

**An
Outstanding
School**

OFSTED 2015
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Opportunities at 13+

2024



Cheam High School

In September your child will begin their Key Stage 4 (KS4) option courses. This is a very important time for their future education and career paths. This booklet is designed to help you and your child choose the best options.

The process

- Students will learn about the options process in assembly, LIFE lessons and tutor time.
- On **Thursday 2nd May**, students and parents/carers will be invited into school to meet key staff who will share with you important information that your child needs to help them make their decisions.
- We ask that parents/carers spend time with their children exploring the information to help you help them to make informed decisions.
- Options choices will be completed via a Google Form although alternative provision will be made where this is not viable.
- Forms must be submitted by **9am Friday 10th May 2024**.
- Students who return their forms later than this date will have a restricted choice.
- Students who have option combinations which cannot be accommodated will be informed and asked to make new choices in the week beginning: **Monday 13th May 2024**.
- All students will be informed of their options in the week beginning: **Monday 20th May 2024**.

Programme 2024-2027 Years 9, 10 and 11

Subjects in the core curriculum which all students study are:

- English Language and Literature (two GCSEs)
- Mathematics
- Biology, Chemistry and Physics
- French/German or Geography
- LIFE (Personal, Social and Health Education including Careers) - non examination
- Games - non examination



Staff are available throughout the KS4 options process to advise. Please [see page 37](#) for a list of key staff.

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Choosing your options

This is an important stage in your child's education. Our aim is that together we reach the best decisions.

Why have the options changed?

The government would like all students to study GCSE subjects which it considers to be high status. These are:

- English (compulsory)
- Maths (compulsory)
- Biology, Chemistry and Physics (compulsory)
- A Modern Foreign Language
- History
- Computer Science
- Geography

Why do we direct students?

In order to allow students to achieve their best, your child will be directed to study French/German or a humanities subject. Therefore on your child's options form it will state whether we have directed them to study:

- French/German or
- given the choice to select either French or German (if previously studied) or
- a humanities subject

This year, students will be offered Geography as the humanities subject.

Why have we directed your child to study French or German?

Your child has shown a good aptitude in French or German and we believe they will achieve a good grade in this subject. This is an important subject that is held in high regard by most employers, colleges and all universities. This subject is also needed for your child to achieve the English Baccalaureate qualification.

Why has my child been given the option of choosing between French, German, or Geography?

In the past a Modern Foreign Language has been compulsory at KS4. We would like to give some students the choice to take another high status qualification instead, where we believe that this may be in their best interests. However, your child may still choose to select French or German (if previously studied).

Can my child study a second language?

Students can take an additional language in the options section. We would encourage all students who would like to, to take a second language.



German can only be taken as an option if previously studied at Cheam High School.

What are extended options?

We will be offering the opportunity for some students to extend their learning and develop practical skills in extended options. These will be in Construction, Food and Hair & Beauty. These options will have an extra hour each week designed to enhance the students' practical skills in their chosen areas. Most students participating in extended options subjects will pick two out of the three extended options. These will allow students to spend more time on the practical skills in their subjects of choice and will be a contrast and complement to traditional GCSEs.

For some students, we will advise that they take one extended subject and one subject from the options list to allow them to be able to access additional literacy support in their school week.

Extended options will only run where numbers allow.

What is the English Baccalaureate?

Students who take a certain combination of high status subjects, and gain a grade 5 or higher in these subjects, will be deemed by the government to have achieved the English Baccalaureate. These subjects are: English Language, English Literature, Mathematics, the Sciences, a Modern Foreign Language (French/German/Spanish), History, Geography and Computer Science.

Does the school curriculum allow students to achieve the English Baccalaureate?

Our core curriculum is made up of six (or more) GCSEs as follows:

- English Language
- English Literature
- Mathematics
- Science (Biology, Chemistry and Physics)
- Directed French or German option OR choice from French or Geography (our humanities choice this year).

All students who take French or German would need to choose History or Geography in the options section of the option form in order to have the chance to qualify for the English Baccalaureate.

How important will the English Baccalaureate be?

The honest answer is we do not know. The government are keen on this "*indicator of success*" and are already using it in school league tables. We would recommend all students who have the ability to achieve good results in this combination of subjects to study these options.

Why might my child change bands as they go into Year 9?

We sometimes need to change some students' bands to allow them to have their first choice options.

Why study GCSE Art?

This course will further develop students' artistic knowledge as they learn how to develop and express their own individual ideas. Students will explore new techniques and try out exciting ways of working with materials, as well as discover how artists have been inspired by the world in which we live. Students will develop written analytical techniques and creative problem solving skills to create exciting outcomes.

Year 9

Term 1: History of Art

Students will learn how to make in-depth analysis of artists' work and experiment with techniques and processes, using a range of art media.

Term 2: Surfaces and Microworlds

Students will be building knowledge and refining techniques as well as developing creative ideas using a wide range of 2D media and techniques.

Term 3: Portraits

Students will learn how to further develop their observational skills and understanding of portraiture.

Year 10

Students will complete their first coursework project on the theme of 'Organic Structures' resulting in a 3D outcome.

Year 11

Students will complete their coursework portfolio. Students will explore a theme, such as 'Fragments'. In addition, they will complete an externally set assignment. In Year 11, students will have three lessons each week and one of these will be during a period 6 (3-4pm).

Structure of the course

YEAR 9

Enrichment projects following GCSE themes.

YEAR 10

- First coursework portfolio: Organic Structures
- Mock examination: 3 hours

YEAR 11

- Coursework portfolio and mock examination (60% of final grade)
- Final examination (40% of final grade)

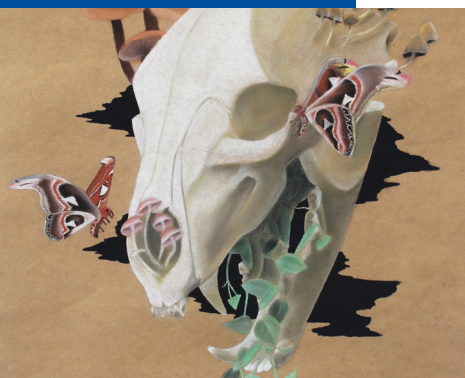
Where will it lead?

- A Level Fine Art
- A Level Photography
- A Level Graphic Design

Transferable Skills

- Critical analysis and reflection
- Creative problem solving
- Independent thinking

SUBJECT LEADER:
Ms J Prior



Why study BTEC Art & Design?

In this course, students will learn how to design art in response to project briefs that relate to working in art careers. Students will discover new techniques and ways of presenting their ideas, learning how to independently research, explore, experiment and create. Students will explore specialist ways of working such as illustration, logo design, printmaking and 3D design.

Year 9

Term 1: 2D Media and Technique Workshops

Students will be developing their technical skills in the use of materials and processes, and design an alphabet for children.

Term 2: Paperchase

Students will be designing and making wrapping paper and gift bags for the company Paperchase.

Term 3: Design a character for a children's book

Students will explore practical skills and learn how to generate and communicate art and design ideas.

Year 10

Students will learn how to interpret a brief, research, generate ideas, experiment, test ideas, evaluate and produce final outcomes, in preparation for controlled assignments.

Year 11

- Students will learn how to develop ideas in response to a creative brief.
- They will complete the two components of which they are assessed. This will be broken down into tasks: research, techniques and experiments, idea development, final outcomes and presentation of work.

In Year 11, students will have three lessons each week and one of these will be during a period 6 (3-4pm).

Structure of the course

Component 1: Creative Practice in Art and Design

Non-examination, 84 marks.

