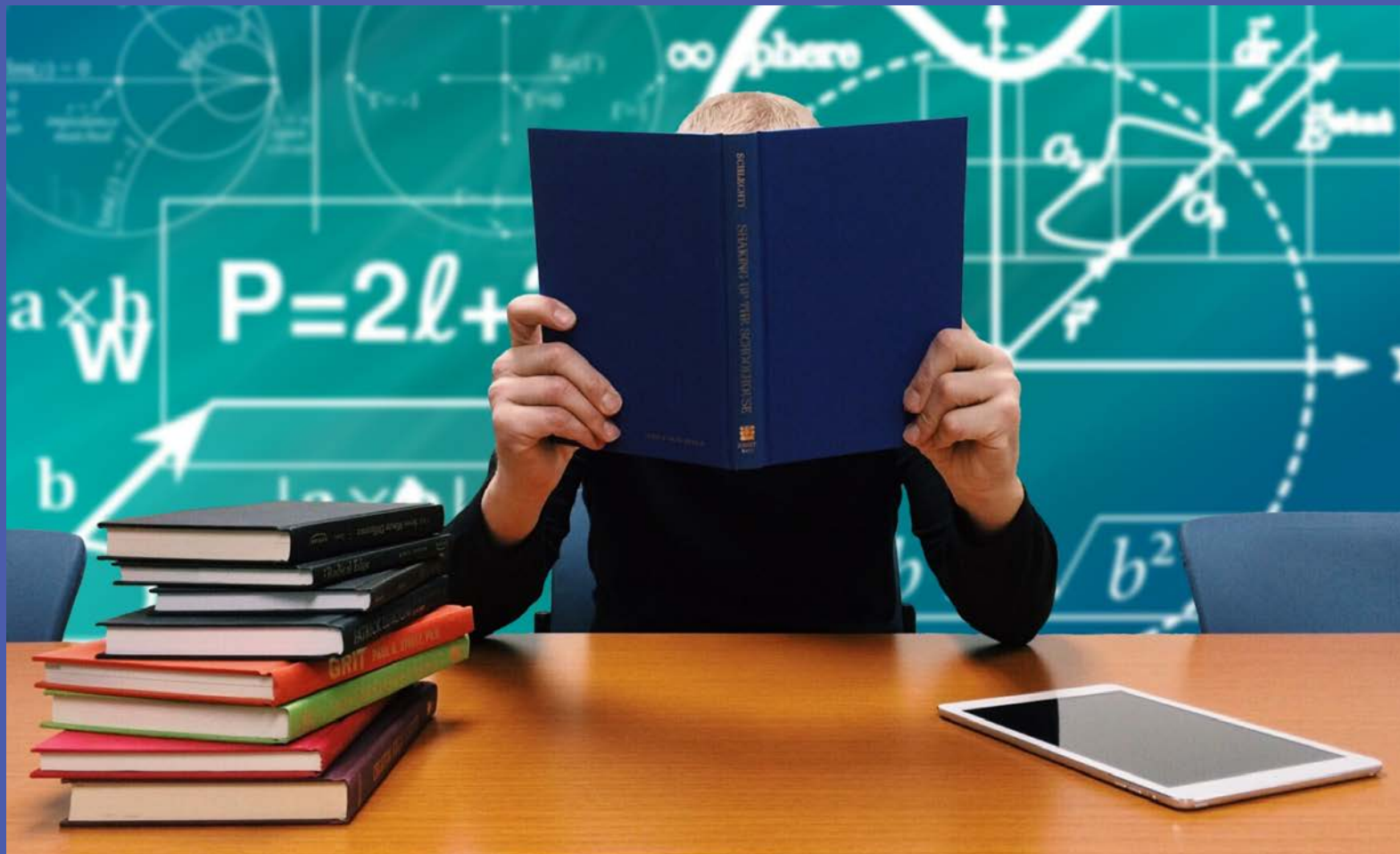




Collingwood  
College  
BELIEVE SUCCEED

# Year 9 Options 2024



## Choosing your options

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# Introduction

The Year 9 curriculum options should be seen in the context of the entire learning experience for the next 2 or 3 years. Our curriculum offers opportunities for students to study a wide range of subjects whilst maintaining a strong focus on the development of core skills in numeracy, communication and ICT.

During Year 8 students selected their free choice pathway and made 2 option subject choices. They are all working towards an external qualification by the end of Year 9. For Years 10 and 11, students will have 2 more option choices. Over the next few weeks students will receive guidance and support and will have access to assemblies and information. All students will receive an interview with a member of staff, to support students and parents in making informed decisions about the most suitable options for them, and to achieve their potential.

Some students already have clear ideas about what career path they would like to follow but for those who are unsure, our advice is to choose subjects which they enjoy. Year 9 Options is part of the process of finding a longer individual learning route. There is a range of options for students who need extra support and they will be advised to study a reduced curriculum.

In the 21st century few people will stay in one job for life, so we must equip our students with the transferable skills to change career many times. Most importantly, we want to instil in all our young people a lifelong love of learning.



The English Baccalaureate subjects (commonly known as EBacc) shows where students have secured a good GCSE in a range of subjects. These subjects include:

- GCSE English or English Language
- GCSE Mathematics
- GCSE Science
- GCSE Computer Science
- GCSE French and Spanish
- GCSE History
- GCSE Geography

These subjects can provide excellent opportunities for students to progress to university or college. Some employers may also place greater emphasis on these qualifications. Students are encouraged to consider these recommendations and choose a balanced choice of study that reflects their interests and keeps their future opportunities open.

This Options booklet has been written for the student, but we hope that parents and carers will be able to take time to go through it with them as it can be a daunting task to complete alone. For further general guidance, a copy of 'Which Way Now?' will be available to all students on Edulink, Noticeboard, Curriculum Information.

If you have any questions or concerns about the Options process, please contact Form Tutors who will ensure that the questions are passed onto the most appropriate member of our staff.

Mr A Chauhan  
Senior Assistant Principal – Curriculum Support

# General Information

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## Why have choices?

It is time to think about what qualifications you need to prepare yourself to pursue your chosen career. In order to specialise, you have a degree of choice in what to study for part of your curriculum time.

## What is compulsory?

You must continue to study Mathematics, English, Science, PRC, Physical Education and Wellbeing. Wellbeing includes Personal and Social Education, Citizenship and Careers Education.

## What choices do I have to make?

You have already made 3 choices for Year 9 and you now need to choose 2 further options for Year 10.

## Am I guaranteed to be able to study all my choices?

Courses will only run if there is sufficient demand and some courses may have a limited number of places. In addition, we must make sure you have selected a course which is suitable for you. We will do our best to make sure that you are able to study your first choices, but we will ask you to identify reserve subjects as a backup.

We will contact you if we are unable to offer you your preferred choices. We aim to confirm your choices in June.

## How do I make my choices?

Choosing option subjects is an exciting opportunity. Making the right choice now will ensure a rewarding and enjoyable experience.

