



The Stanway School



Year 9 Options Booklet 2025

A guide to selecting
the right subjects for you

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The Year 9 Pathway Process

Dear Parents/Carers,

In recent years, schools and academies have been given greater freedom to design curriculums that best suits the needs, interest and aptitudes of their students. At Stanway, we have aimed to keep the curriculum as broad as possible, maintaining a full Key Stage 3 curriculum across Years 7-9.

We have created our curriculum offer to ensure we can give appropriate time for the delivery of English, Mathematics, Science and other core subjects, allowing students the opportunity to develop a deeper understanding of key concepts.

Our timetable structure allows us flexibility to create personalised pathways for an individual student's learning by extending our provision of:

- targeted interventions to support those students who are not making the expected level of progress;
- accelerated learning opportunities.

Alongside the core subjects of English, Mathematics and Science, Key Stage 4 students will all continue Core PE lessons and will also study Personal Development (including PSHE, Citizenship, Sex and Relationships) and Religious Education.

In addition to their lessons, students will also be supported in the wider curriculum by trips, visits and events to support the subjects they study. Although these experiences are built throughout the five years at Stanway, some of these will be closely linked to their programme of study in Years 10 & 11.

Our focus tonight is on supporting students to choose the best combination of subjects to personalise their curriculum with courses they will enjoy, whilst seizing on their personal areas of strength, in order to prepare them as best as possible for their aspirations and future steps.

We hope you enjoy the evening.

Yours faithfully,



Mr John Player
Head of School



Option Pathways

In order to meet the needs of all students at Key Stage 4 we offer three different key 'Pathways'. You will be sent a Google Form which will be personalised to the 'Pathway' that is most appropriate to the student. **Check the inside back cover for your pathway.** This options form needs to be submitted by Friday 28th March 2025 (this allows for a "first priority" preference when it comes to options availability and class sizes).

English Baccalaureate ('EBacc') Pathway

Students take their language option **and** either Geography or History, which leads them to obtaining the full '*English Baccalaureate*' - find out more about this on page 6. They take a further two subjects of their choice from those available (which can include another '*EBacc*' subject if they wish). It is expected that students with KS2 English Reading SATS scores of 107 and above follow this pathway, as national progression data shows they are well placed to achieve strong results in the full suite of subjects.

Open Pathway

Students take one *English Baccalaureate* subject, choosing either Geography, History or the language they have been studying at Key Stage 3 (French, German or Spanish).

They take a further three subjects of their choice from those available, which can include more *EBacc* subject(s) if they wish.

A student on this pathway can still complete the full *English Baccalaureate* if they wish.

Supported Pathway (*invitation only*)

There are three variants of this pathway:

- **Entry Level:** students take Entry Level qualifications in English and Mathematics. They take one *English Baccalaureate* subject (Geography, History or a language) and two more option subjects chosen freely from the available list.
- **Life and Workplace Skills:** students take a life and workplace skills programme. They take one *English Baccalaureate* subject (Geography, History or a language) and two more option subjects chosen freely from the available list.
- **Double Support Pathway:** students take both Entry Level qualifications and the Life and Workplace Skills programmes above. They choose 2 option subjects.

This is an invitation only pathway and parents are encouraged to meet with our SENCo in order to discuss this further. SEN team representatives are available this evening.



Choosing Subjects

You should choose your subjects carefully, as it could be hard to change courses once you have started. Your choice of subjects should be determined by 5 important factors:

1. Your ability and/or aptitude for subjects;
2. Your interest and enthusiasm for all your chosen subjects;
3. The relation of your chosen subjects to each other;
4. Your plans for higher education and potential careers;
5. Whether you wish to undertake the 'English Baccalaureate'.

Some of you already have a clear idea of your chosen career and therefore the subjects you must choose at KS4. For most of you, the subjects you are good at will also be the ones you like and they will therefore probably combine well with each other. However, many of you have not yet decided on a career path and for you the choice can be bewildering. But don't panic! There is lots of help available, online and here at Stanway.

Firstly, you should consult with as many people in school as possible before making any decision. Heads of Department and subject teachers can offer you advice on your ability in the subject and can give you further details on the course content and nature of assessment. Your Form Tutor can also give you an overall picture of your academic progress thus far. Our Careers Advisor, Mrs Laney, will also be able to give you specific advice on subject requirements and the qualifications needed for various future courses and careers.

Finally, please don't choose subjects based on your favourite teachers; we obviously can't guarantee that you'll be in their class or that they will still be here in September! It is also important that you don't choose subjects because your friends are doing them; you must carefully consider **your** future and what **you** want to do.

Should you require any further information, please do not hesitate to contact Mr Stuart, Assistant Headteacher by email: richard.stuart@stanway.school

Options timeline

1. Options Pathways Evening	20th March 2025
2. Deadline to Return Forms (online)	28th March 2025
3. Key Stage 4 Subjects Confirmed	July 2025
4. Start Key Stage 4 Courses	September 2025
5. Key Stage 4 Results	August 2026



The English Baccalaureate

What subjects does the *English Baccalaureate* cover?

The *English Baccalaureate* (EBacc) is not a qualification and there is no certificate, as it is achieved by amalgamating GCSE qualifications. However, by taking the subjects outlined in the English Baccalaureate, students will be giving themselves the best options and opportunities for further education, by ensuring they have the broad base of core academic subjects that universities and colleges prefer.

The English Baccalaureate comprises English, Maths, History or Geography, two Sciences and a Language. To qualify for the English Baccalaureate, you need to achieve a 'Good Pass' in each of these areas (grade 5 or above). The number of subjects in the English Baccalaureate has been kept deliberately small to allow pupils to still choose subjects that interest them alongside it, and to pursue school careers that match their abilities and their ambitions.

Why were these subjects chosen for the *English Baccalaureate*?

Some of the requirements for the *English Baccalaureate* are already compulsory, such as English and Maths. The subjects for the *English Baccalaureate* were selected in consultation with university groups, such as the Russell Group of top tier UK universities. They explained the subjects that they would like to see candidates qualified in, seen as essential to many degrees, as well as subjects that gave pupils the best possible range of options when it came to choosing A Levels and university courses - keeping lots of doors open for future studies and careers.

Keeping your options open

Few of us really know what we want to do in life in Year 9, when we make our GCSE choices, so it is well worth keeping options open. Not many university courses ask for specific GCSEs other than English and Maths, which are compulsory anyway. However, students will usually need an equivalent or related GCSE to study a subject at A Level. Students should therefore keep their options open for A Levels by studying as wide a range of courses as possible. The *English Baccalaureate* should help students do this, firstly by ensuring they study a combination of subjects shown by the UCL Institute of Education to provide greater opportunities in further education, and secondly by leaving options open beyond its five core elements.

Case Study: University College London Entry Requirements



'University College London encourages intercultural awareness in all its students, and considers experience of learning a foreign language a vital element of a broad and balanced education. UCL wishes to ensure that all of our graduates have had some experience of exploring another culture through language.'

Core: English Language

Why?

Students will read a range of varied and engaging texts in order to explore language and write creatively. This specification asks students to read a range of fiction and non-fiction texts, in order to explore genre, a writer's message, language and structural choices. Students will be asked to write creatively with varied tasks such as stories, descriptive writing, newspapers, letters and articles. Not only are building key writing skills such as vocabulary development or varied punctuation useful for wider life, but students will be encouraged to develop a personal writing style using a range of language devices. Students will be encouraged to debate and discuss topical issues through speaking and listening tasks.

What?

1. Critical reading and comprehension
 - Identifying and interpreting themes, ideas and information
 - Reading in different ways for different purposes
 - Supporting a point of view by referring to evidence
 - Identifying bias and considering a writer's viewpoint
2. Writing
 - Writing effectively for different purposes and audiences
 - Using language imaginatively
 - Selecting, organising and emphasising facts, ideas and key points (citing evidence)
3. Spoken Language
 - Listening to and responding appropriately to questions and feedback
 - Expressing ideas using Standard English and effective language devices

Assessment

2 exams at the end of Year 11:

Exam Paper 1: Explorations in Creative Writing (1 hour 45 minutes, worth 50%)

Exam Paper 2: Writers' Viewpoints and Perspectives (1 hour 45 minutes, worth 50%)

Further Information:

Ms Rivett



Core: English Literature



Why?

"There is more treasure in books than in all the pirate's loot on Treasure Island" - Walt Disney

Through Literature, students will explore some of the greatest books, plays and poems ever written. They will learn about a variety of famous authors and explore the social historical context in which they were written.

