



Year 9 Options 2023

St Wilfrid's Catholic School



— Your —
GUIDE
to St Wilfrid's
Options
—



9th December 2022

Dear Parent/Carer

Welcome to the options and preferences process that will determine your child's programme of study for Key Stage 4. This booklet details the stages of the process that will take place over the next few months and provides detailed information about each subject as well as the answers to frequently asked questions.

Please take the time to read through this with your child alongside their Progress Report which is published today and have conversations with them about their plans for their future. In January there will be an opportunity to discuss their progress with their subject teachers at the parents' consultation evening on the 5th of January, and then the Options evening itself is on the 19th January where you will be able to meet the subject leaders of the GCSE options courses and ask them any further questions about those courses.

Of course, you will have many questions and the Leadership Team will be available to help you on the evening or alternatively, please feel free to contact Mr Marr (Deputy Headteacher) or Mr Sapwell (Year Leader), after the event. Included in this booklet is an example form for your son/daughter to show how to indicate their choices as well as an explanation of the Options process.

Additionally, every student will have a taster session in each subject in school before the final choices need to be made.

The options form itself will be distributed to students in January and need to be returned by 17th March at the very latest.

Yours sincerely

Michael Ferry
Headteacher



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The Options Process

Our ambition for all of our students is that they leave St Wilfrid's equipped with the appropriate skills with which they can then forge their futures. Making key decisions about what the next steps in education should be are always very difficult; education is not just about what someone achieves but also about enjoyment and creating sparks of interest which will carry on with you for life. The aim of this booklet is to help you make the right choices for your stage at St Wilfrid's.

Key Stage 4 covers Years 10 and 11 of a student's school life. Students will be deciding which courses to continue with throughout their GCSEs. Whilst some courses are compulsory, others are optional and thus selecting the subjects to study is known as 'Options'.

Selecting option subjects can be difficult and stressful for students and parents, as the courses taken can scaffold what students would like to do for later employment as well as further education study.

It is important to understand the following:

- Which subjects are compulsory at Key Stage 4,
- Which subjects are available as optional courses,
- What each of the optional courses contain, demand and where they can lead in the future,
- Options restrictions, recommendations and the E-Bacc (The English Baccalaureate).

TIMETABLE OF EVENTS

Year 9 PAL and Options Booklet sent home	Friday 9 th December
Parents Evening	Thursday 5 th January 2023
Options Evening	Thursday 19 th January 2023
Option Forms to be released	Friday 20 th January 2023
Options week: Taster sessions in all options subject including subjects which would be new at KS4 Options forms distributed.	w/c 23 rd January 2023
Deadline for Options forms	17 th March 2023
Confirmation of Choices	Summer Term



Some Common Dos and Don'ts

- **DO** choose a subject because you know that you will find the work interesting and enjoyable.
- **DO** choose a subject because you think it will suit your personal strengths and enable you to achieve a good grade.
- **DO** choose a subject after having read and talked about all the alternatives.
- **DO** always ask an expert, the teacher, rather than rely on getting information from your friends.
- **DO** set aside enough time to make an informed choice.
- **DON'T** choose a subject because you like the teacher or reject it because you dislike the teacher (he/she may not take you next year).
- **DON'T** choose a subject because you think you'll have an easy time – work in all subjects in Years 10 and 11 requires constant effort.
- **DON'T** choose a course because your friend has. To start with, you may not even be in the same group and they cannot take the examinations for you or share qualifications with you.

What can parents/carers do?

You are the expert on your son/daughter and will always be the most important teacher for them. Your support, interest and encouragement will make the transition to GCSE courses a smooth one and will help them to ultimate success.

To give your son/daughter the greatest possible chance of success you can help by:

- Making sure they attend school regularly
- Acting as a go-between with school
- Providing the equipment and environment for homework and revision
- Showing an interest in their work and assisting when they ask for help
- Looking out for programmes, books or events which are relevant to their study
- Listening to them when they find aspects of the work difficult and provide ideas to improve their work
- Asking the questions of school which he/she does not want to ask or will not ask
- Helping them manage their time for both academic work and their activities outside of school.

Rob Marr
Deputy Headteacher



GCSE Reforms

The GCSE reforms, which have been implemented over the last few years, mean that courses have more challenging content, a reduction or exclusion of coursework, increased number and weighting upon terminal exams and a greater emphasis on spelling, punctuation and grammar in all subjects. Attainment is now reported as a number from 9 (highest) to 1 (lowest).

At St Wilfrid's we feel that whatever the changing political landscape, students should benefit from a range of courses taught to the highest level by outstanding teachers and this will never change. We feel that our range of courses provides students with the broad high-quality academic background which is required to be successful in later life.



The VI Form - Choices at Post 16

Year 9 Students,

Your current priority should be to make the best choices for GCSE courses. However, you should make these decisions based on your long-term plans. Remember that the decisions you make now could affect the courses available to you at A-level and beyond, or influence the sort of career for which you will be best suited.

We believe that St Wilfrid's should be your first choice for Post-16 courses; as this is your school, we are your natural progression and we will do everything possible to accommodate your needs and to support you in making the right decisions in order to achieve your long-term goals. At St Wilfrid's your teachers know and care about you. We pride ourselves on the advice, information and guidance that we provide. The sense of community, which we endeavour to foster in the VI Form, reflects the school as a whole, striving for the best from all and the best for all.

At St Wilfrid's we offer a very wide range of courses, such as A-level and Level 3 BTEC courses. We respond to the changing needs of students and we adapt the curriculum accordingly each year.

If you would like to do more research on the sorts of courses available at university or higher-level apprenticeships, a good place to start is Unifrog (www.unifrog.org). Your tutor can help you to log in if you have not already done so.

General career advice can be found at www.connexions-direct.com

It is very important that you take advice from your teachers and parents/carers if you have a specific career in mind. The earlier you find out the facts, the better prepared you will be. I am always happy to talk to students and/or parents/carers about the courses we offer at St Wilfrid's.

I wish you the best of luck with your decision making for your GCSE subjects.

Damian Ashleigh-Morris
Assistant Headteacher and Director of VI Form



Frequently Asked Questions by Students/Parents/Carers

General

I don't know what I want to do as a career. What do I do?

Speak with staff, teachers and parents. Do some research - try www.careersbox.co.uk for example. Choose a broad and balanced set of choices to keep your options open rather than, say, choosing all practical subjects.

