



THE COLNE
COMMUNITY SCHOOL & COLLEGE

Pathways to Success

Options 2024

Year 9



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**Year 9
Options Evening**

Thursday 15 February 2024

The Curriculum at The Colne Community School and College is designed to provide the opportunity for every one of our students to:-

- 1 Be respectful and responsible
- 2 Be engaged as learners
- 3 Enjoy learning
- 4 Have aspirations to be successful
- 5 Feel confident, safe and valued

Our aim is that they will leave the school ready for university or further education, training or employment with all of those qualities. We want a bright future for our students.

The choices they make now are the beginning of a learning journey with us towards their success.



[Online Option Form](#)

Key Stage 4 Curriculum

1. All students will study as part of the core offer:

- English
- Mathematics
- Science
- PSHE and Religious Education
- PE/Dance

Those students who have demonstrated a higher level of academic ability will also study a language as part of their core offer and therefore have the opportunity to attain a further GCSE. This will then provide them with the opportunity to achieve the EBacc.

2. All students will choose either

- Geography
- History

3. All students will then make two further free choices from the remaining subjects in this booklet.

Dear Students and Parents/Carers

Welcome to our Options Booklet for students starting courses in the year 2024.

This booklet contains all the information that you, as students, and your parents/carers will need to make an informed decision around the educational pathway you wish to take for the next four years of education.

The journey into Years 10 and 11 is only part of the education we offer, and our pathways are designed to ensure seamless transition into post-16 provision for each of the combination of courses that we offer. It is important to think about the future, where you want to go and what you want to achieve.

We encourage our students, with the support of parents/carers and school staff, to choose courses that they enjoy and in which they have a real desire for success.

This is an exciting and important time for students, if you have any questions please seek the support of any members of the school staff.

Yours faithfully



Neil Gallagher
Executive Headteacher

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Introduction for Parents/Carers

We hope that you find this booklet useful in helping you and your child decide future plans at the school. It contains basic information about the courses available. You will be able to find out more information from any of our subject specialist teachers. We are always happy to guide and advise you, and the **Careers Advisor** in school will assist with this process as required.

Curriculum

Some subjects are "Core Subjects" which all students study, whilst others are options from which you and your child may choose. Young people have different abilities, aptitudes, interests and career aspirations and it is important to keep their future choices open.

It will be useful to discuss some of the following with your child.

- Do you have any idea about what career or profession you might want to enter?
- Do you know what subjects or courses lead towards the qualifications needed for that career?

In many cases they do not know exactly what they want to do in the future. If they have a vague idea it is worthwhile seeking advice on which subjects are essential or useful. Given the rapid changes that are a feature of twenty-first century life, none of us can be certain what opportunities will exist during the course of a working life which is why as a school we offer only "high quality" qualifications.

All forms should be submitted via [Google](#) by 3:00pm 22nd March 2024.

If this is impossible the paper forms should be handed in to the Main Office by 3:00pm 22nd March 2024.

Whilst it is not possible to guarantee every student their first choice, we do guarantee to provide a balanced curriculum in consultation with you and your child based on their ability, aptitude and preference. Please take reserve choices seriously. Where a subject is over-subscribed the school will make selections based on clear criteria. Parents/carers and students involved in this process will be notified of the school's decision. If a course is under subscribed the school reserves the right not to run it. In general, a course must attract at least fifteen students in order to run.

I am sure we will be able to work successfully together to launch your child on their new Curriculum Pathway.

The English Baccalaureate

Students who complete a combination of qualifications will be acknowledged as having achieved the 'English Baccalaureate'. This is a measure used for schools and is **not** a separate qualification. This is a measure introduced by the Government. The restrictions on subjects which contribute to this are a Government initiative. The intention is to encourage students to study a curriculum which includes 'challenging GCSE subjects'.

Students who are considering going on to university are advised to select subjects which contribute to this measure.

All students will study the core subjects including English, Mathematics and Science at GCSE.

To be counted in the measure, they study a Modern Foreign Language in addition to a humanities subject, either History or Geography at GCSE.

Core Subjects

English Language and Literature

All students will take two qualifications: English Language and English Literature.

What is GCSE English Language?

GCSE English Language allows students to demonstrate their ability to use English in real life contexts and uses an investigative and analytical approach to language topics, drawing on personal experience. This GCSE assesses skills in both reading and writing and fiction and nonfiction.

English Language Course Structure

A numerical grade will be awarded at the end of the course. This will be in the range 1 to 9 (9 being the top grade, with a grade of 4 or 5 being approximately equivalent to a current C grade). The course is assessed through two equally weighted exam papers containing unseen materials for students to analyse and then replicate. Exams are taken at the end of the course in Year 11.

What is GCSE English Literature?

GCSE English Literature allows students to explore a variety of literary texts including Shakespeare, modern drama and novels, contemporary poetry and poetry from the English Literary Heritage. They are encouraged to draw on stage productions and films of the texts studied to enrich and inform their work. Through their studies students will increase their knowledge and understanding of history and human nature by analysing and empathising with characters and situations in influential texts spanning the last four hundred years.

English Literature Course Structure

The course is assessed through two external examinations. Paper 1 will assess their knowledge and understanding of the Shakespeare text and the 19th Century text while paper 2 will examine modern drama and poetry. All of the exams are closed book. Exams are taken at the end of the course in Year 11.

Why Study English Language and Literature?

English Language is the core qualification that all students have to study and which is required as a minimum entry qualification to many courses of further study, including those at university. English Literature provides students with the opportunity to study a range of diverse texts and make links across time and through themes. These qualifications demonstrate a student's ability to infer and deduce implied meanings, empathise with a range of social and cultural ideas and situations and develop their understanding of the world around them. Both courses provide excellent foundations for many other subjects including History, Geography, R.E, Citizenship, Creative Media, Drama and MFL.

Further Information and Advice

Mrs J Fry, Subject Leader

Mathematics

What is Mathematics?

Mathematics concerns the study of Number, Algebra, Ratio and Proportion, Geometry, Statistics and Probability. In Maths at KS4, students are required to solve problems, reason mathematically and apply skills to real life contexts. Students will build on knowledge learned at KS3 and will be exposed to new concepts which they have never seen before. All students will follow a programme of study based upon the National Curriculum and will follow either a higher or foundation pathway.

Course Structure

GCSE Mathematics reflects the new Key Stage 4 programme of study which schools and colleges are required to teach. The secondary Mathematics program of study expanded in 2017 with additional content to each tier and a higher complexity of questions. There is a stronger focus on ratio and proportion and strong algebraic skills are very important.

The aims of the course are to enable students to:

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

All students will be entered for either the foundation or higher tier. At the end of the course each student is assessed across 3 papers which are equally weighted. They will sit one non-calculator paper and 2 calculator papers, each lasting 1 hour 30 mins.

A numerical grade will be awarded at the end of the course, ranging from 1 to 9. Grade 9 is the highest, with a grade 4 being a Standard Pass and grade 5 being a Good Pass. The higher paper will award grades 3 to 9 and the foundation will award grades 1 to 5.

Why Study Mathematics?

This is a core subject that all students study. Mathematics is used in science, engineering, medicine, the social sciences and is a basic entry requirement for many courses and forms of employment. Mathematics should encourage learners to be inspired, moved and challenged by following a broad, coherent, satisfying and meaningful course of study. The most able students will be in a position to access A-level Mathematics at Key Stage 5 and some students might consider the Further Mathematics A-level which is considered helpful for Oxbridge Mathematics and Science courses.

Other Important Details

In Year 10, higher level Mathematicians are invited to attend a Further Mathematics course which is run after school. This qualification is optional but supports the Maths GCSE well and gives students exposure to A-level Maths content.

Further Information and advice

Miss L Sharpe, Subject Leader

Science

There are two pathways for studying Science, **Combined Science (Trilogy – two GCSEs) & Triple Science (Biology, Chemistry and Physics - three GCSEs)**. Please see the Triple Science section towards the end of this booklet for additional detail on this. Both of our Science courses will allow you to gain entry onto an 'A-level' Science course.

