

Higher Expectations, Raising Aspirations, Transforming Lives



Pathways

Clacton County High School

Year 9 Pathways

2024





CONTENTS

Key dates	3
Head of School's address	4
GCSEs and BTECs	5
Keeping balance, but offering choice	6
Advice on choosing your courses	7
Frequently asked questions	8
How to make your choices	9

Core Subject Information

English Literature & Language	10
Mathematics	11
Science	12
PSHE programme	13
Core Religious Education	14
Spanish (Pathway A)	31

Optional Subjects List

Art	Mrs K Gately	16
Business	Mrs H Wallace	17
Child Development	Mr D Green	18
Computer Science	Mr J Burfoot	19
Drama	Mrs N Pickard	20
Engineering	Mrs A Vieira	21
Food: Hospitality & Catering	Mrs R Wright-Wood	22
Geography	Mrs V Burley	23
History	Mrs E Harmer	24
Media	Miss A Macleod	25
Music	Mr S Wilson	26
Production Arts	Mrs J Austin	27
Photography	Mrs K Gately	28
Product Design (Art & Design)	Mrs A Vieira	29
Religious Education (RE)	Mrs K. Feighery	30
Spanish (Pathway B)	Mrs G Rubio-Weston	31
Textiles (Art & Design)	Mrs A Mussett	32
Separate Sciences (Triple)	Mrs L Ellis	33
Dance	Mrs A Tucker	34
Physical Education	Mr S Horsewill	35



Key Dates

Week beginning 26th February

Introduction to the pathway process (Assembly - Weds 28th Feb)
Link to online Pathway booklet shared via email and Google Classroom

Week beginning 26th February to 8th March

Subject information given during form time via subject videos

Thursday 7th March

Year 9 Pathways Evening – an opportunity for students and parents to attend subject Parents Evening to gain discuss progress in subjects as well as find out about new subjects.

Thursday 28th March

Deadline for selection of preferred pathway choices for September

Summer term

Following individual conversations, you will receive a letter confirming your choices for September



Headteacher's Address

Dear Students

Welcome to the Pathways Process. Choosing your pathway for Key Stage 4 is an important stage in your education. This is the process that allows you to think about your future goals and supports you to choose some of the subjects that you will study over the next two years. We know that it can be a difficult time and can cause anxiety because there are a lot of questions that you might have, such as "Which subject is right for me?" or "What if I don't know what I want to do at all?". Rest assured that we will help you to make choices about your future learning that are right for you.

This booklet and the options process are designed to make this time less worrying for you and your parent/carer. They will help you to start making decisions about your learning and to choose subjects that suit your aspirations, skills and needs. Please use all of the information available to you: this booklet; advice from teachers and your form tutors, as well as your parent/carer. All of these people know you well and may be able to suggest whether they think a subject would suit you as a learner. As part of the process you will explore some career choices and subjects through assemblies, taster sessions in some lessons and PSHEE lessons.

Wherever possible we will do our best to ensure that you are able to study your first choice in each of the option subjects. You will be able to select Key Stage 4 options using the Pathways Form which will be made available after the Year 9 Parents' Evenings. The deadline for submitting your completed form will be Thursday 28th March 2024. The form should be completed online using the link shared with you in your school email account. Your choices will be used to shape the curriculum next year and to help staff advise you about future opportunities.

Good attendance is important for the successful completion of any course, but it is vital for vocational courses, including all BTEC courses. Should your attendance be a concern you will not be able to take a vocational course and you will be moved to an alternative GCSE course.

Please take your time to consider all subjects carefully so that you make the best choices for your future career

Mr Taylor

Head of School



GCSEs and BTECs

GCSEs

GCSE courses are linear – this means there is no coursework and the assessment is a final exam. Exams are at the end of Year 11 for most subjects.

Grammar, Punctuation and Spelling is also examined in some subjects. (GPS)

GCSEs are graded 9-1 and progress is measured using the best 8 grades which must include English and Maths.

A table comparing old and new GCSE grades is shown below.

BTECs and Non-Examination Assessments

In some BTEC courses a significant part of the final grade is assessed by your subject teachers. This work is then internally checked and a sample externally verified to ensure that the marking is accurate. The form of the Non-Examination Assessments will vary from subject to subject; it could be in the form of a portfolio of written pieces of work on a project, oral work or practical work. You will soon realise that the work you produce during Years 10 and 11, is extremely important in determining the final grade for each subject you study.

Old style grades	U	G F E D				C	B		A	A*	
New grades	U	1	2	3		4	5	6	7	8	9
BTEC grades	U	Level 1 Pass	Level 1 Merit	Level 1 Distinction		Level 2 Pass	Level 2 Merit		Level 2 Distinction	Level 2 Distinction*	

The guide above will help to remind you of the conversion between the old GCSE grades and the new numbered grade system.

Additional Guidance

Over the last few years, there have been major changes to the curriculum at relatively short notice. Where this happens, the school reserves the right to alter the curriculum at any stage in KS4 to reflect these national changes. Parents will be consulted where this is necessary.

Information, Advice and Guidance (IAG)

To help support with your decisions the school's Careers Hub has guidance on which options would be relevant for future aspiration. This can be accessed through the school's website. Our careers team also offer personal guidance; an appointment can be made through the booking form available via the Careers Hub home page of our website.



Keeping balance, but offering choice

The curriculum we offer at Key Stage 4 meets National Curriculum requirements.

You and every student in Year 10 will follow the core courses below:

Core provision:

- Physical Education/Dance
- Personal, Social, Health & Economic Education (PSHEE)
- Religious Education RE
- SRE

And the following core subjects:

- English Literature and English Language
- Mathematics
- Science

The English Baccalaureate (EBacc)

The EBacc subjects are: Maths, English, Sciences, Geography, History and Modern Foreign Languages. For students to achieve the full EBacc they must attain grade 5+ in Maths, English, at least two sciences, one of either History or Geography and a Modern Foreign Language.





Advice on choosing your courses

Do:

- Choose subjects that you enjoy. If you enjoy the subject, you will put more time and effort into it. The more time and effort you put in, the more successful you will be.
- Choose subjects that you are good at. You need to gain as many high grades (points) as possible.
- If you have a definite career in mind, choose subjects that will best support your career route.
- Remember that however keen you are on any career or job now; you may change your mind before you leave school. Many people change their career during their working life. Your choice of subjects must not limit you to just one type of career. If you have no definite career in mind, choose what you are good at, what you like doing and what will give you a good spread of subjects. Many subjects can be picked up at A level or beyond without earlier study.
- Talk to your parents, subject teachers and students in years 9, 10 and 11.
- Listen to the advice you are given.

Don't:

- Try to get in the same groups as your friends. It probably won't happen.
- Don't choose a subject because of a teacher. Teachers change.
- Don't just go on your experience of years 7,8 and 9; look at what each subject has to offer in years 10 and 11. It may be different.
- Don't narrow down your options too much; you may change your mind about what you like and what you want to do in the future.





Frequently Asked Questions

Question: What support is there to decide which options to take?

The answer is lots! You will be introduced to the pathway process during form and each subject has prepared a video for their course, including all of the important information for you to make an informed choice. The Pathways Evening will help you to find out more about the subjects on offer, and you can ask staff and current students about each course. You will receive a school report which will give you a good picture of what your strengths and weaknesses are. This will help you to know what subjects suit you best and what you are likely to do best in. At the Pathways Evening you will have the opportunity to bring everything together and confirm your choices.

Question: Can I change my mind about my subject choices?

We would hope that you are happy with your subject choices – you will have taken much care and time to choose the subjects that are right for your ability, interests and possible future plans. We would ask that you talk to your parents and subject teacher, before contacting Mr Martin, if you wish to discuss changing an option.

Question: What if I cannot do my chosen course?

We try to accommodate all students on their chosen courses and it is highly unusual for us not to be able to do this. However, should the number of students who have opted for a subject exceed the number that we can accommodate, we will speak to you and your parents about alternatives; previous ATL (Attitude to Learning) grades will influence this decision. Equally, if only a very small number choose one particular subject then this may not be viable to run. Great care is taken in matching students with appropriate courses, so we will always try to find the best alternative for everyone.

Question: What combinations are NOT allowed?

You can only take one of the following subjects: Art, Textiles (Art & Design) and Product Design (Art & Design).

Question: When will my programme for Key Stage 4 be confirmed?

We will write to you in the summer term to confirm your choices.

Question: What information will be used to make sure you have made the right choices?

