



Welcome to the Year 8 Options Process
Option Evening - 20th April
6:00pm – 8:30pm



Welcome!

The following booklet will provide you with all the key information you need when you begin to consider option choices with your child. It is important to consider a number of factors when you come to making your choices:

Does my child enjoy this subject?

Has my child already shown potential in this subject?

Will my child be successful in this subject and be able to gain their highest possible grade?

Is the subject a good choice for my child and will it meet the needs of their post 16 education?

Options Evening is an opportunity to talk to subject teachers, learn more about the courses on offer and begin to consider what is the best route forward for your child. It is important that your child is happy with their choice as the optional subjects offer a range of skills that build on, and complement, the academic subjects that are compulsory.

Please feel free to ask as many questions as you need so that you feel confident that you have the information you require to make an informed choice.



What subjects does my child have to do and what choices do they have?

Compulsory Subjects



GCSE English Language

GCSE English Literature

GCSE Maths

GCSE Science

GCSE Spanish

Core PE

Option Subjects



Option Block A

Option Block B

Option Block C

Option Block D

These blocks will be sent out nearer to the time



GCSE English Language

Students will draw upon a range of texts for their reading stimulus and engage with creative as well as real and relevant contexts. Students will have opportunities to develop higher-order reading and critical thinking skills that encourage genuine enquiry into different topics and themes.

This specification will ensure that students can read fluently and write effectively. Students will be able to demonstrate: a confident control of Standard English and write grammatically correct sentences; deploy figurative language and analyse texts.

**Assessment will be through external examination only.
There are 2 exams:**

Paper 1 – Explorations in Creative Reading and Writing

Written Exam – 1 hour 45 minutes; 80 marks; 50% of the GCSE
Section A: one literature fiction text, Section B: descriptive or narrative writing

Paper 2 – Writers' Viewpoints and Perspectives

Written Exam – 1 hour 45 minutes; 80 marks; 50% of the GCSE
Section A: one non-fiction text and one literary non-fiction text
Section B: writing to present a viewpoint

Link to department Information:

<https://www.ccsc.staffs.sch.uk/index.php/subjects/english>

Link to Crucial Knowledge: <https://www.ccsc.staffs.sch.uk/index.php/2013-09-25-09-25-35/all-files/crucial-knowledge/year-9-2/english-resources-2>

Link to Specification: <https://www.aqa.org.uk/subjects/english>

GCSE English Literature

Students will be given the opportunity to explore a range of texts outlined by the course including a Shakespeare play and a 19th century novel, plus works of drama, prose and poetry. Our GCSE exams in English Literature include questions that allow students to demonstrate their ability to draw together their knowledge, skills and understanding from across the full course of study and to provide extended responses.

Courses based on this specification should encourage students to develop knowledge and skills in reading, writing and critical thinking. Through literature, students have a chance to develop culturally and acquire knowledge of the best that has been thought and written.

Studying GCSE English Literature should encourage students to read widely for pleasure, and as a preparation for studying literature at a higher level.

Assessment will be through external examination only. There are 2 exams:

Paper 1 – Shakespeare and the 19th Century Novel

Written Exam – 1 hour 45 minutes; 64 marks; 40% of the GCSE
Section A: Shakespeare (either Macbeth or Romeo and Juliet)
Section B: The 19th Century novel (either A Christmas Carol or Frankenstein)

Paper 2 – Modern Texts and Poetry

Written Exam 2 hours 15 minutes
Section A: Modern Texts
Section B: Poetry
Section C: Unseen Poetry



GCSE Maths

All pupils study mathematics in Key Stage 4 and will follow the Edexcel 1MA1 GCSE Mathematics (9-1) course.

There are two tiers of entry available, both of which allow pupils to obtain a grade 5 at GCSE. The Foundation Tier of entry has grades 1 to 5 available and the Higher Tier has grades 3 to 9 available.

Both tiers of entry have three written exam papers: two with a calculator and one with no calculator.

Each exam is 90 minutes long and is worth 80 marks. Marks are averaged out over the three papers to get an overall grade for the subject.

There is no coursework in mathematics GCSE so all of the assessment comes from the exams.

During the GCSE course, students study topics within five key areas of mathematics:

Number
Ratio, Proportion and Rate of Change
Algebra
Geometry and Measures
Statistics and Probability

All these topics have to be contextualized into questions: students are then expected to apply their crucial knowledge to problem solving.

Further information about the Mathematics course is available from any member of the department or feel free to contact the school office if you have any thoughts or queries.



Link to department Information:

<https://www.ccsc.staffs.sch.uk/index.php/subjects/mathematics>

Link to Crucial Knowledge: <https://www.ccsc.staffs.sch.uk/index.php/2013-09-25-09-25-35/all-files/crucial-knowledge/year-9-2/maths-resources-2>

Link to Specification:

<https://qualifications.pearson.com/content/dam/pdf/GCSE/mathematics/2015/specification-and-sample-assesment/gcse-maths-2015-specification.pdf>



GCSE Combined Science

All students study science throughout KS3 and KS4 and will achieve a minimum of two GCSEs at the end of Year 11. We follow the AQA Trilogy specification.

The Combined Science GCSE provides pupils with two GCSE qualifications. It combines all three science disciplines. Students will sit six examinations at the end of year 11 – two biology, two chemistry and two physics. The marks they achieve over all six papers determines the two GCSE grades they are awarded.

Students are continuously assessed throughout KS3 and KS4. Towards the middle of Year 11 a decision will be made as to whether students will be entered for the Higher or Foundation tier. This decision will take into account all assessment and classwork and is made to give each student the best possible chance of achieving the highest grade they are capable of.