Can I change my mind over the Easter holidays or during Summer Term?

Yes. However, requests to change subjects after subject allocation will be subject to existing numbers, course viability and option blocks. Requests will need to be completed on an additional form which will include a parental / guardian signature.

Who do I speak to about any changes?

Mr Marr or Mr Panton.

Why am I being asked to choose five subjects on my form?

On very rare occasions we may not be able to grant every student their top 3 options choices and there are no easy solutions. We cannot simply create more sets as we do not have the staff or rooms to do so. It is for this reason that each student is asked to include 5 subjects on their option form. The vast majority of students will get their higher ranked options and where set sizes preclude the first choice, you will be able to secure a place on a subject within the top five.

What if only small numbers of students opt for a particular subject?

The school reserves the right to remove a subject from the curriculum if the set size is not viable.

Are deadlines for returning forms important – will this affect whether I get my choices?

Having everyone's form by the deadline enables us to do our very best to give everyone the subject choices they have asked for. After the deadline the options blocks will be set and it may be that you will not be able to have your chosen combination of subjects.

How many GCSEs can you get per subject?

Most subjects are worth 1 GCSE with the exceptions of:

- English is made up of English Language (1 GCSE) and English Literature (1 GCSE)
- Science is made up of two GCSEs (2 GCSEs)
- All BTEC First qualifications offered are equivalent to 1 GCSE.



How many options can you choose? How many are compulsory?

You can choose 3 options. In some instances students will be directed by Mrs Kerr to use one of their option choices for additional support in English and Maths. The core curriculum that every student studies includes all of the compulsory subjects.

Are my A-Level choices affected by the choices I have now?

If there is a subject you know you definitely want to study for A-level, then we would advise you to take it for GCSE. Please speak to your subject teachers for further advice before making your options choices.

Do I have to study a language?

No. Studying a language may be the perfect choice for many students, but the choice is down to you.

Are there any combinations that I can't study?

Some subjects cannot be studied as a combination because they are too similar – for instance, GCSE PE and BTEC PE We will let you know if this applies to you.

What about coursework and Controlled Assessment?

The reformed GCSEs are very clear in that they are assessed via final exams at the end of year 11. However, some practical subjects may still retain performance or coursework elements. Please speak to individual teachers about this.

Should I take more GCSEs or BTECs?

This is a personal choice. It is more important to achieve high grade passes on your courses. Your subject teachers will be able to advise you. There is a lot of coursework in a BTEC, and so choosing two or more may create workload issues.

BTEC

What is a BTEC qualification?

It is a work-based, vocational qualification which assesses both skills and knowledge.

How many BTECs can a student take?

You could choose to take three BTEC qualifications. However, **too many coursework/project-based subjects can create workload problems at certain crunch points especially in Year 11.**

Is there any qualification between BTEC and GCSE?

These are the two types of qualifications that lead to a GCSE or equivalent that we offer. GCSEs are available in traditional “academic” subjects. BTECs are vocational, work-related courses.



What about Universities and BTECs?

BTECs are recognised qualifications by universities for vocational, work-related courses. If you are thinking of working in Health and Social Care or Business, studying the BTEC First followed by the BTEC National Diploma (equivalent to 3 A-levels) is one route to studying these at university.

How are BTECs assessed?

BTECs are mainly assessed through project/coursework which is marked and moderated internally, before being sent off for external moderation. All BTEC courses are required to have at least one examined unit.

How are BTECs graded?

BTECs are grade from Distinction *, Distinction, Merit, Level 2 Pass, Level 1 Pass.

GCSEs

Can I take both History and Geography?

Yes.

How long do GCSEs take to complete?

GCSE options courses are designed to be taught over 2 years (Years 10 and 11) with final exams in May/June of the second year.

How are GCSEs assessed?

Most subjects will now be assessed solely by examinations following changes introduced from 2016. Controlled Assessments and coursework assignments will remain as part of the formal assessment process in some practical subjects.

Good questions to ask

Here are some questions you could ask teachers:

- What will the subject or course cover?
- Is it like any other subject or course I've studied before?
- Will I do well at the subject?
- What kind of careers or higher-level courses will this subject be useful for?
- Will there be mostly exams or mostly coursework?
- Will there be practical project work?



Allocating Option Choices

We ask students to nominate 5 choices in descending rank order (i.e. the one that they wish to do most should be placed No.1 on the form). In previous years, the vast majority of pupils have been able to study all their top 3 chosen subjects. However, if too many pupils want to do a particular subject, or there are not enough to make a viable group, or the particular combination of subjects cannot work on the timetable, then we will look at the 4th / 5th subjects on the list of option choices. In addition, if the end of KS3 assessments and other examination marks gathered throughout Year 9 indicate that alternative options would be more appropriate, advice will be given. If at any stage it looks like a student will not be able to do a chosen subject, discussions will take place with the student and their parents/carers to establish alternative options. Subject choices will be finalised and confirmed with all students in the summer term.

Home Heritage and Community Languages

In addition to their three GCSE options, we are also pleased to offer bilingual students the opportunity to take a GCSE in their home language. The wealth of home languages spoken at St Wilfrid's has seen students take GCSE exams in Portuguese, Polish, Russian, German, Italian, Tamil and Arabic in recent years, and we are pleased to support students in gaining a qualification in the language that they speak fluently at home.

While we are not able to offer any teaching in the home language, we are happy to support with practice exam papers and can offer the opportunity to take mock exams in listening, reading and writing. The speaking exam will be arranged, and in many cases will be taken at St Wilfrid's but may require a student to travel to another local school.

Students who would like to take up this opportunity should send an email to Ms Hall (l.hall@stwilfrids.com). It will be possible for students to participate in the mock examination before making a final decision.



The English Baccalaureate

The government has produced a list of subjects which it sees as the “academic core”.

This academic core consists of:

- English
- Maths
- Science (combined award which can include computing)
- A foreign language (Spanish or French)
- A “humanity” subject. This means history or geography

This is not a separate certificate but it does show the sorts of subjects you should be taking if you can reach a good grade (Grade 5+) in them. There is not a requirement to take the English Baccalaureate rather a preference that students attain strong GCSE awards for the subjects that they take.

As you will see from our options process, we do not make this compulsory but students do have the opportunity to choose to take these subjects.