Science underpins our understanding of how everything works.

In **Biology** students learn how living organisms function, how they are organised and how they interact with each other and the world around them.

In **Chemistry** students learn what matter is made of, how different chemicals are formed and how and why they behave like they do.

In **Physics** students will gain an appreciation for how the underlying physical principles that have existed since time began affects everything that exists.

Through learning to use their observations to make scientific explanations, and connecting the different threads of science, students will gain a holistic appreciation of the universe and their fundamental place within it.

COURSE STRUCTURE:

Students study a broad and balanced curriculum that builds on their learning from KS3 Science. Students will study a variety of topics within the following big ideas:

PHYSICS - Forces, Electromagnetism, Energy, Waves

CHEMISTRY - Matter, Reactions, Earth

BIOLOGY - Organisms, Ecosystems, Genes

For each topic students will acquire knowledge and understanding of scientific ideas, techniques and procedures.

We will guide students to apply knowledge and understanding of scientific ideas, scientific enquiry, techniques and procedures.

Students will also develop skills to analyse information and interpret and evaluate ideas.

There is an emphasis on scientific enquiry and experimental work through compulsory practical tasks; students will need to develop their skills to make judgements, draw conclusions and develop and improve experimental procedures.

All examinations will be taken at the end of Year 11 and there is no coursework element. All written papers will have open and closed questions and questions needing longer answers. Students will sit 6 examinations which vary in length depending on the pathway that they are taking.

"The philosophy of science is inherent in the process. This is to say, you think critically, you draw a conclusion based on evidence, but we all pursue discovery based on our observations. That's where science starts." (Bill Nye)

Further Information and Advice

Ms M Roling, Subject Leader

Physical Education

The Physical Education course provides an engaging and relevant introduction to the world of sport and physical activity. It enables you to develop and apply your knowledge, while also developing a range of relevant practical, communication and technical skills.

What will I study?

Students will complete a combination of theory and practical lessons to enable the content to be covered. In practical lessons students will have the opportunity to experience a wide variety of activities. Within these they will extend existing skills and will learn new techniques, tactics and strategies to prepare for practical assessments in at least one activity. Students can be assessed in activities that they take part in outside of school. Practical lessons will also provide leadership opportunities for students and will develop students ability to lead a warm up and skills session to a small group.

Theory lessons will include the study of the following topics:

- Components of fitness
- Fitness Testing
- Fitness Training and programming
- The effects of exercise on the body
- Different types and provision of sport
- Barriers to participation and how to overcome them
- Technology in sport

How will I be assessed?

Students will be assessed via practical work, through leadership assessments and through coursework controlled assignments. Students will also complete a written examination at the end of Year 11.

Why choose this course?

This course prepares young people for careers in sport, fitness and coaching along with developing teamwork, leadership skills and an understanding of the importance of health and fitness to maintain a healthy lifestyle. The course is recognised by further education and higher education institutions, as well as employers and other training providers.

Further Information and Advice

Mrs K Pulford, Subject Leader

Dance

Dance is a powerful and expressive subject, which encourages students to develop their creative, physical, emotional and intellectual capacity, whatever their previous experience in the subject. Students will explore performance and choreography in a variety of styles and will perform as part of a group to an audience. Professional dance works are studied in order to develop students' critical appreciation of professional works, their knowledge and understanding of choreographic processes and performing skills and their critical appreciation of their own work.

What will I study?

The Dance course gives students the opportunity to develop specific knowledge and skills in a practical learning environment. The main focus is on four areas of equal importance, which cover the:

- Development of key skills that prove learners aptitude in dance, such as reproducing repertoire or responding to a stimulus
- Process that underpins effective ways of working in dance, such as development of ideas, rehearsal and performance
- Attitudes that are considered most important in the performing arts, including personal management and communication
- Knowledge that underpins effective use of skills, processes and attitudes in the sector, such as roles, responsibilities, performance disciplines and styles.

How will I be assessed?

Students will be assessed through a combination of practical performance assessments, through written assignments and through their own group choreography in response to a brief.

Further Information and Advice

Mrs K Pulford, Subject Leader

(CORE)
Worldviews
(Philosophy, Ethics & Religion) (Non-examined course)

Course Intent:

Worldviews will be studied once a week. It is a non-examined statutory course. It provides students with knowledge of different world religions and humanist beliefs. It also gives students an awareness of the vast scope of perspectives and experiences that exist in human life.

It will do this by exploring Philosophical and Ethical issues, through applying religious and non-religious worldviews.

Course Content:

Worldviews has a different 'Core Question' each half term e.g. 'What is faith?', 'Why is there suffering?', 'Does my body belong to me?'

Each term students will have investigated these questions using the three lenses of Sociology (impact on human life), Theology (study of belief(s)) and Philosophy (study of reality). We will look at each topic with viewpoints from the main religious tradition of Great Britain (Christianity), Humanism and one other faith. Over the two years at Key Stage 4 this would include all the other world faiths: Buddhism, Hinduism, Islam, Judaism and Sikhism. This will give students a deeper understanding of the world around them; locally, nationally and globally.

We will assess progress in a non-examined manner. This could include debates, research, discussion and much more.

Careers:

Worldviews encourages students to look outwards at the wider world and have confidence in participating in it. Careers that involve human existence will all lend themselves to Worldviews.

Here are some: military, psychological, medical, journalism, politics, government, legal, archaeology, education and much more.

Further Information and Advice

Mr K Mather, Subject Leader

Option Subjects

Art

If you are a creative individual who might be considering a career in any area of Art or Design then this is for you. Colleges will welcome you onto courses from fashion design to animation if you have learnt the foundation skills on an Art GCSE course. Creativity and flair are obviously assets but an ability to be experimental, open minded and practical is important for success in this subject. Fine Art is suitable for students who have consistently completed class and homework throughout Key Stage 3 without causing concern.

Course Structure

The Fine Art course consists of coursework and an exam at the end of the course. The coursework portfolio consists of final pieces alongside a sketchbook of project work. In the first half of the course students will study themes such as 'Autobiography' and 'Cubism' that will allow them to explore a variety of new art skills using a large range of materials, media and techniques. In the second half of the course students will complete final coursework projects based on 'Expressionism' as well as a mock exam. The final exam will be taken at the end of Year 11 and based on a theme set by the exam board. Students will know the theme 10-12 weeks prior to the exam and will have this preparation time to plan a final piece that they will make in exam conditions.

What will you learn?

To begin with, students will go back to the basics of drawing and painting from observation and acquire the skills needed to create a successful art project. In every project students will expand skills with acrylic paints, oil paints, inks, oil pastels and many other media. Each project will give students opportunities to have some creative freedom and express their own emerging style as an artist. By Year 11, the students will be able to put all of their prior learning into practice to complete the final coursework projects and exam. Throughout the course students will learn:

- How to research and analyse a range of artist's work
- How to experiment with media, materials and techniques
- How to draw, observe and record independent ideas
- How to create original, unique and personal final pieces.

Equipment

The Art department provides all the basic equipment and resources used in lessons. Students will be required to purchase a sketchbook package at the start of the course. This can be bought from the Art department at cost price. Students would also benefit from having a range of art equipment at home. The Art department will offer a variety of this equipment to purchase at cost price too.

Career Opportunities

One of the most frequently asked questions is, "What kind of job can you get with Fine Art?" Here are a few:-

Animator, Art Historian, Art Critic, Archaeologist, Architect, Cartoonist, Children's Book, Illustrator, Commercial Artist, Graphic Designer, Computer Games Designer, Costume Designer, Exhibition Co-ordinator, Forensic Artist, Interior Designer, Hair and Make Up Artist, Landscape Designer, Movie Scene Painter, Portrait Painter or Tattoo Artist and many more...

Here are some examples of work created on the GCSE Fine Art course:



Further Information and Advice

Mrs L Kelly, Subject Leader of Art & Photography

Business Studies

Why study Business?

