



YEAR 9 OPTIONS

CURRICULUM INFORMATION
AND COURSE CHOICES



APRIL
2026

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A MESSAGE FROM THE HEADTEACHER

Dear Student,

Welcome to the Alec Hunter Academy Curriculum Information and Course Choices booklet. It contains a lot of information which you should read carefully and discuss with your parents.

Next year, you will study the Core Subjects (English, Maths, Science, Core PE, Learning for Life and Ethics) alongside 4 option subjects that you need to choose. As you move into Year 10 and select the courses on which you will be examined at the end of Key Stage 4, you can decide whether you wish to continue with some of the subjects you study now or pick up some of the new subjects that have become available, like the more specialised, technical or vocational qualifications, for example.

We will be recommending for each of you a personalised 'Options Pathway'. This Pathway will be decided based upon your prior attainment and your progress to date in current subjects, which have helped us to form an impression of which type of courses might suit you best. Each Pathway is designed to guide you towards having the most success in your Year 11 exams and beyond. There are three Pathways: Purple, Green, and Yellow. On the pages that follow, there is information about each Pathway and the options associated with each. If you do not agree with our view, and feel a different route would suit you better, then please do get in contact with Mrs Harold to discuss your options further.

Even within each Pathway, there are some limitations on the choices you can make. You **cannot** choose **more than one** of Art, Textiles, 3D Design – Graphics in Architecture, and 3D Design – Jewellery and Body Adornment, as the courses are too similar. For the same reason, you **may only choose ONE** Technology subject from those available on your Pathway (Catering, Food Preparation & Nutrition and Applied Engineering). You **cannot** choose **both** Music and Music Technology, and you will also only be able to take **ONE** PE course, either GCSE PE or Sports & Coaching Principles (Vocational PE).

You will be sent a link to a platform called Options Online, as well as information on how to log in. You will need to follow the instructions on Options Online carefully, especially regarding combinations of subjects that are not allowed, and it is essential that you make reserve choices, as although we try our best to give you your first-choice subjects, it is not always possible. If courses are full, undersubscribed or your choice combination does not fit when we try to construct the timetable, we will refer to your reserve choice, so this needs to be a course that you would be prepared to take if the situation required it. If a subject is oversubscribed, and we have to make a decision over who will be allowed to take it, we will consider both your attitude to learning in the subjects you are studying now, and whether or not your online form was submitted on time.

If you have any concerns or questions, please get in touch with either myself or Mrs Harold, who is overseeing the Options process.

Best wishes in making your final choices and good luck with your courses next year.

Mr Lawn
Headteacher

A REMINDER: WHAT IS KEY STAGE FOUR (KS4)?

In Key Stage 4, you study a mixture of Core Subjects (which are compulsory for everyone) and Option Subjects (you choose four).

Core Subjects at KS4

- GCSE English Literature and GCSE English Language
- GCSE Mathematics
- GCSE Combined Science
- Core Physical Education (non-examined)
- Learning for Life (non-examined)
- Philosophy (non-examined)

Options Subjects in Year 10 and Year 11

The remaining 4 subjects that you study are your options and will be either entirely GCSE courses, which may fulfil the E-Baccalaureate requirements, or alternatively a mixture of GCSE courses, Vocational qualifications, and Technical Awards.

GCSEs:

GCSEs are considered to be academic, general qualifications that prepare you for a range of future learning opportunities. They are a good choice if you intend to go to a sixth form in the future to study A-Levels and if you plan to go on to university.

The E-Baccalaureate:

The 'E-Bacc' is not a qualification, but it does recognise where students have secured strong grades across a combination of rigorous, academic subjects – English, Maths, Sciences (including Computer Science), a Humanities subject (History or Geography) and a Modern Foreign Language (French, German or Spanish). Students who achieve good passes in these subjects demonstrate a strong aptitude for academic study, opening up opportunities to go on to take A-Levels and apply to the top universities in the country.

Vocational & Technical Awards:

A vocation is just another word for a job or a career. Therefore, vocational and technical awards offer a different approach to learning which is more suited to college apprenticeships and vocational (work-based) learning in the future. Vocational and Technical Award courses are designed to help you learn in a more practical way about a specific employment area or a particular trade.

THE OPTIONS PATHWAYS

PURPLE PATHWAY	GREEN PATHWAY	YELLOW PATHWAY
<p>This pathway recommends a strongly academic route by studying the English Baccalaureate. For this pathway we recommend you choose only GCSE subjects.</p> <p>Therefore, we think you should choose: French or German or Spanish + Geography or History + 2 further GCSE Options of your choice.</p> <p>We do not recommend that you study Vocational or Technical Courses.</p>	<p>This pathway recommends an academic route with some flexibility, allowing you to choose a Vocational or Technical Course if you wish.</p> <p>Therefore, we think you should choose at least 2 of the following subjects in any combination that you would like:</p> <p>French, German, Spanish, Geography, History, Computer Science. + 2 Options of any choice, but we would recommend not more than one Vocational or Technical Course.</p>	<p>This pathway recommends a mixture of academic and vocational or technical subjects.</p> <p>Therefore, we think you should choose only one of the subjects below:</p> <p>French, German, Spanish, Geography or History + 3 Options of any choice from the list of GCSE and Vocational/Technical subjects.</p> <p>We suggest you choose no more than two of the Vocational or Technical Awards below to keep your options open.</p>
OPEN GCSE CHOICES	OPEN GCSE CHOICES	OPEN GCSE CHOICES
<p>French, German, Spanish, Geography, History, Computer Science, PE, Fine Art, Textiles, Music, Drama, RPE, Business Studies, 3D Design - Graphics in Architecture, 3D Design - Jewellery and Body Adornment, Media Studies</p> <p>Please note: you can choose more than one language and you can choose both History and Geography together.</p>	<p>PE, Fine Art, Music, Drama, Textiles, RPE, Business Studies, 3D Design - Graphics in Architecture, 3D Design - Jewellery and Body Adornment, Media Studies</p> <p>(You may also choose more than two of the compulsory subjects named above)</p>	<p>PE, Fine Art, Music, Drama, Business Studies, Textiles, RPE, 3D Design - Graphics in Architecture, 3D Design - Jewellery and Body Adornment</p>
	VOCATIONAL/TECHNICAL CHOICES	VOCATIONAL/TECHNICAL CHOICES (No more than 2 of these)
<p>Catering, Applied Engineering, Child Development, Health and Social Care, Music Technology, Sport & Coaching Principles (Vocational PE), Digital IT.</p>	<p>Catering, Applied Engineering, Child Development, Health and Social Care, Music Technology, Sport & Coaching Principles (Vocational PE), Digital IT.</p>	

PROHIBITED COMBINATIONS

Please note the prohibited combinations below for each Pathway.

