



CWLC OPTIONS 2017-2019

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CHRISTOPHER WHITEHEAD LANGUAGE COLLEGE

Options For Year 9 Students

- ◆ This booklet contains the information you will need to help you decide which subjects to choose for your GCSE years at our school.
- ◆ It tells you which subjects you have to do, which ones are optional, and lets you know what will be expected of you during the two years of each course.
- ◆ It is important to read **all** the information in the booklet before making your decisions. You must also talk to your parents, Learning Mentor, and the teachers of the subjects you are thinking of taking, **before** you make any decisions.
- ◆ Please do not allow financial pressures be a concern in choosing courses. Students who are in receipt of free school meals will have course materials provided free of charge and families who are not in receipt of this but who would be hard-pressed nonetheless can apply in confidence directly to the students' Director of Studies for course material funding.
- ◆ Following the Options Evening you will need to complete your choices form and return it to Mrs Clark by Monday 20th March 2017.

NOTES ON THE OPTION SYSTEM AT CHRISTOPHER WHITEHEAD LANGUAGE COLLEGE

- ◆ There are certain subjects that everyone has to do - this is because the National Curriculum is a legal requirement and all schools are obliged to teach them to their students until the end of Year 11. These subjects are English, maths, science, P.E., RE and Citizenship (Values & Ethics).
- ◆ Details of all optional subjects are given in this booklet. Students must make three choices from the Options courses, one should be either history or geography.

While we would normally hope to offer each student their first choices, this is not always possible if any of the following factors occur:-

- ◆ Little interest in a particular subject (we usually have a working minimum of 10 students per course) in which case it would be impossible for us to include it in the timetable owing to the staffing problems it would create.
- ◆ Too many students opting for a particular course, for which we may have neither rooms staffing nor resources.
- ◆ The combination of subjects selected may not be permitted (see section on “Prohibited Combinations”).
- ◆ **If any of these situations occur, those concerned will be asked to take their reserve choice.**

Decisions

In making your choices you should think carefully about:

- ⇒ **Which subjects you are interested in;**
- ⇒ **Which subjects you are good at and enjoy;**
- ⇒ **What you might like to continue with, after the age of 16;**
- ⇒ **Possible careers.**

For further information about these last two areas, ask your parents and teachers, but most of all ask for information from **Mrs. Watmore, our Careers Advisor.**

You should **not** choose a subject because:

- ⇒ **your friend chooses it - he or she may well have different abilities and interests to you! Please remember that each option only takes up 5 lessons a fortnight - so don't choose a subject based on where your friends will be**
- ⇒ **you don't like the teacher - you may well have someone new in Years 10 & 11!**

The English Baccalaureate

In many European countries, students are expected to pursue a broad and rounded range of academic subjects and we want to replicate a model of traditional academic rigour here at Christopher Whitehead Language College.

Indeed our belief in high academic expectations is at the heart of our language college ethos. Unlike the majority of high schools we already challenge all students to learn a modern foreign language and believe that many can achieve high grades in more demanding academic subjects as well.

Any student who secures good passes in English, mathematics, the sciences (including computer science), modern foreign languages and a humanity such as geography or history will be able to say they have achieved the English Baccalaureate and we strongly recommend this pathway for students who are considering both Further and Higher Education or who want this to be an option for them in the future. (We want our students to be well rounded lifelong learners and have maximum employability as adults).

The Russell Group who represent the most well regarded and influential universities, have said that it will expect it's students to have gained the English Baccalaureate. There is no separate certificate for this; it is the combination of academic subjects at C or above (grade 5 in English and mathematics) which is important.

Careers Education

CONTENT OF COURSE

- ◆ Learning about choices at age 16 and beyond
- ◆ Employability skills
- ◆ Work experience preparation and follow-up
- ◆ Preparation for moving on - applications, CVs and interview skills
- ◆ Equal Opportunities at work
- ◆ Individual advice and guidance
- ◆ Careers research
- ◆ Careers Fair in School
- ◆ University visits
- ◆ Guest speakers

The course is delivered through dedicated Careers lessons for each Year group following specific themes, and by Learning Mentors in Values & Ethics time. It is resourced by Online Careers Programmes and a well-stocked Careers Library, where Careers lessons take place.

ASSESSMENT

- ◆ Questionnaires
- ◆ Next Steps
- ◆ Record of achievement

WORK EXPERIENCE

All Year 10 students spend a week on work experience during the summer term, usually at the end of April. This is mainly to experience the world of work and to begin understanding employer expectations. It is an invaluable experience which students can use on their college application forms and CVs.

Parents have the opportunity to find out more details at a Work Experience parents' evening held at the beginning of the Year 10 autumn term.

KEY EVENTS TO WATCH FOR:

- ◆ University visits in Year 10 and Year 11
 - ◆ Mock interviews in Year 11
 - ◆ CWLC Careers Fair at school for Years 11, 12 and 13, as well as presentations and workshops by the local colleges.
 - ◆ Taster days at most of our vocational colleges
-

FURTHER INFORMATION

Information on the above will be available at years 9 to 11 parents' evenings.

For further details, please contact Ms P Watmore

Course: **English Language GCSE & English Literature GCSE**

Exam Board: **AQA**

CONTENT OF COURSES

English Language: students study a range of fiction and non-fiction texts, exploring the ways in which writers use language to shape our responses to their ideas. They learn the conventions of various texts, as well as crafting their own creative writing. Students are encouraged to develop advanced literacy skills.

In English Literature students study a play by Shakespeare, two novels, one from the nineteenth century, and an anthology of poems. The course encourages the students to read widely and to look at literature from across the centuries, exploring the texts, the writers and the context in which they were writing.

ASSESSMENT: English Language

The students sit two examinations:

Paper 1: Explorations of creative Reading and Writing 50% (1 hour 45 minutes)

Paper 2: Writer's Viewpoints and Perspectives 50%
(1 hour 45 minutes)

Speaking and Listening is assessed separately.

ASSESSMENT: English Literature

The students sit two examinations.

Paper 1: Shakespeare and the 19th - century novel 50%
(1 hour 45 minutes)

Paper 2: Modern texts and poetry 50% (2 hours 15 minutes)

FURTHER INFORMATION

The whole year group will be entered for GCSE English Language and GCSE English Literature. Those students who experience difficulty with English skills will be supported through intervention to help them succeed in this demanding course.

This is a core subject. All students have to take English and English Literature GCSE.

For further details, please contact Mrs K Cunningham

Course: **Mathematics GCSE**

Exam board : **Edexcel**

Specification: **1AM1**

CONTENT OF COURSE

The course is divided into 5 main areas: Number, Algebra, Ratio, Proportion and Rates of Change, Geometry and Measures, Statistics and Probability. It is building on the topics studied at KS3 and extending towards advanced level mathematics at the higher end. The focus is very much on the 'mastery' of mathematical methods and the ability to apply these techniques to solve problems.

Students will be entered at either Foundation Tier (Grades 5 to 1) or Higher Tier (Grades 9 to 4) with grades 4/5 being the overlap . A good pass is now considered to be a 5, which is a C+/B-.

Changes to the Curriculum:

The new curriculum aims to provide a strong foundation for further academic and vocational study as well as for employment. Students will need to develop fluent knowledge and understanding of mathematical methods and be able to select and apply mathematical techniques to solve context based problems. Communication of mathematical reasoning will be the key to success.

ASSESSMENT

The students will sit 3 terminal examinations. There will be 2 calculator and 1 non calculator exams and all papers will be 1 hour and 30 minutes long.

During year 10 students will sit regular assessments to ensure they are on track to achieve their target grades, with mock examinations being taken in both year 10 and year 11.

Students are expected to bring their own equipment to all lessons and examinations. All students must have their own scientific calculator with them at all times. Students are also expected to have their own mathematical equipment including a pencil, ruler, protractor and pair of compasses.

We also recommend the use of www.justmaths.co.uk for revision and we offer support at homework club from 3:20pm every Wednesday in S7.

FURTHER INFORMATION

Mathematics is a compulsory subject at KS4. All students are entered for the GCSE. The course encourages students to think for themselves and work independently to solve problems. All students are taught in sets according to their ability.

**This is a core subject. All students have to take
Maths GCSE.**

For further details, please contact Mrs T Yarnold

Course: **Modern Foreign Languages GCSE - German & Spanish**

Exam Board: **AQA** Specification: **8668 (German), 8698 (Spanish)**

CONTENT OF COURSE

There are THREE key themes. These are:

Theme 1: Identity and Culture.

- ◆ Topic 1 - Me, my family and friends (relationships with family and friends; marriage/partnerships).
- ◆ Topic 2 - Technology in everyday life (social media, mobile technology)
- ◆ Topic 3 - Free-time activities (music, cinema and TV, food and eating out, sport).

Theme 2: Local, National, International and Global Areas of Interest

- ◆ Topic 1: Home, town, neighbourhood and region .
- ◆ Topic 2 - Social issues (charity/volunteering work, healthy/unhealthy living).
- ◆ Topic 3 - Global issues (the environment, poverty/homelessness).