School performance, as judged by the Department for Education and published in school league tables, uses a system called Attainment and Progress 8. In order to gain a full set of scores for this measure the government expect a student to study English Language and Literature, Mathematics and Science; they then look for one further subject from the list of Computer Science, French, Spanish, History or Geography.

At St Wilfrid’s, although we encourage it, we do not insist that every student opts for one of these last five subjects. However, if a student chooses to not opt for one of these then a conversation will be opened due to the fact that it will impact upon their own and the school’s ability to demonstrate their progress in the national statistics. This may result in our internal tracking data showing that they are under-performing and so there may be greater pressure to achieve in all of the other subjects, including the core.



Example Option Form 2023-25 Return by 17th March

Name : **Joseph Bloggs**

Tutor Group : **9SA**

English Language, English Literature, Mathematics, R.E and Science are ‘core’ GCSE subjects which everyone must follow. In addition to these subjects you have the free opportunity to choose 3 more subjects¹. These are:

French	Geography	Computer Science
Spanish	History	
These 5 subjects are designated as ‘EBacc’ subjects and count in the ‘EBacc’ progress measures for schools.		
Art	Enterprise BTEC	Photography
Business Studies	Health and Social Care BTEC	Product Design
Creative ICT	Media Studies	Psychology
Dance	Music	Textiles
Drama	P.E. BTEC	Travel and Tourism BTEC
	P.E. GCSE	Extra English & Maths ²
These subjects contribute to the ‘Open’ element progress measure for schools.		

Write your choices **in rank order** in the boxes below. Option 1 should be the subject that is your most certain choice and so on. We will always endeavour to give you your top three choices, but in some circumstances, it may be necessary to discuss whether your 4th or 5th choices should be selected.

Option 1	French
Option 2	Textiles
Option 3	History
Option 4	Business Studies
Option 5	Music

Parent/Guardian signature	<i>Mr Bloggs</i>
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¹ The final decisions on all option choices will be regulated by the leadership team.

² Specific students will be targeted to join this course. Do not select this unless directed by Mrs Kerr.



Core Subjects



ENGLISH LANGUAGE & ENGLISH LITERATURE

Course: English and English Literature

Subject Leader: Mrs Sparks

Teacher Responsible: Mrs Sparks

Board: AQA

Grading: 9 to 1

Overview

All students have the opportunity to follow a two-year course, which will result in two separate GCSE awards. They are taught in ability sets.

The English course will develop skills to read, understand and analyse a wide range of texts including 19th, 20th and 21st century time periods as well as the skills to write clearly, coherently and accurately using a range of vocabulary and sentence structure.

The English Literature course will take a skills-based approach to the study of all genres; poetry, novel and drama, including the study of a Shakespeare play, a 19th century novel and a cluster of poetry based on one theme.

This interesting course has been designed in order to develop a variety of necessary skills; such as reading, writing, speaking and listening, covering:

- accurate communication in speech and writing
- understanding what is heard, read and experienced in a variety of media and creating imaginative responses
- enjoyment and appreciation of literature - including novels and poetry

The English & English Literature GCSE is assessed 100% by examination. The examinations will be assessed under the new GCSE grading criteria with grades awarded from 1 to 9 (1 being the lowest and 9 the highest)



GCSE English

Students will prepare for two examinations each worth 50%:

1. Explorations in Creative Reading and Writing - responses to the reading of one literature non-fiction text followed by an extended piece of descriptive or narrative writing
2. Writer's Viewpoints and Perspectives - responses to the reading of one non-fiction text and one literary non-fiction text followed by an extended piece of writing in which a viewpoint is expressed

Students will also complete a series of speaking and listening tasks assessing their presentation skills, responses to questions and feedback and appropriate use of Standard English. These will not be examined at the end of the course and do not carry any GCSE marks but will be an integral part of the teaching towards the final written examinations.

GCSE English Literature

Students will prepare for two examinations. Paper 1 is worth 40% of the GCSE, Paper 2 is worth 60% of the GCSE:

1. Shakespeare and the 19th century novel – responses to extracts from the texts and to the whole text.
2. Modern texts and poetry – students will answer one essay question on a modern text (either novel or drama) and one comparative question based on poems from the poetry cluster. One question will also be based on unseen poetry.



MATHEMATICS

Course: GCSE Mathematics

Subject Leader: Mrs Tucker

Teacher Responsible: Mrs Tucker

Board: AQA

Grading: 9 to 1

Overview

Mathematics is a fundamental subject and is therefore compulsory for all students. The Year 10 and 11 course follows the criteria designated by the national specification. In general terms, we teach students:

- to read, write and discuss mathematics in a variety of ways
- to apply mathematics to the world about them
- to solve problems and check and interpret results sensibly
- to reason logically, to classify, to generalise and to prove statements
- to appreciate patterns (including imaginative and creative) and relationships in mathematics
- to investigate and solve problems by all methods
- the course is offered at 2 levels both higher and foundation, final tier of entry will be decided in Year 11

The Mathematics GCSE is assessed 100% by examination (over 3 examination papers) at the end of Year 11, with no coursework to be taken. This examination will be assessed under the new GCSE grading criteria with grades awarded from 1 to 9 (1 being the lowest and 9 the highest)

There will also be an opportunity for students to do Number and Measure Award and Entry Level exams if this is considered more appropriate.



SCIENCE

Course: GCSE Science

Subject Leader: Mrs Tibble and Mrs Arnold Scott

Board: AQA

Grading: 9/9 to 1/1

Overview

Science is a core subject which is studied by all students in the school up to GCSE. Year 9 students have already started working towards the new GCSE examinations.

This new course requires students to study a broad range of topics drawn equally from the aspects of Biology, Chemistry and Physics.

GCSE Combined Science: Trilogy

Students will receive 2 GCSE grades. The name 'Trilogy' has been given by the exam board to reflect the three different science disciplines taught.

The Final Assessment of the students will be in the form of six terminal examinations at the end of Year 11, two each from Biology, Chemistry and Physics lasting 1 hour and 15 minutes each. There is no assessment of practical skills outside of these examinations, but at least fifteen percent of questions in the examination will specifically relate to twenty-one directed experiments which students will complete in class during the course.

Additionally, there is a significant emphasis of mathematics to be examined. All students have to be able to use 21 physics formulae and for the higher papers also commit these to memory for their examinations. At least twenty percent of the examinations will be made up of questions that require maths skills. A minimum of ten percent in the biology papers, twenty percent in the chemistry papers and thirty percent in the physics papers.

