



*"Success is an Attitude"*

The Chalfonts Community College

# GCSE Options PROSPECTUS



# Introduction

Over the coming months you will be choosing the courses that you will be following in Years 10 and 11. For the first time since starting school, you will have a choice in what you learn. There is a wide range of courses to choose from, including courses that you have not studied before. It is important that you, your teachers, and your parents/guardians, work together to make sure that you choose the options that interest you the most and with which you will have the most success. The options process is set out to help you to make positive informed decisions. At The Chalfonts Community College our aims are for you to:

- ❖ study courses that suit your interests and aspirations.
- ❖ follow a curriculum that is both broad and balanced.
- ❖ be given the opportunity to focus on your strengths and to explore new areas.

Making option choices can sometimes feel daunting and can perhaps become a stressful decision, so over the coming weeks you will get many opportunities to look at information and to listen to advice and guidance to support your decisions. There will be a range of presentations, a parents' information evening and talks by Subject Leaders. We may also recommend some courses for you personally based on your strengths and needs. If so, we will write to you to share our advice.

We also have several subjects which are not GCSE's and are graded differently. This is explained in the sections that follow.

Students should consult widely before they finalise their subject choices. A good starting point is to consider which subjects they most enjoy, as success will come more naturally in them.

We offer as much choice as we can, but it is not always possible to run a course which very few students choose, and some combinations of subjects may prove to be impossible for us to schedule. If this happens, we will let you know, and we will help you to explore other possibilities.

The Option process is all online to help us speed things up and you will receive login details for the online T.O.O.L.S platform very soon. The deadline for picking your options is the last day of term before the Easter Holidays.










Remember, if you are unsure about anything, please ask, we are here to help you!



Mr Imran Vahora  
Assistant Principal



## GCSE Options Process | 2025

Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Stage 6	Stage 7
						
<b>Parent Information Evening</b>	<b>Parents Evening &amp; Assemblies</b>	<b>Do your research &amp; Taster sessions</b>	<b>Time to choose your options</b>	<b>Waiting game &amp; Timetabling</b>	<b>Review your choices</b>	<b>GCSEs Start</b>
<b>14<sup>th</sup> Jan 2025</b>	<b>6<sup>th</sup> Feb</b>	<b>Feb - Mar</b>	<b>14<sup>th</sup> - 28<sup>th</sup> Mar</b>	<b>Apr – May</b>	<b>1<sup>st</sup> Jun</b>	<b>4<sup>th</sup> Sept 2025</b>
<p>Parents are invited into school for an information evening all about the GCSE Options process.</p> <p>To help you learn more about Options, you will be provided with the GCSE Options Prospectus.</p>	<p>Parents will have a chance to meet teachers and discuss your suitability on various courses.</p> <p>Mr Clarke will run Option assemblies weekly. Students will be given more info. during their PSHE sessions where they will have a chance to ask questions.</p>	<p>Some departments will also make a short video explaining what their course is all about esp. if you haven't studied it before.</p> <p>You may also be able to do a taster lesson in that subject!</p> <p>Log into Unifrog to research careers &amp; subjects they require <a href="http://www.unifrog.org">www.unifrog.org</a></p>	<p>You will be given your unique login details on 14<sup>th</sup> March to use the online platform T.O.O.L.S. to make your choices by 28<sup>th</sup> March.</p> <p>Scan this QR code to get to T.O.O.L.S</p> 	<p>We will review all the option choices in consultation with all the staff involved including the SENCO and start the timetabling process.</p> <p>No further changes can be made at this time.</p>	<p>Students receive their choices to review. At this stage, you can let us know of any changes you wish to make.</p> <p>Students and parents will be contacted if options need to be reviewed or if a course is no longer running due to low uptake.</p>	<p>Students start their new courses.</p> <p>If you decide after starting a course that it's not for you, you may be allowed to change it pending on space.</p> <p>Good luck!</p>
						 <p>The Chalfonts Community College</p> <p>"Success is an Attitude"</p>



# The Curriculum

At The Chalfonts Community College, we offer an exciting curriculum to prepare you for the ever-changing world in which we live, work and play. The curriculum is made up from a core curriculum that seeks to give you a solid foundation and prepare you for continued study after GCSEs. This is supported by a broad range of option subjects that fit with your interests, as well as helping to develop you as a rounded individual.

## Core Subjects

All students will study the following 'core' subjects at GCSE level:

- ❖ GCSE English Language
- ❖ GCSE English Literature
- ❖ GCSE Mathematics
- ❖ GCSE Triple or Combined Science\*

*\*For the sciences: Students in set 1 will study Single Sciences (called Triple Science which counts as 3 GCSEs) and everyone else will study Combined Science (also called Trilogy and counts as 2 GCSEs).*

## The English Baccalaureate - EBacc

The Government strongly recommends that all students take a foreign language AND either History or Geography at GCSE Level. In line with this, we expect students to study at least one of these subjects. You have been asked to think about which subjects are right for you. We offer you four subject choices, so that you can take at least one EBacc subject.

EBacc Subjects:

- ❖ GCSE Geography
- ❖ GCSE History
- ❖ GCSE French
- ❖ GCSE German
- ❖ GCSE Spanish

All students follow core, non-examination courses in:

- ❖ Physical Education
- ❖ Personal, Social, Health and Citizenship Education (PSHCE)

Some subjects have limited places due to staffing, health and safety, and curriculum requirements.

More information can be found on the individual subject pages that follow.

Students are advised to choose subjects because they are interested in and enjoy them. Your choices should support your 6<sup>th</sup> form, college, or career plan. We advise against choosing subjects because: friends are choosing them; of who teaches the subject; you think they will be easy options; or because of parental/teacher pressure.



# Option Subjects

The subjects we offer represent a broad range of knowledge and skills and they can lead to a wide range of career paths.