Problem solving, unleashing creativity, developing key employability skills in finance as well as working with and even managing a team to develop a new business idea/event barely scratches the surface of what you could potentially get out of studying this subject! The truth is that no matter where you go in life or where you work, you may well be involved in various aspects of business and the skills and knowledge you learn within this subject will be extremely useful for what you may encounter. Not only will you get an opportunity to investigate local small and micro business but you will have a chance to put what you have learnt into practice and develop your own business proposal that can be carried out in school.

Areas of Study

This subject is made up of the following areas of study:

Exploring Business - Students will gain an opportunity to look at how businesses operate in practice, looking at the activities they use and how they are structured and managed. This will include how organisations build relationships with customers and use their skills to maximise profit. It will also be considered how the political and economic environment will impact a business' ability to operate such as the impact of the inflation and the 'cost of living crisis' and how a business manages changes in technology and social trends such as climate change etc.

Developing a Business Idea - As part of the course, students will have an opportunity to develop a micro business idea. This will include looking at different elements of business planning, from marketing and advertising to financing the proposed enterprise and analysing possible risks. This will mean that students will not only investigate how a business will operate but will be able to see how a business endeavour is actually put into practice and how it can be managed to make it successful.

Financing and Promoting a Business - Students will look at what a business must do to become profitable and how it can analyse its performance over a period of time, including looking at basic accounting methods that are applicable to all organisations such as profit and loss accounts, balance sheets and how to check if and when break even will be achieved. Students will also study how a business will reach customers and entice them to purchase their products and services. This will include looking at the marketing mix which is made up of how prices are set, how a business promotes and advertises itself, how market research can be conducted and unique selling points developed as well as product placement and supply chains. Finally students will gain an understanding of the life of a product and how its sales will change over time.

Assessment

Students will be assessed through a combination of exams and coursework which could include

practical elements such as presenting a business idea and even running a small /micro business as well as the planning that would go into it.

Careers

Business is a subject that can be linked to any future job role. Whether it is working in a bank, developing websites or video games or working in the retail industry, there will be elements of this subject that will be applicable and skills that will be transferable to any job role. After all, all organisations have to manage their finance, market and advertise their products and services and manage their workforce.

Further Information and Advice

Mr C Davies, Subject Leader of Business

Child Development

Child Development will inspire and equip you with independence and confidence in using skills that are relevant to the childcare sector. It's a vocational qualification, equivalent in value to a GCSE and contains both practical activities and theoretical elements.

In Child Development you'll learn about:

- Health and wellbeing for child development, creating conditions in which children can thrive
- Planning and creating safe environments for children
- The nutritional needs of children from birth to five years, plus investigating and choosing equipment and making up a feed for a new baby.
- The development of a child from one to five years, using observation and research techniques.

Future opportunities:

By developing applied knowledge and practical skills, this course will help give you the opportunity to progress on to A Levels, or a level 3 course such as BTEC National, T Levels in Child Care or Health and Social Care, an apprenticeship or university.

Child Development could be the first step of a career such as a Nursery Nurse, Play Worker, Out of School Club Worker, an Early Years Teacher, Family Support Worker, Nursery Manager, Children's Nurse, Social Worker, Childminder, Special Needs Support Worker, Early Years Support Worker, Nanny, Special Needs Assistant or Early Years Practitioner.

Building futures through practical skills:

Not only will you build your independence and confidence with this qualification, you'll develop a range of skills to help you succeed in the workplace and also in other subjects too.

These skills include:

- Effective verbal communication
- Research
- Planning.

No matter what you progress on to, the transferable skills you'll learn from Child Development will prepare you for the future. You will develop independence and confidence in using skills that will be useful to the Childcare sector. The qualification will also help you to develop learning and skills that can be used in other life and work situations, such as research skills, budgeting, nutritional needs and health and safety awareness.

As an extra enrichment, students will be given the opportunity to achieve an Emergency Paediatric First Aid qualification at the end of Year 11 which will be valid for three years, adding value to any applications they make for college, university or jobs.

Further Information and Advice: Mrs N. Nation - Subject Leader Child Development and Health and Social Care

CITIZENSHIP STUDIES

Course Content:

Citizenship Studies is about how people take an active part in democratic politics and work together for a better society, locally, nationally and globally.

Students will learn about power, democracy, the operation of government and the legal system, and the role of the UK in the wider world. They will explore and learn about topical issues with political, social, ethical, economic and environmental dimensions in local to global contexts. They will experience taking citizenship action and learn from trying to make a difference themselves.

Assessment overview:

Paper 1: Written examination: 1 hour 45 minutes (50% of the qualification)

Paper 2: Written examination: 1 hour 45 minutes (50% of the qualification)

Paper 2 contains a written evaluation of an in school project organised by students e.g investigation in homelessness

What can I do after I have completed the course?

You will learn lots of skills that will be useful in later life. Citizenship is an ideal subject for many careers such as: - local or national government, policing, journalism, social work, law, welfare work, teaching, medical and health work, customer services. In fact, any job that involves working with others as part of a team.

Students can progress from this qualification to AS and A Levels in other subjects as the skills are transferable.

Is this the right subject for me?

If you are interested in the world and people around you, this is the subject for you. It helps you to make decisions for yourself on all sorts of issues. You will investigate issues that really matter locally, nationally, internationally and work out what can be done about them. Citizenship Studies is an exciting course to take. It addresses the world you are growing up in and some of the choices and decisions you will need to make throughout your life.

Further Information and Advice:

Mrs A Smith, Subject Leader

Computer Science

Computer Science

Computer Science will give pupils an in-depth understanding of how computer technology works and what goes on 'behind the scenes'. Through the study of Computational Thinking and Programming students will develop their critical thinking, analysis and problem-solving skills. Students will study real life algorithms and develop their own programs through the use of Python to replicate real world scenarios. Students will study the aspects of Computer Science that are often used everyday - how data and information is understood, computer networking, ethical issues surrounding technology, security and programming.

Course Content

50% of the course will look at the **theory** of Computer Science, students will learn about the hardware and software used within all computing devices and how these same devices are used to communicate with other devices all over the world. Students will study some of the threats to computers and users of technology as well as discussing the ethical impacts caused by ever changing and developing technology. Students will understand how computers represent all data in a computer system using binary as their language.

The other **50%** of the course will concentrate on **practical programming** using **Python**. Students will develop their knowledge of Python programming to plan, build and test programs that represent real world problems and scenarios. Students will be required to read, write, interpret and modify different algorithms that are used in the real world by technology that they use on a daily basis.

Further Study

Studying this course will allow students to continue their studies in further and higher education in courses such as:

A-Level Computer Science, ICT, Game Design/Development, IMedia, Software Engineering & Robotic Engineering.

Future Careers

Studying of this course would be suitable for students interested in a career in the following areas:

Software Development, Game Design, Networking, AI Development & Computer Forensics.

Further Information and Advice

Mr D Roberts, Subject Leader of Computing/ICT

Creative iMedia (ICT Option)

By studying Creative iMedia you will develop the skills, knowledge and understanding that will be useful within the digital media industry. You will study different areas of digital media such as Game Development, Digital Graphics and the different sectors, job roles and products that make up the digital media industry.

As part of this course, students will learn about the sectors, products and job roles that form the digital media industry. They will learn the legal and ethical issues considered and the processes used to plan and create digital media products. They will learn how media codes are used within the creation of media products to convey meaning, create impact and engage audiences. They will learn to choose the most appropriate format and properties for different media products. Students will gain an understanding of the pre-production, production and post-production processes that surround lots of digital media products such as script writing, storyboarding, camera angles, editing techniques and how styles and conventions create different media products.

Another section of this course, students will learn how to develop visual identities and digital graphics for clients. They will also learn to apply the concepts of graphic design to create original digital graphics which incorporate their visual identity to engage a target audience. Students will learn different techniques to both edit and create their own digital graphics for real world scenarios using a graphic editing software called Photopea.