PURPLE PATHWAY	GREEN PATHWAY	YELLOW PATHWAY
PROHIBITED COMBINATIONS	PROHIBITED COMBINATIONS	PROHIBITED COMBINATIONS
<p>You CANNOT choose:</p> <ul style="list-style-type: none"> MORE THAN ONE OF Art; Textiles; 3D Design - Graphics in Architecture; 3D Design – Jewellery and Body Adornment. 	<p>You CANNOT choose:</p> <ul style="list-style-type: none"> MORE THAN ONE OF Art; Textiles; 3D Design - Graphics in Architecture; 3D Design – Jewellery and Body Adornment. BOTH P.E (GCSE) AND Sports and Coaching Principles (vocational). BOTH Music GCSE and Music Technology (vocational). BOTH Computer Science and Digital ICT You cannot choose MORE THAN ONE technology subject (Catering and Applied Engineering) 	<p>You CANNOT choose:</p> <ul style="list-style-type: none"> MORE THAN ONE OF Art; Textiles; 3D Design - Graphics in Architecture; 3D Design – Jewellery and Body Adornment. BOTH Catering AND Applied Engineering. BOTH GCSE P.E AND Sports and Coaching Principles (vocational). BOTH Music GCSE and Music Technology (vocational).

Please note you can only select a Language if you chose to study it in Year 9 or have been maintaining your second language at home.

OPTION SUBJECTS



WEBLINKS TO VIDEO PRESENTATIONS

Subject Leaders have created video presentations of their subjects which will hopefully give you more information when making your choices. You can also find out more information about each subject in the pages that follow:

GCSE Geography: <https://youtu.be/3wOnYcx5kB8>

GCSE History: <https://youtu.be/5KwWSPRVXfE>

GCSE French: <https://youtu.be/elcRjIPLUHs>

GCSE German: <https://youtu.be/orOQvmXi47U>

GCSE Spanish: <https://youtu.be/bD4GsxlUQC8>

GCSE Computer Science: <https://youtu.be/APYsGkidx9c>

GCSE Religious Studies: https://youtu.be/7YHzN-_jmvs

GCSE Fine Art: <https://youtu.be/P9zgRWQVVC8>

GCSE Art & Design Textiles: <https://youtu.be/JAawjH4fBpM>

GCSE Physical Education (PE) and Vocational Sport & Coaching Principles
<https://youtu.be/hEPezbzT90c>

GCSE Drama: https://youtu.be/2M-NUGc0_bc

GCSE Music: <https://youtu.be/P5mWiPiNJpw>

GCSE Business Studies: <https://youtu.be/NQKPfIZwsuM>

GCSE 3D Design–Graphics in Architecture: <https://youtu.be/Twtht3400Sc>

GCSE 3D Design–Jewellery Design: <https://youtu.be/Zy3YZt1eE3g>

GCSE Media Studies: <https://youtu.be/5G0xlb3Zt2k>

Child Development: <https://youtu.be/wjJzNhUusF4>

Health & Social Care: <https://youtu.be/d9tn2k2xELE>

Applied Engineering: <https://youtu.be/vhIbCiiQ9xw>

Hospitality & Catering: <https://youtu.be/fxZZEjNm5uA>

Music Technology: <https://youtu.be/yfHs9yIsaOM>

Digital Information Technology (DIT): <https://youtu.be/zYcMu0hbpJc>



GCSE OPTION SUBJECTS

GCSE GEOGRAPHY

Examination Board: AQA

Syllabus: 8035

Description of the course:

“Geography is not only up-to-date and relevant, but also one of the most exciting, adventurous and valuable subjects to study today. So many of the world's current problems boil down to geography and need the geographers of the future to help us understand them.” – Michael Palin CBE.

The GCSE Geography course covers a range of topics based around Physical and Human Geography.

·We will be looking at the power of our planet and how humans adapt to their ever-changing environment.

·The course is split into three sections, the first being the Physical Paper which covers Natural Hazards, The Living World, Physical Landscapes in the UK and Geographical Skills.

·The second section is the Human Paper which covers Urban Issues and Challenges, the Changing Economic World, the Challenge of Resource Management and Geographical Skills.

·The third section focuses on Field Work and Evaluation Skills.

It is important to have a good grade in English, due to the amount of writing and Maths, due to the skills element of the paper which involves interpreting and analysing graphs and data. It is also beneficial to have an inquisitive mind and show an interest in the world around you through watching the news or documentaries and keeping up to date with current affairs.

How you will be assessed:

There will be three written exams lasting an hour and a half each.

Paper 1 Living with the physical environment (35%),

Paper 2 Challenges in the human environment (35%).

Paper 3 Geographical applications (30%)

Further education and lifelong learning:

Geography can open many doorways; Geography doesn't just develop your understanding about the ways of the world but develops you into a better global citizen.

Geography will support the study of sciences, especially health and social sciences, like Biology, Sociology and Psychology.

Geography also develops many different transferable skills, such as map skills, interpreting photographs, fieldwork skills, and debating techniques. You will improve your literacy through your written work. Fieldwork, or working outside the classroom is an important part of geography.

