

YEAR 8 OPTIONS BOOKLET

A guide to GCSE options available to Students in Year 9



SEPTEMBER
2026



**Churston Ferrers
Grammar School**

Learning to create a better world

HEADTEACHER

Mr J Simpson

"Choosing with breadth, balance and challenge in mind will lead to stimulating GCSE studies."



HEAD OF YEAR 8

Mrs C Cowell

"My vision is for students to feel supported and nurtured whilst simultaneously building the resilience and independence needed for the wider world."



WELCOME

I am delighted to welcome you to the Year 8 Options Booklet; this platform will provide you with information that will help your child begin the next phase of their educational journey at Churston. Selecting your GCSE subjects can be tricky, albeit an exciting process, therefore, please take the time to read each subject information page carefully and if you have any further questions, please do not hesitate to contact me.

I am incredibly proud of how well Year 8 students have settled; they have embraced change and have shown courage and resilience through their transition from Year 7 to Year 8. I wish them every success and will be there to support and guide them through the first year of their GCSEs. My vision is for Year 8 students to have high aspirations and goals and never falter at the first hurdle; building resilience is crucial to character development and is one of the most important aspects of learning.

To support students, we have signed them up to an online platform called Unifrog. They have been sent an email with login details and how to access this site. The site contains a variety of webinars and quizzes that are designed to support students with their career aspirations. It really is a fantastic one-stop-shop for all things careers related (even personality and character development). We will be exploring this further in tutor and registration sessions, but students can access this at any time for advice and recommendations.

Equally, I am pleased to be able to welcome you back into Churston on Thursday 26th February for our GCSE Options Evening. This evening is a fantastic opportunity for you to be able to speak with subject leads, discuss subject experiences with our current Year 9 students and learn more about specific course content.

You and your child will also have the opportunity to have further conversations with subject teachers at our Year 8 Parents' Evening. You can book appointments with teachers to check academic progress as well as find out more information about course content. When booking your slot, please identify the focus of your discussion to help teachers lead the conversation within the allocated time slot. This evening will follow the same format as the Year 7 Parents' Evening (via School Cloud).

Which subjects will students continue?

Certain subjects are included in the National Curriculum and are compulsory. These are known as CORE subjects and are as follows: English; Mathematics; Science; Personal, Social, Health and Economic (PSHE) Education; Religious Education and Physical Education (Games). At Churston, all students take English Language and Literature, Mathematics, MFL and Science to GCSE level. PSHE and Games are non-examinable. Students will choose one humanities subject (Geography, History or Philosophy and Religious Studies) and then pick three more optional subjects. During year 9 they will decide which three options subjects they want to continue into year 10.

Students will continue to engage with the Tutor Programme throughout Year 8, building and developing life skills they will need when they leave school. Tutor sessions will look at topics such as climate change, money management, careers, study skills and character development (to name a few). These tutor sessions will play an important part of our students' 'Churston Learning Journey' in which they will build on and develop the topics they have studied in Year 7. We also cover topics such as resilience, mental health and self-discipline throughout the Weekly bulletins, guest speakers and assemblies.

And finally, thank you for taking the time to read this. I look forward to welcoming you into Churston and having conversations with you about your child's future.

If you have any questions before or after the evening, please don't hesitate to get in contact with me.

Good Luck!

Mrs C Cowell

Head of Year 8

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MEET THE TEAM



Mrs R Brooks

Assistant Headteacher Curriculum



MEET THE
TEAM



Mrs C Cowell

Head of Year 8



Mrs L Barnaby

Careers Leader



Miss J Denham

Assistant Head of Year 8 & 9

- DIARY NOTES

IMPORTANT DATES

Friday 30th January 2026	Options assembly from Mrs R Brooks Tutor Session (Students will spend a lesson exploring the options booklet and Unifrog)
February 2026	Year 8 Reports
Thursday 26th February	Options Evening for parents and students
Thursday 5th March	Parents' Evening - 8H, 8U, 8R
March 2026	Careers Tutor Session
Thursday 12th March	Parents' Evening - 8N, 8F, 8E
Tuesday 21st April	Deadline for subject submission

GUIDANCE AND INFORMATION

The most important guidance is to aim for variety. Students should aim to choose a range of different types of subjects that they will enjoy.

The new options process involves two stages.

Stage 1 involves students choosing a humanities subject plus three free choices.

During year 9 students will then decide the three options they would like to continue (from their humanities choice and three free choices) to GCSE level for Stage 2 of the process.

All of our students will study a language and we encourage everyone to pursue a humanities subject to GCSE level if appropriate. It is highly likely that students will engage with the international community in their careers and socially; the ability to learn another language will enrich their lives.

The skills that underpin the humanities subjects will also contribute significantly to success in Higher Education and the workplace.

Every effort will be made to allocate students to their selected subjects. However, factors such as limits on the size of groups may make it necessary to ask students to consider an alternative choice. Changes will only be made after full consultation.



HOW DO I CHOOSE?

DO:

- choose courses you know you will enjoy;
- choose courses you are interested in;
- choose a range of different courses, so that you have a broad base from which to choose your post-16 courses;
- read the subject information on the next few pages very carefully;
- ask the advice of your subject teachers, your tutor and our careers advisor;
- discuss it with your parents;
- seek guidance from online platforms if you have an idea of your future career path;
- **THINK VERY CAREFULLY** about the subjects you choose. It is very difficult to change course once you have started.

DON'T:

- choose a course simply because your friends have;
- allow either a like or a dislike of particular teachers to influence your choice;
- choose a course because you think it might be easy;
- make your decision hastily;
- drop any subject you may want to study after Year 11;
- drop any subject you may require for entry to a particular occupation or course of further study.

● ADVICE FROM MRS L BARNABY CAREERS LEADER



Hello Year 8! It will soon be time for you to decide which subjects to study for your GCSEs, the academic qualifications that you work towards until the end of Year 11. These qualifications will be your first step towards your preparation for future education, training and employment so it is really important that you understand how to explore your options.

When I made my GCSE choices, I had absolutely no idea of the career pathway that I wished to follow. I chose to study the subjects that I enjoyed and which interested me the most. However, I kept my options open by choosing to study a broad range of subjects. This proved to be a wise decision because my career pathway has changed a few times over the years. As a young graduate, I worked in publishing, before joining the Royal Air Force. I really enjoy supporting and raising the aspirations of young people, which is one of the reasons that I now work in education.

If you are reading this booklet and thinking, 'Help! I've no idea which career path I would like to follow in the future', please do not worry - in my experience, this applies to most young people that I meet! I have spoken to some people who have been passionate about a chosen career pathway from an early age. Because of this, they studied GCSE subjects that would prepare them

for their future aspirations, as well as subjects they enjoyed. I've also had some really interesting conversations with adults who have decided to change their career pathways due to their circumstances, including taking opportunities.

My role is to support you by providing relevant and up-to-date resources to help you make informed choices when it comes to laying the foundations for your future career. Deciding which GCSEs to study involves a combination of things, including your own interests, which optional subjects the school allows you to choose, and your future plans. Your Head of Year has invited me to share some of these resources with you and I've summarised the top tips from these to guide you with your decision-making. Don't forget to save your research (maybe use [Unifrog](#) or [Careerpilot](#)) so you can compare your options.

RESEARCH

READ the Options Booklet - make sure you ask questions about what's involved in the subject and what you'll be learning about. It might be very different from what you have studied so far. Does it sound interesting? Do you think you will enjoy it? Will you do well in it?

PLAN

There's no 'right' way to choose your GCSE options, but it does help if you think about your future when making your decisions. You might need to consider what qualifications you'll need for a future career pathway because the subjects you take at GCSE level could have an impact. Think about where your choices might lead and plan for later on when you'll be choosing A Levels or equivalent, or applying for apprenticeships or jobs with training. You might find this article helpful - [What is the difference between a job and a career and why should I plan ahead?](#)



CAREER

OPTIONS

If you don't have a clue what career you want in the future (this will apply to most young people), then you should aim to keep your options open. Studying a range/variety of subjects will provide you with a good overview of different topics and different ways of studying, which can help you identify the subjects you're best at. Ensure that you choose options that give you a balanced selection of subjects - it is important, in a rapidly changing world, that your curriculum reflects breadth as well as depth. Furthermore, your career pathways may well change in the future.

Don't follow the crowd - A lot of students make the mistake of choosing the same subjects as their friends - everybody is different and has subjects that they're better at than others. Just because your friends are taking a certain subject, that doesn't mean that you should take it too. Choose subjects that you enjoy and will do well at!

Choose the subject, not the teacher - Everyone has their favourite teachers but there's no guarantee of who you'll get for your GCSEs. You should base your decisions on the subject itself rather than the people who will be teaching you.

Before you start your research, you might like to watch this short film ['Don't Do What Donna Don't Did!'](#)

[Careerpilot - Choosing Your GCSEs](#)

[Unifrog](#)

[BBC Bitesize - GCSE Options](#)

[Success at School - What Are My GCSE Options?](#)

[Future Focus - Your Options](#)

Quizzes - match your personality / skills / interests to careers - explore these to discover the most relevant qualifications

[Careerpilot - Quizzes that match your skills and interests to jobs](#)

[Unifrog - Interests and Personality Profiles](#)

[Prospects Career Quiz](#)

[SACU Career Quiz](#)

If you are really unsure about which option subjects to study, even after doing this research, you are very welcome to email me and we can discuss your plans.

Every student is entitled to high quality, impartial and confidential career education and guidance as part of their overall education. Our students are provided with impartial careers guidance from year 8 to year 13. Students wishing to speak with our specialist adviser simply need to email the Careers Leader (Mrs Barnaby) to request an appointment.

lorraine.barnaby@churstongrammar.com

Good luck with your research!

Mrs L Barnaby

OPTIONS

IN 3 EASY STEPS

Alongside your GCSE subjects you will also have discrete time for PSHE (Personal, Social, Health and Economic Education); SMSC (Spiritual, Moral, Social and Cultural Education) through Core RE and Physical Education. In addition to this we encourage you all to engage in the fantastic co-curricular activities that are on offer.

1

Core Subjects

Core Subjects are the subjects that all year 9, 10 and 11 students **must study**.

- English Language and English Literature (2 GCSEs)
- Mathematics
- Science
- PSHE – Non-examinable
- RE – Non examinable
- Games – Non-examinable
- French, German or Spanish

2

Choose 1 Humanity Option Subject

Geography
History
Religious Studies

3

Choose 3 Option Subjects**Key points to consider:**

- please select 3 options from this list;
- students cannot study Art and Textiles together;
- do not repeat your choice from the Humanity Option.

Art *(students cannot study Art and Textiles together)*

Business Studies

Computer Science

Drama

Design & Technology

Food & Nutrition

Geography

History

Music

Physical Education

Religious Studies

Textiles *(students cannot study Art and Textiles together)*



CORE SUBJECTS

**ENGLISH, MATHEMATICS, SCIENCE, MFL, CORE PE AND
GAMES, CORE RE AND PSHE**

Games, PSHE and RE are non-examinable



ENGLISH

Head of Department - Mrs S Howgate

Examination Board

Edexcel



What does the course consist of?

