



Countesthorpe Leysland Community College

KEY STAGE 4 OPTIONS 2020



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Introduction

This booklet has been designed to help make your move into Key Stage 4 as smooth as possible. It contains the information you need to make sensible choices about the pathways and courses we have on offer in Years 10 and 11. You have already started doing GCSE work in many of your lessons so you are in a good position to know what the GCSE course will contain to be able to make some well informed choices. We also offer some new subjects at GCSE which you may be very well suited to study. Please explore all your options.

There have been significant changes made to GCSE programmes in the past four years. The main differences are that the new GCSEs are designed to be more rigorous in content with more emphasis on end of course examinations and they are also graded 9-1 rather than A*-G.

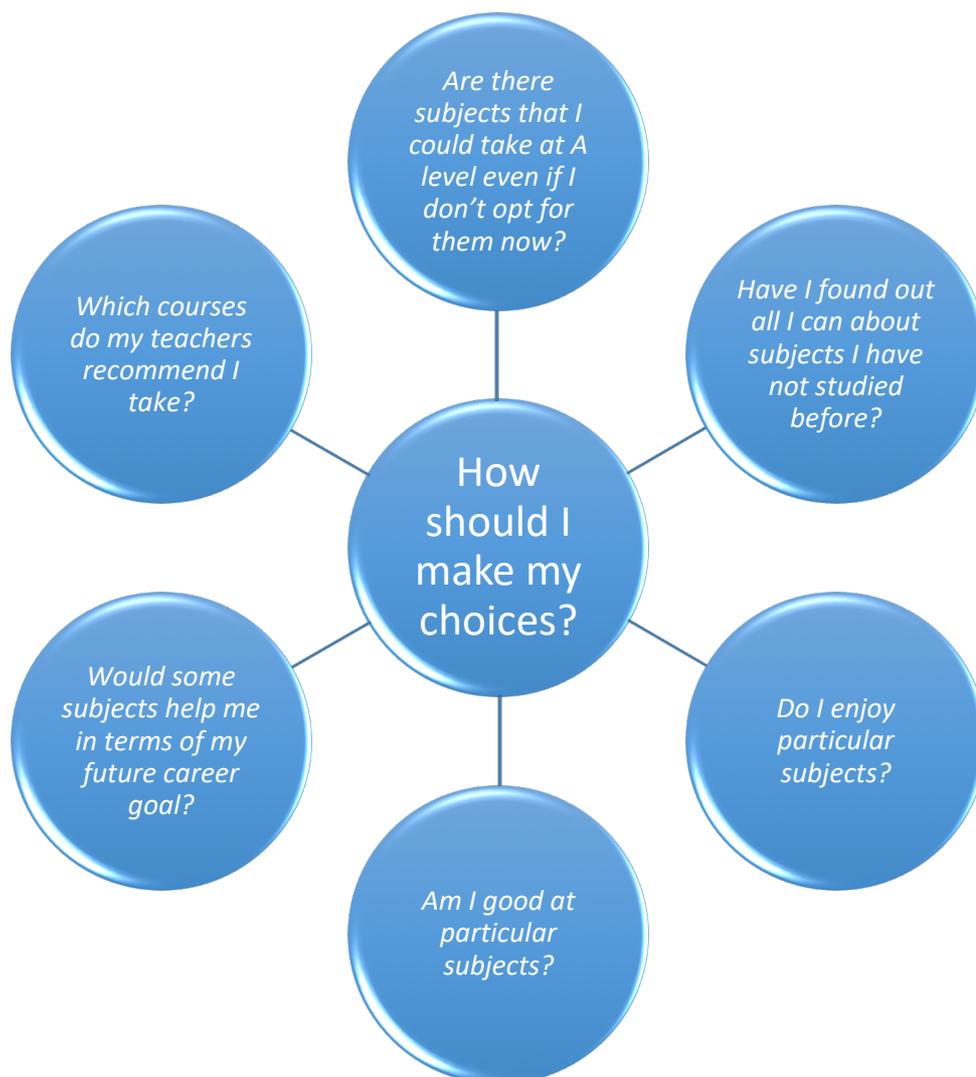
What do these changes to the new GCSEs mean for students and the options process?

- The new GCSEs are more examination centred than ever before with an increased emphasis on the final examination at the end of Year 11. There are less subjects with continual assessment or controlled assessments.
- Make sure you check exactly how each GCSE you are interested in is assessed. GCSE subjects that have traditionally been very practically orientated e.g. Drama and BTEC PE have had an increase in the importance of a written examination.
- Most of the new GCSEs have three examinations at the end of Year 11, think about how many final examinations you will have when making your choices.
- It is extremely important you give careful thought to the choices you need to make. It may be very unsettling for you if you wish to change your options once you are in Year 10 even if there were available space on an alternative course. You should aim to 'get it right first time'!

To do this, you may need to discuss your choices with:

- Your parents or guardians
- Your form tutor
- Your subject teachers
- Careers teachers
- Students already in Years 10 and 11.

Parents or students should not hesitate to contact us at the college if there are any queries or further advice is needed.



Frequently asked questions

During Years 10 and 11 at the College, you will follow up to 10 examination courses.

<p>Which examinations will I take?</p>	<p>Most of the courses you will follow in the College will lead to the General Certificate of Secondary Education (GCSE). Others will lead to BTEC Awards or other nationally recognised qualifications.</p>
<p>What do I have to do on these courses?</p>	<p>Most courses are assessed through formal examinations at the end of Year 11 and have no coursework. There are however a small number of subjects where you will be asked to produce coursework (also called controlled assessment or NEA: non-examined assessment). This is where work is set over one or more lessons but cannot be taken out of the classroom. This varies with each subject but it is important that you are clear about which options have more or less coursework and whether you would prefer to be assessed more in this way or through final examination. This might affect how you choose your options.</p>
<p>How are the courses graded?</p>	<p>If you are successful on a GCSE course you will be graded on a scale from 9-1.</p> <p>BTEC Level 1 & 2 courses involve coursework and examination and are graded at Fail, Level 1 Pass, Level 2 Pass, Merit, Distinction, and Distinction star.</p> <p>Level 2 course grades at a pass or above are roughly equivalent to GCSE grades 9-5.</p>
<p>Do I have to choose a subject now if I want to do it at A level?</p>	<p>It is sensible to take some subjects at GCSE if you think you might want to study those subjects at A level, such as Languages or Music. If you have a concern about a particular subject, ask the staff at the Options Evening on 5th February.</p>

Key Stage 4 Curriculum

The College strives to provide for all students a comprehensive learning experience which puts into practice our aims and keeps future educational and career opportunities as open as possible. For this reason, all students follow a broad and balanced curriculum from entry in Year 10 through and into the Sixth Form, although every effort is made to ensure the curriculum reflects students' interests, aspirations and abilities.

Students are directed to make choices from one of three pathways which have been designed to ensure that all students have a curriculum which suits their individual needs.

Each student will receive a personalised options form that outlines their available choices.

The Core Curriculum

All students, irrespective of pathway, will follow the same Core Curriculum. The details of which are:

Subject	Qualification	Exam Board
English	GCSE English Language GCSE English Literature	Eduqas AQA
Maths	GCSE Mathematics	Eduqas
Science	GCSE Trilogy Science (two GCSEs) GCSE Biology GCSE Chemistry GCSE Physics (three separate GCSEs)	AQA
RE	GCSE Short Course	OCR
PE	Not examined	
Personal Development Programme	Not examined	

The Optional Curriculum

All students will make their options choices from the range of subjects on offer.