Who to speak to if you want to find out more:

Head of Department: Mrs Hughes

Subject Teachers: Mrs Hughes, Mr Moreno & Miss Williams

GCSE HISTORY

Examination Board: Edexcel

Syllabus: 1H10

Description of the course:

Apart from being VERY interesting, History is useful for a wide range of careers such as law, journalism, politics, teaching and archaeology. History teaches you vital skills that employers want. Through History lessons you will learn to handle evidence and make informed decisions; you will be able to see more than one point of view and what motivates people, their thoughts, and feelings, learning that different people see things differently.

As part of the course, you will study the following units:

·Medicine in Britain 1250 – present. Including a depth study on Injuries, treatment, and the trenches of World War One. – A study of how medicine and treatments have changed over time. This will include looking at beliefs about diseases such as the Black Death and Cholera as well as the effects the First World War had on medical techniques and technology.

·Early Elizabethan England 1558-88 – All aspects of Elizabeth I's reign from how she ran the country, dealt with political and religious rivalry to exploring the New World. Major events will also be studied.

·American West 1835-1895 – a study of Plains Indians, Cowboys and Cattlemen, Gold Miners, Outlaws and Lawmen and Indian Wars.

·Weimar Germany and Nazi Germany 1918-39 – a study of Germany between the wars. A study of life in Germany after the defeat of World War One, the rise of Hitler and life in Nazi Germany.

Throughout the course you will be using these key skills: knowledge, understanding, evaluating evidence, debate, discussion, structured writing, and source analysis. It is important to have a good grade in English as there is a lot of writing in this subject. You should also enjoy reading and would benefit from having a wider knowledge about the world around you and current affairs. Now would be a good time to start watching the news!

How you will be assessed:

3 examinations in Year 11

Further education and lifelong learning:

The study of History can be useful for embarking upon many careers particularly in law, policing, politics, journalism, business, marketing, academia, insurance, economics, criminology, archaeology and teaching.

Who to speak to if you want to find out more:

Head of Department: Miss Depper

Subject Teachers: Miss Depper, Miss Whitemarsh & Ms Woolnough

GCSE FRENCH/GERMAN/SPANISH

Examination Board: Edexcel

Syllabus: 2FR01, 2GN01, 2SP01

Description of the course:

You might think that everyone speaks English but actually 75% of the world's population don't.

By learning a foreign language at GCSE, you are preparing yourself for a global workforce. If you enjoy talking to others and being around people, then you'll enjoy a GCSE in languages.

The course covers all four skills: listening, reading, writing and speaking. In lessons you will learn how to communicate effectively in the language, and you will learn to do this via a range of interesting topics, linked to the following thematic contexts:

- My personal world
- Lifestyle and wellbeing
- My neighbourhood
- Media and technology
- Studying and my future
- Travel and tourism

How you will be assessed:

Students will be assessed at the end of the course, with each assessment worth 25%. Students will be entered into Higher or Foundation Tier, but students must take all four question papers at the same tier.

* Paper 1: Speaking – including a read-aloud and a role-play task. You will choose a thematic context for the picture description and conversation task.

* Paper 2: Listening and understanding – including audio tracks played 3 times and all questions set in English.

* Paper 3: Reading and understanding – including a translation into English.

* Paper 4: Writing – including a translation into the target language.

Further education and lifelong learning:

Languages look great on your CV, and they show universities and employers that you have an eye for detail and that you are great at communicating. They can be used in a range of careers from aviation to engineering, PR, law among many others. They help to make the world a smaller place.

Who to speak to if you want to find out more:

Head of Curriculum Area: Mrs Peralta

Subject Teachers: Mr Pennington, Mrs Johnson, Mrs Steward, Miss Bailey & Mrs Peralta.

GCSE COMPUTER SCIENCE

You will need at least a grade D3 or above in Computer Science and a good understanding of maths and to study this course.

Examination Board: AQA

Syllabus: 8525

Description of the course:

The course provides students with a rigorous introduction to the fundamental principles and concepts of computer science. This qualification aims to develop a comprehensive understanding of computational thinking, programming, and the architecture of computer systems.

This course aims to:

- cultivate a systematic approach to problem-solving through the application of computational thinking.
- develop practical programming skills, enabling students to implement algorithmic solutions
- foster an understanding of the internal workings of computer systems and their underlying principles
- promote awareness of cybersecurity issues and responsible digital citizenship.
- encourage critical analysis of the societal impact of technological advancements.
- provide a firm foundation for further study within Computer Science.

The course is broken down into 2 components:

Computational thinking and programming skills

Computational thinking, code tracing, problem-solving, programming concepts including the design of effective algorithms and the designing, writing, testing, and refining of code.

Computing concepts

Data representation, computer systems, computer networks, cyber security, relational databases, and the impacts of digital technology on wider society.

Each component is assessed via a written exam at the end of Year 11 and contributes 50% towards the final GCSE grade.

Further education and lifelong learning:

The common route into further education is to complete A-Level Computer Science after studying the qualification at GCSE, then move on to study a computing-based degree at university. You should consider studying Computer Science if you wish to begin a career in roles such as Software engineering or Game development. Computer science will also develop skills that are highly beneficial to careers in Science, Tech, Engineering, and Maths.

Who to speak to if you want to find out more:

Curriculum Area Lead: Mr Costin, Subject Teacher: Ms Morgans

GCSE RELIGIOUS STUDIES (RPE)

Examination Board: AQA

Syllabus: 8062 A

Description of the course:

The course will consist of studying two main world religions alongside four philosophical and ethical topic areas. Topics which may be included:

- Peace and conflict (War, conflict, Weapons of Mass Destruction)
- Crime and Punishment (Capital punishment, Corporal punishment, forgiveness)
- Religion and Life (animal testing, origins of life etc.)
- The Existence of God and Revelations (Miracles, visions, nature)

GCSE RPE gives you the opportunity to explore the world around you whilst helping you to develop your own views and system of ethics. You will investigate different beliefs and cultures that influence countries, their rules, laws, and customs. GCSE RPE is essential in developing skills of critical and reflective thinking which will support you across other GCSE subjects.