The subjects on offer are:

- ❖ GCSE Art
- ❖ GCSE Digital Art
- ❖ GCSE Business Studies
- ❖ GCSE Computer Science (Maths Sets 1-2)
- ❖ GCSE Dance
- ❖ GCSE Design & Technology
- ❖ GCSE Drama
- ❖ Engineering Manufacture (Level 2 Certificate)
- ❖ Hospitality & Catering (Level 2 Certificate)
- ❖ Introduction to the Hair & Beauty Sector (Level 1 Certificate)
- ❖ IT (Cambridge National Level 1 & 2)
- ❖ GCSE Media Studies
- ❖ GCSE Music
- ❖ GCSE Sociology
- ❖ Sport Science (Cambridge National Level 2)

## How are the final choices decided?

Since we do not restrict students' choices by asking them to pick from prescribed pathways or option blocks, it is only once all the student choices have been submitted that we organise these choices into groups for timetabling purposes.

Usually there are a handful of students who may be asked to choose another option. This is done in consultation with you and your parents, and this is the reason why we ask for two reserve choices. Please be aware that we will not run a course if too few students opt for it, and that we will ask teaching staff for their professional view as to your suitability for a course. On this note, **it is in your benefit to make sure your attendance and punctuality to school are excellent and that your behavior in school is impeccable so that staff will want you on their courses.**

We will spend time with every student to ensure that the options chosen are the right ones, so you will not hear until the end of May what your final subjects are. When a student is asked to use a reserve subject, we work hard with them to ensure that they are supported. It is for this reason that this part of the process can take some time.



# GCSE Grading

The GCSEs are assessed at the end of Year 11. The 9 - 1 grading system will relate to A\* - G in the following way. Typical GCSE subjects are graded using grades 1 – 9 (9 being the highest) and vocational subjects are graded differently using words where a Distinction Star (D\*) is the highest.

GCSE Grades in old money	New GCSE Grades	Vocational Qualifications Grades	
A*	9	Distinction *  Distinction  Merit  Pass	Level 2
A	8		
	7		
	6		
B	5		
	4		
C			
D	3	Distinction  Merit  Pass	Level 1
E			
F	2		
G	1		
U	U	Not Yet Achieved	



# Careers

There is no simple answer to the question of how to choose a career and there is no single path to be followed. There are, however, three key principles to remember: first, you should aim to do something that will bring you happiness and fulfilment; second, no one else can (or should try to) choose for you; third, it is important to keep one's options open for as long as possible. For most careers, the choice of subjects is not crucial, but certain careers do require specific subjects. For instance, Chemistry and Biology are essential for Medicine, while Mathematics and Physics are fundamental requirements for Engineering.

When considering GCSE options, it is often helpful to think ahead a little about jobs that might be of interest in the future. To this end, we have introduced 'Unifrog', ([www.unifrog.com](http://www.unifrog.com)) a one stop-shop online careers tool to support you in doing this.

You may have recently completed the **Personality and Interests questionnaire** and learnt more about yourself and explored the careers commonly associated with your closest personality types. Re-visit these tools and research in a little more detail the careers suggested. *Are they roles you would be interested in? Which subjects are they suggesting might be useful?*

Whilst your dream job is unlikely to specify the GCSEs you need, it might require a particular degree or A-level subject, and to get those, you might need certain subjects at GCSE. Obviously, it's unusual to know exactly what you want to be at this stage, so it's important to keep your options open (e.g., if

there's any possibility you might want to be a doctor one day, then Chemistry will be necessary!)

Unifrog's **Careers library** is made up of over 800 job profiles that you can search to learn about possible pathways ahead of you. You can find the Careers Library under 'Exploring pathways' on your Unifrog Home page. You can search the library using keywords, or by filtering by career area, subject, theme, and competency/skill. If you see a job that you like, you can 'favourite' it for future reference.

Once you have found the career path you are aiming for, you can read the profile, in particular, looking at the section 'Related university subjects' profiles.' If you click on any of these subjects in this list, it will take you to the relevant page in the Subjects library where you can find out more about what it would be like to study that subject.

Whatever you choose, you will be studying the subject for at least two years – so it's important you like it! You are also more likely to perform well and be motivated in subjects you enjoy studying. If you don't think you enjoy any subjects, think about the *type of studying* that you prefer. E.g., even if you don't love Mathematics, you might prefer solving problems with exact answers to writing long creative essays.



# English Language

## AQA

English Language is a compulsory GCSE and will enhance your reading and writing skills. The course will develop your literacy skills to ensure you can read fluently and write effectively. You will cover a range of texts and styles from 19th, 20th and 21st centuries, broadening your understanding and appreciation of literature and literary non-fiction, as well as other writing such as reviews. In addition to this, you will also extend your ability to discuss, present and communicate – which are vital skills to have in the future.

## Course Structure

The course is 100% examination based. You will sit two exams, each exam is 1hr and 45 minutes long and you will complete four reading responses and two writing tasks in each exam. Your first exam will test your ability to respond to a piece of literature fiction and develop your skills in descriptive writing. Your second exam will test your ability to respond to a non-fiction text and develop your skills in writing to present a viewpoint. You will also receive a certificate in Spoken Language, which does not form part of your final English Language result.

## Where does it lead?

English Language is a crucial GCSE because all employers, universities and colleges will ask you about this result. Having an English Language GCSE means that you are good at communicating and have good skills of interpretation which are crucial skills to have in life. GCSE English Language is a solid foundation for courses in journalism, media and languages, as well as many others.

# English Literature

## AQA

English Literature is a compulsory GCSE at The Chalfonts Community College. It will develop your skills of analysis and interpretation and you will be encouraged to consider the interpretation of others when looking at the texts. You will be taught the skills to analyse poetry and prose so you can independently learn to look for hidden meanings in texts or learn to link them to their social, historical, cultural or moral setting.

