Opportunities at 13+

YEAR 9 OPTIONS GUIDE 2026

Cheam High School UNDAUNTED

Introduction

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 23rd April 2026**, 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 1st May 2026.**
- 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 4th May 2026.**
- All students will be informed of their options in the week beginning: **Monday 11th May 2026.**

Programme 2026-2029 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
- LIFE (Personal, Social and Health Education including Careers) - non examination
- Games - non examination

UNDAUNTED

Contents

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

The subjects

Other information

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 at least 2 GCSEs from the below groups:

- Humanities (History/ Geography/RS)
- Creative (Art/Music GCSE/ Drama/Dance/ DT/Textiles)
- Languages (Modern Foreign Language/ Ancient)

Options blocks 2026

We have two restricted options and two free choice options:

- **RESTRICTED OPTION 1**
  Block A: Languages: French/German, or
  Block B: Humanities: History/Geography/ Religious Studies
- **RESTRICTED OPTION 2**
  Block B: Humanities: History/Geography/ Religious Studies, or
  Block C: Creative: Art/Music/Drama/Dance/ DT/Textiles
  Note: You cannot select from Block B for Restricted Option 2 if you selected from Block B in Restricted Option 1.
- **TWO FREE CHOICE OPTIONS**
  Any two from all subjects. Select two (plus a reserve) from:
  - Art
  - Art and Design BTEC
  - Business Studies
  - Computer Science
  - Construction BTEC
  - Dance
  - DT
  - Drama
  - Geography
  - Hair and Beauty Therapy VTCT
  - History
  - Hospitality and Catering
  - ICT BTEC Technical Award
  - Further Mathematics
  - Media Studies
  - MFL (German)
  - MFL (Spanish)
  - Music GCSE
  - Photography
  - Physical Education
  - Religious Studies
  - Statistics
  - Textiles
  - Literacy (Invitation only)

Example: If Student A chose French, from Block A (Languages), in Restricted Option 1 they would be able to select their Restricted Option 2 from Block B (Humanities) or Block C (Creative).

If Student A chose Religious Studies, from Block B in Restricted Option 1, they would only be able to select from Block C (Creative) for their Restricted Option 2.

Should Student A prefer to opt out of Block C (Creative) within Restricted Option 2, they must instead select a subject from Block A (Languages) in Restricted Option 1.

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.

UNDAUNTED

Art GCSE

Exam boards and courses

Pearson Edexcel L1/L2 GCSE (9-1) in Art and Design: Fine Art.

Why study this subject?

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.

TRANSFERRABLE SKILLS

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

What will students study?

YEAR 9

In Year 9 students will complete 4 projects that develop their knowledge of Art History, Observation Drawing and Exploration of Ideas and Materials.

YEAR 10

In Year 10 students will complete their first coursework project on the theme of 'Organic Structures' resulting in a 3D outcome.

YEAR 11

In 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 which the final piece is completed in exam conditions over 10 hours. 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: Coursework Portfolio 60%
Component 2: Externally Set Assignment 40%

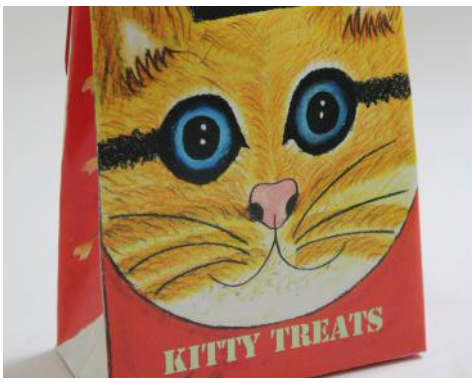
Where will it lead?

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

In Year 10 students will have the opportunity to take part in a residential to Cornwall to develop their coursework further.

In Year 11 students will have one Period 6 lesson a week (3-4pm).

SUBJECT LEADER:
Ms J Prior



UNDAUNTED

Art & Design
BTEC TECHNICAL AWARD

Exam boards and courses
Pearson BTEC Tech Award Level 1/2 in Art & Design Practice.

Why study this subject?
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.

TRANSFERRABLE SKILLS
- Critical self reflection
- Creative problem solving for a design brief
- Working to deadlines

What will students study?
YEAR 9
Year 9 students will complete 3 projects that develop their knowledge of designing to a brief and context, developing ideas for a specific target audience, as well as exploring wide range of materials and techniques.