Students will be awarded a double grade consisting of two numbers ranging from 1/1 to 9/9. Grades of 6/6 and above will allow access to all A level science courses.



RELIGIOUS EDUCATION

Courses: GCSE Religious Studies

Subject Leader: Mrs Baldwin

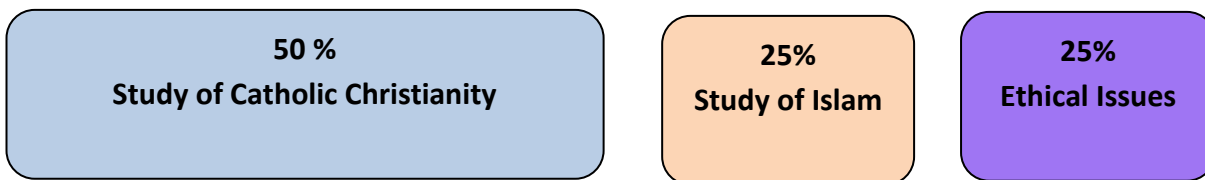
Board: Edexcel A

Grading: 9 to 1

Overview

As a Catholic School, Religious Education is an essential part of the core curriculum. This means that it is compulsory and all students study the subject leading to an examination.

The GCSE course is made up of the following components



Catholic Christianity

Elements of this course begin in the spring term of Year 9 and will involve a detailed study of Catholic beliefs where we tackle questions as diverse as, ‘Can science and religion help each other?’, ‘How could God have become human?’, ‘What is heaven like?’, ‘Why is Mary the mother of Jesus so important?’, ‘Why did Jesus have to die?’. The course involves engaging with, understanding and evaluating a variety of sources and texts as well as interpretation of art, drama and music and how beliefs and values are expressed through these. There are four sections studied entitled Catholic Beliefs, Catholic Practices, Sources of Wisdom and Authority and Forms of Expression.

Islam

The course continues with the study of Islam. This section of the course will build upon that existing knowledge in exploring modern Islamic beliefs on topics such as the nature of God, life after death and the role and importance of Prophets. In addition, students also need to understand common Islamic practices such as Worship Duties and festivals which includes a focus on the importance of the Five Pillars.

Ethical Issues



Year 11 will see the study of a variety of ethical issues take centre stage. This course will see the study of two modules: one focused on the Existence of God and the other on Relationships and families. The course will look at issues surrounding those big philosophical questions about God's existence. It also allows us to look at relationships and family life in the 21st century, exploring issues of equality and discrimination.

How is this assessed?

There will be assessments throughout the course which will give us an indication of how your son or daughter is progressing. The accredited exams will take place in Year 11 with three exams the Catholic paper lasting 1 hour and 45 minutes, the Islam paper is 50 minutes and the Themes paper is also 50 minutes.

The purpose of studying for a qualification in Religious Studies in a Roman Catholic school is that the courses provide an opportunity for the students to know, understand and reflect upon the beliefs, practices and actions of Christianity with a particular emphasis on the Catholic perspective.

The students have a chance to reflect and evaluate their own spiritual journey in response to the course content. We recognise the opportunities offered by the Religious Education Department to augment and support the spiritual input received from the Chaplaincy, the Parish and the Home.



CORE PHYSICAL EDUCATION

Because of the heavy academic commitment experienced by many students in Years 10 and 11, the recreational element of the PE programme is the most significant aspect of the approach to Core PE. Students are given a choice of activities in PE. They will experience new activities and participate in pastimes that they most enjoy. Basketball, Badminton, Fitness, Swimming, Squash, Dance, Gaelic Football, American Football, Handball, Lacrosse, Ultimate Frisbee, Table Tennis, Trampolining, Aerobics, Netball, Football, Hockey, Rounders, Tennis, Athletics, Volleyball, Fitness Gym and Cricket are all activities available at some time during the two years.

In Year 11, we make use of the K2 leisure centre to sample some of the activities mentioned above as well as providing access to the gym (with additional payment). Students are encouraged to join local clubs to pursue their sporting interests in preparation for their post-school life and to develop their skills to the highest level through both club and school competition in an extensive extra-curricular programme.

PERSONAL SOCIAL HEALTH ECONOMIC (PSHE)

PSHE informs students about personal, social, health and economic issues with the purpose of developing autonomous, decision-making individuals who will be prepared for the future in a rapidly changing world. It helps young people to grow and develop as individuals and as community members. It equips them with knowledge, understanding and practical skills, in order to live healthy, safe, fulfilled and responsible lives. In short PSHE makes a significant contribution to our young peoples' personal, spiritual, moral, social and cultural development. Our versatile modular programme provides opportunity for the enhancement of Life Skills. Particular emphasis is given to promoting the safety of our students and helping them to be able to assess risks. Our scheme of work is delivered by tutors every Wednesday morning and is made up of three important strands:

1. Health & Wellbeing

- In Year 10 students will complete a transition to Key Stage 4 module and develop good study habits. They will also explore issues and learn about support available surrounding mental health, ill health and stress. Year 10's will also develop their understanding of the social and emotional risks of drug use
- In Year 11 the students will develop more learning and revision skills to maximise potential. They will also learn more about promoting self-esteem and coping with stress through making healthy lifestyle choices



2. Living in the Wider World

- In Year 10 students will study money matters including the cost of living, fraud and the ethical issues associated with debt & gambling
- Both year groups will consider the concept of “Counter Terrorism” and will revisit the Governments “Run, Hide, Tell” campaign. They will also learn about British Values in the context of challenging extremism and radicalisation

3. Relationships

- In Year 10 students will consider “Relationship myths” in order to protect them from different forms of abuse including domestic abuse. They will also explore their role within UK politics, diversity in UK, multiculturalism, racism, and the power dynamics of prejudice
- In Year 11 students will reflect on their own personal values and they will build on their understanding of abuse. Students will explore the differences between passive, assertive and aggressive communication



THRIVE : Careers Information, Advice and Guidance

Lessons are part of our school careers programme, which will be delivered in Thursday morning tutor sessions. Students will build vocational skills alongside a broad range of careers knowledge to support them to choose a positive career that they can **THRIVE** in.

All Year 10 and 11 students have access to Springpod a careers platform that provided sector insights and Virtual Work experience.