You will need to talk to lots of people about the subjects you intend to study:

- Your Form Tutor – who will be able to consider your all-round abilities
- Your parents – who know you best of all!
- Subject teachers – including teachers of subjects you may be interested in studying
- Friends and/or relatives who have recently been in your position
- Our Information Advice and Guidance Coordinator, Mrs Clelland.

All these people will help you make decisions about what you want to study, but only you can make the final choice.

## Before you choose.....

Think about your own progress since arriving at Collingwood. Decide how well you have worked, achieved and improved, because this will have an impact on what courses you choose to study.

## Consider the following:

- Do I enjoy this subject?
- If the subject is new, do I know what is involved?
- Do my teachers think this is a sensible choice?
- Do I feel I know enough about the subject?
- Have I considered how this might help me in the future e.g. entry to the Sixth Form or University, or going into employment?

## Do not choose a subject because:

- "My friend is doing the course"
- "I like the teacher"
- "I think it will be easy"

The range of subjects on offer at Collingwood is included in this booklet with a description of the course and the method of assessment. Please read the booklet carefully before making any decisions.

Students can access a copy of a 'Which Way Now' Careers booklet which is available on Edulink, which contains additional helpful information.

A useful internet site to visit for impartial, confidential and practical advice is the National Careers Service  
<http://nationalcareersservice.direct.gov.uk/Pages/Home.aspx>





## General Information continued.....

In addition, Unifrog is a free online careers resource which can be accessed on computers and compatible mobile and tablet devices wherever there is a live internet connection. All students have received emails with login details and have been using Unifrog materials during the Careers registration sessions. Parents can request an access code from the College if they would like to have their own account to view the information.



Unifrog is accessed at [www.unifrog.org](http://www.unifrog.org) and users will be able to choose Sign in or Reset Password. Students use their College email address as their username. Students can use the careers and subject tools to research future pathways and to support options choices.

Wherever you are in the decision-making process, it is important to consider:

**Where am I now?**

**Where do I want to be?**

**How am I going to get there?**

**What types of qualifications are on offer?**

### **What types of qualifications are on offer?**

Information on the levels of qualification, as recognised in the National Qualifications Framework are outlined in the 'Which Way Now?' booklet which is available on Edulink.

These lead to a single GCSE in the subject covering the grades 1 to 9.

### **Vocational Qualifications**

We offer a high number of vocational qualifications. You learn by completing projects and assignments that are based on realistic workplace situations and activities.

Vocational qualifications are predominantly Level 2 qualifications.



# Process and timescales

<b>YEAR 9 OPTIONS PROCESS 2024</b>		
<b>DATE</b>	<b>EVENT</b>	<b>DETAILS</b>
January	Assembly	Options process and procedures
Wednesday 3 January	Information regarding Options Evening	Letter available on Edulink
Thursday 4 January	Options Information booklet available, the week prior to the meeting	Booklet available on Edulink
<b>Thursday 11 JANUARY</b>	<b>YEAR 9 OPTIONS INFORMATION MEETING</b>	<b>Meeting in Kingston Theatre 7.00pm – 8.30pm</b>
January / February	Activities	Students research various options available to them to help them inform their decisions  Students will be introduced to the range of resources and software available to them
	Research by students	Students should speak to Form Tutors, Subject Tutors, Careers Dept, and those who know them well
	Personal interviews	Interviews arranged for all Year 9 students
Thursday 29 FEBRUARY	Parents' Evening	Year 9 Parents' Evening – opportunity to speak to subject tutors
<b>FRIDAY 8 MARCH</b>	<b>Deadline for completed Option Forms</b>	<b>OPTION FORMS MUST BE COMPLETED ONLINE BY FRIDAY 8 MARCH</b>
June	Confirmation of Option choices	Students will receive a letter to confirm Option choices

# Frequently asked questions from students

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## **Why can't I take more subjects as GCSE courses?**

Each subject has a considerable workload in terms of learning and assessment. Students need at least 5 passes to progress in education but the priority should be to achieve the best possible grades rather than a lot of subjects.

## **What subjects should I choose?**

Choose the ones that you enjoy, do well in, that interest you or may be useful to you in a future career or further study, if you have already begun to think that far ahead. Remember that even if you think you know what you would like to do in the future you may change your mind! By making some subjects compulsory we ensure that you have a balanced curriculum.

## **What if I change my mind?**

We will always try to reconsider the choices you make if we feel they are not in your best interest or if you change your mind. However, the timetable is planned well ahead and sometimes it is impossible to make changes once other courses are full, so it is very important that you make your choices carefully.

## **What will the future be like? I don't know what I want to do yet.**

Not many people of your age know exactly what they want to do beyond 16, so don't worry. You will change, society will, and technology will advance, so keeping an open mind is a good thing!

## **Are some courses more valuable than others?**

The courses on offer, without question, provide all the necessary skills and training to allow you to choose a successful career. However, most employers, colleges and universities believe that all students should have good skills in English and Maths and as such, we think that you should make these a top priority. Some university courses require students to have particular GCSEs, so, if you are planning to apply for a specific course, it is a good idea to use the UCAS website to check <http://www.ucas.com/>

## **What about spare time activities?**

Years 10 and 11 should be a time for learning and a time for experiencing new things. Time management will be very important in the next few years to make sure you can manage other activities and cope with your workload.

## **Does the College offer subjects at A Level which can be studied without a previous qualification in the subject?**

Yes. Many subjects which we offer at A Level do not require you to have a GCSE or equivalent, for example Economics, Sociology, Media Studies, Physical Education and others. To progress onto A level courses, you will need at least 5 GCSEs at grades 4-9.

If in doubt check with your teachers or look on the Sixth Form section at [www.collingwoodcollege.com](http://www.collingwoodcollege.com) - Sixth Form/Admissions/Prospectus and Subject Information Booklet, and in particular, the Subject Information Booklet.

## **Can parents/carers help?**

These are the people that know you best and therefore have a key role to play in the decision-making process. Take time to go through the information booklets and the websites recommended together.

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# Option Subjects



# GCSE Art, Craft & Design



CAPA Faculty

Mr A Connell

Mrs L Judd

Joint Heads of Art

## Assessment Details

Component 1 : Portfolio (60%)

Component 2 : Externally Set assignment (40%)

This is a broad-based course that develops practical skills and allows students to use a range of processes, techniques, and materials.

Students will be inspired by a variety of artists to develop their own work in a personal and meaningful way.



This GCSE allows you to be an artist and develop your own independent way of creating art. You will work in a variety of ways:

- Painting
- Drawing
- Printmaking
- Mixed Media
- Computer Aided Design / Photoshop
- Photography

## Is it for me?

If you are interested and enthusiastic about the subject, then why not take GCSE in Art, Craft and Design? If you are keen to develop creative skills and value expressing your own ideas, you will find this course both rewarding and enjoyable. Above all we want students who are keen and committed and love creating Art.