A range of information will be used to make your choices and to help your parents and staff to assist you with this. Your year 9 report will be used to show you how you are currently getting on. In addition to this data, it is important that you choose subjects that you are going to enjoy. You are going to study them for two years and so it is crucial that you feel that you will be happy to study each subject for this length of time.



How to make your choices

1

- Read the booklet carefully
- Consider all the options available
- Think about the EBacc subjects
- Think about your strengths and how the subjects on offer will match these

2

- Discuss with your parents/carers and staff
- Be prepared to change your mind based on advice from your parents/carers and staff
- Make good use of the Pathways Booklet and discuss with staff before the Year 9 Parents Evening

3

- Attend the Year 9 Parents Evening to discuss your options
- Staff will look at your subject choices to make sure these are right for you
- Your choices will be passed to subject staff to confirm you are right for that specific course

4

- School will confirm your initial choices at the end of the summer term 2024



ENGLISH LITERATURE & ENGLISH LANGUAGE

Language is the universal key of life, unlocking doors to the world of Literature, as well as allowing us to fully understand and appreciate the world around us.

By understanding both the spoken and written word we are able to form an appreciation of the varied voices of others across both time and place. By exploring the way authors consciously craft and shape meaning we are able to recognise and appreciate the power of language. Deconstructing, evaluating and exploring the choices a writer makes allows us to form our own critical opinions and ideas. This knowledge enables us to build, craft, shape and communicate our own voice with confidence, clarity and purpose through both the written and spoken word.

This course will enhance your English skills and result in two GCSEs, in English Literature and English Language.

Year 10

In Year 10 you will develop the knowledge you have gained at KS3, studying Literature and Language alongside each other. In your Language lessons you will begin with a unit entitled, **Adventure** that explores and considers a range of fiction texts from a diverse selection of authors, preparing you for the unseen element of the reading section of paper 1. You will also use these texts to practise your own narrative and descriptive writing. Following this, we will turn our attention to the **Spoken Language** component, illustrating your understanding of rhetoric, planning and presenting a topic of your choice. Your language study will finish with a unit entitled **Freedom** where you will study a range of non-fiction texts in preparation for the unseen element of the reading section of paper 2. The themes and ideas pulled out from the non-fiction texts will form the basis of your own transactional writing.

In your Literature lessons you will study a selection of **Power and Conflict** poems taken from the AQA anthology. Following this, you will move on to study Dickens' **A Christmas Carol**, developing your analytical writing skills and construction of an essay. The year will finish with a study of Shakespeare's **Macbeth**.

Year 11

The year will start with a study of a selection of **unseen poetry** before revisiting all of the GCSE Literature texts. You will continue to use your active reading strategies to draw meaning from both fiction and non-fiction texts. You will master your analytical writing, illustrating your understanding of the key ideas, themes and concepts in each Literature text studied. You will also be expected to produce creative and transactional pieces with fluency and accuracy. In order to build stamina for your examinations, regular opportunities to complete extended pieces of writing for both Literature and Language will be provided.

Which careers can English Literature and Language lead to?

Most careers require a proficiency in English, particularly, journalism, publishing, advertising, public relations, law and teaching all expect strong outcomes in English at GCSE.



What Emma said

"You get to share your own ideas about characters and ideas in English, rather than being told what to think."

What Tom said

"Our teachers are enthusiastic and passionate about the texts we read, which makes it easier for me to understand."

[AQA - English Language - Exam Specification at a Glance](#)

[AQA - English Literature - Exam Specification at a Glance](#)

Understanding and mastering the written word is the key to unlocking knowledge in its entirety



“Mathematics is, in its way, the poetry of logical ideas.” – Albert Einstein

MATHEMATICS



If we open our eyes, we can see that maths is all around us. Discovering the Fibonacci sequence within the natural world: shells, pine cones and sunflower seeds, the concentric circles in the rings of trees or layers of an onion, the hexagons used by bees to build honeycomb and the symmetry in our solar system that allows a total solar eclipse. It is not just about algebra and difficult equations, it is about understanding how important maths is to our everyday lives, whether shopping for our favourite things or interpreting the data on our fitness apps; we all need maths in our life!

This course is a continuation of the work completed during Key Stage 3 and is essential in developing skills for everyday life. You will have a detailed course laid out for you to support your learning of Mathematics. The course can be split into five different topics: number, algebra, ratio, statistics, geometry and measures. The course that you will follow is a two-year programme consisting of three examinations, combining 2 calculator papers and 1 non-calculator paper, all worth equal weighting on the topics mentioned above. At Foundation Level content is included up to grade 5 and at Higher Level up to grade 9. The most-able mathematicians will also be given the opportunity to complete a Further Mathematics course. This is an excellent way to begin looking at mathematics, especially for those with ambitions of taking Maths A Level in the Sixth Form.

What Kacey said

“Maths is my favourite subject because my teachers always challenge me to use the knowledge I have and to apply it to unusual problems – it feels like I’m solving a puzzle every lesson!”

Foundation Tier

In Key Stage 4 Foundation Maths, students delve into fundamental mathematical concepts essential for everyday life and further studies. This curriculum aims to solidify their understanding of arithmetic operations, including addition, subtraction, multiplication, and division, while also introducing algebraic principles such as solving linear equations and inequalities. Students explore basic geometry, mastering concepts like angles, shapes, and area calculations. Additionally, they develop skills in handling data, learning about graphs, charts, and statistical analysis. Throughout the course, emphasis is placed on problem-solving techniques and real-world applications, equipping students with the mathematical tools necessary for success in various academic and practical pursuits beyond secondary education.

Higher Tier

In Key Stage 4 Higher Maths, students embark on a more advanced mathematical journey, building upon the foundations laid in earlier years. This curriculum delves deeper into algebra, introducing concepts such as quadratic equations, simultaneous equations, and polynomial functions. Students explore trigonometry in greater detail, mastering the properties of triangles and extending their understanding to include the Sine Rule and Cosine Rule. Advanced topics in geometry are covered, including coordinate geometry and Vectors. The study of statistics and probability becomes more intricate, with students delving into more complex probability Trees and data analysis such as Box Plots and Cumulative Frequency. Throughout the course, problem-solving skills are honed through challenging mathematical problems and real-world applications, preparing students for further academic pursuits in mathematics, science, engineering, and beyond.

What Nathan said

“Maths can be challenging at times, but my teachers always encourage and guide me through the work, giving me little hints along the way.”

Which careers can Maths lead to?

Nearly all careers require a proficiency in mathematics, especially accountancy, actuaries, engineering, education, games designer and scientist.

Maths is the hidden secret to understanding the world



"Science knows no country, because knowledge belongs to humanity, and is the torch which illuminates the world." Louis Pasteur

SCIENCE



Science is the world around us. It is a part of everything we know, and everything we don't. It is the unimaginably large, and the unimaginably small. It is the how's, what's and the whys of life and the universe. Studying science allows us to be inquisitive; it allows us to find out how something that was a complete mystery to us before, works. It allows us to have an understanding about our bodies, our planet and our environment. The world of science is forever evolving and advancing, and the extensiveness of the topic is enough to ignite a fascination in everybody. Questions can be put to the test, using investigations that are both practical and theoretical. Studying science allows us to advance our critical thinking, our numeracy, and our literacy; skills which are transferable to study and careers in disciplines within and outside the field of science. Biology, chemistry and physics are in every aspect of our lives, and will continue to be part of our futures in increasingly unexpected ways. Studying these will allow us to begin to learn about the universe in which we live in, and to keep us asking; why?

Science is a compulsory subject and all students must follow the minimum core curriculum. Throughout the course you will develop a working knowledge of science and the skills to apply it to new and changing situations in domestic, industrial and environmental contexts. Obtain and critically evaluate scientific data and conclusions, including material obtained from the Internet and more traditional sources. Plan and carry out investigative tasks, organise and present information and data clearly, and logically, using ICT where appropriate. Students will achieve 2 GCSE grades for Combined Science which is a combination of all three disciplines, Biology, Chemistry and Physics.

Your studies will include the following topics: the hierarchy of the body, cells, micro-organisms, cardiovascular



organisation, atomic structure, periodic table, structure and bonding, quantitative chemistry, energy, electricity, disease, bioenergetics, biological responses, genetics, chemical changes, electrolysis, energy and reactivity, chemical analysis, particle model, forces and applying Newton's laws, radiation, ecology and ecosystems, biodiversity, organic chemistry, waves, electromagnetism, the Earth's atmosphere and the Earth's resources. This will give students an excellent grounding in understanding the world around them and help them to make choices in their lives, whether or not their chosen career requires a scientific background.

