

Higher Expectations, Raising Aspirations



Clacton County High School
Key Stage 4 Pathways

2021



Pathways

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Key Dates

Week beginning 19th April

Introduction to the pathway process
Pathway booklets distributed

Week beginning 19th April until 21st May

Subject information given during form time via subject videos

Wednesday 26th May

Year 8 Pathways Evening – an opportunity for students and parents to attend virtual subject Google forums to gain further information if help is needed with decision making

Friday 11th June

Deadline for selection of preferred pathway choices for September

Summer term

You will receive a letter confirming your choices for September

Key Dates

September 2021

You will begin year nine studying your core subjects, PE or Dance and additional six choices

January 2022

You will continue to study your core subjects, PE or Dance but revise your six choices to three

February 2022

You will begin your revised pathway and KS4 journey

Year 9 Pathways for September 2021

We understand that the last two years have been unlike any other time. As a result, students have missed time within school and the opportunity to develop a passion for some of the specialist subjects offered at CCHS. Because of this, we have decided to adapt the pathways selection process to enable you to experience a broad range of subjects before making firm GCSE/BTEC subject choices.

The aim is for all students to start year 9 following the core subjects of English, Maths, Science and PE or Dance. In addition, you will study an additional six subjects, rather than the normal three based on your suggested pathway and choices. In February 2022, the six subjects will be reduced to three.

In preparation for embarking on this three-year programme of learning at the start of year 9, it is important that you think carefully. You should talk to your parents/carers and listen to advice in school before making decisions. Once those decisions are made, it may not be possible to make any changes at a later date. We have designed the curriculum so that no choice you make is likely to reduce your chances of entering any career. You will also get some additional guidance at the Pathways Evening, to help you make your choices and complete your Pathways form.

Additional Guidance

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

Information, Advice and Guidance (IAG)

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

GCSEs and BTECs

GCSEs

GCSE courses are linear – this means there is no coursework and the assessment is a final exam.

Exams are at the end of Year 11 for most subjects.

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

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

GCSE Grading

Old grades	New grades
A*	9
	8
A	7
B	6
C	5 Strong pass 4 Standard pass
D	3
E	
F	2
G	
	1
U	U

BTECs and Non-Examination Assessments

In some BTEC and vocational courses a significant part of the final grade is assessed by your subject teachers. This work is then internally checked and a sample externally verified to ensure that the marking is accurate. The form of the Non-Examination Assessments will vary from subject to subject; it could be in the form of a portfolio of written pieces of work on a project, oral work or practical work. You will soon realise that the work you produce during Years 9, 10 and 11, is extremely important in determining the final grade for each subject you study.

BTEC/Vocational Qualification	Equivalent at GCSE
Pass	4
Merit	5/6
Distinction	7
Distinction *	8/9

Keeping balance, but offering choice

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

You and every student in Year 9 will follow the core courses below:

Core provision:

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

*All delivered through our PROUD days (PROUD: Perseverance, Responsibility, Opportunity, Unity, and Diversity).

And the following core subjects:

- English
- Mathematics
- Science (Triple or Double)

In addition, from February 2022 you will study an additional three subjects based on your suggested pathway.

The English Baccalaureate (EBacc)

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



Advice on choosing your courses

Do:

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

Don't:

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



Frequently Asked Questions

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

The answer is lots! You will be introduced to the pathway process during form and each subject has prepared a video for their course, including all of the important information for you to make an informed choice. The virtual Pathways Evening in May will help you to find out more about the subjects on offer, and you can ask staff about new courses. In year 8, you will have received a report which will give you a good picture of what your strengths and weaknesses are. This will help you to know what subjects suit you best and what you are likely to do best in.

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

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

Question: What if I cannot do my chosen course?

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

Question: What combinations are NOT allowed?

You can only take one of the following subjects: Art, Textiles (Art & Design) and Product Design (Art & Design). Drama cannot be taken alongside Dance.

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

We will write to you in the summer term to confirm your initial choices. Your revised choices will then be confirmed in January 2022.