A good RPE student needs to be able to:

- Present their thoughts in a clear manner.
- Argue their view, by giving evidence to prove it.
- Have excellent knowledge of current events and the world around them.
- Be able to evaluate and analyse society and its beliefs, culture, morals, ethics and laws.
- Critically assess philosopher's writings and draw out the strengths and weaknesses of the argument studied.
- Have an inquisitive mind.
- Have a love of how the world works and connects in what is morally acceptable and unacceptable and how cultures and countries can differ.
- Demonstrate good literacy skills.

Further education and lifelong learning:

The study of Religion can be useful for embarking upon many careers particularly in medicine, policing, law, politics, journalism, psychology, criminology, and teaching. Knowledge of religious beliefs and worldviews can be a benefit in any career where you have clients, colleagues or employees that need to have their beliefs taken into consideration.

How you will be assessed:

100% final examination in Year 11

Who to speak to if you want to find out more:

Head of Curriculum Area: Mr David
Subject Teachers: Mr David and Mrs Lincoln

GCSE FINE ART

You cannot study both Fine Art and Textiles Design – You can only choose one of these.

Examination Board: EDEXCEL

Syllabus: 1FA0

Description of the course:

If you are creative and love to draw, paint, design, take photos and have a strong interest in the arts, then this is the course for you!

GCSE Fine Art is a broad and flexible course that will give you the opportunity to develop your creative ideas and practical skills. You will be able to experiment using a variety of two-dimensional and three-dimensional media, materials, techniques, and processes. This will include drawing, painting, printmaking, mixed media, photography, and sculpture.

You will be able to develop your critical understanding, through researching the work of contemporary and historical artists, craftspeople, and designers. You will also have the opportunity to visit galleries and museums, to look at art first-hand for inspiration.

How you will be assessed:

During the two-year course, you will be expected to complete a Portfolio of work which is worth 60% of your final GCSE grade and an externally set assignment worth 40% of your final GCSE grade. The Portfolio will include the following three projects: Still Life, Cubism and Fragments. You will be expected to record your ideas, research, experimentation, and designs in your sketchbooks, as well as produce a final piece of work for each project.

The externally set assignment is your fourth and last project, which is your final exam. Once again, you will be expected to record your ideas, research, experimentation, and designs in your sketchbook, but you produce your final piece under exam conditions. This is a 10-hour exam, which runs over two days.

Further education and lifelong learning:

Successful completion of a GCSE in Art allows you to go on to study A Level Art or Textiles, which in turn opens doors to a whole range of arts related opportunities within University arts faculties, including degrees in: Painting, Sculpture, Printmaking, Curating and Museum Education, Graphic Design, Fashion, Architecture, Animation, Photography, Film, Advertising, Interior design, 3-D Design and Stage Design.

Who to speak to if you want to find out more:

Head of Art: Mrs De Kadar

Subject Teachers: Mrs De Kadar, Miss Riches

GCSE CREATIVE TEXTILES DESIGN

You cannot study both Fine Art and Textiles Design – You can only choose one of these.

Examination Board: AQA

Syllabus: 8204

Description of the course:

If you are creative and imaginative, love making things from fabrics and threads and experimenting with all different materials, this is the perfect subject for you.

The main requirement for this course is an interest and enthusiasm in the subject and a willingness to try new skills and techniques in your work. You will build upon many of the skills already developed in KS3 as well as learning new techniques and processes.

Creative Textile offers the opportunity to develop skills over a broad range of textile and/or fashion techniques and applications. This involves the creation, selection, manipulation, and application of a range of materials such as fibres, yarns and fabrics, and processes such as weaving, knitting, stitching, embroidery, surface design and printing to create designs and products.

Textile designers work in multi-disciplinary ways to create ideas, materials, and techniques for different applications. Textile designers also play an important role in the world of fashion, theatre, performance, and retail.

There will also be opportunities to visit Textile Exhibitions and Museums as part of the course to research other designers work and gain inspiration into your own work.

Further education and lifelong learning:

Level 3 course, such as AS or A level Art and Design Textiles or BTEC Nationals in Art and Design Fashion and Textiles courses and then onto a wide variety of Degree courses at university, leading to careers in interior design, textile manufacture, costume and theatre design, fashion illustration & design, fashion retail and marketing, fashion design in footwear, millinery, knitwear, graphics and fashion photography and publishing.

How you will be assessed:

Component 1: Personal Portfolio.

This component is worth 60% of your GCSE. You will produce a portfolio of work based on set tasks by the teacher.

Component 2: Externally Set Assignment (ESA)

This component is worth 40% of your GCSE. You will produce preparatory studies and personal outcome(s) based on a theme set by AQA.

Who to speak to if you want to find out more:

Head of Art: Mrs De Kadar

Subject Teacher: Miss Chamberlain

GCSE PHYSICAL EDUCATION (PE)

Reminder that this course is 70% theory and only 30% practical.

Examination Board: AQA

Syllabus: 8582

Description of the course:

Students will study areas that include applied Anatomy and Physiology, Sports industry and its effects on sport, Injury, Leadership, Diet and Nutrition, Sport Psychology and Movement Analysis.

You will be expected to complete practical and theory lessons, always with the correct equipment and ready to work. This subject will develop your understanding and knowledge of how your body works in relation to physical exercise. You will be able to improve knowledge, understanding and performance in your chosen areas.

Students benefit from having a love of sport and a willingness to work hard even if you find the topic difficult or outside of your comfort zone. You will need a good sporting ability in three sports for GCSE. A keen interest in the science behind sport and how sport can affect or be affected by society will also help.

How you will be assessed:

You will be assessed using the GCSE PE practical criteria in the following sports: Football, Netball, Badminton, Basketball, Athletics, Handball, Rugby, Trampolining, Hockey, and a few sports we have access to that are not on the curriculum.

If there are any sports you compete in outside of school these can be included in your assessment e.g., Swimming, Horse Riding, Boxing etc.

Theory lessons will be marked on a regular basis and an end of year test will be set.