Please note that where a subject was available as an option in Year 9, it cannot be started in Year 10 unless already being studied in Year 9. This is because those courses will already have covered one year of material. Furthermore, options taken in Year 9 don't always have to be continued. Students may find that other subjects are preferable.

Students have been allocated one of three curriculum pathways and this can be seen on the Options Form:

- 9/10 Subject Pathway
- 8 Subject Pathway
- 8 Subject (Applied) Pathway

These are explained in detail below.

Recent experience has shown that the new style 9-1 GCSE courses are more demanding and contain more subject content than ever before. As such some students will study a greater or lesser number of subjects and receive additional support where necessary.

All students will study a minimum of 8 GCSEs (or similar qualifications). This ensures students have an excellent foundation for moving into the Sixth Form and studying Level 3 courses whilst providing a balance between core and option subjects. The highest achieving students will study up to 10 GCSEs.

9/10 Subject Pathway

The 9/10 Subject Pathway combines the core subjects of English Language and Literature, Mathematics, Science, RE and Physical Education with a choice of one from History, Geography, French or Computer Science. Students then select a further three option subjects. Students will study 10 subjects if they also study Triple Science. All other students will study Trilogy Science (worth two GCSEs) and achieve 9 qualifications.

8 Subject Pathway

The 8 Subject Pathway combines the core subjects of English Language and Literature, Mathematics, Science, RE and Physical Education with a choice of a further three option subjects. Students will study 8 subjects but in the gained time they will receive three extra English lessons, one extra maths lesson and a further lesson of core PE.

The aim here is to optimise results for all our students and use our time in College in the best possible way. Our experience has shown that it can be beneficial for some students to focus more time on a smaller number of subjects. This way they have more time to focus on core subjects like English and maths and students feel more supported. This will make the step up to GCSEs more achievable and less overwhelming as the pressure increases.

8 Subject (Applied) Pathway

The 8 Subject (Applied) Pathway is targeted at students who would benefit from more practical courses. They are on the 8 Subject Pathway (see above) but students can choose to follow a **Level 1** option in one of the three vocational areas in our Westleigh Vocational Centre.

Students looking to make a vocational choice of Motor Vehicle Studies or Hairdressing & Beauty must already have been studying towards one of these vocational subjects as part of their Year 9 options. The three areas are:

- Construction and the Built Environment
- Motor Vehicle Studies
- Hairdressing and Beauty

In addition, students are able to follow one or two other option subjects from a broad range. These pathways are limited to students who will likely have currently working at grades of GCSE grade 1 or 2 in most of their subjects. The College decides which students are best suited to these courses and if oversubscribed, second choices will be taken into account. Parents are reminded that should their child exceed the entry criteria they will not be permitted to study the course.

Skills Pathway

A small number of students for whom the mainstream curriculum may be overly demanding will follow a more personalised Skills Pathway which includes the core subjects of English Language, Mathematics, a Humanities based qualification, Science, BTEC Creative Media and Physical Education. This is supplemented by up to three other option choices dependent on individual needs and aspirations. Students are recommended for this pathway by staff in College.

What is the EBacc? How might it affect my option choices?

The EBacc is a group of subjects that form the English Baccalaureate. It is not a separate certificate or qualification.

The EBacc is a school performance measure that encourages schools to offer science, including computer science, history or geography and modern foreign languages alongside English language, English literature and maths. All these subjects are offered at the College and we encourage students who wish to pursue that combination to do so. There is no compulsion to do so and students are free to choose from the options available to them.

Option subjects

GCSE Art	IT: Cambridge National Creative iMedia
GCSE Business Studies	GCSE Media Studies
GCSE Computer Science	GCSE Music
GCSE Drama	BTEC First Award in Sport Level 1 / 2
GCSE French	BTEC Level 1/2 Tech Award in Performing Arts (Dance)
GCSE Geography	GCSE Spanish
GCSE History	WJEC Level 1/2 Hospitality and Catering
BTEC Level 1 / 2 Tech Award in Health and Social Care	GCSE Design & Technology (Textiles, or Resistant Materials)

Careers Education

There is a well-resourced library of material for helping you consider your future after college. This is located in the “Your Future!” section of the main college library and is open at break and lunchtimes. We run a number of events where you and your parents can seek guidance for entry onto training courses and jobs.

You will also undertake Careers research as part of our Personal Development Programme and there will be opportunities for you to learn job-seeking skills and about modern apprenticeships, further education and higher education.

All year 10 students currently have the opportunity to complete a week of work experience during year 10. We have close links with Further Education Colleges and over three hundred employers to give the opportunity of taster courses, mock interviews and work experience.

We also have inspirational speakers from industry and other walks of life to encourage and enthuse students about the value of education and further training. Personal Advisers come into the college regularly to provide small group and individual counselling and guidance. For further information, you can contact our Careers Co-ordinator, Mr C. Holmes.

Individual Education Needs

There may be times when you feel the work you do is hard going. Many of you may find at least one bit of a subject difficult, even if you can do other things easily. You may be doing extremely well and require even more challenging work to do. Whatever your particular needs there will be a number of people who can help you. Your subject teacher, tutor and Head of House will always help. Mr S. Brown and Mrs P. Crowdell and a number of other teachers who make up the Individual Educational Needs Support Team can also help and support you in a number of ways. They can help you while you are in a lesson or they can work with you in the Student Advice Area (sometimes on an individual basis, at other times in a small group).

What do I need to do?

Read the next sections of the booklet carefully. The first section deals with the Core Subjects, applicable to all pathways, the second with the Option Subjects that will make up 9/10 Subject Pathway and the 8 Subject Pathway, and the third with the 8 Subject (Applied) Pathway.

Having thought about the options you wish to study and taken advice from the relevant people you will need to complete the Options Online form very carefully.