## Course Structure

The course is 100% examination based. You will sit two exams, one of which is 1hr and 45mins and assesses you on drama and prose; the other is 2hrs and 15mins and assesses you on modern texts and poetry. You will study a variety of texts in preparation for your exam such as *The Merchant of Venice*, or *Macbeth* by William Shakespeare and *Lord of the Flies* by William Golding or *An Inspector Calls* by J.B. Priestley

## Where does it lead?

English Literature is an academic GCSE and is respected and highly regarded by all employers, universities, and colleges. Having an English Literature GCSE shows that you have developed your skills of interpreting and can look beyond the surface for understanding. You will also have been taught to present your ideas in a sophisticated way and you will be encouraged to be aware of your written expression and how this can shape other's understanding of you. GCSE English Literature is a great qualification to have. Not only will it encourage you to read widely for pleasure, but it can also help you enter into careers in journalism, publishing, broadcasting and many more.



# Mathematics

## AQA

Mathematics is a compulsory GCSE. The course extends the Mathematics you have learnt in Key Stage 3, including number, algebra, shape, ratio and proportion, geometry and data handling. There is an increased emphasis on applications and functionality.

Our aim in this course is to ensure that you leave equipped with the Mathematical skills you need to succeed in Further Education or employment.

You will:

- Develop fluent knowledge, skills and understanding of mathematical methods and concepts
- Acquire, select and apply mathematical techniques to solve problems
- Reason mathematically, make deductions and inferences and draw conclusions
- Comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the information and context.

## Course Structure

You will sit three exam papers at the end of Year 11. The papers are all equally weighted. There is **no** controlled assessment or coursework.

- Paper 1: Non-Calculator
- Paper 2: Calculator allowed
- Paper 3: Calculator allowed

## Where does it lead?

You will need a GCSE in mathematics as it is an essential requirement for many jobs no matter what sector they are in.

The GCSE Mathematics course will ensure that you have the numeracy skills required to tackle the mathematics we encounter in life.

Students achieving a Grade 7 or better can continue directly into A-Level Mathematic and for those students that achieve a Grade 8 or more, they will be able to study Further Mathematics.



# GCSE Science

## AQA

GCSE Science is not an option and it is a compulsory GCSE for students. The course covers a diverse range of topics related to Biology, Physics and Chemistry including:

### Biology

- *Natural selection and genetics*
- *Ecosystems and material cycles*
- *Health and development in medicines*
- *Cells, plant structure and ecosystems*

### Chemistry

- *The periodic table*
- *Separating and purifying substances*
- *Energy and chemical reactions*
- *Earth and atmospheric science*

### Physics

- *Motion, forces and energy*
- *Light and the electromagnetic spectrum*
- *Astronomy*
- *Waves*
- *Magnetism*
- *Electricity and circuits*

## Course Structure

The course is 100% Examination with two papers per scientific discipline:

- Biology 1 and Biology 2 (33.3%)
- Chemistry 1 and Chemistry 2 (33.3%)
- Physics 1 and Physics 2 (33.3%)

Each paper has a mixture of assessment styles including multiple choice questions, short answer questions and more open extended responses.

## Where does it lead?

This course counts as two GCSEs and you will receive two grades at the end of the course.

Students who achieve a grade 6/6 or better in Combined Science can advance to studying one or more Sciences at A-Level or choose the BTEC Science route or other Level 2 and Level 3 courses at college.

The study of Science can eventually lead to a wide range of careers including research, teaching, medicine, veterinary science and engineering.



# Art / Digital Art

## Pearson Edexcel

Art and Design and Digital Art are hugely creative subjects which encourage students to express their ideas through a variety of different art disciplines.

Art and Design takes the form of more traditional based skills like, painting in acrylic, water colour, drawing, sculpture in clay, wire and mod roc plaster, various printing techniques and photography although students will also produce some digital based work too.

Students will be supported in generating their own personal ideas and making connections with artists and designers.

Students who opt for Digital Art will follow a course similar to Art and Design but will be making Art using Computer Software and lens-based media.

Students will develop photography skills to generate ideas and use Adobe Photoshop as well as other packages to create manipulated original images and collages.

Students will complete two projects in Year 10 and one main project in Year 11 and a smaller project just before they start their exam preparation. They will complete a mock exam in Year 10 and another in Year 11 to prepare them for their final exam and also to create fantastic pieces of well-developed work.

The examinations last for 10 hours and will be sat over two days.

## Where does it lead?

There are a huge array of courses and careers that a GCSE in Art and Design or Digital Art can lead to. This includes an A-Level in a related subject or other Level 3 courses. This can then be followed by a degree and eventually a career in Advertising, Animation, Fashion and Textiles, Graphic Design, Set and Scenery Design, Illustration, Fine Art, or Film and Television.

## Course Structure

Art and Design and Digital Art are both 60% Coursework and 40% Examination.

Everything that students work on throughout Year 10 and Year 11 will go toward their total GCSE grade. This includes all class work and homework.



# Business Studies

## Pearson Edexcel

Students will apply knowledge and understanding to different business contexts ranging from small enterprises to large multinationals and businesses operating in local, national and global contexts. Students will develop an understanding of how these contexts impact on business behavior and apply knowledge & understanding to business decision making looking at:

- the interdependent nature of business activity, influences on business, business operations, finance, marketing, human resources and how these interdependencies underpin business decision making
- how different business contexts affect business decisions
- the use and limitation of quantitative and qualitative data in making business decisions.

Students will draw on knowledge and understanding to:

- use business terminology to identify and explain business activity
- apply business concepts to familiar and unfamiliar contexts
- develop problem solving and decision-making skills relevant to business
- investigate, analyse and evaluate business opportunities and issues
- make justified decisions using both qualitative and quantitative data including its selection, interpretation, analysis and evaluation, and the application of appropriate quantitative skills.

## Course Structure

The course is divided into two themes which are equally weighted. Both themes culminate in 105 minute externally set examinations. 30% of each paper is extended writing and students must be able to demonstrate analytical responses.