Students will gain an appreciation of language, genre and an author's intent. They will be encouraged to make connections between texts and gain an understanding of literary heritage.

What?

For Paper 1 students will study Shakespeare. Possible texts are: Romeo and Juliet, Macbeth and Much Ado About Nothing. Students will also study a 19th century novel in detail. Possible texts are: A Christmas Carol, Great Expectations and Frankenstein.

For Paper 2, students will look at a modern text, for example, An Inspector Calls, Lord of the Flies or Blood Brothers, alongside poetry with the themes of Power and Conflict or Love and Relationships.

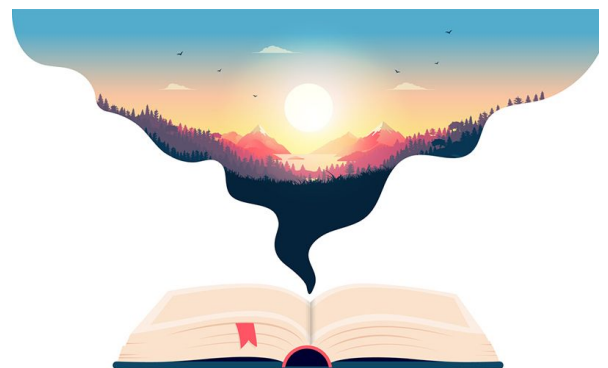
Students will also need to be prepared to answer questions relating to previously unseen poetry within the examination.

Assessment

There are 2 exams at the end of Year 11:

Paper 1	1 hour 45 minutes	Shakespeare and the 19th century novel	worth 40%
Paper 2	2 hours 15 minutes	Modern texts and poetry	worth 60%

Further Information:
Ms Rivett



Core: Mathematics

Why?

Our GCSE Mathematics curriculum provides students with the ability to secure a wide range of skills including problem solving, logical thinking, contextual analysis and communication. Students will build mathematical fluency through our ambitious programme, making links between concepts to further deepen their understanding. Using their knowledge of key skills and teaching how to apply them in different contexts, allows students to gain confidence in translating their mathematical skills into everyday life. We provide students the opportunity to challenge themselves, explore the abstract nature of mathematics, and take ownership of their own learning.

What?

- **Number:** arithmetic, factors, multiples, prime numbers, fractions, percentages, decimals, rounding and estimating, powers & roots, standard form and surds.
- **Algebra:** algebraic vocabulary & notation, manipulating expressions, solving equations & inequalities, rearranging formula, deriving formula and equations, sequences, plotting equations and transformations of functions.
- **Ratio, Proportion and Rates of Change:** working with ratio, recipe proportion, percentages, value for money, compound measures (speed/distance/time, volume/mass/density, rates of pay), conversion between measures, scale factors in length/area/volume, interpreting gradient of graphs, growth and decay.
- **Geometry and Measures:** properties of angles and shapes, interior/exterior angles of polygons, rules of parallel lines, symmetry, transformations, constructions, loci, plans & elevations, Pythagoras' theorem, trigonometry, geometrical proofs, circle theorems, measuring, standard units of measure, perimeter, area and volume for simple and compound 2D and 3D shapes, congruent & similar shapes, vectors, scale, bearings and using coordinates.
- **Probability:** theoretical probability, fairness/bias, relative frequency, listing outcomes/sample spaces, Venn diagrams, tree diagrams, calculating probabilities and conditional probability with replacement and non-replacement.
- **Statistics:** data collection, 2 way tables, finding averages, quartiles & ranges, comparing distributions, and drawing/interpreting bar charts, pie charts, scatter graphs, frequency polygons, cumulative frequency, box plots and histograms.

Assessment

There are 3 exam papers at the end of Year 11: one non-calculator and two calculator, each 1 hour 30 minutes long. Each comprises 80 marks and all have equal weighting in the final grade. Any aspect of the syllabus can be assessed in any of the 3 papers.

Tiers of entry: Foundation (Grades 1 to 5) and Higher (Grades 4 to 9). A final decision about which tier a student enters is made by the school early in the Spring of Year 11.

Core: Science

Why?

Studying science provides a strong foundation in scientific principles, which can open doors to a wide range of future careers in fields like medicine, engineering, and environmental science, while also equipping you with valuable critical thinking, problem-solving skills and a deeper understanding of the world around you, making you a more informed citizen capable of navigating complex scientific issues like climate change.



What?

The Science Department offers two different routes at Key Stage 4, reflecting the varied needs of our students. Both are taught in well-equipped laboratories by enthusiastic subject specialists. The Science department will allocate the most appropriate route:

Combined Science: GCSE Trilogy Science (AQA)

The route followed by students in the A and B populations, providing students the opportunity to gain two GCSEs in Science. The content is separated into Biology, Chemistry and Physics. Completing the course leads to two GCSEs in Science, and the qualification allows students to continue studying Science post-16 should they wish to.

Assessment

The AQA Trilogy GCSE course is assessed with six exam papers at the end of Year 11. Each paper is 1 hour 15 minutes and all are equally weighted. Two cover content from Biology, two from Chemistry and two from Physics.

There are two tiers of entry, and the appropriate tier will be selected by the department: Foundation (grades 1/1 to 5/5) or Higher (grades 4/4 to 9/9).

Triple Science: separate GCSEs in Biology, Chemistry & Physics (AQA)

Triple Science is offered to students in the X population, separately from the options process. This more demanding course runs in parallel to Combined Science but includes further content with longer examinations, which contribute to a third GCSE being awarded. Students successful in completing the Triple Science route would expect to achieve three GCSEs in Biology, Chemistry and Physics as separate, distinct qualifications.

Assessment

Each of the AQA GCSE Separate Sciences are assessed with two exam papers at the end of Year 11, meaning six papers in total.

In each of the three subjects, each of the two papers is worth 50% of the grade.

All students on this route are ordinarily entered for Higher Tier (grades 5 to 9).

Beliefs, Philosophy and Ethics (BPE)

Why?

All students will have one core curriculum lesson a fortnight of Beliefs, Philosophy and Ethics.

Beliefs, Philosophy and Ethics is an excellent opportunity to take a step away from other subjects that can be very prescriptive in their nature. It gives all students the refreshing opportunity to reflect upon the complexities of human beings, the Universe and their place in it without the pressure of an exam at the end.

84% of the world's population follow a named religion and over half of the remaining 16% believe in some kind of higher power. Spirituality is of concern to nearly all of us. In order to understand each other we need to have an understanding of belief.

What?

Over the two years we will be studying a variety of philosophical and ethical ideas through a variety of different tasks including lots of debate and discussion

- Medical Ethics
- Relationships and the Family
- Religion and Science
- Equality
- Wealth and Poverty
- Alternative Spiritualities

Assessment

There will be no exam for this subject but there will be a focus on soft skills including:

- Empathy
- Critical thinking
- Oracy
- Creativity
- Participation
- Literacy (including skills for persuasive writing)



Further Information:

Ms Gray

Core: PSHE (Personal Development)

(Personal, Social, Health and Economic Education)

Why?

By educating students about themselves and lifestyles it helps them to embrace change, feel positive about who they are and enjoy healthy, safe, responsible and fulfilled lives. Students build knowledge, confidence and self esteem and make the most of their abilities. They learn about managing new or difficult situations positively, how to deal with challenges and to accommodate diversity in all its forms.

What?

PSHE education is delivered both by form tutors during registration and through dedicated PSHE lessons once a fortnight. In addition there will be enrichment days and activities supporting students' personal development and decision making. PSHE compliments topics that are covered within core subjects and is divided into two areas:

- **Personal Well-being**

Cultural awareness, personal development, relationships and sexual health education (RSHE), drugs education, healthy lifestyles, risk, first aid, discrimination and prejudice.

- **Economic Wellbeing and Financial Capability**

Work related learning, careers education, enterprise education and financial capability. RSHE, Work related learning and Careers education are statutory in the school curriculum.



Stanway Standard Awards

Students are expected to demonstrate the Stanway Standard during their time at The Stanway School. Students are expected to be considerate, respectful, proud, responsible, and determined.

Through displaying positive behaviours linked to the Standards, and getting involved in the school community via school events, volunteer work, clubs, experiences, and trips, students are able to develop employability skills, soft skills, and personal qualities that will benefit them for years to come.

Further Information:
Mrs Deighton

Core: Careers Guidance

What?