In English students take two separate GCSEs: one for English Language and the other for English Literature.

GCSE English Language

For English Language we focus on three key areas: reading, writing and spoken language. Students will read a variety of different texts: fiction and non-fiction. They are encouraged to pursue their own private reading and challenged to read more advanced texts to expand their vocabulary and experience different writing styles. Students are also taught how to analyse a text in detail, exploring how a text is written and constructed. Writing is another crucial area of development and students will experiment with writing in a variety of different forms, genres and for different audiences. This will include imaginative writing and non-fiction writing. We want our students to enjoy their studies in English Language, develop the skills they need to become confident readers with an inquiring, analytical mind and become proficient at communicating in a spoken or written form.

GCSE English Literature

For English Literature, students will study a range of modern and classic texts. Students will study Literature such as modern and nineteenth century prose, pre and post 1914 poetry and drama texts including Shakespeare. They will also practise the skill of close reading and analysis, learning how to draw links and connections between texts. Literature will open up opportunities to explore new ideas, cultures and different forms of writing. Students will utilise some of the same skills that they use in Language to read in an informed, analytical and perceptive manner. They will then learn to construct a logical, written argument, exploring the ideas and writing techniques used in the Literature that they have studied. Students will also learn about the context behind the texts that they study and will explore how this might have influenced the writer. We hope our students will enjoy discussing different ideas and interpretations of texts while developing skills that will help them in their future careers.

Assessment

Students will take two separate GCSEs for English: **GCSE Language and GCSE Literature**. These are taught within their normal English lessons so that by the end of year 11, they are fully prepared to sit their GCSEs. The exam board for both of these GCSEs is Edexcel.

English Language - there are two examination papers, one focused on fiction and the other on non-fiction. In both of these examinations, students will analyse and evaluate the unseen texts included in the paper.

Assessment (continued)

They will then complete a writing task which is either imaginative writing or transactional (non-fiction) writing, depending on the paper.

Spoken Language is a required part of the Language GCSE. In lessons, students will build their confidence when speaking by discussing ideas and exploring different interpretations of the texts that we study. In year 10 and 11, students will prepare and deliver a speech to a small audience. This is graded separately to the GCSE Language exam papers and students will receive either a Distinction, Merit or Pass.

English Literature - there are two examination papers for Literature which are both worth 50% of their final GCSE grade. For Paper One, students write three essays in response to questions on their Shakespeare play and modern novel. For Paper Two, students answer three questions on the 19th Century Novel and the Poetry Anthology. There is a final unseen question where students are asked to compare two poems. Students have to study a range of different texts in preparation for their GCSE exams:

Modern Novel	'Lord of the Flies' by William Golding
Shakespeare	'Romeo and Juliet' by Shakespeare
19th Century Text	'The Strange Case of Dr Jekyll and Mr Hyde' by R.L Stevenson
Poetry Anthology	Conflict poetry - an anthology of different poets set by the exam board

Skills

The course will develop critical and analytical skills. It will enable students to write detailed, well-argued essays, using evidence to reinforce a point. It will also develop their imaginative writing skills and transactional writing (non-fiction).

The subject, it is hoped, will encourage students to read more widely and with more awareness of the writer's ideas, context, structure and use of language.

Career Opportunities

Success at English is fundamental to all career choices. The subject will develop skills which are applicable in a wide range of careers. For example: social sciences; the law; the media; advertising; journalism and PR all rely on clear and effective communication.

Marketing; personnel; teaching; the police; politics and the civil service are other possible career options which could be pursued. Students who are articulate and have refined communication skills will be very attractive to prospective employers.



MATHEMATICS

Head of Department - Mrs J Barnhoorn

Examination Board

Edexcel



What does the course consist of?

The GCSE course builds and extends on the topics covered in Key Stage 3 and includes the study of:

- Number
- Algebra
- Geometry & Measures
- Statistics & Probability
- Ratio & Proportion

Assessment

The assessment consists of three written papers at the end of Year 11.

Each paper is 1.5 hours long and all three papers are equally weighted.

Paper 1 does NOT permit the use of a calculator, whereas Paper 2 and Paper 3 do permit the use of a scientific calculator.

Each paper can test the whole of the syllabus and on each paper the questions get harder as the candidate progresses through the paper.

There is NO controlled assessment within Mathematics.

Skills

In addition to the mathematical knowledge and skills all students will develop to meet the requirements of the GCSE course, mathematics will enable students to develop the following:

- Analytical thinking
- Quantitative reasoning
- Logical arguments
- Communication skills
- Resilience
- Curiosity
- Creativity

SCIENCE



Head of Science

Mrs H Gardiner



Head of Biology

Mr A Garlick



Head of Chemistry

Dr C Hall



Head of Physics

Mr B Lovick

Examination Board

AQA

What does the course consist of?

Our aim is to provide you with an enjoyable course that will extend your scientific knowledge and skills. You will learn new techniques, use more advanced apparatus and understand increasingly complex models and theories.

These are the topics you will cover:

BIOLOGY	CHEMISTRY	PHYSICS
Cell Biology	Atomic Structure and the periodic table	Energy
Organisation	Bonding, Structure and the properties of matter	Electricity
Infection and Response	Quantitative Chemistry	Particle Model of Matter
Bioenergetics	Energy Changes	Atomic Structure
Homeostasis and Response	The rate and extent of chemical change	Forces
Inheritance, Variance and Evolution	Organic Chemistry	Waves
Ecology	Chemical Analysis	Magnetism and Electromagnetism
	Chemistry of the atmosphere	Space

Assessment

There is no coursework in science.

Grades are awarded based on six examinations at the end of Y11; two assessments for each science.

Triple Science exams are 1 hour 45 each. Combined Science exams are 1 hour 15 each.

Assessment (continued)

All students follow the AQA Triple Science pathway through Y9 and Y10. This provides the opportunity to experience the full breadth and depth of content at GCSE. Following the Y10 summer exams, decisions will be made regarding the most appropriate examination pathway: This may be to continue studying Triple Science through Y11, working towards three separate GCSE grades, one for each science.

Alternatively, students will work towards the Combined Science award throughout Y11. Combined Science is the national standard for entry onto science A-level courses, and is the pathway taken by most students nationally at GCSE. It maintains the full GCSE depth of detail for each of the three sciences, but reduces the breadth by only examining two thirds of the content. Two GCSE grades are awarded for Combined Science, averaged from the three Sciences, with Biology, Chemistry and Physics contributing equally to the overall grades.

Skills

You will have the opportunity to practise and develop a wide variety of scientific skills during the course, including:

- research and collection of secondary data;
- planning experiments and collecting results;
- analysis and evaluation of scientific data;
- using scientific data to make judgements about current affairs;
- developing scientific ideas.

Career Opportunities

Science qualifications are highly regarded by higher education providers and employers.

It's not just the amazing content that you learn when studying science, it's all the associated skills, such as gathering evidence to support ideas, problem solving, lateral thinking, analytical skills, numerical skills and the ability to model solutions to tricky problems. Of course all of these things are very useful in everyday life!

Science is also known as a facilitating subject – this means that it helps keep your options open as it's highly regarded as preparation for lots of different courses after GCSE.

Businesses and universities really value the subject because of the transferable skills it gives you.



CORE PE AND GAMES

Head of Department - Mr M Skelly



What does Core PE course consist of?

In PE lessons students will be taught the following activities in mixed-sex, mixed-ability groups: Hockey, Gymnastics, Badminton, Orienteering, Fitness, Basketball, Athletics, Softball and Tennis

What does Games consist of?

Within Games, students will be given some flexibility to select their preferred activities from a range of options.

Option A - Rugby, Badminton, Fitness, Netball, Multiskills Leaders and Aerobics.

Option B - Volleyball, Football, Hockey, Table Tennis, Fitness.

Option C - Football, Fitness, Team Games, Netball, Aerobics/Yoga.

Option D - Fitness, Lacrosse/Frisbee/Handball, Multiskills Leaders, Netball, Badminton, Table Tennis.

Summer term sports - Cricket, Rounders.

Assessment section needs changing completely as that is in line with the old assessment system. This is assessed through the new AtL system (Mastery, Organisation, Personal Responsibility and Engagement and Focus.

Assessment

This is assessed through the new AtL system (Mastery, Organisation, Personal Responsibility and Engagement and Focus.

Skills

Each activity area has been carefully selected to explore a multitude of holistic learning opportunities and ensure that we immerse students into a comprehensive diet of physical activities and sport, in the hope that we engage, excite and excel our students within the subject and for them to develop a lifelong commitment to participating in sport and exercise.

The holistic nature of our PE and Games programmes aim to ensure that all students develop confidence and maintain positive mental and physical health. The wider qualities and skills developed within Games and PE include:

- Effective Communication
- Resilience
- Problem solving
- Leadership
- Team work
- Interpersonal skills
- Movement confidence and competence

Career Opportunities

Physical education lends itself to a range of careers in sports and fitness as well as other industries that you may not have considered before. Some careers that people consider doing with PE include:

- Sports science
- PE teacher
- Physiotherapist
- Professional sportsperson
- Sports coach/consultant
- Sports policy at local and national level
- Dietitian
- Fitness instructor
- Personal trainer
- Physical therapist & chiropractor
- Sport Psychologist



CORE RE

Head of Department - Mr M Beckett



What does the course consist of?

"The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and worldviews, reflecting on their own ideas and ways of living."

(The Religious Education Council of England and Wales)

Our course of study across Religious Education (RE) at Churston Ferrers looks at the broad range of worldviews held by our community and beyond. Our subject occupies a unique place in the curriculum as we are a statutory subject but we use a locally designed curriculum model. This flexibility enables us to design our curriculum to support students in reaching their goals of scholarship and self-development. Through our thoughtfully designed and academically rigorous programme of study, our students are invited to analyse and engage in debate with real-world arguments and issues.

In Year 7, students learn about the most influential religions of our time and consider debates about the environment. In Year 8, students reflect on peace and conflict in the world today, as well as studying some religions in more depth. In Year 9, students are given more independence in choosing, researching and presenting projects on some of the lesser-known religions of the world, as well as studying differing approaches to death in global cultures. In Year 10, students study the rise of atheism and begin a short course in ethical theory.

Core RE supports students' spiritual, moral, social and cultural development. By studying religions in the context of the cultures they grew from, students are exposed to the themes that tie human beliefs and practices together in our complex, modern world. We aim to foster curiosity and enthusiasm in our students, so they can strive to be critically minded, analytical and empathetic in their engagement with the differing views of the wider world as they grow.

Assessment

In Years 7 and 8, students will be assessed through end-of-unit projects, essays and tests, as well as through a formal summative assessment as part of their end-of-year tests to track their skills and competencies. Students will also be assessed throughout the year on their engagement, focus, organisation and personal responsibility.