Component 2: Responding to a Brief

Supervised assessment, 60 marks.

Where will it lead

- A Level Graphic Design
- A Level Photography

Transferable Skills

- Creative problem solving
- Creative use of computer software



SUBJECT LEADER:
Ms J Prior

GCSE Business

Why study GCSE Business?

Do you want to run a business in the future and set up your own multi-million pound company? Then this course is the one for you.

Years 9, 10 and 11

Students learn about starting and running a business. The specification is split into two themes which tell the narrative of a business over time from start-up enterprise to a large national or multinational PLC. Students learn a wide range of topics, from the four functional areas of business to the external environment within which businesses operate.

THEME 1: INVESTIGATING SMALL BUSINESS

Students discover the exciting world of a business start-up, looking at how to go from an initial idea to a fully operating business. Alongside this, they assess and understand what role the entrepreneur plays and how their skills enable the business to be successful. They investigate the marketing of small enterprises, looking at how they compete in an ever-growing, competitive world. Students develop an understanding of the nature of business functions such as operations, finance, marketing and human resources, as well as the relationship between the business and the environment in which it operates.

THEME 2: BUILDING A BUSINESS

Students examine how a business develops beyond the start-up phase. Students focus on concepts, issues and decisions used to

grow a business, with emphasis on marketing, operations, finance and human resources. Students discover global business, study the changes in economic, competitive and social environments and develop an understanding of how these impact business behaviour and decisions. Students also explore business ethics and corporate responsibility. They look at how to recruit, train and motivate staff as well as how to create products efficiently.

Both themes will be assessed by separate examinations taken at the end of Year 11.

Where will it lead?

Business leads students to a variety of courses from A Levels to Vocational Courses and onto employment via apprenticeships. It is a highly-regarded qualification that colleges, schools and employers all rate highly.

SUBJECT LEADER:
Mr D Lewis



Why study GCSE Computer Science?

The course will give students a real, in-depth understanding of how computer technology works. The course will develop critical thinking, analysis and problem-solving skills through the study of computer programming. In this respect, the course will make an excellent preparation for students who want to study or work in areas that rely on these skills, especially where they are applied to technical problems. These areas include engineering, financial and resource management, science and medicine.

Year 9

Students will be learning Computer Science theory within a range of realistic contexts based around key themes including:

- Fundamentals of algorithms
- Fundamentals of data representation
- Computer systems

Students will also begin to learn and understand the fundamentals of computer programming.

Year 10

Students will build on the introduction to programming concepts from Year 9 and will develop more advanced programming techniques, including the concepts of decomposition and problem solving.



Students will also learn advanced Computer Science theory topics including:

- Fundamentals of computer networks
- Fundamentals of cyber security
- Ethical, legal and environmental impacts of digital technology on wider society, including issues of privacy

Year 11

Students will be consolidating their programming skills. They will also be preparing for the final written exams in the summer term.

Where will it lead?

- A Level Computer Science or BTEC Level 3 Extended Certificate in Computing
- Apprenticeships in:
 - Computer Programmer
 - CAD Designer
 - Games Developer
 - Engineering
 - Software Developer
 - Software Architect



While studying Computer Science is an excellent opportunity, it would not be in the interest of all pupils to take the course. It is recommended for those pupils who have strong Maths skills and who would enjoy a subject with a lot of Maths content. If you are unsure if this is the course for you, please speak to Mr Coomber, Subject Leader for ICT.

SUBJECT LEADER:
Mr E Coomber

BTEC Construction

Why study BTEC Construction?

In the Construction industry there is always a strong demand for people with the right skills and knowledge. There are a wide variety of career paths available from building technicians to construction operatives, site management roles and many more.

Years 9, 10 and 11

Year 9 will consist of a number of projects that will act as skills training sessions for preparation for the start of the practical assessments for the BTEC course in Years 10 and 11. Year 9 will also include elements of theory classes, so that students can start building skills for the theory assessments and examinations. The practical and theory projects will consist of tasks covering a range of areas including:

- Google Sketch Up (designing houses)
- Drawing to Scale
- Trigonometry
- Sustainability
- Risk Assessment Writing and Understanding
- Method Statement Writing and Understanding
- Carpentry and Joinery Techniques and Drawings
- Electrical Techniques and Drawings
- Brickwork Techniques and Drawings
- Plumbing Techniques and Drawings

Structure of the course

Unit 1: Construction Technology (Examination)

Unit 2: Construction and Design

Unit 3: Joinery

There will be an external examination for this qualification in Year 10 or 11.

The assessment is made up of examination (25%) and coursework (75%).

Where will it lead?

BTEC Construction provides a good foundation for students wishing to continue to specialise in an area of construction through the further education options of BTEC Level 3, City and Guilds or an apprenticeship.



Development of IT skills used in the Construction industry, as well as understanding some of the behind the scenes construction knowledge, allows students to progress to further education with the vocational skills required to achieve a full trade qualification. Construction is an excellent way to motivate learners via applied learning.

SUBJECT LEADER:
Mrs S White



Why study Extended Construction?

This course will cover BTEC Construction (please see previous page) and in addition to this will develop a range of skills that will equip students for future employment, college or apprenticeships. This is a practical extension to the BTEC Construction course aimed at students who wish to pursue a career in construction.

What will students study in addition to BTEC Construction?

Over the three years, the students will take part in practical sessions that include:

- Carpentry
- Brick and Block Work
- Electrical Work
- Painting and Decorating

This extension supports the BTEC Construction qualification.

SUBJECT LEADER:
Mrs S White



GCSE Dance

Why study GCSE Dance?

- Learn how to choreograph
- Perform fun and exciting dances
- Find out about choreographers
- Improve technical and expressive skills of performance
- Watch West End shows
- Improve confidence
- Improve social and group working skills

Year 9

Students will be introduced to the three key areas of Dance:

- Performance
- Choreography
- Appreciation

Students will learn to perform dances in a range of styles and choreograph short dances, as well as going to see a live show. They will also plan and lead a warm up and learn new dance techniques. Students will have the opportunity to perform in a dance show as well as in GCSE and A Level choreographies

Year 10

Students will learn the principles of choreography and will be working towards a mock practical and theory examination and complete their first practical examination in Year 10 under controlled conditions.

They will study set works in detail and learn about comparative works and learn a duet.

Year 11

Students will also prepare group or solo choreography in Year 11 and learn set phrases to be assessed at the end of the year.

Structure of the course Year 9

- Introduction to choreography
- Introduction to theory
- Introduction to performance

Year 10

- Mock practical and theory
- Performance in a duet
- Set Phrase 1 choreographed by AQA

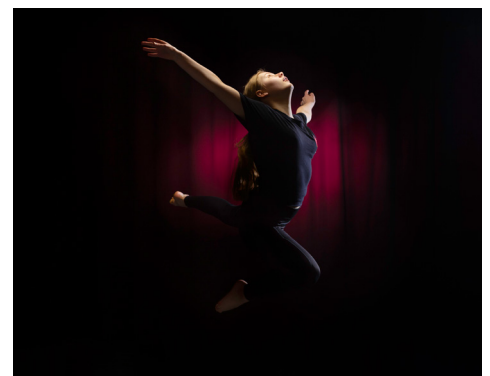
Year 11

- Set Phrase 2 choreographed by AQA
- Group choreography or solo choreography task
- Written examination

Where will it lead?

- A Level Dance

SUBJECT LEADER:
Mrs J Bailey



Why study Design & Technology?