Theme 3: Current and future study and employment

- ◆ Topic 1 - My Studies.
 - ◆ Topic 2 - Life at school/college.
-

ASSESSMENT

Exam papers are tiered, and at foundation level students can earn a grade 5 - 1. At higher tier level, they can achieve grade 9 - 4.

Students will sit terminal listening, speaking, reading and writing examinations at the end of year 11.

Listening - 25% of GCSE. 35 minutes foundation, 45 minutes higher.

Speaking - 25% of GCSE. 7-9 minutes foundation, 10-12 minutes higher tier. Comprises a role-play, a photo card and a general conversation.

Reading - 25% of GCSE. 45 minutes foundation tier, 60 minutes higher tier.

Writing - 25% of GCSE. 60 minutes foundation tier, 75 minutes higher tier. Foundation tier comprises 4 questions including a translation into German or Spanish and a short essay. Higher tier comprises 3 questions, including two short essays and a translation into German or Spanish.

FURTHER INFORMATION

- ◆ 60% of the UK's trade is with the European Union and therefore, knowledge of a European language confers a distinct advantage in what is becoming an increasingly competitive employment market.
- ◆ Languages are a life-skill and a major asset and give you the edge in interviews when applying for a job.
- ◆ The knowledge of any foreign language is a social and cultural asset that broadens horizons and understanding. Languages are an enriching experience with benefits far exceeding the practicalities and courtesies on holiday or coping with the needs of business.

This is a core subject. All students have to take Spanish or German GCSE.

For further details, please contact Mr M Goffe

Course: **SCIENCE - OCR's Gateway Separate Sciences GCSE (9-1)**
in Biology A, Chemistry A and Physics A. Specification: J247, J248, J249 -
linear qualifications with 100% external assessment.

Exam Board: OCR.

ASSESSMENT and CONTENT OVERVIEW - BIOLOGY

- | | |
|---------------------------------|-----------------------------|
| B1. Cell level systems | B2. Scaling up |
| B3. Organism level systems | B4. Community level systems |
| B5. Interaction between systems | B6. Global challenges |
| B7. Practical skills | |

Foundation tier paper 1 (J247/01) or Higher tier paper 3 (J247/03).

Written paper 1 hour 45 minutes – 90 marks. 50% of total GCSE.
Paper 1 assesses content from topics B1 to B3 and B7

Foundation tier paper 2 (J247/02) or Higher tier paper 4 (J247/04)

Written paper 1 hour 45 minutes – 90 marks. 50% of total GCSE.
Paper 2 assesses content from topics B4-B6 and B7 with assumed
knowledge of B1 to B3.

ASSESSMENT and CONTENT OVERVIEW - CHEMISTRY

- | | |
|---|--------------------------------------|
| C1. Particles | C2. Elements, compounds and mixtures |
| C3. Chemical reactions | |
| C4. Predicting and identifying reactions and products | |
| C5. Monitoring and controlling chemical reactions | |
| C6. Global challenges | C7. Practical skills |

Foundation tier paper 1 (J248/01) or Higher tier paper 3 (J248/03).

Written paper 1 hour 45 minutes – 90 marks. 50% of total GCSE.
Paper 1 and 3 assesses content from topics C1 to C3 and C7.

Foundation tier paper 2 (J248/02) or Higher tier paper 4 (J248/04).

Written paper 1 hour 45 minutes – 90 marks. 50% of total GCSE.
Paper 2 and 4 assesses content from topics C4 to C6 and C7, with
assumed knowledge of C1 to C3.

ASSESSMENT and CONTENT OVERVIEW - PHYSICS

- | | |
|-----------------------------|-----------------------|
| P1. Matter | P2. Forces |
| P3. Electricity | P4. Magnetism |
| P5. Waves and radioactivity | P6. Radioactivity |
| P7. Energy | P8. Global challenges |
| P9. Practical skills | |

Foundation tier paper 1 (J249/01) or Higher tier paper 3 (J249/03).

Written paper 1 hour 45 minutes – 90 marks. 50% of total GCSE.
Paper 1 and 3 assesses content from topics P1 to P4 and P9.

Foundation tier paper 2 (J249/02) or Higher tier paper 4 (J249/04).

Written paper 1 hour 45 minutes – 90 marks. 50% of total GCSE.
Paper 2 and 4 assesses content from topics P5 to P8 and P9, with
assumed knowledge of P1 to P4.

FURTHER INFORMATION

All students will have studied the first and at least part of the second modules in each of the 3 sciences in year 9. Most students will continue to study the Separate Sciences GCSE content (previously known as Triple Science) as that will better prepare them for the A-level sciences and give them 3 science GCSE qualifications that are graded separately. Some foundation learners will cover the Combined Science content only (previously known as double award science) specification J250 and leave with 2 science GCSE qualifications that will carry the same grade.

Students will be entered for either the Higher Tier grades 9 - 4, or the Foundation Tier grades 5 - 1.

There are 6 exam papers in total for each of the science courses (Separate Sciences course and the Combined Science course). All are written papers.

**This is a core subject. All students have to take
Science GCSE.**

For further details, please contact Mrs D Serafini

Values and Ethics

CONTENT OF COURSE

Students will focus on the following areas:

- ◆ Personal, social and health education.
 - ◆ Ethical issues.
 - ◆ Citizenship.
 - ◆ Religious education (statutory elements).
 - ◆ Spiritual, moral social, and cultural issues.
-

ASSESSMENT OBJECTIVES

Students are expected to demonstrate the following:

Knowledge, understanding and analysis.

Use of evidence, evaluation and argument.

They will need to be able to use evidence and reasoned arguments to express and evaluate personal responses, informed insights and differing viewpoints.

Values and Ethics prepares students for the opportunities, responsibilities and experiences of later life in modern Britain. Students are encouraged to take action within the community and are able to have a voice that is listened to.

By the end of Key Stage 4 students should demonstrate a comprehensive knowledge and understanding of the topical events they study.

In the citizenship units students look at the rights, responsibilities and duties of citizens; the role of the voluntary sector; forms of government and the civil and criminal justice, legal and economic systems.

Students undertake a wide range of topics involving personal, health and sex education, working with the most-up-to-date and relevant materials and guidance from experts in each field.

We will also look at religious perspectives about how we should treat each other in a multi cultural society and the significance of human rights, as well as units on healthy living, relationships, well being and careers.

The latter aims to prepare them for their next steps choices and includes support for their work experience, application forms and mock interview preparation. Students are encouraged to demonstrate personal and group responsibility in their attitudes to themselves and others.

This is a core subject. All students have to study Values and Ethics but it does not lead to a GCSE qualification.

For further details, please contact Ms R Stevens

Course: **Art & Design GCSE**

Exam Board: **AQA**

CONTENT OF COURSE

- ◆ For each unit of work students will be expected to produce a sketchbook and a final outcome. Students should use a range of materials and techniques which may include drawing, painting, printing, 3D, photography and, where appropriate, ICT.
 - ◆ Students will need to collect images about artists, craftspeople and designers to use as starting points for their own ideas. They will need to gather their own primary source images to work from as well as pictures from the internet and other sources.
 - ◆ Students will be expected to experiment with materials and develop their ideas into their chosen outcomes.
-

ASSESSMENT

- ◆ Grades will be reported through 9 - 1.

COURSEWORK

Students must complete a **minimum** of 2 units of coursework. These are worth 60% of the final marks.

The timed test is worth 40% of the final marks.

Students will produce their preparatory work over a period of approximately 12 school weeks.

The timed test is over 10 hours.

FURTHER INFORMATION

There is no revision necessary in this subject; students engage in practical work instead.

Independent learning at home or attendance at Wednesday or Thursday evening art club is an essential requirement for success in this course.

A financial contribution is required towards the cost of sketchbooks and mount board. Students who access free school meals will have support with the financial contribution from school.

Should further materials be required for the practical coursework and exceed what the contribution covers, students will need to provide these.

CHOOSE THIS SUBJECT IF YOU:

- ◆ have very good creative skills
- ◆ can work well in your own time at home
- ◆ are good at researching information and images
- ◆ are well organised
- ◆ can sustain an idea over a long period of time.

For further details, please contact Mrs T Jones

Course: **Art & Design Photography GCSE**

Exam Board: **AQA**

CONTENT OF COURSE

Project briefs:

◆ **Photography skills**

Students will learn how to use their camera in A/S and M settings and understand the basic principles of good photographic compositions. They will develop Photoshop editing techniques.

◆ **The urban environment**

Students will develop photography skills further, taking images of the local area.

◆ **Portraiture**

Students will investigate camera techniques and digital image manipulation to create surreal images.

◆ **Still life**

Students will use some advanced techniques for taking photographs of objects related to the theme 'Colour and Mood'.

ASSESSMENT

- ◆ Grades will be reported though 9 - 1

COURSEWORK

Students must complete a **minimum** of 3 units of coursework. These are worth 60% of the final marks.

The timed test is worth 40% of the final marks.

