



2026-2028

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CHRISTOPHER WHITEHEAD LANGUAGE COLLEGE

Options For Year 9 Students

Introduction

In September 2026, students will begin their Key Stage 4 journey leading to GCSE and vocational qualifications. In Year 10 students study a core curriculum which includes:

- ♦ English Language
- ♦ English Literature
- ♦ Mathematics
- ♦ Science
- ♦ A language*
- ♦ Physical Education
- ♦ PSHE

Alongside this core curriculum, students will also have computing, careers and citizenship lessons taught across the curriculum and on bespoke days.

*Our Commitment to Languages

As Christopher Whitehead Language College and Sixth Form, we believe strongly in the importance of language learning, and it remains a key part of our core curriculum for the vast majority of students. It widens perspectives, develops tolerance and understanding of other cultures, makes links with our own language and supports effective communication at multiple levels.

However, in a very small number of cases, a pre-identified group of students will follow a bespoke programme in place of their language lessons. These students will receive targeted interventions or additional English and Maths support where this is felt to be essential to their progress. This pathway is **determined by the school** to ensure that each student is equipped to succeed in their core subjects. It is **not a route that students or parents can request**.

In addition to the core subjects, students will select **three option subjects** to complete their timetable. Our options process is designed to support students in making informed, appropriate choices that will set up a successful Key Stage 4 experience. We offer a wide range of courses, including GCSEs and vocational qualifications, to ensure the curriculum meets the diverse needs of all learners.

All students, including those following the bespoke intervention pathway, are required to choose at least one humanities subject as part of their options.

To help students choose the right options, we encourage them to talk with parents/carers, their Learning Mentor, Director of Study and subject teachers. Guidance will also be provided through assemblies and lessons, and during our **Options Evening on Thursday 5th March**.

English Baccalaureate

The DfE have stated that students who secure good GCSE passes in English, mathematics, the sciences including computer science, a modern foreign language and a humanities subject (history or geography) will achieve the English Baccalaureate.

The completion of this combination of subjects does not give the students any additional certification, but it shows further and higher education establishments that students have completed a broad and ambitious curriculum in facilitating subjects. This may be a significant factor in your decision making if you wish to study facilitating subjects at degree level.

Due to the structure of our options system all students are able to achieve the English Baccalaureate by choosing to study either history or geography as their humanities option.

Making Choices

When making choices we strongly recommend students study subjects for which they have a real passion, they enjoy or they are good at. Students should consider whether a subject might help them in their future career.

This booklet includes subjects that are available to study in September 2026, provided there is sufficient demand and a specialist teacher. We ask students to choose a reserve choice, as in the unlikely event that a course has to be withdrawn or it is oversubscribed, we will offer students an alternative.

Options Evening

We strongly advise that parents/carers and students attend the information evening on **Thursday 5th March**.

The evening starts with a talk about the options available, the process and advice about good combinations of subjects to consider for future careers paths.

The talk will take place in the arts block hall at

5:30 pm G Band Students followed by an opportunity to speak to subject staff and students.
The evening will finish at 7pm

6:30pm S Band Students followed by an opportunity to speak to subject staff and students.
The evening will finish at 8pm

The careers team will be available to talk to you about any concerns or queries relating to future pathways.

The SEND team will also be available to support individual students to make their choices.

Completed option preference forms must be returned by **Friday 20th March**.

Decisions will be made and communicated with students in the summer term.

CORE SUBJECTS

All students study these

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

Exam Board: **AQA**

CONTENT OF COURSES

English: 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. Students are encouraged to develop advanced literacy skills; they learn the conventions of various texts, as well as crafting their own fictional and non-fiction writing.

In Literature students study 'Romeo and Juliet' by Shakespeare, Dickens' 'A Christmas Carol', Priestley's 'An Inspector Calls' and an anthology of poems. The course encourages the students to read widely and to look at the big ideas raised by 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: Writers' 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 Miss Haines

Email: c.haines@cwlc.email

Course: **Mathematics GCSE**

Exam board: **Edexcel/ AQA**

Specification: **1AM1/ 8300**

CONTENT OF COURSE

The course is divided into 6 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 crossover. A level 2 pass is considered to be a 4. We currently use Edexcel for Higher GCSE and A level mathematics examinations and AQA for Foundation GCSE.

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 KS4 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 use www.sparx.com for homework and consolidation and we offer support at homework club from 3:20pm every Thursday in S112 /CR5.

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. Students wanting to take mathematics at A level must study the higher tier program of mathematics.

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

For further details, please contact Mrs T Yarnold
Email: t.yarnold@cwlc.email jjj

Course: **OCR's Gateway Combined Science A GCSE (9-1) Specifications:**
J250. Linear qualification with 100% external assessment.
Exam Board: OCR

In all three sciences, students develop their understanding of how scientific principles and concepts help describe complex and diverse natural phenomena in terms of a small number of key ideas. They also develop relevant practical skills.

CONTENT and ASSESSMENT OVERVIEW - BIOLOGY

B1. Cell level systems	B2. Scaling up
B3. Organism level systems	B4. Community level systems
B5. Interaction between systems	B6. Global challenges
CS7. Practical skills	

Two written papers 1 hour 10 minutes each – 60 marks. Each worth 16.7% of total combined GCSEs. 1st paper assesses content from topics B1-B3 and 2nd paper from topics B4-B6 and CS7, with assumed knowledge of B1 to B3.

CONTENT and ASSESSMENT 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	CS7. Practical skills

Two written papers 1 hour 10 minutes each – 60 marks. Each worth 16.7% of total combined GCSEs. 1st paper assesses content from topics C1-C3 and 2nd paper from topics C4-C6 and CS7, with assumed knowledge of C1 to C3.

CONTENT and ASSESSMENT OVERVIEW - PHYSICS

P1. Matter	P2. Forces
P3. Electricity & Magnetism	P4. Waves and radioactivity
P5. Energy	P6. Global challenges
CS7. Practical skills	

Two written papers 1 hour 10 minutes each – 60 marks. Each worth 16.7% of total combined GCSEs. 1st paper assesses content from topics P1-P3 and 2nd paper from topics P4-P6 and CS7, with assumed knowledge of P1 to P3.

CONTENT and ASSESSMENT OVERVIEW - COMBINED SCIENCE

All three sciences still studied/examined but the content in each is less than in the Separate Science GCSEs. The module titles are similar for Separate Sciences

Six written papers 1 hour 10 minutes – 60 marks. Two papers for each science. Each 16.7% of total GCSE. 1st papers in each science assesses content from modules 1-3. 2nd paper assesses content from modules 4-6 and 7, with assumed knowledge of modules 1-3.

FURTHER INFORMATION

Majority of students in England and Wales will study Combined Science GCSEs.

The final grades are based on the total score over all six exams and this qualification is worth 2 x GCSEs. The grades available vary from 1-1 to 9-9. There are two tiers available, higher and foundation. The content required for these exams will be completed by Easter in year 11 and so will allow for in class revision in preparation for the final exams in May/June 2023.