Skills

The Core RE course is designed to complement students' other GCSE subjects, regardless of whether or not they take the GCSE in Religious Studies. The key skills we develop support students in building self-awareness alongside academic and communication skills. As well as whole-school initiatives in developing numeracy, literacy, oracy and study skills, we have identified ten key skills that the Philosophy and Religious Studies department specifically focus on developing:

1. **Critical thinking:** asking thoughtful questions, challenging assumptions and applying knowledge to evaluate theories and beliefs.
2. **Ethical reasoning:** thinking through moral issues and evaluating theories of right, wrong, good and bad.
3. **Conceptual reasoning:** thinking deeply about complex ideas that aren't physical or visible (like God, time, justice, etc.).
4. **Worldview analysis:** understanding how someone's background and beliefs shape how they see the world.
5. **Comparative analysis:** identifying similarities and differences between beliefs, practices, or views.
6. **Critical reading:** carefully understanding a text by spotting key ideas and considering its purpose, bias and context.
7. **Textual interpretation:** explaining what religious and philosophical texts may mean, and considering how different people interpret them.
8. **Argument construction:** building a clear and logical case to support a point of view.
9. **Discussion and debate:** sharing ideas clearly and listening to others.
10. **Academic writing:** writing clearly, formally, and with evidence to support your ideas. Specifically: defining, describing, explaining, evaluating and arguing.

Career Opportunities

In many areas of work, employers look for someone with an enquiring mind and the ability to reflect. Many areas of employment are suited to someone who values the opinions and attitudes of other cultures and belief systems. More specifically, the knowledge and skills developed within Core RE prepare students for a number of careers. For example, broadcasting, journalism, publishing, politics, medicine, business, law, social work, psychiatry, the armed forces, social media, advertising, marketing and teaching. Our Core RE course will equip students with the critical thinking skills, literacy and written communication needed to excel in these areas of future work and interest.

PSHE

Head of Department - Mrs L Byford



What does the course consist of?

PSHE stands for Personal, Social, Health and Economic Education. The PSHE curriculum is a planned, developmental learning programme which helps students acquire the knowledge, understanding, skills and strategies required to live healthy, safe, productive and balanced lives now and in the future. It encourages students to be enterprising and supports them in making effective transitions, positive learning and career choices, and achieving economic awareness and well-being.

The Programme of Study in years 9, 10 and 11 is based on three core themes :

- Health and Well-being
- Relationships
- Living in the Wider World

This Programme of Study aims to support students' spiritual, moral, cultural, mental and physical development through the teaching of fundamental British Value preparing them for the opportunities, responsibilities and experiences of life. Students will learn about and be sensitive to, people of different faiths, races and cultures in compliance with the Equality Act.

Relationships Education, Relationships and Sex Education (RSE) and Health Education are mandatory, and schools are required to teach this as part of their planned programme. These topics are integrated within a broad and balanced curriculum, which also covers Careers and Finance. Students will have already studied some of these topics during Key Stage 3. The PSHE curriculum at Churston follows the statutory requirements, and a summary of the topics from September 2026 , is outlined below:

Relationships and Sexual Education:

- Families;
- Respectful relationships
- Online safety and awareness
- Being safe
- Intimate sexual relationships, including sexual health.

Health and Mental Well-being:

- Mental well-being
- Wellbeing Online
- Physical health and fitness
- Healthy eating
- Drugs, alcohol, tobacco and vaping
- Health protection and prevention, and understanding the healthcare system
- Personal Safety
- Basic First Aid
- Developing bodies

What does the course consist of?

Although parents cannot legally withdraw their child from Health Education or the Relationships Education element of Relationships and Sex Education, they have the right to request that their child be withdrawn from some or all of the sex education lessons delivered as part of statutory RSE. This information is outlined in the following Department for Education link: [DfE Guidance- Relationships, Sex and Health Education](#), which provides an overview of the subject content and important information for parents regarding the statutory Relationships, Sex and Health Education curriculum. Any such request would be referred to and considered by the headteacher. It is the hope and expectation of the school, however, that all students will take part in the full RSE programme.

Students are also signposted to websites and organisations, and they have the opportunity to follow up and discuss any sensitive issues that may arise with members of the pastoral team or one of our school counsellors.

Additional input to the PSHE curriculum is provided by outside speakers, charities and other organisations. Students are provided with information and links to organisations and websites where they can gain further advice, if required. Further enrichment of the curriculum is provided by single "collapsed " enrichment days where students have the opportunity to take part in practical workshops and work with external agencies.

Assessment

Assessment in PSHE will help to monitor progress and inform future planning. Students are encouraged to reflect on their own learning and will have opportunities to review and reflect on their progress using a range of methods, including self-assessment at the start and end of a topic. Assessments may be formal or informal, based on knowledge content or the acquisition of skills and confidence.

Skills

Underpinning learning in PSHE education is the development of a set of key concepts and transferable skills. Age-appropriate, quality-assured resources in lessons provide students with opportunities to explore a range of topics to reflect on and clarify their own values and attitudes, as well as explore the complex and sometimes conflicting range of values and attitudes within modern society. PSHE develops the qualities and attributes students need to thrive as individuals, family members and members of society, enabling them to make informed decisions, develop resilience and know where to access support.

Students learn and develop a range of skills by exploring issues through practical, written and online activities. These include: discussion and debate, arguing a case and learning to be objective, working individually and in groups, sharing ideas and feeding back verbally and in writing and learning how to reflect on their own learning and use information appropriately.

Career Opportunities

Students receive career information and guidance through a combination of discrete lessons, enrichment events, and other activities that bring employers and guest speakers into school to prepare our young people for the world of work. Students have access to online career management tools (Careerpilot and Unifrog), appropriate to their stage of learning. They use these tools to conduct research regarding career pathways and opportunities and to record their personal research and action plans. Our PSHE lessons are carefully planned and sequenced in association with the tutor curriculum, where students focus on their self-development and careers education. PSHE and the tutor curriculum each have their own unique identity and purpose, yet are closely interwoven in sequence and content. Whilst students primarily experience their career education lessons through their My Character, My Future, My Skills, My Footprint, My Learning and My World modules of the tutor curriculum, within the PSHE curriculum, students regularly encounter how aspects of the curriculum link to careers and build on the core careers education that takes place in the tutor curriculum.



MODERN FOREIGN LANGUAGES

FRENCH, GERMAN AND SPANISH

All students will continue to study the language they are currently studying into year 9

Head of Languages - Mrs I Bright



FRENCH

Head of Department - Mrs I Bright

Examination Board

Edexcel



What does the course consist of?

The course consists of opportunities for pupils to develop the ability to understand and use French effectively for the practical purposes of communication while developing an awareness of the nature of language and language learning. By now, pupils have covered a wide range of the intricate grammar points in French required at GCSE. The course also offers insights into the culture and civilisation of France and French speaking countries. Students are able to communicate in writing with their French penpal from Le College de la Sabliere in Brittany. Please see a list of topics belows:

Thematic contexts

The vocabulary in this qualification enables students to communicate across a range of engaging and relatable thematic contexts, which are relevant to their current and future needs.

- My personal world
- Lifestyle and wellbeing
- My neighbourhood
- Media and technology
- Studying and my future
- Travel and tourism

Assessment

Assessment in all four skills will take place at the end of year 11. There is no coursework.

LISTENING

Students are assessed on their understanding of standard spoken French by one or more speakers in a range of public and social settings. Students will respond to multiple-response and short-answer open response questions based on a recording featuring male and female French speakers.

SPEAKING

Students are assessed on their ability to communicate and interact effectively through speaking in French for different purposes and in different settings.

Task 1: Read aloud (12 marks)

Read aloud a short text and undertake a short, unprepared interaction relating to the text. In the read aloud task, students will be assessed on their pronunciation. The task card will be allocated by Pearson.

Assessment (continued)**Task 2: Role play (10 marks)**

Undertake a transactional role play

Task 3: Picture task (12 marks) with conversation (16 marks)

Describe a picture stimulus, related to one of the thematic contexts, leading on to a short unprepared conversation on the same thematic context.

READING

Students are assessed on their understanding of written French across a range of different types of texts, including advertisements, emails, letters and articles.

WRITING

Students are assessed on their ability to communicate effectively through writing in French for different purposes and audiences. Students are required to produce extended responses of varying lengths and types to express ideas and opinions in French.

Skills

French at GCSE will enable you to speak and understand French at a good level for practical communication. The course will also develop your ability to memorise, analyse, draw inference and adapt language, as well as to empathise with a different nationality and culture.

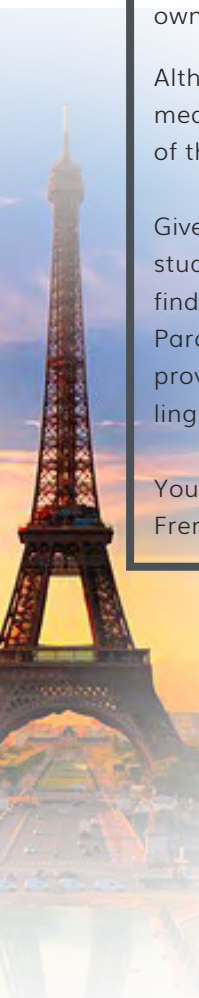
Career Opportunities

Practically any job can involve languages whether it's based in the UK or abroad. Industries which are more globalised in nature and those facing non-English speaking customers offer opportunities for people with language skills. This also applies to companies which are web-based, trading internationally, or foreign-owned.

Although languages may be no substitute for specific training, for example in professions such as accountancy, medicine, law and journalism, it may be impossible to do the job well without an effective working knowledge of the language(s) pertinent to the organisation or job.

Given the recent political developments regarding Brexit, it is likely that fewer students in the UK will consider studying languages to an intermediate level. For this reason, those students who decide to pursue French will find themselves with little or no competition when applying for jobs that require knowledge of the language. Paradoxically, despite the UK's withdrawal from the European Union, a working knowledge of French will provide students with an invaluable means to access jobs and careers that will be inaccessible to their non-linguist peers.

You may well learn a different language to French in the future and your skills developed during your GCSE French course will help you to be an effective learner.



GERMAN

Head of Department - Mrs L Godwin

Examination Board

Edexcel



What does the course consist of?

The course consists of opportunities for pupils to develop the ability to understand and use German effectively for the practical purposes of communication while developing an awareness of the nature of language and language learning. By now, pupils have covered a wide range of the intricate grammar points in German required at GCSE. The course also offers insights into the culture and civilisation of France and German speaking countries. Students are able to communicate in writing with their German penpal. Please see a list of topics belows:

Thematic contexts

The vocabulary in this qualification enables students to communicate across a range of engaging and relatable thematic contexts, which are relevant to their current and future needs.

- My personal world
- Lifestyle and wellbeing
- My neighbourhood
- Media and technology
- Studying and my future
- Travel and tourism

Assessment

Assessment in all four skills will take place at the end of year 11. There is no coursework.

LISTENING

Students are assessed on their understanding of standard spoken German by one or more speakers in a range of public and social settings. Students will respond to multiple-response and short-answer open response questions based on a recording featuring male and female German speakers.