We offer independent and impartial careers guidance from year 8 to post 16, including:

- How to make informed choices and be enterprising and ambitious
- How to develop employability, team working and leadership skills
- Develop flexibility and resilience
- About economic and business environment
- Information relating to the labour market

Careers Education at Stanway is an integral part of the PSHE Education curriculum, and we were awarded the Quality in Careers Award for Careers Education Information Advice and Guidance in April 2018. The careers programme aims to widen students' appreciation of the world of work and the needs of employers. It is delivered through a wide range of activities, such as small group discussion, role play and problem solving exercises, plus individual work which helps to prepare students for adult working life.

As a school we provide impartial advice and opportunities to provide the students with the knowledge to enable them to make informed choices at 13+ and 16+. Specialist advice is available from our Careers Adviser, who organises visiting speakers, exhibitions and visits on a variety of career pathways. Students are encouraged to log in to the following sites whose links are available via the school website: National Careers Service, Target Careers, u-explore and Apprenticeships and plotr.co.uk where they can access careers support materials and find out about careers that interest them along with support and advice they may need.

Work-Related Learning

Work-related learning at KS4 involves learning through experience of work, learning about work/working practices and learning skills for work. Other experiences include:

- Contributions from all curriculum areas, where appropriate.
- Individual Taster Days, Careers Days and Careers Fairs.
- Guest speakers from a variety of working environments
- Business Enterprise activities incorporated within Enrichment activities

Mock Interviews

In Year 10 students all students experience a mock interview thanks to the local business people of Colchester and our Business Mentor Network. This provides students with advice on how to handle themselves in an interview and helps prepare them for future college and job interviews which commence in Year 11.

Further Information: Mrs Laney, and our hub site:

www.sites.google.com/stanway.school/careers-hub

Core: Physical Education

Why?

Regardless of whether students choose an exam PE course or not, they will all still do core PE lessons throughout KS4. Getting a moderate amount of physical activity every week encourages students to make healthier choices. Through effective physical education, children learn how to incorporate safe and healthy activities into their lives. Physical education is an integral part of developing the 'whole' student for success in social settings and the learning environment.



What?

All students in Years 10 and 11 follow a course in Physical Education running 3 periods per fortnight. In Year 10, students will be required to follow a programme in line with the National Curriculum, therefore full participation is necessary. The curriculum requires students to take part in activities across at least three areas from: Games, Striking and Fielding, Athletics, Gymnastics and Dance. Although the continued development of skills is encouraged, students are taught to develop their coaching and officiating knowledge through games based activities. Students are also given the opportunity to specialise in certain areas of physical activity.

In Year 11, the students are given greater flexibility and some opportunities to choose which activities they wish to participate in. The activities programme is split into four half-term blocks during which time the students will study different sports. The ethos behind the activities programme is to develop students' breadth of experience in sport and also to try to get them involved in activities which they are likely to participate in once they have left school.

Further Information: Mr Wade

Option: Art and Design

Why?

This course provides students with a wide range of creative, exciting and stimulating opportunities to explore their interests in art and design. Students opting for Art should be able to demonstrate an enjoyment and commitment to the subject, as well as a willingness to develop their skills. Students are given the opportunity at the start of the course to purchase an 'Art Kit' containing a range of materials. On occasions where a visit is made outside of school we would ask for a donation towards the cost.

What?

Students produce three major projects over the two academic years (this includes the mock examination in Year 11). The fourth project will be the ESA (Externally Set Assignment), which is the Year 11 final exam. A project consists of a sketchbook and a 'final piece'. Sketchbooks contain a variety of research including observational drawings, artist research and design ideas for a 'final piece'. The 'final piece' is a student's personal response to the project theme and is produced outside of the sketchbook, for example a painting or sculpture.

Project 1 Pop Art (Confectionary)

Students will work towards an A1 Pop art inspired acrylic painting.

Project 2 Year 10 Mock Examination (Ceramics - natural forms)

Sketchbook research followed by the creation of a clay sculpture inspired by Natural forms. Students are encouraged to select their own natural form theme. Students will have a day off timetable to start their clay sculpture.

Project 3 Year 11 Mock Examination (Lino print)

Students will work on a past AQA examination question. The final piece will be completed in a 10 hour mock examination.

Project 4 Externally Set Assignment

This is the final examination. AQA set the questions for this final project. The final piece is completed in a 2 day (10 hour) exam.

Assessment

- **Portfolio of Work** (60% of the grade)
- **Externally Set Assignment:** additional major project where the questions are set by the examination board (40% of the overall grade)

(There is no written examination.)



Option:

Beliefs, Philosophy and Ethics (BPE)

Why?

Belief, Philosophy and Ethics is an excellent opportunity to take a step away from other subjects that can be very prescriptive in their nature. It gives all students the refreshing opportunity to reflect upon the complexities of human beings, the Universe and their place in it. It can help you understand the world that you live in.

84% of the world's population follow a named religion and over half of the remaining 16% believe in some kind of higher power. Spirituality is of concern to nearly all of us. In order to understand each other and the communities we live in, we need have an understanding of belief.

The content is extremely cross curricular with links to most subjects on the school curriculum, and beyond it (Sociology, Psychology, Criminology, and Philosophy).

This GCSE also provides grounding for careers that require critical thinking and excellent communication skills as well as any job that involves working in communities with face to face contact with the public

What?

The course will be split into two parts.

Paper One: Beliefs Teachings and Practices

- Christianity
- Islam or Buddhism (students are given a choice)
- Secular ideas such as humanism and atheism

Paper Two: Philosophy and Ethics Themes

- Relationships and the family
- Religion and Life
- Peace and Conflict
- Crime and Punishment

Assessment

Two exams at the end of Year 11, as detailed above, each 1 hour 45 minutes.

Further Information: Ms Gray



Option: Business Studies

Why?

These courses makes the students' learning experience as real, applicable, relevant and interesting as possible. As well as looking at the core business skills, the subject also develops a variety of interpersonal and cross curricular skills. This includes: numeracy, literacy, ICT and problem solving. Other skills include, analysing, evaluating, and developing social skills. Students are expected to take part in a considerable amount of group study sessions, that are both practical and project based.

What? *There are two routes we might offer you - we will choose the most appropriate:*

OCR Cambridge National

This vocational course consists of three modules, two of which are internally assessed by coursework and one that is externally assessed in an examination:

R067 Enterprise and marketing concepts

Students gain underpinning knowledge and understanding of the business world, what an entrepreneur is and the risks and rewards of starting up a business.

R068 Design a business proposal

A creativity opportunity to design a new product, which students find an exciting challenge. They learn that if you want to make a profit, they must meet the needs of their customer. They also learn about unique selling points as well as developing market research tools.

R069 Market & pitch a business proposal

This unit builds on R068 (above), with students creating a business proposal incorporating a new brand identity and promotional plans for their own product.

Assessment

60% coursework (R068 30%; R069 30%)
40% final examination (R067)

Edexcel GCSE (9-1)

This course provides a comprehensive understanding of business and covers a wide range of topics including business organisation, marketing, finance and human resources. It is a particularly solid foundation for Business A Level/degrees.

Investigating Small Business (Year 10)

This develops an understanding of how businesses start, operate, and survive:

- Enterprise and Entrepreneurship
- Spotting a Business Opportunity
- Putting an Idea into Practice
- Making the Business Effective
- External Influences on Business

Growing the Business (Year 11)

This explores how businesses tackle the challenges and opportunities of growth:

- Business Growth
- Setting Business Objectives
- Marketing
- Human Resources
- Operations Management
- Finance
- External Influencer

Assessment

Two final exams, 1 hour 45 minutes each.



Option: Child Development

Why?

Child Development aims to give students an insight into the challenges, excitement, considerations and responsibility surrounding children's development and the agencies and people involved in caring for them. The course covers all aspects of child development and parental responsibility, from conception to five years. Pupils will develop the essential theoretical knowledge and practical skills needed to create the best conditions for a child's development and well-being. We will cover the principles and concepts of Child Development including health and Well-being, creating a safe environment, the nutritional needs of children from birth to five years, and the development of children from one to five years.

Careers destination include learning pathways to related fields in Child Care, Health and Social Care, Teaching, Psychology, Sociology and Biology.

What?

The course:

- Challenges students to investigate the equipment needed for babies, toddlers, preschool children up to five.
- Develops understanding of the 'developmental norms' from birth to five years and the stages and benefits of play.
- Encourages multiple approaches to learning, such as practical opportunities and real-life scenarios, which will support students to develop their applied knowledge and practical skills. Developing learning and practical skills that can be applied to real-life contexts and work situations
- Encourages students to think creatively, innovatively, analytically, logically and critically.
- Develop independence and confidence in using skills that would be relevant to the childcare sector and more widely.
- Coursework makes up 60% of the final grade. This work is completed in lessons so keeping up with pace and expectations is really important.