In another section of this course, students will learn to interpret client briefs to devise original digital game concepts. They will learn to plan the creation of digital games effectively and to use a game design document to create engagement among developers and clients. They will learn to create, edit, test and export playable digital games which they have designed. Students will have the opportunity to make their own game or games using a professional piece of software called Construct 3.

Further Study and careers

By studying this course students will be able to go on to further education and careers in the following sectors:

Creative iMedia, ICT, Graphic Design, Game Development, Media Production & Media Studies

Further Information and Advice

Mr D Roberts, Subject Leader of Computing/ICT

Drama

Drama gives students the opportunity to work imaginatively and creatively in collaborative contexts, generating, developing and communicating ideas. They will reflect on and evaluate their own work and the work of others and develop and demonstrate competence in a range of practical, creative and performance skills.

Entry Requirements

Students should be willing to put in extra time for rehearsals and performances. A high level of commitment to individual, partner and group work is required. Students need to be willing to perform in front of others.

Course Details

The course consists of the following units:

Component 1: Devising Theatre

This part of the course is where students are given a range of different stimuli which are set by the exam board. The students then have to create a performance piece, write a reflective response and then evaluate the effectiveness of their performance.

Component 2: Performing from a text

This is often the students highlight of the course where they are given different scripts to learn and perform to an examiner. A range of scripts are explored to offer students preparation not only for their exam but also for their college auditions.

Component 3: Interpreting theatre

This exam is completed in May as part of their written exam in year 11. Students are prepared in the art of analysing theatre. This exam is 1 hour 30 minutes long.

Students will study Noughts and Crosses by Sabrina Mahfouz. They will answer exam questions that progress in score and challenge students with their perception of the text. Another part of the exam, it is for students to critique and analyse a live performance. Over the course students will be exposed to theatre and given opportunities to learn how to appreciate and interpret theatre.

Further Education and Careers

The course will enable the student to gain confidence in oral communication and interpersonal skills that are crucial to modern workplaces. A-level Theatre Studies and Media Studies are open successful candidates. No less a body than the CBI (Confederation of British Industry) has declared that Drama communication is a critical subject area where social skills may be enhanced through co-operative teamwork.

Further Information and Advice

Ms R Sargent, Subject Leader of Drama

Art: 3D Design

Three Dimensional Design is a world of possibilities. Framed in the Art, Craft and Design domain, 3D Design promotes the love of learning across a variety of experiences, processes, tools, techniques, materials and resources that generate unique ways of working and outcomes. 3D Design actively engages in the creative process of art, craft and design in order to develop effective and independent learners, as critical and reflective thinkers with enquiring minds. Students develop creative, imaginative and intuitive capabilities when exploring and making images, artefacts and products. Within 3D Design students become confident in taking risks and learning from experiences by exploring and experimenting with ideas, processes, media, materials and techniques.

No previous knowledge is required, you just need an interest in the subject, a creative mind and practical ability to apply new techniques. 3D Design is suitable to students who have consistently completed class and homework for Art and Design Technology throughout Key Stage 3 without causing concern.

Course Structure

The course is broken down into coursework and an exam at the end of the course. The coursework will comprise a personal portfolio of projects created in the first half of the course and then a mock exam and final coursework project in the second half of the course. Each 3D design project will be made up of sketchbook work and final 3D pieces. The exam will be taken at the end of Year 11 and based on a theme set by the exam board. Students will know the theme 10-12 weeks prior to the exam and will have this preparation time to plan a final 3D piece they will make in exam conditions.

What will you learn?

The course develops critical understanding through investigative, analytical, experimental, practical, technical and expressive skills. Students develop and refine ideas and proposals, personal outcomes or solutions with increasing independence. Acquiring and developing technical skills through working with a broad range of media, materials, techniques, processes and technologies with purpose and intent. Developing knowledge and understanding of three dimensional art, craft and design in historical and contemporary contexts, societies and cultures.

Students develop an awareness of the different roles and individual work practices evident in the production of art, craft and design in the creative and cultural industries. As well as developing an awareness of the purposes, intentions and functions of art, craft and design in a variety of contexts and as appropriate to students' own work.

Students have a variety of areas to investigate and discover through their learning: Architectural design, sculpture, ceramics, product design, jewellery and body adornment, interior design, environmental and landscape design, exhibition design, 3D digital design, design for theatre, film and television.

Equipment

Students will be required to purchase a sketchbook package at the start of the course. This can be bought from the Art Department at cost price.

Career Opportunities and Further Education

Having broad areas of study means that students get to explore and develop interests that may take them into their future careers. With society moving away from mass produced and toxic processes, craftsmanship is becoming a productive and lucrative industry. Handmade, bespoke and unique products are prominent in the marketplace. Providing students with the production and creative design abilities will give them a variety of opportunities and possibilities in their future lives. Using the knowledge gained in this course students could be the next generation of crafts people, designers, artists, prop makers that influence future generations to come.



Further Information and Advice

Miss E Notman, Teacher of Art & 3D Design

D&T: Design & Technology - GCSE

“Form follows Function” - H. Sullivan, Architect

The Design and Technology GCSE places an emphasis on understanding and applying the design process. Students will design and make products using various materials and tools, including card, wood, metal, plastics and fabric.

Skills: Students will use their creativity and imagination to design and make prototypes (models) that solve real and relevant problems, considering their own and others’ needs, wants and values.

Design and Technology is a practical subject that includes a large amount of theory knowledge, so not all lessons will be workshop based. Students will need a working understanding of Mathematics and the practical applications, as well as the ability to retain facts and formulae needed for the exam. Students will learn to use many traditional workshop tools like drills, saws, sanders, but also more modern machinery in the form of Computer Aided Design (CAD) and Computer Aided Manufacture (CAM). CAM tools at The Colne include a Laser Cutter and 3D Printer.

Course Structure: In Year 11 students will produce a coursework portfolio based on their design and practical work as well as knowledge gained from their theory lessons. The portfolio makes up 50% of the final grade, and involves: research, design, modelling and making a prototype. The other 50% of the final mark comes from the exam, which focuses heavily on Design and Technology theory.

Although this is a practical subject, students must understand that a large proportion of the overall grade comes from understanding the theory of making and designing and having well written up coursework.

Career Opportunities: Student taking this subject could go on to further study, apprenticeships or work in these areas:

| | |
|---|---|
| Engineering: Mechanical, Aeronautical, Design, Manufacture | Interior, Landscape or Garden Design |
| Product or Industrial Design | Boat Design, Maintenance or Building |
| Architecture or Exhibition Design | Carpentry, Furniture or Cabinet Making |
| Apprenticeships like: Engineering, Plumbing, Mechanics, Electrical, Brickwork, Construction | Game Design or 3D Digital Design · Design for Theatre, Film and Television |

For further information please contact:

Miss I Brown, Subject Teacher for Design & Technology

D&T: Engineering

What is Engineering? Engineering uses science, mathematics, practical skills and design principles to design and build machines, structures and buildings. In school, students will learn technical drawing, practical workshop skills, how to safely use machinery, the theory and testing of materials, practical applications for mathematics and Computer Aided Design (CAD).

Skills: Students will need a working knowledge of mathematics and be able to understand and apply scientific principles to pass this subject well. They must be independent thinkers and be able to write their coursework without too much guidance. Students will be trained with tools and machinery in a workshop. They will learn skills through making metalwork projects in a workshop. Students are required to independently plan and write up their workshop skills in their written coursework which will show their understanding of workshop practices.

This is a practical subject, but a large part of the marks are from written coursework and students must be aware of this when choosing the course. **A maximum of half the lessons will be practical, the rest will be theory or writing up coursework.**

Course Structure:

Coursework: There are usually 2 pieces of written coursework and 1 practical piece made in Year 11, likely to be a metalwork project. There will be a variety of metalwork projects in Year 10 which aim to give the students the skills they need for their non-exam assessments in Year 11. In Year 11 there will be one final product made alongside the coursework to support this product which will show evidence of the student's skill in planning, manufacturing and evaluating.