YEAR 10
In 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
In Year 11students will learn how to develop ideas in response to a creative brief. They will complete the two components of which forms their marks (PSAs). This will be broken down into tasks: research, techniques and experiments, idea development, final outcomes and presentation of work.

Structure of the course
Component 1: Creative Practice in Art and Design
Supervised assessment: 84 marks

Component 2: Responding to a Brief
Supervised assessment: 60 marks

Where will it lead?
- A Level Graphic Design
- A Level Photography

In Year 11 students will have one Period 6 lesson a week (3-4pm)

SUBJECT LEADER:
Ms J Prior

Business GCSE

Exam boards and courses

Pearson Edexcel L1/L2 GCSE (9-1) in Business.

Why study this subject?

For those who would like to run a business in the future and set up their own multi-million pound company, this could be the course to choose.

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.

What will students study?

YEAR 9

In Year 9 students will learn about start-up and small businesses. More specifically, they learn about the role of business enterprise and how businesses spot opportunities through conducting market research etc. They also learn how to calculate fundamental business formulas like costs, revenue and profit. In the summer term, students take part in a project called 'the business challenge' for which they come up with a shop-based business idea and design a business plan.

YEAR 10

In Year 10 students learn about how the external environment influences business decisions, alongside how entrepreneurs make their businesses effective by choosing a prime location, an appropriate legal structure and a well-balanced marketing mix. Students also learn about how businesses grow from being a start-up, to a small business, to an established one.

YEAR 11

In Year 11 students learnt about the functional areas in detail (marketing, human resources, finance and operations). They learn this in the context of growing and established businesses.

Structure of the course

THEME 1: Investigating Small Business (50%)
THEME 2: Building a Business (50%)

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

UNDAUNTED

Computer Science GCSE

Exam boards and courses

AQA GCSE Computer Science.

Why study this subject?

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.

What will students study?

Students will learn all about how computers can solve problems using programming in Python. Students will also learn about data representation on computers, types of software, binary logic, the theory of networking, cyber security, and investigate the ethical, legal, and evironmental issues in computing.

Structure of the course

Paper 1: Computational thinking and programming skills - 50% (Python)
Paper 2: Computing concepts 50%.

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 students to take the course. It is recommended for those who have strong Maths skills and who would enjoy a subject with a lot of Maths content. Students who are unsure if this is the course for them or not, please speak to Mr Coomber, Subject Leader for ICT.

SUBJECT LEADER:
Mr E Coomber

Construction

BTEC TECHNICAL AWARD

SUBJECT LEADER:
Mrs S White

Exam boards and courses

Pearson BTEC Tech Award Level 1/2 in Construction and the Built Environment.

Why study this subject?

The Construction Course at Cheam High School is designed to give students a greater understanding of the role of the Construction Industry in the wider community. The curriculum is delivered through a wide range of projects which enable students to develop a broad range of practical and theoretical skills. We mix local area study with wider national and global Construction issues across all projects; this ensures students engage strongly with key content but also 'think big', including beyond the formal curriculum. We choose topics that engage student interest but also take the students out of their knowledge comfort zone by, for example, developing their understanding of the Construction industry at a range of levels.

What will students study?

The students will learn a variety of topics throughout the course. The students will take part in practical activities such as brick laying, electrics and carpentry. The students will have one practical lesson a week and one theory.

YEAR 9

Working safely in the workshop is paramount due to the nature of the tools being used. At the start of the course, students take part in a variety of activities that cover the basic Health and Safety rules in the workshop.

Practical projects the students complete in Year 9 are as follows; a Mug Tree Project, students build on their learning from the previous term to create a mug tree. A variety of tools are introduced bringing in new more refined tools and finishes for the project. The students will construct a plumbing board, an electrical project and a brick laying project.

In theory lessons;
The students will understand the performance requirements for low rise construction.
This will include the different performance requirements that are necessary in the design of buildings.

YEAR 10

Students will recap health and safety procedures in the workshop and will build on their knowledge of techniques to form joints.

A range of joinery tasks will be introduced to explore the concept of marking out and using tools appropriately.

YEAR 11

Students complete a design brief as set out by the exam board. This will assess students' ability to meet a design brief based on requirements specified in the brief.