Assessment

- R057: Health and well-being for child development - **40% examined unit**
- R058: Creating a safe environment and understand the nutritional needs of children from birth to five years - **30% centre assessment (coursework)**
- R059: Understand the development of a child from one to five years - **30% centre assessment (coursework)**

Further Information: Mrs Deighton



Option: **Citizenship**

Why?

Citizenship helps to produce motivated and responsible learners, who relate positively to each other, to staff and to the surrounding community. For society it helps to create an active and responsible citizen, who is willing to participate in the life of the nation, the wider world and play its part in the democratic process.

What?

Students will consider five key themes:

- Theme A: Living in the UK
- Theme B: Democracy in the UK
- Theme C: Law & Justice
- Theme D: Power & influence
- Theme E: Taking Action

Candidates study diversity and rights in the UK and abroad; issues such as immigration and what it means to be British, Human Rights to working and consumer rights; Political structures, and voting systems in the UK and abroad, issues currently in the news to do with the UK's relationships with other countries, NATO, the EU and the UN; action within our local community and abroad.

Assessment

100% examination - 2 separate exams that will be sat at the end of Year 11:

- Paper 1 - 1 hour 45 minutes (Themes A, B & C)
- Paper 2 - 1 hour 45 minutes (Themes D & E)

Candidates are also expected to undertake a group action project for Theme E that must be completed in order to answer the first section of paper 2.



**Further Information:
Miss Hamblen**

Option: Computer Science

Why?

GCSE in Computer Science is challenging, engaging and practical, encouraging creativity and problem solving. It encourages students to develop their understanding and application of the core concepts in Computer Science. With computational thinking at its core, it helps students to develop the skills to solve problems, design systems and understand human and machine intelligence.

This demanding qualification gives students a clear progression into further and higher education.

What?

Component 1: Computer systems

Introduces students to the central processing unit (CPU), computer memory and storage, wired and wireless networks, network topologies, system security and system software. It also looks at ethical, legal, cultural and environmental concerns associated with computer science.

Component 2: Computational thinking, algorithms and programming

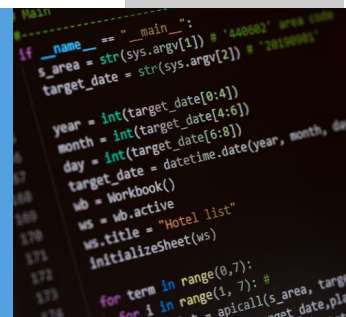
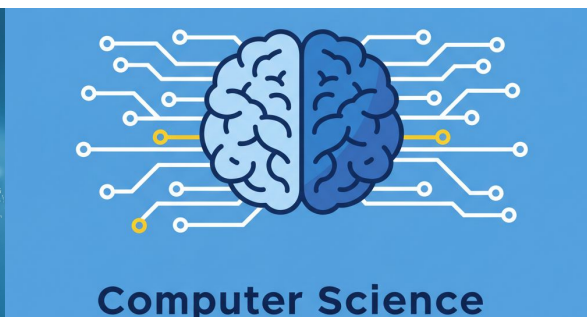
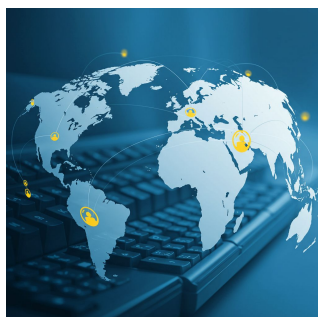
Students apply knowledge and understanding gained in component 01. They develop skills and understanding in computational thinking: algorithms, programming techniques, producing robust programs, computational logic and translators.

Assessment

There are 2 written exams at the end of Year 11, each worth 50%, corresponding to the two components above. Each paper comprises 80 marks and lasts 1 hour 30 minutes

Further Information: Mr Russell

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Computer Science

Option: Construction

Why?

Students who enjoy working on practical projects including the preparation and planning for the task. The construction industry offers a wide range of exciting opportunities, from tradesperson to leading large scale construction projects, and from an architect to renovator of our historic built environment.

Eduqas Level 1/2 Vocational Award in Construction and the Built Environment offers a learning experience for 14-16 year olds that focuses on learning through application: acquiring and applying knowledge, skills and understanding through purposeful tasks set in sector or subject contexts that have many of the characteristics of real work.

What?

The qualification has been devised around the concept of a 'plan, do, review' approach as in the construction industry. Learners are introduced to a design brief for the construction task, apply and extend previous learning to plan activities, carry out a range of construction tasks and evaluate their practical outcomes and learning. Students will also have the opportunity to explore a range of professional and trade based careers in the construction industry. As such, the qualification provides learners with a broad appreciation of work in construction and wider opportunities for progression into further education, employment or training.

Learners will complete two mandatory units, one internally assessed practical assignment and one externally assessed online examination.

Students will study and develop their practical skills in three construction trades for the practical assignment including the planning, undertaking and evaluation of each construction task.

All students will be expected to be able to work independently, to complete all work thoroughly to the best of their ability, and to do regular work at home.

Assessment

- Online Examination: Introduction to the Built Environment
- Internal Assessment: Constructing the Built Environment

Further Information:

Mr Callaby and Mr Wilkinson



Option: Dance BTEC

Why?

In addition to core Physical Education, students may wish to study Dance at Key Stage 4 as an option subject and formal qualification. This option would be ideal for students that have a keen interest and experience in Dance.

Dance is both a practical and theory based subject and the syllabus is designed to emphasise performance and choreographic skills. Students will learn skills, techniques and a wide variety of dance styles and will be expected to perform a number of short pieces in both groups and a solo performer.



What?

The course is made up of three components; two core and one specialist component.

Component 1: Exploring the Performing Arts

Developing understanding of the performing arts and the processes used to create a performance

Component 2: Developing Skills as a Dancer

Developing your performing skills and techniques through Dance.

Component 3: Exploring an assignment brief (externally assessed)

The opportunity to work as part of a group to contribute to a workshops and performances as a performer in response to a given brief and stimulus.

Skills required:

To complement their understanding, students will complete written projects, which are assessed and contribute to their final grade. Students will have five lessons over two weeks, two of which would usually be theory based. Students will be required to demonstrate solo, duo and group dance pieces and be prepared to perform these to an audience. There will be the opportunity to go and watch performances and take part in workshops throughout the course.

Assessment:

- Components 1 and 2 will be assessed within school
- Component 3 will be assessed externally by a BTEC assessor

Further Information: Mr Wade and Mrs Rampley

Option: Drama

Why?

Drama is an exciting GCSE where a range of Drama styles, genres and playwrights are explored in both a practical and theoretical way. Throughout the course, students will be given the opportunity to develop their skills, exploring the key techniques as a theatre student and using these to enhance their performance skills. Taking Drama at GCSE will fuel your passion and enjoyment for the subject, whilst helping you develop confidence, performing skills and theatre appreciation.

What?

The aims are to enable each student to use the Drama form to respond creatively to a variety of stimuli; develop imagination, sensitivity and self confidence; encourage personal and group creative expression and cooperation; create your own performances and put on your own events; experiment with different areas of Drama including acting, set and lighting design, costume and hair and makeup. Students will also learn to evaluate their own work and the work of others; to appreciate and understand Drama as an art form; to use the Drama process to promote equal opportunities, enquiry and critical thinking.

All students will be expected to cooperate in group practical activities arising from a variety of stimuli and be prepared to present this work to peers and invited audiences. Consequently, students should be prepared to rehearse and perform after school hours when necessary. As part of the course students are required to participate in theatre visits to experience and appreciate the work of theatre professionals.

Assessment

Year 10:

- Devising Drama: based on a stimulus, plus a written portfolio **(30%)**

Year 11:

- Presenting and Performing Texts: two performances to an external examiner plus a short written account of your creative interpretation **(30%)**
- Drama Performance and Response - Written Exam **(40%)**:
 - Section A Response to text (your own creative ideas)
 - Section B Evaluation of Live Theatre Performance

Further Information: Mr Halford-Pollard



Option: Food or Catering

Why?

Students who have enjoyed working in food technology at KS3 could consider developing their practical skills and technical understanding in Key Stage 4. This could lead to further studies in the catering industry at The Colchester Institute or A' level studies in Food Technology, and ultimately to career opportunities in the food, hospitality and catering industry.

