not select this option unless you have been advised to do so.**

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 may 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
- **World of Work** – Explore options for what could happen when you enter the world of work.
- **Science & Technology** - How to use technology to 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.

## ASDAN Land Based (by invitation only)

**This is an alternative course for students who would benefit from having the opportunity to experience an introduction to employment in the Land- based Sector. Students will spend a proportion of their time at the farm. Please do not select this option unless you have been advised to do so.**

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.

Modules studied may include:

- Agriculture
- Animal care
- Horticulture
- Environment and land management
- Health and safety in the land-based sector
- Careers in the land-based sector

In addition to this, students will also be taught life, independence, and employability skills.

## Looking Ahead to Post-16 Opportunities at Clyst Vale

### The view from the Sixth Form

#### Miss Claire Haynes: Head of Sixth Form

We are very lucky here at Clyst Vale to have a sixth form and take real pride in the fact that our students can continue their education with us at Post-16. Our recent Ofsted inspection confirmed that our sixth form is 'Good'; with one of our strengths being the support and guidance that we offer to our students. This guidance starts long before students enter Year 12, and as Head of Sixth Form, I am often asked by students and their parents in Year 9, what GCSEs they should select in order to study various A Levels. Additionally, many students wish to know what universities and employers are looking for in GCSE choices. As such, we felt it was important to provide some guidance in terms of how GCSE selection can affect Post-16 choices. There is a wealth of information available on the school website to support this decision-making process. In particular, please look at the careers section of the school website. Some of the issues to consider are:



### Entry into Post-16 provision

**What do you want to do in 2 years' time, when you leave?** This is an important driver in terms of the GCSEs that you select. Most Post-16 provision at Level 2 and higher, will require you to achieve at least 5 good passes at GCSE in order to progress to further study. If you are considering A Levels or Level 3 BTEC courses at Clyst Vale, then you will need at least 5 GCSE passes at grade 4 - 9 under the new grading system, as well as meet specific requirements in those subjects that you wish to study at A Level. For many A Level courses you will also need to study certain subjects at GCSE. In order for you to make an informed decision about this, we have included the A Level subject entry criteria for entry into the 6th form for September 2020, as an example, so that you can see the subjects you need to study at GCSE in order to be admitted onto A Level / BTEC courses at Clyst Vale.

In reality, in order to ensure that you are in the best position possible for your Post 16 options, you need to ensure that you retain breadth in the curriculum choices that you make.

### The Russell Group 'Informed Choices' publication

The Russell Group of 26 leading UK universities publish a document called 'Informed Choices' which provides students with information, advice and guidance about their Post-16 subject choices. Some A level subjects are identified as 'facilitating subjects' because they are more frequently required for entry to degree courses than others. These facilitating subjects are Maths, Further Maths, English Literature, Physics, Biology, Chemistry, Geography, History and Languages. The publication advises that 'choosing them will keep more options open to you at university.' The latest version of the informed choices publication can be found by clicking this link:

<https://www.informedchoices.ac.uk/>

### Applying to the top universities such as Oxford and Cambridge

If you are aiming to apply to the top universities such as Oxford and Cambridge then it is going to be important that you achieve top grades at GCSE. In order to put yourself in the strongest possible position to apply for these institutions we know that these universities often like to see students with a grade profile of mainly 8s and 9s.

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

### Level 3 Courses Available

<ul style="list-style-type: none"> <li>• Applied Science</li> <li>• Fine Art #</li> <li>• Biology</li> <li>• Chemistry</li> <li>• Computing</li> <li>• English Literature #</li> <li>• French #</li> <li>• Geography #</li> <li>• History</li> <li>• Mathematics</li> <li>• Mathematics (Further) #</li> </ul>	<ul style="list-style-type: none"> <li>• Music</li> <li>• Performing Arts</li> <li>• Philosophy and Ethics</li> <li>• Photography</li> <li>• Physical Education</li> <li>• Physics</li> <li>• Politics</li> <li>• 3D Product Design</li> <li>• Psychology</li> <li>• Sociology</li> <li>• Spanish #</li> </ul>
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# 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 grade 5 at GCSE.



# YEAR 9 OPTIONS APPLICATION FORM 2023

**To be returned to your Tutor by Friday 24th February 2023**

Name:	Tutor Group:
<b>Guided Options</b>	
<p>To ensure students retain a broad, balanced and ambitious curriculum at Key Stage 4 all students are expected to select a Humanity and a Language. This combination of subjects ensures students develop a wide range of skills and attributes. It also ensures students have access to the widest range of options post 16. Students who achieve a grade 5 or above in Core subjects plus a Humanity and a Language will have successfully achieved the English Baccalaureate (please refer to the options booklet for more information).</p>	

<p><b>Please select either History or Geography.</b> If you wish to take History <u>and</u> Geography you can select the second humanity in the free option choice section.</p>			
Geography		History	

<p><b>Please select either French or Spanish.</b></p>			
French		Spanish	

<p><b>If you wish to request to be disapplied from studying a Language, please tick this box.</b> Please record the subject you would like to study in its place by selecting three subjects in the free options selection below.</p>	
<p>Please briefly explain why you would no longer wish to study a Language at KS 4</p>	

<b>Free Option Choices</b>	
<ul style="list-style-type: none"> <li>• Please select in order of preference</li> <li>• If you wish to do Separate Sciences, you must choose this as <b>one</b> of your Free Option Choices.</li> <li>• <b>Only select a third option</b> if you are requesting to be disapplied from studying a language</li> </ul>	
1	
2	
3	
Reserve choice	
<p>I feel unable to make my choices and would like to request an interview: (please tick)</p>	
Signed (student)	
Signed (parent/carer)	