## Careers Link:

Games design, graphic illustration, architecture, interior design, theatre set or costume design, animation, arts administration, fashion design, hairdressing, make-up

Exam  
Board

**AQA**  
Realising potential

# GCSE Business

TVIBE Faculty



Miss Dillon  
Subject Leader of Business

## Assessment Details

Examination: Two examinations worth 50% each

Business uses a variety of real business contexts to consider issues and challenges facing entrepreneurs and commercial organisations. Students can develop as enterprising individuals with a practical set of key skills, including problem solving and decision-making, interpreting and analysing data, and more.

Topics to be studied include:

- Business Activity
- Marketing
- People
- Operations
- Finance
- Influences on business and the interdependent nature of business

There is no controlled assessment and you will be assessed through two external examinations which focus on:

- Business Activity, Marketing and People
- Operations, Finance and Influences on Business

## Is it for me?

If you are interested in developing analytical and problem-solving skills and applying them to real life scenarios, then Business is for you. You will need a strong work ethic and the ability to reflect on and improve your performance, just as in the world of work. Many students go on to study Business or Economics at A level.



## Careers Link:

Most students will work in small, medium or large companies and can therefore apply what they have learnt to their future careers.

Exam  
Board

**OCR**  
Oxford Cambridge and RSA

# BTEC Tech Award in Child Development

TVIBE Faculty



## Assessment Details

Examination : 40%

NEA : 60%

Mrs Clelland  
Applied Learning /  
Careers Co-ordinator

The BTEC in Child Development , offers students the opportunity to explore and develop the skills needed for working with children. This course is suitable for both boys and girls.

There are three mandatory components, two of which are assessed by a Pearson set Assignments (under exam conditions), the third will be examined.

The qualification is graded at Pass, Merit, Distinction or Distinction\* and is equivalent to 1 GCSE grade 1 – 9.



The Tech Award consists of three components :-

- 1.Young children develop skills and abilities at different rates, although they usually follow the same pattern of development. This component will develop your knowledge and understanding of children's growth and development across five areas of development - physical, intellectual and cognitive, communication and language, social and emotional.
2. In this component, you will look at the different stages of play and types of play that children experience between birth and five years old and how play can be structured by adults to encourage and influence learning. You will look at play opportunities that adults can provide for children in community settings, in the home and early years settings. You will learn how specific activities and resources can promote learning across the five areas of development.
- 3.This component will develop your knowledge and understanding of the individual needs that can have an impact on a child's learning and development. You will investigate the role of the adult in making sure that all children are safe when engaging in play activities. You will investigate how activities can be adapted to ensure all children can join in with play and promote their learning and development.

## Is it for me?

If you are interested in learning how young children develop, how play supports all areas of development and how to ensure all children are included, then this is the course for you.

Students can progress in the Sixth Form to Level 3 through the Health and Social Care course.



## Careers Link:

Nursery nursing, nursing, teaching, social work, sports coaching, paramedic play groups

Exam  
Board

edexcel

Pearson

# GCSE Computer Science

TVIBE Faculty



Mr Powell  
Head of Vocational, IT  
& Business Education (VIBE)

EBacc subject

Assessment Details

Examination: Two exams each worth 50%  
2 hrs – 90 marks – Computational thinking & Programming  
1 hr 45 mins – 90 marks – Computing Concepts

This is a course that has real relevance in our modern world. While many students will no doubt already have some knowledge of computers and related areas, this course will give them an in-depth understanding of how computer technology works and an exploration of what goes on "behind the scenes". There is a focus on programming, but no prior knowledge is required.

It is an extremely demanding course and is NOT for every student. If you are an able mathematician, enjoy problem solving and seek a level of challenge beyond that of most other GCSE subjects, then Computer Science is for you.



Topics to be studied include:

- Components of a computer system
- Data representation
- Computer communications and networking
- Databases and SQL
- Programming

The examinations will include a mixture of multiple choice, short and long answer questions and practical problem solving, across two papers. One will focus on computational thinking, code tracing, problem solving and programming concepts while the other examines theoretical knowledge.

## Is it for me?

Yes, if you are interested in developing critical thinking, analysis and problem-solving skills and have enjoyed Python, Scratch and the Bebras Computational Thinking Challenge in Year 7 and 8. For many, it will be a fun and interesting way to develop these skills, which can be transferred to other subjects and applied in day-to-day life. The A Level Computing course would be a natural progression should you wish to pursue this subject.



## Careers Link:

Engineering, financial and resource management, science and medicine.

Exam  
Board





# GCSE Drama

CAPA Faculty



Mrs Valu

Head of Performing Arts & Drama

## Assessment Details

Understanding Drama: Written exam – 1hr 45min 40%

Devising Drama: Devising log & devised performance 40%

Text in Practice: Performed to an external examiner 20%

This student-friendly course aims to foster an interest in, and understanding of, theatre and drama through which a wide range of dramatic skills are developed. The GCSE examination will test your ability to:

- Explore ideas, issues and use drama forms to communicate through the language of space, movement and language in improvisation
- Support practical work by collating and documenting evidence of research

Adopt, sustain and develop roles

- Demonstrate an understanding of the skills required in presentation
- Use a range of texts for dramatic development
- Contribute to group development and realisation of ideas
- Analyse and evaluate work of live theatre makers

### Is it for me?

You must be prepared to participate in group performances and activities (both in and out of College) and to see at least one professional production during the course. It is important you have, and maintain, an excellent record of attendance as all practical work is group examined.



Understanding drama is a written exam at the end of the two years where students answer multiple choice questions on drama and theatre studies, respond to questions on a set text studied and review a live piece of theatre.

Devising drama requires students to create and perform their own devised drama. The process of creating the drama is analysed and evaluated in a detailed devising log. Devising Drama is teacher examined and externally moderated.

Texts in practice is a performance of two extracts from a published play which is externally examined.

Drama demands a high degree of motivation, self-discipline and a creative, active involvement. Through Drama, you will learn to understand yourself and the world you live in. It teaches transferable skills in communication, self-expression and teamwork. If you enjoy Drama or are considering an occupation which directly involves communicating with other people, you should seriously consider Drama as an option of real value.