Students will produce their preparatory work over a period of approximately 12 school weeks.

The timed test is over 10 hours.

FURTHER INFORMATION

- ◆ Students should develop their class skills further at home.
- ◆ A DSLR camera which has a wide range of aperture and shutter speeds is desirable.

A financial contribution is required towards the cost of printing portfolio work and mount board. Students who access free school meals will have support with the financial contribution from school. Should further materials be required for the practical coursework and exceed what the contribution covers, students will need to provide these.

CHOOSE THIS SUBJECT IF YOU:

- ◆ are interested in developing creative skills
- ◆ like using image manipulation software
- ◆ are good at researching information
- ◆ can try out and evaluate lots of different ideas
- ◆ can work well in your own time at home are well organised.

For further details, please contact Mrs T Jones

Course: **Art & Design specialising in make up for TV and film GCSE**

Exam Board: **AQA**

CONTENT OF COURSE

Project briefs:

- ◆ Students will use client led themed briefs as starting points to produce make up art and simple costumes. They will learn how to use special effects make up for TV, theatre and film.
 - ◆ Students will use Photoshop to edit and develop images of their work.
 - ◆ Students will be using latex, face paints and grease paints. They will be using themselves as a canvass.
-

ASSESSMENT

- ◆ Grades will be reported through 9 - 1.

COURSEWORK

Students must complete a **minimum** of 2 units of coursework. These are worth 60% of the final marks.

The timed test is worth 40% of the final marks.

Students will produce their preparatory work over a period of approximately 12 school weeks.

The timed test is over 10 hours.

FURTHER INFORMATION

Students will produce practical outcomes during 3 controlled assessment days over the duration of the course.

Students will need to thoroughly document their progress and ideas using a sketchbook.

A financial contribution is required towards the cost of printing portfolio work , file files and mount board. Students who access free school meals will have support with the financial contribution from school. Should further materials be required for the practical coursework and exceed what the contribution covers, students will need to provide these.

A camera is desirable.

CHOOSE THIS SUBJECT IF YOU:

- ◆ are interested in developing creative skills
- ◆ are good at planning and designing
- ◆ are a confident artist and can work independently
- ◆ are good at researching information
- ◆ can work well in your own time at home
- ◆ are well organised.
- confident to work on your own skin.

For further details, please contact Mrs T Jones

Course: **Business Studies GCSE**

Exam Board: **Edexcel**

CONTENT OF COURSE

The new Business GCSE comprises two themes :

Theme 1: Investigating small business

You will explore key business concepts, issues and skills involved in starting and running a small business with the following 5 topics being considered from the viewpoint of an entrepreneur:

- ◆ Enterprise and entrepreneurship
- ◆ Spotting a business opportunity
- ◆ Putting a business idea into practice
- ◆ Making the business effective
- ◆ Understanding external influences on business

Theme 2 : Building a Business

You will learn how a business develops beyond the start-up phase by exploring the following 5 topics:

- ◆ Growing the business
- ◆ Making marketing decisions
- ◆ Making operational decisions
- ◆ Making financial decisions
- ◆ Making human resource decisions

Both themes will require you to consider the national and global business environment and its impact on business behaviour and decisions. You will also need to develop an understanding of the impact of the relationship between all of the above topics upon business decisions.

ASSESSMENT

- ◆ The GCSE is assessed via two externally-examined papers, one for each theme. The exams both last 1 hour and 30 minutes.
 - ◆ The papers are divided into three sections and consist of calculations, multiple-choice questions, short-answer and extended-writing questions. Calculators may be used in the examination.
 - ◆ Grades will be reported through 9 - 1.
-

FURTHER INFORMATION

GCSE Business can lead to higher qualifications such as A Levels and BTEC National awards. It is ideal preparation for a wide variety of careers ranging from sales, marketing and advertising to finance, journalism and law. If you are looking for a vocational subject which is interesting, relevant, challenging and fun, Business is the choice for you.

CHOOSE THIS SUBJECT IF YOU ARE:

- ◆ interested in learning about business
- ◆ good at working independently and as part of a group
- ◆ prepared to keep up with what is happening in the business world
- ◆ good at conducting research, using ICT and thinking for yourself
- ◆ keen to take part in business scenarios and develop the skills to become a successful business person.

For further details, please contact Mr S Callaghan.

Course: **Chinese (Mandarin) GCSE**

Exam Board: **Edexcel**

Specification: **2CN01**

CONTENT OF COURSE

The GCSE course is for students continuing with the Chinese language course they started in Year 9, and students will learn the following themes.

The GCSE course covers:

- ◆ Theme 1 - Identity and Culture.
 - ◆ Theme 2 - Local area, holiday and travel
 - ◆ Theme 3 - School
 - ◆ Theme 4 - future aspirations, study and work.
 - ◆ Theme 5 - international and global dimension.
-

ASSESSMENT

The exams in listening, speaking, reading and writing are taken at the end of year 11. Each counts for 25% of the overall GCSE. Exams in all skills will be tiered, students must sit exams in all four skills at the same tier.

New 9 - 1 grading, 9 being the highest.

Speaking exam will consist of 3 parts: Role play, photo card and general conversation.

CONTROLLED ASSESSMENT

No more controlled assessments.

FURTHER INFORMATION

- ◆ Languages are a life-skill and a major asset and give you the edge in interviews when applying for a job.
- ◆ The emergence of China as a major economic power makes any skill in this language a distinct advantage in the work place.
- ◆ The knowledge of any foreign language is a social and cultural asset that broadens horizons and understanding. Language learning is an enriching experience with benefits far exceeding the practicalities and courtesies on holiday or coping with the needs of business.
- ◆ Textbook and dictionary are useful items of equipment
- ◆ Attendance at extra classes is necessary.

For further details, please contact Mr M Goffe

Course: **Classical Civilisation GCSE**

Exam Board: **OCR**

CONTENT OF COURSE

Component 1, Thematic Study: Myth and Religion.

Students will study:

- ◆ The Greek & Roman Gods
- ◆ Ancient heroes: Heracles, Theseus, etc.
- ◆ Ancient Religion: sacrifice and festivals
- ◆ Myths and Life after Death

Component 2, Literature and Culture : Roman City Life

Students will study:

- ◆ Roman Housing: exploring archaeological remains and living conditions in the ancient world
 - ◆ Roman Family: the role of women and slaves, and day-to-day life in a Roman household
 - ◆ Roman Society: life as a citizen in the Roman Empire
 - ◆ Leisure & Entertainment (gladiatorial shows, theatres, public baths)
-

ASSESSMENT

Students will sit two examinations:

Paper 1: Thematic study 50% (1 hour 30 minutes)

Paper 2: Literature and Culture 50% (1 hour 30 minutes)

- ◆ Grades will be reported through A*- G

EXTRA-CURRICULAR OPPORTUNITIES

The department will run trips to key sites across the Ancient World, including Rome, Pompeii , Herculaneum, Athens, Mycenae, Sparta, Olympia and Delos. In the UK we can also visit the British Museum, Chedworth Villa, and Hadrian's Wall. Our connection with leading Classics academics will continue with a programme of visiting speakers from Oxford, Cambridge and King's College London.

FURTHER INFORMATION

This course will provide students with an extremely useful grounding in ancient culture. They will learn about the birth of many of the ideologies that form the backbone of modern society. Students will learn about history, art, politics and literature.

This is an exceptionally useful course for those students who have an interest in going on to do A Levels and Higher Education. It is a course that is traditionally only taught in private schools and will provide students with an interesting addition to their college and university applications.

This is also a course that will enhance the overall academic experience of any student regardless of prior knowledge or academic ability.

CLASSICS IS FOR YOU IF YOU:

- ◆ are interested in a subject that will help you to understand the way that the world has developed since the birth of civilisation
- ◆ want to take a subject that will help you to improve your understanding of English, history, art, drama and politics
- ◆ want to take a course that will inspire you and help you to understand the world around you.

For further details, please contact Mr S Beasley and/or Mr S Callaghan

Course: **Computer Science GCSE**

Examination Board: **OCR**

Specification: **J276**

CONTENT OF COURSE

01 Computer systems and programming.

This unit covers the body of knowledge about computer systems on which the examination will be based.

02 Computational thinking, algorithms and programming .

This unit covers the body of knowledge about computational thinking and programming on which the examination will be based.

03/04 Programming project.

For this unit candidates will need to create suitable algorithms which will provide a solution to the stated problem then code their solutions in a suitable programming language.

ASSESSMENT

Computer systems 01 - Written paper

1 hour 30 minutes. Question paper that includes a mixture of short and long answer questions - 40% of GCSE.

Computational thinking algorithms and programming 02 - Written paper

1 hour 30 minutes. Question paper that includes a mixture of short and long answer questions - 40% of GCSE.

Programming project 03/04

Candidates create solutions to computing tasks. Non– examined assessment 20% of GCSE.

- ◆ Grades will be reported through 9 - 1.