Which careers can Science lead to?

Many careers require a grounding in science, in particular; physiotherapy, midwifery, nutritional therapist/dietician, research scientist, pharmacology, medicine, accountancy, engineering and teaching.

The 'Whats', the 'Hows' and the 'Whys'



"There are no short cuts to any place worth going." Beverly Sills



Personal, Social, Health & Economic (PSHE) Education Programme



Being a CCHS student is more than just achieving great academic results, we want each individual to be a positive participant in the broader community, to have compassion and empathy for others and to become good citizens with an understanding of the importance of modern British values. Personal, Social, Health and Economic (PSHE) Education covers an extensive range of topics to encourage you to look and think beyond school, exceed your own personal expectations and develop skills based upon, resilience, independence, hard work, commitment and a positive attitude to learning and life.

In Key Stage 4, through the PSHE, you will continue to follow an innovative programme. Students will cover a range of topics which include aspects of Sex & Relationships Education, Ethics and PSHE, following the statutory PSHE strands. The topics will also focus on Personal Wellbeing (covering themes of relationships, health, risk and personal identities) and Economic & Financial Capability (covering themes of career, economic understanding, capability and risk). The aim is to provide you with information that will enable you to make informative and healthy decisions about your current and future lifestyles. As you progress through KS4, the topics will also help with preparations for any examinations.

PSHE supports our ethos of 'Higher Expectations, Raising Aspirations, Transforming Lives' by promoting an attitude to do well and be the best that you can.

Year 10

In Year 10, you will have access to a high quality of education around healthy relationships, and mutual respect. Subjects such as these will allow you to access society on a more sophisticated level than they would have done before.

Year 11

In this pivotal year, you will develop a number of essential skills. You will be given study skills that will enhance your ability to retain knowledge and transform your ability to recognise key information and instead be able to readily recall that essential data.

"Don't let what you can't do, interfere with what you can do" John Wooden

"The stories we tell make the world. If you want to change the world, you need to change your story." Michael Margolis



"Peace comes from within, do not seek it without." - Buddha

CORE RELIGIOUS EDUCATION



COURSE CONTENT

Religious Studies at GCSE provides a fascinating opportunity to explore many moral issues that are important in today's world. Ultimately, it leads to our young people becoming literate about religions, gaining confidence to express their informed opinions in an increasingly global world. It teaches students to assess the merits of competing opinions and to learn how to argue for a particular viewpoint. It expands students' knowledge horizons through the learning of two religions' beliefs.

There is one examined component containing the following:

Section A: The study of religions: beliefs and teachings. In this section, students study the beliefs and teachings of Christianity and Judaism

Section B: Thematic studies: religious, philosophical and ethical studies.

Students study two themes:

a. Relationships and families. This includes religious, social and ethical views on

- marriage
- human sexuality
- Contraception
- family
- sex before marriage
- divorce
- remarriage
- gender equality



b. Religion, peace and conflict

- causes of war
- the just war theory
- the concept of holy war
- Weapons of Mass Destruction
- pacifism and violence
- religion as a cause of war
- victims of war



How it's assessed

- Written exam: 1 hour 45 minutes
- 96 marks, plus 6 marks for spelling, punctuation and grammar (SPaG)
- 100% of GCSE Short course

Please see Mr Chitsakamile for more information

Does life have a purpose? Questions, answers and more questions: Openness to the possibilities!



OPTIONAL SUBJECTS LIST

<u>Subject</u>	<u>Contact Name</u>	<u>Page</u>
Art	Mrs K Gately	16
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Physical Education	Mr S Horsewill	35



"Creativity is allowing yourself to make mistakes. Art is knowing which ones to keep."
Scott Adams

ART

Art is a moment of calm in a chaotic world. The art room is a space where you can escape reality and have the freedom to express your ideas and work creatively without barriers.

If you are a creative individual then the Art and Design GCSE will give you the skills, concepts and knowledge necessary to express your responses to ideas and experiences in a visual or tactile form.



What Emily said

"I've really enjoyed GCSE Art so far. I'm learning loads of different skills and developing my drawing. We've used ink to make our objects look more unique and it's been so much fun!"

Year 10

You will create work in response to one of the following themes: Landscapes, Still Life or Natural Forms, independently selecting a variety of artist's work to support and inspire your practical work. Through the development of your observational drawings in a range of media including photography, clay, and mixed media you will create a range of designs and make a final outcome in mock exam conditions. A second project will be created in response to the theme of Cultural

Pattern and Decoration. Exploring artefacts from around the world and after a visit to the British Museum, you will collate research to inform your ideas. Through the development of observational drawings in a different media a range of designs will be created and developed into a final outcome.

Year 11

You will develop further design ideas exploring shape, form and scale to create a 3D ceramic sculpture. Externally set assignment – you will select a theme set by the exam board and create a sketchbook of research and observations to inform the 2D or 3D outcome you make during the practical exam.

Which careers can Art lead to?

Art can lead to any career where creative or design skills are required. For example, interior, graphic or product design, architecture, fashion or printing.



"Nurturing the creative mind, inspiring the world around us."



"If you start thinking you are good at something, that's often the day you stop trying to be better and open the back door for someone to come after you. That's why we always aim higher. We never feel like we're done." Drew Houston, co-founder and CEO of Dropbox

BUSINESS STUDIES

Business affects every aspect of your life. It provides the basic needs such as the food you eat, the clothes you wear and the house you live in. Many of you will know someone who runs their own business, if not then you know people who work in a business for someone else.

The course involves a significant amount of extended, analytical writing right from the start of the course. A strong command of English is necessary to access the course successfully. Throughout the course you will develop a deeper understanding of the role of business in everyday life; learn to work both as a team and individually; improve your communication skills; learn to present ideas in a clear and effective way; develop your ICT skills and analysis as well as developing your organisational and planning skills.



What Vinny said,

"I picked Business as I want to run one myself when I am older. The lessons are enjoyable and we get to learn all about how businesses operate."

Year 10

In this year, you will explore and understand the world of Enterprise and what factors help in the success of running a business. You will look at existing enterprises, both on a local and global scale and understand how they operate, looking at customers, competitors and the importance of the economy and technological developments.

Following on from this, you will then have the opportunity to develop your own entrepreneurial skills as you research and plan your own enterprise idea, exploring areas such as finance and promotion. You will showcase these ideas through a formal presentation to an audience.

Year 11

In Year 11, you will further develop your understanding of the world of Enterprise through exploring promotion and marketing and the factors influencing decisions made by both businesses and consumers. You will also begin to explore the financial world, looking at financial documents and accounting purposes where you will be assessed through an external examination.



What Ruby said,

"I picked Business because I think it will help with later life. The lessons are interesting and we get to learn how to create our own business idea."

Which careers can Business Studies lead to?

This course can lead to a number of careers such as, accounting, banking, economics, finance, management, customer service, ICT, marketing, human resources, retail and law.

"The way to get started is to quit talking and begin doing!" – Walt Disney



"Teach children what to think and you'll limit them to your ideas. Teach children how to think and their ideas are unlimited." Sandra Parks

CHILD DEVELOPMENT

(BTEC Level 1/Level 2 Award)

Childcare is at the heart of every household and the cornerstone of any community. Understanding and encouraging children's development ensures they achieve and can be their very best, instilling the confidence to explore and to be naturally inquisitive and also by building emotional, physical and intellectual development; positively influencing society all around them.



This course will give you an in-depth understanding of child development patterns, the principles of early years' practice, including how to promote children's development through play. The course provides a perfect starting point for working with and caring for children in the future.

Year 10

Throughout this year you will look at how children from 0-5 years of age learn through play. The stages of children's play include unoccupied, solitary, spectator, parallel, associative and cooperative. How play can be organised to promote learning; adult and child-initiated play. The different types of development associated with play, including physical, intellectual/cognitive, social/emotional, communication and language.

Investigation and research into children's growth and development. Learning will focus on the physical: reflexes, body control, senses, gross and fine motor control, diet and health. The cognitive: attention span, response, vocabulary, reading/writing. Communication and language: speech, listening, gestures, interaction, sentence formation. Social and emotional development: relationships and attachment, confidence, self-esteem, friendships, independence and resilience, discrimination and poverty.

Year 11

In Year 11, you will focus on how individual circumstances impact learning and development, including delayed or restricted motor skills, English as a second language, negative role models, disruptive behaviour and experiencing transitions. Focus on how to create safe environments, assessing risks and hazards, safety labelling, safe technology, adult control and outdoor and indoor resources. You will look at how to adapt play to promote inclusivity and study the UN convention on rights of the child, additional needs and alternative communication methods.