Some students will choose to study the Separate Sciences GCSE option (previously known as Triple Science). These optional GCSEs contain significantly more content than the Combined Science GCSEs. More information about this route is in the options section.

It is important to note here that a student can still do A-level science with combined science grades, and triple science is not a prerequisite for KS5 Science study.

Not all secondary schools offer triple science so sixth-forms and colleges use double science as the standard for entry into their courses.

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

For further details, please contact Miss R. Hollier, Head of Science
Email: r.hollier@cwlc.email

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

Exam Board: **Edexcel** Spec: **Level 1 / Level 2 (German)**

CONTENT OF COURSE

Year 10

- ◆ Module 1: My school & studies
- ◆ Module 2: Free time
- ◆ Module 3: My family & friends
- ◆ Module 4: lifestyle & well-being
- ◆ Module 5: My local area

Year 11

- ◆ Module 6: Travel & tourism
 - ◆ Module 7: The environment
 - ◆ Module 8: Future Plans
 - ◆ Exam skills
-

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. 45 minutes foundation, 60 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. 75 minutes foundation tier, 80 minutes higher tier. Foundation tier comprises 4 questions including a translation into German and two writing tasks. Higher tier comprises 3 questions, including two writing tasks and a translation into German.

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. They also increase your understanding of your own language and increase your confidence when speaking in public.
- ◆ 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. Most students have to take an MFL GCSE.

For further details, please contact Mrs R García
Email: r.garcia@cwlc.email

Course: **Modern Foreign Languages GCSE—Spanish**

Exam Board: **Edexcel** Spec: Level 1/ Level 2 (Spanish)

CONTENT OF COURSE

Year 10

- ♦ Module 1: Free time
- ♦ Module 2: Travel & tourism
- ♦ Module 3: Me, my family & friends
- ♦ Module 4: Lifestyle & well-being
- ♦ Module 5: School & studies

Year 11

- ♦ Module 6: Local area
 - ♦ Module 7: The environment
 - ♦ Module 8: Future plans
 - ♦ Exam skills
-

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. 45 minutes foundation, 60 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. 75 minutes foundation tier, 80 minutes higher tier. Foundation tier comprises 4 questions including a translation into Spanish and 2 writing tasks. Higher tier comprises 3 questions, including two writing tasks and a translation into 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. They also increase your understanding of your own language and improve your confidence when speaking in public.
- ♦ 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. Most students have to take an MFL GCSE.

For further details, please contact Mrs R García
Email: r.garcia@cwlc.email

Course: **Modern Foreign Languages GCSE - Chinese (Mandarin) GCSE**

Exam Board: **AQA**

Specification: **8673**

CONTENT OF COURSE

The GCSE course is a **core subject** for students continuing to study on the Mandarin Excellence Programme, which they started in Year 7. They will start year 9 by completing the last two modules of Jinbu2 in line with national hurdle test requirements and will fully commence the GCSE course after the Christmas term.

The GCSE course covers:

CONTENT OF COURSE

Theme 1: Identity and Culture.

- ◆ Topic 1 - Me, my family and friends
- ◆ Topic 2 - Technology in everyday life
- ◆ Topic 3 - Free-time activities
- ◆ Topic 4: Customs and Festivals

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

- ◆ Topic 1: Home, town, neighbourhood and region
- ◆ Topic 2 - Social issues
- ◆ Topic 3 - Global issues
- ◆ Topic 4: Travel and Tourism

Theme 3: Current and future study and employment

- ◆ Topic 1 - My Studies
- ◆ Topic 2 - Life at school/college
- ◆ Topic 3: Education post-16
- ◆ Topic 4: Jobs, Careers and Ambitions.

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.

- ◆ Grades will be reported through 9 - 1.

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

FURTHER INFORMATION

The students who will study this course are only those students who are currently on the Mandarin Excellence Programme.

- ◆ 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.

Useful equipment:

- ◆ Textbook : AQA GCSE Textbook 1 and 2
- ◆ Attendance at extra classes on a period 6 is necessary as per year 7 , 8 and 9 timetable

For further details, please contact Ms L. Wang

Email: l.wang@cwlc.email

CONTENT OF COURSE

Students will focus on the following areas:

- ◆ Citizenship
- ◆ Health and Wellbeing
- ◆ RSE
- ◆ Living in the Wider World
- ◆ Careers
- ◆ Religious education (statutory elements).

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.

PSHE prepares students for the opportunities, responsibilities and experiences of life in modern Britain. Students are encouraged to take action within the community and 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 topics covered within PSHE.

Within the Health and Wellbeing sections of the course students will learn more about the issues surrounding alcohol, drug use and addiction.

The Relationships topic covers Relationships and Sex Education alongside pregnancy and people's rights regarding this.

In our Living in the Wider World topics, students will learn about some of the big issues society is currently facing, along with how to manage their finances and career opportunities.

Careers content aims to prepare them for their next steps 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.

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

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

For further details, please contact Mr C Flanders

Email: c.flanders@cwlc.email

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 and interview skills
- ◆ Equal Opportunities at work
- ◆ Individual advice and guidance
- ◆ Careers research
- ◆ Careers Fair in School
- ◆ Mock Interviews in Year 11
- ◆ University visits
- ◆ Guest speakers

The course is delivered through dedicated Careers lessons by our careers advisor and coordinator for each year group following specific themes. It is resourced by online careers programmes and UniFrog.

ASSESSMENT

- ◆ Questionnaires
- ◆ Next Steps
- ◆ Successful achievement by school of all 8 Gatsby Benchmarks.

CAREERS THEMES

- ◆ Exploring careers - subject and qualification requirements
- ◆ Features of work
- ◆ Developing knowledge and understanding of transferable skills
- ◆ Local Labour Market
- ◆ Aspirational pathways

FUTURE KEY THEMES AND EVENTS

- ◆ Understanding the importance of the STEM subjects (Science, Technology, Engineering and Maths)
- ◆ Understanding stereotyping in the work place
- ◆ Event days with employers
- ◆ In Year 10 and Year 12 all students have a week on work experience placements
- ◆ Individual profiling
- ◆ 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
- ◆ Experience days at university
- ◆ Interview techniques
- ◆ Post 16 Options
- ◆ Constructing personal statements.

FURTHER INFORMATION

Information on the above will be available at years 9 to 11 Parents' Evenings.

For further details, please contact Mr D Watts
Email: d.watts@cwlc.email

THE OPTIONS

Course: **Art & Design GCSE**

Exam Board: **AQA**

CONTENT OF COURSE

Year 10:

All students will develop a body of work under a broad theme which will allow them to make artwork on a subject which interests them. They will use artists, craftspeople and designers of their choice as a starting point to inspire their use of media. After gathering sources both from the internet and by taking photographs, they will experiment with a range of materials. Once they have mastered these techniques they will develop ideas into larger scale pieces of work. Students will build on their strengths to create individual projects which might involve working in 2D, 3D or digital art. They might focus on landscape, still life, portraiture or more abstract artwork.