Structure of the course

Unit 1: Construction Technology (Examination) taken at the end of Year 11.
Unit 2: Joinery completed in Year 10.
Unit 3: Construction and Design completed in Year 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.

UNDAUNTED

Dance GCSE

Exam boards and courses

AQA GCSE Dance.

Why study this subject?

Students will learn how to choreograph different dance routines and perform fun and exciting dances with confidence. They will find out more about famous choreographers and their work while improving both technical and expressive skills in dance performance. Students will watch West End shows for inspiration and enjoyment, and build confidence in performing and expressing themsleves through dance.

What will students study?

YEAR 9

Students work towards gaining an understanding of choreography, theory and performance. This includes taking part in workshops, seeing live West End shows, leading a warm up in small groups and a whole class performance including lifts and contact work.

YEAR 10 AND 11

Students work towards their GCSE qualification which includes performance and choreography, with a practical and theory mock exam. Students learn performance in a duet, two set AQA phrases and a solo or group choreography. Students also study the appreciation of dance with a written paper at the end of Year 11.

Structure of the course

Performance and Choreography 60% (Practical)

Dance Appreciation 40% (Exam)

Where will it lead?

- A Level Dance

SUBJECT LEADER:
Mrs J Bailey

UNDAUNTED

Design & Technology

GCSE

Exam boards and courses

AQA GCSE Design and Technology.

Why study this subject?

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 students design and make exciting products which they can take home and use.

What will students study?

Students will explore a variety of approaches on how to research, generate, and communicate ideas. During development, they will use a variety of modelling and prototyping processes to enhance their 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?"

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 students 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, they 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.

Structure of the course

60% controlled assessment completed during course

40% examination sat at the end of Year 1

Where will it lead?

Students who have studied GCSE Design and Technology are able to take the subject for A Level.

This may suit students who like to solve problems and are curious about different materials and manufacturing techniques.

SUBJECT LEADER:
Mrs S White

Drama GCSE

Exam boards and courses

AQA GCSE Drama.

Why study this subject?

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

What will students study?

YEAR 9

Students work towards gaining the Bronze Arts Award qualification by completing four parts of assessment.

This includes:
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

Students work towards achieving their Drama GCSE. For this, students will complete three components:

Component 1 - Understanding Drama (written exam).
Section A: Students will answer multiple choice questions on staging configurations, theatre roles and responsibilities and stage positions. (4 marks).

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 answer a 32 mark question on a live theatre performance that they have seen.

Component 2 - Devising Drama (practical)
40% of GCSE.
Students create a devised performance as a group inspired by a stimulus.

Component 3 - Texts in Practice (practical)
20% of GCSE.
Students perform two extracts from the same play.

Structure of the course

Component 1 - Understanding Drama (written exam).
40% of GCSE.
Section A - multiple choice (4 marks)
Section B - four questions on a given extract from the set play chosen (44 marks)
Section C - one question (from a choice) on the work of theatre makers in a single live theatre production (32 marks).

Component 2 - Devising Drama (practical)
40% of GCSE.
Devising log (60 marks)
Devised performance (20 marks).

Component 3 - Texts in Practice (practical)
20% of GCSE.
Performance of two extracts from one play.

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 R Graham Brown

UNDAUNTED

English GCSE

Exam boards and courses

Pearson Edexcel Level 1/Level 2 GCSE (9-1) in English Language.
Pearson Edexcel Level 1/Level 2 GCSE (9-1) in English Literature.

Why study this subject?

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 a range of time periods and understand the contextual background of these texts.

What will students study?

Students will study a range of 19th Century fiction texts and 20th and 21st Century non-fiction texts as preparation for their English Language examination. They will focus on developing their analytical, evaluative and comparative skills alongside developing their ability to write their own creative texts and non-fiction texts suited to a particular purpose, audience and form.

For English Literature, students will study a range of Literature from different time periods, exploring the writer's use of language and evalutaing the effects achieved within a text. Students will also be required to have a contextual undertsanding of the texts. The texts students will study are An Inspector Calls, Macbeth, A Christmas Carol and Conflict Poetry.

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.

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.

SUBJECT LEADER:
Miss J Hancock

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.

Geography GCSE

Exam boards and courses

Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Geography B.

Why study this subject?

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.

Structure of the course

Component 1: Global Geographical Issues - 37.5% (Exam)
Component 2: UK Geographical Issues - 37.5% (Exam)
Component 3: Decision Making - 25% (Exam)

Where will it lead?