What careers can Child Development lead to?



This course can provide the basis for working in a childcare profession, such as nursery nurse, childminder, primary teacher, nursing, midwifery, social worker specialising in young children and their families and many more interesting and rewarding careers.

What Ella said

"I really enjoyed helping out with sports day at Holland Haven School."

Nature versus nurture – cultivating and tending to delicate shoots, leads to the brightest and strongest crops



*"Don't be encumbered by history, just go out and do something wonderful."
Robert Noyce*

COMPUTER SCIENCE

We are living in the Computer Age; it engulfs us, pervading every aspect of our daily routines: our work, our leisure, our social interactions and our general communication. To be able to live life to the full and embrace all the wonders of the modern age, an understanding of how technology works and the effects that it has on our everyday lives is critical.



If you are a logical individual and have an analytical approach to problem solving the course provides you with the opportunity to design and program solutions for given problems. You will learn to become computational thinkers, which is a higher-level process, learning to interpret and analyse problems and form innovative solutions. These skills are important and transferable across all subjects, and future careers.

Year 10

In Year 10, students will study two lessons a week of computer science in Year 10 and 11 one of these will be programming and the other will be theory based. Practical programming lessons will continue to focus on Python programming, introducing procedures, functions, Data structures and string manipulation into their codes. The students will be introduced to Flow Charts and how they can be used to help plan the programs they are about to create. In the theory lessons the students will further develop their knowledge learnt in KS3 and start to study the fundamental elements of a computer, looking at primary and secondary storage as well as operating systems and how they work. They will expand their understanding of networks to look at the difference between wired and wireless networking options before looking at the internet and the possible Cyber Threats.

Year 11

In Year 11 theory lessons students will start by looking at the ethical considerations of Computing in the world. Students look into and discuss Artificial Intelligence, Robotics and Environmental impacts. The final part of the year brings everything together, looking at how all the different elements of a computer system interact with each other. In our practical programming lessons we continue to build on the students' understanding, looking into problem solving in programming as well as how we can use external files in our programs to hold information and how the students will be able to check their own programs for errors and be able to fix them by themselves.

Which careers can Computer Science lead to?

Progression to an 'A' Level course, vocational courses and degree level courses in the areas of computing, engineering and science. Whilst this course is not specifically mapped to any particular industry standard IT qualifications, it will provide a sound preparatory basis of study for them. In addition, the course provides the knowledge, skills and understanding that a growing number of employers are demanding.



[GCSE Computer Science - Exam Specification at a glance \(pearson.com\)](https://www.pearson.com/qualifications/gcse/computer-science/specification)

The operating system for all innovation...



"I regard the theatre as the greatest of all art forms, the most immediate way in which a human being can share with another the sense of what it is to be a human being." Oscar Wilde

DRAMA

Drama is an important tool for preparing you to live and work in a world that is increasingly collaborative rather than hierarchical. Drama helps you to develop empathy as well as the ability to communicate effectively- the skills gained reach far beyond the stage, transferring directly into everyday life.

Drama promotes communication skills, teamwork, cooperation, dialogue, negotiation, it stimulates creativity and imagination, whilst teaching you to become critical thinkers. As a subject, it encourages confidence and prepares you for wider challenges you may face.



Year 10

In Year 10, You will continue to build on collaboration and communication skills in your new classes, as well as exploring and developing your understanding of the differences between various styles and genres of theatre. You will gain experience of working on both scripted and devised performances. You will also be given opportunities to reflect on your own practice and personal performance, learning how to set yourself targets that are achievable and help you develop.

You will complete two internal assessments. The first is where you will devise (create) your own performance from scratch, based on a brief from the exam

board. You will then be assessed on the

completed work in a filmed performance and an ongoing development log where you document your progress, as well as a final evaluation. The second assessment will be preparing for and developing a performance of a piece of existing repertoire/script (such as DNA or Blood Brothers) as a solo or as a group. Students will set targets and reflect on these throughout the process of transferring the script from the page to the stage. You will then complete an evaluation of your final performance and how you have developed as a performer throughout the assessment period.

What Jemima said

"I get a lot of creative freedom and the work is challenging."



Year 11

In Year 11, you will work to create, pitch and develop your own performing arts project based on a brief. You will have a practice of doing this with a mock phase and then complete the real external assessment from January. You will need to consider the whole process of working on a performance project for a brief; including research, budgeting, scripting, marketing and pitching your idea. You will be assessed on the idea and each individual area listed above. You will use your prior knowledge of practitioners, creating work to a set brief, devising and acting to create this final externally assessed piece.

Which careers can Drama lead to?

Stage, screen, TV, education, police, law, retail, teaching, politics and other areas where human resource skills are required.



What Callum said

"Drama has helped me feel confident with public speaking, which I can use in my other subjects."

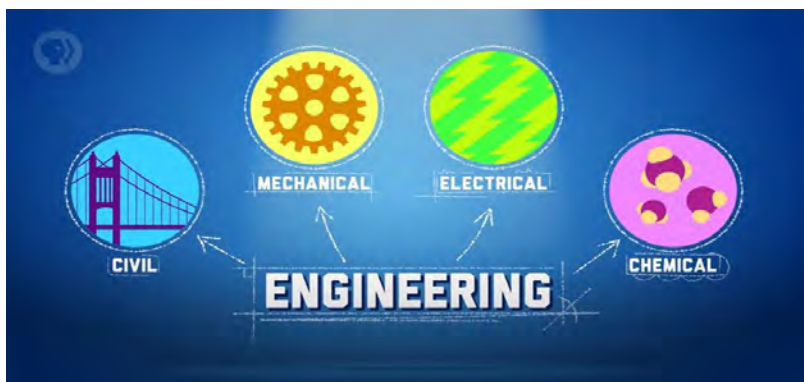
Find out who you are, and discover who you could become



"The engineer has been, and is, a maker of history." James Kip Finch

ENGINEERING

Engineering stimulates the mind. It's a chance to get out and get your hands dirty: make things, dismantle things and fix things. Completing this course could be the start of you being an engineer for life. You can study mechanical, electrical/electronic and engineering design. This course will broaden your experience and understanding of engineering and help you to develop specific knowledge and skills.



An engineer is someone who designs, builds or maintains; machines, engines and structures, and, an engineer even develops ideas and systems to help protect the environment. Engineers help to create everything around us, involving almost every element of modern-day life; constantly inventing and adapting designs to meet our demands. Studying engineering will help develop your technical and practical skills in areas such as research, observation, measurement, making, disassembly and computer aided design. You will gain in depth knowledge of engineering companies and the different sectors within engineering. You will learn to plan and implement an engineering project and build skills and knowledge in finding solutions to engineering problems. You will make physical outcomes using the facilities on offer in the fully equipped workshops and design not only through drawing, but through the use of the recently upgraded computer aided design suite.

Year 10

During Year 10, you will complete an investigation into materials, components and the making process. You will also investigate and explore an engineered product, looking at how it has been designed and manufactured. Through this investigation you will discover why certain materials are used for certain applications and how these materials are processed to become their final outcome. You will then plan, reproduce, inspect and test a final solution. You will develop transferable skills such as problem solving, communication and critical thinking.

Year 11

The final year of the course will have you working from engineering briefs with problems you need to respond to. The solutions you create will need to be tested. You will be given the opportunity to carry out tests, collect and analyse data, reflect on your findings, consider any issues and suggest your solutions. You will apply your developed skills in problem solving, design and communication. A final written exam will complete your course.

Which careers can Engineering lead to?

Studying engineering can lead to a career in sectors such as aerospace, automotive, electrical, electronic, manufacturing, marine, mechanical and telecommunications.

Problem solving; our way to a better future



"Cooking is all about people. Food is maybe the only universal thing that really has the power to bring everyone together. No matter what culture, everywhere around the world, people get together to eat." Guy Fieri

HOSPITALITY & CATERING

Have you ever wondered why you feel more tired in the winter? Why bread is brown? How fresh pasta is made? How food fuels our bodies? Without food, where would we be? Food is a necessity but also a passion, whether it is cooking for pleasure or cooking for performance, food at CCHS will give you the opportunity to develop independence and creativity.