There is no longer a controlled assessment or any coursework in this GCSE. The qualification is 100% examination based, although the exams place a lot of emphasis on practical skills. Pupils will have the opportunity to complete core GCSE practical investigations and apply them to their studies.



Link to department Information: <https://www.ccsc.staffs.sch.uk/index.php/subjects/science>

Link to Crucial Knowledge: <https://www.ccsc.staffs.sch.uk/index.php/2013-09-25-09-25-35/all-files/crucial-knowledge/year-9-2/science-resources-2>

Link to Specification:

<https://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464>

<https://www.aqa.org.uk/subjects/science/gcse/biology-8461>

<https://www.aqa.org.uk/subjects/science/gcse/chemistry-8462>

<https://www.aqa.org.uk/subjects/science/gcse/physics-8463>



GCSE Spanish

Why study GCSE Spanish?

GCSE Spanish is compulsory at CCSC as we believe that having a language opens many doors for our students.

A GCSE in a Modern Foreign Language gives you real skills in listening (useful for all professions) and also in communication and presentation (useful for all careers, particularly in business), and overall helps to boost your confidence. It also improves your English language skills as you continually compare languages.

It is a proven fact that there are NOT enough British people who speak a foreign language, and this is causing companies to lose real business on a daily basis.

Having a GCSE in a foreign language statistically makes you more likely to get a job, whether the job needs you to use your language directly or not.

Link to department Information:

<https://www.ccsc.staffs.sch.uk/index.php/subjects/modern-languages>

Link to Crucial Knowledge: <https://tinyurl.com/spanish-CK>

Link to Specification:

<https://filestore.aqa.org.uk/resources/spanish/specifications/AQA-8698-SP-2016.PDF>



GCSE Spanish looks at the world today through the medium of a foreign language. This is studied and assessed in all four skill areas (speaking, listening, reading and writing); each making up 25% of the final GCSE grade.

You will describe friends and family and discuss how you get on

You will express your opinions about school, rules, homework and your future, including different careers and qualities you may need for them

You will look at holidays and time abroad and how to book accommodation, sort out travel, excursions, and how to deal with any problems that may occur

You will look at your leisure time and other issues that affect young people such as smoking, drugs and the environment, and the advantages and disadvantages of new technology

The course is linear, meaning that all students will sit their exams at the end of the course.

You will be expected to work independently at home to help broaden your vocabulary (and confidence) for the role-play speaking exam. You will also be expected to prepare fully for the writing, listening and reading exams. You will have many opportunities to practise with MFL teachers and foreign language assistants during class and in revision sessions.

The GCSE course is based on three lessons a week. In Year 9, one of the three lessons will be a grammar / theory lesson and the other lessons will be a mixture of all skill areas, but will include ICT and other media such as films and TV programmes.



GCSE Art

GCSE Photography

GCSE Textiles

At KS4 the Art department will be offering the OCR GCSE Fine Art, Textiles and Photography Syllabus.

If you opt for the GCSE Art/photography syllabus, you will be expected to complete two/three portfolio units plus an external test. These portfolio units have exciting themes ranging from pop art to image disguise. Within the fine Art course pupils will build on both 2D and 3D experiences from KS3. Within the photography syllabus you will learn how to take, edit and manipulate images.

GCSE Textiles is an exciting new course. GCSE Art Textiles is a vibrant and dynamic course which teaches skills such as weaving, felting, stitching, appliqué, construction methods, and printing. It gives students the freedom to express themselves using techniques and materials they enjoy using.

Coursework receives 60% of the overall mark and the controlled test will gain 40%. Pupils will have an extended preparation time for their trial exam and the same when doing their external test in the final year and are then allowed two full days in the art room to complete these. There is no written element although annotated sketchbooks are now required as part of the syllabus.



Link to department information: <https://www.ccsc.staffs.sch.uk/index.php/subjects/art-menu>

Link to Crucial Knowledge: <https://www.ccsc.staffs.sch.uk/index.php/2013-09-25-09-25-35/all-files/crucial-knowledge/year-11-2/art-1/photography-2/751-ks4-photography-crucial-knowledge-2/file>

<https://www.ccsc.staffs.sch.uk/index.php/2013-09-25-09-25-35/all-files/crucial-knowledge/year-11-2/art-1/750-ks4-art-crucial-knowledge-2/file>

Link to Specification: <https://www.ocr.org.uk/qualifications/gcse/art-and-design-j170-j176-from-2016/>

Component 01: Portfolio

Students produce a portfolio of practical work showing their personal response to a set starting point, brief, scenario or stimulus. The portfolio may be presented in appropriate formats for the specification title they are following and chosen area of study, including sketchbooks, digital presentations, mounted sheets, maquettes, prototypes, animated work, scale models or illustrated written work.

The portfolio must provide evidence that the student has met all four assessment objectives.

Component 02: Externally set task

Students respond to one of five themes, each with a range of written and visual starting points and stimuli. Students research, plan and develop ideas for their response to the option they have chosen, which they must then realise within the ten-hour supervised time period.

Assessment objectives and areas of study

AO1 - Develop their ideas through investigations informed by contextual and other sources demonstrating analytical and cultural understanding, this part of the syllabus links to Artist study and how the work is contextualised. A visit to an external gallery/ in house Artist visits will support this assessment objective.

AO2 - Refine their ideas through experimenting and selecting appropriate resources, media, materials, techniques and processes, this section concentrates on experimentation and use of mixed media and for photography the use of image manipulation and photo editing

AO3 - Record ideas, observations and insights relevant to their intentions in visual and/or other forms, within this section the focus is observational drawings for Art and Initial imagery in Photography. Also within this assessment objectives pupils are expected to annotate and reflect upon the work that has been completed.