Written Exam: There is a written exam which counts to under half the marks for their final grade. The exam consists of Engineering theory and can include; mathematics questions, usually on area or volume, the properties of metals, testing of materials, machines for manufacture, planning for manufacture, analysing products, sustainability issues, an awareness of Computer Aided Design (CAD) and Computer Aided Manufacture (CAM) and technical drawing.

Career Opportunities: Students taking this subject may go on to further study, become apprentices or work in these areas:

Engineering: Mechanical, Aeronautical,
Manufacturing, Product & Industrial Design

Apprenticeships like: Engineering, Plumbing,
Mechanics, Electrical, Brickwork, Construction

Interior, Landscape or Garden Design

Boat/Trailer Maintenance, Design or Building

Metal worker: Welder or Sheet
Metalwork

Interior, Landscape or Garden Design
Carpentry, Furniture or Cabinet Making

For further information please contact: Ms E Bielecka, Head of Design & Technology

D&T: Food Preparation & Nutrition GCSE

“Chefs don’t make mistakes, they make new dishes” - Elizabeth Brigg, Restaurateur

GCSE Food Preparation and Nutrition equips students with an array of culinary techniques, including food science, food safety, food provenance, as well as knowledge of nutrition, food traditions and kitchen safety.

This qualification is linear. Linear means that students will sit their exam and submit all their non-exam assessments at the end of the course.

Areas of study

Food preparation skills are integrated into five core topics: **food nutrition and health, food science, food safety, food choice, food provenance.**

There are two tasks to complete:

Task 1 - Food science - Students will need to investigate the working characteristics and functional properties of ingredients through experiments. The findings are then recorded in a 1500-2000 word report.

Task 2 - Students will need to be able to plan, prepare, cook and present a range of dishes to a given task. Evidence is recorded in the form of a portfolio. Evidence will include research, demonstrating technical skills, planning the final menu and analysis and evaluation. Included in task 2 is a 3 hour practical exam and a written exam.

Career Opportunities:

- Chef
- Chef De Partie
- Commis Chef
- Hospitality Supervisor
- Restaurant Manager
- Events Assistant/Manager

Further Information and Advice Contact: Mrs S Innes, Food Teacher

Geography

Geography helps you to understand the dynamic world you live in. We explore how rivers and the sea shape our landscape, how the climate is changing, the impact of natural hazards and how urbanisation can affect people's lives. Throughout this course you compare countries at different levels of development, offering reasons as to why they are different and also how they are impacted differently by events such as earthquakes and tropical storms. A background in Geography will help you to make sense of global events and the impacts humans have on our changing planet.

Entry Requirements

You should be interested in places and people around the world and curious about why places are different and why you should care about our environment and other people. In Years 7, 8 and 9 you need to show that you can work hard and that you have the skills to make sense of maps, graphs, diagrams and figures, along with the resilience to attempt longer answer questions. Students are encouraged to read the course content to make sure the majority of topics appeal to them.

Paper 1: Living with the physical environment

The course explores three main physical topics: natural hazards, living world and physical landscapes in the UK. Students will explore case studies of differing earthquakes, volcanic eruptions and tropical storms and how they can impact both humans and the environment. This topic continues to look at extreme weather, climate change and how we can adapt to our changing world. We follow on with the living world which explores ecosystems, with specific focus on tropical rainforests and hot deserts. This develops students' knowledge on plant and animal adaptations, along with methods to sustainably manage these fragile environments. The third topic explores the physical characteristics of both rivers and coastal landscapes around the UK and how humans can manage these landscapes.

Paper 2: Challenges in the human environment

This course explores three human topics: urban issues and challenges, economic development and resource management. Urban issues and challenges look into comparing different megacities around the world with a focus on how development can impact the opportunities and challenges that the population face. Economic development explores the impact of wealth upon different countries and how this can impact quality of life. The third topic, resource management, highlights the inequalities of our global resources (food, water and energy) and how this can be managed sustainably.

Paper 3: Geographical applications

This element of the course is a synoptic paper which encompasses students' geographical skills through a pre-release booklet which focuses on a key critical thinking and geographical application. This is available 12 weeks before the GCSE exam with students exploring the

themes and potential questions. The second element of the paper assesses two fieldwork enquiries which will be undertaken by students in Year 10.

The Examination(s)

All examinations will take place at the end of Year 11.

Paper 1: 1 hour 30-minute examination worth 35% of your GCSE

Paper 2: 1 hour 30-minute examination worth 35% of your GCSE

Paper 3: 1 hour 30 minutes worth 30% of your GCSE

Further Education and Careers

Geography provides a variety of skills which are highly respected in a wide range of careers. Its broad study area makes it an excellent qualification for most A-Level and vocational courses and will lead directly to A-Level courses such as Geography, Environmental Sciences, Geology. Careers you can consider with Geography qualifications include a cartographer, environmental consultant, town planner, geographical information systems officer, planning and development surveyor, secondary school teacher and jobs within tourism.

Further Information and Advice

Mrs H Boast, Subject Leader

Health and Social Care

Health and Social Care introduces you to the specialist knowledge and skills needed to work in various care settings. It's a vocational qualification, equivalent in value to a GCSE and contains both practical and theoretical elements.

In Health and Social Care you'll learn about:

- Principles of care
- Helping individuals find the support they need following life events
- Planning and delivering creative and therapeutic activities
- Health promotion and how to plan your own campaign.

Future opportunities:

By developing applied knowledge and practical skills, this course will help give you the opportunity to progress on to A Levels, a technical course in Health and Social Care such as a BTEC level 3 or T Levels, an apprenticeship or university.

Health and Social Care could be the first step in a career such as: Paramedic, Paediatric Nurse, Care Worker, Midwife, Family Social Worker, Adult Social Worker, Youth Worker, Occupational Therapist and more. Building futures through practical skills.

You'll develop a range of skills which will help you succeed not only in the workplace but also in other subjects too. These skills include:

- Effective verbal communication
- Presentation skills
- Creative thinking
- Problem solving
- Research and planning.

No matter what you progress on to – the skills you will learn in Health and Social Care will prepare you for the future. You will develop independence and confidence in using skills that would be relevant to the Health and Social Care sector in a wide variety of settings. The qualification will also help you to develop learning and skills that can be used in other life and work situations.

Communication is at the heart of Health and Social Care and is taught or applied in all units. Researching topic areas and recording research sources, then using them to interpret findings and present evidence are vital skills in many careers.

As an extra enrichment, students will be given the opportunity to achieve an Emergency First Aid at Work qualification at the end of Year 11 which will be valid for three years, adding value to any applications they make for college, university or jobs.

Further Information and Advice: Mrs N. Nation, Subject Leader of Child Development and Health and Social Care

History

Why study History?

History is a subject highly valued by employers and colleges due to its status as a facilitating subject as it pushes students to develop many employable skills including analysis, evaluation and explanation. Understandably it is a subject with a high written focus, however, we endeavour to break down the fear of essays and make the course accessible to all. Students will develop skills of analysing sources and interpretations against their own opinions and reaching judgements about the effectiveness or use of a piece of history. Students are encouraged to read the content of the course carefully to make sure that the majority of the units studied appeal to them.

History at GCSE is taught via different lenses: a thematic study, studying change over time, a period study focussing on the journey from democracy to dictatorship, a British depth study and a modern depth study.

Thematic study and historic environment

Medicine in Britain, c1250–present and The British sector of the Western Front, 1914–18: injuries, treatment and the trenches

This course explores the development of Medicine from 1250 to today. Students will analyse the progression and regression of causes, treatments, preventions and caregivers throughout four periods of History, Medieval, Renaissance, Industrial and Modern. We will explore which factors have had the most significant impact on changing medicine; war, government, individual genius, art and religion. Within the study is also an historical environment study which focuses on medical developments in the British sector of the Western front during WW1.