Scan this QR code to watch a video all about studying GCSE Drama at Collingwood



### Careers Link:

Actor, lawyer, teacher,  
politician  
presenter

Exam  
Board

**AQA**  
Realising potential



# NCFE Level 1/2 Technical Award in Engineering

TVIBE Faculty



Mr Thomas  
Head of Design & Technology

## Assessment Details

Examination: 90 minute written exam 50%  
Non-Examined Assessment (coursework): 50%

**Please Note: This course is only available 'by invitation' to students in Year 10. It is expected that those students studying in Year 10 will complete this as a 2-year course.**

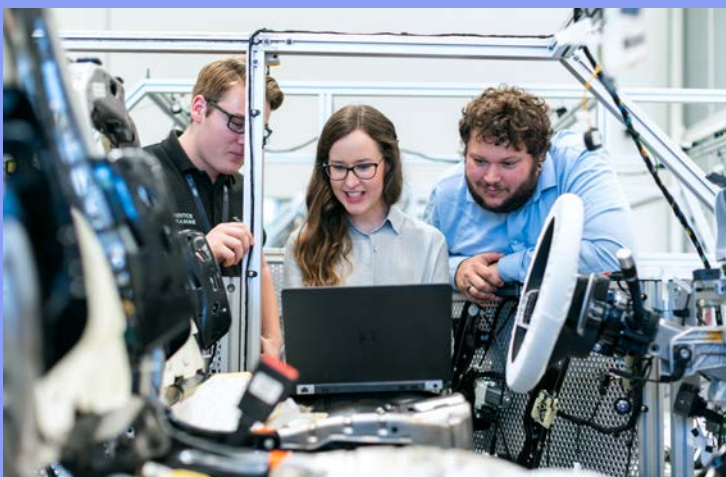
This course is aimed at students who enjoyed their Design and Technology projects in Key Stage 3 and want to continue to expand and develop their creative skills in designing and making. Students will also have a passion for problem solving and working independently to create their own designs and products.

Throughout year 10, students will learn how to design, prototype and build a range of products to meet a design challenge. This will involve sketching design ideas, translating them into Computer Aided Design (CAD) before manufacturing them using a range of manual and computer controlled processes. The process will be documented with a portfolio of evidence which will count towards 50% of the overall grade at the end of the course.

Alongside the practical elements, the students will also learn the background theory behind engineering materials and manufacturing processes for the final 90 minute exam which forms the other 50% of the grade.

## Is it for me?

- Do you enjoy getting hands on, building things in a workshop?
- Do you enjoy being creative and coming up with new ideas?
- Do you like designing and sketching?
- Are you interested in finding out how things work?



## Careers Link:

Plumbing, car mechanics,  
IT & Electrical System  
Support, CAD Design jobs  
and CAM manufacturing  
technician roles

Exam  
Board



# GCSE Film Studies

CAPA Faculty



Miss Angell  
Head of Media and Film Studies

## Assessment Details

Examination: 70%.

2 x 1.5-hour exam papers at the end of Year 11

Practical Coursework: 30%

Students will create a genre-based film extract or screenplay and an accompanying evaluation detailing stylistic choices made in the production process.

This is a fantastic 2-year course that is designed to teach students to analyse the medium of film in a variety of ways and from a variety of perspectives. The course covers the study of three US films and 3 global cinema films, including those from Australia, South Africa, Japan and the UK. Students will analyse and reflect upon these films through studying genre, narrative, representations and important stylistic features that directors have chosen to impact their audiences. Students will also get the chance to produce their own film extract or screenplay which will enhance their knowledge through the practical element of film.

Students will learn a range of skills through their study of film including becoming creative and critical thinkers, cultivating an emotional intelligence towards the world, enhancing analytical practise, developing communication and research skills as well as honing literacy and technological competences.

Film is an important part of many people's lives and those who choose to study it characteristically bring with them a huge enthusiasm and excitement for film which constantly motivates them in their studies. They experience a powerful medium which inspires a range of responses from the emotional to the reflective as they are drawn into characters, their narratives and the issues films raise. The course includes films that span over 65 years of cinematic creation including: Rebel Without a Cause, Whiplash, Jojo Rabbit, Slumdog Millionaire, Ferris Bueller's Day Off, Dracula, The Lost Boys, The Hate U Give, Tsotsi and Rocks or Attack the Block. These films will allow students to cultivate an appreciation for film and cinema in a completely new way.

The course is 70% examination based. This means that there will be a strong focus on written work where students will be expected to be able to deconstruct and analyse a range of films. We look at how film is put together and how it affects audiences in different ways. We also study how particular films highlight societal issues, how they represent stereotypes or, indeed, subvert these expectations and how film can influence us as audiences. This is an academic subject and students who are good at English will thrive within it as it enhances analytical skills and uses them across different texts. Students become excellent analytical writers as they are writing about something that is both current and enjoyable.

## Is it for me?

You need to be confident in English and have a creative side. You must be dedicated, engaged and willing to try new things to be successful in this course. Students who have an open mind and who are willing to see things from new perspectives will thoroughly enjoy what this course has to offer.



## Careers Link:

Publicist, Researcher,  
Journalist, Film Director,  
Editor, Designer,  
Marketing, Teaching  
Writer (scriptwriter).

Exam  
Board



# GCSE Geography

Humanities Faculty



Mrs Magness  
Head of Geography

## EBacc subject

## Assessment Details

Component 1 (40%): Written Examination: 1 hour 45 minutes

Component 2 (30%): Written Examination: 1 hour 30 minutes

Component 3 (30%): Written Examination: 1 hour 30 minutes

Geography is one of the broadest GCSE courses available. The world in which we live is also likely to change more in the next 50 years than ever before. Weather patterns are changing, population is growing, people are migrating, natural resources are becoming scarce, economies are growing, and coastlines are retreating.



Geographers will be challenged to:

- think creatively about patterns and change
  - think scientifically by collecting, recording and presenting data for analysis
  - think independently through applying knowledge and understanding
  - consider a range of viewpoints, values, and attitudes on several key geographical issues
- analyse a wide range of data, evidence and viewpoints. They will develop the ability to solve problems and justify their decisions.

Component 1 will assess student knowledge on three Geographical themes:

- Changing Places - Changing Economies (e.g. rural and urban patterns and changes in the UK, urbanisation and challenges faced by Global Cities, development and aid)
- Changing Environments. (e.g. rivers, coasts, weather and climate change)
- Environmental Challenges. (e.g. ecosystems, demand and supply of water, desertification)

Component 2 is a problem-solving paper based on the 3 themes from Component 1

Component 3 will assess Geographical fieldwork in both rural and urban contexts.

Rural Fieldwork in Year 10 : Box Hill, Dorking (compulsory trip approx £15 - £20)

Urban Fieldwork in Year 11 : Old Dean retail centre (compulsory trip - no cost)

Enrichment Trip : Residential to Iceland or West Coast USA (optional trip approx £1,700)

### Is it for me?

- Are you concerned about the environment and the world's natural resources?
- Are you interested in how different groups of people interact with one another?
- Do you enjoy visiting and learning about different places?
- Do you like being challenged to make decisions about local, national and international scale problems?

If so, then Geography is the subject for you! Geography is part of our everyday lives, so come and discover the world around you.



### Careers Link:

Law, architecture, aerospace engineering, travel and tourism, journalism, broadcasting, public services, education, geospatial analyst – the list is endless!

Exam  
Board

  
eduqas  
Part of WJEC

# GCSE History

Humanities Faculty



Mr Magness  
Head of Social Science  
Citizenship, History and Law

## EBacc subject

### Assessment Details

Paper 1: 50% written paper, 2 hours

Paper 2: 50% written paper, 2 hours

This qualification is in two parts, one focusing on the first half of the twentieth century, the other helps students to understand the history of Britain. We will then view history from a national to global perspective. The 4 sections are:

Understanding the Modern World - Germany, 1890-1945: democracy and dictatorship. This period of study focuses on the development of Germany during a turbulent half-century of change – the development and collapse of democracy following the Depression and the rise and fall of Nazism, including the experience of Germans under the Nazis.