AO4 - Present a personal, informed and meaningful response demonstrating analytical and critical understanding, realising intentions and where appropriate, making connections between visual, written, oral or other elements. This is the creation of a sustained piece of Art work that shows all skills that have been gained within each topic area.



Business: Enterprise and Marketing Cambridge National

The OCR Level 2 Qualification in Enterprise and Marketing allows pupils to develop the skills required to succeed within the world of business. It also provides a very useful pathway toward studying 'Business' further upon leaving school.

The course is seen as equivalent to GCSE and can be passed at four different levels (Pass, Merit, Distinction and Distinction Star).

There are three elements to the course:

Unit R067: Enterprise and marketing concepts (Assessed via an exam that is worth 50% of the qualification)

Students explore the techniques businesses use to understand their market and develop products, investigate what makes a product viable and understand how businesses attract and retain customers.

Unit R068: Design a business proposal (Assessed via a coursework that is worth 25% of the qualification)

Students are presented with a business challenge from which they create a researched and costed business proposal. They will carry out market research, present data, use idea generation tools, seek and act on feedback, and cost their proposals. In their work on this unit they will develop their self-assessment, collaborative working, creativity, numeracy, research and evaluative skills.

Unit R069: Market and pitch a business proposal (Assessed via a coursework that is worth 25% of the qualification)

Students prepare for and pitch the business proposal that they developed in the previous unit. They develop a brand identity and investigate how best to promote their product and then plan, practise and finally deliver their pitch. Afterwards they review both their performance and their business proposal. This will help develop their analysis and self-evaluative skills as well as those relating to self-presentation.

Link to department Information:

<https://www.ccsc.staffs.sch.uk/index.php/subjects/vocational-subjects/btecenterprise>

Link to Crucial Knowledge: <https://www.ccsc.staffs.sch.uk/index.php/2013-09-25-09-25-35/all-files/crucial-knowledge/year-9-2/option-subject-resources>

Link to Specification: <https://www.ocr.org.uk/qualifications/cambridge-nationals/enterprise-and-marketing-level-1-2-j837/>



Child Development Cambridge National

Students will follow the newly developed OCR Cambridge National Level 1 /2 in Child Development which involves the study of three mandatory units. Students develop knowledge and understanding through applying their learning to work-related contexts, and gain the skills they need for further study and employment.

Units of Study

Unit R057: Health and well-being for child development (External Examination 40%)

In this unit you will learn about the importance of both pre-conception health and creating conditions in which a child can thrive, including the prevention and management of childhood illnesses and creating a safe environment.

Unit R058: Create a safe environment and understand the nutritional needs of children from birth to five years (Written Coursework 30%)

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

R059: Understand the development of a child from one to five years (Written Coursework 30%)

In this unit you will learn the expected developmental norms for children from one to five years. You will use observation and research techniques and skills to investigate these development norms and explore your findings. You will also learn the importance of creating plans and providing different play activities to support children in their development.

Course Requirements

It is important you have an interest in working within this industry when opting to take the course. In addition, it is vital you work hard and are organised to meet the strict deadlines set in the internally assessed units. Coursework will be started in year 9 and run throughout the course. Deadlines are put in place throughout and must be adhered to. A failure to meet a set deadline can result in a fail for that unit of work. Booster sessions are provided to support students, and it is expected that you conduct extra work outside of the classroom, particularly during assessment periods.

About Cambridge National Qualifications

Cambridge Nationals are vocational qualifications, equivalent in size to GCSEs, for 14–16 year olds. They provide an excellent foundation for progression to Cambridge Technicals and other Level 3 vocational qualifications as well as A Levels and apprenticeships.

Link to department Information:

<https://www.ccsc.staffs.sch.uk/index.php/subjects/vocational-subjects/child-development>

Link to Crucial Knowledge:

<https://www.ccsc.staffs.sch.uk/index.php/2013-09-25-09-25-35/all-files/crucial-knowledge/year-9-2/option-subject-resources>

Link to Specification:

<https://www.ocr.org.uk/qualifications/cambridge-nationals/child-development-level-1-2-j809/>



GCSE German

Do you fancy a brand new opportunity to learn an exciting language which will increase your job opportunities in the future? Whatever your plans for the future, learning German is guaranteed to increase your options!

Learning German is **fun!** This course will give you the opportunity to communicate with people who speak a different language and people from another country, which is one of the most exciting and rewarding feelings in the world! You will have the chance to learn all of the great things surrounding the German language, too, including German culture and history.

Why learn German?

German is the second most spoken language in Europe, before English.

There are around 120 million German native speakers around the world.

You will be able to communicate with others when you travel anywhere in Europe.

Employers will always need people who can speak other languages – they make you more employable.

Interested in Science? German is the second most used Scientific language in the world.

Lots of words in German are similar to English, therefore easier to learn!

Learning other languages help you to understand your own language and culture better. This means that learning German may even help to improve your grades in English.

You will have already studied some of the content covered in Spanish already so you will find it a lot easier to learn than a new subject.



What will I study?

You will describe **friends and family** and discuss how you get on. You will express your **opinions** about **school, rules, homework** and your **future**, including different **careers** and qualities you may need for them.

You will look at **holidays** and **time abroad** and how to book **accommodation**, sort out **travel, excursions**, and how to deal with any problems that may occur.

You will look at your **leisure time** and other issues that affect young people such as **smoking, drugs** and the **environment**, and the advantages and disadvantages of **new technology**.

How will I be assessed?

The course is linear meaning that all students will sit their exams at the end of the course. Each skill (reading, listening, writing and speaking) is worth 25% of your final GCSE grade.