Design & Technology is about designing and making products that help customers improve their lives. Ideas created by designers shape how we interact with our world and focus on the sustainability of the planet. Continually working through the design process, in Product Design we design and make exciting products which you can take home and use.

What will students study?

We will explore a variety of approaches on how to research, generate, and communicate ideas. During development, we will use a variety of modelling and prototyping processes to enhance our designs. Students will learn to create products with the end customer in mind. Most importantly, students will be encouraged to think not only: "What am I making?" but "Why am I making this, who is it for and what is the impact on the environment?"

Structure of the course

- 60% controlled assessment completed during course
- 40% examination sat at the end of Year 11

Year 9

Year 9 is very much a foundation year building on the skills gained in Years 7 and 8. Students are introduced to the design process and the concept of designing for customers, not just themselves. Students will be working both practically and technically

to understand how materials such as woods, metals and plastics differ and how modern materials, electronics and smart technologies are innovating the way our products perform.

Year 10

Projects become more technical and we develop a deeper understanding of people, culture and society. Students will be given more freedom to be creative and solve problems independently. Alongside the practical projects, we will be working to understand energy generation, energy storage and the total environmental impact that a product has through its production, useful life and disposal.

Year 11

To bring the course to completion, the students will complete a piece of coursework to demonstrate their learning over the prior years. This project will be in response to a brief set by the exam board, where students will complete the full design and manufacture process to create the best possible product. 60% of the overall mark will be based on this project.



Are you someone who likes to solve problems and are you curious about different materials and manufacturing techniques?



GCSE Drama

Why study GCSE Drama?

This is a unique and exciting course that allows students to create and perform devised theatre, published plays and allows students to analyse and evaluate live theatre.

Year 9

Students will work towards their Bronze Arts Award qualification. The four sections students will cover are:

- Part A: Explore the Arts as a Participant
- Part B: Explore the Arts as an Audience Member
- Part C: Arts Inspiration
- Part D: Arts Skills Share

Year 10 and 11

DEVISING DRAMA

Students will create a devised performance in groups inspired by a given stimulus.

TEXTS IN PRACTICE

Students will perform in groups two extracts from the same play. This will be performed to a visiting examiner.

UNDERSTANDING DRAMA

Section A: Theatre roles and terminology

Students will answer multiple choice questions on stage positions, theatre roles and responsibilities and staging configurations.

Section B: Study of set text

Students will answer a 4, 8, 12 and 20 mark question on the play 'Things I Know To Be True' by Andrew Bovell.

SECTION C: LIVE THEATRE PRODUCTION

Students will analyse and evaluate 'The Woman in Black' which they will go to the Fortune Theatre and see as a class in Year 11.

- Students will be assessed as follows:
- Understanding Drama – (40% of GCSE). Written exam; a mixture of short and extended questions on theatre.
- Devising Drama – (40% of GCSE). Devised performance and a written log.
- Texts in Practice (20% of GCSE). Performance of two play extracts.

Where will it lead?

Students could study A Level Drama after taking the subject for GCSE. There are also a number of careers that link with Drama such as:

- Actor
- Director
- Theatre Critic
- Drama Therapist
- Stage Manager
- Drama Teacher
- Talent Agent
- Community Arts Worker

SUBJECT LEADER:
Miss Graham-Brown



Why study GCSE English?

Students will study for an English Literature and English Language GCSE. This course will teach students to work independently and be creative. Students will be taught to think critically and logically as well as communicate their ideas with confidence. Students will also learn how to understand the views of others as well as analyse language and structure. Students will be required to read literature from different time periods.

Structure of the course

For their English Language examination, students will study:

- Fiction and non-fiction texts from the 19th, 20th and 21st century.
- Students will be examined on unseen materials where they will answer a series of questions showing their understanding of the texts and the language used.
- Students will also be asked to write in a range of forms and for different purposes and audiences.
- Their oral skills will be tested through a presentation, using Standard English, and a discussion on the topic.

For their English Literature examination, students will study a range of texts including:

- A collection of poetry as well as preparing to answer a question on an unseen poem in the exam.
- A Shakespeare play.

- Plays and prose from pre and post 20th century.

Year 9

Students explore a range of texts and stimulus, including looking at literacy for life skills and careers. The texts covered include fiction texts, non-fiction texts, a play and poetry.

Years 10 and Year 11

These years are structured to offer a balance between the different skills and content needed for students to be successful in their GCSE examinations. In addition, the English department spend time focusing on literacy skills that students must transfer to their writing in their other subjects.

Where will it lead?

- Combined A Level English Literature and Language
- A Level Film
- All employers and educational institutions regard GCSE English Literature and Language very highly.



Students will study for two GCSEs: English Literature and English Language.

Young people are required to secure a Grade 4 or above. It is a legal requirement to continue the study of English up until 18 where this isn't achieved aged 16.



SUBJECT LEADER:
Miss J Hancock

GCSE Geography

SUBJECT LEADER:
Miss A Squires

Why study GCSE Geography?

Geography helps to make sense of the world around you. It is hands on, relevant and has a range of topics. Students will learn how to use vital skills such as evaluating and analysing whilst solving problems and making key decisions about various issues that surround the world today.

What will students study?

Key topics studied include:

- Global geographical issues such as climate change and the impacts of hazards to people and the environment.
- UK geographical issues such as coastal change and conflict, river processes and pressures, and the UK's evolving human landscape.
- People and the environment issues such as people and the biosphere, forests under threat and consuming energy resources.

What trips are there in GCSE Geography?

As an exciting and compulsory part of the GCSE course, students will take part in two separate field trips: one in an urban environment and one in a rural environment.

Structure of the course

The first topic is started in Year 9 and content will continue to be taught throughout Year 10 and 11. The GCSE will be completed through three examinations which will be taken at the end of Year 11.

Where will it lead?

- A Level Geography
- BTEC Level 3 National in Travel & Tourism
- University
- Employment

Career Paths

- Eco-Tourist Guide
- Environmental Lawyer
- Meteorologist
- Cartographer
- Town Planner
- Development worker
- Armed Forces
- Ministry of Defence
- Public Services
- Teacher



Hairdressing & Beauty Therapy VTCT CERTIFICATE (VRQ)

SUBJECT LEADER:
Mrs T Chappell

Why study VTCT Certificate in Hairdressing & Beauty Therapy?

Students will gain knowledge and an understanding of the skills required to pursue a career in the hair or fashion industry. Students are encouraged to have an understanding of up-to-date trends and put these into practice, developing their skills using various pieces of hairdressing equipment.

Year 9

Students will begin to develop their practical skills in hairdressing. These will include: curling hair, plaiting, straightening and blow drying. Students will begin their first theory unit on anatomy, physiology and cosmetic science. Here they will look into common cosmetic ingredients and their functions within everyday products we use and the function of the hair and skin layers. Students will also be looking at historical evolution in hair and beauty.

Year 10

Students will carry out advanced curly blow dry looks and festival hairstyles. They will also learn the skills of carrying out an Indian head massage treatment and a manicure service. Students will begin their second unit on Business and Entrepreneurship in the hair and beauty sector where students will gain knowledge in businesses enterprise and entrepreneurship in the hair and beauty sector looking at entrepreneurs such as Vidal Sassoon and Max Factor. Students will then

go on to look at marketing and its role in the promotion of hair and beauty products and services.

Year 11

In practical lessons, students will be looking at creating bridal and prom hairstyles. Students will gain an understanding of design briefs in the hair and beauty sector and how to plan and develop a design brief project.

Where will it lead?