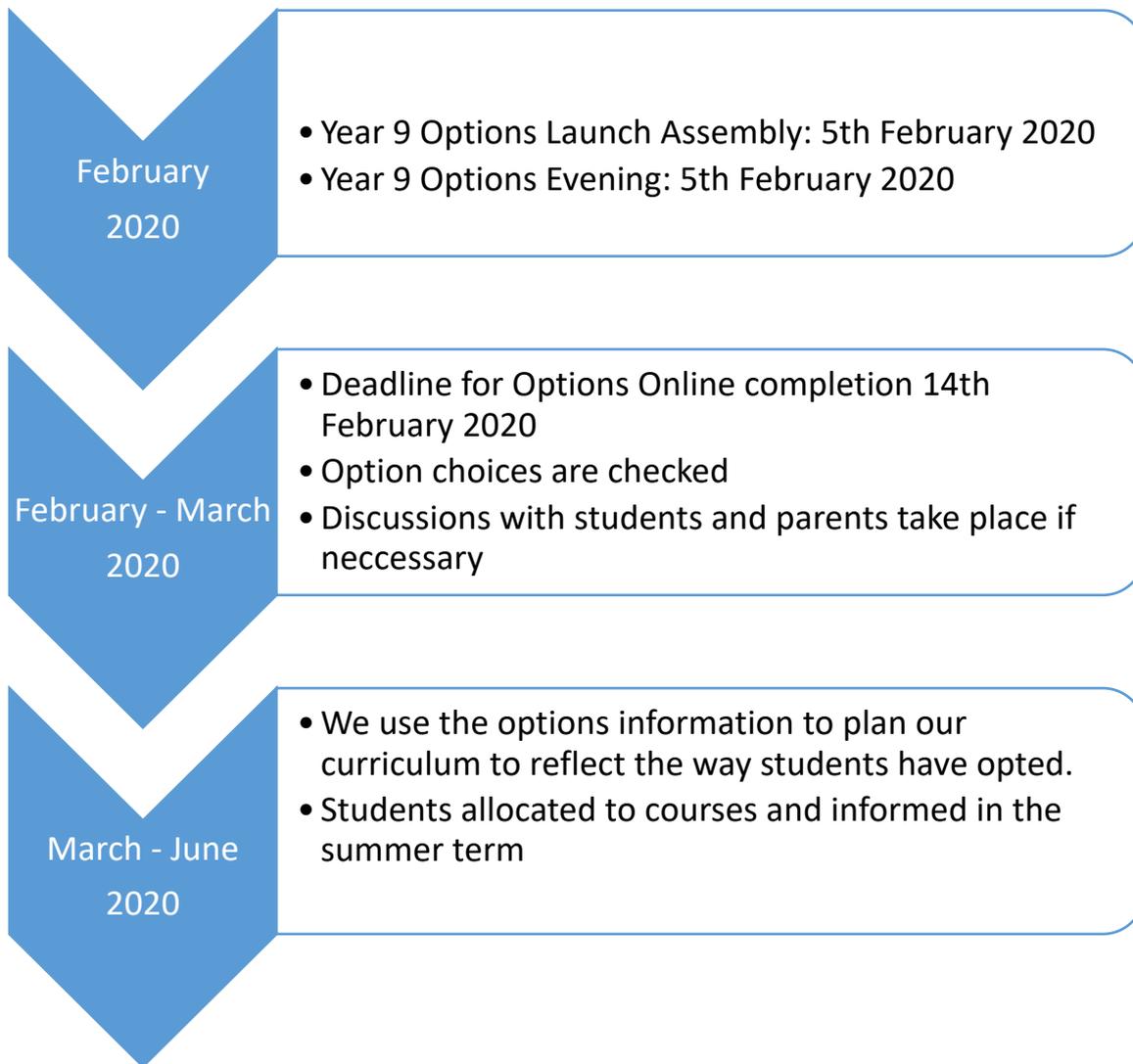
Options Online

To collect options choices we are using an online system called Options Online. A separate sheet explaining how this works will be given out.

When will I know if I've got my option subjects?

Confirmation of option subjects will take place during the summer term.

Timeline for Options Process



Core Subjects

GCSE English Language

Exam Board – EDUQAS

Course Outline

Virtually all students at Countesthorpe Leysland Community College are entered for exams in both English Language and English Literature, and will leave the College with two separate GCSEs in English. They will read a range of fiction texts spanning prose, poetry and drama, in addition to a range of non-fiction texts; they will learn to write for a variety of purposes. Students will also develop their skills in speaking and listening by completing one presentation.

Exams – English Language

Component 1 – 20th Century Literature Reading and Creative Prose Writing. The first section of this 1 hour 45 minute exam focuses on the understanding and the analysis of one prose extract of 20th Century literature. The second section focuses on the completion of one creative writing task, selected from a choice of four titles. This exam is worth 40% of the GCSE.

Component 2 – 19th and 21st Century Non-Fiction Reading and Transactional/Persuasive Writing. The first section of this 2 hour exam focuses on the understanding and analysis of two high quality, non-fiction extracts on the same subject from the 19th and 21st Century. The second section focuses on the completion of two compulsory transactional/persuasive writing tasks. This exam is worth 60% of the GCSE.

Component 3 – Spoken Language. This is a non-exam assessment, and focuses on the completion of one presentation/speech, including responses to questions and feedback. It carries no weighting in the GCSE, but it will be reported as part of the qualification.

How am I assessed?

There are two external exams for this GCSE.

Analytical reading and writing skills will be developed using sample papers as preparation for the final exams, as well as opportunities to practise writing for different audiences and purposes.

Where does the course lead?

The College offers English Literature A-Level in the Sixth Form.

GCSE English Literature

Exam Board - AQA

Course Outline

Virtually all students at CLCC are entered for exams in both English Language and English Literature, and will leave the College with two separate GCSEs in English. They will read and study a range of literary texts from different eras spanning prose, poetry and drama.

We strongly encourage parents to buy copies of their set texts, so students can annotate them to help develop long-term memory skills.

Component 1 – Shakespeare and C19th novel.

The first section of this 1 hour 45 minute exam focuses on the understanding and analysis of one Shakespeare play: *Macbeth*. The second section focuses on the understanding and analysis of a C19th novel: either *A Christmas Carol* or *The Strange Case of Dr Jekyll and Mr Hyde*. This exam is worth 40% of the GCSE.

Component 2 – Post-1914 Drama, AQA Poetry Anthology and Unseen Poetry.

The first section of this 2 hour and 15 minute exam focuses on the understanding and analysis of one post-1914 play: *An Inspector Calls*. The second section of this exam focuses on the understanding, analysis and comparison of poetry taken from the AQA Anthology: Power and Conflict. Students are provided with copies of the anthologies. The third section of this exam focuses on the understanding, analysis and comparison of unseen poetry from the 20th/21st Century. This exam is worth 60% of the GCSE.

How am I assessed?

There are two exams for this GCSE.

Analytical reading and writing skills will be developed as preparation for the final exams, as well as learning key quotations.

Where does the course lead?

The College offers English Literature A-Level in the Sixth Form.

GCSE Mathematics

Exam Board - EDUQAS

Course Outline

The WJEC Eduqas GCSE in Mathematics places problem solving at the heart of mathematics learning, which helps learners tackle everyday mathematical problems whilst studying and after obtaining the qualification.

It encourages the teaching of links between different areas of the curriculum by targeting questions that cover the content from different subject areas within mathematics.

This specification is intended to promote a variety of styles of learning so that the courses are enjoyable for all participants. It will enable learners to progress to higher-level courses of mathematical studies. Following this linear course, learners could benefit from having a greater understanding of the links between subject areas, in particular graphical and algebraic representation, which are prevalent throughout A level mathematics.

How am I assessed?

GCSE Assessment: 2 exams in May/June 2019

Paper 1: Non-calculator (2 hour 15 minutes - 120 marks) 50% of GCSE

Paper 2: Calculator (2 hour 15 minutes - 120 marks) 50% of GCSE

GCSE Maths can be entered at:

Higher Tier with grades 4-9 available

Foundation Tier with grades 1-5 available

The syllabus content for both exams is Number, Algebra, Geometry, Measures, Statistics and Probability.

Where does the course lead?

GCSE Maths is an important general qualification that employers and trainers require applicants to have. If you have done well in GCSE Maths you can consider studying Maths and Further Maths at A level in year 12.

GCSE Combined Science (Trilogy)

Exam Board - AQA

Course Outline

What is involved in the course?

The relevance of science to our everyday lives will be emphasised to show how important it is in helping us to understand the world around us.

Ample opportunity is provided for you to take up your role as informed citizens in a rapidly changing scientific and technological society. Science is a practical subject and you will carry out experiments and investigations. You will learn how science works to help humankind make progress through the essential skills of a practical subject.

The year 9, 10 and 11 courses will cover Biology, Chemistry and Physics and you will get a combined GCSE grade which represents a double GCSE qualification by the end of year 11.

You will study topics such as the heart, health, ecology, energy, motion, cells, atomic structure, radioactivity, space and the creation of the universe, sport-science, food, earth science and electricity.

How am I assessed?