40% is non-examined work (30% practical and 10% coursework), in three sporting activities and a written analysis of performance about a Personal Exercise Programme. 60% is theory (final exam), two written exam papers on all theory aspects learned. Taken at the end of the course.

Further education and lifelong learning:

- Sports science
- PE teacher
- Physiotherapist
- Professional sportsperson
- Sports coach/consultant
- Sports policy at local and national level
- Diet and fitness instructor
- Personal trainer

Who to speak to if you want to find out more:

Head of Curriculum Area: Mr G Edwards

Subject Teachers: Mr Booth, Mr Edwards, Ms Jones, Ms Gipps, Mr Jones and Mrs Fitzsimmons

GCSE DRAMA

Examination Board: Edexcel

Syllabus: 1DR0

Description of the course:

The course will allow you to study a range of performance styles, play texts and theatre practitioners. Set texts will be studied and performed during the course which is an exciting opportunity to bring these texts from page to stage. You will also develop a range of performances using different performance styles, alongside learning essential life skills that will benefit you in any post-16 career. Theatre trips to see live performances are part of the course as you will be asked to evaluate a live performance in your written exam, in which you are allowed to take in up to 500 words on the performance you have seen into the exam with you.

It is vital that you understand that performance and written work are part of the Drama course. You will be expected to attend mandatory extra rehearsals for Components 1 and 2 in which you will agree to a lunch and after school rehearsal with your group to ensure your pieces are the best they can be, alongside complete the required theory work for the course. You will also need to show commitment, reliability, determination, good organisation, and self-discipline to develop confidence, together with creative expression and cooperation.

How you will be assessed:

Component 1: Devising (40% of the qualification – 60 marks)

This component of the course requires you to work in a group to create, rehearse and then perform a devised performance from a piece of stimulus. There is also a portfolio that reflects on and evaluates the creating and development of ideas.

Component 2: Performance from a text (20% of qualification – 48 marks)

This component requires students to perform two short extracts of a play text. You have the option to perform extracts as either monologues, duologues or a group piece. This performance is assessed by a visiting examiner.

Component 3: Theatre makers in practice (40% of qualification – 60 marks)

This component is a written exam at the end of the course. Students answer questions on a key extract of a set text studied in class from the perspective of an actor, director, and designer. You will also be required to answer two exam questions on a live performance that you have seen during the course.

Further education and lifelong learning:

The study of Drama can be useful for embarking upon many careers particularly as an actor, working in the creative arts industry, in media, project management, public speaking, and teaching. Knowledge and confidence in Drama can develop a range of essential life skills that can be a benefit in any career where you must think creatively, lead and manage people, collaborating in group work, and problem solving.

Who to speak to if you want to find out more:

Head of Curriculum Area: Mrs Green

Head of Department: Miss Bol

Subject Teachers: Mr Holland and Miss Bol

GCSE MUSIC

Examination Board: Eduqas

Syllabus C660QS

Description of the course:

You don't have to want to be the latest music sensation or a professional musician to study Music. In the future, Creativity is going to be one of the most important and in-demand skills at work (World Economic Forum), to help businesses survive and grow. Studying Music will help you develop these skills. Music is also highly regarded as an academic subject and so studying it could supplement your studies in leading to any professional career.

There are three areas of study: Performance, Composition, Listening and Appraising.

Performing 30% – You will record performances of a minimum total of four minutes. It must have at least one minute of a group piece (ensemble playing) and other performance(s) can be either solo or group pieces.

Composing 30%– You will continue to develop your composition skills to be able to create two compositions. In Year 10, you will compose a piece of your own choice. In Year 11, the piece is set by the exam board, usually from a choice of options.

Listening and appraising/understanding 40% – This is the only exam and is approximately 1 hour 15 minutes. You are asked to listen to, and answer questions about pieces and styles of music that you've studied. You will learn about a range of types of music, including vocal, instrumental, music for film, pop, jazz, fusion, and new music.

How you will be assessed:

- Performing – recorded during in Year 11
- Composing – One piece completed during lessons in Year 10/11, the other in Year 11.
- Appraising – listening examination based on the studied music.

Entry requirements for the course:

- You must be able to play an instrument or sing and have an interest in developing your skills on your chosen instrument. This includes having regular music lessons.
- You will need to be prepared to practice your instrument to learn your solo and ensemble pieces.
- Performance can be on any instrument or voice, rapping and beatboxing. You can also use a sequencer (computer) to perform live.
- If you already enjoy writing your own music or songs, you can use this ability and experience towards your GCSE.
- If you love listening to music, and can spot all the details, you have already developed some of the abilities you need.

Further education and lifelong learning:

Being a musician isn't the only career in music – other options include being a sound technician, community musician, music therapist, teacher, or private tutor, or a range of careers in the music industry, in a concert hall or music venue. It could also include careers in the arts/creative industries or in professions such as law.

Who to speak to if you want to find out more:

Head of Performing Arts: Mrs Green.

GCSE BUSINESS STUDIES

Examination Board: AQA

Syllabus: 8132

Description of the Course:

Students will consider the practical application of business concepts. The units provide opportunities to explore theories and concepts in the most relevant way, through the context of events in the business and economic world.

The knowledge and skills gained from this specification will provide your students with a firm foundation for further study.

What will the learner study as part of this qualification?

Year 1 – Paper 1

- 3.1 Business in the real world
- 3.2 Influences on business
- 3.3 Operations management
- 3.4 Human resources

Year 2

Paper 2

- 3.1 Business in the Real World
- 3.2 Influences on business
- 3.5 Marketing
- 3.6 Finance

How you will be assessed:

Paper 1 (50%) : Influences of operations and HRM on business activity

- Business in the real world
- Influences on business
- Business operations
- Human resources

Paper 2 (50%) : Influences of marketing and finance on business activity

- Business in the real world
- Influences on business
- Marketing
- Finance

Further education and lifelong learning:

Learners who achieve at level 2 might consider progression to level 3 qualifications post-16, such as:

- Level 3 Applied General Certificate in Business and Enterprise
- Level 3 Technical Level in Management and Administration (this will support progression to higher education)
- A Level in Business (this will support progression to higher education)

Who to speak to if you want to find out more:

Head of Curriculum Area: Miss Judson

Teachers: Mr Jones, Ms Morgans, Miss Judson

GCSE IN 3D DESIGN

GRAPHICS IN ARCHITECTURE

Examination Board: Eduqas Art & Design

Syllabus: C655QS

Description of the course:

Students undertaking a Three-Dimensional design course are required to demonstrate the knowledge, skills and understanding in the following:

Theme Analysis, Critical Study, Observations & Experiments, Initial Ideas, Development into a final visualisation, 3D Outcome and Evaluation.