- NVQ2 in Hairdressing (in local colleges or salons)
- VTCT Level 3 Tech qualification in Hairdressing and T Levels

Skills gained

- Visual appreciation of up-to-date hair trends
- Up-to-date hairdressing skills
- Information gathering and assessment
- Ability to work on their own or as part of a team



As well as these assessed hairdressing units, students will also cover aspects of beauty such as an introduction to completing a luxury paraffin wax manicure, nail art, Indian head massage and an introduction to facial treatments, making their own cleanser to take home with them.



Hairdressing & Beauty Therapy EXTENDED

SUBJECT LEADER:
Mrs T Chappell

Why study Extended Hairdressing & Beauty Therapy?

This course will cover VTCT Hairdressing & Beauty Therapy (please see previous page) and develop a range of skills that will equip the students for future employment, college or apprenticeships. This is a practical extension to the VTCT Hairdressing & Beauty Therapy aimed at students who wish to have a career in the hairdressing and beauty therapy sector.

What will students study in addition to VTCT Hairdressing & Beauty Therapy?

Over the three years, the students will take part in practical sessions that include:

- Prom and bridal hair
- Face painting
- Introduction to making beauty products.



Why study GCSE History?

History is an excellent choice for GCSE. It is a subject in which students learn not only about the past and the key events that have shaped society, but also vital skills which develop their ability to analyse, debate, interpret and argue various issues.

Year 9

Year 9 is the foundation year in which core skills are studied whilst looking at key events in the 20th century. The purpose of this year is to prepare the students for the demands of the GCSE and provide some background information for when they begin to study their examination topics.

Topics covered include World War II - Key battles and the Home Front. Students have the opportunity to complete an independent project of their choice. The students will begin the GCSE in January and complete the unit on Migrants to Britain c1250-present.

Year 10

- Weimar and Nazi Germany 1918-1939
- Superpower Relations and the Cold War 1941-1991

Year 11

- Early Elizabethan England, 1558-1588
- Revision of all examination topics in preparation for the final exams

Structure of the course

The first topic is started in Year 9. The GCSE will be completed via three examinations of varying length (two are 1 hour 15 minutes and one is 1 hour 45 minutes). All the examinations are to be taken at the end of Year 11.

What trips are there in GCSE History?

- We have previously invited Holocaust guest speakers in to talk to our Year 9 GCSE cohort.
- In the summer term of Year 9, we take part in a Notting Hill workshop linked to Migrants to Britain.
- In Year 10, we take the students to visit the Golden Hinde and Globe theatre linked to their studies on Elizabethan England.

Where will it lead?

- A Level History
- A Level Government and Politics



History is a subject valued highly by both universities and employers. It shows students have the ability to read and understand different sources of information and also to construct written arguments.



WJEC LEVEL 2 Hospitality & Catering

SUBJECT LEADER:
Mrs S White

Why study Level 2 Hospitality & Catering

This qualification is designed for students with an interest in food and cookery. It will provide them with the experience of using different cooking techniques and methods to enable them to use these within further education and apprenticeships. It will give them an understanding of the skills required for a career in food.

What will students study?

WJEC Level 2 Award in Hospitality & Catering is made up of two mandatory units:

UNIT 1: THE HOSPITALITY & CATERING INDUSTRY will be externally assessed at the end of Year 10. The assessment takes place in the form of a 1 hour 30 minutes examination.

Students will cover units on:

- The structure of the Hospitality & Catering Industry
- Job Requirements
- Operation of Kitchen and Front of House
- Health & Safety in the Work Place
- Food Safety Legislation

UNIT 2: HOSPITALITY & CATERING IN ACTION is an internally assessed unit. This is a piece of independent study with a 4 hour practical examination to be completed at the end of Year 11.

Where will it lead?

- A wide variety of jobs in the food industry in Hospitality & Catering
- Sports Nutrition
- Dietician
- Level 3 Food Science and Nutrition.



Hospitality & Catering EXTENDED

SUBJECT LEADER:
Mrs S White

Why study Extended Hospitality & Catering?

This course focuses on the requirements of the WJEC Hospitality & Catering but also assists students in developing a wide range of skills that will equip them for future employment, college courses or apprenticeships in the food and hospitality industries.

What will students study?

Over the three years, students will develop their skills in a broad range of practical areas that include:

- Filleting fish
- Portioning chicken
- Piping different ingredients
- Tempering chocolate
- Preparing vegetables
- Knife skills for the kitchen

Additionally, students will deepen and broaden their understanding of the role of hospitality and catering in wider society and explore the importance of food across the globe. Students will explore areas such as:

- Growing and producing their own ingredients
- How to produce food with a positive environmental impact

- Different approaches to larger scale food production
- Food as a means of cultural expression
- Different dietary choices
- The contribution of food to health and well-being



ICT

EDUQAS TECHNICAL AWARD

Why study Eduqas Technical Award in ICT?

This qualification is for learners who want to acquire technical knowledge and skills through vocational contexts. Students will explore a wide variety of skills, including creating digital images, word processing, and working with spreadsheets and databases. Students will also learn a wide range of technical theory focused on how organisations and end-users use IT systems effectively to meet their needs.

Year 9

Students will spend their first year developing practical IT skills. They will begin looking at how computer systems can manage information with databases and how digital images are created and stored.

Year 10

Students will continue to work on practical skills and focus on how to apply them in a vocational context. Students will also complete their in-class projects that form part of the overall assessment for the qualification.

Year 11

Students will round out Year 11 with a unit titled "ICT in Society". This unit allows students to explore the wide range of uses of different types of IT systems and hardware, services provided by IT, how data

is transferred between systems and different types of connectivity. At the end of Year 11, students will complete an exam based on this unit.

Where will it lead?

IT skills are essential in all aspects of modern Britain. This qualification is suited to those who plan to use IT in the workplace, and it supports education options at 16+.



Students will enjoy ICT if they want to study a subject that is relevant to the world we live in; takes a practical approach and develops a full range of skills that will be useful in other subjects.

SUBJECT LEADER:
Mr E Coomber



Why study LIFE?

LIFE (Learning Is For Ever) is a subject held in high regard by students and staff at Cheam High School. The LIFE curriculum encompasses a variety of topics within PSHE, Citizenship, Careers, Work-Related Learning, Relationships, Sex and Health Education. This subject provides students with a valuable opportunity to learn about and discuss issues that are relevant to them as young adults and to prepare them for life in a modern society. LIFE lessons have a strong philosophy and ethics component.

Year 9

- Human Rights: What are they and how do we support them?
- Healthy Relationships: Modern family structures and long-term relationships.
- Wellbeing: Mental Health.
- Racism: how to combat it in modern society and the emergence of the BLM movement
- Misogyny and sexual harrasment
- Healthy Lifestyles: How can I keep myself mentally and physically healthy?

Year 10

- Emotional Resilience: How can I cope with difficult situations? How can I be a happy person?
- Extremism: What is extremism? Why does it happen? Has it always happened? Why is it against our British values?

- Sex and the Law: How can I make safe and informed choices? What does the law say?
- Media and its Impact: Gender and the Media. Safe internet use.
- Financial Planning and Advice.

Year 11

In Year 11, LIFE consolidates many of the topics covered in Years 9 and 10.

Structure of the course

There are a range of topics studied and each topic contributes to the personal and social development of the student. Activities are designed to help students develop social and communication skills which are important life skills. Tutors help to facilitate the delivery of the LIFE curriculum by discussing the Thought for the Week, which links in with that week's assembly. This enables students to discuss key themes in greater depth. There is no exam in LIFE.