GCSE exams will take place in May/June of Year 11. There will be two written exam papers per subject in Biology, Chemistry and Physics, all of equal weighting. Exams are taken at either higher level or foundation level and you will be awarded a grade on a scale of 9-9 to 1-1.

Where does the course lead?

We offer Level 3 Applied Science and three A Levels: Chemistry, Physics and Biology. Students then have the opportunity to go on to study the sciences at university and/or enter a science-related career such as:

- Architects & Landscape Architects
- Astronomers
- Biological Scientists
- Broadcast Engineering Technicians
- Chemists and Materials Scientists
- Computer Hardware Engineers
- Dentists
- Dieticians
- Medical Scientists
- Nurses
- Occupational Therapists
- Optometrists
- Paramedics
- Pharmacists
- Engineers
- Geo-scientists
- Mining Engineers
- Nuclear Engineers
- Petroleum Engineers

GCSE Triple Science (separate Biology, Chemistry and Physics)

The science department will decide which students are best suited to studying Triple Science.

Exam Board - AQA

Course Outline

You will be taught the three Sciences separately: Biology, Chemistry and Physics.

The courses will provide a more thorough and deeper grounding in Science, enabling the transition at A Level to be made more swiftly should that be chosen. Students will receive three separate GCSE grades for Biology, Chemistry and Physics.

How am I assessed?

GCSE exams will take place in May/June of Year 11. There will be two written exam papers per subject in Biology, Chemistry and Physics, all of equal weighting. Exams are taken at either higher level or foundation level and you will be awarded a grade on a scale of 9-1 for each subject.

Where does the course lead?

We offer Level 3 Applied Science and three A Levels: Chemistry, Physics and Biology. Students then have the opportunity to go on to study the sciences at University and/or enter a science-related career such as:

Architects & Landscape Architects
Astronomers
Biological Scientists
Broadcast Engineering Technicians
Chemists and Materials Scientists
Computer Hardware Engineers
Dentists
Dieticians
Medical Scientists
Nurses

Occupational Therapists
Optometrists
Paramedics
Pharmacists
Engineers
Geo-scientists
Mining Engineers
Nuclear Engineers
Petroleum Engineers

GCSE (Short Course) Religious Studies

Exam Board - AQA

Course Outline

RE is an open and forward-thinking area of study involving exploration of some of the central questions for every human being. We will explore philosophical and ethical issues in ways accessible to students of every religious background, from believer to atheist.

All RE teachers work hard to challenge preconceptions and prejudice, while developing skills of critical thinking, reflection, analysis and empathy in view of contemporary moral issues and world events.

How am I assessed?

The course is assessed through examination at the end of the course.

Where does the course lead?

The study of Religion, Ethics and Philosophy lead to careers which require logical and critical thinking, dealing with moral issues and knowing how ideas influence human behaviour. This includes professions like journalism, policing, law, politics, social care, nursing, PR and even scientific research.

The Personal Development Programme

The Personal Development Programme covers all aspects of personal, social, health, economic, careers and citizenship education. It is delivered through academic subjects, registration activities such as LORIC, assemblies, and the PDP lessons. The PDP is about equipping our students with the knowledge and skills they need as an adult to navigate the world they live in. This covers a huge range of things, from understanding the political system so they can make their vote count, to having an understanding of how to assess risks and make informed choices about health and behaviour. PDP at Key Stage 4 covers:

- Mental wellbeing
- Internet safety
- Physical health and fitness
- Drugs and alcohol
- Prejudice and discrimination
- Critical engagement with the media, including the internet
- RSE
- Resilience
- Radicalisation and extremism
- Personal finance
- Politics

Our Community

The PDP Programme is also about promoting tolerance and respect. It looks at diversity within our local, national and global society. Students study how society functions, from laws to government. They also look at inequalities and areas of concern, such as the environment. Students will participate in community events, such as Charity Day.

Why is the PDP so important?

We strongly believe that learning is not simply about accruing knowledge, but is also the development of skills and personal qualities that will provide the basis for a happy and fulfilling life. We aim:

- To equip students for the challenges they will face as adults.
- To empower students, so they feel confident in their choices and in having their voice heard.
- To develop skills for assessing situations, risks and opportunities e.g. the ability to discern bias.
- To challenge prejudices and stereotypes.
- To encourage empathy for people in situations our students may not have encountered.
- To encourage students to see their role in society on a local, national and global level.
- To encourage students to bounce back after difficult times, relish challenges, and to try their best in order to realise their full potential.

Option Subjects

GCSE Art

Exam Board - AQA

Course Outline

Art GCSE develops your creative and imaginative skills by looking at and exploring ideas in different ways. You will improve your understanding of the visual world by improving your observation and drawing skills. You will also be introduced to a variety of new materials and techniques which will develop your understanding of what Art is and can be.

The areas you will cover are:

- Developing ideas through looking at Artists' work.
- Exploring and experimenting with ways of making 2 dimensional & 3 dimensional art pieces.
- Recording ideas and observations using a variety of media.
- Producing a personal and meaningful response demonstrating an understanding of visual language and artists' work.
- These can be explored through: Drawing, Painting, Sculpture, Installation, Photography, Mixed media, Printmaking.

Component 1:

Portfolio

In Year 10, the autumn and spring terms are spent on a coursework project- 'Art Movements'. This will enable you to learn and develop your drawing skills and ability to use other media and techniques such as 3D, mixed media and print making. This work will be included in your coursework portfolio. In the summer term you will complete a second project -" Life".

In Year 11- the autumn term you will complete an individual project where you have a choice from 5 starting points. This develops independent thinking and creativity and enables you to direct your own work and use of materials.

Component 2:

Exam Unit

Students will be issued with the exam paper in January and will have 10 weeks of preparation and sketchbook work followed by a 10 hour exam where they complete a final response.

How am I assessed?

- Coursework Portfolio - This counts for 60% of your GCSE grade.
- Exam Project - This counts for 40% of your GCSE grade.

Where does the course lead?

Students have the opportunity to go on to study Fine Art A level or Art and Design. Possible career opportunities are:

- Architect
- Art Therapist
- Art administrator
- Artist
- Community Arts worker
- Graphic designer
- Illustrator
- Photographer
- Set designer
- Interior designer
- Fashion designer

GCSE Business Studies

Exam Board - EDEXCEL

Course Outline

This course intends to develop enterprising minds and focusses on:

- How a business is set up.
- What are the characteristics of successful entrepreneurs?
- How marketing, human resources and finance management contribute to successful businesses.
- Why some businesses succeed where others fail.
- How the external environment impacts businesses.

How am I assessed?

Two equally weighted exams are taken at the end of year 11.

Where does the course lead?

Some students opt for GCSE Business as it is an ideal step towards A level Business. In addition, the skills learned in writing longer, analytical answers are a good foundation to any A Level course. Alternatively, for those who choose not to continue to A Level a GCSE in Business is a good introduction to how businesses work and therefore is good introduction to an Apprenticeship. Remember that whatever you plan to do in the future, everyone works within a business, so a Business qualification is a great starting point.

GCSE Computer Science

Exam Board - OCR

Course Outline

Computing is of enormous importance to the economy, and the role of Computer Science is growing rapidly. The growth in the use of mobile devices and web-related technologies has exploded, resulting in new challenges for employers and employees. For example, businesses today require an ever-increasing number of technologically-aware individuals. GCSE Computer Science will give you an insight into programming and computing fundamentals.

During the course you will learn and cover a range of Technologies, from Emerging Technology (Drones, Virtual Reality etc..) and App Development through to Cyber Security and Networks. These topics along with fundamentals such as Ethics, Computer Hardware and Programming, will prepare you for any role within the Computing Industry.