Some of the topics covered in Year 10:

- Enterprise, entrepreneurship, self-employment, Interview Skills, CV writing
- Finding careers information and recognising how skills contribute to their career
Careers profiling
- Introduction to a range of pathways at KS5- apprenticeships/college/VI form
- Building awareness about workplaces, workplace culture and expectations-Work experience/Shadowing
- 1:1 career guidance
- Exploring and responding to the relationship between career and the environment

Year 11:

- Developing work skills
Employer and employee rights and responsibilities in the workplace and society
Analysing and preparing for recruitment and the selection process: Self-employment, Interview Skills, CV writing
- Finding careers information
- Careers profiling
- Consolidating pathways at KS5
- 1:1 Career Guidance
- Exploring and responding to the relationship between career, politics and society



Option Subjects



ART

Course: GCSE Art & Design (Fine Art)

Subject Leader: Mr Tennant

Teachers Responsible: Mr Tennant, Mrs Youngman, Mr Lewis

Board: AQA

Grading: 9 to 1

Skill	Star Rating
Literacy	★ ★ ★
Mathematics	★ ★
Creativity	★ ★ ★ ★ ★
Practical	★ ★ ★ ★ ★
Exam	40%
Controlled Assessment	60%

Overview

- The course requires students to work in a range of media; pencil, paint, pastel, mixed media and print.
- Students work on two units of work which counts for 60% of their final work.
- Students will also do a practical art exam which counts for 40% of their final mark.
- There is no written exam for art.
- A unit of work comprises of a teacher directed theme e.g. portraits. Students work on study sheets and in sketchbooks exploring media and developing ideas. They study the work of a range of artists and produce large final pieces. Final pieces take the form of drawings, prints and paintings.
- The department aims to identify students' strengths and direct their work accordingly to give them the best chance of good results.

Futures

This qualification will enable you to follow A-level courses in the Sixth Form. Many colleges and employers want students who have creative skills. GCSE Art helps you develop these skills. Today there are more jobs than ever for students who have studied art e.g. graphic design, fashion, and interior design. Studying art helps you see more beauty in the world.

You should consider taking this course if you:

- Enjoy art, using materials and media creatively.
- Work well when you are given a clear structure and realistic deadlines.
- Enjoy spending most of your lesson working on a focussed practical piece.
- Enjoy working in an environment that is non-threatening, creative, dynamic yet very purposeful and conducive to achieving your full potential.



BUSINESS STUDIES

Course: GCSE Business Studies
Subject Leader: Miss Treagus
Teacher Responsible: Miss Treagus
Board: Edexcel
Grading: 9 to 1

Skill	Star Rating
Literacy	★ ★ ★ ★
Mathematics	★ ★ ★
Creativity	★ ★
Practical	★ ★
Exam	75%
Controlled Assessment	25%

Overview

The assessment of the course is through two examinations in year 11. Each examination is worth 50% of the final grade and consists of a mixture of multiple choice, short answer and extended writing questions.

Business Studies students learn about 5 key areas of business, using up to date case studies and video media.

- Businesses and their external environment - covering areas like the types of businesses that exist, the government and its impact on business, law and legislation and some basic economics.
- Human Resources – how people are affected by business, organised and used in business as well as how they are paid and motivated.
- Production – how companies make their products using people and machines.
- Marketing – the art of the 4Ps – Price, Place, Promotion and Product - promoting and selling a business and its products and the media they choose to use. This unit is the basis for coursework.
- Finance – where businesses get money from, how they manage it and where they use it. Real Company accounts are used to analyse the performance of businesses.

Futures

Students who successfully complete this course will leave with a GCSE in Business Studies. Students could progress to the A-level Business Studies course or the A Level Economics course at St Wilfrid’s. This course also provides the background knowledge to how businesses are run and organised which will be useful in any career. There are also a variety of apprenticeships that GCSE business studies will help students progress in.

You should consider taking this course if:

You have an interest in business, how businesses work or working in a business after school.



COMPUTER SCIENCE

Course: Computer Science GCSE

Subject Leader: Mr Goodman

Teachers Responsible: Mr Goodman

Board: OCR

Grading: 9 to 1

Skill	Star Rating
Literacy	★★★★
Mathematics	★★★★★
Creativity	★★★
Practical	★★★★
Exam	80%
Controlled Assessment	20%

Overview:

This course gives students a real, in-depth understanding of how computer technology works. It offers an insight into what goes on ‘behind the scenes’, including computer programming. Through this course, students will develop their understanding of current and emerging technologies and how they work. They will look at the use of algorithms in computer programs and become independent and discerning users of technology.

What is OCR Computing?

- **Computer systems** – 1 ½ hour written exam paper taken at the end of the course in Y11 (50% of overall mark).
- **Computational thinking, algorithms & programming** – 1 ½ hour written exam paper taken at the end of the course in Y11 (50% of overall mark).

Computer Systems - Exam

The computer systems unit will teach you the theory about a wide range of theory such as systems architecture, memory and storage, and system software. You will also learn about creating different types of networks, network protocols and network security concerns. Finally, you will learn about the ethical, legal, cultural and environmental impacts of digital technology.

Computational Thinking, Algorithms & Programming - Exam

The computational thinking and programming unit is all about programming techniques, computational logic and producing robust programs. You will also learn about sorting and searching algorithms and how to create your own algorithms. In addition, you will learn about the purpose of translators and high- and low-level programming languages.



Futures

If you take a GCSE in Computing and then go on to study the subject at A Level or university, you'll have an advantage over fellow students who are picking up the subject at these higher levels. The increasing importance of information technologies means there'll be a growing demand for professionals who are qualified in this field. The course is also an excellent preparation if you want to study or work in areas that rely on the skills you'll develop, especially where they're applied to technical problems. These areas include engineering, financial and resource management, science and medicine.

You should consider taking this course if:

You will need a passion for programming and want to know how computers actually work. This exciting GCSE gives you an excellent opportunity to investigate how computers are used, and to develop computer programming and problem-solving skills.



CREATIVE INFORMATION & COMMUNICATION TECHNOLOGY

Course: Subject Leader: Mr Goodman

Teachers Responsible: Mr Goodman

Board: OCR

Grading: Distinction* to Pass

Skill	Star Rating
Literacy	★ ★ ★ ★
Mathematics	★ ★ ★
Creativity	★ ★ ★ ★ ★
Practical	★ ★ ★ ★ ★
Coursework	60%
Controlled Assessment	40%

Overview:

You will learn about current and emerging Creative Media Production. Student will get the chance to develop valuable skills and techniques in different disciplines, produce a practical response to a digital media brief, and explore potential careers in the industry.