GCSE computing will enable candidates to

- ◆ develop their understanding of current and emerging technologies, understanding of how they work and apply this knowledge and understanding in a range of contexts
 - ◆ acquire and apply a knowledge, some technical skills and an understanding of the use of algorithms in computer programs to solve problems using programming
 - ◆ use their knowledge and understanding of computer technology to become independent and discerning users of IT, able to make informed decisions about the use and be aware of the implications of different technologies
 - ◆ acquire and apply creative and technical skills, knowledge and understanding of IT in a range of contexts
 - ◆ develop computer programs to solve problems
 - ◆ develop the skills to work collaboratively
 - ◆ evaluate the effectiveness of computer programs/solutions and the impact of, and issues related to, the use of computer technology in society.
-

CHOOSE THIS SUBJECT IF YOU ARE:

- ◆ Working towards a target of level 6 or above.
- ◆ Interested in gaining an in depth understanding of how computer technology works.
- ◆ Interested in higher study and employment in computer science.
- ◆ Want to develop critical thinking, analysis and problem solving skills.

For further details, please contact Mrs A Benjamin

Course: **Dance GCSE**

Exam Board: **AQA**

GCSE DANCE - SINGLE OPTION

This new course gives students the opportunity to experience learning through performance in a range of different dance styles, choreographic approaches and the art of choreography, by responding to exciting stimuli. Critical appreciation of dance is taught through the study of professional dance works choreographed by both established and young choreographers.

During the course, learners will experience exploring and synthesising ideas, thoughts and meaning through movement. The study of professional dance works and their own dance practise will enable learners to develop a broad theoretical knowledge while enhancing and enriching their practical work.

Main focus on practical work with 60% of the total marks for performance and choreography.

1 hour 30 minutes written exam in the summer term of year 11 makes up the remaining 40%.

ASSESSMENT

Assessment task 1 Solo performance: candidates will select three set phrases from a total of six. Each phrase is between 1 to 1 ½ minutes in length and will be performed by the candidate as soloist dancer.

Assessment task 2 Duet/trio performance: in collaboration with their teacher candidates have the opportunity to choreograph a 3 ½ to 5 minute performance piece. The piece will consist of the candidates chosen phrases for the solo performance in addition to new movement material.

Assessment task 3 Choreography: candidates will choose to choreograph either a solo or group dance based on a stimulus they choose from a selection of 5 different starting points.

WRITTEN EXAM

The written paper requires learners to demonstrate knowledge and understanding of professional dance works and their ability to analyse the process, development and progress of their own dance practice.

The paper is 1.5 hours long and is worth 40% of the final grade.

- ◆ Grades will be reported through 9 - 1.
-

WHY CHOOSE DANCE

Dance promotes fitness and well-being, it also supports learning across a range of subjects; as performers, students develop confidence and self esteem, alongside developing self and body awareness and sensitivity to others. As choreographers, students employ the skills of problem-solving and creativity.

CHOOSE THIS COURSE IF YOU ARE:

- ◆ passionate about choreographing your own work
- ◆ creative and imaginative
- ◆ enjoy writing essays with a focus on evaluation and analysis
- ◆ confident enough to sit a written exam
- ◆ keen to study Contemporary dance
- ◆ enthusiastic and hard working
- ◆ able to perform in a group and as a soloist.

For further details, please contact Mrs E Winter or Ms A Lines

Course: Design and Technology GCSE

Exam Board: AQA

Specification: 8552 - Draft

CONTENT OF COURSE

Design and Technology offers students the opportunity to develop a wide range of skills in core technical principles and to produce an innovative and creative high quality product using resistant and compliant materials.

Students will

- ◆ gain a broad understanding of core technical principles in design and manufacture
 - ◆ understand specialist technical principles
 - ◆ complete a significant design and make task with accompanying portfolio.
-

ASSESSMENT

Paper 1 Written exam , 2 hours, 100 marks 50% of the GCSE.

- ◆ Core technical principles
- ◆ Specialist technical principles
- ◆ Design and making principles

Non-exam assessment, 100 marks 50% of the GCSE

- ◆ Substantial design and make task.
- ◆ Students to produce a high quality product and 20 page portfolio.
- ◆ Grades will be reported through 9 - 1.

COURSEWORK

Students will choose one of five tasks and undertake a single design and make activity, for example

- ◆ A high profile event
 - ◆ Addressing the needs of the elderly
 - ◆ The contemporary home
 - ◆ Children's learning and development
 - ◆ The world and travel and tourism
-

FURTHER INFORMATION

Examples of coursework and exam questions are available online at www.aqa.org.uk/8552

A financial contribution is required towards the cost of wood, plastic & metal materials at the start of the course. Students who access free school meals will have support with the financial contribution from school.

Should further materials be required for the practical coursework and exceed what the contribution covers, students will need to provide these in year 11.

CHOOSE THIS SUBJECT IF YOU:

- ◆ enjoy designing and making products to meet specific needs
- ◆ enjoy using ICT for design and presentation
- ◆ are creative and have a good level of design and practical skill
- ◆ can work to deadlines and have an interest in designing and making products.

For further details, please contact Mr C Stansbury - Acting Head of Department

Course: Food and Catering - Technical Award

Exam Board: **AQA**

Specification: 3725 **Draft**

CONTENT OF COURSE

Technical Awards are practical, vocational qualifications available to 14-16 year olds to take alongside GCSEs. If approved by the Department for Education, a single award will be equivalent to a GCSE qualification and will count towards performance tables. They could then be included in Progress 8 as part of the non-Ebacc open group of subjects

This course offers students the chance to learn about the 12 core skills in food production and a chance to develop, practice and demonstrate these skills by making a variety of food products. Students will learn how to:

- ◆ develop a broad knowledge of ingredients, techniques, standard components and equipment
- ◆ develop a wide range of practical skills to produce high quality food products
- ◆ develop decision making skills through both independent and collaborative work
- ◆ communicate their decisions effectively to a third party
- ◆ be able to read, interpret and work from recipes and plans
- ◆ be able to develop menus, recipes and plans for making
- ◆ develop an understanding of quality and how this can be achieved by rigorous quality controls
- ◆ use materials and equipment efficiently in relation to cost and environmental impact
- ◆ demonstrate safe and hygienic working practices at home and in a commercial environment
- ◆ use key technical terminology related to ingredients and processes
- ◆ develop the knowledge and understanding to evaluate and refine their own skills
- ◆ develop an awareness of commercial practices and employment opportunities.

ASSESSMENT

- ◆ Unit 1 Skills demonstration (30% internally assessed)
- ◆ Unit 2 Extended making project (30% internally assessed)
- ◆ Unit 3 Fundamentals of materials technology (40% externally assessed).

Written exam of 1 hour 30 minutes consisting of: Section A multiple choice and Section B a mixture of short answer and extend response questions.

INTERNALLY ASSESSED / COURSEWORK

Unit 1

Learners will produce a portfolio of products to demonstrate core skills outlined in the specification.

These skills include:

- ◆ general food preparation skills
- ◆ cooking skills and methods used in a home and commercial context

Unit 2

Learners will undertake an extended project that showcases the skills they have developed in unit 1.

The project will be marked against the following criteria:

- ◆ planning and development
 - ◆ making
 - ◆ evaluation
 - ◆ communication
-

CHOOSE THIS SUBJECT IF YOU:

- ◆ have a passion and interest in learning about food and enjoy practical tasks in the kitchen environment
- ◆ want to learn more about the food and catering industry and have an interest in studying this further.

For Further details, please contact Mr C Stansbury - Acting Head of Department

Course: **Food Preparation and Nutrition GCSE**

Exam Board: **AQA**

CONTENT OF COURSE

This new GCSE Food Preparation and Nutrition is an exciting and creative course which focuses on practical cooking skills to ensure students develop a thorough understanding of nutrition, food provenance and the working characteristics of food materials. At its heart, this qualification focuses on nurturing students' practical cookery skills to give them a strong understanding of nutrition.

Food preparation skills are integrated into five core topics :

- ◆ Food, nutrition and health
 - ◆ Food Science
 - ◆ Food Safety
 - ◆ Food choice
 - ◆ Food provenance
-

ASSESSMENTS

HOW IS IT ASSESSED ?

- ◆ Written examination 1 hour 45 minutes.
- ◆ 50% of the GCSE at the end of the course.

NON-EXAM ASSESSMENT

Task 1 : Food investigation

Students will look at the working characteristics, functional and chemical properties of ingredients.

Task 2 : Food preparation assessment

Students will prepare, cook and present a final menu within a single period of 3 hours. They will need to consider skills, planning, preparation, presentation and nutrition for this task.

Both of these will be completed in year 11.

FURTHER INFORMATION

Upon completion of this course, students will be qualified to go on to further study, or embark on an apprenticeship or full time career in the catering or food related industries.

Students will be expected to provide and bring ingredients to practical lessons.

CHOOSE THIS SUBJECT IF YOU:

- ◆ want to achieve good results
- ◆ enjoy making products in food
- ◆ want to extend your practical skills by learning how to make a wide variety of food products
- ◆ are well organised and enjoy being creative with food ideas
- ◆ are prepared to work hard and present your work to a high standard
- ◆ And **only if**, you are prepared to bring your ingredients for each and every practical session.