Conflict and tension, 1894-1918. This wider world depth study enables students to understand the complex and diverse interests of nations and states. It focuses on the causes, nature and conclusion of the First World War and shows how and why conflict occurred, and why it proved difficult to bring the war to a conclusion. Students will study the Schlieffen Plan, the Western Front and other fronts of the War.

Shaping the Nation - Britain: Health and the people: c1000 to the present day. This thematic study will enable students to gain an understanding of how medicine and public health developed in Britain over a long period of time. It considers the causes, scale, nature and consequences of short and long-term developments, their impact on British society and how they were related to the key features and characteristics of the periods during which they took place.

British depth studies including the historic environment – Norman England, c1066-c1100. Students study, in depth, the arrival of the Normans and how they established their rule, considering the conquest, life under the Normans including castles and the Domesday book and the Norman church. The historic environment is 10% of the overall course and students will examine a specific site in depth that will enrich their understanding of Norman England.



### Is it for me?

History GCSE is the next step for those students who have particularly enjoyed History lessons in Years 7 and 8. Our aim is to encourage you to think about how the world around you has come to be as it is. You will learn to use and judge various kinds of evidence, such as film, internet research, photographs and written material; to detect bias, explain what we learn from it and understand how people and societies change over time.

In terms of building on one-year GCSE options, the course follows on well for those that studied the one year GCSE Citizenship course. Sounds interesting? Then sign up. It is a rigorous qualification so a fondness of reading will be necessary.



### Careers Link:

Publisher, work for the intelligence services, the Civil Service, banking and finance, work in the tour guide industry, become a university lecturer or a teacher.

Exam  
Board

**AQA**  
Realising potential



# OCR Cambridge Nationals in Creative iMedia

TVIBE Faculty



Miss Jones  
Course Leader

## Assessment Details

Examination: 1 written paper

Coursework: 2 units internally assessed

This course will provide opportunities to develop a range of transferable skills such as exploring, researching and planning work. Students will work both individually and collaboratively to create products and resources using industry-level software (mainly the Adobe suite) and will review and refine their finished product.

This is a vocationally-related qualification that provides valuable opportunities for individuals to develop skills while gaining knowledge and understanding which will support entry into the dynamic interactive media industry. As a modular qualification, students will be able to track their progress as they complete each unit of work.

There is a strong emphasis on practical work, which provides opportunities to apply creative ICT in various ways, but students will also participate in discussions, deliver presentations and most importantly, produce high quality written reports on what they have done for each module.

There are two mandatory units, the first unit is assessed by a 75 minute examination.

- Creative iMedia in the Media Industry – external examination
- Visual Identity and digital graphics

Then a choice of one further module from the following:

- Characters and comics
- Animation with audio
- Interactive digital media
- Visual imaging
- Digital games



Apart from the examination unit all other modules are internally assessed in College and externally moderated by OCR. All units are graded as Pass, Merit, Distinction or Distinction\*.

### Is it for me?

Are you creative and committed to learning new software skills? Do you enjoy exploring and experimenting with digital media? Are you confident in English and able to write a detailed report? If so, this may be the course for you.

If you have a genuine interest in using ICT creatively and enjoy expressing your ideas visually through the moving image or by using sound and are keen and enthusiastic, then you will find this challenging and rewarding course stimulating and engaging.



### Careers Link:

Media, film or practical creative media qualifications.

Exam  
Board

**OCR**  
Oxford Cambridge and RSA



# OCR Cambridge Nationals in IT

TVIBE Faculty



Miss Jones  
Course Leader

## Assessment Details

Examination: 1 written paper

Coursework: 2 units internally assessed

This course will provide opportunities to develop a range of fundamental principles and concepts of IT, including the use of IT in the digital world, Internet of Everything, data manipulation and Augmented Reality.

You will develop the skills to plan and design a spreadsheet solution to meet a client's requirements. You will be able to use a range of tools and techniques to create the spreadsheet solution which will be tested, and you will learn to evaluate your spreadsheet solution. Finally, you will develop the knowledge and skills relating to the purpose, use and types of Augmented Reality (AR) in different contexts and how it is used on different digital devices. You will develop the skills to design, create, test and review an AR model prototype.

There are three mandatory units, the first unit is assessed by examination.

- IT in the digital world external examination
- Data manipulation using spreadsheets
- Using Augmented Reality to present information

### Assessment:

Apart from the examination unit all other modules are internally assessed in College and externally moderated by OCR. All units are graded as Pass, Merit, Distinction or Distinction\*.

### Is it for me?

If you are interested in the principles and concepts when creating IT Products and have an interest in complex spreadsheet solutions and augmented reality.

Develop your knowledge and practical skills, Information Technology is constantly evolving and new jobs are developing all the time - you could work for tech giants or create your own products.

Subjects which compliment this course

Cambridge National in Creative iMedia  
GCSE Computer Science  
GCSE Media Studies  
GCSE Business Studies



### Careers Link:

A-Level Computer Science,  
Apprenticeship in such as IT,  
Digital Technology, Data  
Analyst

Exam  
Board

**OCR**  
Oxford Cambridge and RSA

# GCSE Media Studies

CAPA Faculty



Miss Angell  
Head of Media and Film Studies

## Assessment Details

Examination: 70%.

2 x 1.5-hour exam papers at the end of Year 11

Practical Coursework: 30%

Students will create a media product in a form of their choice under coursework conditions. They will choose one idea from a list of choices in a brief.

This is an exciting 2-year course that is designed to teach students to analyse media products as well as make their own. We cover the areas of TV, Film, Advertising & Marketing, Social & Online Media, Video Gaming, Magazines, Radio and Music Video. Students will explore a range of texts, including 18 set texts, for both their examination and coursework. No previous knowledge or technical skills are needed.

The course is 70% examination based. This means that there will be a strong focus on written work where students will be expected to be able to deconstruct and analyse a range of Media products and texts.

We look at how media texts have been created and explore their messages, audiences and purposes. We will be discussing the changes in the modern media landscape and debating the issues that arise from the shift to the Digital Age.

Students who are good at English will be able to transfer their analytical skills from the written word to media products such as film extracts, print adverts or web pages. We will also prepare students for the practical production coursework element. Students will use a range of equipment and technology. We have dedicated editing suites and studio spaces, as well as cameras and other equipment to enable the production side of the course. They will use the Adobe creative suite to edit their moving image production work and will learn desktop publishing skills that are transferrable across a range of subject areas.

### Is it for me?

You need to be confident in English and have a creative side. You must be dedicated, engaged and willing to try new things to be successful in this course. As this is an extremely popular course which can become over-subscribed, your English teacher may have to be consulted as to your suitability and ability to analyse texts.