## Theme 1: Investigating small businesses.

- Topic 1.1 Enterprise and entrepreneurship
- Topic 1.2 Spotting a business opportunity
- Topic 1.3 Putting a business idea into practice
- Topic 1.4 Making the business effective
- Topic 1.5 Understanding external influences on business

## Theme 2: Building a business.

- Topic 2.1 Growing the business
- Topic 2.2 Making marketing decisions
- Topic 2.3 Making operational decisions
- Topic 2.4 Making financial decisions
- Topic 2.5 Making human resource decisions

The use of Maths is integral to success on the course. Students will be expected to make calculations in a business context, including:

- averages/ percentages and percentage changes
- revenue, costs and profit
- gross profit margin and net profit margin ratios
- average rate of return
- cash-flow forecasts, including total costs, total revenue and net cash flow

## Where does it lead?

Knowledge of how a business works will be helpful for every job. It is useful if you want to be an entrepreneur and set up your own business or if you would like to work in a wide variety of careers such as Advertising, Accountancy, Stockbroker, Recruitment, Events Management. GCSE Business will lead on to A Levels and a link for a variety of degrees at university, such as Law, Accountancy, Economics, Finance, Management, and international Business.



# Computer Science

## OCR | GCSE

Computer Science is designed to provide students with a solid foundation in key aspects of computing. This course explores a range of topics, focusing on both theoretical concepts and practical applications. Students will develop a deep understanding of fundamental principles in computer science, including programming, algorithms, data representation, computer systems, networks, and the ethical implications of technology.

Throughout the course, students will have the opportunity to enhance their problem-solving skills by engaging in hands-on programming activities. The curriculum encourages the exploration of real-world applications of computer science, fostering creativity and critical thinking. Additionally, the course aims to develop students' ability to analyse and evaluate the impact of computing on society, considering ethical and legal considerations.

By the end of the GCSE Computer Science course, students are expected to have gained a comprehensive understanding of the principles that underpin modern computing, preparing them for further studies in computer science or related fields and equipping them with valuable skills for the digital age.

## Course Structure

### Unit 1: Computer Systems (1h 30m exam)

This component introduces students to the essential elements of computer systems. Topics include the architecture of computers, memory and storage devices, networking concepts, systems software, security measures, and the development life cycle of systems. Students explore the ethical, legal, cultural, and environmental considerations associated with computing. This unit provides a comprehensive overview of the components

that constitute computer systems, fostering an understanding of their functionalities and implications in the broader context of society.

### Unit 2: Computational thinking, algorithms, and programming (1h 30m exam)

This component focuses on cultivating problem-solving skills and programming proficiency. Students delve into fundamental computational thinking concepts, learning to design and analyse algorithms using pseudocode and flowcharts. The unit introduces programming languages, emphasising code writing, testing, and debugging. Additionally, it explores data representation, binary concepts, and computer logic, incorporating Boolean logic into programming. The culmination of the unit involves a programming project, enabling students to apply their acquired knowledge in creating, testing, and evaluating a practical solution to a given problem. This unit lays a solid foundation for students to confidently engage in the world of programming and algorithmic problem-solving.

### Programming Project (20 hours, no assessment)

## Where does it lead?

Many doors open after you complete the GCSE Computer Science course, you can continue onto Sixth Form College, where you can complete your A-Level in Computer Science or another vocational Information Technology course.

Career opportunities in computer science grow year by year, as does our advancement in technology does. This course can lead to possible careers include software development, systems analysis, data analysis, cybersecurity, and more.

## Important Information:

Due to the nature of the course, it is imperative that students can demonstrate a keen understanding of logical systems; therefore, the Computing department has all Year 9 students complete a base-entry assessment and will usually first consider students who are in Set 1/2 for Mathematics at the end of Year 9.

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# Dance

## AQA

GCSE Dance involves students exploring the world of contemporary dance. Students will take part in solo and group practical workshops where they will explore set professional choreography and also create their own practical work.

Students will study professional work in preparation for a written exam where they will consider how Dance is created and understand the health and safety requirements of Dance. Students should have some experience of Dance and be prepared to develop a strong understanding of the language of Dance.

## Course Structure

The course is made up of two components:

### Unit 1: Performance and Choreography

Students will work on the following areas and assessments:

- Set phrases through a solo performance  
(Approximately one minute in duration)
- Duet/trio performance (three and a half minutes in duration)
- Solo or group choreography – a solo (two to two and a half minutes) or a group dance for two to five dancers (three to three and a half minutes)

This unit contributes 60% of the GCSE.

### Unit 2: Dance Appreciation

This unit comprises a written exam where students are asked a range of questions about two professional Dances.

The unit assesses:

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

This unit contributes 40% of the GCSE.

## Where does it lead?

Students could consider progressing to A-Level Dance or Performance Arts - where Dance could play a key part of the course. You will have gained a strong knowledge of the language of Dance - and will also be in a position to consider a BTEC National in Performing and Creative Arts.

## Important Information:

The GCSE Dance course is physically demanding. It demands a high level of commitment due to the rigorous nature of the practical coursework element. Previous experience with dance is not required but would be beneficial. As such, all students who opt to take Dance at GCSE will be required to complete an audition before being accepted on to the course.



# Design & Technology

## AQA

Students with an interest in design, who enjoy the process of researching, designing, developing and evaluating a product, and are interested in working with a range of materials, would be well suited to taking this course. This course is about the journey of designing a product rather than just being about the finished result. Only 10% of students' final mark is for practical work and lessons will reflect this.

This course involves designing and making products in a range of workshop materials, including textiles, ferrous and non-ferrous metals, timber-based materials, ceramics and plastics.

Primarily you will be learning about the properties of materials and different industrial production techniques. The variety of knowledge is vast, from working with modern smart materials and computer aided design and manufacturing, to more traditional wood and metal working practice.

The vast amount of theory knowledge is an important part of the course and will be taught throughout Year 9 and 10 in preparation for the written examination at the end of Year 11.

## Course Structure

Design & Technology consists of two units.

### Unit 1: Written Examination

This unit comprises 50% of the total GCSE and will test your knowledge of both design and production practices, as well as the properties of materials.