Relevant areas of study include:

Architectural Design Interior Design, Exhibition Design, Landscape Design, Designs for Film & Television and Theatre set Design

This is carried out through design, prototyping and modelling of buildings people use or live within.

How you will be assessed:

Component 1 (60%)

- The internally set projects run the duration of year 10 and the first half of the autumn term of year 11 (40 weeks approx.).
- A small-scale project is completed during the remainder of the autumn term that can act as the mock exam (10 weeks approx.).

Component 2 (40%)

- The externally set title/theme that starts early January of year 11 and continues until early May (10 weeks approx.). This includes the 10-hour practical exam over 2 days

There is no theory / written exam, so the expectation is that quality work is put into your sketchbooks and design you create.

Main requirements for this course:

•Students who have enjoyed experiencing designing and making in KS3 (racing car, Oz Air , NASA etc)

Those who particularly enjoyed the architecture skills day, designing Olympics signage.

•Students with a willingness and enthusiasm to try new skills and techniques in a range of materials.

•Be able to work with recycled materials (wood, boards, metals and plastics).

•We encourage those who are creative, curious and innovative to join the course.

Future Careers and lifelong learning:

Colchester Institute offer:

- UAL (University of Arts London) Art and design level 2
- Foundation diploma (Art, design, fashion & photography level 3)
- Concept art and animation diploma
- Carpentry, joinery and furniture making

Future careers:

Architect, Interior designer, Theatre set designer, Game graphics / level design, Illustrators
Landscape architects, Product designers

Who to speak to if you want to find out more: Mr Sykes

GCSE IN 3D DESIGN

JEWELLERY DESIGN

Examination Board: Eduqas Art & Design

Description of the course:

GCSE in 3D Design – jewellery and body adornment, product design and silversmithing.

How you will be assessed:

Component 1 (60%)

The internally set projects run the duration of year 10 and the first half of the autumn term of year 11. A small-scale project is completed during the remainder of the autumn term of year 11 that can act as a mock exam.

Component 2 (40%)

The externally set title /theme (set by the exam board) that starts early January of year 11 and continues until early May (approx. 10 weeks). This includes the 10-hour practical exam set over 2 days.

Main requirements for this course:

A love of drawing and detailed practical making skills

- Students who have enjoyed designing and making in KS3 (Racing car, Oz Air, NASA and textiles)
- Students with an enthusiasm and the patience to try new practical skills and techniques in a range of materials.
- Be able to work with recycled materials (wood, boards, metals and plastics).
- We encourage those who are creative, curious and innovative to join the course.

Future Careers and lifelong learning:

Colchester Institute offer:

- UAL (University of Arts London) Art and design level 2
- Foundation diploma (Art, design, fashion & photography level 3)
- Concept art and animation diploma
- Carpentry, joinery and furniture making

Future careers:

- Theatre costume and jewellery design
- Jewellery and fashion designer
- Illustrators
- Product designers
- Silversmithing

Who to speak to if you want to find out more:

Mrs S Drury- Technology Department

GCSE MEDIA STUDIES

Examination Board: Eduqas

Description of the course:

Media Studies is the study of various media forms; from traditional media (such as newspapers, magazines, advertising and marketing, television, film and radio) to digital platforms (such as social media, websites, video games, and music videos). You would develop your understanding of media codes and conventions for producing these media products, and engage you in the theory of media language, representation, industries, and audiences.

GCSE Media studies would allow you to develop a critical view towards mass media in today's modern, online world than ever before. You have grown up online and around media but have never been explicitly taught to consider its construction or interpretation. With this course you will be able to analyse media products critically, considering the context in why and how it was made, and draw your own informed arguments and judgements around media issues.

How you will be assessed:

There are three components to GCSE Media Studies. The first is a Non-Examination Assessment where you will produce a media product as coursework. This could be either a sequence from a television show, a magazine, a music video, or a social media campaign. (30% of qualification)

The next two components are written exams taken at the end of Year 11. One exam is for Component 1: Exploring the Media, which looks at Media Language, Representation, Industries, and Audiences. (40% of qualification)

The second exam is Component 2: Understanding Media Forms and Products. The exam will play an extract of a television show to view and analyse in conjunction with the theoretical framework. (30% of qualification)

Future Careers and lifelong learning:

GCSE Media Studies provides a strong foundation for A Level Media or Film Studies by developing critical thinking, analytical, and practical skills in a rapidly growing, modern industry. This subject helps you understand how media shapes society, providing a "life skill" useful in various professions. Media Studies also provides a direct pathway into careers in television, film production, radio, journalism, publishing, and digital marketing.

Who to speak to if you want to find out more:

Subject Teacher - Miss White



**VOCATIONAL
& TECHNICAL
AWARD
OPTION
SUBJECTS**

LEVEL 1/2 TECHNICAL AWARD IN CHILD DEVELOPMENT

Examination Board: NCFE

Syllabus: J809

This course is for students who are interested in working with children and learning how babies and young children grow, learn, and develop. It combines classroom learning, practical activities, and coursework, helping students gain real-world skills as well as knowledge.

What is the course about?

You will learn how children develop from birth to five years old, and how to care for them safely and effectively. The course looks at:

- How babies and young children grow and change
- How children learn and play
- How to keep children healthy, safe and happy
- How to plan activities for children
- How to support children's physical, emotional, social and intellectual development

This course is perfect if you enjoy working with people, helping others, and learning through practical tasks.