There are lots of opportunities to reflect on different viewpoints and to discuss issues in groups and as a whole class.

Skills gained:

- Develop emotional intelligence
- Develop confidence and responsibility
- Develop a healthy, safer lifestyle
- Develop good relationships with others
- Treat others with respect
- Team work and tolerance
- Debate and discussion skills

LIFE in KS4 also incorporates aspects of statutory Religious Studies.

SUBJECT LEADER:
Mrs N Kelly



GCSE Mathematics

Why study GCSE Mathematics?

Mathematics gives students the tools to function and excel in all walks of life, developing the skills to tackle everyday problems and to stand out in future employment. It is about thinking logically and creatively and solving all types of problems.

The Maths undertaken by students in Year 9 forms an integral foundation to the GCSE course and is therefore a vital year for all students.

Years 9, 10 and 11

Students build upon their learning from Years 7 and 8 in a functional way, with links made to 'real life' situations.

There is a particular focus on ensuring all work is thoroughly communicated and methods are clear and detailed.

Students do 'do now tasks' every lesson which ensures that topics are reviewed regularly.

There are numerous internal examinations throughout the course which are used to ensure students are on track to achieve or exceed expectations.

In Mathematics, students will learn how to demonstrate their ability in several areas, with a particular focus placed on showing the methods used in these skills. Where possible, mathematical content is related to 'real-life' statistics and, where appropriate, practical and

investigative approaches will be used to enhance student understanding.

Structure of the course

Students have four hours of Mathematics per week. The GCSE examination comprises three papers, each 1 hour and 30 minutes long and there are two tiers of entry: foundation and higher.

Where will it lead?

- A Level Mathematics
- A Level Further Mathematics

... and beyond!



Mathematics is a core subject and is a vital stepping stone for numerous courses and jobs. Mathematics GCSE is essential for most courses and jobs that students will go on to do in the future.

Young people are required to secure a Grade 4 or above. It is a legal requirement to continue the study of Mathematics up until 18 where this isn't achieved aged 16.

SUBJECT LEADER:
Miss Z Drewett



Why study GCSE Further Maths?

Throughout the Level 2 Certificate in Further Mathematics, students are stretched and challenged to explore Mathematics more deeply and rigorously. The understanding of the fundamentals of Mathematics and problem-solving skills are useful across all kinds of disciplines and careers.

This course is designed to stretch and challenge high achieving mathematicians. It is the equivalent to a full GCSE and is ideal for students who are on track to achieve top grades in their GCSE Mathematics as it provides additional stretching content on top of the standard GCSE.

It complements GCSE Mathematics by encouraging students' higher mathematical skills, particularly algebraic reasoning, but doesn't infringe upon AS Level Mathematics.

Year 9

Students will be introduced to some of the higher order technical proficiencies, problem solving skills and rigorous argument. Students will build upon their understanding of mathematical principles and see the deeper link between topics within Mathematics in preparation for Years 10 and 11.

Year 10 and 11

During these two years, the students are introduced to calculus and matrices, and to develop further their skills in trigonometry, graphs, algebraic manipulation and functions.

Throughout the course, students will be encouraged to engage with real-life mathematics and the links that can be made to a wide variety of other subjects and careers. Students will be encouraged to select, apply and link mathematical techniques and methods to solve challenging and non-routine problems. There is an important emphasis on developing dependent mathematical reasoning and argument.

Structure of the course

Students will take two examinations at the end of Year 11.

Paper 1: Non-calculator, 1 hour 45 minutes, 80 marks worth 50% of the module

Paper 2: Calculator, 1 hour 45 minutes, 80 marks worth 50% too

Where will it lead?

Further Mathematics is a great foundation that will help with a number of A Level courses and is highly recognised by colleges, universities and employers.



While it is an excellent opportunity for those students who want to study Maths beyond the higher tier GCSE Maths, it would not be in the interest of all pupils to take the course. It is only recommended for those pupils who are currently placed in sets 1 and 2.

Any decisions made by those not in the top two sets should be made in consultation with their Maths teacher or the course leader and they will be considered on a case by case basis.

The most significant A Level courses, that Further Maths would be beneficial for, are:

- Maths
- Further Maths
- Physics



GCSE Media Studies

SUBJECT LEADER:
Miss K Bishop

Why study GCSE Media Studies?

Media Studies allows students to develop a critical understanding of the role of the media in everyday life. It encourages an understanding of how to use key media concepts to analyse media products and the opportunity for hands-on practical work using skills which are transferable to other academic subjects and employment areas.

Year 9

This year provides the foundation for the Media Studies course. Students will have an introduction to the following media forms:

- Audio-visual forms (TV, film, radio, advertising and marketing, video games and music video)
- Online forms (social and participatory media, video games, music video, newspapers, magazines, advertising and marketing)
- Print forms (newspapers, magazines, advertising and magazines)

Year 10

This year will allow students to complete a coursework piece. They will also prepare for the Paper 1 examination by looking into Media Industries, Audiences and Representation. We will also focus on film, advertising, magazines, games and newspapers.

Year 11

Students will revise for Paper 1 and prepare for the Paper 2 examination by exploring Media Language and Representation in further depth through studying Television and the Music Industry.

Structure of the course

Students will have two hours of Media Studies per week. There are numerous internal assessments throughout the course to ensure that progress is being made.

Practical production will be carried out in Year 10 so that students can focus on preparing for examinations and completing their GCSE in June of Year 11.

Where will it lead?

- CTEC Digital Media
- A Level Media Studies
- A Level Film Studies

Career Paths

In today's world, media skills are essential and transferable within many professional areas. Job options directly related to Media Studies include: Television/TV/Video/ Radio Producer; Public Relations Manager; Runner in broadcast/film/video; Programme Researcher.

Other paths where students' skills would be useful include: Journalist; Editorial Assistant; Event Organiser; Information Officer; Market Researcher; UI Designer.



This course offers students the opportunity to:

- Analyse and understand the media around them
- Learn how films and television programmes are made
- Understand how adverts appeal to their target audience
- Examine how images are recorded, manipulated and received
- Use computer software to make their own products
- Learn how to film, photograph and edit their own media texts



Modern Foreign Languages GCSE

Why study Modern Foreign Languages at GCSE?

The ability to speak one or more foreign language not only broadens your cultural horizons but is becoming more and more important in the world of work. By taking GCSE French, German or Spanish, students will benefit from the excellent facilities and resources provided by the school.

Studying languages gives students the opportunity to enrich their knowledge and experience of culture through the study of cinema, music and the history of the French, German and Spanish speaking worlds. This broadens their insight into their own culture and enables them to develop a better understanding of the diverse societies in which we live.

Language study also gives students important life skills such as confidence when communicating in public, a broader world view and certain skills when applying for jobs that would make students more attractive to employers.

Learning a language helps students think more creatively and more critically. The majority of the world's population grow up speaking more than one language as a matter of course.

The advantages of having two or more languages:

- Two languages are better than one! In a recent survey, 300 major employers said that a languages student would be much

better placed in terms of job opportunities.

- Students can increase their employment prospects and open doors.
- Dual linguists achieve higher grades because one language complements the other.
- It expands students' cultural knowledge and global understanding.
- It has been proved that people who study two or more languages show greater cognitive development.
- It will improve your chances of entry into college or university.
- It enhances students' knowledge of music, literature, film and history.

Where will it lead?

- A Level French
- A Level German
- A Level Spanish

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Did you know that:

- Spanish is the second most widely spoken language in the world with 329 million speakers.
- There are 53 French-speaking countries in the world
- Three states in the USA are now bilingual
- German is the most widely spoken mother tongue in the EU.
- 90% of British exports go to non-English speaking countries



SUBJECT LEADER:
Ms K Heery

Music

BTEC LEVEL 2

Why study BTEC Music?