- A Level Geography
- BTEC Level 3 National in Travel & Tourism University
- Employment - such as:
  - Eco-Tourist Guide
  - Environmental Lawyer
  - Meteorologist
  - Cartographer
  - Town Planner
  - Development worker
  - Armed Forces
  - Ministry of Defence
  - Public Services
  - Teacher

SUBJECT LEADER:
Miss A Squires

UNDAUNTED

Hairdressing & Beauty Therapy

VTCT CERTIFICATE (VRQ)

SUBJECT LEADER:
Mrs T Chappell

Exam boards and courses

VTCT Skills Level 1/2 Technical Award in the Study of Hair and Beauty.

Why study this subject?

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.

What will students study?

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.

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.

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.

Structure of the course

There are 2 units in this course. Unit 1 is the synoptic unit, where students complete coursework assigment over 20 hours and Unit 2 is an exam on all aspects covered in the Hair and Beauty course.

Where will it lead?

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

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.

History GCSE

Exam boards and courses

Pearson Edexcel Level 1/Level 2 GCSE (9-1) in History.

Why study this subject?

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.

What will students study?

Over the three years, students will study four different topics, covering over 1000 years of History:

- Migrants to Britain - Migration to Britain from 800 to present day
- Superpowers and Cold War Relations
- Early Elizabethan England
- Weimar and Nazi Germany

Structure of the course

Paper 1: Migrants in Britain - 30% (Exam)
Paper 2: Superpower Relations and Early Eliz Engl (B4) - 40% (Exam)
Paper 3: Weimar and Nazi Germany - 30% (Exam)

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.

SUBJECT LEADER:
Miss N Watson

Hospitality & Catering

WJEC LEVEL 2

SUBJECT LEADER:
Mrs S White

Exam boards and courses

WJEC Level 1/2 Vocational Award in Hospitality & Catering (Technical Award).

Why study this subject?

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 accessed 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.

Structure of the course

Unit 1 - The Hospitality & Catering Industry (exam)
Unit 2 - Hospitality and Catering in Action (coursework)

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

UNDAUNTED

ICT

BTEC TECHNICAL AWARD

Exam boards and courses

Pearson BTEC Tech Award Level 1/2 in Digital Information Technology.

Why study this subject?

The Pearson qualification is ideal for students who are interested in developing practical skills in IT and digital technology, and who enjoy problem-solving and working on real-world applications. It is well-suited for learners who want a hands-on, project-based approach to studying digital systems. The end goal of the course is to prepare students to use computers effectively in the workplace.

What will students study?

This qualification is for students who want to acquire technical knowledge and skills through vocational contexts. Students will explore a wide variety of skills, including creating digital interfaces and data analysis using advanced spreadsheet techniques. Students will also learn about how computers are used in various industries.

Structure of the course

Two non-exam assessments worth 60% and one final written exam worth 40%. In year 9 students will begin to work on building skills for using spreadsheets to model data and the key features of an efficient user interface.

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

UNDAUNTED

LIFE

Why study this subject?

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 and deal with a range of complex moral issues.

What will students study?

Students study topics ranging from finance, global citizenship, human rights, extremism, radicalisation, the changing world of work, careers, relationships with others and preparing themselves for adulthood.

The LIFE department are also proud to run the Cheam High Pride Group which meets on a weekly basis.

Students in all years will also have age-appropriate lessons devoted to relationships and sex education, drug education (including alcohol), anti-bullying, and safer internet use in line with statutory guidelines.

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 addtional topics. This enables students to discuss key themes in greater depth. There is no exam in LIFE.

Where will it lead?

The LIFE curriculum is designed to prepare students for life in the wider world and support them to make safe, informed and healthy choices as adults. The curriculum helps them to understand the dangers and challenges which they may face outside of school and prepare them to make sensbile choices and also look for and identify risks for family and friends.

SUBJECT LEADER:
Miss R Graham-Brown

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.

Mathematics

GCSE

Exam boards and courses

Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Mathematics.

Why study this subject?

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.

What will students study?

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

UNDAUNTED

Further Mathematics GCSE

Exam boards and courses

AQA Level 2 Certificate in Further Mathematics.

Why study this subject?

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.

What will students study?

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.