What? *There are two routes we might offer you - we will choose the most appropriate:*

Food Preparation & Nutrition GCSE (OCR)

This course will equip students with the knowledge, understanding and skills to be able to feed themselves and others better. They develop practical cookery skills and techniques as they explore underlying principles of food science, nutrition, food traditions and food safety.

Assessment

Food Investigation (35%): an OCR set task focusing on scientific principles through practical experimentation to investigate and evaluate. It is assessed through a 1500-2000 word report.

Food Preparation (35%): an OCR set task in which students plan, prepare, cook and present 3 dishes relating to the task. This is assessed through a 3 hour practical assessment.

Written Examination (50%): This written exam has a variety of question styles from short answer to more essay based questions, and lasts 1 hour 30 minutes.

Hospitality & Catering WJEC Level 1/2 Vocational Award

The hospitality and catering sector includes all businesses that provide food, beverages and/or accommodation services. This includes restaurants, hotels, pubs and bars, airlines, tourist attractions, hospitals and sports venues. You'll study food and nutrition within this.

Assessment

Unit 1 (worth 40%): The Hospitality and Catering Industry. Students will apply their learning in relation to front of house and kitchen operations. This unit is externally assessed, with both short and extended answer questions that are based around applied situations.

Unit 2 (worth 60%): Hospitality and Catering in Action. Students apply their learning to safely prepare, cook and present nutritional dishes. This unit is internally assessed.

**Further Information:
Mrs Gascoyne**



Why?

French is a beautiful language that provides enjoyment and intellectual stimulation. As well as being the language of our nearest European neighbours, it is also the first or second language in more than 40 countries; spoken by 125 million people around the world. French is the international language of cooking, fashion, theatre, the visual arts, dance and architecture.

During the GCSE French course, students develop the ability to use the language effectively for purposes of practical communication and creative expression. Learning a language encourages a positive and open-minded approach to other cultures and civilisations, as well as promoting independent learning and communication skills.

What?

GCSE French builds on the foundations laid in KS3 and students will study a range of topics linked to the following themes:

- **Theme 1: People and Lifestyle**
 - Topic 1: Identity and relationships with others
 - Topic 2: Healthy living and lifestyle
 - Topic 3: Education and work
- **Theme 2: Popular Culture**
 - Topic 1: Free-Time Activities
 - Topic 2: Customs, Festivals and Celebrations
 - Topic 3: Celebrity Culture
- **Theme 3: Communication and The World Around Us**
 - Topic 1: Travel and Tourism, including places of interest
 - Topic 2: Media and Technology
 - Topic 3: The environment and where people live



Students will foster their courage, determination, resourcefulness and resilience as they develop their skills of listening, speaking, reading and writing in French. This is a demanding but highly rewarding subject that will be beneficial to students when they move on to employment as well as in leisure and social situations.

Assessment:

Fully examination based at the end of Year 11 with Higher or Foundation tier papers:

- Listening and Understanding (25%)
- Reading and Understanding (25%)
- Speaking (25%)
- Writing (25%)

Option: Further Maths Level 2 Certificate with GCSE Statistics (see page 38)

Why?

If you love mathematics and find yourself achieving well in your maths lessons and really thirsting for more of a challenge, this is the course for you. Further Maths will take commitment and hard work, filling the gap for high achieving mathematicians by pushing you to greater depth of understanding in algebraic reasoning and trigonometry whilst introducing calculus and matrices, giving an introduction to KS5 (A Level) maths.

Taking this option will yield 2 qualifications - **you will also take Statistics (see page 38).**

What?

You will have Further Maths lessons three times a fortnight, studying the AQA Level 2 Certificate in Further Maths, a course specifically designed to provide stretch and challenge for students expected to achieve grade 7 or above at GCSE Mathematics.

This course is not a GCSE, but has some overlap with the very higher end of the GCSE specification, around grades 7 to 9, meaning that this subject will double up as revision or further 'intervention' towards achieving a grade 7 or above in the main Maths GCSE.

However, more than that, it pushes beyond the GCSE syllabus into AS Level material, offering enrichment for our most able mathematicians and giving them a flavour of what studying Maths at A Level would be like, and a sense of how they could build on their GCSE Mathematics topics and skills in Year 12. You'll study higher level number, algebra, coordinate geometry and trigonometry along with matrix representations of transformations (as used in computer graphics) and calculus - rates of change taken to a whole new algebraic depth. There'll be some serious algebra workouts along the way!

You will also be required to take GCSE Statistics alongside this, and you will have three lessons a fortnight studying that. You will have to **miss 1 core PE session a fortnight.**

Assessment

There is only one tier, assessing grades 5 to 9 (but awarding from 4 to 9). It is important to realise these grades do not indicate the same level of mathematical skill as the numerically equivalent GCSE grades, since this course 'starts' at 'grade 5' but is only intended for candidates achieving grade 7 or above in 'regular' GCSE Mathematics.

There are two exams at the end of Year 11, both 1 hour 45 minutes, equally weighted. The first is non-calculator while the second paper allows use of a calculator.

Further Information: Ms Balan



Option: Geography

Why?

Geography is the study of the world around us. This includes our natural environment, our changing urban world, the quality of life of different groups of people, industry, recreation and study of low income countries (LiC) and high income countries (HiC).

Students who study the GCSE will be well prepared for A Levels in Geography, World Development and Environmental Science. They could also apply some aspects of their learning to Citizenship, Geology and Sociology.

What?

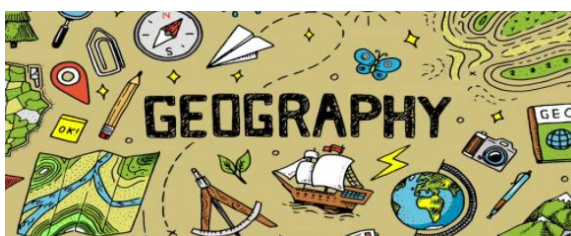
Paper 1 Physical Environment (35%): During this unit of study, students will learn about a range of physical landscapes and their features. They will focus on UK landscapes, including rivers and coasts, and the features within these. They will contrast these to hot desert and tropical rainforest landscapes from further away. This unit of study will also involve learning about natural hazards, such as volcanoes and earthquakes, and their effects on people, the economy and the environment they occur within.

Paper 2 Human Environment (35%): During this unit of study, students will learn about the resources that we as humans need to survive and the challenges that are associated with ensuring these resources are available. This unit will also involve four major case studies, to allow for comparisons between high income countries, newly emerging economies and low income countries. When exploring cities, the case studies of Rio de Janeiro, Brazil and Bristol, UK will be compared. This will be followed up by looking further into the economies of Nigeria and the UK and drawing parallels and differences between these locations.

Paper 3 Geographical Applications (30%): This unit of study involves applying geographical skills to a range of situations. Students will be given a pre-release based on one of the topics from Paper 1 and Paper 2 to make a decision about. The second half of this unit of study involves completing two compulsory field studies. The first is based on physical landscapes, conducted at Walton on the Naze, to explore the impact of coastal defences on the area. The second is focused on challenges within our human environment in our local area in Colchester.

Assessment

Students will study AQA GCSE Geography and will sit **three examinations of 1 hour 30 minutes each at the end of Year 11** (content for each exam is detailed above).



Further Information: Mrs Higgon

Option: German

Why?

German is a fascinating language to learn and it can lead to all sorts of opportunities. German is one of the most spoken languages in Europe and German skills are in high demand in workplaces. If you have conversational ability, this will give a good impression and can help to build relationships and make new contacts.

The country and other German speaking countries are beautiful places to visit and full of culture, whether it be music, literature, sport or art. Learning German can also help develop a wide range of useful skills such as public speaking, problem-solving, resilience and risk-taking. It will help you to become a global citizen allowing you to travel, work, collaborate and communicate with other cultures. A language can also help improve your brain capacity and memory.

What?

GCSE German builds on the foundations laid in KS3 and students will study a range of topics linked to the following themes:

- **Theme 1: People and Lifestyle**
 - Topic 1: Identity and relationships with others
 - Topic 2: Healthy living and lifestyle
 - Topic 3: Education and work
- **Theme 2: Popular Culture**
 - Topic 1: Free-Time Activities
 - Topic 2: Customs, Festivals and Celebrations
 - Topic 3: Celebrity Culture
- **Theme 3: Communication and The World Around Us**
 - Topic 1: Travel and Tourism, including places of interest
 - Topic 2: Media and Technology
 - Topic 3: The environment and where people live



Topics will be familiar, culturally relevant and engaging, allowing students to develop their written and spoken language skills, as well as their reading and listening comprehension. It is a demanding but highly rewarding subject that will be beneficial to students when they move on to employment as well as in leisure and social situations.