This course is ideal for anyone considering a career in the music industry, as well as those for whom music is a particular area of interest.

The BTEC Level 2 specification is made up of three components: composition, performing and appraising. Students will learn how to perform within an ensemble and as a soloist and compose music to a brief, all whilst improving their understanding of an eclectic mix of music from a range of different genres.

Year 9

In Year 9, students develop key musical knowledge and skills, building on the KS3 curriculum. Learning focuses on:

- Popular Music Performance
- Fundamental skills of Composition
- Exploration of musical styles

Years 10 and 11

Students will begin the formal BTEC course, exploring musical products and styles and discovering a wide selection of genres both theoretically and practically. They will focus on their individual musicianship and how to develop the critical skills needed to be successful both in the study of Music and in the industry.

In year 11, students will complete a formal synoptic assessment with a focus on

composing and responding to a musical brief. In this work, students must apply their theoretical understanding of musical elements and create their own portfolio of practical work, including a range of performances and short compositions.

Skills gained

Through completing this course, students will be able to:

- Develop their technical ability with their selected instrument
- Develop their performing ability within a solo and ensemble context
- Learn how to compose effectively
- Increase their knowledge and understanding of music from around the world

Where will it lead?

The course is an ideal foundation for the further study of Music at KS5, including Level 3 BTEC or A Level in Music Performance or Music Technology. This then serves as a platform to related university degrees and/or apprenticeships in the music industry, including technical roles such as sound engineering and roles that require a high standard of musicianship.

SUBJECT LEADER:
Miss A Jahnke



To succeed in Music students will need:

- Dedication to practising their instrument
- Dedication to using music software on computers to compose
- An interest in discovering new music
- An interest in analysing music



Philosophy of Religion & Religious Ethics GCSE

SUBJECT LEADER:
Mrs D Parr

Why study GCSE Philosophy of Religion & Religious Ethics?

Puzzled by those big, unanswered questions in the world? Excited by moral problems and the difference between right and wrong? Then you need to be on this course.

What will students study?

Students will study Christianity, Islam and a range of ethical issues.

Topics studied in Years 9, 10 and 11 will get students to think about 'big' questions such as:

- Where do we come from?
- What responsibilities do we have for the world?
- Are Human Rights important?
- Why is the death of Jesus so important for Christians today?
- How is the Prophet Muhammad (pbuh) relevant for modern society?
- Is war ever justified?
- Should we bring back the death penalty?
- What impact does discrimination have on the individual and society?

Structure of the course

The lessons will cover the required course content. To monitor progress, students will be assessed using GCSE questions and given feedback on how to progress. The GCSE will be completed via two examinations with each one being 1 hour 45 minutes. Both exams are taken at the end of Year 11.

PAPER 1: THE STUDY OF RELIGIONS

- Christianity and Islam (Beliefs and Practice).

PAPER 2: THEMATIC STUDIES

- Religion & Life: explore issues such as euthanasia, environmental ethics and animal rights.
- Peace & Conflict: looking at whether war is ever acceptable and how it should be fought.
- Human Rights and Social Justice: what Human Rights are and whether society is fair or should be made fairer.
- Crime & Punishment: the treatment of criminals and arguments for and against the death penalty.

Where will it lead?

- A Level Philosophy and Ethics
- Law
- Medicine
- Teaching



GCSE Philosophy of Religion & Religious Ethics is a GCSE that will give students skills for A Levels and working life. This course develops lots of skills that will help them throughout life, such as:

- Reasoning
- Debating
- Evaluation and analysis
- Reflection
- Empathy
- Independent learning
- There are numerous careers that hold Philosophy and Ethics in high regard such as medicine, journalism, law, business and education.



GCSE Photography

Why study GCSE Photography?

This course encourages the exploration of photography as an artistic medium. It will make students great creative thinkers and they will be able to construct their photographic images in exciting ways.

Throughout this course, students will develop in-depth written analysis of both their own and other artists' work. They will apply creative, analytical and critical thinking techniques, in order to visually communicate ideas through photography.

Year 9

Term 1: Students will develop their technical understanding of a digital SLR camera and use of Adobe Photoshop editing.

Term 2: Students will develop their technical understanding of studio equipment and types of lighting, exploring additional editing techniques.

Term 3: Students will develop a mini project learning how to develop their own exciting ideas in response to a theme.

Year 10

Students will complete two coursework projects, one which will explore the theme of 'Environment' and the second will be on the theme of 'Beginning and End'.

Year 11

Students will complete their final coursework project: 'Out of Place'. Students will also

complete their externally set assignment (exam). In Year 11, students will have three lessons each week – one of these will be during a period six (3-4pm).

Structure of the course

Year 9

Enrichment: Learning photographic techniques with digital cameras, software and lighting.

Year 10

Two coursework portfolios.

Year 11

- Final coursework portfolio and mock exam
- Coursework = 60% final grade
- Externally set assignment with exam (40%)

Where will it lead?

- A Level Photography
- A Level Graphic Design

Transferable Skills

- Creative problem solving
- Creative use of computer software
- Critical analysis and reflection

SUBJECT LEADER:
Ms J Prior



Why study GCSE Physical Education?

For students with a keen interest in sport, this course allows them to develop their skills and understanding of sport and fitness both at team and individual level. They will also develop understanding of the psychology of sport and the role sport plays in wider society. The course includes detailed study of anatomy and physiology and how physical training improves performance and enables sportspeople to be successful. Students apply their learning in these areas to analyse and evaluate sporting performance. They also have the opportunity to develop, analyse and evaluate their own training plan and build their own health and fitness throughout the course.

Years 9, 10 and 11

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

Structure of the course

- Practical and theory lessons
- Written examinations (60%)
- Written coursework tasks (10%)
- Students will be assessed in three practical activities (30%)

- Students will participate in a final practical moderation

Students following the GCSE PE course will be assessed in three physical activities and can choose from a wide range of sports for their assessments. Students then develop a Personal Exercise Plan (PEP) and evaluate its effectiveness for their coursework, before sitting their final exam.

To pass the course, students should be performing regularly at school/club level in at least two physical activities.

The main sports are:

- Athletics
- Badminton
- Cricket
- Football
- Gymnastics
- Netball
- Tennis
- Rock Climbing
- Rugby
- Swimming
- Table Tennis
- Trampolining

Where will it lead?

- A Level Physical Education
- BTEC Level 3 National Extended Certificate in Sport

SUBJECT LEADER:
Mr A Harris



GCSE Science Biology

SUBJECT LEADER:
Mrs R Shaikh

Why study GCSE Biology?

Why are plants green? How do we get better when we are ill? How can animals live in the desert?

Biology is the study of life! Biologists study the natural world and all the living things in it from the tallest trees, to the largest mammals to microorganisms, our cells and DNA. They try to understand how living things work, the things that make us sick and the things that help us get better.

Biologists use their knowledge to try to stop the spread of disease, find food and other resources for people, discover medicines, improve public health, provide animal care and conservation, and investigate the impacts of threats like pollution.

Studying Biology helps to develop research, problem solving, organisation and analytical skills. This makes it an excellent foundation for non-scientific careers from analytical thinking to writing reports.

Biology is a key subject for many STEAM (science, technology, engineering, art and maths) careers, particularly in healthcare – doctors, nurses, dentists, psychologists, physiotherapists; veterinarians, marine biologists, zoologists as well as careers in forensic science, pharmaceuticals, genetics, teaching and oceanography.