Students will be expected to write about artists' work and about their own ideas and outcomes.

A further short project based on a workshop or gallery visit will also be required.

Year 11:

Students will continue to work on their projects up until January at which point they will start an externally set project by the exam board.

ASSESSMENT

- ◆ Grades will be reported through 9 - 1.

COURSEWORK

Students must complete two coursework projects which are worth 60% of the GCSE mark.

The externally set project is completed over 12 weeks and finishes with a 10 hour practical timed test. During the timed test, students produce a final outcome in exam conditions. This project makes up the final 40% mark.

FURTHER INFORMATION

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

Independent learning at home or attendance at lunch or after school art club is an essential requirement for success in this course.

A financial contribution is required towards the cost of sketchbooks and folders. Students who access Free School Meals are entitled to support with this contribution.

CHOOSE THIS SUBJECT IF YOU:

- ◆ Enjoy making artwork
- ◆ have good creative skills
- ◆ can work well in your own time
- ◆ are good at researching information and gathering images
- ◆ are well organised and meet deadlines
- ◆ can sustain an idea over a long period of time.

For further details, please contact Mrs T Jones
Email: t.jones@cwlc.email

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

Exam Board: **AQA**

CONTENT OF COURSE

Year 10:

Students learn how special effects make up is used for media and performance. They will create designs for make up, hair, costume and props and develop their face and body painting skills.

Students will use client-led themed briefs as starting points to produce make up art and simple costumes. They will refine their use of special effects make up for TV, theatre and film, photograph their work and develop Photoshop skills. They can also edit their photos to use in a more commercial context.

Year 11:

Students will continue to work on their projects up until January at which point they will start an externally set project by the exam board.

Students in both years will be expected to use face paint, scar wax and latex on their own skin.

ASSESSMENT

- ◆ Grades will be reported through 9 - 1.

COURSEWORK

Students must complete two coursework projects which are worth 60% of the GCSE mark.

The externally set project is competed over 12 weeks and finishes with a 10 hour practical timed test. During the timed test, students produce a final outcome in exam conditions. This project makes up the final 40% mark.

FURTHER INFORMATION

Students will be expected to complete a practical in every double lesson regardless of where it falls on the timetable and be confident to have their photograph taken. Students will create whole make up looks during three controlled assessment days over the duration of the course. Students will need to thoroughly document their progress and ideas using a portfolio.

A financial contribution is required towards the cost of display folders. Students who access Free School Meals are entitled to support with the financial contribution.

Basic face paints, scar wax and latex are supplied, but students are responsible for providing any materials needed for more complex creations. Students are encouraged to bring their own makeup brushes, sponges, and application tools.

CHOOSE THIS SUBJECT IF YOU:

- ◆ are confident to work on your own skin.
- ◆ 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

For further details, please contact Mrs C Arif
Email: c.arif@cwlc.email

Course: **Business Studies GCSE**

Exam Board: **Edexcel**

CONTENT OF COURSE

The 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 45 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, as well as Apprenticeships. 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 Mrs J Rees

Email: j.rees@cwlc.email

Course: **Classical Civilisations GCSE**

Exam Board: **OCR**

CONTENT OF COURSE

Component 1 - Thematic Study: Myth and Religion.

Students will study:

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

Component 2 - Literature and Culture : Homeric World

Students will study:

- ◆ Key Sites: Mycenae, Tiryns and Troy
- ◆ Life in the Mycenaean Age
- ◆ Decorative Arts
- ◆ Tombs, Graves and Burial
- ◆ *The Odyssey* by Homer

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 9 - 1.

EXTRA-CURRICULAR OPPORTUNITIES

The department will run trips to key sites across the Ancient World, with one scheduled to Greece (seeing Athens, Mycenae, and Olympia) in 2026 and 2028. We are hoping to visit Italy in 2027 to visit Rome. In the UK we can also visit museums such as the British Museum, historical sites in the city of Bath, and watch Ancient Greek productions of plays.

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 Miss V Marriott

Email: v.marriott@cwlc.email

Course: **Computer Science GCSE**

Examination Board: **OCR**

Specification: **J277**

CONTENT OF COURSE

01 Computer systems and programming.

- ◆ 1.1 Systems architecture
- ◆ 1.2 Memory and storage
- ◆ 1.3 Computer networks, connections and protocols
- ◆ 1.4 Network security
- ◆ 1.5 Systems software
- ◆ 1.6 Ethical, legal, cultural and environmental

02 Computational thinking, algorithms and programming .

- ◆ 2.1 Algorithms
- ◆ 2.2 Programming fundamentals
- ◆ 2.3 Producing robust programs
- ◆ 2.4 Boolean logic
- ◆ 2.5 Programming languages and Integrated Development Environments

ASSESSMENT

- ◆ Grades will be reported through 9 - 1.

Computer systems 01 - Written paper

1 hour 30 minutes. Question paper that includes a mixture of short and long answer questions - 50% of GCSE.

Computational thinking algorithms and programming 02 - Written paper

1 hour 30 minutes. - 50% of GCSE.

This paper has two sections:

Section A which has a mixture of long and short answer questions

Section B which contains questions assessing students' ability to write or refine algorithms.

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:

- ◆ 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 Mr L Gwyther

Email: l.gwyther@cwlc.email

Course: **Construction and the Built Environment**

Exam Board: Eduqas

Would you love the opportunity to transform the world around you? Are you looking to learn about new technologies, materials and processes that are involved in construction projects? Do you want to develop a good foundation for a successful career in construction?

CONTENT OF COURSE

Unit 1: An introduction to the principles of the built environment. Have the opportunity to develop the skills, knowledge and understanding in identifying, explaining and evaluating different ideas and concepts of the built environment. Explore a range of professional and trade roles. Explore some of the different structures and buildings of the built environment.

Unit 3: You will study three construction trade areas (we study, wood, electrics and plumbing). This will include planning, undertaking and evaluating construction tasks.

ASSESSMENT

- ◆ You will have an exam for unit 1 which will be worth 40% of your qualification. The exam will last 1 hour and 30 minutes and will be made up of short and extended questions. The exam is sat on a computer.
- ◆ Unit 3 will be assessed via project work and is worth 60% of your qualification. Here you will be asked to prepare and complete three trade based tasks e.g. creating a simple lighting circuit or making a wooden planter.

Grades are awarded as a pass, merit, distinction. The course can be assessed at a level 1 or 2. The majority of students work at and achieve a level 2 standard.

FURTHER INFORMATION

You will develop a range of skills which are attractive to employers, colleges and universities including:

- ◆ Communication
- ◆ Critical thinking
- ◆ Independent learning
- ◆ Research
- ◆ Time management

A financial contribution is requested towards the cost of materials at the start of the course.