You will study 9 main topic areas, including:

- Child growth and development
- Health, safety and wellbeing
- Play, learning and development activities
- Supporting children's needs
- How childcare settings work

There are two main assessments, both in Year 11:

- Coursework project (non-exam assessment) – a practical task where you apply what you have learned
- Written exam – testing your knowledge and understanding

This means the course suits students who prefer a mix of practical work and exams, not just tests.

This course is ideal for students who:

- Enjoy working with children or people
- Are caring, patient and responsible
- Prefer practical learning as well as classroom work
- Are interested in health, childcare, education or social care

This course can help you progress into:

- Level 3 courses and T Levels
- Childcare, Health & Social Care, Education or Teaching pathways
- Apprenticeships in early years care
- Future careers such as: Nursery nurse, Teaching assistant, Early years educator or Childcare worker

For further information, contact: Mrs Aylott

LEVEL 1/2 TECHNICAL AWARD IN HEALTH & SOCIAL CARE

Examination Board: NCFE

This course is ideal for students who are interested in helping others, learning about health, wellbeing, and care, and exploring careers such as nursing, social work, childcare, and healthcare support. It combines classroom learning, practical tasks, and coursework, giving you useful life skills and a strong foundation for future study.

What is this course about?

You will learn about how people are cared for and supported in health and social care settings. This includes learning how to:

- Support people's physical, emotional and social wellbeing
- Understand different health and social care services
- Care for people safely and responsibly
- Communicate effectively
- Understand people's needs, rights and values
- You will study people of different ages, including children, adults and the elderly.

You will explore topics such as:

- Human growth and development
- Health, wellbeing and life stages
- Care values – treating people with dignity, respect and fairness
- Health and social care services (hospitals, care homes, nurseries, social services, etc.)
- Skills needed to work in care settings, such as communication and teamwork

You will complete two main assessments (both in Year 11):

- Coursework project (non-exam assessment) – a practical assignment completed in school
- Written exam – testing your understanding of the subject

This course is perfect for students who:

- Enjoy helping people
- Are caring, patient and responsible
- Are interested in health, childcare, nursing, teaching, or social work
- Prefer practical and real-life learning

You could progress onto:

- Level 3 courses or T Levels
- Health & Social Care, Childcare, Nursing, Teaching or Social Work pathways
- Apprenticeships in health, care or childcare

Possible careers include:

- Nurse
- Paramedic
- Teaching assistant
- Nursery worker
- Care worker
- Social worker

For further information, contact: Mrs Aylott

LEVEL 1/2 TECHNICAL AWARD IN APPLIED ENGINEERING

You can only choose one Technology subject

Examination Board: WJEC

Syllabus: 5799QA

Description of the course:

Engineers can have a major impact on industry and society. The achievements they have made have improved the quality of everyday life, from the buildings we live and work in to the transport we use to get around and how we enjoy our leisure time. Engineers are able to find solutions to problems, whether it is adapting or combining materials used to produce a product to make it withstand severe weather conditions or fixing materials in a different way to make something more portable. Problem solving is critical to working in engineering.

Finding solutions to problems to ensure a product is fit for purpose involves:

- Learning about materials
- Design processes
- Engineering processes
- Safe use of tools and equipment
- Mathematics that engineers use

The Level 1 / 2 Award in Engineering provides a more practical alternative to GCSE. The qualification is based around the world of engineering and aims to introduce students to the various strands available within the field. The qualification offers students the chance to develop knowledge, skills and understanding through tasks set in realistic work-related contexts.

Further education and lifelong learning:

Those who study this subject are much better equipped to follow modern engineering apprenticeships. It also allows successful candidates to move on to Level 3 courses at further education as an alternative route for candidates to progress to Level 3 vocational based courses.

How you will be assessed:

Manufacturing engineering products - Production of a manufactured item – 40%

Designing engineering products - Design Folio – 20%

Solving engineering problems - Written Exam: 90 minutes – 40%

Vocational Awards are awarded on an 8-point scale: Level 2 Distinction*, Level 2 Distinction, Level 2 Merit, Level 2 Pass, Level 1 Distinction*, Level 1 Distinction, Level 1 Merit, Level 1 Pass

Who to speak to if you want to find out more:

Head of Curriculum Area and Subject Teacher: Mr Todd and Miss Tipler

LEVEL 1/2 VOCATIONAL AWARD IN HOSPITALITY & CATERING

You can only choose one Technology subject

Examination Board: WJEC Level 1/2

Syllabus: 601/7703/2

Description of the course:

The Hospitality and Catering industry is Britain's 4th biggest sector with 25% of all jobs in this sector being done by workers between 18–25 years old. Hospitality and catering is an international work sector which gives you the opportunity to travel and explore the world while working. If you decide that the pressure of working in a busy kitchen doesn't suit you, a 'front of house' position, being an events manager in a top London hotel or running a conference centre in one of the world's capital cities might be more appealing – in fact, the possibilities are endless! If you decide not to pursue a career in hospitality and catering, you will have developed a valuable life skill.

This course equips you with theoretical knowledge about the industry as well as enabling you to develop practical skills in planning, preparing, and cooking a variety of dishes.

Unit 1 Hospitality and Catering Industry

In this unit you will:

- Learn about the hospitality and catering industry, the types of hospitality and catering providers and about working in the industry
- Learn about health and safety, and food safety in hospitality and catering, as well as food related causes of ill-health

Unit 2 Hospitality and Catering in Action

You will:

- Learn about the importance of nutrition and how cooking methods can impact on nutritional value.
- Learn how to plan nutritious menus as well as factors which affect menu planning. You will learn the skills and techniques needed to prepare, cook and present dishes as well as learning how to review your work effectively.