What will students study?

- Cell biology
- Organisation
- Infection and response
- Bioenergetics
- Homeostasis and response
- Inheritance, variation and evolution
- Ecology

Structure of the course

Students will study Biology for two hours a week for three years. The course will include 40% recall and understanding of scientific ideas, 40% application of scientific ideas and 20% analysis of scientific ideas. There will be regular assessment throughout the course, with mock examinations in Years 9, 10 and 11. The GCSE examination will consist of two separate papers at the end of Year 11. Practical work will be assessed as a component of the exams at the end of Year 11.

Where will it lead?

- A Level Biology
- Level 3 BTEC courses in Science



These qualifications can lead to the careers mentioned as well as being considered as a strong academic qualification for entry on to university degree courses such as law, accounting and finance.

GCSE Science is regarded very highly by employers for entry into the world of work.



Why study GCSE Chemistry?

How do we make new medicines? How do living things work? Why does my cake rise in the oven?

Chemists love conducting experiments! Chemists study the different elements and how they work. They test how they react, and find out what they are made of. In Chemistry, the results can be world-shattering, explosive or practically impossible to detect.

Chemists use experiments and knowledge to develop new things - medicines, foods, fabrics and other materials, from LCDs to shatterproof glass and vaccinations. Chemistry also links with Biology to help us to understand the world around us - why leaves change colour and how we discover invisible pollutants in the air. Pick up a packet of crisps and Chemistry is in the foil bag, the design on the front, the glue that holds it together, not to mention the contents!

Chemistry is sometimes known as the 'central science' because it can connect the sciences to make other fields of interest, for example medicine, pharmaceuticals and engineering. Chemistry helps to develop research, problem solving and analytical skills. It makes students challenge ideas and work things out using logic and reasoning. It requires teamwork and communication skills too, which are great skills for future study or employment.

What will students study?

- Atomic structure and the periodic table
- Bonding, structure and the properties of matter
- Quantitative chemistry
- Chemical changes
- Energy changes
- The rate and extent of chemical change
- Organic chemistry
- Chemical analysis
- Chemistry of the atmosphere
- Using resources

Structure of the course

Students will study Chemistry for two hours a week for the three years. The course will include 40% recall and understanding of scientific ideas, 40% application of scientific ideas and 20% analysis of scientific ideas.

There will be regular assessment throughout the course, with mock examinations in Years 9, 10 and 11. The final GCSE examination will consist of two separate papers at the end of Year 11. Practical work will be assessed as a component of the exams at the end of Year 11.

Where will it lead?

- A Level Chemistry
- Level 3 BTEC courses in Science



These qualifications can lead to the careers mentioned as well as being considered as a strong academic qualification for entry on to university degree courses such as law, accounting and finance.

GCSE Science is regarded very highly by employers for entry into the world of work.



GCSE Science Physics

SUBJECT LEADER:
Mrs E Austin



Why study GCSE Physics?

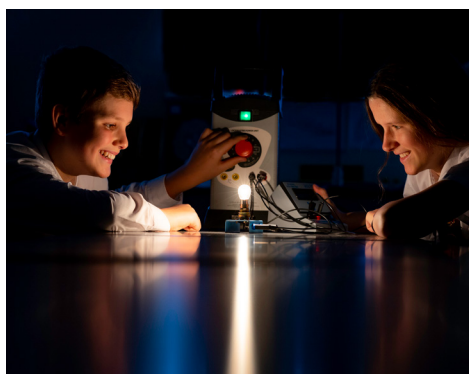
Why is the sky blue? Why doesn't the moon fall down? How long can you last in space without a space suit? What if...? These are just some of the questions to which Physics has the answer. Physics helps us to understand how the world around us works. It is the basis for most modern technology and engineering. Physics develops problem solving, research, and analytical skills.

With these skills, we test new ideas and investigate other people's theories, which is useful for any kind of job that involves research or debate. Physics is a very useful subject for the majority of STEAM (science, technology, engineering, art and maths) careers and physicists can be found everywhere, in industry, transport, government, universities, the armed forces, the secret service, games companies, architecture design, research labs and more. Physics can also combine with the other sciences (Chemistry and Biology) to study things like meteorology, geophysics and medicine.

What will students study?

Topics are covered using a spiral curriculum model where topics are revisited, building upon what has been learnt each year:

- Forces
- Energy
- Waves
- Electricity



- Magnetism and electromagnetism
- Particle model of matter
- Atomic structure
- Space physics

Structure of the course

Students will study Physics for two hours a week for the three years. The course will include 40% recall and understanding of scientific ideas, 40% application of scientific ideas and 20% analysis of scientific ideas.

There will be regular assessment throughout the course, with mock examinations in Years 9, 10 and 11. The final GCSE examination will consist of two separate papers at the end of Year 11. Practical work will be assessed as a component of the exams at the end of Year 11.

Where will it lead?

- A Level Physics
- Level 3 BTEC courses in Science



These qualifications can lead to the careers mentioned as well as being considered as a strong academic qualification for entry on to university degree courses such as law, accounting and finance.

GCSE Science is regarded very highly by employers for entry into the world of work.

Why study GCSE Statistics?

This course involves problem solving and decision making, with a clear relevance to the working world. Students will learn a lot about the strengths and limitations of statistics in realistic scenarios. If students want to take an A Level in Mathematics, Chemistry, Biology, Physics, Psychology, Geography or Business, GCSE Statistics, along with GCSE Mathematics, would be very useful as it will give students a good foundation on the interpretation of statistics that are needed in these subjects.

If you enjoy mathematics, have a good memory for mathematical rules and methods, find the subject accessible and something that you are successful at, then GCSE Statistics is certainly a course for you.

Year 9

Students will undertake several projects on real life scenarios and learn how to apply statistical methods and make informed analysis of the strength and validity of the chosen hypothesis.

The year is spent ensuring students have a good grasp of statistical methods ready for Years 10 and 11.

Years 10 and 11

Students cover the content of the specification which includes using and analysing real-world data by applying a variety of statistical techniques, understanding ways that data can be organised, processed and presented,

understanding the advantages of using technology and applying appropriate mathematical and statistical formulae in order to build upon prior knowledge.

Structure of the course

Students will take two examinations, either at foundation or higher level, at the end of Year 11. Each examination is 1 hour 30 minutes long and each is worth a total of 80 marks.

Where will it lead?

GCSE Statistics is a great foundation that will help with a number of A Level courses such as:

- Mathematics
- Chemistry
- Biology
- Physics
- Psychology
- Geography
- Business



SUBJECT LEADER:
Miss Z Drewett

GCSE Textiles

Why study GCSE Textiles?

The course is designed to inspire young minds in a practical, technical and creative subject. Throughout the three years, students are encouraged to develop a personal style involving research and exploration of ideas and a processing of developing these ideas into resolved textile pieces.

Textiles is your chance to design products for woven, knitted, stitched, printed or decorative textiles. Areas of study include fashion and illustration, costume design and interior design.

Year 9

This is the foundation to the course preparing students for the challenges ahead in Years 10 and 11. Projects will include learning how to use the sewing machines, all the different printing and surface decoration techniques, fashion illustration, properties of fibres and fabrics, fabric manipulation and product construction.

Students will also gain knowledge on analysing design work and developing inspiration from others. Projects in Year 9 will consist of a corset project and an interior project.

Years 10 and 11

Students will begin their Component 1 portfolio, producing a sustained project and a selection of further work. This will include research, analysis, design and development

of a topic/theme, and then making the final product.