For further details, please contact Mrs S Morris or Mr C Stansbury - Acting Head of Department

Course: **Geography GCSE**

Exam Board: **Edexcel**

Specification: **A**

CONTENT OF COURSE

The Physical Environment:

1. The changing landscape of the UK: river and coastal landscapes and processes. The geology of the UK.
2. Weather hazards and climate change: tropical cyclones and drought.
3. Ecosystems, biodiversity and management: rainforests and deciduous woodlands.

The Human Environment:

1. Changing cities.
2. Global development.
3. Resource management: water.

Geographical Investigations: fieldwork and UK challenges

This will involve **two field trips**, one to a river environment (Carding Mill Valley in Shropshire) and one to an urban environment (Birmingham or Worcester).

ASSESSMENT

3 exam papers sat at the end of Y11

Paper 1 - the physical environment, 1 hour 30 minutes, worth 37.5%

Paper 2 - the human environment, 1 hour 30 minutes, worth 37.5%

Paper 3 - fieldwork and UK challenges, 1 hour 30 minutes, worth 25%

- ◆ Grades will be reported through 9 - 1.

How will GCSE Geography GCSE help me?

By the end of your GCSE you will have received training in and developed proficiency in a variety of transferable skills - including literacy, numeracy, graphicacy, ICT, independent research, decision making, problem solving and team work. These are all skills which are essential in many careers and make geographers highly employable.

FURTHER INFORMATION

Geography is about real world issues and it helps make sense of the world you live in. It is an enjoyable and interesting subject that is well liked by colleges and employers as it enables you to develop a range of useful skills which are also very helpful in supporting your grades in other GCSE subjects, as well as helping you talk with interest about a variety of topics, understand major problems in the world and how people interact with the environment. Our results have been excellent and you can be confident you will be well supported to achieve your best.

CHOOSE THIS SUBJECT IF YOU ARE:

- ◆ interested in improving your communication skills (through presentations and debate)
- ◆ like to investigate issues
- ◆ aware of the global environment (what is happening and how we can respond to changes)
- ◆ numerate and literate (Geographers manipulate and interpret data)
- ◆ good with computers (Geographers use ICT in many aspects of their work).

**This is a core subject. All students have to take
Geography or History GCSE.**

For further details, please contact Mrs L Hood

Course: **Graphic Communication GCSE**

Exam Board: **AQA**

CONTENT OF COURSE

Graphic communication offers students the opportunity to design and create mainly visual materials to convey information, ideas, meaning and emotions in response to a brief.

Students can explore areas such as:

- ◆ Communication graphics
 - ◆ Design for print
 - ◆ Advertising & branding
 - ◆ Illustration
 - ◆ Packaging design
 - ◆ Typography
 - ◆ Interactive design - web, app, & game
 - ◆ Signage
 - ◆ Exhibition graphics
-

ASSESSMENT

- ◆ Component 1: Design portfolio 60% of GCSE
- ◆ Component 2: Externally set assignment. Preparatory period followed by 10 hours of supervised time. 40 % of GCSE
- ◆ Grades will be reported through 9 - 1.

COURSEWORK

A design portfolio that explicitly covers four assessment objectives. It will be a sustained project evidencing the journey from initial engagement to a realisation of intentions and selection of further work undertaken during the course of study.

Themes are diverse and allow students to link to their personal interests, and can include a wide range of methods and techniques.

FURTHER INFORMATION

If you are concerned that your drawing skills are not very good, then remember part of the course is to show you how to improve them. Attitude and effort are far more important than having outstanding drawing skills. If you are unsure about your options, talk to EB, BS, PG. Also, talk to some of the students in Year 10 and 11 who currently do graphics as an option.

CHOOSE THIS SUBJECT IF YOU:

- ◆ want to achieve good results.
- ◆ want to enjoy your learning and lessons.
- ◆ enjoy being creative - drawing, designing and presenting your work to a high standard.
- ◆ like creating things that you have designed.
- ◆ are well organised and enjoy a challenge.
- ◆ are prepared to work hard and want to improve all the skills listed in the course contents.

For further details, please contact Mr C Stansbury - Acting Head of Department

Course: **Hairdressing and Beauty Therapy**

Specification: **VTCT Higher Diploma**

CONTENT OF COURSE

The course is made up of two mandatory units and two optional units:

- ◆ Unit 1: Understanding the hair and beauty sector.
- ◆ Unit 2: Hair and beauty research project.
- ◆ Unit 5: Hair and beauty science.
- ◆ Unit 6: Responding to a hair and beauty design brief.

You will have 5 hours over 2 weeks where you will cover various aspects of the different units. Although there are practical elements to the course there is a strong academic focus.

ASSESSMENT

A VTCT Level 2 Certificate is equivalent to 1 GCSE qualification. The units are assessed through assignments, projects, exams and practical work.

External On Line Exam 25%

Externally set assignments 75%

Along side the GCSE qualification you will also be working towards VRQ Level 2 Extended Certificate in Hairdressing and Beauty Skills. This is a practical qualification in which you will learn a wide range of treatments and services.

COURSEWORK

The course is based mostly on internal assessment work, but there is also an external examination. There will be a wide range of learning styles used during the course, for example oral assignments, projects, presentations, practical work, visits and outside speakers. It is preferred that your Year 10 work experience week will be in a hair or beauty-related industry.

FURTHER INFORMATION

Hairdressing and beauty therapy has been and remains an extremely popular vocational area that many young people are enthused by and aspire too. The qualification aims to use the hair and beauty sector to develop learners more broadly, so they are sufficiently prepared and equipped with the knowledge, understanding and skills to pursue a career of any context. The qualification will also provide a sound basis for progression onto further hairdressing and beauty therapy qualifications, apprenticeships or into the workplace.

CHOOSE THIS SUBJECT IF YOU:

- ◆ have an interest in hairdressing or beauty therapy
- ◆ have excellent communication skills
- ◆ can present yourself to a professional standard
- ◆ are prepared to work both as part of a team and independently
- ◆ are prepared to work hard, complete a variety of written assignments and projects
- ◆ be prepared to support the school with different events
- ◆ be prepared to work late when required
- ◆ would like to pursue a career in the hair and beauty industry.

For further details, please contact Mrs D Plaskitt

Course: **Health and Social Care Cambridge National Certificate Level 1/2**

Exam Board: **OCR**

CONTENT OF COURSE

The course includes 2 mandatory units (RO21 + RO22) and 2 optional units(2 best marks from RO23, RO27, RO29 or RO31);

- ◆ RO21 - Essential values of care for use with individuals in care setting.
 - ◆ RO22 - Communicating and working with individuals in health and social care and early years settings.
 - ◆ RO23 - Understanding body systems and disorders.
 - ◆ RO27 - Creative activities to support individuals in health, social care and early years settings.
 - ◆ RO29 - Understanding the nutrients needed for good health.
 - ◆ RO31 - Using basic first aid procedures.
-

ASSESSMENT

RO21 is externally assessed with a 1 hour exam at the end of year 10 consisting of two sections, each comprising short and extended answer response questions.

RO22, RO23, RO27, RO29 and RO31 are all internally assessed with OCR moderation. For each unit, students will be expected to produce a portfolio of evidence to meet the learning outcomes for that unit.

The students will study; two optional units in year 9, the two mandatory units in year 10 and two further optional units in year 11. The students' two best optional grades will be put forward along with the mandatory units grades to make up their final grade.

Awarded grades: Distinction* at Level 2; Distinction at level 2; Merit at Level 2; Pass at Level 2; Distinction at Level 1; Merit at Level 1 or Pass at Level 1.

COURSEWORK

The two mandatory units underpin all of the other learning in this qualification. All students will learn the essential values of care (key to a career in delivering care to other people) and how to communicate effectively in a variety of roles in health, social care or early years' settings.

All student portfolio work must be completed independently ,within the given time frame in accordance to the objectives stated.

FURTHER INFORMATION

The course is designed to provide students with essential knowledge, transferable skills and tools to improve their learning , with the aim of enhancing their employability when they leave education within the health and social care sector (or other chosen field). Thus contributing to both their personal development and future economic well-being.

CHOOSE THIS SUBJECT IF YOU:

- ◆ have an interest with working with children, adults or elderly people or working in the health and social care sector
- ◆ have good communication skills both verbal and non verbal
- ◆ enjoy a challenge and to think outside the box
- ◆ are prepared to consistently work hard and complete all tasks sets to the best of your ability
- ◆ are well organised and self motivated
- ◆ enjoy researching data and be able to present your findings through a variety of mediums
- ◆ have good time management skills and are able to meet deadlines
- ◆ are confident and not easily embarrassed
- ◆ have a good sense of humour and positive outlook on life.