SPEAKING

Students are assessed on their ability to communicate and interact effectively through speaking in German for different purposes and in different settings.

Task 1: Read aloud (12 marks)

Read aloud a short text and undertake a short, unprepared interaction relating to the text. In the read aloud task, students will be assessed on their pronunciation. The task card will be allocated by Pearson.

Assessment (continued)

Task 2: Role play (10 marks)

Undertake a transactional role play

Task 3: Picture task (12 marks) with conversation (16 marks)

Describe a picture stimulus, related to one of the thematic contexts, leading on to a short unprepared conversation on the same thematic context.

READING

Students are assessed on their understanding of written German across a range of different types of texts, including advertisements, emails, letters and articles.

WRITING

Students are assessed on their ability to communicate effectively through writing in German for different purposes and audiences. Students are required to produce extended responses of varying lengths and types to express ideas and opinions in German.

Skills

German at GCSE will enable you to speak and understand German at a good level for practical communication. The course will also develop your ability to memorise, analyse, draw inference and adapt language, as well as to empathise with a different nationality and culture.

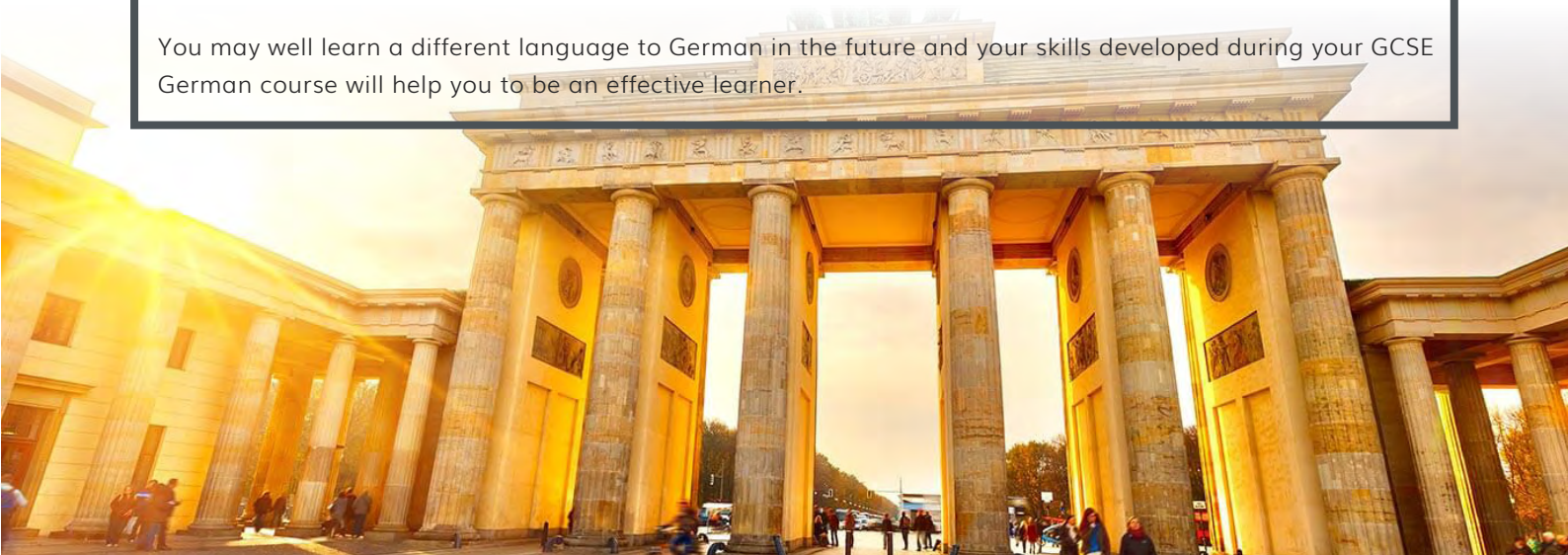
Career Opportunities

Practically any job can involve languages whether it's based in the UK or abroad. Industries which are more globalised in nature and those facing non-English speaking customers offer opportunities for people with language skills. This also applies to companies which are web-based, trading internationally, or foreign-owned.

Although languages may be no substitute for specific training, for example in professions such as accountancy, medicine, law and journalism, it may be impossible to do the job well without an effective working knowledge of the language(s) pertinent to the organisation or job.

Given the recent political developments regarding Brexit, it is likely that fewer students in the UK will consider studying languages to an intermediate level. For this reason, those students who decide to pursue German will find themselves with little or no competition when applying for jobs that require knowledge of the language. Paradoxically, despite the UK's withdrawal from the European Union, a working knowledge of German will provide students with an invaluable means to access jobs and careers that will be inaccessible to their non-linguist peers.

You may well learn a different language to German in the future and your skills developed during your GCSE German course will help you to be an effective learner.



SPANISH

Head of Department - Mrs R Gerry

Examination Board

Edexcel



What does the course consist of?

The course consists of opportunities for pupils to develop the ability to understand and use Spanish effectively for the practical purposes of communication while developing an awareness of the nature of language and language learning. The course also offers insights into the culture and civilisation of Spain and Spanish speaking countries. The list of topics in Spanish is as follows:

Thematic contexts

The vocabulary in this qualification enables students to communicate across a range of engaging and relatable thematic contexts, which are relevant to their current and future needs.

- My personal world
- Lifestyle and wellbeing
- My neighbourhood
- Media and technology
- Studying and my future
- Travel and tourism

Assessment

Assessment in all four skills will take place at the end of Year 11. There is no coursework.

LISTENING

Students are assessed on their understanding of standard spoken Spanish by one or more speakers in a range of public and social settings. Students will respond to multiple-response and short-answer open response questions based on a recording featuring male and female Spanish speakers.

SPEAKING

Students are assessed on their ability to communicate and interact effectively through speaking in Spanish for different purposes and in different settings.

Task 1: Read aloud (12 marks)

Read aloud a short text and undertake a short, unprepared interaction relating to the text. In the read aloud task, students will be assessed on their pronunciation. The task card will be allocated by Pearson.



Assessment (continued)

Task 2: Role play (10 marks)

Undertake a transactional role play

Task 3: Picture task (12 marks) with conversation (16 marks)

Describe a picture stimulus, related to one of the thematic contexts, leading on to a short unprepared conversation on the same thematic context.

READING

Students are assessed on their understanding of written Spanish across a range of different types of texts, including advertisements, emails, letters and articles.

WRITING

Students are assessed on their ability to communicate effectively through writing in Spanish for different purposes and audiences. Students are required to produce extended responses of varying lengths and types to express ideas and opinions in Spanish.

Skills

Spanish at GCSE will enable you to speak and understand Spanish at a good level for practical communication. The course will also develop your ability to memorise, analyse, draw inference and adapt language, as well as to empathise with a different nationality and culture.

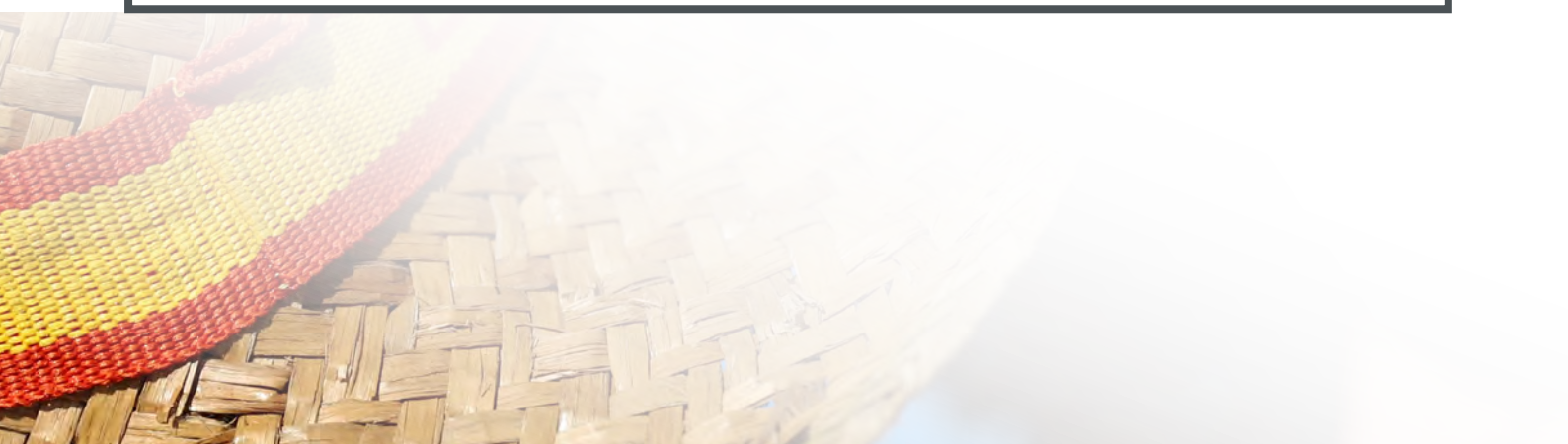
Career Opportunities

Practically any job can involve languages whether based in the UK or abroad. Industries which are more globalised in nature and those dealing with non-English speaking customers offer opportunities for people with language skills. This also applies to companies which are web-based, trading internationally or foreign-owned.

Although languages may be no substitute for specific training, for example in professions such as accountancy, medicine, law and journalism, it may be impossible to do the job well without an effective working knowledge of the language(s) pertinent to the organisation or job.

Given the recent political developments regarding Brexit, it is likely that fewer students in the UK will consider studying languages to an intermediate level. For this reason, those students who decide to pursue Spanish will find themselves with little or no competition when applying for jobs that require knowledge of the language. Paradoxically, despite the UK's withdrawal from the European Union, a working knowledge of Spanish will provide students with an invaluable means to access jobs and careers that will be inaccessible to their non-linguist peers.

You may well learn a different language to Spanish in the future and your skills developed during your GCSE Spanish course will help you to be an effective learner.





OPTION SUBJECTS

HUMANITY OPTIONS CAN BE FOUND ON THESE PAGES

GEOGRAPHY - PAGE 52

HISTORY - PAGE 54

RELIGIOUS STUDIES - PAGE 58



ART & DESIGN

POP ART, PHOTOGRAPHY & DRAWING

Head of Department - Mrs M Harris

Examination Board

J171 OCR



What does the course consist of?

The Art and Design GCSE course will enable you to:

- express yourself; your ideas and feelings individually;
- think creatively and imaginatively;
- improve your powers of observation;
- explore the world visually;
- develop your practical skills;
- learn new techniques and processes;
- experiment with different materials;
- explore the work of artists and craftspeople.

The work required for the Art and Design, Fine Art GCSE qualification is in two parts:

- Unit 1: Art and Design Portfolio - 60%
- Unit 2: Art and Design OCR – Set Task - 40%

There is a set task at the end of the course. A question paper issued in January gives a list of starting points to select one from. You will have approximately twelve weeks of class time to produce supporting work. The final piece is produced in a ten-hour period. Students can work in any medium of their choice.