Food is a varied and interesting subject; it has intrinsic value as a life skill as well as developing basic skills and knowledge, which can be used as a stepping-stone into a huge range of food-related/hospitality and catering jobs and careers. Throughout the course, you will develop an ability to plan, prepare and cook a range of dishes; develop an understanding of how to shape and adapt food to customers' nutritional needs and secure the knowledge and practical skills to enter the hospitality and catering industry.



What Ellie said

"It's amazing making dishes you can eat. I love cooking! I have even made a meal for my parents!"

Year 10

In Year 10, you will master catering techniques, improving cooking skills based on nutrient groups, carbohydrates, protein, fats, vitamins and minerals. Develop menus related to a specific group, for example a diabetic or vegetarian. Develop recipes to include healthy choices and develop an understanding of cooking methods in relation to health factors, for example reducing fat by grilling food. Real life case studies are used to support hospitality and catering investigations.



Year 11

In Year 11, case study investigations are carried out on commercial establishments where food and drink are offered to the consumer. The practical exam brief is given during the year and there are opportunities to practise menu ideas based on the exam brief. Coursework is completed involving researching, making and evaluating dishes which demonstrates development and continued learning. Time is also given for the preparation of the theory exam. Food courses are assessed through coursework (60%) and a theory exam (40%).

Which careers could a course in Food lead to?

A qualification in food could lead to a career directly within the hospitality and catering industry, such as chef or a waiter. Alternatively, it could lead to a post within retail buying or selling products for retail chains. It could also lead to a career as a nutritionist, teacher, lecturer or a job as a food technologist.



Giving you the recipe to achieve, so you can taste the success!



*"I just wish the world was twice as big and half of it was still unexplored."
Sir David Attenborough*

GEOGRAPHY

GEOGRAPHY If you could go anywhere and see anything, where would you go? Would you explore the vast empty Western Desert near Las Vegas? Would you stay in treehouses of the Amazon Rainforest? What about a trip to Italy to try pizza from the country that invented it? Wouldn't you be disappointed if you had to stop?



Studying geography means you have the entire world at your fingertips. You can go on adventures to new places, meet new people and all you have to do is show up! Geography gives you opportunities to study issues that are relevant in the modern world, it is a subject with direct and relevant links to other subject areas as well as being a practical subject that can be applied in a number of outdoor pursuits such as: sailing, rambling, scouts, geology, environmental interests, etc. Geography allows you to: improve your understanding of different places and people, pose an argument in written form, develop your numerical skills and use of statistics, practise your map reading and interpretation skills, learn to work with a group and recognise others' opinions, explore new places, try using practical fieldwork skills and gain an understanding of global issues that may influence our future.

What Alfie said

"I like learning about current issues in geography. Investigating the culture and lives of people from around the world is fascinating."

Year 10

In Year 10 you will look at the characteristics of natural hazards, tectonic and atmospheric hazards including the threat of climate change. Conduct a study of resource management (UK and worldwide) including inequality in the supply of water, food and energy across the world. Look at the Western Desert (USA) and the Sahel to explore deserts and desertification. Assess urban issues and challenges in Lagos and London including how to promote the idea of sustainable cities. Undertake a range of fieldwork opportunities such as investigating the regeneration of the urban areas and coastal defences.

Year 11

In Year 11 you will study the processes, landforms and management that take place and shape the UK landscapes (coasts and rivers). Evaluate a variety of topical geographical issues, including development by looking at the changing economic structure of Nigeria and post-industrial UK, including the impact of aid, TNCs (transnational corporations) and tourism. You will focus on developing your geographical skills including cartographic skills, numeracy skills and literacy skills. You will also analyse your own fieldwork and are exposed to previously unseen fieldwork to improve their geographical skills. Finally, there is revision of the key case studies and theory.

GCSE Geography is assessed using three exam papers, Paper 1 on the Natural World, Paper 2 on our Human Geography, and Paper 3 which combines Fieldwork with looking at a current Geographical issue then evaluating the impact.

Which careers can Geography lead to?

Geography is a useful subject to help future careers in a number of areas, including: travel and leisure, retail management, sports facilities, journalism, estate agency, armed forces, police, agriculture, marketing, banking, teaching, and many more.

***Exploring the relationship between people, places and environments.**
"We are not makers of history. We are made by history."*



HISTORY

Have you ever watched the news and wondered how humanity has got to this point? Have you ever questioned the version of the story that you have seen on news feeds or social media? History is the perfect subject to allow you to address these things.

History at CCHS is part of a team of Humanities subjects that gives students the skills to become confident, questioning people. History will help students to understand their place in the wider world. They will learn about the past and at the same time about key British values of democracy, rule of law and individual liberty.



History builds skills which allow students to ask questions about the world they live in. Throughout the course, students will improve their knowledge of history, events and people who have shaped the world. They will develop their ability to explain the reasons why something happened and also learn how to interpret documents and other forms of evidence. Students will also have the opportunity to visit historical sites in London.

Year 10

Medicine in Britain c1250-Present is a study across time to look into how medical beliefs and practices have changed. It examines the social, scientific and technical reasons behind advances. Students will continue to develop the analytical and essay writing skills built previously in KS3. In depth learning continues through study of the medical advances on the Western Front.

What Sarah said...

"I love the personal stories in History. Some people have led amazing lives."

We then move on to study Weimar and Nazi Germany between 1918-1939, developing an understanding of how the Nazis were able to come to power and change Germany into a dictatorship. Students will study what it was like to live under these circumstances. They will work and think like Historians, using different sources and interpretations to inform their understanding.

Year 11

Students will study Early Elizabethan England 1558-88. This examines political, social and religious change during the reign. It looks closely at the challenges facing a female monarch and at the exploration which defines the era. The unit is popular with students who find themselves engrossed in the family dramas of the Tudors.

Finally, students will build on learning from KS3 and examine the Cold War. This unit combines political and social history, examining events from the end of WW2 through to the fall of the Berlin Wall. Students are taught about opposing political ideologies and learn about defining moments from the 20th century.

What careers can History lead to?

Nearly all careers require you to use evidence and to make decisions. History would be especially useful in careers such as journalism, law, education, business, museum work and the police.

Explore the past, understand the present to, influence the future.



"The media is the most powerful entity on earth. They have the power to make the innocent guilty and to make the guilty innocent, and that is power, because they control the minds of the masses." Malcolm X

MEDIA

Fandom; a group of fans who share a common camaraderie, is born of a balance between fascination and frustration with a particular individual, group or, indeed, subject matter. Media content builds the interest fascinate and, at times frustrate us, but without this intense interest, there would be no desire to engage with the person or topic and no drive to rewrite or remake news or commentary.



As a subject focusing on the real world, Media Studies will help you to understand what you see on a daily basis and to understand the real power of all types of media forms. This course allows you to develop a number of important skills for the future. It allows you to communicate effectively in a variety of situations; work as an individual but also as part of a team, to ensure targets can be properly planned and met; manage your own development; use number in a practical context and solve problems in a variety of circumstances. Through this course you will develop a wide range of skills; analytical, research, challenge ideas and understand different perspectives.

What Maddison said

"I enjoy Media because it is fun, different to anything I have ever done before and I understand that any company I work within later on will have a website and social media. It is important to understand what we are seeing around us every day and I enjoy using the technology to create products and run away with my ideas. This was the right option for me."

Year 10

Year 10 is coursework based. you will study 'Media Forms' (print) exploring different forms of print media such as newspapers, magazines, leaflets and identifying their codes and conventions. In this year, your time is spent preparing the components of the two coursework units, from research to design tasks. During Year 10, the coursework pre-releases are issued and can cover a range of topics.

Year 11

There is an examination preparation year of existing products aimed at a teenage audience as per the brief. All forms of previous study are used within this period including: moving image, print and use of interactive platforms. Final exam work includes the creation of media products using practical skills ranging from: a 2-minute film trailer, documentary, magazine or newspaper article. This will depend on individual strengths and preferences. There are six weeks allocated preparation time and a final exam, which is completed over 10 hours. The process includes creating a brand identity, going through the planning process and then pitching a proposal to an audience.



Which careers can Media lead to?

This course can lead to a number of careers within marketing and advertising. It can also lead to a career as a journalist, researcher, sound editor, set designer, TV presenter, web designer, camera person and television producer.

"The media questions, challenges, researches, informs, shares and influences; media is all around us, make up your own mind and form your own opinions!"



"Music is the universal language of mankind." Henry Wadsworth Longfellow

MUSIC

Music is the fabric of our society and can shape abilities and character. The music department is a place where you can communicate through music and explore literature and emotion in a different direction.