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

A range of information will be provided to you, your parents and staff to help you make your choices. Your year 8 report will be used to show you how you are currently getting on. In addition to this data, it is important that you choose subjects that you are going to enjoy. You are going to study them for three years and so it is crucial that you feel that you will be happy to study each subject for this length of time.

How to make your choices

1

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

2

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

3

- Prepare any questions you wish to ask or discuss at the virtual Pathways Evening
- Staff will look at your subject choices to make sure these are right for you
- Your choices will be passed to subject staff to confirm you are right for that specific course

4

- School will confirm your initial choices at the end of the summer term 2021 and your revised choices will be confirmed in January 2022

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

PROUD Programme

Being a CCHS student is more than just achieving great academic results, we want each individual to be a positive participant in the broader community, to have compassion and empathy for others and to become good citizens with an understanding of the importance of modern British values. A series of PROUD days (Perseverance, Responsibility, Opportunity, Unity, and Diversity) held throughout the year, cover an extensive range of topics to encourage you to look and think beyond school, exceed your own personal expectations and develop skills based upon, resilience, independence, hard work, commitment and a positive attitude to learning and life.



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

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

Year 9

In year 9, you will develop your oracy skills by debating subjects around Capital punishment, animal cruelty and medical ethics. This is a year of developing responsibility through consideration of the rule of law and democracy; giving you a broader sense of the world outside of education. You will hear from a number of high profile speakers to develop your understanding of mental health, gang awareness and extremism.

Year 10

In year 10, you will have access to a high quality of education around healthy relationships, and mutual respect. Subjects such as these will allow you to access society on a more sophisticated level than they would have done before. You will continue to build your STEM knowledge via an Eco Challenge, where you will consider ecological ways to improve society.

Year 11

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

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

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

ENGLISH LITERATURE ENGLISH LANGUAGE

CORE SUBJECT

The one thing – perhaps the only thing – that separates humans from the rest of the natural world is that we tell stories. More than that: we define ourselves by stories...they tell us who we are and who we might become, where we come from and where we might be going, how to live and what might happen to us when we die.

From a young man in Bethlehem teaching us about sacrifice, to a tortoise schooling a hare in how to persevere and overcome the odds, to a boy with a funny squiggle on his forehead, learning to overcome loss and turn tragedy into triumph, stories are central to all of our lives.

This course will enhance your English skills and result in two GCSEs, in English Literature and English Language. These are compulsory qualifications. The course is designed to improve your skills of reading, writing and communication. By the end of the course, you will have been given all the tools you need to read accurately and fluently, making informed judgements about the validity of a text and understanding the contextual influences that shape texts. You will also be given the skills you will need to communicate with others in a variety of situations and will be able to adapt your ideas to suit a wide range of audiences and purposes. Your writing skills will also be greatly enhanced through this course and you will gain the knowledge you need to write fluently and use Standard English in a coherent and accurate way. During the three years, you will study a range of fiction and non-fiction texts from the 19th, 20th and 21st Century. You will also focus on creative writing, writing for a specific audience and purpose, as well as learn the skills required to write a critical response to a text. The course is assessed by examination only.



What Josh said

"Teachers are really enthusiastic about the books we read, which inspires me to read more."

Year 9

The GCSE Literature course focuses on ideas of power and conflict in British literature. You will study a modern play, *An Inspector Calls*, which looks at issues of class and gender in Edwardian England, before moving on to explore a range of poems in the AQA Power and Conflict Anthology. You will then meet up with Sherlock Holmes and Dr Watson in the gothic mystery, *The Sign of the Four*, before investigating issues of power, betrayal and the supernatural in *Macbeth*.

What Emma said

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

Year 10

In year 10, you will revisit all the power and conflict texts in order to extend and deepen your understanding of the ideas, issues and contexts explored within them. Techniques to help memorise key quotations are developed alongside the analytic and comparative writing skills you need to succeed in your GCSE literature examination. You will also explore a wide range of unseen poems to help prepare for the unseen elements of the examination.

Year 11

In year 11, you will explore a range of fiction and non-fiction texts from the 19th, 20th and 21st centuries, as a vehicle to develop your reading and analytical skills. Within this, you will read a selection of dystopian and gothic texts to develop the key skills needed for your language GCSE. In addition to reading, you will hone your written expression, learning to write in a variety of forms for a range of purposes.