CHOOSE THIS SUBJECT IF YOU:

- ◆ Like practical 'hands on' tasks working with tools and materials
- ◆ Are interested in a career in the construction industries
- ◆ Can work to deadlines
- ◆ Have a positive, sensible attitude
- ◆ Have a good attendance record

For further details, please contact Miss Hubbard or Mr Stansbury.

Email: E.hubbard@cwlc.email or C.stansbury@cwlc.email

Course: **Dance GCSE**

Exam Board: **AQA**

GCSE DANCE - SINGLE OPTION

This course gives students the opportunity to experience practical learning through performance, choreography and analysis. We study a range of different dance styles and genres, utilise diverse choreographic approaches and develop choreographic artistry, by responding to exciting stimuli. Critical appreciation of dance is taught through the study of professional dance works choreographed by British and international choreographers.

Students will experience exploring and synthesising ideas, expression and meaning through movement. The study of professional Dance works and their own dance practice will enable students to develop a broad theoretical knowledge while enhancing and enriching their practical skills and techniques.

We aim to enrich you, not just as a dancer, but as an artist, who engages intellectually with the process of creativity and expression in this powerful art form. The discipline and etiquette of a dancers training is strongly encouraged and reinforced through the rigours of this course.

ASSESSMENT

Assessment task 1

Solo performance: candidates will select two set phrases from a total of four. 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 two phrases not used 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 set by the exam board.

These practical components collectively make up 60% of the final grade.

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 mental 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. By the very nature of the subject, communication skills, collaboration and leadership are readily embedded into the skills and qualities we develop.

CHOOSE THIS SUBJECT IF YOU ARE:

- ◆ A practical learner who likes to be up and 'doing'.
- ◆ passionate about developing your creativity and choreographing your own work.
- ◆ Studying the creative approaches of a range of choreographers.
- ◆ Creative, imaginative and artistic.
- ◆ enjoy watching performances with a focus on evaluation and analysis.
- ◆ confident enough to perform in a supportive environment.
- ◆ keen to study contemporary dance techniques.
- ◆ enthusiastic and hard working.
- ◆ able to perform in a group and as a soloist.
- ◆ Committed and motivated to progress your skills.
- ◆ Interested in honing a hugely diverse range of transferable skills.

For further details, please contact Mrs L Finney or Miss Bott

Email: l.finney@cwlc.email l.bott@cwlc.email

Course: Design and Technology GCSE (Textiles specialism)

Exam Board: Edexcel

This is a product design course with students specialising in textiles. 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 a range of materials.

CONTENT OF COURSE

During year 10 students undertake mini projects which embed theory and develop their range and depth of practical skills. A corset project is taught where students undertake the entire design process, researching, designing, developing, making, testing, and evaluating their own product. Aspirations are high and students are supported to present this project professionally.

ASSESSMENT

The course is assessed by 50% exam and 50% coursework NEA (Non-Examined Assessment).

Written exam - 1 hour 45 minutes, 100 marks 50% of the GCSE.

80% of the student's assessment will focus on their specialism, the remaining on core design and technology knowledge.

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

- ◆ The coursework element is a challenge set by the exam board. Students apply all they have learnt and experienced to respond to and solve contextual challenges creatively. A portfolio of work supports the process and is submitted alongside the product they choose to make.
- ◆ Grades will be reported through 9 - 1.

COURSEWORK

Students will choose one of three Contextual Challenges and undertake a single design and make activity, for example:

- ◆ How can products meet the needs of people that are travelling?
 - ◆ How can products be used to market or promote a festival?
 - ◆ How can products be used to improve the experience of people attending a festival?
-

FURTHER INFORMATION

Talk to your DT teacher if you have any questions or would like to see some examples of projects. It would also be a good idea to chat to year 10 or 11 students currently doing DT GCSE.

This course suits students that would like to work in several material areas, timbers, textiles, metals, polymers etc. It may be taught alongside the timbers specialism and this can be flexible to respond to student interest.

A financial contribution is requested towards the cost of materials at the start of the course.

CHOOSE THIS SUBJECT IF YOU:

- ◆ Like practical 'hands on' tasks working with tools and materials
- ◆ enjoy creative problem solving, designing and making products
- ◆ enjoy using ICT for design and presentation
- ◆ are creative and have a good level of design and practical skill
- ◆ can work to deadlines

For further details, please contact Miss Hubbard or Mrs Wynne Owen.
Email: E.hubbard@cwlc.email or S.wynne-owen@cwlc.email

Course: Design and Technology GCSE (Timbers specialism)

Exam Board: Edexcel

This is a product design course with students specialising in timbers. 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 a range of materials.

CONTENT OF COURSE

During year 10 students undertake mini projects which embed theory and develop their range and depth of practical skills. A lighting project is taught where students undertake the entire design process, researching, designing, developing, making, testing, and evaluating their own product. Aspirations are high and students are supported to present this project professionally.

ASSESSMENT

The course is assessed by 50% exam and 50% coursework NEA (Non-Examined Assessment).

Written exam - 1 hour 45 minutes, 100 marks 50% of the GCSE.

80% of the student's assessment will focus on their specialism, the remaining on core design and technology knowledge.

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

- ◆ The coursework element is a challenge set by the exam board. Students apply all they have learnt and experienced to respond to and solve contextual challenges creatively. A portfolio of work supports the process and is submitted alongside the product they choose to make.
- ◆ Grades will be reported through 9 - 1.

COURSEWORK

Students will choose one of three Contextual Challenges and undertake a single design and make activity, for example:

- ◆ How can products meet the needs of people that are travelling?
 - ◆ How can products be used to market or promote a festival?
 - ◆ How can products be used to improve the experience of people attending a festival?
-

FURTHER INFORMATION

Talk to your DT teacher if you have any questions or would like to see some examples of projects. It would also be a good idea to chat to year 10 or 11 students currently doing DT GCSE.

This course suits students that would like to work in several material areas, timbers, textiles, metals, polymers etc. It may be taught alongside the textiles specialism and this can be flexible to respond to student interest.

A financial contribution is requested towards the cost of materials at the start of the course.

CHOOSE THIS SUBJECT IF YOU:

- ◆ Like practical 'hands on' tasks working with tools and materials
- ◆ enjoy creative problem solving, designing and making products
- ◆ enjoy using ICT for design and presentation
- ◆ are creative and have a good level of design and practical skill
- ◆ can work to deadlines

For further details, please contact Miss Hubbard.