Assessment

Year 9: Foundation skills

Throughout the year we will work on three projects: Pop Art, Distortions & Architecture. These will be produced in an A3 sketchbook. Through these projects, you will be taught specific art, drawing and mixed media and Photography skills. This GCSE course is 100% non exam assessment; all components are internally marked and externally moderated.

Year 10 & 11: Coursework Portfolio & Controlled Assessment Units Coursework Portfolio of work:

The work is broken down into units – each being about two terms in length. Each unit has a theme, such as 'Self Identity', 'Discarded', and 'Journey'. In class, you will develop work on the theme, learning new techniques and processes. The work is supplemented by your own investigations. Sketchbooks record your progress throughout the course.

During the course, you will explore a range of media and processes, including drawing, painting, mixed media, photography and computer-aided design. Learning about the work of artists and craftspeople will involve visits to galleries and museums. You will experiment working with large scale A1 development boards and produce final pieces of A2 size.

Skills

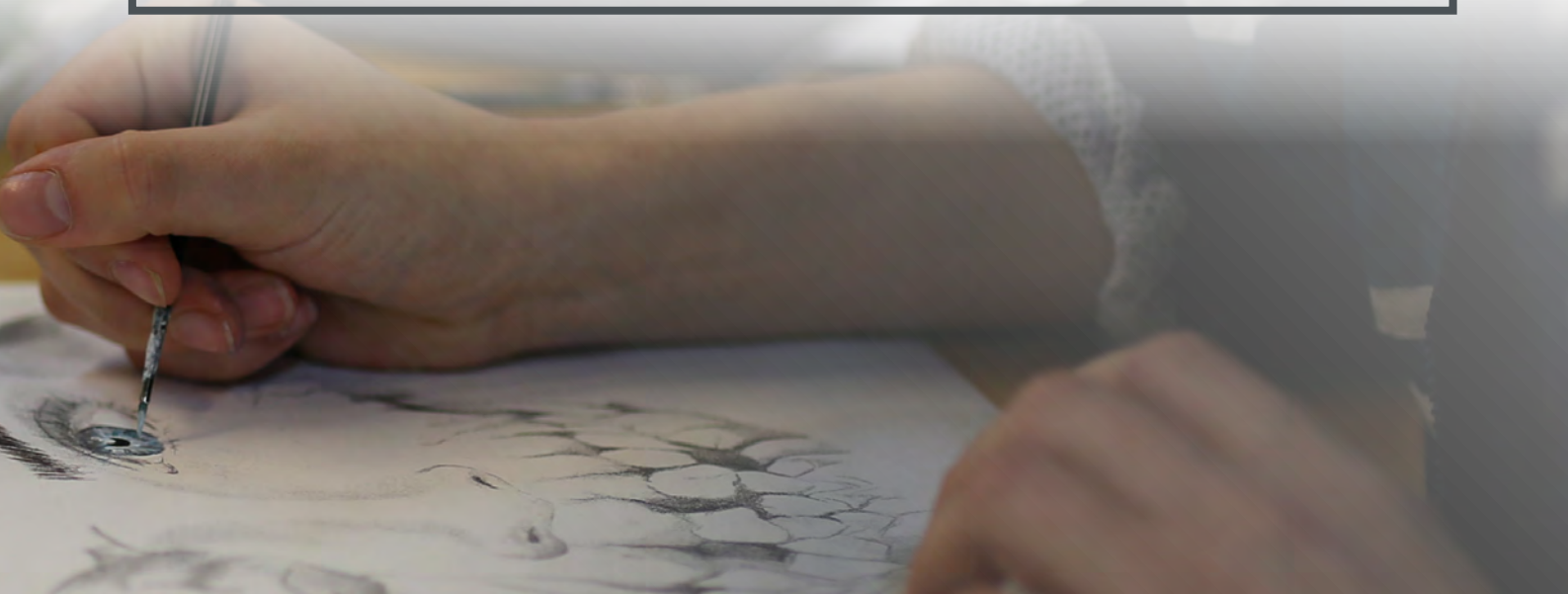
Art at GCSE will enable you to improve your practical skills and experiment with different materials and techniques. You will improve on your powers of observation and look at the work of a range of artists and designers. You will think creatively and imaginatively and learn to express your ideas through drawing and paintings, also using photography throughout. Working in a range of sizes from A4 to A1, we work in both sketchbooks and A1 display boards..

Career Opportunities

A good grade at Art GCSE will enable all the following careers to be possible.

Skills developed in the GCSE Art and Design course can start you on the route to a variety of courses and careers in 3D Design, Industrial Design, Jewellery or Fashion Design, Fine Art, Architecture, Graphic Design, Illustration, Ceramics, Furniture and Interior Design, Theatrical Design, Glass, Textiles, Computer Aided Design, Animation, Film or Television, Media Studies, Art History, and Photography.

Universities, colleges and employers in all fields recognise the value of Art and Design Education in developing skills for creative, critical, and analytical thought, communication, problem solving, practical abilities, and visual and aesthetic awareness.



BUSINESS STUDIES

Head of Department - Mr M Glew

Examination Board

Edexcel



What does the course consist of?

The Edexcel GCSE Business course begins by looking at small start-up businesses. We will look at all aspects of business, particularly in the context of small businesses e.g. patents, copyrights and trademarks; types of legal, business ownership; information regarding taxes for consumers, business and employees.

Not everything is of course within an entrepreneur's control and we will examine how the external factors can affect a business. In particular, we will look at how exchange rates, interest rates, levels of unemployment, regulation, the environment and the EU can all affect business. You will be able to offer your views on a range of topical questions, such as: the impacts of Brexit on UK businesses; how the exchange rate can influence business profits and decision-making; the impacts of recessions and economic growth on businesses; impacts caused by changes in interest rates; the importance of imports and exports; global commodity markets and low unemployment levels.

The course comprises two themes:

Theme 1: Investigating Small Business

1.1 Enterprise and entrepreneurship - Year 9

The dynamic nature of business, risk and reward, and the role of business enterprise.

1.2 Spotting a business opportunity - Year 9

Customer needs, market research, market segmentation and the competitive environment.

1.3 Putting a business idea into practice - Year 9

Business aims and objectives, business revenues, costs and profits, cash and cash-flow and sources of business finance.

1.4 Making the business effective – Year 10

The options for start-up and small businesses, business location, the marketing mix and business plans.

1.5 Understanding external influences on business – Year 10

Business stakeholders, technology and business, legislation and business, the economy and business, and external influences.

Theme 2: Building a Business

2.1 Growing the business – Year 10

Business growth, changes in business aims and objectives, business and globalisation, ethics, and the environment and business.

2.2 Making marketing decisions – Year 10

Product, Price, Promotion, Place, using the marketing mix to make business decisions.

2.3 Making product decisions - Year 11

Business operations, working with suppliers, managing quality, and the sales process.

What does the course consist of?

2.4 Making financial decisions - Year 11

Business calculations and understanding business performance.

2.5 Making people decisions - Year 11

Organisational structures, effective recruitment, effective training and development, and motivation.

Assessment

The qualification will be assessed in two equally weighted exam papers. There is no coursework.

PAPER 1 - THEME 1: INVESTIGATING SMALL BUSINESS	PAPER 2 - THEME 2: BUILDING A BUSINESS
<ul style="list-style-type: none"> Written exam: 105 minutes, 90 marks 50% of the total GCSE Multiple choice, calculation, short-answer and extended-writing questions There are three sections in the paper. Each section is ramped, starting with multiple choice questions, moving to short answer questions and ending with extended writing. Sections B and C are based on real life, relevant business contexts and examples. 	<ul style="list-style-type: none"> Written exam: 105 minutes, 90 marks 50% of the total GCSE Multiple choice, calculation, short-answer and extended-writing questions There are three sections in the paper. Each section is ramped, starting with multiple choice questions, moving to short answer questions and ending with extended writing. Sections B and C are based on real life, relevant business contexts and examples.

Skills

What skills/qualities are required?

- Communication skills – both verbal and written. A good command of the English language is particularly important.
- Reasonable level of numeracy, particularly an ability to interpret data.
- Analytical skills.
- Evaluation skills.
- Organisational skills.
- Initiative.
- Independent learning and research skills.
- Working with others.
- Presentation skills.

Skills learnt?

You will learn through practical activities, listening, participating in discussions, making your own notes, extended writing, working with others, evaluating your own work and that of others, extended reading and research, participating in business and enterprise challenges and engaging in a variety of techniques which support personal and cooperative learning.

Career Opportunities

A GCSE Business course would help prepare you for an entrepreneurial role and help you to gain an understanding of what is involved in a business-related profession, like accountancy, law, marketing or the leisure and tourism industry. Furthermore, the Business GCSE provides an excellent basis for A-Level in terms of developing the skills required for extended writing. The key structural, analytical, application and evaluation skills learnt during the course will make for a smoother transition into many theoretical-based subjects.

Knowledge of how and why businesses operate will be of great relevance to all young people as they finish their education and enter the world of work. Businesses are part of our everyday lives, providing us with the products we need, communicating relentlessly with us through advertising, providing employment and inventing new products and services that transform how we live.

COMPUTER SCIENCE

Head of Department - Mr P Sutton

Examination Board

AQA



What does the course consist of?

Knowledge and understanding of Computer Science will help empower students in their participation in our increasingly digital world. This GCSE gives students the opportunity to develop extensive programming skills as well as learning about key computing concepts.

Topics

1. Fundamentals of Algorithms
2. Programming
3. Fundamentals of Data Representation
4. Computer Systems
5. Cyber Security
6. Relational Databases and Structured Query Language (SQL)
7. Ethical, legal and environmental impacts of digital technology on wider society, including issues of privacy

Assessment

Computational Thinking and Problem Solving: Written Paper, 50% of GCSE

Computational thinking, code tracing, problem-solving, programming concepts including the design of effective algorithms and the designing, writing, testing and refining of code. The content for this assessment will be drawn from subject content 1 and 2 above.

Computing Concepts: Written Paper, 50% of GCSE

A mix of multiple choice, short answer, longer answer and extended response questions assessing programming skills and theoretical knowledge. The content for this assessment will be drawn from subject content from topics 3-8 above.

Skills

In all aspects of the course students utilise problem solving, analytical and evaluative skills. A significant part of the course focuses on developing programming skills using the Python programming language. You will need to love learning to code to enjoy the course.

Career Opportunities

This course is an ideal opportunity to develop problem solving and creative thinking skills which are in demand across all professions. Within the computing sector, there are a wide variety of career opportunities, with specialisms in robotics, computer animation, gaming, web design, to list just a few. It is a very rewarding career choice and individuals can transfer their skills both nationally and globally.



DESIGN & TECHNOLOGY

Head of Department - Mr B Nisbett

Examination Board

AQA



What does the course consist of?

Design & Technology explains and reveals our fast changing world and prepares young people for an active and creative role within it. We look at the diversity of modern technology, its effects on the Earth and its people. We aim to develop practical confidence and design knowledge to allow considered and creative choices to be made.