Which careers can English Literature and Language lead to?

Most careers require a proficiency in English, but more particularly, journalism, publishing, advertising, public relations, law and teaching.

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

MATHEMATICS

CORE SUBJECT

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



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

What Kacey said

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

Year 9

Geometric Principles - including circle theorems, trigonometry and Pythagoras. Quadratic Equations and Graphs – expanding and factorising quadratics, sketching graphs and finding minimum points. Sampling and Grouped Frequency – capture/recapture, finding the mean from a table, sample size. Number and Sequences with Logic Skills – finding rules and identifying terms in a sequence, Highest Common Factor (HCF) and Lowest Common Multiple (LCM).

What Nathan said

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

Year 10

Geometric Reasoning – angles in parallel lines, triangles, 3D Pythagoras, interior/exterior angles of polygons. Properties of Circles and Graphs – area and circumference formulas, equations of circles and the corresponding graphs, circle theorems. Accuracy, Powers, Surds & Variation – indices laws, bounds and error intervals, rationalising fractions, simplifying surds. Problem Solving Strategies – practice identifying key words and identifying topics and skills.

Year 11

Algebraic & Geometric Proof – developing structured mathematical arguments using correct notation. Algebraic Fractions and Functions – using calculators to generate terms in an iterative sequence, solving algebra by factorising and cancelling like terms. Vector Geometry – using vectors to define pathways. Identifying parallel and perpendicular vectors. Applications to Problem Solving - linking skills to solve multi-step problems.

Which careers can Maths lead to?

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

Maths is the hidden secret to understanding the world

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

SCIENCE

Core subject

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

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

Science is a compulsory subject and all students must follow the minimum core curriculum. Throughout the course, you will develop a working knowledge of science and the skills to apply it to new and changing situations in domestic, industrial and environmental contexts. Obtain and critically evaluate scientific data and conclusions, including material obtained from the Internet and more traditional sources. Plan and carry out investigative tasks, organise and present information and data clearly, and logically, using ICT where appropriate. The exact route will depend upon your aptitude and ability. Your knowledge and understanding of basic science concepts will be developed, providing a better platform from which to study sciences at A Level or BTEC Level 3.

Year 9

In year 9, your studies will include the following topics: the hierarchy of the body, cells, microorganisms, cardiovascular organisation, atomic structure, periodic table, structure and bonding, quantitative chemistry, energy and electricity.

Year 10

In year 10, you will focus on disease, bioenergetics, biological responses, genetics, chemical changes, electrolysis, energy and reactivity, chemical analysis, particle model, forces and applying Newton's laws and radiation.



Year 11

In year 11, you will study: ecology and ecosystems, evolution, biodiversity, organic chemistry, waves, electromagnetism, the Earth's atmosphere and the Earth's resources.

Which careers can Science lead to?

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



What Shahabaz said

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

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

OPTIONAL SUBJECT LIST

Subject	Qualification Type	Page
Art & Design	GCSE	15
Business: Enterprise & Marketing	Vocational Qualification	16
Child Development	BTEC Qualification	17
Computer Science	GCSE	18
Drama	Vocational Qualification	19
Engineering	BTEC Qualification	20
Food: Hospitality & Catering	Vocational Qualification	21
Geography	GCSE	22
History	GCSE	23
Media	BTEC Qualification	24
Music	BTEC Qualification	25
Product Design: Art & Design	BTEC Qualification	26
Religious Studies	GCSE	27
Spanish	GCSE	28
Sport Science	Vocational Qualification	29
Textiles: Art & Design	GCSE	30
Dance	Vocational Qualification	31
Physical Education	BTEC Qualification	32

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

ART

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

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



Year 9

Experimental Drawing- Exploring drawing media, print making and sculpture. You will develop new skills and knowledge whilst exploring clay, plaster casting, collage, watercolour paint and printing. Seashore Project - A visit to the beach will enable you to record first hand observations through the use of photography and sketching. You will develop your understanding of colour, pattern and texture to create 2D and 3D models in clay.

What Emily said

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

Year 10

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

Year 11

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

Which careers can Art lead to?