### Careers Link:

Publicist, Researcher, TV Floor Manager, Public Relations, Marketing, Press Officer, Scriptwriter, Advertising, TV / Film/ Video Director / Editor/ Cinematographer, Disc Jockey, Radio / TV Presenter.

Exam  
Board

**AQA**  
Realising potential

# GCSE Music

CAPA Faculty



Miss Truglio  
Curriculum Lead for Music

## Assessment Details

Performing 30% - Coursework - one solo and one ensemble, 4 minutes in total

Composing 30% - Coursework - two compositions, 3 minutes in total

Listening 40% - A listening examination - audio and questions, relating to the styles you have studied during the course

This course is for anyone who has covered Key Stage 3 music in Years 7 and 8 and is the next step in your 'musical' journey. For the performance element of the course, you choose your own pieces to play in any musical style. You will also develop your knowledge of music through composing and studying pieces in the following styles: Instrumental Music; Vocal Music; Music for Stage and Screen; Fusions.

### Is it for me?

This course is open to all students who enjoy Music and builds on the areas of Performing, Composing and Listening covered in Key Stage 3.

You will compose 2 pieces of music during the course. One of these is a free composition and can be in any style that you choose. You will develop your skills using music technology to compose and record your own music.

You will record 2 pieces on an instrument or voice for the performing part of the course. The performances take place in the classroom and there is no requirement to perform to an audience for your assessment.

It is not necessary to have had instrumental or vocal lessons prior to starting this course as it is a progressive course that develops your musical skills from what was learnt in Years 7 and 8 at Key Stage 3.

This is also an excellent course for those students who are thinking of studying Music or Music Technology at BTEC Level 3 or A Level



### Careers Link:

Performer, Musical Theatre, Teacher, Composer, Community Music, Electronic and Computer Music, Conductor, Music Industry Roles, Producer, Music Psychology, Management. .

Exam  
Board



# Level 2 Vocational Award in Performing Arts (Technical Award)

CAPA Faculty



Mrs Valu

Head of Performing Arts & Drama

## Assessment Details

Performing: 30%

Creating: 30%

Performing Arts in Practice: Externally assessed 40%

This vocational Award in Performing Arts has been designed to support learners who want to learn about this vocational sector and the potential it can offer them for their careers or further study. Students will take a Drama or Dance pathway.

Unit 1 enables learners to gain a holistic knowledge and understanding of the skills and techniques needed to reproduce an existing piece(s) of professional/published work. This unit is internally assessed through controlled assessment.

Students complete research & rehearsal, performance and a final review and reflection. Individuals need to perform between 3 & 6 minutes. They also submit a record/portfolio of work through a reflective journal and recordings that outline progress.

Unit 2 enables learners to gain, develop and demonstrate knowledge & understanding of the skills and techniques needed to create and refine original work in the performing arts. Students will work as part of a team and work to a brief. Candidates are required to perform original work through one piece or a portfolio of pieces. This can be performed individually or in groups of up to 10 where they devise a piece between 3 and 10 minutes long. Learners will develop and present skills in communication, creativity and development of ideas. In addition to this they will evaluate and refine their original work.

Unit 3 introduces learners to areas of the performing arts that need to be considered when responding to an industry commission. Learners will draw on their knowledge from Unit 1 & 2 and undertake a series of set tasks that are applied to prescribed context. This will take place through a 20 hour timed supervised assessment.

## Is it for me?

You must be prepared to create and perform Drama in both practical classroom activities and in performance conditions in front of an audience. In addition to this you must be willing to participate in group performances and activities, both in and out of College. It is important you have, and maintain, an excellent record of attendance as practical work is group based although you are marked individually. You must be willing to individually create and deliver presentations to your peers, as well as receive regular peer and teacher feedback to support your development as a Performing Arts student.



Performing Arts demands a high degree of motivation, self-discipline and a creative, active involvement. It teaches transferable skills in communication, self-expression and teamwork. If you enjoy dancing, acting and singing you should seriously consider Performing Arts as an option of real value.



## Careers Link:

Any job that involves problem solving, time management, decision making or employment as a professional in the performing arts industry.

Exam  
Board





# GCSE Photography

CAPA Faculty



Mr A Connell

Mrs L Judd

Joint Heads of Art

## Assessment Details

Component 1 : Portfolio (60%)

Component 2 : Externally Set assignment (40%)

This is an art-based Photography course where your camera becomes the paintbrush! The course develops practical skills and provides the opportunity to explore new technologies and ways of working. Students will be inspired by a variety of photographers in order to develop their own work in a meaningful and personal way.

Home learning is essential in order to complete this course. As a photographer it is essential that you are always taking photographs that are related to your project, the majority of these will be outside of College hours. Work is set every week and you will be expected to carry out research, take photographs and develop your ideas on Photoshop. Each project will have deadlines, which must be adhered to for the completion of your work.

Please note we would only recommend opting for both Art and Photography if you are extremely committed to the visual arts subjects as they are both practical coursework subjects.

This GCSE allows you to be a photographer and develop your own independent way of creating images, you will work in a variety of ways:

- Learning about digital cameras and how to use them
- Lighting and studio lighting
- Digital manipulation
- Theme-based photography, e.g. portrait, landscape, still life
- Researching the work of artists and photographers
- Location shooting
- Narrative photography
- Artistic experimental imagery



### Is it for me?

This course provides you with a wide range of creative and exciting opportunities to explore your interests in Photography in ways that are personally relevant to you. Ideally you will have access to your own camera, but it is not essential.



### Careers Link:

Photojournalism, studio photography, travel/wedding/fashion/events photography, animation, moving image/films, studio photography

Exam  
Board

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Realising potential



# GCSE Physical Education

CAPA Faculty



Mr Beer  
Head of Physical Education

## Assessment Details

Examination: 60%

Non-Examination Assessment (NEA): 40%



This course gives the opportunity for your sport to form your exam coursework and will provide opportunities during curriculum time to develop the techniques and tactics of some other selected sports. It is however an exam heavy course requiring you to sit 2 papers at the end of 2 years.

You will study a wide range of concepts including aspects of the human body and movement in sport, socio-cultural influences, well-being in physical activity and sport, anatomy and physiology and movement analysis in more detail as well as the introduction of sports psychology.

The practical element allows you to be assessed in 3 activities as a player or performer. 1 from a Team, 1 from an Individual and 1 from either Team or Individual.

### Is it for me?

This course will really suit you if you can perform to a high practical standard in PE across several team and individual sports. Playing a sport outside of College IS REQUIRED. If you do not play sport competitively but have a general interest in sport the OCR Cambridge Nationals in Sport Science is a more suitable progression route.

It provides a suitable foundation for progression to A level Physical Education and to the BTEC National in Sport.



### Careers Link:

Health and leisure industry, PE teaching, coaching, physiotherapy, sports medicine, sport psychology and media related jobs.