How am I assessed?

Computer systems (01)

80 marks: 1 hour and 30 minutes - Written exam

Computational thinking, algorithms and programming (02)

80 marks: 1 hour and 30 minutes - Written exam

Programming project (03/04)

40 marks totalling 20 hours.

Where does the course lead?

This course will allow you to go on and study Computing, Engineering and Science and will provide job opportunities in a number of areas.

BTEC Level 1 / 2 Tech Award in Performing Arts (Dance)

Exam Board – Pearson / EDEXCEL

Course Outline

The current BTEC course is validated by Pearson and provides students the opportunity to gain the BTEC Level 1/2 Tech Award in Performing Arts. In order to achieve this qualification students, must complete a range of practical assessments and written coursework tasks. These are divided into 3 components.

Students will study the work of various choreographers and techniques as well as learning set dances. Students will also develop their own choreography skills in a range of styles, learn how to appreciate their own and others work. Written tasks include a comparative essay and analysis of performance. In component 3 students will respond to a brief set by the exam board.

How am I assessed?

Component 1 – This is internally assessed and externally moderated by the exam board. Component 1 is an extended written task whereby students will research and develop their knowledge and understanding of existing work by leading choreographers in the dance arena. Students will then compare and contrast the choreographies in a critical evaluation of the techniques and styles of dance. (36 Guided Learning Hours)

Component 2 – This unit is also internally assessed and externally moderated. This component leads on from component 1. Students will now perform using a range of dance styles and techniques including Contemporary, Jazz, Cultural, Lyrical and Modern. They will replicate set tasks from existing work and perform in front of an audience for assessment. Students will also create their own choreography to demonstrate their understanding of a range of techniques and styles of dance. (36GLH)

Component 3 – This unit is externally assessed and includes responding to a brief set by the exam board. Students will be given controlled examination time to respond to the brief this will include written and performance tasks.

Where does the course lead?

- Progression on to the BTEC Level 3 National Diploma in Dance
- Advanced Level Study
- Employment in the Dance/Performing Arts industry
- University courses in Musical Theatre, Performing Arts, Dance

Cambridge National Creative iMedia

Exam Board - OCR

Course Outline

The creative iMedia course has been designed to engage and enthuse young people with an interest in creative computing, you will learn to use industry standard techniques and software to design and create a range of media, including Games Design, Web Development, Artwork, Film and Sound production.

How am I assessed?

Students will be assessed in four units continually over the two-year course. At the end of the course students will be awarded with a Level 1 or Level 2 qualification equivalent to one GCSE. This course is more suited to students who prefer practical based modes of assessment.

All Units are worth 25% of the overall marks: the units studied are:

Unit 1: Pre-Production Techniques - Written Exam (Compulsory)

All other units require completion of a portfolio piece of work.

Unit 2: Graphics Production (Compulsory) + any other two Units from:

Games Design, Games Development, Digitising Video, Website Development, Digitising Sound, Comic Design or Website Production.

Where does the course lead?

This course will allow you to go on and study Computing, ICT, Software Development, Games Design, Graphics, Web Development and will provide job opportunities in a number of areas.

GCSE Drama

Exam Board - EDUQAS

Course Outline

In an increasingly competitive world, speech and communication skills are becoming more important. Through studying Drama students gain self-confidence and a greater capacity to express their opinions and beliefs.

The Eduqas Drama specification fosters the students' creativity, personal growth, self-confidence, communication and analytical skills through the acquisition of knowledge, skills and understanding and the exercise of the imagination. It promotes students' involvement in and enjoyment of drama as performers, devisers, directors and designers. It provides opportunities for students to see live theatre and to develop their skills as informed and thoughtful audience members.

The first year of GCSE Drama is used to build on performance and technical skills learned at KS3 and to introduce theatre practitioners and a range of devising techniques. The set text will be studied in the summer term.

Component 1: Devising Theatre – Assessed Performance + Written Coursework

This will be completed in the first year of the course. The aim of this component is to allow you to study the techniques of one theatre practitioner or company then apply your knowledge practically in performance. You can work as an actor or designer and you will be working as part of a group on creation, development and performance. In addition to your performance, you will produce a portfolio – a written and visual account of your process in making the work, research about the practitioner/company and how you applied this knowledge. This component encourages you to see yourself as a theatre maker being inspired by professional theatre practice.

Component 2: Performing from a Text – Assessed Performances

This is another practically assessed unit, this time by a visiting examiner and will be completed in the second year of the course. You will work in a small group to produce performances from the perspective of actor or designer. The performances will be an extract from a text. These two performances will be linked by a theme chosen from a list supplied by the exam board. You will gain a deeper understanding of how to interpret a text for performance and realise artistic intentions.

Component 3: Text in Performance – Written Exam + Classroom Exploration

For this component you will study the set text DNA by Dennis Kelly over two years at different points. The play will be explored practically as well as through reading and research in your lessons. This component is assessed through a written exam at the end of the two years and

will involve you understanding the play from the perspective of actor, director and designer. You will also analyse and evaluate one piece of live theatre viewed during the course. You are allowed to take a copy of the set text into the exam.

How am I assessed?

The course is split into three units:

Component 1

Devising Theatre

Non-exam assessment: internally assessed, externally moderated

40% of qualification

60 marks

Component 2

Performing from a Text

Non-exam assessment: externally assessed by a visiting examiner

20% of qualification

60 marks

Component 3

Interpreting Theatre

Written examination: 1 hour 30 minutes

40% of qualification

60 marks

Where does the course lead?

GCSE Drama can lead on to A level Theatre Studies which would open up the possibilities for a career in film, or theatre. However, it is important to realise that Drama isn't just a performance-based subject. A lot of its content focuses heavily on collaboration, and therefore teamwork. It is a subject that encourages self-discovery, and provides students with a platform on which to build confidence. It requires imagination, employs problem-solving strategies, and demands commitment. These are skills necessary to all professions.

Level 1 / 2 Vocational Award in Hospitality & Catering

Exam Board - WJEC

Course Outline

The WJEC Level 1/2 Vocational Award in Hospitality and Catering is made up of two mandatory units:

Unit 1 The Hospitality and Catering Industry

Unit 2 Hospitality and Catering in Action

Students must complete both units.

This structure has been designed to develop in learners 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. There is the opportunity to learn about issues related to nutrition and food safety and how they affect successful hospitality and catering operations. In this qualification, learners will also have the opportunity to develop some food preparation and cooking skills as well as transferable skills of problem solving, organisation and time management, planning and communication.

Through the two units, learners will gain an overview of the hospitality and catering industry and the type of job roles that may be available to assist them in making choices about progression.

How am I assessed?

The course is assessed through an externally marked examination (Unit 1) and internally assessed controlled assessment (Unit 2).

Where does the course lead?

The WJEC Level 1/2 Vocational Award in Hospitality and Catering has been designed to support students who want to learn about this vocational sector and the potential it can offer them for their careers or further study. The course provides learners with the opportunity to develop a range of specialist and general skills that would support their progression to employment. Employment in hospitality and catering can range from waiting staff, receptionists and catering assistants to chefs, hotel and bar managers and food technologists in food manufacturing.

Students can study the WJEC Diploma in Food Science and Nutrition at CLCC Sixth Form and then go on to study a wide variety of food-based degree courses at university in Hospitality, Food and Nutrition, and Food Technology.