### Unit 2: Design and Making Practice

The other 50% is made up of controlled assessment (a practical product and 25 page A3 folder of work recording the design process followed in its construction).

## Where does it lead?

This course will enable you to progress to A Level Product Design whilst also enabling you to demonstrate many of the skills required for access to apprenticeships and more vocational college courses. Many of the areas explored will give you a good grounding in the skills used in engineering as well as more creative courses in further education.

## Important Information:

Groups are kept to a maximum size of 20 students per class due to the size of the classrooms and health and safety requirements.



# Drama

## OCR

GCSE Drama is a combination of practical Drama workshops, two performance exams and a written exam.

Although some people choose drama because they are looking at future opportunities in the performing arts, most don't. They choose drama because it develops all the interpersonal and influencing skills you will need later in life. Drama develops leaders with strong critical thinking abilities, creative problem solvers and outstanding communication skills.

You will develop a wide range of exploring and performing skills. You need to have the confidence to want to "perform" in front of an audience, but also be able to listen to other people's ideas.

Most sessions will be practical based – developing your acting skills and learning about how to consider the audience in creating and devising performance ideas. It is an excellent opportunity to learn about working as a team, starting from a blank canvas and achieving live deadlines.

## Course Structure

The Course consists of three units:

### Unit 1: Devising

- Create and develop a devised piece from stimulus given by the exam board
- Performance of this devised piece or design realisation for this performance.
- Analyse and evaluate the devising process and performance.
- Performer or designer routes available.

This unit is coursework-based and comprises of a written/audio/video-based portfolio as well as a devised practical performance.

It counts as 30% of the GCSE.

### Unit 2: Performance from Text

- You will either perform in and/or design for two key extracts from a selected performance text.

This unit is also coursework-based and comprises 30% of the GCSE.

### Unit 3: Theatre Makers in Practice

This is a written examination. It covers:

- Practical exploration and study of one complete performance text
- Live theatre evaluation

This unit comprises the final 40% of the GCSE.

## Where does it lead?

The course can lead to further study in Drama or Performing Arts – but is recognised for its transferable skills in working as a team, leadership, creating according to a strict deadline, thinking on your feet, communicating to an audience, and starting from a blank canvas.



# Engineering Manufacture (Level 1 & 2)

## OCR CAMBRIDGE NATIONAL

The Cambridge National in Engineering Manufacture J823 was first taught from September 2023 at CCC. Students will leave the course with a level 1 or 2 qualification (with a pass, merit, or distinction), which is dependent on the student's quality of coursework and exam result.

### Course Structure

The course is divided into three mandatory units: Units 14, 15 & 16.

In Year 10 students are taught Units 14 and 15. In the spring term students will be manufacturing a one-off product which is part of the NEA assessment and this is an independent exam task. In year 11 students will be taught unit 16 – CAD/CAM. Students will be expected to manufacture a product using CAD software and be able to program a CAM machine. This is also an NEA assessment and counts towards the overall qualification grade. Students are also required to sit an external examination which lasts for an hour and a half and accounts for 40% of their final grade.

The practical element of this course only accounts for 20% of the final marks for the course and the lessons will reflect this. Students should be aware that this is a rigorous qualification requiring skill, resilience, determination, and independent application of knowledge to high engineering standards on machines such as lathes, laser cutters and CNC mills. High precision in the measuring and marking out of practical work is expected, where you will be working to fine tolerances as small as 0.25mm. To get into the top mark bands students will be able to work fully independently without teacher help on a range of machines and software programs.

### Unit 14 Students learn

- Engineering drawings of parts/components.

### Unit 15 Students learn

- Engineering drawings of parts/components to manufacture.
- Engineering materials to manufacture parts/components (depends on manufacturing capabilities and equipment)
- Use of measuring equipment for marking out (e.g. rules, calipers, micrometers, squares etc.)
- Marking out equipment (e.g. dividers, scribes, surface plates, punches etc.)
- Hand tools (e.g. saws, files, guillotine, press, taps, dies etc.)
- Manually controlled machines (e.g. pillar drill, lathe, milling machine etc.)

### Unit 16 Students learn

- Manufacturing aids (e.g. jigs, Go-No Go gauges).
- Materials to make templates (e.g. card, thin polymer sheet, etc.).
- CAD/CAM programming compatible with CNC equipment being used, and capable of simulation.
- CNC machines(s) (e.g. laser cutter, CNC lathe, CNC mill or router, 3D printer).
- Use of measuring equipment for performing quality control

The final exam will include what was taught above as well as other material.

### Where does this lead?

The qualifications are ideal for students considering apprenticeship with an employer or training organisation. It is also suitable for A level study or other level 3 course at The Chalfonts or colleges.

### Important Information:

Groups are kept to a maximum size of 18 students per class due to the size of the engineering workspace and health and safety requirements.



# Hospitality & Catering

## (Level 1 & 2)

### WJEC

The course is designed with the aim of enabling you to gain a good foundation of knowledge, understanding and skills that are required by the Hospitality and Catering Industry. You will have the opportunity to develop a variety of skills, including food preparation and cooking techniques, organisation, time management, planning, communication and problem solving.

### Course Structure

The Course is made up of two units:

Unit 1: The Hospitality and Catering Industry

Unit 2: Hospitality and Catering in Action

To pass the course, you must complete the assessments for both units.

#### In Unit 1 you will learn about:

- Topic 1.1: Hospitality and Catering provision
- Topic 1.2: How hospitality and catering providers operate.
- Topic 1.3: Health and safety in hospitality and catering
- Topic 1.4: Food safety in hospitality and catering

Unit 1- External assessed by taking a written examination and values 40%

#### In Unit 2 you will learn about and apply your learning to:

- Topic 2.1: The importance of nutrition
- Topic 2.2: Menu planning
- Topic 2.3: The skills and techniques of preparation, cooking, and presentation of dishes
- Topic 2.4 Evaluating Cooking Skills

Unit 2 is based around a given brief in which you will need to complete all the Assessment criteria; this will form your coursework, along with the practical assessment.