Learning and developing musical skills, will give you the important tools to succeed in any direction you choose to go. It will build your communication skills, your empathy and your confidence, which are vital in all walks of life. Music allows you to express yourself through your passion for the subject, as well as collaborate with others and develop your team building skills. You will have freedom to experiment with new ideas and explore avenues you perhaps thought of as impossible.



You will develop both performance and composition skills through the course and at the end of year 9, you will be signposted to a course, we feel is appropriate to your individual needs. This will be done after consultation with your classroom teacher and instrumental tutor. You will be given priority for lunchtime and after school rehearsal bookings. You will also have priority use of our state-of-the-art computer facilities and studio, to aid the completion of your work and to further your skills as a musician. It is also very beneficial to students on the Music course to attend one of the many ensembles that take place during the week. This will benefit the learning of your chosen instrument and allow you to interact with other like-minded students.

What Jack said

"I enjoy music because it's fun and creative. We get to use lots of equipment in the Mac suite and learn how to make our own songs."

Year 10

In Year 10, you will develop an understanding of different styles through the elements of music. You will be given the opportunity to develop a portfolio of compositions, arrangements and performances through the study of these styles. You will nurture and practice the skill on your primary instrument to a higher level than in key stage 3. Focusing on performance skills including consideration of audience rapport, style, understanding of material, microphone technique and/or instrument technique.

Year 11

In Year 11, you will streamline your focus to key areas of development to improve as a musician via performance and composition. These skills will include; professional (within the music industry), technical, general musicianship, composition technique, production and recording, performance technique. You will learn several songs on your primary instrument whilst documenting/recording progress into a rehearsal log.

Creating two final products in the process -

1. Live Performance
2. Composition.

The final task of Year 11 will entail rearranging a song into a different style studied earlier in the course using the accumulative skills you will have acquired throughout.

Which careers can Music lead to?

Within society, we automatically assume that students who study music have narrowed their choices into terms of career prospects and qualification status for further education, but this is not the case. A qualification in music is highly regarded by potential employers due to the obstacles you have had to overcome to achieve the qualification. Learning to perform an instrument, learning to use a new computer system, learning a completely new language in terms of reading music and having to create work from nothing but your own imagination, means you are a very employable, patient, creative and talented individual, who can overcome barriers when they arise.



Music is expression of the soul and a language we can all understand.

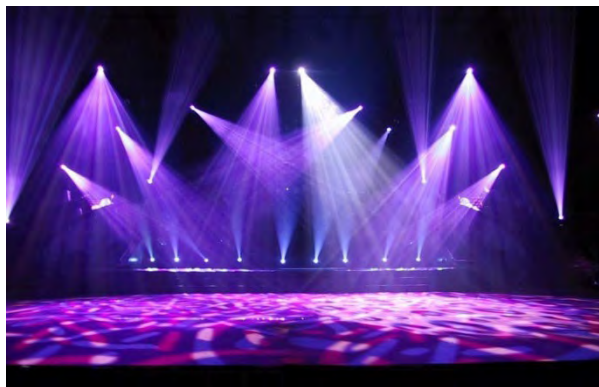


That's the magic of art and the magic of theatre: it has the power to transform!

Production Arts

The course is designed for enthusiastic, hands-on, creative people who are looking to start a successful career in technical theatre and events and stage management.

Production Arts is a course where you develop a range of skills, including; designing, researching, collaborating and making. You will be able to work individually and as part of a team to realise the various elements that support a theatre performance from set to costume. This will enable you to learn new skills as well as develop existing ones.



Year 10

Component 1: Exploring the Performing Arts

An internal assessment exploring the work of existing theatre performances. Students will examine the roles, responsibilities and skills used to create work, developing their knowledge and understanding of how they contribute to performance. Students will learn how professionals may respond to or treat a particular theme or issue, how they use/interpret/modify a pre-existing style, and how they communicate ideas to their audience through stylistic qualities. Students will explore a chosen production in response to a brief for their first piece of coursework.

Year 11

Component 2: Developing Skills and Techniques in the Performing Arts.

This is also an internal assessment where students will participate in design practices for a chosen role to support a performance within school. They will explore skills needed by designers relevant to the discipline, which will include: health and safety, interpreting the director's brief, researching, pitching ideas, developing and shaping ideas, e.g. mood boards, producing draft sketches, making changes, refining ideas and creating final designs. This will be in the form of a project/sketchbook work. Student are required to pitch their ideas verbally to camera explaining how they fulfil the brief. Students will also evaluate their skills development throughout the process as well as evaluate their final product.



Component 3: Responding to a Brief

This is externally assessed and builds on knowledge, understanding and skills acquired and developed in Components 1 and 2. Learners will work as part of a group to contribute to a workshop performance as a designer in response to a brief and stimulus. Design skills they will use will vary depending on features such as the selected performance discipline and the content of the work, the venue and target audience.

Which careers can Production Art lead to?

BTEC Production Arts can lead to careers working in theatre and television. It broadens skills of creativity, teamwork and self-discipline that apply to so many industries. Previous students have become self-employed technicians, chefs and theatre sound technicians and stage managers who travel the world. Anything is possible!

"There is a kind of classlessness in the theatre. The rehearsal pianist, the head carpenter, the stage manager, the star of the show-all are family."

Arthur Miller



"There are always two people in every picture: the photographer and the viewer."
Ansel Adams

Photography

Photographs are all around us, in magazines, posters, adverts, social media, in our homes and many, many more - photography has been given great importance to our world today. This will be a place where you can express your views and interests through a creative medium.

If you are a creative individual, interested in capturing life through a lens then Photography will teach you the skills and techniques to do so.



What will I study?

Year 10

During the first term of Year 10 you will explore the basic techniques of photography, you will learn how to use a camera and edit your photographs. As well as how to use lighting to enhance your images, experiment with manual manipulation techniques and how to present your ideas in a professional way.

You will then use these skills to explore a theme and create a story or message through your project work. This will allow you to experiment and develop your ideas, with the help of inspiration from a variety of professional photographers.



Year 11

During Year 11 you will develop your understanding of composition, lighting and meaning through photography. Your project theme will be more individual and you will learn to express your interests. There will also be an externally set assignment – you will select a theme set by the exam board and create a sketchbook of research, photoshoots and experiments to inform the photographic final outcome you make during the exam.

Which careers can Photography lead to?

Photography can lead to any industry that uses images, this could be: advertising, journalism, fashion, film, wedding photography, music or gig photography, press photography, and many more.



"Design is not just what it looks like and feels like. Design is how it works." Steve Jobs

PRODUCT DESIGN

Everything around us, unless natural has been designed. From the clothes you wear, to the car you travel in, to the buildings you visit for work or leisure. For years items have been invented, reinvented, developed and improved. This would not be possible if people did not have a strong understanding of materials and their characteristics, a fascination for how things work or could work, an ability to create beyond our comfort zones and the ability to use technologies old and new to make and build their visions.



Product Design is a practical and valuable subject. It teaches you how to take risks and become more resourceful, innovative, enterprising and capable. You will develop a critical understanding of the impact of design and technology on daily life and the wider world. If you are an 'ideas person' and are often thinking of ways to improve existing products or even invent completely new ones and enjoy working with a variety of materials and techniques, then this is the course for you. Throughout the course you will have the opportunity to design in 3D using computers and develop ICT skills; work with a variety of materials such as wood, metals and plastics; create and build your ideas using modelling techniques; explore and investigate materials and techniques in order to make your own original ideas; communicate in a variety of ways with a wide range of people and reflect and explain changes you make and the reasoning behind them.

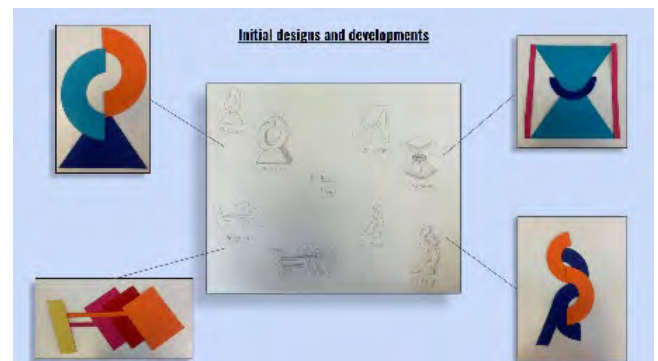
Year 10

In Year 10, you will complete an investigation into design and create work based on a selected theme. You will investigate existing products, complete analysis and undertake primary research. Explore and experiment with practical methods such as laminating, pewter casting, laser cutting and stencilling. Use isometric drawing, 2D Design and 3D modelling, leading to your final design. All work created is presented in a digital portfolio alongside an independent practical final outcome to show the skills you have learnt.