We use a mixture of short and longer projects and aim to explore all areas of design in the first two years of study in order to provide an informed foundation for the assessed project and examination that form the assessed elements.

Assessment

Ultimately the GCSE is assessed by an individual design and make project and a terminal examination. Each contributes 50% to the overall grade.

The project (NEA) is derived from optional contexts set in June of year 10.

The written exam contains questions on core issues as well as more in depth questions on a chosen material technology.

Skills

This subject involves the designing and making of products and systems using a range of both traditional and contemporary materials and technologies. Students are encouraged to consider the needs of the consumer, manufacturer and not least the environment when designing solutions. They will develop the communication skills of drawing, modeling and verbal presentation, alongside developing their creative and persistent approach to problem solving.

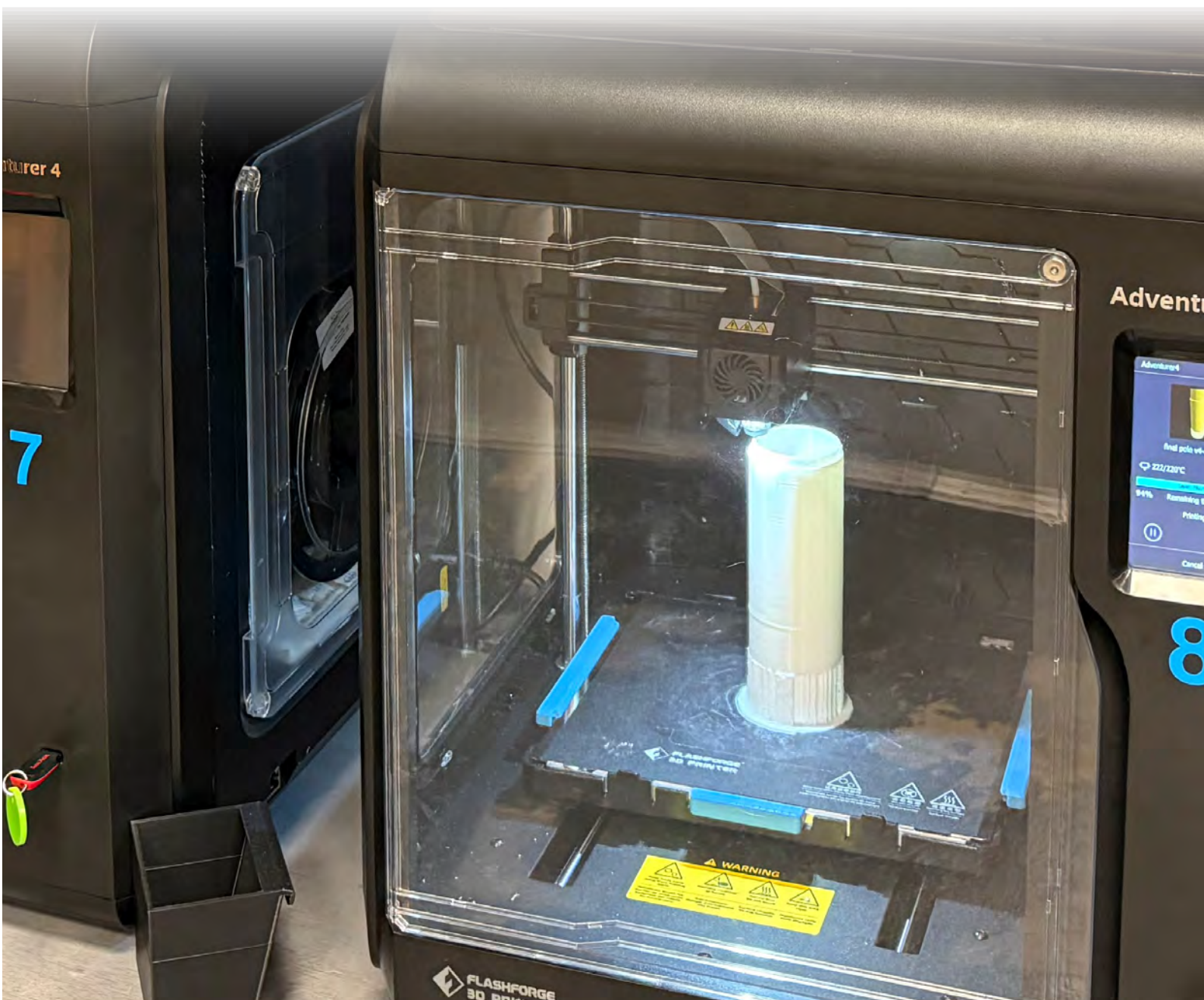
The specification aims to promote careful, thoughtful and skilful use of materials, principally wood, metals, plastics, composites and smart and modern materials to design sustainable solutions to real world problems.

Career Opportunities

This course should be chosen by students considering careers in product design, architecture, automotive/transport design and many of the engineering fields such as civil engineering and mechanical engineering.

Possible career paths include:

- Product Design
- Architecture, spatial design, interior design
- Engineering
- Manufacturing technology in a particular material (such as plastics)
- Materials Science
- Research and development work
- Advertising
- Furniture design and/or manufacture
- Bespoke craft-Work
- Planning
- Careers emphasising the need for problem solving skills, project management and innovation



DRAMA

Head of Department - Miss J Sullivan

Examination Board

Edexcel



What does the course consist of?

The course consists of exploring, understanding and performing a range of theatrical styles and genres. Performance, evaluation and analysis are the key elements of this course.

In Year 9, students will develop the skills needed to succeed at GCSE as well as start to study the set text for their Year 11 exam. In Year 9 they will undertake the following:

Autumn 1: Introduction to the course/Stimulus scheme

Spring 1: Devising component (creating their own piece of theatre)

Spring 2: Page to Stage - Text performance component (performing scenes from a play)

Summer 1 and 2: The Crucible set text -getting started for the Year 11 Written Exam

Assessment

Component 1 – Devising - 40% - Year 10

Students will create a devised performance in groups based on a stimulus. A few examples of these starting points are:

- A piece of Music
- A theme
- An Image

All performances will be supported by a portfolio showing the evidence of their devising process. The portfolio can be made up of a combination of writing, images, notes and script annotations.

Component 2 – Performance from Text - 20% - Year 11

Students will explore two key extracts from a performance text. They will then create a performance of the two key extracts to a visiting examiner.

In addition, we can provide opportunities for a small number of students to undertake lighting, costume or set design for Components 1 and 2.

Assessment

Component 3 - Written Exam- 40% - Year 11 (with preparation taking place over the 3 years)

The written exam takes place at the end of Year 11 and is split into two sections:

Section A: Students will answer questions on *The Crucible*, studied during the 3 years. It is worth 45 marks.

Section B: Students will analyse and evaluate a piece of live theatre they have seen during the course. This means that we will take the students to the theatre as much as possible during the three years. It is worth 15 marks.

Skills

At its heart, Drama is an academic subject which requires a level of understanding of literature, language and the human condition. It practically explores a variety of ways of communicating ideas to an audience in a creative format, whilst honing the presentation skills of the individual. The course explores a range of theatrical styles and skills with performing at the core.

Drama is a group based, presentational subject and thus helps students refine key employability skills. Drama covers team work, communication, presentation, and problem solving skills which are so essential in the world of work. These skills are valuable in a range of careers.

- **Commitment:** You will be required to attend extra rehearsals to develop your devised/scripted pieces for Components 1 and 2. ***You must be prepared to perform in front of an audience.***
- **Enthusiasm:** Vital if you wish to be successful in Drama.
- **Team Player:** You will be working in a group for the majority of the time so the ability to work in a team is a key element to success.

Career Opportunities

Interpersonal, teamwork and presentation skills, together with imagination and creativity are crucial to every career. Drama students are popular with all employers because they have creative, communication and organisational skills. Students develop confidence, self-presentation, analytical skills and self-discipline. They will also get used to working in a team and develop good research skills – skills that will take them far. Students who have opted for GCSE and A Level Drama have gone on to study a wide range of University courses and have entered into various career paths. Some examples include, Acting, Directing, Lighting Design, Musical Theatre, Teaching, Law, Engineering, Psychology, Dramatherapy, Architecture, Police and English.





FOOD PREPARATION and NUTRITION

Lead Teacher - Mrs K Lewis

Examination Board

AQA



What does the course consist of?

Students will look at a range of aspects relating to food and food science. By the end of the course, students should be able to modify dishes confidently to promote health through altering or substituting ingredients and/or by changing the method of cooking.

Students will be expected to gain knowledge and understanding of practical processes and technical skills associated with cooking.

Students should have a clear understanding of health and safety as well as sustainable issues.

Assessment

Non Exam assessment 1 - NEA1 - Food Science Investigations - 15% of the GCSE grade

Non Exam assessment 2 - NEA2 - Food Preparation - 35% of the GCSE grade

Food Preparation and Nutrition Examination - 50% of the GCSE grade

Skills

Students will look at and develop a wide range of practical cooking skills, these range from basic skills; chopping vegetables to complex skills; creating choux pastry. During theory based lessons they will look at developing, improving and modifying dishes using nutritional analysis, as well as gaining a wide knowledge of food production.

Food and Nutrition aims to promote the careful and thoughtful use of ingredients and components to encourage the development of a wide range of skills and knowledge to produce creative, innovative and healthy food products.

Career Opportunities

The food and drink industry in the U.K. and worldwide is huge and employs a large number of people. Here are just some of the career opportunities which involve working with food: dietician, food journalist, food marketing and advertising, food chemist, food product or ingredient development scientist, nutritionist, chef, catering manager, working in food magazines, radio and television.



GEOGRAPHY

Head of Department - Mrs C Dogherty

Examination Board

AQA



What does the course consist of?

Geography is the study of the world around us and to be a good Geographer you must be interested in keeping up to date with events and issues that are happening in the news.

In a world that is constantly changing, it is important to understand how and why these changes are happening and how they will affect us and how in turn we can influence these changes, hopefully for the best.

During GCSE Geography you will study:

1. Living with the physical environment

- **The challenge of natural hazards** - tectonic hazards, tropical storms, extreme weather in the UK, climate change.
- **Physical landscapes in the UK** - coastal landscapes, river landscapes.
- **The living world** - ecosystems, tropical rainforests and cold environments.

2. Challenges in the human environment

- **Urban issues and challenges** - population growth in urban areas across the globe and in the UK, management of resources and transport.
- **The changing economic world** - variations in economic development and quality of life, strategies for reducing the global development gap, social and cultural change, UK employment patterns and regional growth.
- **The challenge of resource management** - the management of food.

3. Geographical applications

- **Issue evaluation** - problem solving associated with a geographical issue based on one topic area from themes 1 and 2.
- **Fieldwork** - two separate geographical enquiries- involves visits to Dawlish Warren and Exeter.



Assessment

There are 3 units that contribute to your overall GCSE grade. These are:

Paper 1: Living With The Physical Environment - 1 hour 30 minute exam. 88 marks. 35% of GCSE.