Exam  
Board



# GCSE Psychology

Humanities Faculty



Mrs Charman  
Head of Psychology

## Assessment Details

Examination: Two x 1hr 30min written papers worth 50% each

Controlled assessment: N/A

Psychology is the scientific study of the mind and behaviour. Psychologists carry out experiments and research into why we act the way we do. The GCSE requires students to have a working knowledge of the results of this research.

The course is divided into two units.

- Unit one contains topics on criminal psychology, development and psychological problems. The development topic includes a more scientific section on how our brains work (for example, nerves and the function of various brain areas).
- Unit two contains topics on social influence, memory, sleep and dreaming.

Each unit is assessed by a separate exam, both of which last for 1 hour 30 minutes. Research methods are tested in both exam papers – this requires a good knowledge of basic maths skills.

### Is it for me?

GCSE Psychology offers an engaging and effective introduction to psychology with a fresh and modern content. Students will learn the fundamentals of the subject and can learn how to analyse arguments and evidence, test hypotheses and make informed judgements – all of which are skills valued by higher education institutions and employers. Psychology is exciting, interesting and relevant to students' lives.

Maths and English skills are embedded within the research methods sections throughout the course. Students are required to calculate averages and percentages and to draw graphs and charts.

An interest in both people and science is important for this course. You also need excellent time management and revision skills as psychology has a lot of information that you will need to remember. An ability to write clearly and to communicate your ideas effectively will also increase your chance of success.



### Careers Link:

Education, research, sport, business management. A higher psychology qualification can lead to careers in counselling or clinical care.

Exam  
Board

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Oxford Cambridge and RSA

# GCSE Sociology

Humanities Faculty



Mrs Charman  
Head of Sociology

## Assessment Details

Examination: Two written papers of 1 hr 45 mins worth 50% each

Controlled assessment: N/A

Have you ever wondered why swearing is taboo? Why domestic violence usually happens to women? Why teenagers are blamed for everything? Why some people seem to have more opportunities than others?

Sociology is the study of societies. We all live in a society and so, in some respects, we can consider ourselves experts already. Sociology looks at how people live, behave and work together in groups. It asks questions about the world that we live in and tries to explain why the world works in the way that it does. Typical questions we ask in our sociology lessons are:

- How has the structure of the FAMILY changed?
- Why do some groups do better in EDUCATION than others?
- Why do some people commit more CRIME than others?
- Who makes the RULES about which behaviour is 'bad' and which is 'good'?
- What kinds of INEQUALITY exist in society today?

During the course we investigate 4 themes – The family, education, crime and deviance and social stratification. In addition, we study sociological research methods to understand how sociologists gather the data they need to draw conclusions about how society works.

Students will sit two examination papers at the end of the two-year course. Each exam paper is 1 hr 45min:

- The sociology of families, the sociology of education and research methods.
- The sociology of crime and deviance, the sociology of social stratification and research methods.

### Is it for me?

GCSE Sociology aims to broaden your mind, helping you to see your world from different perspectives and in new and thought-provoking ways. By studying sociology, you will develop transferable skills including how to investigate facts and make deductions, develop opinions and new ideas on social issues and analyse and better understand the social world. If you have an open mind and you like arguing your point, then sociology will be an excellent choice for you. Sociology is exciting, interesting and relevant to students' lives. There is some extended writing involved, so a good standard of English helps.



### Careers Link:

Media, teaching, journalism, police, social work, health care, lawyer, probation officer, hospital admissions and case management, insurance, counselling, urban planning, consumer research.

Exam  
Board

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# Cambridge National Certificate in Sport Science

CAPA Faculty



Mr Beer  
Head of Physical Education

## Assessment Details

Reducing the risk of sport injuries – Exam 40%  
Applying principles of training – 40%  
Sports Nutrition and sports performance - 20%

This is a two-year course that takes an engaging and inspiring approach to learning and assessment. The new Cambridge Nationals in Sport Science reflect this and provide students with a broad knowledge and understanding of different aspects across the field. Units have differentiated tasks, meaning it is easy to pick up initial marks in each unit. Practical is fitness based and learning how to train properly incorporating the methods and principles of training with a view to making progress towards your fitness aims and objectives.

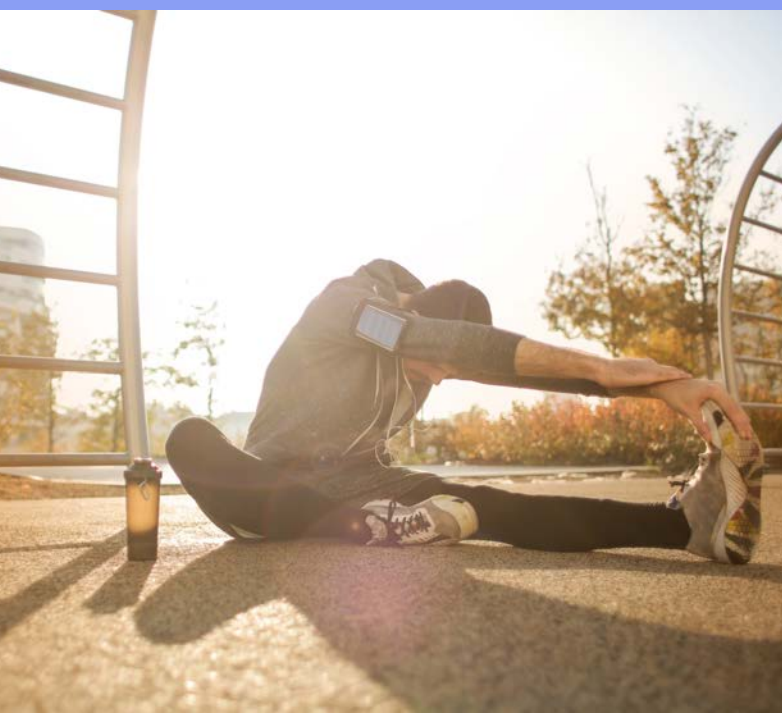
Units studied include:

- Reducing the risk of sport injuries
- Applying principles of training
- Sports nutrition and sports performance

### Is it for me?

You will be successful on this course if your preferred style of learning is assignment-based work that has introductory tasks that gradually get harder. It will suit you if you like getting fit and learning how to make a training programme that suits you and your chosen sport. This 2-year award is targeted for students who enjoy PE and have an interest in sport but may not have the level of practical ability that is required for the GCSE PE course.

Students will develop a wide range of highly desirable, transferable skills such as communication, problem solving, presentation, team working, meeting deadlines and performing under pressure.



### Careers Link:

Equivalent to a GCSE  
An excellent stepping stone  
into A Level PE and L3 BTEC  
Sport as Post 16  
qualifications

Exam  
Board

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# Compulsory (Core) Subject Information

# GCSE English Language and Literature (Core Subject)

Communications Faculty



Mrs Woods  
Head of English

## Assessment Details

English Language - Examination: 100%

English Literature - Examination: 100%

The new style GCSE places focus on the understanding of challenging texts from a range of genres, centuries and cultural perspectives as well as seeking to develop the analytical writing skills of students.