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, 80 marks worth 50% of the module

Paper 2: Calculator, 80 marks worth the remaining 50% of the module

Where will it lead?

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

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 students to take the course. It is only recommended for those students who are currently placed in sets 1 and 2 and are confident with algebra skills.

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

SUBJECT LEADER:
Miss Z Drewett

Media Studies

GCSE

Exam boards and courses

WJEC Eduqas GCSE (9-1) in Media Studies

Why study this subject?

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.

What will students study?

Component 1 - 40 %

- Advertising – NHS 111 & Quality Street
- Newspapers – The Sun & The Guardian
- Magazines – Vogue & GQ
- Film Posters – No Time To Die & The Man With The Golden Gun
- Radio – Desert Island Discs
- Video Games – Fortnite (including website)
- Newspaper Industry & Audience – The Sun (including website)
- Film Industry – Bond (including website

Component 2 - 30%

- Television - Crime Drama: Trigger Point & The Sweeney
- Music Video and Online Media - Taylor Swift, Stormzy and TLC

Non Exam Assessment - 30%

Creating Media Products (changes each year depending on the brief set by the exam board)

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 at the end of Year 11.

Where will it lead?

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

SUBJECT LEADER:
Ms S Coady

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

UNDAUNTED

Modern Foreign Languages GCSE

Exam boards and courses

AQA GCSE French
AQA GCSE German
AQA GCSE Spanish.

Why study this subject?

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.

What will students study?

YEAR 9

- Cinema and film study of the film 'Au Revoir les Enfants', 'Coco' and 'Balloon' depending on the language being studied
- How to lead a healthy lifestyle
- The advantages and risks of technology in our daily lives
- School subjects and student opinions about school life

YEARS 10 AND 11

Students work towards the GCSE course focusing on topics such as holidays, health, education and work, family and relationships and environmental issues. The skills of speaking, writing, listening and reading are all developed with a central focus on target language teaching and interaction.

Structure of the course

At the end of Year 11 students sit their GCSE exam with a listening, reading, writing and speaking exam; each element is worth 25%.

We also run trips to Paris, Berlin and Madrid for students who study GCSE.

Where will it lead?

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

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:
Mr S Robson

GCSE Music

Exam boards and courses

GCSE (Grade 9-1) WJEC Eduqas GCSE Music.

Why study this subject?

GCSE Music is a highly respected academic and creative subject. It encourages students to develop their performance and composition skills while broadening their musical horizons through the study of various genres, from Western Classical Music to Film and Pop/ Modern Music. This course is ideal for students who already play an instrument or sing and wish to develop their technical ability and theoretical understanding to a professional level.

What will students study?

The course is divided into three key areas of musical experience:

- Performing: You will develop your skills as a soloist and as part of an ensemble. You will learn how to prepare for performances, manage performance nerves, and improve your technical control and expression.
- Composing: You will learn the art of creating your own music. You will explore how to use musical elements (melody, harmony, rhythm, and texture) to compose original pieces. You will also learn to use music technology (such as Soundtrap or Noteflight) to arrange and create your work.
- Appraising (Listening & Understanding): You will study a variety of "Areas of Study" and "Set Works." This involves listening to music from different eras and cultures, identifying musical features, and understanding the social and historical context of the music.

Structure of the course

Component 1: Performing

Internal Assessment (Externally Moderated): One solo performance and one ensemble performance (minimum 4 minutes combined). **30%**

Component 2: Composing

Internal Assessment (Externally Moderated): Two compositions: one written to a brief set by the exam board, and one free composition. **30%**

Component 3: Appraising

External Examination: A written paper with a mix of short and longer answer questions based on set works and unfamiliar music. **40%**

Where will it lead?

GCSE Music provides a strong foundation for A Level or BTEC Level 3 in Music or Music Technology. It is highly valued by universities and employers as it demonstrates high levels of self-discipline, creativity, and high cognitive ability.

Career paths include:

- Professional Musician / Performer
- Music Producer / Sound Engineer
- Composer for Film, Television, or Games
- Music Teacher / Therapist
- Arts Administration and Management
- Music Journalism

Entry Requirements

It is strongly recommended that students are already receiving instrumental or vocal lessons. Students would be required to be at a minimum of a Grade 3 standard (or equivalent) and have a basic understanding of music notation. A willingness to perform in front of others and within groups is essential.