Assessment

Fully examination based at the end of Year 11 with Higher or Foundation tier papers:

- Listening and Understanding (25%)
- Reading and Understanding (25%)
- Speaking (25%)
- Writing (25%)

Option: Graphic Design

Why?

Graphic Design is the **Art of Communication**, a process of designing primarily visual material to convey information, ideas, meaning and emotions (in response to a given or self-defined brief).

We are immersed in graphics; creative solutions from print to digital, from branding to promotion, from packaging to display, from high street to screen ... the talented hand of the graphic designer is everywhere. It can be a rewarding and challenging career.

What?

Students are required to submit three/four major projects across the two academic years. The course explores a range of contemporary and traditional inventive techniques to solve a variety of relevant design issues; evidenced through sketchbooks and digital portfolios (including photography). A creative disposition is therefore highly desirable.

Students will be expected to research a variety of subjects and explore a range of techniques in preparation for their final 'product'. A significant portion of the course investigates the digital creative process through engagement with Adobe Illustrator and Photoshop - during the course students will have their *own* Adobe licence.

Assessment:

Portfolio of coursework (Year 10 and 11): 60%

Externally Set Assignment (Year 11): 40%

The ESA is an additional major project with a starting 'theme' set by the AQA. It concludes with a 10 hour Controlled Assessment, *there is no 'exam' in Graphic Design*.

Internally assessed and externally moderated

Further Information:

Mr Bennett



Grace Bird - Branding Project

Option: Health and Social Care

Why?

Health and Social Care gives students an insight into some aspects of the health and social care environment, ranging from how to address different public health challenges such as mental health and obesity, to different types of support that might be used during different life events, and to seeing how care values are expressed by care workers.

About three million people in the UK work in the health and social care sector - the equivalent to 1 in every 10 people. Demand for both health and social care is liable to continue to rise due to the ageing population, and so will play a very important role within UK society. With this, there will be a greater demand for people to work in these roles. Studying Health and Social Care teaches students about providing physical, emotional and social support to help people live their lives.

What?

The course is assessed through two coursework units making up 60% of the final grade these require students to be independent thinkers and creative with their ideas. Many tasks require independent research to produce personalised advice to a chosen target audience. Some of the topics covered require a mature approach and sensitivity, such as grief and bereavement. One unit requires students to present their ideas to an audience, whilst another requires students to interview a person of their choice, therefore both require and develop personal skills. This work is completed in lessons so keeping up with pace and expectations is really important.

The written exam covers topics such as the rights of service users, safeguarding, communication skills and person-centred values to help students understand the principles of conduct in different health and social care settings.

The pathways into work are vast in Health and Social Care. It can lead to careers in Nursing, Counsellor, Occupational Therapist, Mental Health worker, Social Worker, Youth Worker, Early Years Practitioner, Teacher, Chiropractor, Physiotherapist, Paramedic, Midwifery etc.

Assessment:

R032: Principles of care in health and social care settings - **40%** (examination)

R033: Supporting individuals through life events - **30%** (centre assessed - **coursework**)

R035: Health promotion campaigns - **30%** (centre assessed - **coursework**)

Further Information: Mrs Deighton



Why?

GCSE History offers students the opportunity to study national and international history. History is not simply a story of the past. It is an examination of the people and events that have shaped the world in which students live. This exciting course not only allows students to use the skills and knowledge they have developed in years 7, 8 and 9 but allows them the opportunity to study new topics and new people.

What?

There are four units in total. Students will also have a comprehensive revision programme at the end of the course which will include targeted revision focusing on a student's individual needs for knowledge skills and understanding. Our topics are:

Paper 1: Thematic study and historic environment - 30% of the qualification

Medicine in Britain, c1250–present

The British sector of the Western Front, 1914–18: injuries, treatment and the trenches

Paper 2: Period study and British depth study - 40% of the qualification

Early Elizabethan England, 1558–88

Superpower relations and the Cold War, 1941–91

Paper 3: Modern depth study - 30% of the qualification

Weimar and Nazi Germany, 1918–39

Assessment:

There are three components to the GCSE course, as set out above, each with an examination at the end of the three year course in year 11.

- Paper 1: 1 hour and 15 minutes
- Paper 2: 1 hour and 45 minutes
- Paper 3: 1 hour 20 minutes

Further Information:

Mrs L Jones



Supported Pathway, by invitation only: Life and Workplace Skills

Why?

This pathway is an invitation-only pathway designed to help support students that have some difficulties accessing the range and depth of mainstream education. This is likely due to particular educational needs of the student that we feel will be better supported through this pathway. They will be taught this across one or two blocks as appropriate.

What?

In this course students will further their English, Maths and ICT skills completing Entry Level or Unit Award courses to build confidence and support their progress at GCSE. Some students will follow a Life Skills programme to focus on developing their independence and employability skills.

Entry Level courses develop core skills in English and Mathematics, supporting progress towards GCSEs. The Unit Award Scheme (UAS) allows all students to engage with learning and have their achievements formally recognised. Learners are rewarded with a certificate each time they successfully complete a unit of learning. They can build up a portfolio of certificates to evidence their skills, knowledge and experience.

The Unit Award scheme boosts confidence, increases engagement and improves motivation, helping learners to make progress on their lifelong learning journey.



Assessment:

Student learning for Unit Awards is internally assessed against the module's criteria and then moderated. Entry Level courses are assessed with flexibly scheduled exams.

Further Information:

Miss Allen

Option: Media Studies

Why?

Studying the media provides students with an opportunity to investigate a range of media products, find out why and how they become a success, learn how they engage their target audiences and discover how the mass media affects all our lives.

Future Courses: A level Media Studies, A level Film Studies, BTEC level 3 Creative Media followed by specialist degrees.

Careers: editing, presenting, camera work. marketing, promotion, Journalism, website design, magazine design and layout, sound production, radio.

What?

The course will examine a wide range of topics, studying set products and their social context. The exam focuses on audience, representation and the media as an industry.

There is also a task that involves planning, designing and marketing your own products.

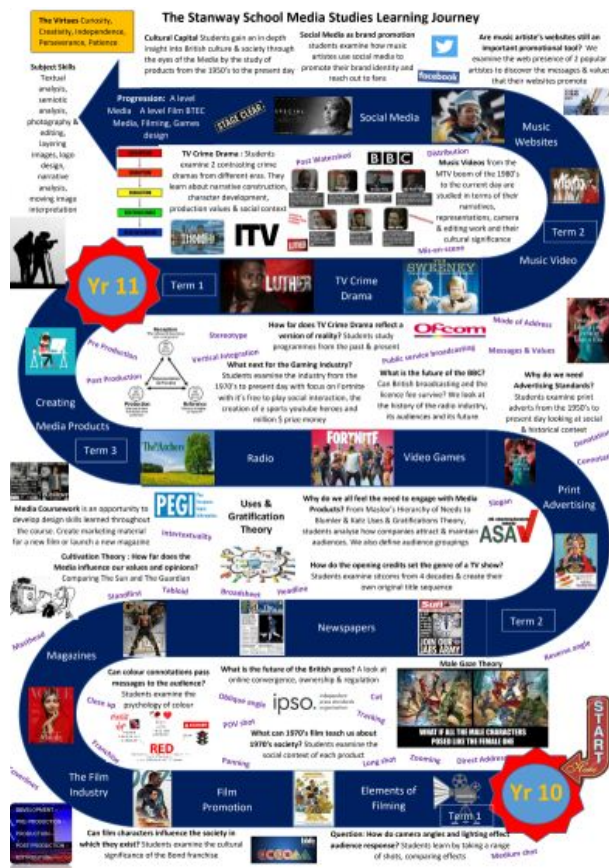
- **Film promotion** - Film posters and trailers (analysis followed by designing promotional materials for a new film of their own devising).
- **Magazines & Newspapers** - Analysis of front covers from the past and present, followed by the designing and launching of a new product.
- **TV** - Analysis of set programmes, focussing on representation of characters
- **Music video** - A study of both classic and modern music videos.
- **Social Media** - An investigation of how music artistes use websites and social media for promotional purposes
- **Advertising & Marketing** - A study of advertising - both current and historical
- **Video Games** - Set product: Pokemon Go
- **Radio** - Focus on radio drama

Assessment:

Coursework (30%): Designing a range of promotional materials for a new movie

Exams (70%): There are 2 final exams worth 40% and 30% with questions about media products that you have studied.