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



Nurturing the creative mind, inspiring the world around us

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

BUSINESS

ENTERPRISE & MARKETING

Business affects every aspect of your life. It provides the basic needs such as the food you eat, the clothes you wear and the house you live in.

Many of you will know someone who runs their own business, if not then you know people who work in a business for someone else.

If you want to explore what the future could hold for you and the potential business could play in it, this is the course for you.

Throughout the course you will develop a deeper understanding of the role of business in everyday life; learn to work both as a team and individually; improve your communication skills; learn to present ideas in a clear and effective way; develop your ICT skills and analysis, as well as developing your organisational and planning skills.

Year 9

You will explore the role of marketing when launching a new product or service, and apply it to a range of new products (Mini Marketing Project). Have opportunities to take part in real life competitions to demonstrate business skills; competitions have included 'Student Investor' and 'Subway Challenge', as well as designing a product and reviewing the viability of new ideas.

What Dom said "I picked Business as I want to run one myself when I am older. The lessons are enjoyable and we can enter national competitions to win prizes."

Year 10

Investigate real life brands to ascertain the reasons they are successful, explore the benefits of creating a strong brand, as well as the impact of brand identity and brand personality. You will investigate the importance of a company logo, research the use of mascots, jingles and straplines by various brands.

Year 11

Create a brand identity, going through the planning process and then pitching a proposal to an audience in our own Dragon's Den. The focus is on the use of pitch content, specialist language, imagery used and brand development.

Which careers can Business lead to?

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



Whatever you're thinking, think big!

*"There are no seven wonders of the world in the eyes of children; there are seven billion!"
Walt Streightiff*

CHILD DEVELOPMENT

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



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

Year 9

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

What Lilly said

"I really enjoyed my work experience and they said I might be able to go back and work there!"

Year 10

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

Year 11

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



What careers can Child Development lead to?

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

What Ella said

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

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

“Don’t be encumbered by history, just go out and do something wonderful.” Robert Noyce

COMPUTER SCIENCE

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



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

Year 9

You will develop a deeper understanding of Converting Number Bases and learn how to convert between binary, decimal and hexadecimal. Your study will focus on units of Information and how to convert between unit sizes, for example, GB to TB linked to number bases. Representing characters, images and sound links to binary conversions will be studied. You will also learn key algorithms used for searching, sorting and compressing data as well as looking at the advantages and disadvantages of these.

Year 10

You will explore data types and structures and how computers store and manage different types of data in different ways. How Arithmetic, Relational and Boolean operations are used within programs to carry out calculations and decision making with programming. Computational thinking including: decomposition, pattern recognition, abstraction and algorithm design, will teach you to think in a logical way to solve problems. In year 10, you will complete a programming project.

Year 11

You will develop an understanding of the fundamentals of Computer Networks and how different types of networks are set up and have advantages and disadvantages with potential security issues. Fundamentals of Cyber Security covers different types of viruses and malware attacks with prevention methods. Ethical, legal and environmental impacts of digital technology on wider society, including issues of privacy will allow you to develop a moral view of how computers impact the society we live in.



Which careers can Computer Science lead to?

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

The operating system for all innovation...

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

DRAMA

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

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



Year 9

In year 9, you will be introduced to the text 'Blood Brothers'. You will develop and build skills to a more sophisticated level to bring 'page to stage', work on performance elements and prepare for a performance, explore different stimuli to generate ideas for a performance and have opportunities to reflect on practice and personal performance. Conduct research into the practices of theatre practitioners and understanding the differences between Naturalism and Non-Naturalism, before completing a mock performance in preparation for your first exam unit in year 10.

What Jemima said

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

Year 10

In year 10, you will explore two different plays; one classic and one contemporary. (For example, Romeo and Juliet and Noughts and Crosses although these are subject to change.) From each of these texts, you will perform an extract, develop your skills and techniques, take part in workshops and rehearsals to develop your performance skills; documenting the process and progress through coursework and evaluating performance and reflecting on personal skill sets.