*For students who have not completed external instrumental examinations, we require a practical demonstration of skill equivalent to Grade 3 standard. This ensures that every student possesses the technical foundation necessary to succeed in the performance component of the course.

To assist you in gauging this level, we have provided a **separate list of representative pieces**. Please note that this list is not exhaustive; it serves merely as a benchmark for the expected technical difficulty. If you have any questions regarding a student's current repertoire or suitability for the course, we encourage you to contact the Music Department.

*Please note that DJ skills and rapping would also qualify as an instrument to use for final performances.

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

SUBJECT LEADER:
Miss A Jahnke

UNDAUNTED

Religious Studies
GCSE

Exam boards and courses
AQA GCSE Religious Studies A.

Why study this subject?
Puzzled by those big, unanswered questions in the world? This course may be the one to choose.

Students will gain an appreciation of how religion, philosophy and ethics form the basis of our culture. They will develop analytical and critical thinking skills, the ability to work with abstract ideas, leadership and research skills.

All these skills will help prepare students for further study and the world outside school.

Religious Studies develops people who have the ability to look for different approaches and approach issues with an open mind.

What will students study?
In Year 9, students begin their studies with an introduction to what Philosophy is, a study of key beliefs about the existence of God and an investigation of the ethical theories of Jeremy Bentham and Immanuel Kant. They will also develop an understanding of Christian and Muslim beliefs and the issues linked to Human Rights and Social Justice.

In Year 10, students will build on their knowledge of key beliefs and investigate how they influence religious practices for Christians and Muslims in the world today. They will also complete the units that look at Religion and Life, and Peace and Conflict.

In Year 11, students complete their studies by looking at Crime and Punishment and reviewing all the work completed, in order to prepare them for the internal mock exams in the autumn term and the external exams in the summer term.

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 Religious Studies
- Law
- Medicine
- Journalism
- Social Work
- Politics

SUBJECT LEADER:
Mrs D Parr

GCSE Religious Studies 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 Religious Studies in high regard such as medicine, journalism, law, business and education.

Photography

GCSE

Exam boards and courses

Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Art & Design: Photography.

Why study this subject?

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, using both manual and digital skills on Adobe Photoshop.

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 digital photography.

TRANSFERRABLE SKILLS

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

What will students study?

In Year 9 students will develop their technical use of a digital SLR camera and use of Photoshop editing. They will use studio equipment and types of lighting, as well as developing their own ideas to a theme.

In Year 10 students will complete two projects, one which will explore the theme of 'Environment' and the second will be on the theme of 'Beginning and End' (which will be part of their coursework portfolio).

In Year 11 students will complete their final coursework project: 'Out of Place'. Students will also complete their externally set assignment (exam).

Structure of the course

Component 1: Coursework Portfolio 60%
Component 2: Externally Set Assignment 40%

Where will it lead?

- A Level Photography
- A Level Graphic Design

In Year 11 students will have one Period 6 lesson a week (3-4pm).

SUBJECT LEADER:
Ms J Prior

UNDAUNTED

Physical Education GCSE

Exam boards and courses

Pearson Edexcel Level 1/Level 2 GCSE (9-1) In Physical Education.

Why study this subject?

For students with a keen interest in sport, this course allows them to develop their practical skills in addition to a deeper knowledge and understanding of sport and fitness, both at team and individual level.

What will students study?

Students will develop an 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 sports performers 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.

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 or Level 3 BTEC Sport

SUBJECT LEADER:
Mr A Harris

Science Biology

GCSE

Exam boards and courses

AQA GCSE Biology.

Why study this subject?

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 and zoologists, as well as careers in forensic science, pharmaceuticals, genetics, teaching and oceanography.

What will students study?

PAPER 1 TOPICS

Cell structure and division
Organisation in plants and animals
Immunity and response to disease
Bioenergetics (photosynthesis and respiration)

PAPER 2 TOPICS

- Homeostasis and response
- Genetics 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

SUBJECT LEADER:
Mrs C Scott

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.

UNDAUNTED

Science Chemistry
GCSE

Exam boards and courses
AQA GCSE Chemistry.

Why study this subject?
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?
PAPER 1 TOPICS
- Atomic structure and the periodic table
- Structure and bonding
- Quantitative chemistry
- Chemical changes
- Energy changes

PAPER 2 TOPICS
- Rate of reaction
- 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

SUBJECT LEADER:
Mrs T Suthakaran

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.