Link to department Information:

<https://www.ccsc.staffs.sch.uk/index.php/subjects/modern-languages>

Link to Crucial Knowledge: <https://tinyurl.com/german-CK>

Link to Specification:

<https://filestore.aqa.org.uk/resources/german/specifications/AQA-8668-SP-2016.PDF>



GCSE Italian

Would you like the chance to learn a new language? Would you like a GCSE that will help you stand out when applying for jobs?

This is an **exciting** course which gives you the opportunity to learn a **beautiful language** and gain an insight into **Italy** and its **culture**.

Why learn Italian?

It's a thoroughly enjoyable experience, and will benefit your future career. Having an additional language on your CV is very rare and will make you more employable.

Italy is one of the top 10 economies of the world and employers are seeking people who speak both Italian and English.

It is very similar to Spanish. This means that it will be easier to learn than any other language.

It will help you to be successful in other subjects – learning another language will help you to understand your own language and culture better. Learning Italian may help to improve your grades in English

Italian buffets!! – at the end of every term, the last lesson is about food – we all bring in something

Link to department Information:

<https://www.ccsc.staffs.sch.uk/index.php/subjects/modern-languages>

Link to Crucial Knowledge: <https://tinyurl.com/italian-CK>

Link to Specification: <https://filestore.aqa.org.uk/resources/italian/specifications/AQA-8633-SP-2017.PDF>

What will I study?

You will describe **friends and family** and discuss how you get on. You will express your **opinions** about **school, rules, homework** and your **future**, including different **careers** and qualities you may need for them.

You will look at **holidays and time abroad** and how to book **accommodation**, sort out **travel, excursions**, and how to deal with any problems that may occur.

You will look at your **leisure time** and other issues that affect young people such as **smoking, drugs** and the **environment**, and the advantages and disadvantages of **new technology**.

How will I be assessed?

The course is linear meaning that all students will sit their exams at the end of the course. Each skill (reading, listening, writing and speaking) is worth 25% of your final GCSE grade.



Health and Social Cambridge National

Students will follow the newly developed OCR Cambridge National Level 1 /2 in Health & Social Care which involves the study of three mandatory units. Students develop knowledge and understanding through applying their learning to work-related contexts, and gain the skills they need for further study and employment.

Units of Study

Unit R032: Principles of care in health, social care and early years settings (External Examination 40%)

In this unit you will learn about the importance of the rights of individuals, person-centred values of care and how to apply them. You will also learn about the importance of effective communication skills when providing care and support for individuals using care settings and the procedures and measures used to protect individuals such as safeguarding, hygiene and security.

Unit R033: Supporting individuals through life events (Written Coursework 30%)

In this unit you will learn about life stages and the factors that affect them. You will understand expected and unexpected life events and the impact they will have on physical, social/emotional and socio-economic aspects in an individual's life. You will research the service providers and practitioners that can support individuals, recommend support and justify how this will meet the needs of a specific individual.

Link to department Information:

<https://www.ccsc.staffs.sch.uk/index.php/subjects/vocational-subjects/health-and-social>

Link to Crucial Knowledge: <https://www.ccsc.staffs.sch.uk/index.php/2013-09-25-09-25-35/all-files/crucial-knowledge/year-9-2/option-subject-resources>

Link to Specification: <https://www.ocr.org.uk/qualifications/cambridge-nationals/health-and-social-care-level-1-2-j835/>

Unit R035: Health promotion campaigns (Written Coursework 30%)

In this unit you will have the opportunity to explore the various public health challenges the country faces, the approaches used to encourage health and wellbeing and the importance of this to society. You will understand the factors affecting a healthy lifestyle so that campaigns can be designed to target different groups of people. You will also learn how to plan and deliver your own small-scale health promotion campaign and how to evaluate your planning and delivery

Course Requirements

It is important you have an interest in working within this industry when opting to take the course. In addition, it is vital you work hard and are organised to meet the strict deadlines set in the internally assessed units. Coursework will be started in year 9 and run throughout the course. Deadlines are put in place throughout and must be adhered to. A failure to meet a set deadline can result in a fail for that unit of work. Booster sessions are provided to support students, and it is expected that you conduct extra work outside of the classroom, particularly during assessment periods.

About Cambridge National Qualifications

Cambridge Nationals are vocational qualifications, equivalent in size to GCSEs, for 14–16 year olds. They provide an excellent foundation for progression to Cambridge Technicals and other Level 3 vocational qualifications as well as A Levels and apprenticeships.



GCSE Music

GCSE Music is a three-year course that consists of **FOUR Areas of Study** - covering music from **Mozart** to The Beatles and beyond, by way of *Africa* and *India*. You will explore these areas using practical activities, music technology and by simply listening!



Component 1: Understanding music
What's assessed <ul style="list-style-type: none">• Listening• Contextual understanding
How it's assessed Exam paper with listening exercises using excerpts of music.
This component is worth 40% of GCSE marks (96 marks in total).
Component 2: Performing music
What's assessed Music performance
How it's assessed As an instrumentalist and/or vocalist and/or via technology: <ul style="list-style-type: none">• Performance 1: Solo performance (36 marks)• Performance 2: Ensemble performance (36 marks)
This component is 30% of GCSE marks.
Component 3: Composing music
What's assessed Composition
How it's assessed <ul style="list-style-type: none">• Composition 1: Composing to a stimulus (36 marks)• Composition 2: Free composition (36 marks)
This component is 30% of GCSE marks.

Link to department Information:

<https://www.ccsc.staffs.sch.uk/index.php/performing-arts-teaching-and-learning>

Link to Crucial Knowledge: <https://www.ccsc.staffs.sch.uk/index.php/2013-09-25-09-25-35/all-files/crucial-knowledge/year-9-2/performing-arts-1>

Link to Specification: https://www.eduqas.co.uk/qualifications/music-gcse/#tab_keydocuments

If you don't already play an instrument, it's not too late to start one! Alternatively, you can offer singing for your performance.