Email: E.hubbard@cwlc.email

Course: **DRAMA PERFORMING ARTS BTEC Tech Award Level 1/Level 2**

Exam Board: **Pearson**

CONTENT OF COURSE

Component 1: Exploring the Performing Arts (learning about styles and techniques)

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

Component 2: Developing Skills and Techniques in the Performing Arts (using scripted work)

- ◆ 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 (devising skills)

- ◆ Understand how to respond to a brief
 - ◆ Select and develop skills and techniques in response to a brief
 - ◆ Apply skills and techniques in a workshop performance in response to a brief
 - ◆ Evaluate the development process and outcome in response to a brief.
-

ASSESSMENT

Components 1 and 2 are assessed through internal assessment.
The components focus on:

- ◆ the development of core knowledge and understanding of a range of performance styles and disciplines, and the key features that contribute to these such as practitioners' roles, responsibilities, skills and techniques
- ◆ the development and application of skills through workshops and classes
- ◆ reflective practice through the development of skills and techniques, for example a logbook or rehearsal recordings
- ◆ Internal assessment is through assignments that are subject to external standards verification.
- ◆ Component 3 is externally assessed through a range of logbook entries, rehearsal and final performance recordings.

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 and 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:

- ◆ Keen to perform and you work well in a group
- ◆ Want a subject that is practical, with coursework and no exams
- ◆ 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
- ◆ interested in creating your own performances.

For further details, please contact Ms M Dufty or Mr D Kent

Email: m.dufty@cwlc.email

Email: d.kent@cwlc.email

Course: **Cambridge National Enterprise and Marketing Level 1 /2**

Exam Board: **OCR**

CONTENT OF COURSE

Students follow a two-year course.

Students will study a total of 3 units and complete a range of assessments to achieve their qualification. They will have 120 Guided Learning Hours (GLH) over the 2 years of the course.

Unit R067: Enterprise and Marketing

OCR-set 1 hour 30 minute OCR marked written exam 40%

In this unit, you will learn about the key factors to consider and activities that need to happen to operate a successful small start-up business

Unit R068: Design a business proposal

OCR-set coursework assignment and OCR moderated 30%

This unit will provide you with the skills and knowledge to design a product proposal to meet a business brief.

Unit R069: Market and pitch a business proposal

OCR-set coursework assignment and OCR moderated 30%

In this unit you will learn how to design a brand which will make your product stand out in the market, before creating a promotional campaign to get your brand noticed by customers. You will then need to create a presentation that you will pitch to a small audience.

ASSESSMENT

- ◆ Students will complete 2 units of coursework which are Internally assessed & externally verified.
- ◆ Students will also sit 1 externally assessed exam.
- ◆ Grades will be reported through Level 1 Pass—Level Distinction*

FURTHER INFORMATION

Any student thinking of a career in business should think seriously about taking Enterprise and Marketing. It provides an excellent insight into the world of work and offers an introduction to business concepts and ideas. Successful students at OCR Cambridge National could proceed to follow A Level Business or BTEC Level 3 Extended Certificate or Diploma. If you are looking for a vocational subject which is interesting, relevant, challenging and fun, Enterprise and marketing is the choice for you.

CHOOSE THIS SUBJECT IF YOU ARE:

- ◆ Interested in learning about business, Enterprise and marketing
- ◆ Good at working independently and managing deadlines and enjoy research.
- ◆ Good at problem solving and decision making.
- ◆ 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 Mrs J Rees

Email: j.rees@cwlc.email

Course: **Food Preparation and Nutrition GCSE**

Exam Board: **AQA**

CONTENT OF COURSE

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.

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 (15% of the GCSE)

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

- ◆ This will include background research, setting a hypothesis, carrying out investigations and finally analysing and evaluating the outcomes.

Task 2 : Food preparation assessment (35% of the GCSE)

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

- ◆ This will include researching the task, demonstrating technical skills, planning for each practical exam, making the final dishes and analysing and evaluating the task.

Both Non-Examined Assessments are completed in year 11 and involve the submission of a written portfolios.

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 food and health related industries.

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

CHOOSE THIS SUBJECT IF YOU:

- ◆ want to achieve good results
- ◆ want to extend your practical skills by learning how to make a wide variety of food products
- ◆ are well organised and enjoy being creative
- ◆ 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 and information regarding the course please contact Mr Cook

Email: d.cook@cwlc.email

Course: **Modern Foreign Languages GCSE - French**

Exam Board: **Edexcel** Spec: **Level 1 / Level 2 (French)**

Year 10

- ◆ Module 1: Free time
- ◆ Module 2 : Me, my family & friends
- ◆ Module 3: My school & studies
- ◆ Module 4: Lifestyle & well-being
- ◆ Module 5: Travel & tourism

Year 11

- ◆ Module 6: The environment
- ◆ Module 7: Local area
- ◆ Module 8: Future plans
- ◆ Exams skills

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. 45 minutes foundation, 60 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. 75 minutes foundation tier, 80 minutes higher tier. Foundation tier comprises 4 questions including a translation into French and two writing tasks and Higher tier comprises 3 questions, including two short writing tasks and a translation into French.

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. They also give you a greater understanding of your own language and increase your confidence when speaking in public.
- ◆ 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 an optional second language to be taken alongside the students core MFL.

For further details, please contact Mrs R García
Email: r.garcia@cwlc.email

Course: **Geography GCSE**

Exam Board: **Edexcel**

Specification: **A**

CONTENT OF COURSE

The Physical Environment:

1. The Changing Landscapes of the UK - the geological development of our landscapes, UK river landscapes and UK coastal landscapes.
2. Weather Hazards and Climate Change - the reasons for our changing climate and the impact of this on our weather patterns, tropical cyclones and droughts.
3. Ecosystems, Biodiversity and Management - local and global ecosystems characteristics, changes and management with an in-depth focus on rainforests and deciduous woodlands.

The Human Environment:

1. Changing Cities - urban issues and challenges as cities continue to rapidly grow, comparison study of one UK city with a city in the developing/emerging world.
2. Global Development - patterns and measures of development, challenges and strategies to reduce uneven development, an in-depth study of the development of a country in the developing/emerging world.
3. Resource Management - the importance of food, water and energy resources to our existence, an in-depth study of water - what challenges do we face and what can we do to manage the use of this resource sustainably?

Geographical Investigations: fieldwork and UK challenges

1. Fieldwork - this will involve **two field trips** - one to a river environment (Carding Mill Valley in Shropshire) and one to an urban environment (Birmingham).
2. UK Challenges - the challenges of resource consumption, environmental sustainability, landscape changes and climate change for the UK.

ASSESSMENT

3 exam papers sat at the end of Y11:

Paper 1 - The Physical Environment, 1 hour 45 minutes, worth 37.5%

Paper 2 - The Human Environment, 1 hour 30 minutes, worth 37.5%

Paper 3 - Geographical Investigations: Fieldwork and UK challenges, 1 hour 30 minutes, worth 25%

♦ Grades will be reported through 9 - 1.

How will GCSE Geography GCSE help me?

GCSE Geography is an excellent branch subject between the Sciences and Humanities supporting students to develop a vast range of skills highly sought-after by employers, colleges and universities. By the end of your GCSE you will have developed skills in literacy, numeracy, statistics, graphicacy, maps and cartography, data and information research, undertaking investigations, geo-spatial data, ICT, decision making, problem solving and team work. You will also learn how to view the world through a geographical lens and use your knowledge to understand and explain our complex and changing world.