What is the Cambridge Nationals in Creative iMedia?

The course has **two** internally assessed components, and **one** that is externally assessed. The two mandatory units are:

- **R093: Creative iMedia in the media industry** - This is assessed by taking an exam.
- **R094: Visual identity and digital graphics** - This assessed by completing a set assignment.

The optional units are:

- **Unit R095: Characters and comics** - This is assessed by completing a set assignment.
- **Unit R096: Animation and audio** - This is assessed by completing a set assignment.
- **Unit R097: Interactive digital media** - This is assessed by completing a set assignment.
- **Unit R098: Visual imaging** - This is assessed by completing a set assignment.
- **Unit R099: Digital games** - This is assessed by completing a set assignment.



Unit R093: Creative iMedia in the media industry – Weighting 25%

Aim: In this unit you will learn about the sectors, products and job roles that form the media industry. You will learn the legal and ethical issues considered and the processes used to plan and create digital media products. You will learn how media codes are used within the creation of media products to convey meaning, create impact and engage audiences. You will learn to choose the most appropriate format and properties for different media products. Completing this unit will provide you with the basic skills for further study or a range of creative job roles within the media industry.

During R093, you will learn about:

- The media industry
- Factors influencing product design
- Pre-production planning
- Distribution considerations

R094: Visual identity and digital graphics – Weighting 25%

Aim: In this unit you will learn how to develop visual identities for clients. You will also learn to apply the concepts of graphic design to create original digital graphics which incorporate your visual identity to engage a target audience. Completing this unit will introduce the foundations for further study or a wide range of job roles within the media industry.

During R094, you will learn about:

- Developing visual identity
- Planning digital graphics for products
- Creating visual identity and digital graphics

Unit R099: Digital games

Aims: The UK has one of the largest games markets in the world, and the UK's games industry is among the largest in Europe. Its workforce has one of the youngest profiles in the media industries with earnings above the media industry average. It is a sector with a huge variety of technical and creative job roles. This unit will open the door to a variety of roles within the media industry by enabling you to identify core features of digital games and understand the basics of planning, designing, creating and testing digital games. In this unit you will learn to interpret client briefs to devise original digital game concepts. You will learn to plan digital games effectively and to use a Game Design Document to create engagement among developers and clients. You will learn to create, edit, test and export playable digital games which you have designed. Completing this unit will provide you with the basic skills for further study or a range of creative and technical job roles within the media industry.

During R099, you will learn about:

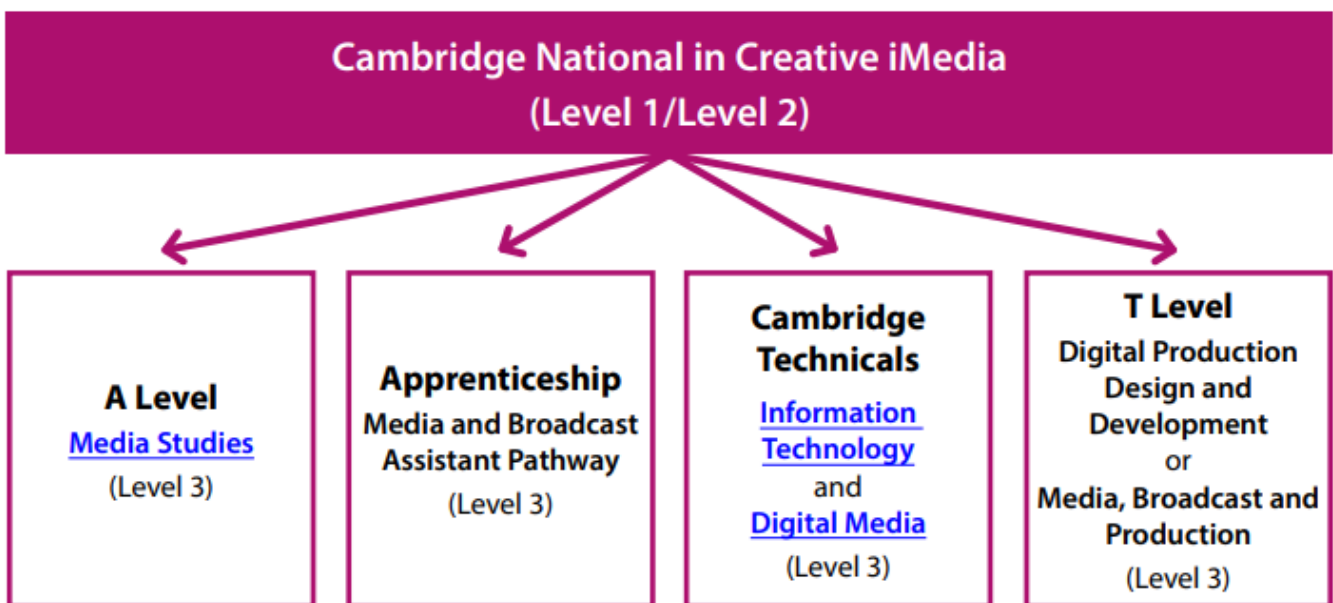
- Planning digital games
- Creating digital games
- Review digital games



Futures

With a qualification in OCR Creative iMedia, students are able to explore, challenge and realise their potential. During the course, students can see whether the industry is one they want to be in, where they could go, and gain the knowledge and skills they need to succeed in their next steps. After completing the course, students can continue on to further vocational and academic study at level 2 and level 3, as well as apprenticeships and traineeships. What's more, the transferable skills students master during their studies such as self-reflection, communication, teamwork and problem solving will also support their progress in the present and future.

The diagram below shows the possible progression routes for your further study:



You should consider taking this course if:

You have a real passion and flair for ICT and you enjoy working with a variety of different applications on the computer. The course will help you in many areas of your current and future studies.

Which subjects will complement this course?