Year 11

In year 11, you will work as a group to devise an original drama, completing written pieces of work that document the process and outline your intentions. During January, the exam board release an exam paper with a specific task/brief, which is externally assessed. You will use your prior knowledge of practitioners and the work completed during KS4 to create an exam piece. Written elements are practiced in the approach to final examinations through writing and documenting the rehearsal process and evaluation.



Which careers can Drama lead to?

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

What Callum said

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

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

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

ENGINEERING

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



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

Year 9

Your time spent in year 9 will involve a range of design and make experimentation tasks that result in the testing and recording of data. Tasks will be linked to engineering problem solving. Independent and group work will form the basis of these activities. It is important to be able to work and communicate within a team. These are skills that will be developed as you take on different roles within a design team. You also will have the opportunity to work by yourself on a range of practical tasks to build your knowledge of health and safety in the workshop and ability to use a range of engineering processes in metals and plastics work. You will then explore different engineering sectors and complete a case study on an engineering company looking at the different job roles within the sector. You will also investigate the role of design in the production of engineered products.

Year 10

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

Year 11

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

Which careers can Engineering lead to?

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

Problem solving; our way to a better future

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

FOOD

HOSPITALITY & CATERING



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

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

Year 9

In year 9, you will focus on developing practical skills, investigating and developing catering techniques, using specialist equipment and cooking methods. You will develop practical skills through producing dishes that include meat, fish and alternative protein as well as creating soups, cakes and pastries. Time is spent researching the hospitality and catering industry in depth as well as developing your own menus. Nutritional value and the consequences of insufficient nutrient intake is also studied.

What Ellie said

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

Year 10

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



Year 11

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

Which careers could a course in Food lead to?

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

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

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

GEOGRAPHY

If you could go anywhere and see anything where would you go? Would you explore the sand dunes of the Sahara Desert? Would you stay in treehouses with the tribes of the Amazon Rainforest? What about a trip to Antarctica to see penguins in their natural habitat? Wouldn't you be disappointed if you had to stop?



Studying geography means you have the entire world at your fingertips. You can go on adventures to new places, meet new people and all you have to do is show up! Geography gives you opportunities to study issues that are relevant in the modern world, it is a subject with direct and relevant links to other subject areas as well as being a practical subject that can be applied in a number of outdoor pursuits such as: sailing, rambling, scouts, geology, environmental interests, etc. Geography allows you to: improve your understanding of different places and people, pose an argument in written form, develop your numerical skills and use of statistics, practise your map reading and interpretation skills, learn to work with a group and recognise others' opinions, explore new places, try using practical fieldwork skills and gain an understanding of global issues that may influence our future. As well as fieldwork opportunities, there is also an optional 4-day residential every year, where we mix seeing real life geographical locations with outward bound/team building activities at an outdoor education centre.

What Alfie said

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

Year 9

In year 9, you will conduct an in depth analysis of ecosystems and biomes around the world. Study the Amazon Rainforest and the impact humans have on it. Look at the Western Desert (USA) and the Sahel, to explore deserts and desertification. Assess urban issues and challenges in Lagos and London, including how to promote the idea of sustainable cities. You will also undertake fieldwork, evaluating the success of coastal management in Tendring. Across the year, you will look at current or topical geographical events as they happen.

Year 10

In year 10, you will look at the characteristics of natural hazards, tectonic and atmospheric hazards including the threat of climate change. Conduct a study of resource management (UK and worldwide), including inequality in the supply of water, food and energy across the world. Look at the changing economic structure of Nigeria and post-industrial UK, including the impact of aid, Transnational Corporations and tourism. Undertake a fieldwork investigation into how successful the regeneration of the Olympic Park in Stratford has been.

Year 11

In year 11, you will study the processes, landforms and management that take place and shape the UK landscapes (coasts and rivers). Evaluate a variety of topical geographical issues. You will focus on developing your geographical skills including cartographic skills, numeracy skills and literacy skills. You will also analyse your own fieldwork and will be exposed to previously unseen fieldwork, to improve your geographical skills. Finally, there is revision of the key case studies and theory.

Which careers can Geography lead to?

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

Exploring the relationship between people, places and environments

"We are not makers of history. We are made by history." Martin Luther King, Jr.