For further details, please contact Mrs S Helme or Mrs K. Hughes

Course: **History GCSE**

Exam Board: **Edexcel**

CONTENT OF COURSE:

- ◆ **British Depth Study: Medicine in Britain c1250-present.**
Focuses on causes, treatments and developments in medicine and a study of an historic environment (this replaces coursework): **The British Sector of the Western Front 1914-18; injuries and treatment in the trenches.**
 - ◆ **British Depth Study: Anglo Saxon and Norman England 1060-80.**
Focuses on the Norman Conquest, securing power in England, and life in Norman controlled England.
 - ◆ **Period Study: The American West 1835-95.**
Focuses on the early settlement of the West, development of the Plains and the ultimate conflicts and destruction of the Plains Indians way of life.
 - ◆ **Modern Depth Study: Weimar and Nazi Germany 1918-39.**
Focuses on Germany after WW1, Hitler's rise to power, life in Nazi Germany and Nazi control and dictatorship.
-

ASSESSMENT:

Three exams in total; all of which are to be taken in the summer term of Year 11. No coursework.

Exams will test knowledge and understanding, explanation, source analysis and the ability to evaluate and form judgments.

- ◆ Grades will be reported through 9 - 1.

OPPORTUNITIES IN HISTORY GCSE:

- ◆ Excellent preparation for A level history and other A level courses.
 - ◆ Also excellent preparation for students who wish to study vocational courses after year 11.
 - ◆ Works well with other GCSE courses like RE and English.
 - ◆ We are hoping to build on the successful First World War Battlefields trip by offering another opportunity in Spring 2018. This will support their study of the historic environment, experience what the trenches were like, the medical treatment the soldiers received and how warfare developed. More information to come in summer 2017.
 - ◆ We also hope to plan further museum and workshop visits throughout the course.
 - ◆ An interesting variety of topics which will improve many different skills relevant to future jobs like; analysis, interpretation, essay writing, reaching judgments by selecting evidence and improving presentation skills.
-

CHOOSE THIS SUBJECT IF YOU:

- ◆ Have an interest about the past and enjoy finding out about key characters who have changed history then this course will provide a varied and interesting option. A History GCSE will show a good standard of written and oral skills which are valued by employers.
- ◆ enjoy discussion, investigating, questioning the past, role play, field work, drama, film and many other activities then choose History!

This is a core subject. All students have to take Geography GCSE or History GCSE.

For further details, please contact Miss A Kelly



Course: **ICT OCR Cambridge Nationals Certificate Level 1/2**

Specification: **J810** Levels one and two

CONTENT OF COURSE

To gain the certificate students must complete the two mandatory units and two optional units

Mandatory units

R001: Understanding computer systems

In this unit students will develop their knowledge and understanding of the systems they use both at home and at school and will explore how these same technologies are used by business organisations.

R002: Using ICT to create business solutions

In this unit students will work with 'office' applications software to edit and format/create content to meet specified business purposes.

Optional units Two units chosen from:

R005: Creating an interactive product using multimedia components.

R006: Creating digital images.

R007: Creating dynamic products using sound and vision.

R008: Introduction to computer programming.

ASSESSMENT

R001 is assessed by 1 hour written paper.

All other units are assessed by the school and moderated by OCR.

COURSEWORK

Units R002 - R011 students provide a portfolio of evidence to meet the learning outcomes for that unit.

Each unit will be assessed by a coursework project that will take approximately 10 hours to complete.

This qualification aims to:

Assess the application of ICT skills through their practical use.

They will provide learners with essential knowledge, transferable skills and tools to improve their learning in other subjects with the aims of enhancing their employability when they leave education, contributing to their personal development and future economic well-being.

The Cambridge Nationals in ICT will equip learners with sound ICT skills for everyday use and provide opportunities to develop in context those desirable, transferable skills such as planning, research and analysis, working with others or communicating technical concepts effectively.

They will also challenge all learners, including high attaining learners, by introducing them to demanding material and skills; encouraging independence and creativity.

CHOOSE THIS SUBJECT IF YOU ARE:

- ◆ able to use a computer and the most popular software applications
- ◆ interested in gaining a qualification that will develop the ICT and computing skills you will use in college and work.

For further details, please contact Mrs A Benjamin

Course: Materials Technology - Technical Award

Exam Board: AQA

Specification: 3740 - Draft

CONTENT OF COURSE

Materials Technology offers students the opportunity to develop a wide range of skills in making high quality products using woods, polymers (plastics), metals and using CAD/CAM.

Students will learn how to:

- ◆ make a range of high quality prototypes, samples and products
 - ◆ work using a range of twelve different practical skills to include:
 - ◆ CAD/CAM and ICT
 - ◆ Researching and producing a prototype
 - ◆ Casting or moulding and finishing techniques
 - ◆ make a single product showcasing skills previously learnt
 - ◆ communicate effectively through a range of techniques
 - ◆ answer questions on the fundamentals of materials technology
-

ASSESSMENT

- ◆ Unit 1 Skills demonstration (30% internally assessed)
- ◆ Unit 2 Extended making project (30% internally assessed)
- ◆ Unit 3 Fundamentals of materials technology (40% externally assessed).

Written exam of 1 hour 30 minutes consisting of: Section A multiple choice and Section B a mixture of short answer and extend response questions.

INTERNALLY ASSESSED / COURSEWORK

Unit 1 Learners will carry out a number of bite-sized projects to demonstrate their competence in 12 core skills. This will include the transferable skill of teamwork and one of the mini projects should allow for this. Students will produce a series of small projects and record their work in a portfolio of no more than 12 pages.

Unit 2 Students will undertake an extended making project that showcases the skills they have previously learnt. The project will be in response to a design brief, examples of which are included in AQA Example tasks. Students will develop skills in planning and development, making, testing, evaluation and communication.

FURTHER INFORMATION

Examples of coursework and exam questions are available online at www.aqa.org.uk/3740.

A financial contribution is required towards the cost of wood, plastic & metal materials at the start of the course. Students who access free school meals will have support with the financial contribution from school.

Should further materials be required for the practical coursework and exceed what the contribution covers, students will need to provide these in year 11.

CHOOSE THIS SUBJECT IF YOU:

- ◆ enjoy designing and making products in the workshop
- ◆ enjoy using ICT for design and presentation
- ◆ are creative and have a good level of design and practical skill
- ◆ can work to deadlines and have an interest in designing and making products

For further details, please contact Mr C Stansbury - Acting Head of Department

COURSE CONTENT

(120 guided-learning-hours (GLH)) qualification. It includes two **core units** that form the fundamental knowledge and understanding of music principles, followed by a selection of five optional specialist units from which a further two are chosen. Successful completion of this course will give you a single GCSE equivalent in music.

ASSESSMENTS

Unit 1: The Music Industry – which provides an overview of the industry, particularly focusing on the shape of the modern industry and covering the emergence of the role of the self-employed producer, performer and promoter. **This unit is assessed by completing an external exam.**

Unit 2: Managing a Music Product – which covers essential aspects for progression. This unit looks at the development a music product. As well as providing a vehicle for demonstrating skills and learning, it also introduces the role of planning and promotion in the management of a music product. Learners can base their work on a live concert, event, a CD or online product, providing opportunities for both music performers and technologists.

Learners will then be able to select their optional specialist units from:

Unit 3: Introducing Live Sound – which enables learners to set up, understand and operate the concert PA systems required for most of today's music performances, thus developing a valuable vocational skill and potential employment opportunity.

Unit 4: Introducing Music Composition – which encourages learners to develop creativity in addressing specific needs and requirements when responding to client briefs – similar to the behaviour required in the professional world of music composition.

Unit 5: Introducing Music Performance – which enables learners to develop their skills as performers for progression to the next stage of their education or training, as well as developing their technique and reflective practice.

Unit 6: Introducing Music Recording – which encourages learners to become familiar with recording technology and techniques that will reinforce their musical practice as well as developing important skills for progression into the professional world.

Unit 7: Introducing Music Sequencing – which enables learners to use ICT for music making, giving them a valuable vocational skill as well as a grounding in a fundamental aspect of music making in the workplace.

For further details, please contact Mr A Davies

Course: **Music GCSE**

Exam Board: **AQA**

CONTENT OF COURSE

Music is divided into a combination of performing, composing and listening.

You will explore a wide range of musical styles and learn how to compose and create your own music.

You will learn how to use computers to deepen your understanding of music technology and publish your compositions to a professional industry standard.

You will develop your performing skills (instrumental or vocal) and learn how to express music in an entertaining and sensitive way.

There will be opportunities for you to perform in the variety shows, school productions and monthly informal concerts.

Your performances will be recorded direct to CD.

Students may opt for Music GCSE in the Single Option Block A.

ASSESSMENT

Element	%	Assessment	Details
Performing	40	Coursework	2 performances.
Composition 1	20	Coursework	1 composition and appraisal.
Composition 2	20	Coursework	1 composition.
Listening	20	Final Exam	Based on elements of music and different genres of music.

COURSEWORK

The coursework portfolio is worth 80% of the final mark. It is divided into composing and performing and allows students the time to learn and develop their own ideas on how to express themselves.