GCSE French

Exam Board - EDUQAS

Course Outline

GCSE French is an academic yet enjoyable course where you will develop five skills - reading, listening, speaking, writing and translation throughout the two years. You have the chance to develop your knowledge of topics such as holidays, travel, leisure and future plans. In class you will have the chance to work individually, in groups and in pairs. In preparation for the Reading & Listening exam you will have access to lots of authentic reading and listening materials such as magazine articles, web pages, quizzes, questionnaires, brochures, and video material.

For the Speaking Test you will learn how to present ideas, ask and answer questions and give opinions in role-plays, describing a photograph and in general conversation. For writing you will learn to write material of varying length including forms, emails and web pages.

You will also learn the skill of translating both into and from English.

How am I assessed?

Reading: Reading task with non-verbal and written responses including one translation task from French into English (25% of final mark).

Listening: Listening comprehension tasks with non-verbal and written responses. (25% of final mark).

Speaking: One role play, one photo card discussion, one conversation (25% of final mark). Speaking is assessed in early May of Year 11. Listening, Reading and Writing assessments take place in mid-May.

Writing: Foundation: Write a short list, a short email and an extended web page in French. Translation of simple sentences into French. Higher: Write an extended web page, an extended complex piece in French and translation of short passage into French.

Where does the course lead?

Studying GCSE French will enable you to continue your study of the language at A -level and then at degree level if you wish. Even if you do not pursue your studies beyond GCSE, studying a foreign language brings many advantages when you eventually start work - even those not directly connected to languages. Many employers are looking for people with knowledge of another language even if it's only at a basic level. Think of all the extra opportunities of working abroad that having a language could bring. In some cases, there is the possibility of a higher salary.

Armed forces, accounting, education, journalism, leisure, health, interpreting, media, tourism, marketing, social care, law, finance, IT, ...the possibilities are endless!

GCSE Geography

Exam Board - EDUQAS

Course Outline

Students follow the GCSE Geography Specification B examined by WJEC Eduqas. The course consists of three compulsory themes, split into 11 sections, which are as follows:

Theme 1: Changing Places – Changing Economies

- Urbanisation
- Urban & Rural processes in the UK
- Urban renewal
- Changes to the UK retail landscape
- Global Development
- Trade and Aid

Theme 2: Changing Environments

- Weather and climate
- Extreme weather
- Climate change
- Rivers and river management
- Coastal processes and coastal management

Theme 3: Environmental Challenges

- Climate and ecosystems
- Ecosystems under threat
- Management of ecosystems
- Water resources and management
- Desertification

At CLCC students learn about these themes by studying different places. They study High Income Countries such as the USA, the UK, and Australia. They study Low income countries, Newly Industrialised Countries such as Vietnam and India and Low Income Countries such as Ghana and Lesotho.

In addition, students are taught fieldwork and problem solving skills that are also examined at the end of the course.

To help support them with this element of the course, there are two local fieldtrips that the students must attend and an optional three day residential fieldtrip to Overstrand in Norfolk.

How am I assessed?

You will take three exams at the end of year 11. This will account for 100% of your final grade. The examinations are as follows:

Paper 1 (1 hour 45mins) = 45% of the marks.

This will test your knowledge and understanding of all themes studied.

Paper 2 (1 hour 30 mins) = 30% of the marks.

This will be a problem solving paper which focuses on an issue from any of the themes you have studied.

Paper 3 (1 hour 15 mins) = 25% of the marks

This is an applied fieldwork enquiry paper. It will focus on approaches to fieldwork and the conceptual framework. Students will be given the opportunity throughout the two years, to participate in fieldwork outside of the school grounds to prepare for this paper.

Where does the course lead?

Studying GCSE Geography will enable student to continue studying Geography at A level and then possibly on to a Degree.

As well as this, Geography is a subject that develops many transferable skills that can be used in all types of careers. For example analytical skills are highly valued in I.T.and environmental science work. The Royal Geographic Society list a variety of jobs where Geography is including, transport/ town planning, environmental management, conservation and logistics.

BTEC Level 1 / 2 Tech Award in Health & Social Care

Exam Board – PEARSON

Course Outline

This course underpins knowledge and understanding of the health and social care industry whilst practical vocational skills learnt will also enhance and support the progression to a relevant competency based course, such as the Pearson Level 3 in Health and Social Care. Once students have completed this Level 2 course, it offers the perfect platform to access higher education and further studies within this subject.

This course is made up of three coursework based units and one externally based exam.

How am I assessed?

- Ongoing assessed reports
- Coursework submission
- Observations in class
- End of topic tests
- Final exams

Where does the course lead?

- Progression to Level 3 Health and Social Care.
- Apprenticeships in the Health & Social Care field.
- Career related professions.

GCSE History

Exam Board - EDEXCEL

Course Outline

Paper 1: Medicine through Time, c1000 to present.

In this thematic study you will have the opportunity to examine the changing ideas about the causes and treatments of disease over a period of around 1000 years. You will discover how opinions about the causes of disease changed over time, as did methods of treatment and prevention. As part of this unit you will also undertake a focused study of the trenches of World War 1 between 1914 and 1918. During this period there were developments in the treatment of the wounded, which were then developed for use in general medicine, for example plastic surgery for facial wounds

Paper 2: Early Elizabethan England, 1558-88

In this unit you will discover what England was like in 1558, when Elizabeth I became Queen. Elizabeth kept peace at home but rivalry with Spain eventually led to war between the two countries and you will have the opportunity to find out about the war, the Armada and Spanish invasion plans and the reasons for English victory. This was also a period of exploration and you will learn how new technology on ships and sailing led to the drive to expand trade and discover the world.

Paper 2: Superpower relations and the Cold War, 1941-91

In this unit you will look at the origins of the Cold War in war torn Europe. You will have the opportunity to look at key events in the Cold War such as the Cuban Missile Crisis, the building of the Berlin Wall, and Czechoslovakia as well as the role played by key individuals such as Kennedy, Khrushchev, Stalin and Gorbachev. You will learn about the ideological differences that underpinned the regimes in both the East and West and how the collapse of the Soviet Union brought about the end of the Cold War.

Paper 3: Weimar and Nazi Germany, 1918-39

At the end of the First World War in 1918 the Kaiser was forced to abdicate and Germany became a democracy. You will have the opportunity to find out about the problems facing the new Weimar government and the reasons why the Nazis were able to take power in 1933. You will discover how, once in power, the Nazis were able to turn Germany into a dictatorship, ruthlessly removing opposition. You will also find out what life was like for different groups in Germany, from young people to those considered by the Nazis to be outsiders, such as Jews.

How am I assessed?

You will sit three exams.

Paper 1 is on Medicine through time with a focus on the trenches of World War 1, the paper contains both source and knowledge questions and is 30% of the course. Paper 2 has two topics; Early Elizabethan England and Superpower relations and the Cold War, the questions are all knowledge based and the paper is 40% of the course. Paper 3 is on Weimar and Nazi Germany, the paper contains both source and knowledge questions and is 30% of the course.

Where does the course lead?

There are many things you can do with a GCSE in History. You could choose to continue with the study of History by taking A Level History in the sixth form or at college or you could use your knowledge of history to support other A Level courses such as English Literature, Geography or Art. A GCSE in History shows that you have a high level of literacy and that you are able to analyse complex information. These skills are highly valued by colleges and employers. Employment opportunities where skills gained through the study of history are particularly valued include journalism, media, law, teaching and human resources.

GCSE Media Studies

Exam Board - OCR

Course Outline

During the first term in Year 10 you will be involved in developing the skills you will need to do well in the subject. You will study a variety of different media forms and look at how they are targeted at audiences, learning the skills of textual analysis that will also be needed in the final exams at the end of Year 11. Students gain knowledge and analyse how media impacts audiences on a day-to-day basis and how other societal factors such as politics, technology, society and culture influence our choice and experiences of Media.