You will use your knowledge gained over the course to plan, prepare, cook, serve and evaluate two dishes, in a safe and hygienic manner, which are suitable for the needs of the customers identified in the brief .

Unit 2 is internally assessed by taking a controlled assessment, involving a series of tasks, including practical work and equates to 60% of the course.

### Where does it lead?

Successful candidates can progress to Level 3 qualifications relevant to the hospitality and catering sector, such as WJEC Level 3 Food, Science and Nutrition (certificate and diploma), Level 3 NVQ Diploma in Advanced Professional Cookery, Level 3 Advanced Diploma in Food Preparation and Cookery Supervision or other related courses. These courses open the opportunity for a range of job roles within the Hospitality and Catering Sector.

### Important Information:

Groups are kept to a maximum size of 18 students per class due to the size of the food classrooms and health and safety requirements.



# Modern Foreign Languages: French, German & Spanish

## Pearson Edexcel

Languages will help you expand your world view and learn about people and other cultures. Foreign languages will also help you when you travel abroad so you can make the most of any holiday you take. Studying languages at The Chalfonts Community college is fun, challenging and rewarding with exciting overseas trips to look forward to.

## Course Structure

The MFL GCSE assessment criteria changed in September 2024. The new GCSE 2024 assessment objectives combine the core skills and how students 'understand and respond to spoken language' or 'written language' in two assessment objectives. The third assessment objective focusses on knowledge of grammar and vocabulary.

AO1 Understand and respond to spoken language in speaking and in writing 35%

AO2 Understand and respond to written language in speaking and in writing 45%

AO3 Demonstrate knowledge and accurate application of the grammar and vocabulary prescribed in the specification 20%

## You will be tested on four papers:

- Paper 1 speaking
- Paper 2 Listening
- Paper 3 Reading
- Paper 4 Writing

## The five themes you will study are:

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

## Where does it lead?

All students have the choice to continue with French, German or Spanish which they have been studying since Year 7. The ability to speak a second language is not only useful but is advantageous in today's world.

Some Universities highly value Modern Foreign Languages at GCSE. Learning a language fits well with any subject and it broadens your horizons. Having a language qualification on your CV makes you more desirable to an employer in today's global economy.

A languages qualification can lead to a career in many diverse areas such as the Law, Business, Management, Film, Computing, Engineering, Travel and Tourism, Criminology and many more, not just translating and teaching!



# Geography

## AQA

Geography is about understanding the world's people, places and environments. It illuminates the past, explains the present and prepares us for the future. What can be more important than that?

Geography is one of the most popular option choices at GCSE with over a third of students in England taking the subject. Geography is not only up-to-date and relevant, but also one of the most exciting, adventurous and valuable subjects to study at GCSE level. You will learn essential geographic skills and can put these skills into practice through rural & urban fieldwork.

### Course Structure

The GCSE course will be assessed in three written examinations.

#### Paper 1: Living with the Physical Environment (1 hour 30 minutes - 35% of the GCSE)

- Challenge of Natural Hazards
- The Living World
- UK Physical Landscapes

#### Paper 2: Challenges in the Human Environment (1 hour 30 minutes - 35% of the GCSE)

- Urban Issues and Challenges
- Changing Economic World
- Challenge of Resource Management

#### Paper 3: Geographical Applications (1 hour 15 minutes - 30% of the GCSE)

- Issue Evaluation (based on pre-release material given by the exam board)
- Fieldwork
- Geographical Skills

### The skills you will learn:

Analytical and statistical skills, Problem solving and decision-making, Teamwork & leadership  
Extended writing, understanding different cultures, Debating skills, Research & interpretation

### How does studying Geography change the world?

Geography influences everything, from our food, cultures, health, landscapes and climate to our social and economic systems. Studying Geography gives you the skills to be able to look at the world through a different lens, to help us to understand the Earth, so that we can use and interact with it in a more sustainable, safe and harmonious way. It helps to develop your understanding of the physical and human world around you from the impacts of earthquakes and climate change to food availability and how we can lead more sustainable lives.

*In the end, it's about using all that knowledge to help bridge divides and bring people together - President Barack Obama*

### Where does it lead?

Geographers are leading the fight to save the planet. It is highly regarded by universities and employers. Studying Geography opens up doors to the following careers: Environmental Scientist or Consultant, Town planning & engineering, Renewable Energy, Charities & Humanitarian Aid, Geo-hazard scientist, Meteorologist and many more.



# Hair & Beauty

## (An Introduction Course)

### VTCT

The qualification is a Level 1 Vocational Certificate. It acts as a good introduction to working in the hair or beauty industry. The qualification aims to provide you with:

- An introduction to the hairdressing and beauty therapy industries and the skills required to work in them, helping you decide whether this is the right career for you
- Knowledge and skills in beauty therapy that will build confidence and provide a good foundation for further study on a professional level course offered post 16
- The skills to perform beauty treatments and to assist in the salon

### Course Structure

The course is comprised of three separate qualifications which build on each other over the course of year 10 and 11:

The 'Award in an Introduction to the Hair and Beauty Sector' is made up of three units:

- Unit UV30330 - Introduction to the hair and beauty sector
- Unit UV30331 - Presenting a professional image in the salon
- Unit UV10416 – Provide a Basic Manicure Treatment

Students who successfully complete these units continue on to complete the 'Certificate in an Introduction to the Hair and Beauty Sector' A further two units are studied:

- Unit UV10417 – Provide Basic Pedicure Treatment
- Unit UV30333 - Nail Art application

Students who successfully complete the certificate can continue to the 'Diploma in an Introduction to the Hair and Beauty Sector'. A further seven units are studied:

- Unit UV30335 - Skincare
- Unit UV30339 - Make up application
- Unit UV20400 - Head Massage
- Unit UV10481 - Salon Reception Duties
- Unit UV10482 - Create Retail Displays
- Unit UV10478 –Working with others in the Hair & Beauty Sector
- Unit UV10477 - Health & Safety in the Salon

The qualifications are achieved via successful completion of all units for each stage of the different levels of qualification, through practical assessments in the salon and written assignment work, there are no written exams.