Students will also use sketchbooks throughout the three years, learning presentation skills.

In Year 11, students will have three lessons each week and one of these will be during a period 6 (3-4pm).

Structure of the course

- Component 1 portfolio (60%)
- Component 2 externally set assignment (40%)

Where will it lead?

- A Level Fashion and Textiles
- Fashion or Interior Design



This course allows students to:

- Learn more about presentation skills
- Understand more about fabric, designers, textile components and processes
- Learn how to design, manufacture and construct their own textile items, including clothes and accessories
- Learn fashion illustration skills

SUBJECT LEADER:
Mrs S White



This is a list of some of the key staff who will be able to help any student who has a particular query about a subject.

Leadership Team			
Headteacher	Mr P Naudi	Assistant Headteacher	Ms M McLeish
Deputy Headteacher	Mr E Oswick	Assistant Headteacher	Ms S Marshall
Deputy Headteacher	Mr P Vosper	Assistant Headteacher	Mr R Newman
Assistant Headteacher	Mr S Brewis	Assistant Headteacher	Ms A Pelling
Assistant Headteacher	Miss S Connolly	Assistant Headteacher	Mr D Smith

Year 8 Team		SENCO/MAGT	
Year 8 Leader	Mrs J Jenkins	SENCO	Mrs Chowdhry
Year 8 Manager	Mrs R Lawrence	KS3 MAGT Co-ordinator	Miss N Watson

Year 8 Tutor Team		
Mr Allers (8AL)	Miss Graham-Brown (8GB)	Miss O'Hara (8OH)
Mr Bunton (8BU)	Miss Hill (8HI)	Mr Persad (8PD)
Miss Coe (8CQ)	Miss James (8JM)	Miss Rotaru (8RA)
Miss Cutting/Mrs O'Doherty (8CT/DO)	Miss Nawab (8NB)	Ms Sadiq (8SD)

Subjects	Leaders	Subjects	Leaders
Art	Miss J Prior	Hair & Beauty Therapy	Mrs T Chappell
Business	Mr D Lewis	History	Miss N Watson
Construction	Mrs S White	LIFE KS4	Mrs N Kelly
Dance	Mrs J Bailey	Mathematics	Miss Z Drewett
Digital Applications/ Computer Science	Mr E Coomber	Media Studies	Ms K Bishop
Drama	Miss Graham-Brown	Music	Miss A Jahnke
English	Miss J Hancock	Philosophy of Religion & Religious Ethics	Mrs D Parr
Food Preparation & Nutrition	Mrs S White	Physical Education	Mr A Harris
French	Mrs K Heery	Science	Mr D Colgate
Geography	Miss A Squires	Statistics	Miss Z Drewett
German	Mrs K Heery	Textiles	Mrs S White

Choices in the Sixth Form

This section is here to help students to see how their choices will affect their possible choices in the Sixth Form. The following tables show the current subjects on offer in the Sixth Form and the requirements needed to study those subjects.

SUBJECT	ESSENTIAL REQUIREMENTS
SCIENCE AND MATHEMATICS	
A Level Mathematics	GCSE grade 7+ in Maths
A Level Further Mathematics	GCSE grade 7+ in Maths
A Level Biology+	GCSE grade 6 in Combined Science plus Biology, GCSE grade 5+ in Maths and GCSE grade 5+ in English
A Level Chemistry+	GCSE grade 6 in Combined Science plus Chemistry, GCSE grade 6+ in Maths and GCSE grade 4+ in English
A Level Physics+	GCSE grade 6 in Combined Science plus Physics and GCSE grade 6+ in Maths and GCSE grade 4+ in English
BTEC Science Certificate/Diploma**	See Sixth Form Level 3 Vocational Course entry requirements plus GCSE grades 4:4 in Combined Science
<i>+ To take more than one Science students must show a strong academic record of APS 6 or greater</i>	
<i>** Students choosing BTEC Science Diploma should also select Science in Block 1</i>	

BUSINESS EDUCATION	
A Level Accounting	GCSE grade 5+ in English and Maths
A Level Business	GCSE grade 5+ in English and Maths
CTEC Business	See Sixth Form Level 3 Vocational Course entry requirements
BTEC Travel & Tourism	See Sixth Form Level 3 Vocational Course entry requirements

ART AND TECHNOLOGY	
A Level Art - Fine Art	GCSE grade 4+ in English and GCSE grade 6+ in Art or a Distinction in BTEC Art
A Level Art - Graphic Design	GCSE grade 4+ in English
A Level Design & Technology	GCSE grade 4+ in English and Maths and GCSE grade 4+ in Design & Technology if taken
A Level Fashion Textiles	GCSE grade 4+ in English and Maths and GCSE grade 4+ in Textiles if taken
WJEC Food Science & Nutrition	See Sixth Form Level 3 Vocational Course entry requirements including GCSE grade 4+ in English
A Level Photography	GCSE grade 4+ in English

ICT	
A Level Computer Science	GCSE grade 6+ in Maths and GCSE grade 6+ in Computer Science if taken
BTEC Computing	See Sixth Form Level 3 Vocational Course entry requirements plus Computer Science GCSE grade 4+ if taken
BTEC Information Technology	See Sixth Form Level 3 Vocational Course entry requirements

LEVEL 3 VOCATIONAL COURSES ENTRY REQUIREMENTS

Students must have achieved 5 GCSEs (or vocational courses) at grade 9-4 including a 4+ in GCSE English or Maths. Students with non UK qualifications will be assessed on an individual basis.



SUBJECT	ESSENTIAL REQUIREMENTS
MODERN FOREIGN LANGUAGES	
A Level French	GCSE grade 7+ in French
A Level German	GCSE grade 6+ in German
A Level Spanish	GCSE grade 6+ in Spanish
PHYSICAL EDUCATION AND DANCE	
A Level Dance	GCSE grade 4+ in English and Dance or a Dance background
A Level Physical Education	GCSE grade 5 in English, Science and PE if taken and you must also be training and competing regularly in one sport
BTEC Sport	See Sixth Form Level 3 Vocational Course entry requirements
ENGLISH AND HUMANITIES	
WJEC Criminology	See Sixth Form Level 3 Vocational Course entry requirements including GCSE grade 4+ in English
CTEC Digital Media	See Sixth Form Level 3 Vocational Course entry requirements including GCSE grade 4+ in English
A Level English	GCSE grade 6+ in English Literature and English Language
A Level Film Studies	GCSE grade 6+ in English
A Level Geography	GCSE grade 5+ in English and Geography
A Level History	GCSE grade 6+ in English or History
A Level Media Studies	GCSE grade 6+ in English and GCSE grade 6+ in Media Studies if taken
A Level Philosophy, Religion & Ethics	GCSE grade 5+ in English and Religious Education if taken
A Level Politics	GCSE grade 5+ in English
A Level Psychology	GCSE grade 5+ in English and Maths
A Level Sociology	GCSE grade 5+ in English
PERFORMING ARTS	
A Level Drama	GCSE grade 5+ in English and Drama
BTEC Music Performance	See Sixth Form Level 3 Vocational Course entry requirements
BTEC Music Technology - Sound Engineering	See Sixth Form Level 3 Vocational Course entry requirements
OTHER APPLIED COURSES	
CTEC Health & Social Care	See Sixth Form Level 3 Vocational Course entry requirements
BTEC Uniform Protective Services	See Sixth Form Level 3 Vocational Course entry requirements



Cheam High School

"An Outstanding School"

OFSTED 2015, 2010 & 2007

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