GCSE French

Do you enjoy learning Spanish at the moment? Did you learn French at Primary School? Did you know that speaking other languages can help you get a job? Did you know that the more languages you speak, the more employable you are?

This is an **exciting** course which gives you the opportunity to learn a **beautiful language** and gain an insight into **France, other French-Speaking Countries** and their **cultures**.

Why learn French?

French is spoken by nearly 300 million people across 29 countries.

France is our nearest non-English-speaking neighbour.

Employers will always need people who can speak other languages – they make you more employable.

France is one of the top 10 economies of the world and employers are seeking people who speak both French and English.

It is very similar to Spanish – it will be easier to learn.

Learning other languages help you to understand your own language and culture better.

This means that learning French may help to improve your grades in English.

You will have already studied some of the content covered in Spanish already so you will find it a lot easier to learn than a new subject.



What will I study?

You will describe **friends and family** and discuss how you get on. You will express your **opinions** about **school, rules, homework** and your **future**, including different **careers** and qualities you may need for them.

You will look at **holidays** and **time abroad** and how to book **accommodation**, sort out **travel, excursions**, and how to deal with any problems that may occur.

You will look at your **leisure time** and other issues that affect young people such as **smoking, drugs** and the **environment**, and the advantages and disadvantages of **new technology**.

How will I be assessed?

The course is linear meaning that all students will sit their exams at the end of the course. Each skill (reading, listening, writing and speaking) is worth 25% of your final GCSE grade.

Link to department Information:

<https://www.ccsc.staffs.sch.uk/index.php/subjects/modern-languages>

Link to Crucial Knowledge: <https://tinyurl.com/french-CK>

Link to Specification:

<https://filestore.aqa.org.uk/resources/french/specifications/AQA-8658-SP-2016.PDF>



GCSE Drama

GCSE Drama will encourage and engage students to become confident through a course that will include both practical and written assessment. Students learn to collaborate with others, think analytically and evaluate effectively. Whatever the future holds, students of GCSE Drama emerge with a toolkit of transferable skills, applicable both in further studies and in the workplace.

What does GCSE Drama involve?

GCSE Drama is an academic subject that contains both written coursework and exam. However, a lot of time during the course will be spent doing practical work; therefore, you **must** enjoy performing and being creative.

The subject content for GCSE Drama is divided into three components:

Below is a summary of each component:



Component 1: Understanding Drama

Written exam that lasts 1 hour 45 minutes.

Section A – Multiple choice

Section B – Study of a set text

Section C – Study of live theatre (pupils **MUST** participate in theatre visits throughout the course).

80 marks in total, 40% of the GCSE

Component 2: Devising Drama

Students will work within a group to create and perform a piece of devised theatre. This is teacher assessed and externally moderated.

Devising log (written coursework) - 60 marks

Devised performance - 20 marks

80 marks in total

40% of GCSE

Component 3: Texts in Practice

Students will perform two extracts from one play. This will be assessed by a visiting examiner at the end of the course.

Performance of extract 1 (20 marks) and performance of extract 2 (20 marks)

40 marks in total

20% of GCSE

Link to department Information: <https://www.ccsc.staffs.sch.uk/index.php/subjects/performing-arts-menu>

Link to Crucial Knowledge: <https://www.ccsc.staffs.sch.uk/index.php/2013-09-25-09-25-35/all-files/crucial-knowledge/year-9-2/performing-arts-1>

Link to Specification <https://www.aqa.org.uk/subjects/drama/gcse/drama-8261>



GCSE Dance

GCSE Dance helps to develop key technical and expressive skills. Students will also gain a strong knowledge and understanding of dance through critical appreciation, performance and choreography. All these skills will be gained whatever previous dance experience students may have. Dance is a wonderful expressive art form which can be developed individually or as part of a group. Self-confidence will grow in a nurturing and supportive environment. Dance is not just getting the steps right it's a community of students who have the same interests and passion.



Link to department Information: <https://www.csc.staffs.sch.uk/index.php/subjects/performing-arts-menu>

Link to Specification: <https://www.aqa.org.uk/subjects/dance/gcse/dance-8236>

Component 1: Performance and Choreography

Performance

Set phrases through a solo performance
Duet / trio performance

Choreography

Solo or group choreography

How is it assessed?

Internally marked and externally moderated.
Performance 30% of the GCSE
Choreography 30% of the GCSE

Component 2: Dance Appreciation

You will be assessed on your:

Knowledge and understanding of choreographic processes
and performing skills.
Critical appreciation of own work.
Critical appreciation of professional works.

How is it assessed?

Written exam: 1 hour 30 minutes
40% of the GCSE



GCSE History

The Humanities Faculty is split into two subjects – History and Geography. Both subjects are heavily content based, which is then examined at the end of Year 11. Finding it hard to choose a humanities subject that is right for you? Read the course details below and it will help you decide. Speak to any member of the Humanities Department for further information about Geography and History courses.

In Humanities we endeavour to offer our pupils the opportunity to visit somewhere relevant to their studies each February. These trips are always popular. Upcoming trips include Berlin, Iceland, Athens & Auschwitz.



At CCSC we follow the AQA GCSE History course. We believe in the importance of learning from history. In this subject you'll study key issues such as conflict, understand what drives change and how the past influences the present.