Further Information: Miss Jessop



Option: Music GCSE

Why?

If you enjoy **playing, creating** and **listening** to music this course is for you! Studying Music gives you the opportunity to spend two years developing all sorts of skills, many of which are transferable to a variety of future pathways.

Employers are increasingly looking to the **creative industry** at people with skills in the Arts. Your confidence will develop, as will your ability to adapt to different situations.

You will be expected to learn an instrument and dedicate a good amount of time getting better at it and performing in a variety of contexts.

What?

Do I need to be able to play an instrument/sing?

You will need at least some basic skills on an instrument or voice. You don't need a grade, however the benchmark to aim for by year 11 is at least grade 3 equivalent standard. We can put you in touch with a tutor.

How practical is it?

We believe it is important to learn musically by using instruments/technology to realise key words and theory, however it is not one big jam session and there are dedicated theory lessons to help you learn to read and write music.

Do I need to have 1-1 lessons?

It is recommended that you develop your instrumental skills with the help of a specialist teacher in order to help meet the performing standard by year 11.

Get the most out of it...

You are expected to take part in at least 1 extra-curricular ensemble and get involved in school music events. Have a look in the department to find out more!

GCSE or equivalent (see opposite)?

The GCSE course is better suited to those who prefer to perform. It also has an exam.

Assessment

All assessment takes place in Year 11:

- Two performances at grade 3 standard or equivalent **(30%)**
- Two compositions you create yourself **(30%)**
- Listening and Appraising written exam **(40%)**

Further Information: Mr Hanlon



Option: Music Technology

Why?

Electronic music made £2.5 billion for the UK economy last year. This growing sector of the entertainment industry offers various exciting career paths; with opportunities to work in studios, on the road with artists, or with large national organisations such as the BBC or Netflix.

This course gives you the chance to learn about this vocational sector and the potential it can offer for careers and further study. It will also give you the opportunity to develop a range of specialist and general skills that would support progression to employment.

This course will suit you if: **you enjoy creating music, using technology** and are interested in the **music business**.

What?

We study the Eduqas Level 1/2 Vocational Award in Performing Arts (Technical Award), which consists of 3 mandatory units:



- **Unit 1: Performing (60 marks)**

Learners will gain holistic knowledge and understanding of skills and techniques needed to reproduce an existing piece of professional/published work.

- **Unit 2: Creating (60 marks)**

In this unit learners will gain, develop and demonstrate knowledge and understanding of the skills and techniques needed to create and refine original work in the performing arts.

- **Unit 3: Performing Arts in Practice (80 marks)**

This unit introduces learners to areas of the performing arts that need to be considered when responding to an industry commission.

Each of these units will focus on the use of technology (computers, live sound equipment and instruments).

Assessment:

There will be **no written examination** – assessment will be via portfolios of evidence. The three units are:

- Unit 1 – Performing (**30%**) – Internally Assessed, externally moderated
- Unit 2 – Creating (**30%**) – Internally Assessed, externally moderated
- Unit 3 – Performing Arts in Practice (**40%**) – Externally assessed portfolio

Option: Physical Education



Why?

In addition to core PE, students may wish to study PE as an option, ideal for students that have a keen interest in sports, health, fitness and the science behind the athlete. Career pathways include various coaching and physiotherapy roles, alongside the common routes into areas such as personal training, teaching and diagnostics work.

What? *There are two routes we might offer you - we will choose the most appropriate:*

NCFE Technical Award in Health and Fitness

This course will be split into three theory and two practical lessons a fortnight.

The course covers key areas such as anatomy and physiology, nutrition and healthy eating, exercise programming and delivery, and client care.

Theory lessons will focus upon the effects that fitness has upon the main body systems and how to improve them.

Practical lessons will focus upon using physical activity to improve personal fitness and develop knowledge of how to design a bespoke fitness programme.

Assessment tasks are set by the exam board and an example would be creating a bespoke fitness programme for a client after initial fitness testing and evaluating the effectiveness of the programme.

Assessment

Written theory exam (40%) of 80 marks, lasting 1 hr 30 mins, at the end of year 11

Coursework (60%): small individual tasks that are completed to create a portfolio.

OCR GCSE PE

This course will be split into three theory and two practical lessons a fortnight. The GCSE is aimed at students who have a practical proficiency in sport and a good knowledge of and interest in human psychology/physiology. **Competing out of school in a variety of sports/clubs** to develop competitive game knowledge and experience is very beneficial to GCSE success. GCSE PE is **60% theory based** - so the majority of the grade is from two theory examinations at the end of Year 11. Paper 1 is on physical factors affecting performance and paper 2 socio-cultural issues and sports psychology. Students need to be aware of these in depth theory requirements.

There is also some coursework analysing an athlete's performance and designing an exercise programme to improve their skill set for a particular sport.

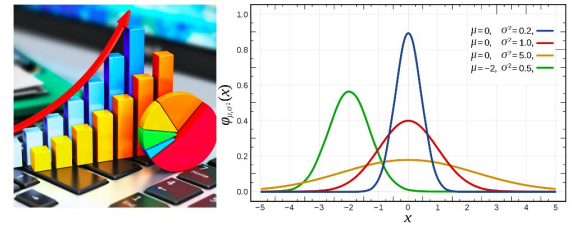
Assessment

Practical Assessment (30%) in 3 chosen sports: 1 individual, 1 team and 1 other

Coursework (10%):
Analysis of Performance Coursework

Written Theory Exams (60%):
Two written exam papers sat in Year 11

Option: Statistics



Why?

We are constantly bombarded by statistics in life - whether in the media, through advertisements or from our politicians. Studying statistics in greater depth will allow you to critically analyse statistics you are presented with, better understanding what they are (or are not) telling you, and also knowing when to question their validity.

Statistics provide efficient and precise ways of describing real world phenomena resulting from the collection of 'good' (reliable) data. The processes of collecting, organising, analysing, interpreting, and most importantly presentation of results can support organisations to "do what they do" more efficiently and effectively. It is no surprise that business, science and politics are all making ever greater use of statistics.

Three more particular motivations for taking GCSE Statistics might be...

- You're hoping to study subjects like **Psychology, Biology, Geography, Maths, Business Studies or Economics** post-16: these courses all have statistical aspects, including specific skills in Statistics GCSE, putting you one step ahead.
- You'd like to **double up some learning** and **boost your GCSE Mathematics**: there is some statistics on that course too, and the overlap between the courses means you can apply knowledge and skills you develop in both.
- You're **doing well in Maths**, so taking another highly mathematical alongside GCSE Maths will **play to your strengths**, securing a strong grade.

The course is offered at both Foundation and Higher tier, supporting a range of ability. It can lead into a broad range of career roles including being an actuary, accountancy, environmental science, forensics, pharmaceuticals, psychology, insurance, and more...

What?

The course will build on your statistical knowledge from KS3 Mathematics with content in three broad themes: collecting data; processing, representing and analysing data; and probability. Each complements and extend topics studied in GCSE Mathematics, and together these themes follow the statistical enquiry cycle used to conduct statistical investigations and reach valid conclusions based on statistical evidence.

Assessment:

There will be 2 examinations at the end of Year 11 (there is **not** any coursework).

Each exam is 1 hour 30 mins and is worth 50% of the overall grade. Each can assess any content. There are two tiers of entry, Foundation (grades 1 to 5) and Higher (5 to 9).

Option: Technology

Why?

Students who have enjoyed working in resistant materials at KS3 could consider developing their practical skills and technical understanding of making and designing.

Through a mixture of theory and practical work, students will study for an GCSE in Design and Technology, young learners will have the opportunity to develop skills in making high quality products using woods, metal, polymers (plastics) as well as learning CAD and how to use the laser cutter. Students will be expected to make a range of products, prototypes and samples, applying technical and practical expertise to ensure that the product is fit for purpose.

What?

Learners will complete three mandatory units:

- **Unit 1 (Core):** students will learn about the basic principles of Design Technology looking at a wide range of materials including; woods, metals, polymers, textiles and cards.
- **Unit 2 (Focused):** Students will focus on woods and manufactured boards and learn their properties in details along with the correct commercial methods of marking out and shaping them to produce a desired outcome
- **Unit 3: (Non Exam Element):** Controlled assessment task focusing on the design process and the development of a prototype to meet a given need supplied by the examination board.