Science Physics

GCSE

SUBJECT LEADER:
Mrs E Austin

Exam boards and courses

AQA GCSE Physics.

Why study this subject?

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?

PAPER 1 TOPICS

- Energy
- Electricity
- The particle model of matter
- Atomic structure & radioactivity

PAPER 2 TOPICS

- Forces
- Waves
- Magnetism and electromagnetism
- 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.

UNDAUNTED

Statistics
GCSE

Exam boards and courses
Pearson Edexcel LEvel 1/Level 2 GCSE (9-1) in Statistics.

Why study this subject?
Studying statistics helps develop problem-solving and decision-making skills that are highly relevant to the working world. It provides insight into the strengths and limitations of statistical methods in real-world scenarios. If students plan to study A Level Mathematics, Chemistry, Biology, Physics, Psychology, Geography, or Business, GCSE Statistics - alongside GCSE Mathematics - will offer a strong foundation in interpreting statistical data, which is essential for these subjects.

Students who enjoy mathematics, have a good grasp of mathematical rules and methods, and find the subject both accessible and rewarding, may find that GCSE Statistics is an excellent choice.

What will students study?
Students explore data collection, processing, representation, analysis, and probability, emphasising practical applications and the statistical enquiry cycle. This approach enhances their statistical reasoning and data interpretation skills. The key areas of study include:

Data Collection: Understanding different data sources (primary and secondary) and methods for gathering data, such as questionnaires, interviews, and experiments.
Processing, Representation, and Analysis: Learning to process and visualise data using statistical methods and diagrams, including measures of central tendency (mean, median, mode) and various statistical charts.
Probability: Exploring probability concepts, including theoretical probability, tree diagrams, and Venn diagrams.

Structure of the course
In Years 9 and 10, students will engage in several projects based on real-life scenarios, learning how to apply statistical methods and assess the strength and validity of hypotheses.

Year 9 focuses on building a solid understanding of statistical methods to prepare students for more advanced topics in Years 10 and 11.

Throughout the course, students will cover key specification content, including:

- Using and analysing real-world data through various statistical techniques.
- Understanding how data can be organised, processed, and presented.
- Recognising the advantages of using technology in statistical analysis.
- Applying mathematical and statistical formulae to reinforce prior knowledge

At the end of Year 11, students will sit two examinations, available at either foundation or higher level. Each exam lasts 1 hour and 30 minutes and is worth 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

This course helps students develop analytical and problem-solving skills that are useful in everyday life and various careers. It encourages logical thinking and the ability to interpret real-world data accurately. Students will also gain experience using technology for statistical analysis, which is increasingly relevant in many industries. While no coursework is required, project-based learning in Years 9 and 10 helps apply statistical concepts in practical contexts.

GCSE Statistics is a valuable subject for anyone interested in understanding data-driven decision-making in fields such as business, science, and social research.

SUBJECT LEADER:
Miss Z Drewett

Textiles GCSE

Exam boards and courses

AQA GCSE Art and Design: Textiles.

Why study this subject?

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.

What will students study?

YEAR 9

- Learning how to use a sewing machine
- Learning new fabric decoration techniques
  Learn fabric manipulation techniques
  Learning new sketchbook and creative presentation skills
- Learning writing skills in analysis of other designers work, explanation of their design thinking and evaluation of students' own work
- Research, designing and making a corset based on narrative

YEAR 10

- Continuing to develop new fabric decoration techniques
- Continuing to develop sketchbook and presentation skills
- Continuing writing skills in analysis of other designers work, explanation of their design thinking and evaluation of students' own work
- Research, designing and making a product based on Under the Skin

YEAR 11

- Continuing to develop new fabric decoration techniques
  Continuing to develop sketchbook and presentation skills
- Continuing writing skills in analysis of other designers work, explanation of their design thinking and evaluation of students' own work
- Research, designing and making a product based on Architecture
- Preparation for GCSE exam, which is a project set by the exam board. Work will be used towards a 10 hour practical exam in May, where students make a product.

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

SUBJECT LEADER:
Mrs S White

In Year 11 students will have one Period 6 lesson a week (3-4pm).