Paper 2: Challenges in The Human Environment - 1 hour 30 minute exam. 88 marks. 35% of GCSE.

Paper 3: Geographical Applications - 1 hour 30 minute written exam. 76 marks. 30% of the GCSE. Involves working with pre-release material issued in March of Year 11.

Skills

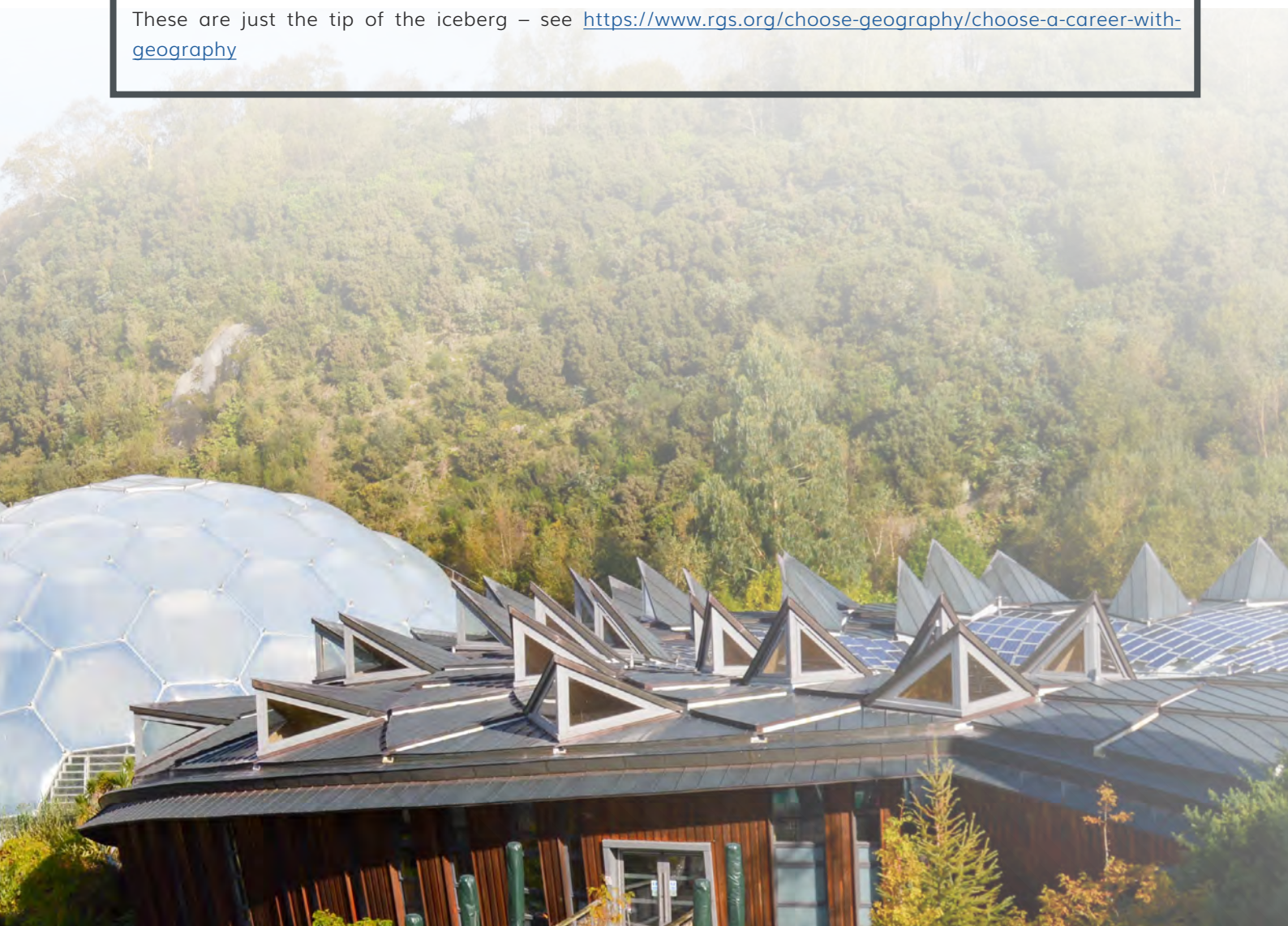
GCSE Geography will help you develop a whole range of skills that you will be able to transfer to other subjects. These include:

- Interpersonal skills: developing the ability to work more effectively with others.
- Designing, collecting data for and writing up an investigation.
- Analytical skills: describing and explaining trends shown on a map/graph.
- Presentation skills: for example field sketches, drawing graphs and PowerPoint presentations.
- Research Skills.

Career Opportunities

A GCSE in Geography will help with many careers as you will have valuable transferable skills. These careers include: Engineering; Surveying; Teaching; Banking; Environmental Scientist; The Met Office; Computing.

These are just the tip of the iceberg – see <https://www.rgs.org/choose-geography/choose-a-career-with-geography>



HISTORY

Head of Department - Mrs M Ashworth (Maternity Leave)

Lead Teachers - Mr L Shellum
Mrs P Lay



Examination Board

Edexcel

What does the course consist of?

In the Autumn term of Year 9, students will begin by studying a non-examined topic on the history of black civil rights in the USA from 1945-current day. Students will question the extent to which equality in civil rights has been achieved in modern American society, as well as considering the significance of key events in American Civil Rights movement.

Following this, students will transition into their examined GCSE content, starting with the History of Medicine Through Time, spanning from 1250 (the Middle Ages) to today. This period will include an in-depth case study focusing on the British sector of the Western Front and the remarkable medical advancements made during the First World War.

As students move into Year 10, they will dive into the reigns of King Richard I and King John from 1189 to 1216. They will discover essential aspects of medieval kingship, the thrilling events of the Third Crusade, and the historic significance of the Magna Carta. Additionally, students will explore the American West from 1835 to 1895, learning about the expansion of America, the lawlessness of the Wild West, and the profound impact on the lives of the Indigenous peoples of America.

In Year 11, students will study Germany from 1918 to 1939, covering the complexities of Weimar Germany, the rise of Hitler, and daily life under Nazi rule. Students will then engage in focused revision of all four topics in preparation for their summer examinations.

Assessment

Students will sit in total 3 GCSE examinations at the end of Year 11 consisting of:

Paper 1: Medicine in Britain, c1250–present and The British sector of the Western Front, 1914–18: injuries, treatment and the trenches - Worth 30% of the qualification

Paper 2: The reigns of King Richard I and King John, 1189–1216 & The American West, c1835–c1895 - Worth 40% of the qualification

Paper 3: Weimar and Nazi Germany, 1918–39 - Worth 30% of the qualification

Skills

History at GCSE will enable students to analyse large amounts of material and information and present this concisely and in a coherent logical manner. A History GCSE qualification shows that you can effectively communicate and argue your own view. This is important for a wide variety of careers where you are required to digest large amounts of data and produce a written report. The skills students develop through studying GCSE History are transferable to many other subjects which require students to construct a written response to examination questions.

Career Opportunities

A good grade at History GCSE can give you the skills most employers want, whatever career you have in mind. History is well regarded as an entry qualification to further education and employers recognise the value of Historical studies as an academic discipline that provides the context for political, social and economic developments. It is classed as a 'facilitating' subject by universities and is therefore a highly valuable subject at both GCSE and A Level.

Many prominent lawyers, journalists, TV researchers, politicians and professionals in a wide variety of fields have employed an academic historical training to good effect. Students of History enter a variety of careers such as law, the civil service, management, teaching, accountancy, banking, journalism, publishing and the heritage industry.



MUSIC

Head of Department - Mrs N Austin

Examination Board

OCR



What does the course consist of?

The Music GCSE uses the OCR Specification. The course focuses on five main Areas of Study:

- AoS 1 My Music (any style of music that you are interested in)
- AoS 2 The Concerto Through Time (the development of the orchestra from Baroque through to the Romantic era)
- AoS 3 Rhythms of The World (Samba, Bhangra, Calypso, Indian Classica, Eastern Mediterranean and Middle East)
- AoS 4 Film Music and Video Game Music
- AoS 5 Conventions of Pop (Rock'n'Roll, Rock Anthems 70's and 80's, Pop Ballads 70's, 80's and 90's, solo artists 90's to modern day)

60% of the course is coursework. This is split into two modules called the 'Integrated Portfolio' and the 'Practical Portfolio', involving performance and composition work.

40% involves a listening examination (1 hour 30 minutes)



Assessment

Integrated Portfolio - Coursework:

Performance 1: Perform a piece of your own instrument or voice, either:

- a solo performance
- a solo performance accompanied by a live or pre-recorded part (accompaniment)
- a performance within a group in which you play a significant part

Composition 1:

- Compose a piece of music in a style of your choice.

Practical Component

Performance 2:

- Perform a piece as part of an ensemble (group). It should involve at least two or more people, in which you play a significant part.

Composition 2:

- Compose a piece of music based on a brief set by the exam board. There will be briefs for each Area of Study and you can choose which one you do.

Listening Paper: 1 hour 30 minutes.

The examination will be based on the Areas of Study 2-5 listed above. Students will be expected to analyse the features of the music.

Coursework will be completed throughout the course. Students sit the listening examination at the end of Year 11.

Skills

Music at GCSE will enable you to perform with a high level of musicianship on an instrument of your choice, compose your own music in particular styles and study the music of other composers and countries. You will develop a better understanding of how to read and write music in a variety of differing notation methods and further your theoretical understanding.

It is highly recommended for students studying Music GCSE to take lessons with a peripatetic instrumental specialist. In addition, a standard of Grade 2/3 on your chosen instrument / voice is desirable, but not essential.

Students who take GCSE Music should have a real passion for the subject and willingness to learn about new styles / genres of Music. They will be required to work independently on composition and performance tasks and be prepared to spend time rehearsing, sometimes in groups, sometimes individually.

It is also recommended that students studying GCSE Music attend an extra - curricular music group in order to further develop their ensemble skills.

Career Opportunities

Music can offer a rich and varied choice of career. These include: music journalism; songwriting and producing; music teaching at Primary and Secondary levels, as a Community musician or as a private tutor for a particular instrument; working as a professional performer, as a session musician or in an orchestra; working as a sound engineer in the world of media eg TV, film, theatre and radio; work in public relations and advertising, developing music industry merchandise; as a booking agent or concert promoter, managing music venues, and music events and work in music business, management and promotion.

RELIGIOUS STUDIES

Head of Department - Mr M Beckett

Examination Board

Eduqas



What does the course consist of?

Religious Studies is an exciting subject that enables students to apply philosophical, religious and ethical theories to the world in which they live. The Eduqas GCSE encourages students to gain an understanding of the beliefs, teachings and practices of two major world religions. Alongside this, you will explore the opinions and convictions of non-religious believers, explore ultimate questions such as "if God exists, why does evil exist?", and improve your understanding of the many contemporary ethical and religious issues that arise in societies across the world.

Throughout this three-year course, students will study three components.

Component One: Religious, Philosophical and Ethical Studies in the Modern World

This component provides you with the opportunity to study four philosophical themes.