The history course is awarded by two exams, each worth 50% of the final GCSE grade:

Paper 1: Understanding the modern world (2 hours)

Germany, 1890-1945: Democracy and Dictatorship
Conflict and Tension, 1945-1972

Paper 2: Shaping the nation (2 hours)

Britain: Health and the people: c1000 to the present day
Elizabethan England, c1568-1603



Link to department Information:

<https://www.ccsc.staffs.sch.uk/index.php/subjects/humanities/history>

Link to Crucial Knowledge: <https://www.ccsc.staffs.sch.uk/index.php/2013-09-25-09-25-35/all-files/crucial-knowledge/year-9-2/history-resources-2>

Link to Specification: <https://www.aqa.org.uk/subjects/history/gcse/history-8145/specification-at-a-glance>



GCSE Geography

The Geography department also follows the AQA GCSE Geography course. You will travel the world from the classroom, exploring case studies in the UK and various countries around the world. Topics of study include climate change, poverty, deprivation, global shifts in economic power and the challenge of sustainable resource use. At GCSE level we build on the crucial knowledge studied at KS3 level to enable students to develop a broad and detailed understanding of their own place in the world to become well rounded and active local and global citizens

The geography course is awarded by 3 exams as outlined below:

Paper 1: Living with the physical environment (worth 35%, 1hr 30mins)

The Challenge of Natural hazards
Living world
Physical landscapes in the UK

Paper 2: Challenges in the human environment (worth 35%, 1hr 30mins)

Urban issues and challenges
The changing economic world
The challenge of resource management

Paper 3: Geographical applications (worth 30%, 1hr 15mins)

Decision making exercise
Field work evaluation

Link to department Information:

<https://www.ccsc.staffs.sch.uk/index.php/subjects/humanities/geography>

Link to Crucial Knowledge: <https://www.ccsc.staffs.sch.uk/index.php/2013-09-25-09-25-35/all-files/crucial-knowledge/year-9-2/geography-resources-2>

Link to Specification: <https://www.aqa.org.uk/subjects/geography/gcse/geography-8035/specification-at-a-glance>



In both humanities subjects, we believe in the value of fieldwork and endeavour to take students out to experience subject content first hand wherever possible. Key topical areas are set by the exam board and change each year. In previous years we have visited Naples to observe the interaction between the physical and human aspects of the region, investigated river processes at Cannock Chase and Bristol for Urban Issues in the UK.



GCSE Citizenship



**Do you have an opinion about Brexit? Do you question the decisions made in Parliament?
Do you ever feel justice has not been done?**

If you have answered yes to any of these questions, then this may be the course for you!

In this course, you will be learning about how citizens can try and make a difference in society.

What will you study?

The course is split into **three** main themes:

Life in Modern Britain – What does it mean to be British? Where is the UK's role on the world stage?

Rights and Responsibilities – This looks at the nature of the law and international laws

Politics and Participation – this looks at how to resolve issues and how an empowered citizen is at the heart of our society

How is the course examined?

You will be studying the AQA course which is split into 2 exams (each worth 50% of the final grade)

Paper 1 – Active Citizenship and Politics and Participation (1hr 45mins)

Paper 2 – Life in Modern Britain and Rights and Responsibilities (1hr 45 mins)

This subject is excellent for developing skills such as decision making, evaluation, critical enquiries and collaborative working which will be transferrable for any route you wish to take post CCSC.

GCSE Citizenship Studies is an excellent qualification to have if you are thinking about the following career paths/study routes:

Law (A Level)

Barrister/Solicitor

Police Officer

Sociology

Psychology

Economics

History

Speak to any of the teachers in the Humanities department if you would like further information.



Link to department Information:

<https://www.ccsc.staffs.sch.uk/index.php/subjects/humanities/citizenship>

Link to Crucial Knowledge: <https://www.ccsc.staffs.sch.uk/index.php/2013-09-25-09-25-35/all-files/crucial-knowledge/year-9-2/option-subject-resources>

Link to Specification: <https://www.aqa.org.uk/subjects/citizenship/gcse/citizenship-studies-8100/specification-at-a-glance>



Creative iMedia

Cambridge National

Students will follow the newly developed OCR Cambridge National Level 1 /2 in Creative iMedia which involves the study of three mandatory units. Students develop knowledge and understanding through applying their learning to work-related contexts, and gain the skills they need for further study and employment.

Units of Study

Unit R093: Creative iMedia in the media industry (External Examination 40%)

In this unit you will learn about the sectors, products and job roles that form the media industry. You will learn the legal and ethical issues considered and the processes used to plan and create digital media products. You will learn how media codes are used within the creation of media products to convey meaning, create impact and engage audiences. You will learn to choose the most appropriate format and properties for different media products. Completing this unit will provide you with the basic skills for further study or a range of creative job roles within the media industry.

Unit R094: Visual identity and digital graphics (Written Coursework 30%)

In this unit you will learn how to develop visual identities for clients. You will also learn to apply the concepts of graphic design to create original digital graphics which incorporate your visual identity to engage a target audience. Completing this unit will introduce the foundations for further study or a wide range of job roles within the media industry.

Unit R095: Characters and comics (Written Coursework 30%)

In this unit you will learn to design and create original characters that convey emotion and personality. You will also learn to set your characters within stories of your own making which flow logically and engage the reader. You will also learn to use conventions of comics to tell your characters' stories across multiple pages. Completing this unit will provide you with the basic skills for further study or a range of creative job roles within the media industry.

Course Requirements

It is important you have an interest in working within this industry when opting to take the course. In addition, it is vital you work hard and are organised to meet the strict deadlines set in the internally assessed units. Coursework will be started in year 9 and run throughout the course. Deadlines are put in place throughout and must be adhered to. A failure to meet a set deadline can result in a fail for that unit of work. Booster sessions are provided to support students, and it is expected that you conduct extra work outside of the classroom, particularly during assessment periods.