Year 11

In Year 11, you will develop your practical skills in art and design. You will experiment and improve your work whilst using a variety of machines, processes and materials to produce a piece of work in response to a creative brief. This is an external component (exam) that assesses how you apply your research, ideas generation and practical skills. You will use planning and organisation skills to ensure that your work can progress and develop in a structured way. The development and final response will be presented in a final portfolio.



Which careers can Product Design lead to?

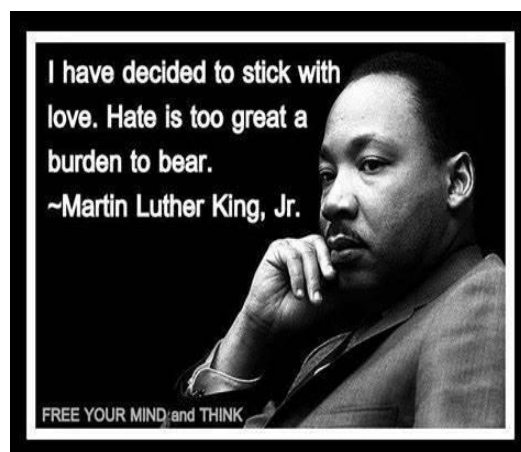
Product Design can lead to careers in engineering, architecture, sports product design, medical products design, furniture design, interior design, children's toys design, industrial design; the list is endless!

Turning imagination into reality, creating the world of tomorrow.



"Peace comes from within, do not seek it without." - Buddha

RELIGIOUS EDUCATION (RE) Ethics, Philosophy and Religion in Society



Have you ever wondered why we have vicars as army chaplains? Whether war is ever justifiable? Ever wondered why religions are linked with so much conflict in the world? How can learning about religions prevent radicalisation and ignorant extremism? What is it about religions which makes it so controversial, yet also so inspirational for people like Martin Luther King Junior and the Dalai Lama? What is the link between our state laws and religious laws?

This course is relevant to everyone in today's ever-changing world. We live in a multicultural society with differing beliefs and cultures. Do you want to study an exciting course where you can consider modern ethical dilemmas such as

What Teddy said

"RE allows us to debate lots of different topics and increases our understanding of other people's perspectives."

abortion or euthanasia and discuss whether such practices are correct? A course where you can also debate the big questions of life. Is there a God? Is there an afterlife? Throughout the course you will develop your analytical and strategic thinking; critical judgement; problem solving; develop an ability to work with abstract and conceptual ideas; to understand 'both sides'; negotiate and resolve conflict; develop an understanding of the impact of conflicting ideologies as well as an appreciation of human diversity, belief systems, cultural and spiritual experiences. As well as being able to discuss these ideas, it is important that you can explain your ideas in writing as the course is assessed by two final exams.

Year 10

In Year 10, you will study **Themes** Crime and Punishment, Peace and Conflict and Relationship and Families, Prejudice and Discrimination, and Religion and Human Rights focusing on freedom of religion and social justice. You will also explore the beliefs and teachings of **Christianity**, covering fundamentalist and liberal beliefs about creation and the creation story, original sin, Trinity, incarnation, crucifixion, death, resurrection and beliefs about heaven and hell. You will also study key religious events and topical, ethical issues as they arise. Furthermore, you will be introduced to the beliefs and teachings of **Judaism**, covering the beliefs about God, the Commandments, beliefs about the afterlife and many more.

What Grace said

"RE is a great subject because it allows you to learn about lots of current issues, such as LGBTQ, marriage, prejudice and discrimination, the death penalty, etc."

Year 11

In Year 11, you will undergo an exploration of the practices of Christianity and Buddhism. This includes study of worship, sacraments, pilgrimage, and festivals. You will also explore the themes of God's existence, covering arguments for and against God's existence. Finally, you will explore the theme of Religion and Life, covering abortion, euthanasia, death, animal use and experimentation and environmental issues.

Which careers can Religious Education lead to?

The skills gained during this course are particularly useful for future careers in law, education, social work, politics, medicine, administration or the media. Many of these careers actively seek people with a background in philosophy and/or religious studies as they can make ethical decisions.

Does life have a purpose? Questions, answers and more questions: Openness to the possibilities!



"One language sets you in a corridor for life. Two languages open every door along the way." Frank Smith

SPANISH

The ability to speak a foreign language is a highly sought-after skill. Not only is it valued by UK businesses (many of whom trade with other countries) but it also develops your communication skills and expands your cultural awareness. In a world where 75% of people do not speak English, we believe that learning another language is crucial when stepping out into a global community.



Do you enjoy speaking to Spanish nationals in their own language? Are you interested in learning about other cultures and ways of life? Would you like to work in Spain for a British company? If so, then continuing your Spanish studies may be the right choice for you. The course is a continuation of the work completed in Key Stage 3. The course aims to develop the skills of listening, speaking, reading and writing. Throughout your studies you will also develop your listening and understanding of the spoken language; develop your knowledge of the foreign country; understand poems and literary texts; develop confidence in speaking Spanish; develop analytical and thinking skills through the study of grammar and improve your memory skills – a lifetime requirement!

Assessment within class is ongoing in KS4 and there are assessments in listening, speaking, reading and writing, which will help prepare you for the final exams. Your final exams will all take place in Year 11 and each skill is equally weighted at 25%.



Year 10

In Year 10, you will look at TV and film genres, sports, what's trending, what shows/concerts/films you have seen and talk about role models. Describe your town in more detail, learn types of shops and gifts/souvenirs, the pros and cons of town versus countryside, and how you would improve a town incorporating the conditional tense. You will

What Ellie said

"Spanish is a worldwide language so not just useful for going to Spain!"

What Declan said

"It's tough at times, but I love it!"

What Sam said

"You learn about the culture as well as the language."

also study the customs and festivals of Spain, and about visiting the pharmacy with illness or injury.

Year 11

In Year 11, you will cover modules on jobs and future career plans, work experience, how to apply for a job, the importance of learning languages, and how to spend a gap year. Study global, environmental and social issues, healthy lifestyle – diet and exercise, natural disasters and global sporting events. You will complete two mock GCSE exams as well as lots of practice and preparation for your final GCSE exam.

Which careers can Spanish lead to?

The ability to speak and write in a foreign language is advantageous in many careers such as translation, interpreting, leisure, tourism, catering, teaching, journalism, marketing and many more.

[AQA - Spanish - Exam Specification at a Glance](#)

Teaching a different language is teaching a different vision of life.



'The principle of the design – the harmony, rhythm and balance are all the same with interior and fashion design' Venus Williams

TEXTILES (ART & DESIGN)

Colour and design are all around us, from our clothing and accessories, to our everyday surroundings. To have a creative vision to challenge and pursue can generate designs that withstand the test of time. Designers such as Lucienne Day, Cath Kidston and William Morris continue to influence modern textile designs with their iconic concepts.

Are you creative, inventive, enjoy drawing, designing and writing about your ideas? Do you like researching different topics? Are you happy to work independently at home? Is your practical work of a good standard? If the answer to these questions is 'yes' then this course may be for you. Textiles Art and Design is a great companion to all other subjects as creativity, imagination and problem-solving skills can give you great ideas.

This course is designed to build confidence and skills in textiles. The Textiles Art and Design course offers the opportunity to develop skills over a broad range of textile and fashion techniques and applications, such as printing, weaving, mixed media, surface design and embroidery. All projects will be used to create a portfolio of work, which shows your learnt skills in designing, making and recording. You will learn to design and make clothing, bags, jewellery and artwork. You will also learn how to present your sketchbook in an individual, imaginative and vibrant way.



Year 10

In Year 10, your project focus is India. Within the project you will explore the fabric and textiles of India, festivals of India and buildings of India, creating a final outcome based on India themed research and learning. During the year, you will carry out independent research into themes, developing choice and selection skills. You will select your own theme to create a project. You will take a mock exam, creating a final outcome.

What Emily said

"We are encouraged to be individual and creative in our work. We are always learning new ways of decorating fabric and using a sewing machine to decorate our pieces."

Year 11

In Year 11, you will develop and complete a sketchbook, designing and creating final outcomes. This work will be based on your prior work, research and skills that you have developed over your time studying textiles.



Which careers can Textiles lead to?

This course can progress to the study of 'A' Level Textiles in the sixth form. This can lead you to study: fashion, interior design, stage costume production, interior decoration, textile print design, screen-printing, fashion journalism and fashion illustration, textile restoration for museums, or working in retail as a buyer. It can also equip you to start your own small business, amongst many other things.