- Issues of Relationships: Gender equality, sex, marriage and divorce.
- Issues of Life and Death: Medical ethics, environmental issues and attitudes towards death.
- Issues of Good and Evil: Crime, punishment, justice, forgiveness and the issue of suffering for religious believers.
- Issues of Human Rights: Prejudice, poverty, extremism and censorship.

Component Two: A Study of Christianity

This component provides you with the opportunity to undertake an in-depth study of Christianity as a world religion. You will look at Christian beliefs, teachings and practices, and the impact they have on communities and individual believers.

Component Three: A Study of Islam

This component allows an exploration of the religion of Islam. You will study the beliefs, teachings and practices of Islam and the impact they have on the lives of believers.

Assessment

Assessment of Religious Studies takes place solely by written examination. There are three exams at the end of Year 11. There are four different written styles assessed in these exams: definitions, descriptions, explanations and evaluations. Through these four question formats, students are assessed on their knowledge and understanding of religion and belief as well as their ability to analyse and evaluate belief systems, religious practices, ethical issues and philosophical ideas.

Paper 1: Religious, Philosophical and Ethical Studies in the Modern World (2 hours)

Paper 2: A Study of Christianity (1 hour)

Paper 3: A Study of Islam (1 hour)

Skills

The transferable skills developed by studying Religious Studies include the ability to:

- Understand how multi-faith, multi-cultural and secular societies function.
- Understand and show respect for the beliefs and teachings behind the diverse views and practices within societies.
- Engage in debates in such a way that recognises the right of others to hold different views, whilst still having the informed conviction to stand by your own.
- Communicate clearly and effectively in discussion with others.
- Interrogate and question accepted norms and media output.
- Develop your critical thinking skills to analyse and evaluate information in order to make informed and intelligent decisions about the issues and challenges that affect people around the world.
- Improve your extended writing skills and your ability to explain in depth and to present arguments and counter arguments in a logical, coherent and intelligent way.

Career Opportunities

In many areas of work, employers look for someone with an enquiring mind, critical thinking skills and the ability to understand and reflect on their experiences to better their practice. The emergence of AI in the workplace and the changing nature of the modern job market demand that students possess both the cultural capital and lateral thinking for problem solving that are invaluable to modern industry and employers.

More specifically, the knowledge and skills developed within this course support a number of careers. For example: broadcasting, business, intelligence, journalism, law, medicine, publishing, politics, policing, teaching, social work and other wider academic pursuits.



PHYSICAL EDUCATION

Head of Department - Mr M Skelly



Examination Board

AQA

What does the course consist of?

The GCSE PE course consists of four modules of work, two written examinations, practical performance in 3 chosen sports and a written coursework element.

Assessment

Theory:

Written Exam 1: The human body and movement in physical activity and sport – 1.25 hour exam (30% final mark)

- Musculoskeletal System
- Cardiorespiratory System
- Aerobic and Anaerobic Exercise
- Effects of Exercise
- Movement Analysis
- Physical Training

Written Exam 2: Socio-cultural influences and well-being in physical activity and sport – 1.25 hour exam (30% final mark)

- Sport Psychology
- Socio-Cultural Influences
- Commercialisation in Sport
- Ethical Issues in Sport
- Health Fitness and Well-Being

Practical:

Assessment in **THREE** sporting activities from the activity profiles listed below (10% per sport = 30% of overall grade).

1 x team sport, eg. netball

1 x individual sport eg. tennis

1 x either team or individual sport

Coursework:

The 10% written task will consist of a written project. This involve students analysing the fitness and skill of either themselves or a classmate, where they write a detailed training programme for improvement.

Skills

GCSE PE explicitly teaches the necessary knowledge and skills for working with and relating to others. It also provides the learning opportunities to develop these skills. It enables the development of leadership and teamwork skills and encourages students to transfer knowledge to other learning areas.

You will gain many valuable skills from studying GCSE PE at Churston that will help in other GCSE and A-level subjects. Some of the skills that you will develop include:

- communications skills;
- social skills;
- analysis and evaluation;
- physical fitness;
- An understanding of Sports Science and its application within theory and practice.

Career Opportunities

Physical Education lends itself to a range of careers in sports and fitness as well as other industries that you may not have considered before. Some careers that people consider doing with PE include:

- Sports science
- PE teacher
- Physiotherapist
- Professional sportsperson
- Sports coach/consultant
- Sports policy at local and national level
- Dietitian
- Fitness instructor
- Personal trainer
- Physical therapist & chiropractor
- Sport Psychologist



TEXTILES

Lead Teacher - Mrs J Green

Examination Board

OCR



What does the course consist of?

At GCSE, students will be using a range of Textile techniques as well as experimenting with photography and recording skills. This provides students with lots of transferable skills, from designing and making, that can be used in other subjects.

You will:

- Explore the work of Fashion designers and Artists.
- Experiment with different media and materials.
- Learn new techniques and processes.
- Develop practical skills.
- Think creatively and imaginatively.
- Use photography within your work.
- Learn how to present work.
- Think analytically and critically.
- Improve evaluation skills.

Choosing Textiles in year 8 is excellent, both for those students who are considering a career in the Arts or just enjoy making!

Assessment

The work required for the Art and Textiles GCSE qualification is in two parts:

Unit 1: Art and Textiles Portfolio - 60%

Unit 2: Art and Textiles OCR –Set Task - 40%

Yr 9 Foundation Skills.

For the first project, students will choose a colour for their theme as a source of inspiration. They will start with looking at textile designers, and are taught specific Art & Textile skills along with photography.

In the second half of the year, students will choose a fashion movement/theme and begin their own personal investigation, using and building on the skills they have learnt so far. They will design and make an outcome to the project.

Year 10 & 11 : Coursework Portfolio and Controlled Assessment Units

Coursework Portfolio of work:

The above project will take them into the beginning of year 10, when after Christmas they will start their

Assessment (Continued)

coursework, which consists of two projects; Animals and Insects and a linked personal investigation, taking them through to January of year 11. The techniques that students learn become more developed and sophisticated within their work as they move through to year 11. The work is supplemented by their own investigations and sketchbooks record progress throughout the course.

Controlled Assessment Set Task:

There is a set task at the end of the course. A question paper issued in January gives a list of starting points to select one from. Students will have approximately twelve weeks of class time to produce a supporting sketchbook work and a final personal response. The final piece is produced in a ten-hour supervised period.

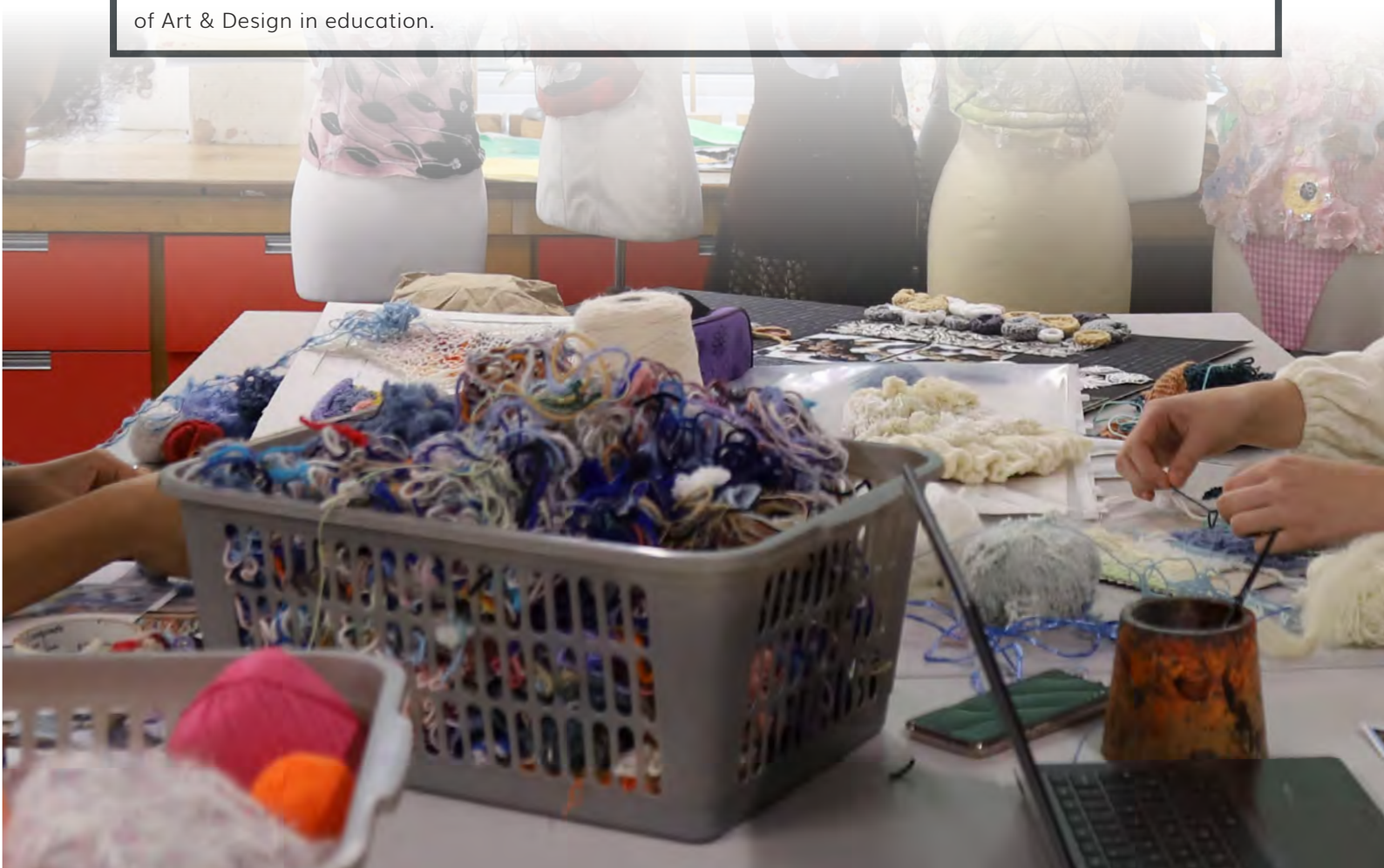
Skills

Textiles at GCSE will enable you to improve your practical skills and experiment with different materials and techniques. You will improve on your powers of observation and look at the work of a range of artists and craftspeople. You will think creatively and imaginatively and learn to express your ideas through drawing and designing.

Career Opportunities

The creative arts are one of the biggest employers in the world of work, playing an important part in industry. Skills developed in GCSE Art and Textiles can start you on the route to a variety of courses and careers in Fashion Design, Industrial Design, Jewellery or 3D Design, Fine Art, Architecture, Graphic Design, Illustration, Ceramics, Furniture and Interior Design, Theatrical Design, Glass, Textiles, Computer Aided Design, Animation, Film or Television, Media Studies, Art History, and Photography.

With the skills acquired in Textiles, no matter what career you choose you will have an advantage in showing that you are a well rounded individual. Universities, colleges and employers in all fields, recognise the value of Art & Design in education.





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