Who should consider GCSE Geography?

Everyone! We are one of the only subjects that has strong links with all 4 stands of the Cognitive Ability Tests (CATs) meaning that there is something to suit everyone's strengths. You will particularly enjoy GCSE Geography if you:

- ♦ Are interested in current affairs.
- ♦ Enjoy investigating global issues/challenges and learning about different places and cultures.
- ♦ Want to make a difference; studying Geography is arguably more important than ever given the challenges facing the planet.

For further details, please contact Mrs A Harris

Email: a.scott@cwlc.email

Course: **Graphic Communication GCSE**

Exam Board: **OCR**

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, and 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

This consists of 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. Talking to some of the students in Year 10 and 11 who currently do graphics as an option is a great idea.

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 Mrs E Beasley

E-mail: e.beasley@cwlc.email

Course: **Hair and Beauty Level 1/2 Technical Award**

Specification: **VTCT Technical Award**

CONTENT OF COURSE

This qualification consists of three mandatory units.

UCO90 – Business and entrepreneurship in the hair and beauty sector

UCO91 – Anatomy, physiology and cosmetic science

UCO92 – Design in the hair and beauty sector

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 1/2 Technical Award is equivalent to 1 GCSE qualification. The units are assessed through assignments, projects, exams and practical work.

Assessment by examination– external written exam 40%

Non– exam assessment– synoptic assessment 60%

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 assignments, projects, presentations, practical work, visits, 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

Email: d.plaskitt@cwlc.email

Course: **Health and Social Care BTEC Tech level 1/2**

Exam Board: Pearson

Overview

The qualification is for learners who want to acquire sector – specific applied knowledge through vocational contexts by studying human lifespan development, health and social care services and values, and health and wellbeing as part of their key stage 4 learning. The Tech award complements the learning in GCSE programmes such as GCSE English. It will complement the more theoretical aspects covered by GCSE Biology or GCSE Science by allowing you to apply your knowledge in a vocational context..

A BTEC is a vocational qualification , which means that it has a career focus and is grounded in the world of work. BTEC students study to gain skills and knowledge in their subject area, and then put those skills into practice in real life situations.

ASSESSMENT

Component 1: Human Lifespan Development -internal

- ◆ Human growth and development across life stages
- ◆ Factors affecting growth and development
- ◆ Different types of life events
- ◆ Coping with changed caused by life events
- ◆ **Component 2: Health and social care services and values -internal**
- ◆ Healthcare services
- ◆ Social care services
- ◆ Barrier to accessing services
- ◆ Skills and attributes in health and social care
- ◆ Values in health and social care
- ◆ The obstacles individuals requiring care may face
- ◆ The benefits to individuals of the skills, attributes and values in health and social care practice
- ◆ **Component 3:Health and wellbeing-external**
- ◆ Factors affecting health and wellbeing
- ◆ Physiological
- ◆ Lifestyle indicators
- ◆ Person centred approach and recommendations to improve
- ◆ Recommendations and actions to improve health and wellbeing.

How the course is assessed

Learners are required to complete and achieve all three components in the qualification.

Components 1 and 2 are assessed through internal assessment. The internal assessment for these components has been designed to demonstrate application of the conceptual knowledge underpinning the sector through realistic tasks and activities. There is one external assessment, Component 3, which provides the main synoptic assessment for the qualification.

The qualification can lead to:

The qualification can lead to A levels in a range of relevant subjects or a level 3 vocational BTEC qualification. These pathways help to prepare learners to enter employment or apprenticeships, or to move to higher education by studying a degree in the health or social care sector.

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 can 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 media
- ◆ 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
- ◆ participate fully in all practical activities
- ◆ have full commitment to the subject.

For further details, please contact Mrs K. Hughes or Mrs J Welfoot

Email: k.hughes@cwlc.email

Email: j.welfoot@cwlc.email

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: **The British Sector of the Western Front 1914-18; injuries and treatment in the trenches** (Paper One).
- ◆ **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 (Paper Two)
- ◆ **Period Study: Superpower Relations and the Cold War, 1941-91.**
Focus on the origins of the Cold War, ideologies, intensification of conflict. An in depth look at the Berlin, Cuban Missile Crisis and then the end of the Cold War to the collapse of the Soviet Union. (Paper Two).
- ◆ **Modern Depth Study: Weimar and Nazi Germany 1918-39.**
Focuses on Germany after World War One, Hitler's rise to power, life in Nazi Germany and Nazi control and dictatorship (Paper Three).

ASSESSMENT:

There are four exams in total which will be taken in three sittings, all of which are to be taken in the summer term of Year 11. There is no coursework for GCSE history.

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

- ◆ Grades will be reported through 9 - 1.
- ◆ 3 exam papers that will cover all 4 topics.
- ◆ No coursework at GCSE level.

How will GCSE History will help me?

- ◆ It will give you excellent preparation for A-level history and many other A level courses.
- ◆ It is also excellent preparation for students who wish to study vocational courses after year 11.
- ◆ History has 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.

For further details, please contact Mrs Hagon

If you're curious about the past and love discovering **powerful people, dramatic events, and turning points that changed the world**, GCSE History is for you. You won't just learn what happened you'll explore **why it happened** and **how it still affects us today**.

GCSE History helps you build **excellent communication skills**, showing future employers and colleges that you can argue your point clearly, think independently, and write with confidence , skills that are highly valued in every career.

You'll enjoy **lively discussions, debates, and investigations**, questioning the past like a detective. Lessons are varied and creative, making history exciting and memorable.

History supports careers in **STEM subjects**, as well as law, politics, media, teaching, business, and many academic pathways. If you enjoy thinking deeply, asking big questions, and want a subject that will help you **stand out and succeed** — GCSE History is the perfect choice.

🔍 **History isn't just about the past. It's about you understanding the world — and shaping the future.**

For further details, please contact Mrs Hagon
Email: g.hagon@cwlc.email

Course: **L1/2 Hospitality & Catering**

Exam Board: WJEC

CONTENT OF COURSE

This course concentrates on the hospitality and catering industry. You will develop the knowledge and understanding related to a range of hospitality and catering providers; how they operate and what they have to take into account to be successful. You will have the opportunity to learn about issues related to nutrition and food safety and how they affect successful hospitality and catering operations.

In this qualification, you will also develop food preparation and cooking skills as well as transferable skills of communication, confidence, learning independently, problem solving, self-discipline and time management.

You will be cooking at least once a fortnight in a double lesson, so you must be organised and ready to bring in a range of ingredients.

ASSESSMENTS

Unit 1 Theory Exam (40%) - End of Year 11

- ◆ The Hospitality and Catering Industry will be externally assessed with an online examination that lasts 80 minutes.