### Where does it lead?

Successful students can progress into full time NVQ Level 2 & 3 Beauty Therapy in the 6th Form or begin an apprenticeship in the Hair and Beauty sector.

### Important Information:

Places on this course are very limited. The course is run in a 'live' salon and students will be working with members of the public. As such any student selecting this course as an option will be interviewed by a Beauty teacher to evaluate their eligibility to take the course.



# IT (Cambridge National)

## OCR | Cambridge National (Level 1/2 Certificate)

This qualification is a comprehensive course designed to provide students with a practical and applied understanding of information technology. This qualification focuses on developing essential skills and knowledge in areas such as IT systems, software applications, data management, the ethical considerations surrounding technology use, and the use of augmented reality in the modern world.

Students engage in real-world scenarios, acquiring hands-on experience in solving IT-related problems and developing solutions. The course also emphasises the development of employability skills, including communication, collaboration, and project management.

As a Level 1/2 qualification, it caters to a broad range of students, offering a pathway for further education, entry into the workforce, or progression to higher-level IT courses. Students gain a well-rounded foundation in IT that prepares them for the demands of the digital age.

### Course Structure

This course is weighted 40% examination (R050) and 60% non-exam assessment (R060 & R070). Students must write the final examination to be awarded their Level 1/2 certification.

#### R050: IT in the digital world (1h30m exam)

In this unit, students will explore various topics and concepts that will be used throughout the course. This includes design tools, human-computer interface design, data and testing, cyber-security and legislation, digital communications, and the Internet of Everything (IoE). This unit will provide students with the key skills and knowledge to complete the rigorous project-based assessment requirements that will follow in Unit R060 and Unit R070.

#### R060: Data manipulation using spreadsheets (Non-exam Assessment – submitted coursework)

In this unit, students will be putting theory into practical use. Students will be introduced to Data Management and Analysis. Our focus in this unit is to provide students with the essential spreadsheet skills that they will be need in a variety of jobs. Looking at not only the HCI of spreadsheet software, but also the manipulation of data using various formulae, functions, and advanced tools (like visualisations, macros, forms, and pivot tables). They will then use this newfound knowledge to answer a project-based client brief, creating a solution that they will evaluate.

#### R070: Using Augmented Reality to present information (Non-exam Assessment – submitted coursework)

In this unit, students will be putting theory into practical use. Students will be introduced to the basics of Augmented Reality (AR). Our focus in this unit is to provide students with a fundamental knowledge of augmented reality and its anticipated importance in our modern world. We will be exploring concepts such as triggers, geolocation, devices best suited for AR, effectiveness, etc. They will then use this newfound knowledge to answer a project-based client brief, creating a solution that they will evaluate.

### Where does it lead?

The knowledge and skills developed will help you to progress onto a range of academic, technical and applied post-16 study including:

- A-Level Computer Science
- Level 3 Technical and Applied General Qualifications, such as the Cambridge Technical in Information Technology (Level 3)
- Digital Apprenticeships, such as IT, Digital and Technology, Data Analyst.



# History

## Pearson Edexcel

The course will develop and extend your knowledge and understanding of specified key events, periods and societies in local, British, and wider world history, and of the wide diversity of human experience.

You will engage in historical inquiry to develop as independent learners and as critical and reflective thinkers. Encourage you to ask relevant questions and to investigate historical events critically.

You will study both UK History and that of Europe or the wider world across different time periods.

### Course Structure

The course is made up of three written examinations.

#### Paper 1: Thematic Study and Historic Environment

This paper focuses on Crime and Punishment c1000 - Present Day; Whitechapel and Jack the Ripper.

It is comprised of a series of short and long answer questions. This paper comprises 30% of the final GCSE.

#### Paper 2: Period Study and British Depth Study

This paper focuses on the American West c1835 - c1895 and Norman Britain.

The paper is comprised of a mixture of short and long answer questions testing your ability to analyse and interpret sources. This paper comprises 40% of the final GCSE.

#### Paper 3: Modern Depth Study

This paper focuses on Germany 1918- 1939. Questions will focus on one topic, again testing your ability to analyse and interpret a range of sources.

It comprises 30% of the final GCSE.

### Where does it lead?

Apart from enjoying the course and being a lot more aware of the world around you, GCSE History is a solid basis for many A-Level subjects. Students who have done well in history often study higher qualifications in subjects such as: Politics, Law, Economics, and Sociology, along with History itself.

History also goes well with subjects such as English and Languages, all of which are analytical in nature.

Many people working in Law and Accountancy have studied History because of the skills that can be developed in reasoning and arguing your point. There are also many areas more directly related to History, such as Travel and Tourism, Museums, the Media Industry, Libraries, Government Research, Academic Research and, of course, History Teaching.

Universities and companies look favourably on History due to the skill set it provides. This rewarding subject develops a good foundation for students who wish to take it further or for those who wish to apply the skills learnt to other areas.



# Media Studies

## WJEC - EDUQAS

GCSE Media Studies is an exciting and engaging course that seeks to develop your media literacy and technical communication skills. You will study a wide range of media texts from the following media industries: advertising, news, magazine, radio, film, television, game, music video and online media.

The course encourages students to engage with media both in terms of their understanding but also the practical application of industry skills. This includes the use of Adobe Photoshop for image manipulation and Adobe Premiere for video editing.

The course focuses on four key areas:

- media language
- media representations
- media industries
- media audiences

## Course Structure

The course is 30% non-exam assessment and 70% examination. The units are as follows:

### Unit 1: Exploring the media – written exam.

This unit is externally assessed and counts for 40% of the qualification. The assessment is broken up into short answer and extended responses, testing the students' knowledge of key media concepts including an unseen print analysis.

### Unit 2: Understanding media forms and products – written exam.

This unit is externally assessed and counts for 30% of the qualification.