Sew creative, sew original, sew inspirational.



"Science knows no country, because knowledge belongs to humanity, and is the torch which illuminates the world." - Louis Pasteur

SEPARATE SCIENCES

(Triple)

Science is the world around us. It is a part of everything we know, and everything we don't. It is the unimaginably large, and the unimaginably small. It is the how's, what's and the whys of life and the universe.

Studying science allows us to be inquisitive; it allows us to find out how something that was a complete mystery to us before, works. It allows us to have an understanding about our bodies, our planet and our environment. The world of science is forever evolving and advancing, and the extensiveness of the topic is enough to ignite a fascination in everybody. Questions can be put to the test, using investigations that are both practical and theoretical. Studying science allows us to advance our critical thinking, our numeracy, and our literacy; skills which are transferable to study and careers in disciplines within and outside the field of science. Biology, chemistry and physics are in every aspect of our lives, and will continue to be part of our futures in increasingly unexpected ways. Studying these will allow us to begin to learn about the universe in which we live in, and to keep us asking; why?



What Maddie said

"Science at CCHS is amazing and immersive. The teachers are patient, kind and supportive. Whether you are the next Einstein or don't even know how to spell science, you are guaranteed to leave knowing loads more than you ever did and enjoying every second!"

The option to study separate sciences is an alternative to the core science that all students must study until the end of Key Stage 4. All of the core knowledge is covered but with the separate science there is the opportunity to delve deeper into scientific concepts and explore a wider range of knowledge. Students will study Biology Chemistry and Physics separately and will achieve

three separate GCSEs. This course is for students who already love the subject and would like to further their knowledge and understanding of the world around them. This is the perfect course to prepare students wishing to take science to the next level in an A level course.

Your studies will include the core topics plus additional topics. The additional topics include, but are not limited to:

Biology Growing and investigating bacteria, plant disease and defence, the brain and the eye, the kidney, DNA, cloning and evolution.

Chemistry Nanoparticles, chemical yield, titrations, fuel cells, organic reactions, polymers, testing for ions and using the Earth's resources.

Physics Infrared radiation, electrical charges and fields, nuclear fission and fusion, moments, momentum, pressure, sound waves, light, transformers and the Universe.

Which careers can Science lead to? The majority of careers require a grounding in science, in particular; physiotherapy, midwifery, nutritional therapist/dietician, research scientist, pharmacology, medicine, accountancy, engineering and teaching.

The 'Whats', the 'Hows' and the 'Whys'



"I feel that the essence of dance is the expression of man--the landscape of his soul. I hope that every dance I do reveals something of myself or some wonderful thing a human can be." Martha Graham

DANCE

Since the dawn of time dance has been used as the cornerstone for expression of thoughts, meaning, behaviour and emotion.

Dance is an exciting and engaging course where you develop a range of skills, including; performing, choreographing, analysing and evaluating. You will be able to improve performance quality and discover how to learn and create innovative choreography, working as a whole class, in groups and as an individual. You are required to study the subject practically and will produce some theory work to support your learning and to demonstrate your knowledge and understanding of the different tasks. This will enable you, not just to be a performing dancer, but also a thinking dancer. You will be required to perform in authentic performance situations, organise rehearsal schedules, and work on projects inside and outside of lesson time.

Studying dance will not only develop your confidence and ability to perform, choreograph and teach, it will also develop a range of skills

necessary to be successful in all areas of life. Dance teaches communication skills and adaptability, it allows creativity, problem-solving and risk taking. You will be able to recognize that there are multiple solutions to problems, gain a sense of achievement from challenging tasks, as well as developing physical fitness and an appreciation of the body. Dance builds cultural, social and political awareness and prepares you for careers in dance and other fields.

What Jack said

"Dance is brilliant because it gives me a chance to do lots of practical work and challenge myself both physically and mentally."



Year 10

In Year 10, you will develop dance skills and techniques through the study of two professional dance works. During the study of the first dance you will learn how to complete a detailed analysis of a dance whilst completing practical explorations of how the piece was made. The second dance studied will be practically learnt and rehearsed for a final performance. You will evaluate your skills as a dancer, learning how to progress as a performer.

Year 11

In Year 11, you will use prior knowledge and learning to devise and perform your own exam piece for an external unit. Practically you will showcase your choreographic and performance skills, theoretically through researching, writing and documenting the rehearsal process and evaluating the final piece. Collaborative working is crucial to the development of the performance and forms part of the assessment.



Which careers can Dance lead to?

The study of dance can lead to endless career opportunities through the unique skills gained. A few career examples include: teacher, performer, choreographer, dance/sport management, technology development artist, journalist, physiotherapist and community outreach worker.

[Pearson - Dance - Exam Specification at a Glance](#)

Dance is both finding and losing yourself at the same time.



"Physical fitness is not only one of the most important keys to a healthy body, it is the basis of dynamic and creative intellectual activity." John F. Kennedy

PHYSICAL EDUCATION

Sport creates heroes and legends and has been at the heart of communities and civilisations dating back to the Ancient Greeks. Sport and physical activity impacts every aspect of our lives, whether it is playing football or rugby at your local sports club, or scaling one of the world's highest peaks.

Studying sport ignites passion and builds character by developing resilience, confidence, and teamwork. It will develop a lifelong interest in sport and physical activity, and provide you with the knowledge required to make informed life choices.

Throughout the course you will have the opportunity to develop your performing, leadership and officiating skills in a variety of sports; gain an in-depth knowledge of various practical activities; develop your own personal fitness; evaluate your own practical work and the work of others and develop your theoretical knowledge in a variety of topics linked to a healthy and active lifestyle. The course will also allow you to develop your communication, confidence, organisation and a range of other skills that will contribute to success in your career of choice. During the course your time will be split between practical and theory lessons tailored specifically to your needs and the requirements of the course. Assessment will be carried out via a range of methods depending on the course you follow, these include assessment of practical activities, theory assignments or the ability to lead, officiate and evaluate in various activities.

What Hermione said

"PE at KS4 has given me a better understanding of fitness and coaching, so that I can now improve my football outside of school."



Year 10

In Year 10 you will perform a variety of sports, you will be assessed in your strongest 2 events. Some students opt to pick an activity they do outside of school such as swimming or dance. You will analyse your own performance in these events and construct a development plan to help you improve your weaknesses. In Year 10 you will also learn how to become effective sports leaders, you will plan and lead a sports session to your peers or younger students. You will learn what it takes to create an engaging session that is safe, through the use of risk assessments.

Year 11

In Year 11, you will study towards an exam that is based on contemporary issues in sport, you will learn about topics such as participation in sport, National Governing Bodies in sport, the history of the Olympic games, what it takes to host such large sporting events. Alongside studying for this exam - you will have the opportunity to continue your 2 strongest sports you selected from Year 10 to improve your performance scores.

What careers can PE lead to?

Physical Education can lead to careers in teaching, the police force, armed forces, sports management, sports, sports coaching, personal training, and physiotherapy.

Igniting passion, building character, creating champions...



Where will you go from here?

At this stage, you, together with most students, do not know what career you want. It is important however to give some thought to the broad pathway you want to follow and, your choices now, could support future aspirations.

Raising the Participation Age (RPA) means that you will need to remain in education or training until you are 18; you will be able to choose one of the following options post-16:

- Full-time education
- An apprenticeship
- Part-time education or training if you are employed, self-employed or volunteering full-time (which is defined as 20 hours or more a week).

Our careers team will support you throughout your time at CCHS with making decisions about your next steps. All students receive a 1:1 appointment to explore options for post 16, which may include college. With this in mind, all CCHS students will at some point have the opportunity to explore the Tendring Campus which opened in September 2020.



SIGMA SIXTH
TENDRING CAMPUS

Discover yourself, define your future

The Sixth Form College in Tendring

Based in West Clacton, Sigma Sixth was established by Clacton County High School, part of the Sigma Trust.

CCHS was acknowledged by Ofsted as an “outstanding” sixth form provider (Sept 2018).

In September 2020, Clacton County High School relocated all its post-16 provision to the Sigma Sixth Tendring Campus in West Clacton.

We have created a genuine college environment for the young people in Clacton and the surrounding area, providing a wide and varied curriculum offer so that all learners are able to access the courses they want, and need, to progress.

The college accommodates up to 600 students, large enough to deliver a genuinely different experience to high school, but not so big that the personal touch is lost.