Further Education and lifelong learning

After completing this course students could go to college to study a variety of different related courses such as:

Level 2/3 Diploma in Hospitality and Catering

Level 2/3 Diploma in Professional Cooking

Level 3 Diploma in Hospitality and Tourism Management

Level 3 Applied Certificate/Diploma in Food Science and Nutrition

How you will be assessed:

Unit 1 – This is assessed by a written exam (40%)

Unit 2 – This is assessed by NEA which includes a 3-hour practical exam (60%)

Who to speak to if you want to find out more:

Head of Curriculum Area: Mr Todd

Subject Teachers: Ms Birrell

VOCATIONAL AWARD IN SPORTS & COACHING PRINCIPLES

You can only choose one PE subject.

Examination Board: WJEC

Syllabus: 5259QA

Description of the course:

Unit 1 introduces learners to the adaptations that take place in the body following exercise, how training can lead to improvements in fitness, and the planning of training programmes. The aim of this unit is to develop the knowledge, understanding and skills needed to plan training programmes to improve the fitness of individuals.

Unit 2 introduces learners to how different areas of sporting performance can be improved. The aim of this unit is to provide learners with the knowledge and understanding needed to be able to analyse sporting performance, identify strengths and weaknesses and plan for improvement.

Unit 3 introduces learners to the principles involved in sports coaching. The aim of this unit is to provide learners with the appropriate knowledge and understanding to be able to plan, lead and evaluate a coaching session within a sporting activity.

How you will be assessed:

You will be assessed with a written exam (80 minutes) that has short and long answered questions based around applied situations (sports). You are given material to provide a stimulus. 40% of the course.

You will also be given a project to complete in school. This is based upon how we respond to factors in sport and how we can adapt to them. This project is worth 25%.

Finally, you will be assessed on your ability to coach! You will use all of the information learned so far and apply this with coaching principles. This is a practical unit. 35% weighting.

Further education and lifelong learning:

Sports science
Physiotherapist
Sports coach/consultant
Diet and fitness instructor
PE teacher
Professional sportsperson
Sports policy at local and national level
Personal trainer

Who to speak to if you want to find out more:

Head of Curriculum Area: Mr G Edwards

Subject Teachers: Mr G Edwards, Miss R Jones, Miss N Gipps, Mrs Fitzsimmons & Mr S Jones

LEVEL 1/2 TECHNICAL AWARD IN MUSIC TECHNOLOGY

Examination Board: NCFE

Syllabus: 603/7008/7

Description of the Course:

The Level 1/2 Technical Award in Music Technology is designed for learners who want an introduction to music technology that includes a vocational and project-based element. You may be interested in this course if you wish to pursue a career in the music industry or progress onto further study.

During the course you will study the following content areas:

Content area 1: Introduction to music technology and the music business

Content area 2: The digital audio workstation (DAW)

Content area 3: Musical elements, musical style and music technology

Content area 4: Sound creation

Content area 5: Multitrack recording

How you will be assessed:

The qualification has 2 assessments externally set by NCFE: one non-exam assessment and one written examined assessment.

Assessment breakdown		<ul style="list-style-type: none">1 hour 30 minutes examined assessment17 hours non-exam assessment
Non-exam assessment (NEA)	Weighting (60%)	Externally-set, internally marked and externally moderated: <ul style="list-style-type: none">synoptic project
Examined assessment (EA)	Weighting (40%)	Externally-set and externally marked: <ul style="list-style-type: none">written exam
Total	100%	Overall qualification grades: L1P, L1M, L1D, L2P, L2M, L2D, L2D*

Entry requirements for the course:

- You should have a keen interest in the field of Music tech and enjoyed the KS3 lessons on Charanga.
- You will be required to take responsibility for your own learning, set your self-targets, evaluate your work and learn from any mistakes.
- You will be required to complete paperwork.

Further education and lifelong learning:

Learners who achieve at level 2 might consider progression to level 3 qualifications post-16, such as:

- A Level Music (this will support progression to higher education)
- Level 3 Applied General Certificate in Music Technology
- Level 3 Certificate in Music Technology

Learners could also progress into employment or onto an apprenticeship.

The understanding and skills gained through this qualification could be useful to progress onto an apprenticeship in the industry through a variety of occupations that are available such as producer, technician and arranger.

Who to speak to if you want to find out more:

Head of Performing Arts: Mrs Green

Music Teachers: Mrs Green

LEVEL 1/2 TECHNICAL AWARD IN DIGITAL INFORMATION TECHNOLOGY (DIT)

You will need an aptitude for computing to study this course

Examination Board: Pearson BTEC

Syllabus: 603/7050/6

Description of the course:

The Tech Award gives students the opportunity to develop applied knowledge and skills through realistic vocational contexts.

The course aims:

- development of key skills that prove your aptitude in digital information technology, such as project planning, designing and creating user interfaces and dashboards as a way to present and interpret data.
- process that underpins effective ways of working in digital information technology, such as project planning, the iterative design process, cyber security, virtual teams, legal and ethical codes of conduct.
- attitudes that are considered most important in digital information technology, including personal management and communication. Knowledge that underpins effective use of skills, process and attitudes in the sector such as how different user interfaces meet user needs, how organisations collect and use data to make decisions, virtual workplaces, cyber security and legal and ethical issues.

The course is broken down into 3 components:

1 - Coursework

Exploring User Interface Design Principles and Project Planning Techniques (30%)

Students will develop their understanding of what makes an effective user interface and how to effectively manage a project. They will use this understanding to plan, design and create a user interface.

2 - Coursework

Collecting, Presenting and Interpreting Data (30%)

Students will understand the characteristics of data and information and how they help organisations in decision making. They will use data manipulation methods to create a dashboard to present and draw conclusions from information.

3 - Exam

Effective Digital Working Practices (40%)

Students will explore how organisations use digital systems and the wider implications associated with their use.

Further education and lifelong learning:

Students who achieve at Level 2 in Digital IT might consider progression to study a BTEC National in IT. You should consider studying Digital IT if you wish to begin a career in roles such as IT Support, Project management, Data analysis, Cyber security, or User interface design.

Who to speak to if you want to find out more:

Curriculum Area Lead: Mr Costin, Subject Teacher: Ms Morgans