HISTORY

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

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



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

Year 9

Medicine in Britain c1250-Present; a study across time to look into how medical beliefs and practices have changed and the social, scientific and technical reasons behind it. You will continue to develop the analytical skills built previously with a focus on sources. In depth learning continues through medical advances on the Western Front. There is a focus on Weimar and Nazi Germany between 1918-1939, looking at important historical events across the year.

What Sarah said

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

Year 10

The American West 1835-1895; a return, in depth, to a topic introduced during KS3 allowing for investigation and research. You will develop your extended writing skills and the use of narrative to explain consequence. These skills will then be transferred to the last unit of study; early Elizabethan England 1558-88. A study of History within Britain, which allows a full circle approach to historical study that commenced at the start of KS3.

Year 11

In year 11, the focus is on the consolidation of study already undertaken. Topics previously studied are revisited with a forensic approach that allows the development of extended writing and critical response. Your skills, used across the subjects and especially those with a literacy focus, are improved and crafted to allow success at public examinations in history and across the full range of studies.

What careers can History lead to?

Nearly all careers want you to be able to use evidence to make decisions about issues. It would be especially useful in careers such as journalism, law, education, business, museum work and the police.



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

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

Malcolm X

MEDIA

MEDIA STUDIES

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



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

Year 9

You will begin the course by focusing on ‘Media and Marketing.’ This unit will include an introduction to marketing and understanding the marketing mix. You will also focus on existing campaigns, creating a campaign for a product using different promotional methods both individually and as part of a team. You will also look closely at ‘Media Forms’ (moving image) including television adverts, trailers, and documentaries.

What Maddison said

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

Year 10

In year 10, you will study ‘Media Forms’ (print) exploring different forms of print media such as newspapers, magazines, leaflets and identifying their codes and conventions. In this year, your time is spent preparing the components of the exam, from research to design tasks. During year 10, the exam pre-release is issued. There are six weeks allocated preparation time and a final exam, which is completed over 9 hours. The process includes creating a brand identity, going through the planning process and then pitching a proposal to an audience.



Year 11

Year 11 is coursework based. There is an examination of existing products aimed at a teenage audience as per the brief. All forms of previous study are used within this period including: moving image, print and use of interactive platforms. Final coursework includes a creation of media products using practical skills ranging from: a 2-minute film trailer, documentary, magazine or newspaper article. This will depend on individual strengths and preferences.

Which careers can Media lead to?

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

Media is all around us, make up your own mind, form your own opinions

MUSIC

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

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

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



What Jack said

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

Year 9

Year 9 focuses on building skills. This includes the development of rehearsal and performance skills, as well as sequencing skills. You will focus on the key elements of composition, including key skills of harmony and melody writing, bassline, song structure, texture and production techniques. You will also have the opportunity to practice your performance skills, focusing on: instrument techniques, performance confidence, use of rehearsal time, independence, technical exercises and collaborating with others.

Year 10

In year 10, you will develop an understanding of the music industry including key roles, organisations, venues, and will then apply this knowledge to different scenarios. Plan for a live event including target audience, venue, purpose, copyright, marketing and evaluation. Focus on performance skills including consideration of audience rapport, style, understanding of material, microphone technique and instrument technique.

Year 11

In year 11, you will be introduced to music composition. You will have the opportunity to create ideas, develop ideas and complete a final composition based on an initial brief. Continue to develop musical performance, learning about interpretation, accuracy, interaction and rehearsal techniques. You will also complete a practice and rehearsal log.

Which careers can Music lead to?

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



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

PRODUCT DESIGN

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



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

Year 9

In year 9, you will explore materials and processes such as pewter casting, brazing, riveting, block printing, stencilling, clay work and plastic heating processes. Traditional methods such as wood joinery are taught alongside Computer Aided Design(CAD)/Computer Aided Modelling (CAM) and scroll saw work. You will be involved in manufacturing systems and using teamwork to batch produce items in a factory setting.



Year 10

In year 10, you will complete an investigation into pop artists and recreate their work as a pop art themed storage solution. You will investigate existing products and complete analysis. Undertake primary research, gathering anthropometric data. Explore and experiment with practical methods such as block printing, poly printing and stencilling. Use isometric drawing, orthographic drawing and 3D modelling through Google Sketch up, leading to your final design. All work created is presented in a portfolio.