About Cambridge National Qualifications

Cambridge Nationals are vocational qualifications, equivalent in size to GCSEs, for 14–16 year olds. They provide an excellent foundation for progression to Cambridge Technicals and other Level 3 vocational qualifications as well as A Levels and apprenticeships.

Link to department Information:

<https://www.ccsc.staffs.sch.uk/index.php/subjects/vocational-subjects/creative-imedia>

Link to Crucial Knowledge: <https://www.ccsc.staffs.sch.uk/index.php/2013-09-25-09-25-35/all-files/crucial-knowledge/year-9-2/option-subject-resources>

Link to Specification: <https://www.ocr.org.uk/qualifications/cambridge-nationals/creative-imedia-level-1-2-j834/>



GCSE Design and Technology

Why Choose Design and Technology?

Learning about Design and Technology will encourage learners to develop design and thinking skills that open up a world of possibility, giving them the tools to create the future. This course is designed to excite and engage learning with contemporary topics covering the breadth of this dynamic and evolving subject. It will generate empathetic learners who have the ability to confidently critique products, situations and society in every walk of their lives now and in the future.

Design and Technology is a subject that brings learning to life, requiring learning to apply their learning to real-life situations.

There are eight topic areas:

- Identify requirements
- Learning from existing products and practice
- Implications of wider issues
- Design thinking and communication
- Material considerations
- Technical understanding
- Manufacturing processes and techniques
- Viability of design solutions

Link to department Information: <https://www.ccsc.staffs.sch.uk/index.php/subjects/technology>

Link to Crucial Knowledge: <https://www.ccsc.staffs.sch.uk/index.php/2013-09-25-09-25-35/all-files/crucial-knowledge/year-9-2/option-subject-resources>

Link to Specification: <https://www.ocr.org.uk/qualifications/gcse/design-and-technology-j310-from-2017/>.



There are two forms of assessment:

50% of the GCSE – 2hour examination

This is split into two section – Section A and Section B –
A minimum of 15% will assess learners' mathematical skills as applied within a design and technology context.

50% of the GCSE – Iterative Design Challenge

Approximately 40 hours to produce a product and relevant folder work to demonstrate the process undertaken.



GCSE Religious Education

Do you have a thirst for knowledge?

Have you ever wondered what makes people tick?

How do we explain human suffering and injustices?

Have you ever considered, 'Why are we here?' and, 'What happens when we die?'

If the answer to any of these questions is yes, then Religious Studies is the subject for you.

Since the beginning of time, humans have engaged in activities that we now call religion and whether you are theist, atheist or agnostic, studying religion will help you develop a set of skills that are transferable into just about any future study or career.

Religious Studies is a stimulating GCSE that will provide opportunity for students to engage in current issues whilst developing social, cultural, political and historical awareness. Through studying Religious Studies, the students will develop an understanding of their own values and beliefs whilst gaining a greater sense of their own identity. The study of religion helps students to learn how to think critically, listen empathetically, speak thoughtfully and write clearly.

Subject content and assessment

Component 1: The study of religions: beliefs, teachings and practices.	Component 2: Thematic Studies
What's assessed: Beliefs, teachings and practices of two from: <ul style="list-style-type: none"> • Buddhism • Christianity • Catholic Christianity • Hinduism • Islam • Judaism • Sikhism 	What's assessed: The study of four religious, philosophical and ethical studies from the following list: <ul style="list-style-type: none"> • Theme A: Relationships and families • Theme B: Religion and life • Theme C: The existence of God and revelation • Theme D: Religion, peace and conflict • Theme E: Religion crime and punishment • Theme F: Religion, human rights and social justice
How it's assessed: Written exam: 1 hour 45 minutes 96 marks 50% of GCSE	How it's assessed: Written exam: 1 hour 45 minutes 96 marks 50% of GCSE



Link to department information:

<https://www.ccsc.staffs.sch.uk/index.php/subjects/religious-and-multicultural-studies>

Link to Crucial Knowledge: <https://www.ccsc.staffs.sch.uk/index.php/2013-09-25-09-25-35/all-files/crucial-knowledge/year-9-2/re>

Link to Specification: <https://www.aqa.org.uk/subjects/religious-studies/gcse/religious-studies-a-8062>



GCSE Computer Science

Why choose GCSE Computer Science?

“Computer Science is no more about computers than astronomy is about telescopes.” - Edsger W. Dijkstra

Develop problem solving skills, Learn through exploration, change the world, solve real-world problems, learn how to create your future and open the door to your future career.

What is Computer Science?

Computer Science is a modern fascinating subject. The world depends on computers. You will learn about how computers work, the networks they use and how programming can create solutions to everyday problems and future challenges. Computer Science is a great subject and combined with other subjects it can open up a whole world of opportunities.

Develop Programming Skills

As part of the course you will learn to program. Programming is a very important skill to learn. It helps you to – break down problems effectively, solve complex problems, think logically and learn through exploration. You will be provided with opportunities to design, develop and test computer programs to solve a range of problems without the pressure of it counting towards the GCSE.

Link to department Information:

<https://www.ccsc.staffs.sch.uk/index.php/subjects/computing>

Link to Crucial Knowledge: <https://www.ccsc.staffs.sch.uk/index.php/2013-09-25-09-25-35/all-files/crucial-knowledge/year-9-2/option-subject-resources>

Link to Specification: <https://www.ocr.org.uk/Images/558027-specification-gcse-computer-science-j277.pdf>

What will I study?

Computer Systems

Systems architecture

Memory and storage

Computer Networks, connections and protocols

Network security

Systems software

Ethical, legal, cultural and environmental impacts of digital technology

Computational Thinking

Algorithms

Programming fundamentals

Producing robust programs

Boolean logic

Programming language and integrated Development Environments

How will I be assessed?