Modern depth study: Shaping the Nation

Period study: Superpower relations and the Cold War, 1941-91

The story begins with a 'marriage of convenience' in late 1941, as the United States and its British ally were thrown together with the communist Soviet Union in a struggle to defeat Nazi Germany in the so-called Grand Alliance. The topic then explores the battle for dominance in Europe and the emergence of the spheres of influence. Students will study the many crises which arose and their impact on relations up to the point of the fall of the Berlin Wall and the break up of the Soviet Union.

British depth study: Early Elizabethan England 1558-88

This course explores how a female ruler was able to retain her crown for so long and explores the many threats against her from home and abroad. We evaluate the effectiveness of her rule versus the desperate need and acceptance of her for the sake of stability after the impact of the previous Tudor monarchs.

Modern depth study

Weimar and Nazi Germany, 1918–39

This unit starts with the fragile beginnings of the Weimar Republic at the very end of the First World War. Students will analyse how this newborn democracy faced many great political and

economic challenges eventually leading to its collapse and the rise of Hitler's control and dictatorship. Students will learn how Hitler was able to gain power and how he managed to retain it by exploring life in Germany under the Nazis.

How is it assessed?

History at GCSE is assessed via externally marked written exams.

Paper 1, end of Year 11: Written exam: 1hr 15mins, 30% of GCSE

Paper 2, end of Year 11: Written exam: 1 hr 45mins, 40% of GCSE

Paper 3, end of Year 11: Written exam: 1hr 20mins, 30% of GCSE

Where can history take you?

History teaches many transferable skills valued by employers and universities. Students of history excel in careers in policing, law, journalism, civil service, broadcasting, politics, publishing, administration and of course teaching..

Further Information and Advice,

Mrs M Wicks & Mrs A Smith, Co-Heads of History

Music (GCSE)

Why should I study this subject at Key Stage 4?

This course develops students' skills in a broad range of areas: PERFORMING, COMPOSING, LISTENING and APPRAISING and is suitable for students wishing to go on to further study in any musical field as well as those who would like a broad and creative subject relating to their other GCSEs. Students must be prepared to listen to all styles and genres of music and be prepared to develop their confidence and ability to perform and compose. Music software is used to compose on Apple Mac computers.

Preferred Entry Requirements

The ability to learn how to play an instrument or sing. The willingness to learn how to use music technology efficiently as well as having basic keyboard skills is vital to success on this course. It is recommended that students take one-to-one instrumental lessons, however, this is not essential as long as students immerse themselves in music both inside and outside of school. Regular independent practice at home on the student's chosen instrument is essential.

What does the course involve?

The course is split into three units:

1. **Understanding Music** - Students learn to appraise music from the Western Classical Tradition (1650–Present); popular and traditional and world music. Students will develop an in-depth knowledge and understanding of the musical elements, musical contexts and musical language. The unit can provide a rich source of material for students to work with when developing performance and composition skills.
2. **Composition** - Students develop the skills and ability to compose in a variety of musical styles. The use of technology is recommended as students are encouraged to use the latest music software as well as traditional methods.
3. **Performance** - Students develop the skills and ability to perform in a variety of settings. The focus is on performing as soloists and in small groups. Students explore performing a wide repertoire of musical styles. Much of this component is considered as homework as it is covered mainly in personal practice at home.

Assessment:

Listening and Appraising Exam
Performing and Composing Coursework

Further Education and Careers

This course can lead on to a study of Music and/or Music Technology at A-level or Level 3.

This course is also suitable for future study in a vocational qualification. It is accepted in all

colleges and universities as a recognised qualification. It is relevant to a number of careers especially in the music industry.

Employers like to see Music GCSE on a CV as they understand the work ethic, qualities and skills it takes to become a musician. The wide variety of skills gained through the study of Music are an asset to any job or career - resilience, organisation, creativity, confidence, logical thinking, history, teamwork, IT skills, emotional intelligence, world cultural knowledge, high expectations, and many more...

Further Information and Advice

Mrs C Pipe, Faculty Leader for Visual and Performing Arts

Music Technology (Vocational)

Why should I study this subject at Key Stage 4?

The Music Technology course is designed for learners who want an introduction to the music technology industry that includes a vocational and project-based element.

This qualification focuses on an applied study of music technology and learners will gain a broad knowledge and understanding of working in the sector. This qualification has been designed to sit alongside the requirements of core GCSE subjects and is appropriate for learners who are motivated and challenged by learning through hands-on experiences and through content that is concrete and directly related to those experiences.

It is distinct from GCSE Music, as it encourages the learner to use knowledge and practical tools to focus on specific creative and technical music technology outcomes. They will develop significant personal and vocational skills that can be transferred to further study or employment.

Preferred Entry Requirements

The willingness to learn how to use music technology efficiently as well as having basic keyboard skills is vital to success on this course. You are not required to have musical skills on a specific instrument however you will need to recall and apply knowledge and show understanding. This will also include evaluating what you have learnt. You will need to apply and evaluate relevant technical skills, techniques and processes.

What does the course involve?

The areas studied include:

- Introduction to music technology and the music business
- The digital audio workstation (DAW)
- Musical elements, musical style and music technology
- Sound creation
- Multitrack recording

Assessment

Non Examined Assessment (NEA)

The NEA will assess the learner's ability to effectively draw together their knowledge, understanding and skills from across the whole vocational area. This is a timed period of assessment in reaction to a brief.

Examined Assessment (EA)

The written EA is a terminal assessment and will assess the learner's knowledge and understanding of all content areas. This will involve a written exam at the end of the course.

Further Education and Careers

This course can lead on to a study of Music and/or Music Technology at A-level or Level 3.

This course is also suitable for future study in a vocational qualification. It is accepted in all colleges and universities as a recognised qualification. It is relevant to a number of careers especially in the music industry.

Employers like to see Music Tech on a CV as they understand the work ethic, qualities and skills it takes to become a musician. The wider variety of skills gained through the study of Music Tech are an asset to any job or career - resilience, organisation, creativity, confidence, logical thinking, history, teamwork, IT skills, emotional intelligence, world cultural knowledge, high expectations, and many more...

Further Information and Advice

Mr J Barquilla, Teacher of Music

Performing Arts (Vocational)

This qualification provides learners with the opportunity to study vocational subjects alongside GCSEs. This course is designed for learners to experience that focus of applied learning. Example being: acquiring and applying knowledge, skills and understanding through purposeful tasks set in the subject's context that have many of the characteristics of real work.

Subject content:

Unit 1 enables learners to gain holistic knowledge and understanding of the skills and techniques needed to reproduce an existing piece(s) of professional/published work.

This unit can be completed through any one of the following disciplines:

- Drama
- Musical Theatre

Unit 2 enables learners to gain, develop and demonstrate knowledge and understanding of the skills and techniques needed to create and refine original work in the performing arts.

This unit can be completed through any one of the following disciplines from either performance or production:

| Performance disciplines | Production disciplines |
|-------------------------------|--|
| Devised Drama Choreography | Costume Designer Lighting Designer Make up and Hair Design Set Designer |

Unit 3: introduces learners to areas of the performing arts that need to be considered when responding to an industry commission

Assessment overview

Unit 1: Performing

Students will be set a stimulus from the exam brief and respond in a performance or production discipline.

Unit 2 : Creating

Students will create a performance or production that responds to a brief. They will be expected to keep a log of their ideas and explain how they plan to explore these ideas.

Unit 3: Performing Arts in Practice

A bit like “Dragons’ Den” students have to present an idea to a range of professionals. This can demonstrate aspects of their ideas. Showing originality and flair.

A practical finish to the course that can demonstrate their creativity, originality and prepare them for work in the industry.

Further Information and Advice

Ms R Sargent, Head of Drama

Photography

If you are creative and enjoy taking photographs this could be for you. Photography will allow you to learn and explore a wide range of digital photography techniques. The course will cover all aspects of photography from the basics of composing a good image to more advanced image manipulation techniques. No previous knowledge is required, you just need an interest in the subject, a creative mind and practical ability to apply new techniques. Photography is suitable for students who have consistently completed class and homework for Art throughout Key Stage 3 without causing concern.