Year 11

In year 11, you will develop practical skills in art and design. You will experiment and improve your work whilst using a variety of machines, processes and materials such as comb, dowel and halving joints, vacuum forming and line bending, lamination, laser cutting, pewter casting and metal scrolling. Each experiment is recorded as a practice and review to work towards and build your own 3D project and portfolio. You will complete an independent task to show the skills you have learnt.

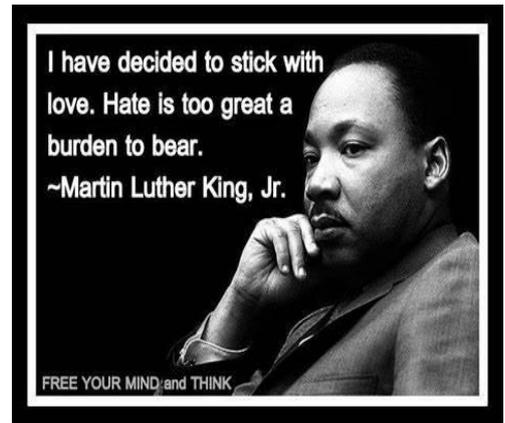
Which careers can Product Design lead to?

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

Turning imagination into reality, creating the world of tomorrow

RELIGIOUS STUDIES

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



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

What Teddy said

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

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

Year 9

In year 9, you will explore the beliefs and teachings of Christianity, covering fundamentalist and liberal beliefs about creation and the creation story, original sin, Trinity, incarnation, crucifixion, death, resurrection and beliefs about heaven and hell. You will also study the themes of Prejudice and Discrimination, and Religion and Human Rights focusing on freedom of religion and social justice. You will also study key religious events and topical, ethical issues as they arise.

Year 10

In year 10, you will be introduced to the beliefs and teachings of Buddhism, covering the life and enlightenment of the Buddha, his key teachings including the three marks of existence, the four noble truths and the noble eightfold path. You will explore differences between Theravada and Mahayana. As well as studying the themes Crime and Punishment, Peace and Conflict and Relationship and Families, following the exam board syllabus.

What Grace said

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

Year 11

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

Which careers can Religious Studies lead to?

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

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

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

SPANISH

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



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

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

Year 9

In year 9, you will learn to describe regular holiday habits, past holidays good and bad, learn how to book a room, and combine three tenses (past, present and future). Describe your school subjects and teachers, compare your primary school to your high school, and give opinions on the rules and school issues. You will learn about technology and apps, types of books, and relationships with family and friends.

What Ellie said

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

What Declan said

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



Year 10

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

What Sam said

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

Year 11

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

Which careers can Spanish lead to?

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

Teaching a different language is teaching a different vision of life

"Dreams are free. Goals have a cost. While you can daydream for free, goals don't come without a price. Time, effort, sacrifice and sweat. How will you pay for your goals?" Usain Bolt

SPORT SCIENCE

Sport Science takes your learning a step further, creating a unique content driven course to complement its learners who are interested in sports participation, sports science and a potential future career along this exciting path. It's used to help identify strengths and weaknesses so that a training programme can be individualised for everyone from athletes, to the elderly, and everyone in-between.

Students studying the qualification are provided with an understanding of the technical and professional issues relevant to the Sports Science sector, such as in-depth analysis of the principles of training and how these function during sport and exercise; the psychology behind elite level performance in sport and exercise, as well as the psychological principles which can encourage behaviour change and maintenance of a healthy lifestyle amongst the broader population. You will also gain experience of how to develop performance through application of specialised fitness testing, gain an insight into the importance of sports nutrition and the ability to reduce the risk of sports injuries. The course will also provide the knowledge, qualities and attributes to take forward into higher education and to develop key skills related to the real world.



Year 9

In year 9, you will study the principles and methods of training. You will apply these methods by designing an individualised 6 week, high quality training programme. You will be assessed both practically, by undertaking a personal trainer role for your partner in the class; 'the client', and constructing the programme based on fitness testing data to create a bespoke training programme for your client.