FURTHER INFORMATION

Music is a vibrant centre of student activity in the school. We have excellent visiting instrumental teachers and we are committed to developing the skills and enriching the lives of our students. Your son/daughter will be well looked after! We are committed to enriching our students and developing their ideas.

Scientific research has proven time and again that students who learn and play musical instruments do better in exams. The key skill required in the workplace of today and tomorrow is the ability to multi-task. Music develops both emotional intelligence and logical sequencing skills. Musicians often have excellent team and leadership skills coupled with the ability to think creatively. Employers recognise the value of these skills.

Students who are naturally creative need to play to their own strengths when it comes to options. Creative ability can disappear if it is not nurtured and developed.

CHOOSE THIS SUBJECT IF YOU ARE:

- ◆ able to play a musical instrument or sing
- ◆ well organised and determined to succeed
- ◆ good at working in teams and sharing
- ◆ creative and talented in the performing arts and enjoy taking part in performances
- ◆ good at performing/composing/song writing
- ◆ enthusiastic about music and have an interest in discovering new styles
- ◆ interested in developing listening and analytical skills.

For further details, please contact Mr A Davies

Course: **Performing Arts BTEC**

Exam Board: **Edexcel**

CONTENT OF COURSE

Component 1: Exploring the Performing Arts

- ◆ Examine professional practitioners' performance work.
- ◆ Explore the interrelationships between constituent features of existing performance material.

Component 2: Developing Skills and Techniques in the Performing Arts

- ◆ Develop skills and techniques for performance.
- ◆ Apply skills and techniques in rehearsal and performance.
- ◆ Review own development and performance.

Component 3: Performing to a Brief

- ◆ Understand how to respond to a brief.
-

ASSESSMENT

You will carry out tasks or mini-projects throughout the course. Your subject teacher will mark these, which will give you an idea of how you are getting on.

Towards the end of the course you will do one larger project in acting, dance or musical theatre, where you use the knowledge, skills and techniques you have learned to devise and deliver a workshop performance to a specific audience from a brief that will be given to you. All the work you do through the course prepares you for this larger project, which is marked externally.

COURSEWORK

This course is 100% practical exploration and coursework based with assignments to be completed over the course of the qualification.

FURTHER INFORMATION

This course allows you to study acting, dance and/or musical theatre, giving you the opportunity to develop knowledge and technical skills through practical exploration. You will examine the roles and responsibilities of different performance artists and practitioners such as actor, dancer, choreographer, director, writer and designer, as well as range of approaches, styles and genres.

The course will allow you to develop your interpretative and responsive skills whilst experiencing first-hand the ways in which performance artists work through the development of ideas, rehearsal and then performance. The qualification is equivalent to a GCSE and is aimed at everyone who wants to find out more about performing arts. It is a practical introduction to life and work in the performing arts industry, which will give you the opportunity to develop performing arts skills and techniques, and to analyse and evaluate your skills both independently and within a group context.

CHOOSE THIS SUBJECT IF YOU ARE:

- ◆ interested in finding out more about the professional industry of performing arts
- ◆ keen to know more about how theatre, dance and musical theatre are created
- ◆ in creating your own interpretations of famous drama, dance and musical theatre performances.

For further details, please contact Mr D Kent or Mr S Beasley

Course: **Physical Education Level 2 GCSE**

Exam Board: **Edexcel**

CONTENT OF COURSE

This is a new look GCSE PE specification that changes dramatically from the previous course that has been offered. Students will be given the opportunity to demonstrate their practical ability in three different activities. There is an increased amount of theory based course content which will give a greater emphasis to classroom time and will require practical activities to also be delivered through core PE lessons.

ASSESSMENT

The students sit two externally-examined papers and two further examined assessment components.

Paper 1: Applied anatomy and physiology, movement analysis, physical training and use of data.

- ◆ Musculoskeletal & Cardiorespiratory System
- ◆ Biomechanics
- ◆ Principles of Training & Fitness Components

36% (1hour 45 minutes)

Paper 2: Health, fitness and well-being, sport psychology, socio-cultural influences and use of data.

- ◆ Lifestyle Choices & Nutrition
- ◆ Classification of skills
- ◆ Psychology & Commercialisation
- ◆ Sporting Behaviour

24% (1hour 15 minutes)

- ◆ Grades will be reported through 9 - 1.

PRACTICAL PERFORMANCE

One team activity, one individual activity and one 'free choice' activity. (Please note that there is a very limited and specific list to choose from) 30% (35 marks per activity)

PERSONAL EXERCISE PROGRAMME (PEP)

Students must produce and complete an exercise plan related to one of their favourite activities and they will be required to analyse and evaluate their performance. 10% (20 marks)

FURTHER INFORMATION

Students will need to be playing/participating regularly as part of a recognised team to gain good practical marks. This is vital to ensuring that they have an opportunity to finish the course with their best possible grade.

CHOOSE THIS COURSE IF YOU ARE:

- ◆ involved in sport
- ◆ motivated to push yourself harder
- ◆ enthusiastic about all areas of sport
- ◆ able to work independently and as part of a team
- ◆ wanting to take a career in sport or study A-Level Sport
- ◆ regularly attend sports clubs
- ◆ organised and participate in all of your PE lessons
- ◆ confident with anatomy and physiology concepts.

For further details, please contact Mr J Cosh

Course: **Religious Studies**

Exam Board: **AQA**

Specification: **Full Course GCSE**

CONTENT OF COURSE

Our GCSE covers two of the world's religions, Christianity and Islam. The course will also focus on a range of ethical and philosophical themes. Students will be challenged with questions about belief, values, meaning, purpose and truth, enabling them to develop their own attitudes towards religious issues. Students will also gain an appreciation of how religion, philosophy and ethics form the basis of our culture. They will develop analytical and critical thinking skills, the ability to work with abstract ideas, leadership and research skills. All these skills will help prepare them for further study.

Component one: Beliefs and Practices in Christianity and Islam

Component two: The Existence of God & Revelation; Religion, Crime & Punishment; Religion & Life; Religion, human rights & social justice.

ASSESSMENT

The GCSE Full Course consists of two linear examinations, 1 hour 45 minutes each. Each examination is worth 50% of the final grade.

Component One: The study of religions, beliefs, teachings and practices

Component Two: Thematic studies.

- ◆ Grades will be reported through 9 - 1.

“Religious Education is not about being religious, it is about discovering your own views and challenging yourself to understand what others think and why.”

ASSESSMENT OBJECTIVES

Students are expected to demonstrate the following:

- ◆ knowledge and understanding of two religions
 - ◆ knowledge and understanding of key sources of wisdom & authority
 - ◆ understand the influence of religion on individuals, communities & societies
 - ◆ understand significant common and divergent views between and/or within religions/beliefs
 - ◆ apply knowledge and understanding in order to analyse questions related to religious beliefs /values
 - ◆ construct well-informed and balanced arguments
-

FURTHER INFORMATION

The course complements and contributes to cross-curricular areas of Citizenship, health education, spiritual, moral, social and cultural issues.

This qualification allows progression either directly into employment or into general post-16 education and provides candidates with a point of departure for study of subjects at A Level standard.

The content is concerned with people's beliefs, their religious practices, and what beliefs mean for people's way of living and behaviour. We encourage students to think things through for themselves and know their own opinions. We want students to leave lessons wanting to know more, their heads full of questions and excited about their next lesson!

‘In the world of work employers look for someone with an enquiring mind, an appreciation of different viewpoints and an ability to come to clear, balanced decisions.

Religious Studies will give you plenty to think about and valuable expertise in getting your point across.’

For further details, please contact Mrs G Coley

Course: **Sport BTEC Level 2 First Award**

Exam Board: **Edexcel**

CONTENT OF COURSE

The BTEC specification allows for a wide range of topic areas to be covered over the course. The skills learnt in studying a BTEC First will aid progression to further study and prepare learners to enter the workplace in due course. In the sport sector, typical employment opportunities may include working as a coach or as a fitness instructor.

ASSESSMENT

Students will be assessed via an external exam and three internally assessed coursework units.

Mandatory Unit 1: Fitness for Sport and Exercise (External Exam)

You will learn about the components of fitness and the principles of training, explore different fitness testing and training methods.

Mandatory Unit 2: Practical Sports Performance

Understanding the rules, regulations and scoring systems for selected sports, review techniques and tactics and a sports performance.

A selection of two units from below (TBC)

Unit 3: The Mind and Sports Performance

Investigate personality and its effect on sports performance, explore the influence that motivation, arousal, anxiety and self-confidence have on sports performance.

Unit 4: The Sports Performer in Action

Investigate short-term responses and long-term adaptations of the body systems to exercise and know about the different energy systems used during sports performance.

Unit 5: Leading Sports Activities

Show the attributes associated with successful sports leadership, undertake and review the planning and leading of sports activities.

EXTERNAL EXAM

This unit is externally assessed using an onscreen test. Pearson sets and marks the test. The test lasts for one hour and has 50 marks.

INTERNAL COURSEWORK

All coursework will be completed by set deadlines and will require students to be organised and structured in their approach to planning and writing their assignments.