Course Structure

The course is broken down into coursework and an exam taken at the end of the course. The coursework will comprise a personal portfolio of projects created in the first half of the course and then a mock exam and final coursework project in the second half of the course. Each photography project will be made up of sketchbook work and larger final photographs. The exam will be taken at the end of Year 11 and based on a theme set by the exam board. Students will know the theme 10-12 weeks prior to the exam and will have this preparation time to plan a final photography piece they will make in exam conditions.

What will you learn?

To begin with students will learn the basics of digital photography and the skills needed to create a photography project. Next students will explore more experimental photography techniques and image manipulation. By Year 11 the students will be able to put all of their prior learning into practice to complete a final coursework project and exam. Throughout the two years students will learn:

- How to research and analyse a range of photographer's work.
- How to experiment using Photoshop and other image manipulation techniques.
- How to compose photographs and digital camera techniques and functions.
- How to create original, unique and personal final pieces.

Equipment

The Art Department has several digital cameras that will be available to use, however, access to a digital camera at home would really benefit the student's learning on the course, but is not essential. Students will be required to purchase a sketchbook package at the start of the course. This can be bought from the Art Department at cost price. Students may also need to pay for printing of large photographs. Again, printing can be done at school at cost price.

Career Opportunities and Further Education

Photography is an outstanding example of a cross-curricular subject. It will develop your research skills, creativity, composition and presentation skills. As such it provides useful preparation for further education and employment. Students often study Art, Media, Graphic Design and Textiles as complementary subjects.

Photography could lead to a variety of careers, here are just a few examples: Advertising, Fashion Photography, Photo-journalism, Food Photographer, Fine Art Photographer, Portrait Photographer, Freelance Photographer, Wedding Photographer, Stock Photo Seller, Director of Photography, Cameraman, Editorial Photographer, Press Photographer, Scientific Photographer, Forensic Photographer, Corporate Photographer, Product Photographer and many more...

Examples of work created in GCSE Photography:



Further Information and Advice

Mrs L Kelly, Subject Leader of Art & Photography

Psychology

If you enjoy analysing human behaviour, what makes us who we are, and how our brains develop and change over time, then this is the course for you. Psychology studies the mind - the details that cannot be objectively researched, like the other organs in the body. The mind is a complex part of being a human, and studying Psychology allows you to explore the breadth and depth of human behaviour, personality, and where in our brains these traits may lie. If you are interested in careers in crime, justice, education, sports, owning a business, or are simply interested in what influences us, then choose this course.

Course Outline

GCSE Psychology is a single GCSE that explores the understanding of why people behave how they do. It allows you to understand the world around you and how you can use the knowledge gained from this course into real-world practice; for example studying memory techniques aids study and revision skills in other subjects. Our aim is to foster students' interest in the subject and develop their psychological literacy and knowledge, allowing them to fully understand and effectively discuss theories underpinning psychology.

What will you learn?

Over the two years, you will: explore memory and what makes a 'false' memory; navigate through perception and visual illusions; how our brains develop; social influence and conformity; and how we communicate both physically and verbally. You will also explore research procedures, utilising mathematics and experimental skills.

Students will be well equipped to study GCSE Psychology through their KS3 Curriculum through mathematical skills, science knowledge, and English texts. When studying this as a GCSE, Psychology complements the Sciences, Maths, Business, Drama... almost any subject!

Career Opportunities and Further Education

Studying Psychology opens up a breadth of options including, but not limited to: teaching, Sports Psychology, Educational Psychology, working in the Criminal Justice System, therapy and counselling, and much more.

Learning skills surrounding empathy, human behaviour, memory skills and mathematical skills are transferable and accessible for most lines of work.

Further Information and Advice

Miss S Reuben

Religious Education GCSE

Recent global research suggests that over 84% of the world's population follow a religion.

R.E. GCSE is for students that enjoy the aspects of R.E.: the debate, the research, the discussion etc. It leads to a deepening understanding that we live in a world shaped by beliefs. We explore this world through the lenses of Theology (the study of beliefs and holy texts), Philosophy (the study of reality) and Sociology (the measuring of beliefs impact in societies, life and us). We explore nearly every facet of human existence. Students will become knowledgeable in the worldviews of those in Great Britain from the Christian, Muslim and Humanist traditions. The world of beliefs is a fascinating one and we hope you enjoy it!

The Course

The full course will be made up of two parts -

50% Study of religion: the beliefs and teachings and practices relating to two religions (making up 50% of the overall qualification weighting, shared equally between the two religions);

AND

50% Thematic Study: a study of six ethical and philosophical themes: Relationships and Family, Religion and Life, Existence of God, Peace and Conflict, Crime and Punishment, Social Justice and Human Rights (50% of the qualification).

Aims

Christianity and Islam have the most followers worldwide. One in two people are Christian and one in five people are Muslim. Exploring religious and philosophical ideas and beliefs in our modern climate has become increasingly necessary.

We ensure students encounter speakers from different faiths or none, as a means of bringing R.E. to life. As for billions, religion is a lived experience.

All that can be said is that every student that takes R.E. is someone that seeks to understand different viewpoints on current global issues, with an innate interest in the world around them.

The Outcomes

Understand significant common and divergent views between and/or within religions and beliefs. Apply knowledge and understanding in order to analyse questions related to religious beliefs and values.

Construct well-informed and balanced arguments on matters concerned with religious beliefs and values set out in the subject content below.

To engage with questions of belief, value, meaning, purpose, truth and their influence on human life.

Reflect on and develop their own values, beliefs and attitudes in the light of what they have learnt and contribute to their preparation for adult life in a pluralistic society and global community.

Future Careers

Any career that involves understanding and communicating with people.

This will give you a much deeper understanding of the human experience. You will be encouraged to debate, research, question, challenge and think creatively.

These skills are relevant to any kind of job/business. You will be able to think for yourselves, have a broader understanding of the world around you and the beliefs that shape it.

Here are a few examples of jobs that require these skills: Civil Service, Police, Armed Forces, Social Work, Journalism, Law, Teaching, Medical Profession, Third Sector and a never-ending list of possibilities.

The debates we have will build on your confidence in public speaking and be able to clearly express ideas.

Trips

Other than having incredible discussions and exploring ancient texts, we will have several trips to enrich your learning experiences.

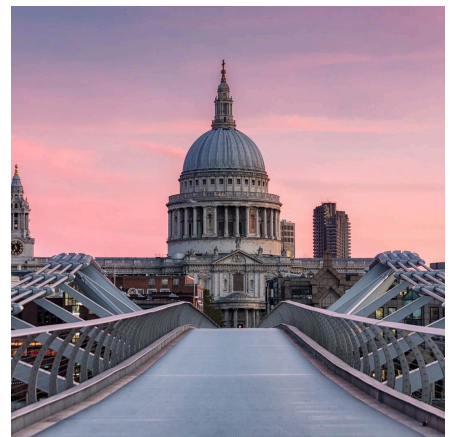
In the past we've visited a mosque in Norwich run by English converts back in the 1970s and Norwich Cathedral.

Churches of Colchester from the wide variety of denominations available.

A trip to St. Paul's Cathedral and the British Museum.

Further Information and Advice

Mr K Mather, Subject Leader



Languages

Once in Year 10, all students who have shown a higher level of academic ability in each half of the year will study the EBacc pathway and therefore have a GCSE language to study as part of their core provision.

Everyone can still opt for a language through this options process.

If you opt for a language and have shown a higher level of academic ability you will of course study the language you are currently studying as part of your core but you will also be given an alternative subject to study within your options. (Most likely your reserve choice or if not a choice through agreement).

Please be aware that it is simply not physically possible to be in the highest academic sets in Key Stage 4 and not study the EBacc pathway and therefore a language.

French

What is French?