- OCR Level 1/Level 2 Cambridge National in IT
- OCR Level 1/Level 2 Cambridge National in Enterprise and Marketing
- GCSE Art and Design
- GCSE Computer Science
- GCSE Media Studies
- GCSE Business Studies



DANCE

Course: GCSE Performing Arts: Dance

Subject Leader: Miss Towson

Teachers Responsible: Miss Towson & Mrs Lintern-Goodall

Board: AQA

Grading: 9 to 1

Skill	Star Rating
Literacy	☆☆☆
Mathematics	☆
Creativity	☆☆☆☆☆
Practical	☆☆☆☆☆
Exam	40%
Controlled Assessment	60%

GCSE Dance is a dynamic practical course which encourages students to develop their creative, physical and intellectual capacity alongside transferable skills such as team working, communication and problem solving. All of these are sought after skills at higher education and employers, and will help them stand out whatever their choice of career pathway.

What Will I Study?

The course is split into two components, Performance & Choreography and Dance Appreciation.

Component 1 - Performance & Choreography

What's assessed?

Performance:

1. You will learn four set phrases and perform two as a solo, approx. 1 minute (12 marks).
2. You will perform either a duet or a trio based on the two remaining set phrases (approx. 3—5 minutes, 24 marks)

Choreography:

1. You will create either a solo or group choreography, of between 2.30mins to 3.30 minutes. These pieces will be choreographed in response to a range of stimuli chosen by the exam board. This is an independent task and requires after school rehearsal time (40 marks).

The practical component is marked out of 80 and is worth 60% of the overall GCSE Grade.



Component Two: Dance Appreciation

What's assessed?

1. Knowledge and Appreciation of choreographic processes and performing skills
2. Critical Appreciation of your own work
3. Critical Appreciation of professional dance works

40% of the overall GCSE grade and is assessed through a 90-minute written exam. The exam is out of 80 marks.

Enrichment Opportunities you will have:

- Appreciating and analysing professional dance works through a variety of trips.
- Receiving training from professional companies with arranged workshops.
- The opportunity to be highlighted as Gifted and Talented and audition for The Centre of Advance Training at LABAN Professional Dance School.
- Public performance opportunities.
- Perform within The Evening of Dance.

Futures

- The course is designed for those who are interested in dance or for those who wish to study Dance/Performance at a higher level. You will learn an abundance of transferable skills that can be applied in any career, but more specifically:
- Study Dance at A-Level at St Wilfrid's Sixth Form
- Study B-TEC Dance Level 3
- Complete a Dance Degree
- Post Graduate Certificate of Education in Dance
- Professional Dance School training –LABAN, The Place-LCDS, Northern Contemporary Dance School
- Dance teacher within State School
- Dance teacher within a private Dance School
- Visiting Arts Practitioner
- Choreographer
- Professional Dancer
- Performer within a Company

You should consider taking this course if:

- You enjoy dance, whether it is dance lessons in PE, dance at a dance club/school outside of school.
- You are interested in the Performing Arts industry (e.g. theatre, acting etc.)
- You would enjoy a course which is fun and creative
- You want to keep fit but prefer being more creative than competitive
- You want to nurture transferable skills such as confidence, resilience and teamwork.



DESIGN & TECHNOLOGY

Course: GCSE Design & Technology: Product Design

Subject Leader: Mr S Steele

Teachers Responsible: Mr S Steele

Board: OCR

Grading: 9 - 1

Skill	Star Rating
Literacy	★ ★ ★
Mathematics	★ ★ ★
Creativity	★ ★ ★ ★
Practical	★ ★ ★ ★
Exam	50%
Controlled Assessment	50%

Overview

This is a modern D&T course which involves students in activities designed to develop innovation and flair when designing and making products. The course does not have a material bias but is flexible enough for students to explore their own material interests. It is expected that students will develop their skills through working in a range of designing and modeling materials including the use of ICT.

Key features of this course:

- Exposes students to creative, design-based activities
- Encourages students to explore, develop, experience and express their design ideas
- Provides a learning experience which is interactive and experimental in nature
- Values flair and imagination
- Portfolio evidence can be submitted on paper or electronically with video and sound clips
- Encourages the use of new technology and new materials

In the written examination, all learners are required to demonstrate their mathematical skills and scientific knowledge as applied to design and technology practice. The level of mathematical and scientific knowledge within this qualification should be equivalent to key stage three learning.

The assessment process requires students to complete 2 units of work over two years.

Unit 1 Iterative design challenge Skills (Coursework, 50%)

Unit 2 Principles of design and technology (exam, 50% Inc. 15% math's requirement)

All students will be expected to complete Unit 1 by Christmas term in Year 11.

Unit 2 will be taught throughout the course with an exam taken at the end of Year 11.



Rationale

The aim of this course is to provide the opportunity to assess a student's design and technology capability and to fully reward imagination, innovation and flair. It puts the student at the heart of the process, initiating design solutions, developing working models and prototypes, testing and trialing. It encourages individuals to work together and it recognises the need to reward careful and considered use of ICT.

The course seeks to help students become discriminating and informed users and creators of products. It encourages candidates to think and intervene imaginatively to improve the quality of life for society. The assessment scheme provides the opportunity to reward innovation and flair whilst recognising the need to credit thoughtful and rigorous activity over that which is predictable and dull. The emphasis is on developing a candidate's designing and making capabilities through the use of modern materials and ICT. The balance of the coursework assessment is heavily weighted towards those skills associated with making and designing, creativity, originality, flair and imagination.

In all units students will need to use those skills necessary to communicate and develop ideas, as well as a desire to use ICT in many aspects of their work.

Links to Business & Enterprise with Ethics

The essence of all Design & Technology activity encapsulates the skills and attitudes which are central to Business and Enterprise. Almost every D&T project will involve problem-solving through creative thinking and modelling, research using a variety of sources and a range of paper-based presentation skills. Increasingly, pupils are relating their work to real world scenarios and are expected to develop awareness of marketing and sustainability, as well as manufacturing and health and safety issues. Design & Technology has always encouraged and credited innovation, initiative and independence.

Futures

If you consider that everything we use, from soft drinks to buildings, bicycles to fighter jets and clothes to computers, has at some stage been influenced by someone who calls themselves a designer. It is not difficult to see that the need for creative and practical people is huge. If we also consider that society needs to change the way in which it uses materials and energy and that it needs to reconsider the way we manufacture and dispose of products then we can see that most of the products we use now will need to be redesigned for a more sustainable future. A sustainable world needs talented designers.