What Joshua said

"I hope to be a personal trainer so this course is perfect for me. I need to learn all about nutrition and fitness and it has been interesting to explore the theoretical side of sport."

Year 10

In year 10, you will focus on reducing the risk of sporting injuries. You will learn how to prepare participants to take part in physical activity in a way which minimises the risk of injuries occurring, how to react to common injuries that can occur during sport and how to recognise the symptoms of some common medical conditions. All vital skills for roles within the sport and leisure industry, whether you are a lifeguard, a personal fitness instructor, PE teacher or physiotherapist. This unit of study is assessed by an examination.

Year 11

Sports Psychology: most top sports performers work with sports psychologists to assist them in improving their performance and help them to attain the best possible balance between being relaxed and focussed when they are performing under pressure. Throughout this unit, you will look at some of the key elements of sport psychology and use some of the strategies and techniques utilised in the pursuit of excellence in sport performance. You will understand the relationship between personality and sporting performance, learn how motivation, aggression, arousal and anxiety can affect sport performance. This is assessed through coursework and practical assessment.

What careers can Sport Science lead to?

Teaching, police services, sports performance, personal training, and physiotherapy.

A good sportsperson inspires themselves, a great sportsperson inspires others

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

TEXTILES (ART & DESIGN)

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

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

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



Year 9

In year 9, you will complete a number of projects. Your first project is entitled, ‘Nature.’ This project is based on weaving artists, samples and making a bag. The second project entitled ‘Mosaics’ is based on mosaic artists, samples and making a cushion cover. ‘Bottles and jars’ is the third project to be completed in year 9, this unit will include: drawing/artist research, samples experimenting with materials all leading to a final outcome. Your final project in this year is called ‘The sea and sea creatures’, again this project will require drawing/artist research, samples experimenting with techniques ending in the production of a final piece.

What Emily said

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

Year 10

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

Year 11

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



Which careers can Textiles lead to?

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

Sew creative, sew original, sew inspirational

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

Martha Graham

DANCE

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

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



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

What Jack said

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

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

Year 9

In year 9, you will explore dance techniques and skills; developing practical dance skills such as coordination, extension, control, balance and alignment through technical classes in a range of styles. You will develop an understanding of the key features of contemporary and jazz dance; exploring the choreographic process, using various stimuli and creative techniques to produce your own performance work. Throughout the year, professional choreographers and repertoire are analysed for inspiration.

Year 10

In year 10, you will develop dance skills and techniques whilst studying three dance styles: Commercial, Musical Theatre and Contemporary. In each genre, the stylistic features are taught and developed through learning short contrasting pieces of repertoire. These are then developed into performance pieces for assessment purposes. Continual evaluation will take place throughout the year, evaluating in order to develop and improve as a dancer.

Year 11

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



Which careers can Dance lead to?

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

Dance is both finding and losing yourself at the same time

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

PHYSICAL EDUCATION

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



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

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

What Hermione said

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

Year 9

In year 9, you will be introduced to the musculoskeletal system and cardiorespiratory system including heart rate, breathing rate, changes in flexibility. You will look at three energy systems: ATP-CP, aerobic and lactic acid and how they impact on the body's energy production. Analyse the impact of energy systems on performance within two sporting activities of your choice. You will be assessed in chosen sporting activities; practical sessions and through describing skills, techniques and tactics.



Year 10

You will work on two selected sporting activities, carry out in-depth research into rules, regulations and scoring systems. Conduct a self-analysis of your own strengths and weaknesses in chosen sports and develop strategies for improvement. In year 10, there is an exam unit to undertake, the exam will include: components of fitness, measures of exercise intensity, principles of training, methods of training and fitness testing methods.

Year 11

In year 11, you will construct an exercise programme, focusing on a chosen area of development. Undertake a 6-week training programme, demonstrating principles of training alongside participation. Evaluate the effectiveness of the programme, developing an understanding of the major muscles, bones of the body, joints and movements and explaining the physical changes that occur after completion of the 6 week programme.

What careers can PE lead to?

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

Igniting passion, building character, creating champions...

Where will you go from here?

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

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

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

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



The Sixth Form College in Tendring

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

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

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

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

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