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

UNDAUNTED

Staff AT CHEAM HIGH SCHOOL

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	Mr S Brewis
Deputy Headteacher	Miss S Connolly	Assistant Headteacher	Mr C Higgins
Deputy Headteacher	Mr R Newman	Assistant Headteacher	Ms A Pelling
Deputy Headteacher	Mr E Oswick	Assistant Headteacher	Mr J Aldridge
Deputy Headteacher	Mr P Vosper		
Trust Systemic Leader	Ms M McLeish		

Year 8 Team	
Year 8 Leader	Miss L Warman
Year 8 Managers	Mrs Z Henry Mrs E Francis

SENCO/MAGT	
SENCO	Mrs S Chowdhry
KS3 MAGT Co-ordinator	Miss N Watson

Year 8 Tutor Team		
Mrs B Alexander (AR)	Mrs T Austin (AU)	Mr S Bagley (BG)
Mr E Boakye (BY)	Miss L Crespo Carrillo (CP)	Mr H Dell (DE)
Mr R Jeffery (JR)	Miss I Mahmoud (MX)	Mrs H Pidebois (PB)
Miss K Teague (TG)	Mrs S Ford (FD)	Mr M White (WH)

Subjects	Leaders	Subjects	Leaders
Art	Miss J Prior	LIFE	Miss R Graham-Brown
Business	Mr D Lewis	Mathematics	Miss Z Drewett
Criminology/Health & Social Care	Mrs K McKenzie	Media Studies	Miss S Coady
Design Technology	Mrs S White	Modern Languages	Mr S Robson
Drama	Miss R Graham Brown	Music	Miss A Jahnke
English	Miss J Hancock	Physical Education	Mr A Harris
Film Studies	Miss E Dibartolo	Psychology/Sociology	Mrs K McKenzie
Geography	Miss A Squires	Religious Studies	Mrs D Parr
History	Miss N Watson	Science	Mr D Colgate
Information Technology	Mr E Coomber		

Choices in the Sixth Form

This section is here to help students understand how what they select for their GCSE options now may influence what they are able to choose to study later on, when they move from Year 11 into 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 6:6 in Combined Science plus Biology, GCSE grade 5+ in Maths and GCSE grade 5+ in English
A Level Chemistry+	GCSE grade 6:6 in Combined Science plus Chemistry, GCSE grade 6+ in Maths and GCSE grade 5+ in English
A Level Physics+	GCSE grade 6:6 in Combined Science plus Physics and GCSE grade 6+ in Maths and GCSE grade 5+ in English
BTEC Science Extended Certificate	See Sixth Form Level 3 Vocational Course entry requirements plus GCSE grades 5:5 in Combined Science
+ To take more than one Science students must show a strong academic record of APS 6 or greater	

BUSINESS EDUCATION	
A Level Accounting	GCSE grade 5+ in English and Maths
A Level Business	GCSE grade 5+ in English and Maths
A Level Economics	GCSE grade 6+ 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, if not a portfolio
A Level Art - Graphic Design	GCSE grade 4+ in English and GCSE grade 5+ in Art if done, if not a portfolio
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 and GCSE grade 5+ in Photography if done, if not a portfolio
ICT	
A Level Computer Science	GCSE grade 6+ in Maths and GCSE grade 6+ in Computer Science
BTEC Computing	See Sixth Form Level 3 Vocational Course entry requirements plus Computer Science GCSE grade 4+
BTEC Information Technology	See Sixth Form Level 3 Vocational Course entry requirements

UNDAUNTED

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+ inEnglish
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 History or 6+ in English if History not taken
A Level Media Studies	GCSE grade 6+ in English and GCSE grade 6+ in Media Studies if taken
A Level Religious Studies	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 Language and Maths
A Level Sociology	GCSE grade 5+ in English Language
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

HEADTEACHER
Mr P Naudi MA (Oxon)

www.cheam.sutton.sch.uk

Email: office@cheam.sutton.sch.uk
Telephone: 020 8644 5790
Sixth Form Telephone: 020 8254 6857

Cheam Academies Network

CHIEF EXECUTIVE OFFICER
Mr Christian Hicks MA (UCL)

www.canschools.co.uk

Email: info@CANschools.co.uk
Telephone: 0208 644 5790/6505

Cheam Academies Network (trading as Cheam High School) is a company registered in England and Wales, company number 07588097, registered address Cheam High School, Chatsworth Road, Cheam, Surrey, SM3 8PW. VAT registration number 120409266.