When studying French, the language learning is based around four key disciplines: Listening, Speaking, Reading and Writing. The foundations of vocabulary and grammar learned in Key Stage 3 are built upon to develop quality language through complex sentences, using a range of different subjects and tenses, as well as idioms and uncommon language. A variety of topics are studied, which apply to daily life in France and French speaking countries around the world, and comparisons are made with the UK. These topics include family and friends, making plans, sport, social media, free time, hobbies, describing your daily life, special occasions and cultural differences, describing where you live, transport, talking about holidays, travel and tourism, school subjects, school rules, career choices, job applications, planning for the future and social issues in the local and international world.

Course Structure

The study of three core themes is divided across the GCSE course: 'Identity and Culture', 'Local, National, International and Global Areas of Interest' and 'Current and Future Study and Employment'. The GCSE examination takes place at the end of Year 11, and all four language disciplines are assessed: Listening, Speaking, Reading and Writing.

There are two entry tiers for French: Foundation Tier and Higher Tier. Students must be entered in the same tier for all four disciplines.

Why Study French?

A GCSE Grade 5 or above in a language is a component of the English Baccalaureate.

- Employers search for candidates who have a range of qualifications, which are not centred around one subject area. Learning a language offers the advantage of cross-curricular skills and knowledge. It also gives candidates a better understanding of different cultures.
- Learning a language is not difficult - it is *different*. As you have already been learning the basic vocabulary and grammar in Key Stage 3, by taking a language, you will be adding to that knowledge through a well-structured and informative curriculum.
- Learning a new language is based around skills. Skills which you already hold and skills which you will acquire throughout the GCSE course, both of which will be developed to their full potential. These skills include improved memory, the ability to multitask more effectively, enhanced communication skills (both verbal and non-verbal), the encouragement of creativity, augmented problem solving and improved speed of the ability to think on your feet. The attainment of these skills will allow you to overcome language barriers.
- A language GCSE is a very valued qualification, which is a requirement for entry to certain universities and essential in order to continue language studies at A Level.

Other Important Details

In the GCSE exam itself, the four disciplines are assessed separately and all four papers contribute 25% each to the overall GCSE mark.

PAPER 1: Listening.

PAPER 2: Speaking (comprising a Photo Card, a Role Play and General Conversation).

PAPER 3: Reading.

PAPER 4: Writing.

It is important for you to discuss your suitability for the GCSE course with your class teacher, as they will be able to advise you further.

Expectation of the GCSE course: the expectation is for students to recognise and implement a range of different language features, across the four disciplines of Listening, Speaking, Reading and Writing. These features include: using a variety of tenses (past, present and future), the ability to use different subject pronouns (both singular and plural) within each different tense, using various time frames, giving opinions and justifications, the ability to formulate and ask questions, having an awareness of contextual vocabulary and other appropriate structures.

For further information and advice, please contact:

Ms. N Hillier, MFL Subject Leader

German

What is German?

When studying German, the language learning is based around four key disciplines: Listening, Speaking, Reading and Writing. The foundations of vocabulary and grammar learned in Key Stage 3 are built upon to develop quality language through complex sentences, using a range of different subjects and tenses, as well as idioms and uncommon language. A variety of topics are studied, which apply to daily life in Germany and German speaking countries around the world, and comparisons are made with the UK. These topics include family and friends, making plans, sport, social media, free time, hobbies, describing your daily life, special occasions and cultural differences, describing where you live, transport, talking about holidays, travel and tourism, school subjects, school rules, career choices, job applications, planning for the future and social issues in the local and international world.

Course Structure

The study of three core themes is divided across the GCSE course: 'Identity and Culture', 'Local, National, International and Global Areas of Interest' and 'Current and Future Study and Employment'. The GCSE examination takes place at the end of Year 11, and all four language disciplines are assessed: Listening, Speaking, Reading and Writing.

There are two entry tiers for German: Foundation Tier and Higher Tier. Students must be entered in the same tier for all four disciplines.

Why Study German?

A GCSE Grade 5 or above in a language is a component of the English Baccalaureate.

- Employers search for candidates who have a range of qualifications, which are not centred around one subject area. Learning a language offers the advantage of cross-curricular skills and knowledge. It also gives candidates a better understanding of different cultures.
- Learning a language is not difficult - it is *different*. As you have already been learning the basic vocabulary and grammar in Key Stage 3, by taking a language, you will be adding to that knowledge through a well-structured and informative curriculum.
- Learning a new language is based around skills. Skills which you already hold and skills which you will acquire throughout the GCSE course, both of which will be developed to their full potential. These skills include improved memory, the ability to multitask more effectively, enhanced communication skills (both verbal and non-verbal), the encouragement of creativity, augmented problem solving and improved speed of the ability to think on your feet. The attainment of these skills will allow you to overcome language barriers.
- A language GCSE is a very valued qualification, which is a requirement for entry to certain universities and essential in order to continue language studies at A-level.

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Expectation of the GCSE course: the expectation is for students to recognise and implement a range of different language features, across the four disciplines of Listening, Speaking, Reading and Writing. These features include: using a variety of tenses (past, present and future), the ability to use different subject pronouns (both singular and plural) within each different tense, using various time frames, giving opinions and justifications, the ability to formulate and ask questions, having an awareness of contextual vocabulary and other appropriate structures.

For further information and advice, please contact:

Ms. N Hillier, MFL Subject Leader

Triple Science

Biology, Chemistry and Physics - three GCSEs

If students demonstrate good progress and attainment, and show a good work ethic within their key stage three Science studies, they may be offered the opportunity to study additional Biology, Chemistry and Physics topics.

All students will follow the trilogy Combined Science course, as outlined at the beginning of this booklet, which leads to a double science qualification worth two GCSEs.

On the Triple Science course students will study additional content to develop this to three separate GCSEs in Biology, Chemistry and Physics.

The additional content will build on the Trilogy big ideas and require additional timetable time and form one of your option choices.

PHYSICS - Forces, Electromagnetism, Energy, Waves

CHEMISTRY - Matter, Reactions, Earth

BIOLOGY - Organisms, Ecosystems, Genes

Both Combined Science and Triple Science routes of study will allow you to gain entry onto an 'A-level' Science course.

If you are intending to take two or more science subjects at A-level, triple science is very much a recommended option for GCSE.

If you are interested in taking triple science as an option you should discuss this with your science teacher before putting it down as one of your options.

Further Information and Advice

Ms M Roling, Subject Leader

**Please complete your options form
online by following this [link](#) by 3:00pm
22 March 2024.**

**The advantage of the online form is you are able to return to this link and
change your options everytime you change your mind right up until 22
March 2024. After which point your choices will be formally submitted.**

**Alternatively, complete the form on the next page which can be cut from
the booklet. Please then hand it to the Main Office.**

Please think of the environment and use the online form if you are able to.

**If you submit an online form you do not need to submit a paper form as
well.**

NOTES



Year 9 2024 Options Form (DEADLINE 22 March 2024)

| Name | | Tutor Group | |
|------|--|-------------|--|
|------|--|-------------|--|

| Please select one subject from this list | | Tick |
|--|-----------|------|
| 1 | Geography | |
| 2 | History | |

| Please select two choices from this list plus a reserve | | 2x Choices Tick | 1x Reserve Tick |
|---|---------------------------------|-----------------|-----------------|
| 1 | Art | | |
| 2 | Business Studies | | |
| 3 | Child Development | | |
| | Citizenship | | |
| 4 | Computer Science | | |
| 5 | Creative Media (ICT) | | |
| 6 | Drama | | |
| 7 | DT 3D Design | | |
| 8 | DT Design Technology | | |
| 9 | DT Engineering | | |
| 10 | DT Food Preparation & Nutrition | | |
| 11 | French | | |
| 12 | Geography | | |
| 13 | German | | |
| 14 | Health & Social Care | | |
| 15 | History | | |
| 16 | Music (GCSE) | | |
| 17 | Music Technology (Vocational) | | |
| 17 | Performing Arts (Vocational) | | |
| 18 | Photography | | |
| 19 | Psychology | | |
| 20 | Religious Education | | |
| 21 | Triple Science | | |

| Please select one subject from this list | | Tick |
|--|--|------|
| Dance | | |
| PE | | |