You will further develop your analytical skills in both Language and Literature and will study a broad range of texts spanning different eras and genres.

## ENGLISH LANGUAGE

The GCSE consists of two equally weighted exams which cover the study of fiction and non-fiction texts from the 19th, 20th and 21st centuries. Students will both respond to ideas and opinions expressed in texts as well as crafting their own piece of writing on a given stimulus.

### \*Spoken Language Endorsement

GCSE English Language will have an endorsed component covering Spoken Language. This endorsement will be reported as a separate grade (Pass, Merit, Distinction or Not Classified) and will not contribute to the result of the GCSE English Language qualification.

## ENGLISH LITERATURE

The GCSE consists of two exams which cover the study of prose, poetry and drama from a range of time periods and cultural perspectives. English Literature GCSE includes the study of Shakespearean play and other texts which have had an influence on our English literary and cultural heritage.

### Comments from students in Year 11

"I have found the study of English very enjoyable through Years 10 and 11. I found responding to literary texts and poetry from other cultures and traditions both challenging and rewarding".

"I have completed a wide variety of work including oral assessments and creative pieces alongside the more traditional literature essays. I feel that I have become far more confident as the course has progressed".

"I feel that my insight into texts has really improved through my study of Literature and I am now much more aware of the effects of writers' choice of language".



## Careers Link:

Journalist, teacher, freelance writer, editor, interpreter, paralegal, lawyer, publisher, librarian, copywriter

Exam  
Board

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# GCSE Mathematics (Core Subject)

Maths/Science Faculty



Mrs I Brockett  
Head of Mathematics

## Assessment Details

3 examinations at the end of Year 11 - 100%

Students will continue to develop and build on your mathematical knowledge and skills gained in Key Stage 3, by following programmes of work centred on five main areas:

- Number
- Ratio, proportion and rates of change
- Algebra
- Geometry and Measure
- Statistics and Probability

The National Curriculum for Mathematics aims to ensure that all students;

- become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that students develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately
- reason mathematically by following a line of enquiry, conjecturing relationships and generalisations and developing an argument, justification of proof using mathematical language
- can solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions

What examinations will I have to do?

All students will sit 3 examinations at the end of Year 11 at either Higher or Foundation level leading to a GCSE qualification, graded 1 to 9. Two papers will require the use of a calculator; the other is a non-calculator examination. All papers are equally weighted. There is no controlled assessment for the standard GCSE Mathematics. If you are entered for the Foundation level, you can achieve any grade up to and including 5. The Higher level covers the grades from 4 to 9.



### Careers Link:

Auditor, data analyst,  
computer programmer,  
medical scientist, financial  
analyst, statistician.

Exam  
Board

edexcel

Pearson

# Physical Education (Core Subject)

CAPA Faculty



Mr Beer  
Head of Physical Education

## Assessment Details

None

In Year 10 students follow a prescribed curriculum and an option-based curriculum. The timetabled activities are on a rotation basis like Key Stage 3, but with much more flexibility in what is offered at each venue.

Activities studied may vary depending on gender but will include:

- Badminton
- Softball
- Rugby
- Benchball
- Basketball
- Netball
- Rounders
- Dodgeball
- Football
- Table Tennis

The lessons are tailored in such a way that students are working at higher levels in terms of both performance and understanding. Tactics, choreography and fitness progression are covered in much more depth.

The structure of this programme allows students the opportunity to select and tailor their curriculum with a particular emphasis on lifelong participation and competitive context.

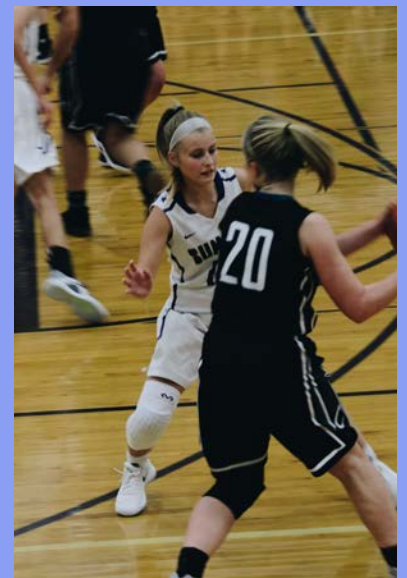
There are opportunities for students to undertake other roles in their chosen route such as an official, coach or choreographer.

One of the major aims is to offer students an appropriate background of activities that will encourage participation in an activity outside College.

How parents/carers can help:

- Parents can help by ensuring that students have the correct Collingwood PE kit and that they bring this kit to every PE lesson.
- Encourage students to attend a wide range of extra-curricular sporting clubs after College.
- Encourage students to find information about GCSE or BTEC courses if they are considering studying these in Year 10.

If students are not able to take part in the practical aspect of PE, parents must give students a note for their PE teacher explaining why. Students must bring their kit to change into, unless an injury prevents them from doing so.



## Careers Link:

Personal trainer,  
centre manager, massage  
therapist, one-on-one special  
education aide, coach,  
teacher



# GCSE Religious Studies (Full Course)

Humanities Faculty



Mr Dunn  
Head of Philosophy, Religion and Culture

## Assessment Details

Examination: Two 105-minute examinations

Controlled assessment: N/A

GCSE Religious Studies Full Course is an accessible, diverse and engaging course that will provide students with skills and knowledge that are essential in our modern world.

Selecting this option will build on the content already studied in PRC lessons in Year 9 and provide students with more opportunity to debate and engage with some of the fascinating topics that are covered, whilst also covering a wider range of issues. Students will already be familiar with the types of question that they will be required to answer from study in Year 9.

Students will study:

- The beliefs and practices of Christianity and Buddhism, including beliefs about suffering and practices such as mindfulness.
- Religious attitudes to relationships and families, including issues such as divorce, gender equality and the nature of families.
- Religion and life, which includes issues such as abortion, euthanasia and environmental issues.
- Religion, peace and conflict, which includes the possession and use of nuclear weapons, terrorism, pacifism and the morality of war.
- Religion, crime and punishment which includes issues such as capital punishment, prisons, forgiveness and crime.

Through the study of religion students can help to gain a deeper understanding of the world whilst also having the opportunity to consider and discuss deeper issues, such as the value of human life and our responsibilities to others.

The ethical themes provide an opportunity for students to learn about and engage with some of the big moral issues that are shaping the world today. Are nuclear weapons a necessary evil? Should euthanasia be legalised in the United Kingdom? Should our prison system focus more on reformation? Questions such as these are at the heart of Religious Studies GCSE and enable students to develop their own opinions on issues that matter.

The course also allows students to develop key skills that are useful both in further education and the workplace, such as critical thinking, explanation and constructing arguments effectively.



## Careers Link:

Social care, civil service,  
teaching, social work,  
journalism, youth work,  
counselling

Exam  
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