Unit 2 Coursework & Practical Cooking (60%) - First term of Year 11

Hospitality and Catering in Action is internally assessed: This involves you completing a piece of controlled assessment in school under examination conditions. You will be set a task by WJEC and will have to consider the nutritional needs of clients in choosing dishes then safely plan, prepare, cook and present two dishes to satisfy the task and then complete an evaluation (12 hours)

You will be graded as follows:

- ◆ Level 1: Pass, Merit, Distinction, Distinction*

- 33** ◆ Level 2: Pass, Merit, Distinction, Distinction*

POTENTIAL CAREER OPTIONS

Chef, sports science, dietician, food journalism, product development, home economist, events management, hospitality, front of house, conference management, buyer, production manager, public relations, hygiene control, National Health Service, health promotion, technical management, food quality, food preparation and retail.

FURTHER INFORMATION

Hospitality and Catering is an essential and enjoyable subject in the school curriculum where students can achieve a sense of self-worth on a regular basis from the successes they have.

Hospitality and Catering teaches life skills, which can help towards combatting the fight against obesity by people having the knowledge to make the right choices about the food they eat, sources of ingredients and having the practical skills to be able to cook products themselves from scratch instead of being reliant on convenience foods.

CHOOSE THIS SUBJECT IF YOU:

- ◆ want to achieve good results
- ◆ want to extend your practical skills by learning how to make a wide variety of food products
- ◆ are well organised and enjoy being creative
- ◆ 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 and information regarding the course please contact Mr Cook

Email: d.cook@cwlc.email

CONTENT OF COURSE

Component 1: Exploring Music Products and Styles

Each year, the music industry produces a wide range of products such as recordings, compositions, live performances, music for film, TV and computer games. Have you ever wondered how these products are created? In this component, you will develop your understanding of different types of music product and the techniques used to create them. You will explore how musical elements, technology and other resources are used in the performance, creation and production of music. You will also practically explore the key features of different genres of music and music theory and apply your knowledge and understanding to developing your own creative work.

Component 2: Music Skills Development

As a performer, producer or creator in the music industry, you need to continually develop your skills and techniques in order to be successful and secure a regular flow of gigs and commissions. In this component, you will participate in workshops and classes where you will develop technical, practical, personal and professional skills and specialise in at least two of the following areas: music performance, creating original music, music production. Throughout your development, you will review your progress and consider how to make improvements. You will learn how musicians share their work and collaborate with others and will develop your own skills as a musician in how to use blogs, YouTube™, Soundcloud™ and other platforms to share your work and skills development with others.

Developing musical skills and techniques will enable you to consider your aptitude and enjoyment for music, helping you to make informed decisions about what you study in the future.

Component 3: Responding to a Commercial Music Brief

This component will allow you to work to your strengths and interests and apply the skills that you have learned throughout your course in a practical way. You will focus on a particular area of the music industry that excites and appeals to you and respond to a commercial music brief as a composer, performer or producer. You will begin by exploring the brief and investigating possible responses and ideas to meet the demands of the brief. Using relevant resources, skills and techniques you will then develop and refine musical material before presenting your final response. You will develop and present an original creation based on a piece from a given list and a style from a choice of four. You will then present this as a solo or group performance, an audio recording or a Digital Audio Workstation (DAW) project.

You will also consider how your skills and interests make you suitable for the specific music industry opportunity.

CHOOSE THIS SUBJECT IF YOU ARE:

- ◆ Wanting to learn 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

Email: a.davies@cwlc.email

Course: **Photography GCSE**

Exam Board: **AQA**

CONTENT OF COURSE

Year 10:

Photoshop & Composition

Students will learn how to use Photoshop to edit their images. This will begin with basic corrections and progress to more complex composite images. They will learn how to compose photographs effectively using their phones and cameras.

People & Places—landscape

Students will visit local places using DSLR cameras in A/S and M modes to take photos of local buildings and landscapes. They will edit images using photographers' styles as a starting point for their own ideas.

People & Places—Portraits

Students will understand how to use studio lighting, depth of field and develop a creative body of work based on portraiture.

Year 11:

Still life/ Externally Set Task

Students will use fast and slow shutter speeds for taking photographs of moving objects & light related to the theme 'Transform'. They will develop a body of work in a genre of their choice.

Students will continue to work on their projects up until January at which point they will start an externally set project by the exam board.

ASSESSMENT

Grades will be reported though 9 - 1

COURSEWORK

Students must complete three coursework projects which are worth 60% of the GCSE mark.

The externally set project is completed over 12 weeks and finishes with a 10 hour practical timed test. During the timed test, students will edit their final photographs in exam conditions. This project makes up the final 40% mark.

FURTHER INFORMATION

- ◆ Students will need to go out and take photographs as homework
 - ◆ Students need access to a device to take and share photographs. This might be a mobile phone or a DSLR camera
 - ◆ Students use Photoshop in school to edit their images
 - ◆ It is not essential to have Photoshop to complete home learning, students can also use photopea.com online which is free editing software
-

CHOOSE THIS SUBJECT IF YOU:

- ◆ Enjoy taking photographs
- ◆ 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 and are well organised.

For further details, please contact Mrs T Jones
Email: t.jones@cwlc.email

Course: **Physical Education Level 2 GCSE**

Exam Board: **OCR**

CONTENT OF COURSE

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

30% (1 hour)

Paper 2: Socio-cultural influences, Sports psychology, health, fitness and well-being.

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

30% (1 hour)

- ◆ 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% (20 marks per activity)

ANALYSING & EVALUATING PERFORMANCE (AEP)

Students must analyse their own performance identifying strengths and weaknesses, enabling them to build an action plan to evaluate and improve 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, across their three activities. 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 / BTEC
- ◆ 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 L. Helme (Head of Department)
Email: l.helme@cwlc.email or Mr M. Jarvis (Second in Department)

Course: **Polish - Native Languages GCSE**

Exam Board: **AQA** Spec: **8688**

CONTENT OF COURSE

Theme 1: Identity and Culture.

- ◆ Topic 1 - Me, my family and friends
- ◆ Topic 2 - Technology in everyday life
- ◆ Topic 3 - Free-time activities
- ◆ Topic 4: Customs and Festivals

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

- ◆ Topic 1: Home, town, neighbourhood and region
- ◆ Topic 2 - Social issues
- ◆ Topic 3 - Global issues
- ◆ Topic 4: Travel and Tourism

Theme 3: Current and future study and employment

- ◆ Topic 1 - My Studies
 - ◆ Topic 2 - Life at school/college
 - ◆ Topic 3: Education post-16
 - ◆ Topic 4: Jobs, Careers and Ambitions.
-

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 Polish and a short essay. Higher tier comprises 3 questions, including two short essays and a translation into Polish

FURTHER INFORMATION

- ◆ This course is aimed at students who have at least **basic understanding** of the Polish Language.
- ◆ Within the two years the students will be expanding their vocabulary as well as working on their reading and writing skills.
- ◆ The students will also learn about Polish customs and traditions, some elements of history and geography of Poland will be explored.