Two exams: 80 marks and 1hr 30 minutes each.



GCSE Food Preparation and Nutrition

This new GCSE Food Preparation and Nutrition is an exciting and creative course which focuses on practical cooking skills to ensure students develop a thorough understanding of nutrition, food provenance and the working characteristics of food materials. This qualification focuses on nurturing students' practical cookery skills to give them a strong understanding of nutrition.

Food preparation skills are integrated into five core topics:

Food, Nutrition and Health

Food Science

Food Safety

Food Choice

Food Provenance

There are two non-examination elements:

Task 1 – 10 hours of assessment –
report written between 1500 – 2000 words (30 marks)

Task 2 – 20 hours of assessment with a single 3-hour session to produce final three dishes – Folder not to exceed 20 sheets of A4 (70 marks)

Both tasks add up to 50% of the GCSE.
One written examination – 50% of the GCSE



Link to department Information:

<https://www.ccsc.staffs.sch.uk/index.php/subjects/technology>

Link to Crucial Knowledge:

<https://www.ccsc.staffs.sch.uk/index.php/2013-09-25-09-25-35/all-files/crucial-knowledge/year-9-2/option-subject-resources>

Link to Specification: <https://www.aqa.org.uk/subjects/food/gcse/food-preparation-and-nutrition-8585>



AQA GCSE PE

At CCSC, the PE department offer GCSE PE for those pupils who want to further their studies with the subject of Physical Education. This course is outlined below:

What will I learn?

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

How will I be assessed?

Examination assessment (60% of GCSE):

Paper 1: The human body and movement in physical activity and sport (78 marks – 30% of GCSE)

Paper 2: Socio-cultural influences and well-being in physical activity and sport –(78 marks – 30% of GCSE)

Both papers consist of multiple choice/objective test questions, short answer questions and extended answer questions and are 1 hour 15mins in duration.

Non-examination assessment (40% of GCSE):

Part 1: Practical performance in three different physical activities in the role of player/performer. One in a team activity, one in an individual activity and a third in either a team or individual activity (75 marks – 30% of GCSE).

Part 2: Analysis and evaluation of performance to bring about improvement in one activity of your choice (25 marks – 10% of GCSE).



Link to department Information:

<https://www.ccsc.staffs.sch.uk/index.php/pe-home-page>

Link to Specification:

<https://filestore.aqa.org.uk/resources/pe/specifications/AQA-8582-SP-2016.PDF>



GCSE Triple Science – Biology, Chemistry, Physics

What will I learn?



Due to the extra content that needs to be covered and the detail that the Triple Science course goes into, only students who have a proven track record of academic achievement in science at KS3 will be suitable for this course.

As well as having the standard science lessons where the majority of science will be taught, students opting to take Triple Science will have extra science lessons. In these lessons they will study the extra content that will lead to the award of three separate GCSEs. The extra content comprises:

Biology

Culturing microorganisms and aseptic techniques, monoclonal antibodies, plant diseases, plant defences and responses to disease, structure of the brain, structure of the eye, thermoregulation, maintaining water and nitrogen balance in the body, plant hormones, DNA structure and protein synthesis, cloning, speciation and the understanding of genetics, decomposition, trophic levels in an ecosystem, food production.

Chemistry

Properties of transition metals, nanoparticles, yield and atom economy in reactions, calculations using moles and volumes of gases, titrations, chemical cells and fuel cells, reactions of alkenes, alcohols and carboxylic acids, polymers and polymerisation, identifying ions, alloys, ceramics, the Haber process.

Physics

Static electricity, electric fields, pressure in gases, background radiation, nuclear fusion, nuclear fission, moments, pressure in fluids, changes in momentum, reflection of waves, using sound waves, lenses, blackbody radiation, transformers and the National Grid, the solar system, life cycle of a star, orbital motion, red-shift.

Link to department Information: <https://www.ccsc.staffs.sch.uk/index.php/subjects/science>

Link to Crucial Knowledge: <https://www.ccsc.staffs.sch.uk/index.php/2013-09-25-09-25-35/all-files/crucial-knowledge/year-9-2/science-resources-2>

Link to Specification:

<https://www.aqa.org.uk/subjects/science/gcse/biology-8461>

<https://www.aqa.org.uk/subjects/science/gcse/chemistry-8462>

<https://www.aqa.org.uk/subjects/science/gcse/physics-8463>

How will I be assessed?

6 exams, each 1 hr 45 mins long. There is no coursework.



What happens next?

- Week Beginning 27th February– Myself and Mrs Baker will meet with the year group and go through the next stages with them.
- Week Beginning 6th March– Options Booklet go out to pupils and parents (with dates and information about the options evening). This will contain links to exam specifications, crucial knowledge and subject overviews.
- Week Beginning 6th March – Year 8 Exams
- Week Beginning 20th March and then Week Beginning 27th March – Option Taster sessions for Year 8 (timetable will be sent to them beforehand). This will give them an idea of what to expect in each subject.
- 18th April – Pupil progress grades to be sent out.
- Week Beginning 17th April – Option Blocks will be released to pupils and parents
- 20th April- Options Evening and official forms given (6:00pm – 8:30pm). This will be an ‘in person’ event and will give you chance to talk to staff and ask any questions. We are also hosting a careers event on this evening for Year 8 where they will have an opportunity to talk to colleges, employers and providers. Even though this is early, it is always good for them to think about what is available to them in their futures.
- 24th April - Deadline for choices.
- 27th April – Year 8 Parents Evening – Maths, Science, English and Languages (this will probably be virtual via Teams). This will give you an insight into these subjects going into their GCSE years and an overview on progress and attitude to learning.
- 22nd May - Final choices sent home (could be earlier if all forms are in on time).