This unit is an in-depth study of TV, music videos and online media. It will include an extract from the set television programme. It assesses all areas of the theoretical framework.

### Unit 3: Creating Media Products - NEA

This unit is internally assessed and counts for 30% of the qualification. Students respond to a given brief that will require them to apply their knowledge of all four key areas. They will have to research, plan and produce a professional media product such as a magazine, music video or website.

## Where does it lead?

Successful candidates can continue to A-Level Media Studies or a wide range of BTEC qualifications in Media Production, Film, Animation or Design. Many students also go on to complete apprenticeships within the Media Industry such as Pinewood and/or study a media-related course at university.



# Music

## OCR

GCSE Music offers keen musicians and singers the opportunity to develop their musical skills further across the three areas of Listening, Performing and Composing. Through studying music from around the world, classical music, contemporary pop culture and Film music, students develop knowledge and skills to help them gain the confidence to express themselves musically both in Performing and Composing.

### Course Structure

#### Performing (Coursework)

Performing is worth 30% of the GCSE. It consists of one solo and one ensemble performance, recorded. You will have termly assessments for this and your final and best recordings will be uploaded to the exam board in Year 11. You would be expected to have individual instrument/ vocal lessons over the course with either one of our private teachers in school or your own outside of school, and to develop solo and band skills. All performances are recorded without an audience.

#### Composing (Coursework)

Composing is also worth 30% of the GCSE. Students are expected to complete two compositions over the course starting in Year 10. Students will learn important compositional skills through the Listening area of the course and through composition workshops. You will have access to state-of-the-art recording equipment both in our recording studio, using Logic Pro and Garage Band on the Mac suite. Compositions will be converted into MP3s and put on Google Classroom for self-assessment.

#### Appraising (Written Examination)

Appraising is worth 40% of the GCSE. There are four Areas of Study (AoS). We start with Rhythms of the World including African music, Bhangra and Indian classical music, Calypso and Samba as well as music from Greece, Israel and Palestine. Then you will study The Conventions of Pop including Rock and Roll, Rock anthems, Pop Ballads, and solo artist of today. Following that, in Year 11 we study Film and Video Game Music and the Concerto through time.

#### Where does it lead?

Students studying GCSE Music often continue into the sixth form where they take the RSL Subsidiary Diploma in Music, equivalent to 1.5 A Levels and some will continue studying music at university where they can study pop music, musical theatre, sound engineering, composing, and music production as well as doing degrees in individual instruments or singing.

#### Important Information:

The GCSE Music course requires that you play an instrument (including singing) in order to be successful. This is due to the demanding nature of the coursework, which requires both solo and group performance. As such, all students who opt to take Music at GCSE will be required to complete an audition before being accepted on to the course.



# Sociology

## AQA

GCSE Sociology helps students to gain knowledge and understanding of key social structures, processes and issues through the study of families, education, crime and deviance and social stratification.

Students will develop their analytical, assimilation and communication skills by comparing and contrasting perspectives on a variety of social issues, constructing reasoned arguments, making substantiated judgements and drawing reasoned conclusions.

By studying sociology, students will develop transferable skills including how to:

- investigate facts and make deductions
- develop opinions and new ideas on social issues
- analyse and better understand the social world.

## Course Structure

The course is 100% exam based which you sit at the end of Year 11.

Students study key ideas of classical sociologists including Durkheim, Marx and Weber, referencing their view of the world and their contribution to the development of the discipline.

Students will also learn how to apply various research methods to different sociological contexts. They will be introduced to sociological terms and concepts concerned with social structures, social processes, and social issues.

You will study the following subject content:

1. The sociological approach
2. Social structures, social processes, and social issues
3. Families
4. Education
5. Crime and deviance
6. Social stratification
7. Sociological research methods

## Assessment

There are two assessment components. They contribute equal amounts to the overall grade.

Paper 1 (50%): Written examination,  
1 hour 45 minutes

Paper 2 (50%): Written examination,  
1 hour 45 minutes

## Where does it lead?

Studying sociology lends itself to a broad range of careers as the skills developed during the course are wide ranging.

Studying sociology opens up a range of careers in areas such as welfare, education, social research, and local and central government. Examples of jobs using sociology include advice worker, community development worker, further education teacher, higher education lecturer, housing manager/officer, marketing executive, police officer, policy officer, teacher and so on.



# Cambridge National Sport Science

## OCR Cambridge National

A Cambridge National in Sport Science will encourage you to think for yourself about the scientific world of sport, while putting those theories and concepts into practice in both theoretical and practical sport situations. This course is suitable for students who have a passion for sport performance, anatomy and nutrition within sport, and for those seeking to develop their understanding of the theoretical aspects of surrounding physical activity. This course does NOT include more practical activity but does include more teaching of the theoretical side of physical education.

## Course Structure

You will cover:

- Preparing for sports, reducing the risk of injuries
- Fitness testing – planning and delivering your own fitness tests and learning how that data can be used effectively.
- How our bodies provide us with energy and the ability to move, and how exercise can help our bodies become stronger
- How nutrition and a healthy diet impacts performance in sport, creating nutrition plans.

## Assessment Process

- Over the 2 years students will complete the following:
  - Non-exam assessment (coursework) of 60%. This consists of 2 units of work consisting of up to 5 assignments per unit. Students will need to be good at meeting regular deadlines in order to complete unit assignments on time and with good quality.
  - A final exam in year 11 worth 40%. The exam unit will be taught more like a typical GCSE lesson, consisting of classwork and homework in preparation for an end of year exam.

## Where does it lead?

By developing applied knowledge and practical skills, this course will help give you the opportunity to progress on to A Levels, a Level 3 BTEC in Sport, a Cambridge Technical in Sport and Physical Activity, an apprenticeship or university.

Sport Science courses provide a wealth of career opportunities. You could become anything from a personal trainer to a sport therapist or nutritionist at an elite sports organisation or club





[chalfonts.org/academic/yr9-options](https://chalfonts.org/academic/yr9-options)

*Artwork by Ashley Maree*