For further details, please contact Mrs Kanabaja

Email: a.kanabaja@cwlc.email

CONTENT OF COURSE

Our GCSE covers two of the world's largest 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: Religion, Peace & Conflict ; 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 Studies is not about being religious, it is about discovering your own views and challenging yourself to understand what others think and why.”

ASSESSMENT

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
Email: g.coley@cwlc.email

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

CONTENT and ASSESSMENT 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	

Two written papers 1 hour 45 minutes each – 90 marks. Each worth 50% of total GCSE. 1st paper assesses content from topics B1-B3 and 2nd paper from topics B4-B6 and B7, with assumed knowledge of B1 to B3.

CONTENT and ASSESSMENT 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

Two written papers 1 hour 45 minutes each – 90 marks. Each worth 50% of total GCSE. 1st paper assesses content from topics C1-C3 and 2nd paper from topics C4-C6 and C7, with assumed knowledge of C1 to C3.

CONTENT and ASSESSMENT OVERVIEW - PHYSICS

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

Two written papers 1 hour 45 minutes each – 90 marks. Each 50% of total GCSE. 1st paper assesses content from topics P1-P4 and 2nd paper from topics P5-P8 and P9, with assumed knowledge of P1 to P4.

WHY TRIPLE SCIENCE RATHER THAN COMBINED?

Studying Triple Science results in students gaining three separate Science GCSEs in Biology, Chemistry and Physics. These separate Sciences are suitable for those who enjoy the hard work and practical activities involved in the study of Science. Studying separate Sciences at GCSE allows students to unpick how the world around them works and consider how advances in Science have led to some incredible breakthroughs. The implications and impact on our world of scientific advances will also be studied. Three Science GCSEs can open the door to many career opportunities, however, it should not be undertaken lightly as students will have many hours of Science lessons a fortnight, therefore a passion for Science is important.

Some things to consider

Are you enthusiastic about science? If you are motivated & have a strong interest in science then you will most likely be willing to put in the extra work required in triple science.

Are you good at Maths? There's a lot of maths content in the science exams, and even more so for triple science. So, if you are confident with maths (consistently achieving a grade 6 in maths), you should be able to handle maths-related science exam questions.

Do you have good literacy skills? Students taking the triple science route will most likely be sitting the higher-tier paper. There are longer essay-type questions in the higher tier so students need to have good written communication skills.

What are their next steps after GCSE? Is the student planning on studying science-related course at university? If so, it would be better for them to do triple science.

Note however that triple science is not a prerequisite for A-level science.

Not all secondary schools offer triple science so sixth-forms and colleges use double science as the standard for entry into their courses.

This is an option subject.

It is important to note here that a student can still do A-level science with combined science grades.

For further details, please contact Miss R. Hollier, Head of Science
Email: r.hollier@cwlc.email

Course: **OCR Cambridge National in Sports Science Certificate Level 2**

Exam Board: **OCR**

CONTENT OF COURSE

The Cambridge National specification allows for a wide range of topic areas to be covered over the course. The skills learnt in studying this course 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 two internally assessed coursework units.

Mandatory Unit R183: Reducing the risk of sports injuries and dealing with common medical conditions (External Exam worth 40% of grade)

Look at preparing participants to take part in physical activity in a way which minimises risks of injury. Learn how to react to common injuries and recognising signs and symptoms.

Mandatory Unit R181: Applying principles of training, fitness and how it affects skill performance (Internally assessed and worth 40% of grade)

Developing knowledge and understanding of components of fitness, principles and methods of training. Conduct fitness tests and design a training programme to incorporate all principles of training based on selected sporting activities.

Optional Unit R183: Nutrition and Sports Performance (Internally assessed and worth 20% of grade)

Explore what constitutes a healthy, balanced nutritional plan. By applying how different dietary requirements can vary depending on the sporting activity being pursued. Learners then produce a balanced nutritional plan appropriate for an athlete within a selected sport.

EXTERNAL EXAM

This unit is externally assessed using a written test. OCR set and mark the test. The test lasts for one hour and fifteen minutes and is worth 70 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 are not required to be assessed practically within this course, as all assessment objectives follow a theoretical sport science approach. However, some of the content will be delivered using practical delivery.

CHOOSE THIS COURSE IF YOU ARE:

- ◆ involved in sport from a practical and theoretical perspective
- ◆ 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/BTEC
- ◆ organised and participate in all of your PE lessons.

For further details, please contact Mr L Helme (Head of Department)

Email: l.helme@cwlc.email

How to complete the form

1. Students must choose 3 options. One from each column.
2. Students must indicate a first and reserve choice for each of their three options.
3. All students will be allocated one choice in each column. In the event of their first choice being unavailable, they will be offered their reserve choice.
4. If a student is not studying a language at KS4, then they must take either history or geography.
5. All students must study either history, geography, religious studies or classical civilisations.
6. All students will study combined science. If they wish to study Triple science, they must choose this within their three options.
7. Students can only choose one of the following subjects: Art, Photography or Graphical Communication
8. Students must choose between GCSE PE and OCR Sports Science – they cannot choose both. If choosing GCSE PE, students must be able to offer 3 sports.

Name _____ Learning Mentor _____

Option 1: Humanities		Option 2: Open Choice		Option 3: Open Choice	
Geography		Art & Design		Art & Design	
History		Art & Design: Make-up for TV and Film		Art & Design: Make-up for TV and Film	
Religious Studies		Business Studies (GCSE)		Business Studies (GCSE)	
Classical Civilisations		Classical Civilisations		Classical Civilisations	
		Computer Science		Computer Science	
		Construction		Construction	
		Dance		Dance	
		Design Technology (textiles)		Design Technology (textiles)	
		Design Technology (timbers)		Design Technology (timbers)	
		Drama (Performing Arts)		Drama (Performing Arts)	
		Enterprise & Marketing		Enterprise & Marketing	
		Food, preparation & nutrition		Food, preparation & nutrition	
		French		French	
		Geography		Geography	
		Graphical Communication		Graphical Communication	
		Hair & Beauty Therapy		Hair & Beauty Therapy	
		Health & Social Care		Health & Social Care	
		History		History	
		Hospitality & Catering		Hospitality & Catering	
		Music		Music	
		Photography		Photography	
		Physical Education (GCSE)		Physical Education (GCSE)	
		Polish		Polish	
		Religious Education		Religious Education	
		Triple Science		Triple Science	
		Sports Science		Sports Science	



The background of the entire page is a deep blue gradient. Overlaid on this are several elegant, white, flowing lines that curve and sweep across the frame, creating a sense of motion and depth. These lines vary in thickness and brightness, with some appearing as sharp highlights and others as softer glows.

Christopher Whitehead Language College & Sixth Form
Bromwich Road
Worcester
WR2 4AF
Tel: 01905 423906
www.christopherwhitehead.co.uk