FURTHER INFORMATION

Students will need to be playing/participating regularly as part of a recognised team to gain good practical marks. This is vital to ensuring that they have an opportunity to finish the course with their best possible grade.

CHOOSE THIS COURSE IF YOU ARE:

- ◆ involved in sport
- ◆ motivated to push yourself harder
- ◆ enthusiastic about all areas of sport
- ◆ able to work independently and as part of a team
- ◆ wanting to take a career in sport or study A-Level Sport
- ◆ regularly attend sports clubs
- ◆ organised and participate in all of your PE lessons
- ◆ confident with anatomy and physiology concepts.

For further details, please contact Mr J Cosh

Course: Textiles and Fashion - Technical Award

Exam Board: AQA

Specification: 3720 - Draft

CONTENT OF COURSE

This qualification is designed for students who want to study fashion and textiles in a hands on, practical way that helps them develop the knowledge, skills and experience that could open the door to a career in the industry.

The Technical Award in Fashion and Textiles gives learners a whole host of easily transferable skills.

They include:

- ◆ Communication
- ◆ Teamwork
- ◆ The course will develop a wide range of practical making skills incorporating surface embellishment, joining and finishing, combining materials and colouring fabrics
- ◆ Learners will also develop an understanding of commercial processes and an in-depth knowledge of textiles based materials and their properties.

ASSESSMENT

- ◆ **Unit 1 Skills demonstration** 30% internally assessed
- ◆ **Unit 2 Extended Making Project** 30% internally assessed
- ◆ **Unit 3 Fundamentals of Fashion and Textiles** 40% externally assessed examination - multiple choice, short answer and extended response questions

Unit 1: Skills demonstration (internally assessed)

Learners will carry out a number of bite-sized projects to demonstrate their competence in the 12 core skills. This will include the transferable skill of teamwork and one of the mini projects should allow for this. Learners will produce a series of small made outcomes and record their work in a portfolio of no more than 15 pages.

Unit 2: Extended making project (internally assessed)

Learners will undertake an extended project that showcases the skills they have developed in Unit 1 and knowledge they have developed through Unit 3. The project will be in response to a design brief. Learners will develop skills in planning and development, making, testing and evaluation and communication.

Unit 3: Fundamentals of fashion and textiles (externally assessed)

Learners will study the fundamentals of the fashion and textiles industry and the industrial and commercial processes that exist within it. They will learn about materials and their properties and also about possible careers within the industry.

CHOOSE THIS SUBJECT IF YOU:

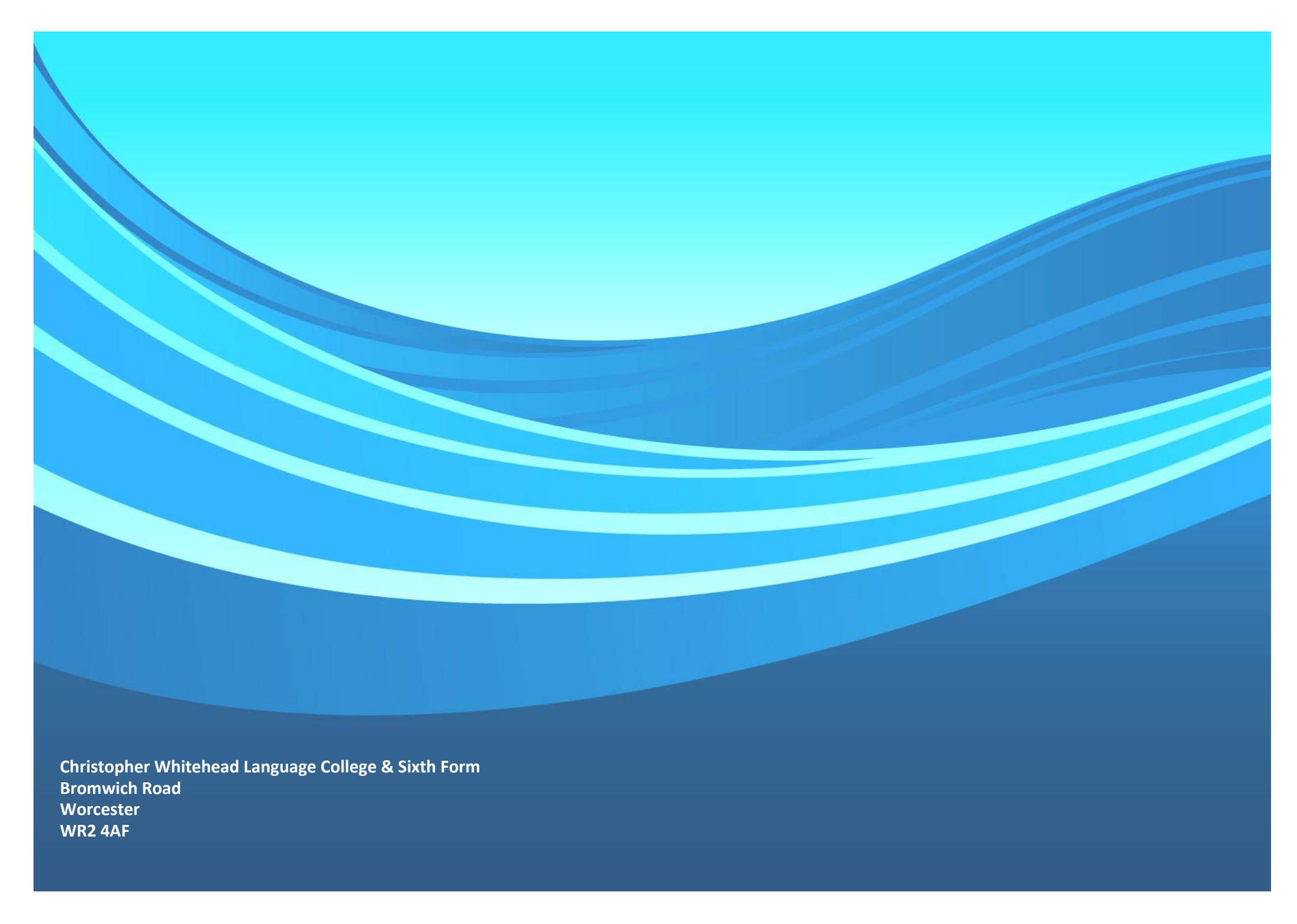
- ◆ have a passion for fashion
- ◆ enjoy designing/making clothes and other textile products
- ◆ are creative and keen to learn new skills
- ◆ might want to go on to study fashion and textiles at A' Level or at college/university.

For further details, contact Miss E. Hubbard or Mrs J. Hawker

Core Lessons	Options		
35 lessons per fortnight	15 lessons per fortnight		
English Language & English Literature 8 Lessons	History GCSE+	OR	Geography GCSE+
Mathematics 7/6 Lessons	Art & Design GCSE	TWO FROM	ICT OCR NATIONALS
Science 8/9 Lessons	Art & Design - Photography GCSE	Food & Catering TECH AWARD	Material Technology TECH AWARD
Modern Foreign Languages* 6 Lessons	Art & Design - specialising make up for TV & Film GCSE	Food Preparation & Nutrition GCSE	Music BTEC/GCSE
Core P.E. 4 Lessons	Business Studies GCSE	Geography GCSE	Performing Arts: Drama BTEC
RE, Values and Ethics 2 lessons	Chinese (Mandarin) GCSE	Graphic Communication GCSE	Physical Education GCSE
Core P.E. 4 Lessons	Classical Civilisations GCSE	Hairdressing & Beauty Therapy VTCT	Religious Studies GCSE
Core P.E. 4 Lessons	Computer Science GCSE	Health & Social Care VTCT	Sport BTEC
RE, Values and Ethics 2 lessons	Dance GCSE	History GCSE	Textiles & Fashion TECH AWARD
* A small cohort of students will be invited to take foundation learning or additional skills during their language lessons.	All students must choose History or Geography (or both)		

Staff email contact list for further details on option subject choices

Mr S Beasley	s.beasley@christopherwhitehead.worcs.sch.uk	Mrs S Helme	s.helme@christopherwhitehead.worcs.sch.uk
Mrs A Benjamin	a.benjamin@christopherwhitehead.worcs.sch.uk	Mrs K Hughes	k.hughes@christopherwhitehead.worcs.sch.uk
Mr S Callaghan	s.callaghan@christopherwhitehead.worcs.sch.uk	Ms A. Lines	a.lines@christopherwhitehead.worcs.sch.uk
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Mrs J Hawker	j.hawker@christopherwhitehead.worcs.sch.uk	Mrs E Winter	e.winter@christopherwhitehead.worcs.sch.uk
Miss E Hubbard	e.hubbard@christopherwhitehead.worcs.sch.uk		

The background of the entire page is an abstract design consisting of several thick, wavy, horizontal bands of varying shades of blue. The colors range from a very light, almost white-blue at the top to a deep, dark navy blue at the bottom. The waves are smooth and flow from left to right, creating a sense of movement and depth.

Christopher Whitehead Language College & Sixth Form
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