Assessment:

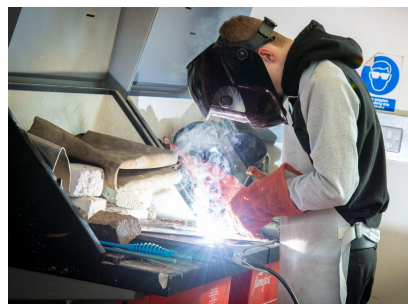
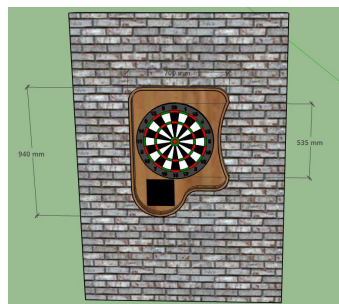
50% 2 hour written examination at the end of Year 11 comprising:

- Section A - Core principles of design technology
- Section B - Specialist technology knowledge
- Section C - Designing and making principles

50% Non-Examination Assessment - Brief given by exam board in the July of Year 10

Further Information:

Mr Wilkinson



Option: Travel & Tourism

Why?

The travel and tourism sector is recognised globally as being fast-paced and dynamic, providing a diverse range of exciting employment opportunities. In Essex alone, it accounts for more than 1 in every 10 jobs. Potential future careers range from working in tourism marketing to hotel management to a cruise ship director to air cabin crew or even a pilot!

This course provides a wide range of workplace skills which are transferable across many different jobs and roles, not just those in the T&T industry. The use of technology and innovation within T&T is at the forefront of emerging trends and developments found in many areas of work. This course will ignite your passion for exploring new destinations and provide you with exciting opportunities to learn more about the world.

What?

- **Component 1: Travel and Tourism Organisations and Destinations**

You will learn about different sectors of the industry and the products and services they offer. You will explore the aims of T&T businesses and how they use technology. This unit also considers features of different tourist destinations and transport options for travel.

- **Component 2: Customer Needs in Travel and Tourism**

You will develop an understanding of the needs of a variety of customers and how the T&T industry strives to meet these. You will be making recommendations to different customer types and researching holidays, destinations and services to meet their needs.

- **Component 3: Influences on Global Travel and Tourism**

You will learn about the different factors which have an influence on the T&T industry and how global tourism has positive and negative impacts on people, economy and the environment.

You could progress to a Level 2 programme or to a Level 3 programme, such as A Levels, a T Level or a BTEC National, either on its own or in combination with A levels.

Assessment:

- **Components 1 and 2:** non-exam internal assessment (in class controlled coursework) each worth 30% of the grade, making this course **60% coursework**
- **Component 3:** written exam in Year 11 lasting **2 hours, worth 40%** of the grade

Further Information:

Mrs Higgon



Glossary

AQA	One of the many examination boards: www.aqa.org.uk
BTEC (Pearson BTEC)	Business and Technology Council. A type of vocational qualification equivalent to GCSE offered by Pearson
Cambridge National	A type of vocational qualification equivalent to GCSE offered by OCR.
Controlled Assessment / Coursework	Those parts of your work which are done throughout Key Stage 4 and which count towards your final qualification results. You will be issued with a coursework calendar to help you plan your work in your various subjects. You can expect homework in all subjects which will not necessarily be related to assessed coursework.
Core Subjects	Subjects you have to take at The Stanway School.
Edexcel	See <i>Pearson Edexcel</i>
Eduqas	One of the examination boards (a WJEC brand): www.eduqas.co.uk
English Baccalaureate (EBacc)	This not a qualification in itself, but a performance measure recognises achievement of grade 4 or better across a suite of well respected and useful academic subjects which keep options open: English, Maths, History or Geography, the Sciences and a Language.
Externally moderated	Assessed work which is checked by an outside agency.
GCSE	General Certificate of Secondary Education: a set of exam-focussed qualifications, awarding grades from 1 to 9, with 9 being the highest.
Internally assessed	Work which is marked in school.
KS3	This is the National Curriculum term for Years 7, 8 and 9.
KS4	This is the National Curriculum term for Years 10 and 11.
OCR	One of the many examination boards: www.ocr.co.uk
NCFE	One of the many examination boards: www.ncfe.org.uk
Option Subjects	Subjects that students can choose to study.
Pearson Edexcel	One of the many examination boards: www.edexcel.co.uk
Post-16	Options open to students after Year 11.
Tier of Entry	In some subjects, examinations are split into levels of ability, with different papers for each, and different grades available to each.
Technical Award / Vocational Award	A type of vocational qualification equivalent to GCSE run by exam boards such as OCR, WJEC, Eduqas and NCFE.
WJEC (Welsh board)	One of the many examination boards: www.wjec.co.uk

Frequently Asked Questions

Q. What is the deadline for return of Options Forms?

The online options forms must be completed and submitted by **Friday 28th March 2025**. You will receive a personalised form link by email. It needs to be completed while signed into the student's school Google account. It helps to visit Google Mail and sign into that, to ensure you are on the correct account, before loading the form.

Q. How many qualifications will my son or daughter study?

The vast majority of students will study 9 qualifications. They will be awarded five GCSEs in the core subjects - English Language, English Literature, Mathematics, Science (2 GCSEs) - and they will then supplement that with the 4 qualifications they will be awarded in their 4 option subjects. Students that take Separate Sciences (also known as Triple Science) will have 10 qualifications overall.

Q. Does one of my option choices have to be a Geography, History or a language?

Yes, all students must choose at least one *EBacc* option: either Geography, History or their Modern Foreign Language (except those on the 'double' Support pathway).

Q. Which subjects should I choose?

The subjects that are best for you depend on who you are and where you want to go. Think about your strengths and interests. Which subjects are you doing best in? Which subjects do you find most interesting? Think about which career might be right for you and which subject you might like to study at university. You don't have to have your future mapped out, but start thinking about the future. You are more likely to do well in a subject that you are achieving well in or that you enjoy. Much will change between now and age 18 so it's a good idea to follow a broad range of qualifications to keep more possible pathways open for now.

Q. What if my preferred combination of subjects does not fit the option blocks?

When students first choose their options, unlike at some schools, the 'option blocks' are not yet defined, giving them a free choice within their options pathway. We will try and build the option blocks, and our timetable, around students' options choices. Where it isn't possible to allocate a student to all four of their preferred choices, we will make use of their reserve choice. Where this is still not possible, we will look into available alternatives and discuss it with both the student and their parents.

Q. When do students find out which subjects they will be studying?

Students should find out which option subjects they will be studying around late June or early July, but any issues will have been raised with you before this. We will contact parents/carers and students if a course offered is changed for any reason.

Q. What is an OCR Cambridge National / BTEC qualification / Vocational Award?

These are broad and engaging Level 1 and Level 2 qualifications that equip students with applied knowledge and associated practical skills. These courses tend to have a higher coursework ratio but are worth the same as GCSE subjects. It will be especially important that students on these courses are well organised and fully committed to their coursework throughout Years 10 and 11, as coursework will contribute significantly to their final grade, and strict deadlines must be met.

Q. What if my child speaks a second language - can they take a GCSE in it?

If your child has a home language other than English or has lived in another country and become proficient in another language, it may be possible to enter them for a extra GCSE in this. The majority of these examinations are assessed in the four skills of listening, speaking, reading and writing, so it is essential that your child can read and write the language. Whilst we are unable to offer teaching for these examinations (the responsibility will be on the student to ensure their language skills are practised) the MFL department may be able to offer some guidance. For more information, please contact the Heads of Modern Foreign Languages.

Q. What if my child wants to change subject once they have begun the course?

We will look at individual cases where a student is not happy studying a particular course and try to accommodate any requests where possible. We can only make these changes if places exist on alternative courses and if the request is made reasonably early within the Autumn term. Contact your child's Head of Year in the first instance.

Q. How can I cope with the decision making around options?

Fear not – you can do this! It's tough to choose, but you'll feel quite good about your final list of options once you've done it. Please remember that however impossible it might feel to make this big decision, you're not alone. Everyone finds it tough to choose their options, yet somehow it happens, and you can then breathe a sigh of relief and move on. Hopefully the advice you've found here will help some of your choices become a bit clearer, but if you need any more help and guidance, come and see us!

Q. Which pathway have I been allocated? (See page 4 for an explanation of pathways)

Your options form email will tell you.

Personalised copies of this booklet given out at Options Evening had a sticker showing your pathway here.

Notes