You will also be engaged in developing practical skills in video and print production, depending on your choice of NEA brief you will learn how to create websites, film and edit as well as improving your desktop publishing skills. In your production work you will put the ideas you have learned in the analysis side into practice in the way you try to make your work follow the conventions of real media, producing an authentic, creative practical production in a media area of your choice (video production, web design, radio or print work). The practical production briefs are very flexible in order to enable the students to work in an area that interests and inspires them. This creative, practical production will be worth 30% of the overall GCSE.

At the end of Year 11, the students will sit two exams, worth 35% each. The first exam will test the students' textual analysis skills. They will analyse an unseen 5 minute extract of a TV crime drama programme, examining the creative use of camera work, editing, mise-en-scene and sound. The second exam will draw on the students' knowledge of a series of pre-learned case studies. They will answer a number of questions with a focus on media language, representation and target audience.

Please note this is a creative but academic subject and not one that requires students to consistently watch TV, film and play video games only.

How am I assessed?

GCSE Media Studies has three parts: Practical media production – worth 30% of the GCSE. Exam 1, a textual analysis is worth 35% of the GCSE and Exam 2 – 'Exploring media' is worth 35% of the GCSE.

Where does the course lead?

Many students continue to study Media at A level, and recent students have gone on to study a wide range of university degrees in different areas including Media Studies, Film Production, Game Design, PR and Advertising, Theatrical Make-Up and Journalism.

GCSE Music

Exam Board - EDEXCEL

Course Outline

The course is divided into three components:

Performing. Students perform and record a solo and ensemble performance, lasting four minutes in total.

Composing. Students create two pieces, totalling 3 minutes. One composition is in response to a brief set by the exam board and the second is a free choice.

Appraising. Students answer listening questions and also discuss and compare music from four areas of study: Instrumental music from 1700-1820, Vocal music, Music for Stage and Screen and Fusions.

It would be highly advantageous for students selecting the course to already play or be willing to learn how to play an instrument, this could include the voice as an instrument.

How am I assessed?

Unit 1; Performing 2 pieces (Recorded in school and moderated externally) 30%

Unit 2; Composing 2 pieces (Created in school and moderated externally) 30%

Unit 3; Appraising (Final listening exam) 40%

Where does the course lead?

GCSE music is a great way to develop and build upon musical skills already learnt and allows students time to hone their instrumental abilities. It also provides an excellent foundation for further study of Music and Music Technology at A-Level.

BTEC First Award in Sport Level 1 / 2

Exam Board - EDEXCEL

Course Outline

Students will be assessed in four units continually over the two year course. At the end of the course students will be awarded a Pass (C), Merit (B) or Distinction (A) equivalent to one GCSE. This course is more suited to students who prefer coursework modes of assessment.

The units studied are:

Unit 1: Fitness for Sport and Exercise (External Assessment - Online Test)

Unit 2: Practical Sports Performance

Unit 3: Applying the Principles of Personal Training

Unit 4: The Mind and Sports Performance

How am I assessed?

Unit 1: Fitness for Sport and Exercise 25% External Assessment - Online Test
Internally Assessed - Externally Standardised/Moderated.

Unit 2: Practical Sports Performance 25%

Unit 3: Applying the Principles of Personal Training 25%

Unit 4: The Mind and Sports Performance 25%

Where does the course lead?

BTEC Firsts in Sport can help you take your first steps towards a career in sport and fitness. You'll learn essential skills such as training for personal fitness, encouraging sports participation, and organising and leading events and activities. Next steps in education can include Level 3 Sport courses.

GCSE Design and Technology – Resistant Materials

Exam Board - AQA

Course Outline

The GCSE is delivered over 3 main areas:

Core technical principles

In order to make effective design choices students will need a breadth of core technical knowledge and understanding that consists of: new and emerging technologies, energy generation and storage, developments in new materials, systems approach to designing, mechanical devices, materials and their working properties. All of this section will be assessed.

Specialist technical principles – focusing on resistant materials

In addition to the core technical principles, all students should develop an in-depth knowledge and understanding of the following specialist technical principles (resistant materials): selection of materials or components, forces and stresses, ecological and social footprint, sources and origins, using and working with materials, stock forms, types and sizes, scales of production, specialist techniques and processes, surface treatments and finishes.

Designing and making principles

Students should know and understand that all design and technology activities take place within a wide range of contexts. They should also understand how the prototypes they develop must satisfy wants or needs and be fit for their intended use. For example, the home, school, work or leisure. They will need to demonstrate and apply knowledge and understanding of designing and making principles in relation to the following areas: investigation, primary and secondary data, environmental, social and economic challenge, the work of others, design strategies, communication of design ideas, prototype development, selection of materials and components, tolerances, material management, specialist tools and equipment, specialist techniques and processes.

How am I assessed?

- Written exam: 2 hours, 100 marks, 50% of GCSE
- Non-exam assessment (NEA): 30–35 hours approx., 100 marks, 50% of GCSE.

Students will have end of unit exams in each area to test their knowledge.

Where does the course lead?

By gaining a good grade at GCSE, you can progress on to a Design related A Level course to explore and develop your skills further. We have many students who then successfully progress to university.

Please note that students can study either **Resistant Materials** OR **Textiles** but not both.

GCSE Spanish

Exam Board - EDUQAS

Course Outline

GCSE Spanish is an academic yet enjoyable course where you will develop five skills - reading, listening, speaking, writing and translation throughout the two years. You have the chance to develop your knowledge of topics such as holidays, travel, leisure and future plans. In class you will have the chance to work individually, in groups and in pairs. In preparation for the Reading & Listening exam you will have access to lots of authentic reading and listening materials such as magazine articles, web pages, quizzes, questionnaires, brochures, and video material.

For the Speaking Test you will learn how to present ideas, ask and answer questions and give opinions in role-plays, describing a photograph and in general conversation. For writing you will learn to write material of varying length including forms, emails and web pages.

You will also learn the skill of translating both into and from English.

How am I assessed?

Reading: Reading task with non-verbal and written responses including one translation task from Spanish into English (25% of final mark).

Listening: Listening comprehension tasks with non-verbal and written responses. (25% of final mark).

Speaking: One role play, one photo card discussion, one conversation (25% of final mark).

Writing: Foundation: Write a short list, a short email and an extended web page in Spanish. Translation of simple sentences into Spanish. Higher: Write an extended web page, an extended complex piece in Spanish and translation of short passage into Spanish.

Speaking is assessed in early May of Year 11. Listening, Reading and Writing assessments take place in mid-May.

Where does the course lead?

Studying GCSE Spanish will enable you to continue your study of the language at A-level and then at degree level if you wish. Even if you do not pursue your studies beyond GCSE, studying a foreign language brings many advantages when you eventually start work. They open up a number of careers even those not directly connected to languages. Many employers are looking for people with knowledge of another language even if it's only at a basic level. Think of all the extra opportunities of working abroad that having a language could bring. In some cases, there is the possibility of a higher salary.

Armed forces, accounting, education, journalism, leisure, health, interpreting, media, tourism, marketing, social care, law, finance, IT, ...the possibilities are endless!

GCSE Design and Technology - Textiles

Exam Board - AQA

Course Outline

The GCSE is delivered over 3 main areas:

Core technical principles

In order to make effective design choices students will need a breadth of core technical knowledge and understanding that consists of: new and emerging technologies, energy generation and storage, developments in new materials, systems approach to designing, mechanical devices, materials and their working properties. All of this section will be assessed.

Specialist technical principles – focusing on textiles

In addition to the core technical principles, all students should develop an in-depth knowledge and understanding of the following specialist technical principles (textiles): selection of materials or components, forces and stresses, ecological and social footprint, sources and origins, using and working with materials, stock forms, types and sizes, scales of production, specialist techniques and processes, surface treatments and finishes.

Designing and making principles

Students should know and understand that all design and technology activities take place within a wide range of contexts. They should also understand how the prototypes they develop must satisfy wants or needs and be fit for their intended use. For example, the home, school, work or leisure. They will need to demonstrate and apply knowledge and understanding of designing and making principles in relation to the following areas: investigation, primary and secondary data, environmental, social and economic challenge, the work of others, design strategies, communication of design ideas, prototype development, selection of materials and components, tolerances, material management, specialist tools and equipment, specialist techniques and processes.

How am I assessed?

Written exam: 2 hours, 100 marks, 50% of GCSE

Non-exam assessment (NEA): 30–35 hours approx., 100 marks, 50% of GCSE.

Students will have end of unit exams in each area to test their knowledge.

Where does the course lead?

By gaining a good grade at GCSE, you can progress on to a Design related A Level course to explore and develop your skills further. We have many students who then successfully progress to University.

Please note that students can study either **Resistant Materials** OR **Textiles** but not both.

8 Subjects (Applied) Pathway

This section of the booklet deals with your curriculum if you have been allocated the 8 Subjects (Applied) Pathway. You **do not** have to opt for one of these Applied Options.

If you want to choose Motor Vehicle Studies or Hair & Beauty, you must already be studying them in Year 9. Construction was not offered in Year 9 but can be selected in Year 10. Students can only choose one vocational option from the three on offer.

The 8 Subjects (Applied) Pathway allows you to work for the equivalent of half a day or a day a week in a vocational area of your choice. You will work towards qualifications at Level 1 (GCSE equivalent grades roughly 1-4) so we would expect your currently working at grades in Year 9 to be mainly GCSE grade 1s and 2s.

All students on the Applied Pathway will have to study the Core subjects (details of which are at the start of this booklet). These are:

- English
- Maths
- Combined Science
- RE/Citizenship
- PE
- Personal Development Programme

Remember, on this pathway, if you choose Construction, you will only study ONE more option. If you choose Hair & Beauty or Motor Vehicle Studies, you will have TWO more options.

You will study English Literature within your normal English lessons.

The first choice you have to make is which vocational course you wish to take. You will need to choose one from:

- ABC Level 1 Motor Vehicle Studies
- BTEC Level 1 Certificate in Construction
- VTCT Level 1 Certificate in Hair and Beauty Skills

ABC Motor Vehicle Studies

Exam Board: ABC

Course Outline

This level 1 course introduces students to both practical and theory work in the motor industry. Is it a vocational course which can help young people progress to higher level courses at post-16. The course helps build personal and practical skills.

The course is unit based over 2 years. Students complete the following:

- Health and Safety for Motor Vehicle Studies
- Introduction to Engineering Equipment and Materials
- Introduction to Vehicle Wheels and Tyres
- Introduction to Exhaust System

Students will compile a portfolio of unit assignments, which when completed has a credit value of 12. The units will be made up of both theory and practical lessons.

How am I assessed?

The 2-year course covers the topics listed above. All assignments will be assessed and knowledge tested on completion of each unit. All students are encouraged to conduct independent research to enhance their knowledge.

Where does the course lead?

This course could provide a stepping stone to further training at a College of Further Education or an apprenticeship.

IMPORTANT!

If you want to choose Motor Vehicle Studies, you must already be studying it in Year 9.

BTEC Level 1 Certificate in Construction

Exam Board - EDEXCEL

Course Outline

The construction course covers three elements of the construction industry: Brickwork, Carpentry and Joinery.

It is aimed at students who have an interest in this area of study and work beyond school.

Each element has its own unit based criteria in both theory and practical areas. Over the two years the areas of study could include:

- Producing a timber product.
- Health, safety and welfare in construction - theory and practice that runs throughout the course.
- Developing brick-laying skills.
- Developing carpentry skills.

How am I assessed?

The Construction course develops personal and practical skills. For all units of work students have to keep a portfolio of evidence. All units are internally assessed by the course teacher and sampled by BTEC to ensure quality.

Where does the course lead?

It could provide a stepping stone to a Level 2 course at a College of Further Education or could be a route to an apprenticeship.

IMPORTANT!

Note that Construction is a double option and takes up two choices. If you choose Construction you will only have choices to make in one more block.

VTCT Level 1 Certificate in Hair and Beauty Skills

Exam Board - VTCT

Course Outline

The students will be completing various assignments through a selection of units. The units will be both theory and practically based.

The units will create a portfolio which will be assessed by the tutor and periodically by an internal verifier. The practical element of these units are formally assessed twice a year. They will cover a range of topics including: being professional in the salon, health and safety and the various treatments offered as a service.

How am I assessed?

The hairdressing qualification includes theory and practical sessions and gives students the chance to explore the industry within the written units. The practical units will include - straightening, curling, hair up and plaiting.

The beauty qualification includes theory lessons on health & safety, professional conduct and salon policy. The practical sessions will cover manicures and mini facials.

Students submit portfolios of assignments for marking and are evidenced by practical assessments in order to gain the qualification.

Where does the course lead?

You may choose to continue to develop your skills in both industries, or decide to specialise in just one; hairdressing, barbering, beauty therapy or nails may be options to pursue at the next level at College.

IMPORTANT!

If you want to choose Hair & Beauty Skills, you must already be studying it in Year 9.

Skills Pathway

Please note placement on this pathway is through recommendation from staff in College. You do not opt for this pathway.

The Skills Pathway is a programme for students with individual needs who have received significant additional support so far at College and is designed to:

- Offer a more personalised programme of study
- Provide experience of working as part of a small group
- Develop self-confidence
- Improve personal skills
- Develop organisational skills
- Further develop English, Maths and ICT skills
- Provide a 'stepping stone' to further education or training
- Provide the opportunity to work with both staff from the Special Educational Needs Department and specialist teachers in English, Maths, Science and option subjects.

Core Subjects

- GCSE Mathematics*
- GCSE English Language*
- GCSE English Literature
- GCSE Biology
- BTEC Level 1 Certificate in Creative Media
- AQA Unit Award in Humanities
- PE

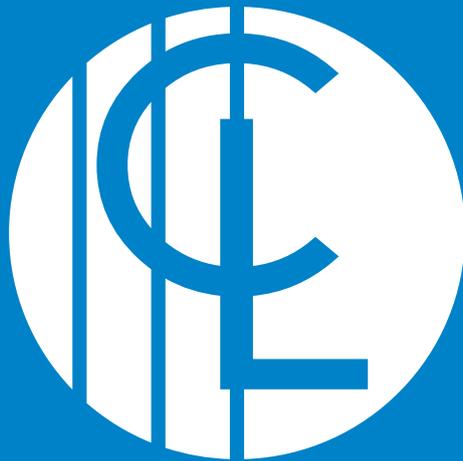
Option Subjects

Students have two/three further options to choose which may include Additional Studies during which time they are supported by members of the SEN team.

Personalised Learning

- AQA Unit Award Scheme

*Please note that these subjects may also be offered at Entry Level Certificate for those students who may find some GCSE work too challenging.



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