You should consider this course if:

You have an aptitude for designing and like working with materials and ICT. You should be creative and enjoy working with your hands. A curiosity for how things work is a great advantage as is an interest in how products develop over time and how design trends change through the ages. You may be considering Sciences or Arts options; Product Design provides a good balance to either and will enable you to develop your artistic or scientific/mathematical talents.



DRAMA

Course: GCSE Drama

Subject Leader: Ms Cearns

Teachers Responsible: Ms Cearns

Board: Eduqas (WJEC)

Grading: 9 to 1

Skill	Star Rating
Literacy	★ ★ ★ ★
Mathematics	★
Creativity	★ ★ ★ ★ ★
Practical	★ ★ ★ ★ ★
Exam	40%
Controlled Assessment	60%

Overview

GCSE Drama is about creating and developing ideas to communicate meaning in theatrical performance. You will apply theatrical skills to realise artistic intentions in live performance, demonstrating knowledge and understanding of how drama and theatre is developed and performed. You will also analyse and evaluate your own work and the work of others.

The new course has 3 components:

Component 1 – Devising (40%)

What you will do	How you're assessed
You will work in a group to create and develop ideas to devise a piece of Drama You will be able to devise from your own choice of stimulus You will perform this piece of work to an audience You can choose to be examined as a performer OR designer (costume, set, lighting, sound)	You will record the creative process that you go through to produce your piece of Drama in a portfolio which can be made up of annotated photographs, drawings and sketches, annotations and notes, audio/video evidence and/or written responses

Component 2 – Text for Performance (20%)

What you will do	How you're assessed
You will interpret and explore a performance text, and perform two key extracts from it. We have free choice over the performance text and you can perform a monologue, or as part of a duologue or group. You can again choose to be examined as a performer OR designer (Costume, set, lighting, sound).	This component is marked by an external, visiting examiner.



Component 3 – Theatre Makers in Practise (written exam) (40%)

What you will do	How you're assessed
<p>This is a written exam lasting 1 hour and 30 minutes</p> <p>Section A: Questions based on a set text. Although this is a written exam you will have worked practically on this text in lessons and will use the explored work to answer the questions.</p> <p>Section B: Two questions requiring you to evaluate a live theatre performance that you will have seen during the course. Again, this would have been explored thoroughly in class.</p>	<p>The paper will include short and extended writing questions in two sections that you will need to answer.</p>

Futures

There are many things you can go on to do with a GCSE in Drama. You could go on to take an AS or A-Level in Drama and Theatre Studies.

You may wish to take a GCSE in Drama for its own sake, perhaps to form the basis of a future interest or as part of a range of other subjects. Or you might wish to go into a job where it is useful to have had experience of Drama, or where you will need to use some of the skills developed during this course for example in confidence and presentation. These might include careers in such fields as retail, travel and tourism, law, sales and marketing or any career that involves meeting people face to face. The study of Drama can help you develop transferable skills, which you can take into any career or job.

You should consider taking this course if:

You want to study a subject that is both practical and creative. You may have done some acting before or helped out backstage on a production. You may have always wanted to have a go at making a play, performing, making costumes, building a set or operating the lights but never had the chance. You will enjoy this course if you enjoy working as part of a team as Drama involves a lot of group work. As well as acquiring the skills involved in creating and performing Drama, you will also be able to acquire skills in working with others, problem solving and communication. You will find that Drama will help you feel more self-confident and prepare you to deal with a range of different situations and people.



ENTERPRISE BTEC

Course: BTEC Tech Award in Enterprise
Subject Leader: Miss Treagus
Teacher Responsible: Miss Treagus
Board: Edexcel
Grading: Distinction Star to L1 Pass

Skill	Star Rating
Literacy	★ ★ ★ ★
Mathematics	★ ★
Creativity	★ ★
Practical	★ ★ ★
Exam	40%
Controlled Assessment	60%

Overview

The BTEC Tech Award in Enterprise is a practical course, where research and investigation are the main skills used. There are a total of three units that are assessed. One of the components is an examination and the remaining 66% of the course is assessed through internal assessments.

The three components that students study are:

Component 1: Exploring Enterprises

- This component will give you an understanding of the factors that contribute to a successful enterprise. You will complete a set assignment about two local selected enterprises and research their characteristics, the market research that they undertake and the factors that have made them successful enterprises.

Component 2: Planning for and pitching an Enterprise Activity.

- If you are going to succeed as a successful entrepreneur or innovator in business, you need to have great ideas and plan how you are going to put them into practice. In this unit of internal assessment, you will plan a realistic micro enterprise activity. You will have the opportunity to plan for it and pitch your idea to an audience.

Component 3: Promotion and Finance for Enterprise

- This is an external exam in which you will analyse financial information in an enterprise context to monitor the performance of an activity and to improve its performance. You will also consider the different elements of the promotional mix in order to identify targets and put forward strategies that enterprises can use to increase their success in the future.



Futures

Students who successfully complete this course will leave with a BTEC Tech Award in Enterprise. Students could progress to Level 3 qualifications in Business, such as our A Level in Business. It is a useful qualification for those seeking employment, wishing to start their own enterprise or continue in education.

You should consider taking this course if:

You have an interest in how businesses work, want to work in business, want to set up your own business or just enjoy courses with a large coursework element.



FRENCH & SPANISH

Course: Languages – GCSE French and GCSE Spanish

Subject Leader: Mrs L Hall

Board: AQA

Grading: 9 to 1

Skill	Star Rating
Literacy	★★★★★
Mathematics	★★★
Creativity	★★★★
Practical	★★★
Exam	100%
Controlled Assessment	

Overview

Students will follow a 2-year course, covering all four skills of listening, speaking, reading and writing. To make progress in all of these areas use will be made of a variety of resource materials including textbooks, videos, language specific software and the Internet. Students will also be provided with a comprehensive revision/reference and vocabulary booklet as well as homework and reference material. Each student should be equipped with his/her own dictionary.

Assessment

- Listening - 25% of the GCSE
 - Students will complete a 40 or 50-minute exam, at the end of the course
 - Two tiers of examination will be offered, Foundation or Higher
- Reading - 25% of the GCSE
 - Students will complete a 45 or 60-minute exam, at the end of the course
 - This will include authentic texts as well as literature
 - There will also be a translation element (English to Spanish)
 - Two tiers of examination will be offered, Foundation or Higher
- Speaking - 25% of the GCSE
 - Students will complete a 7-9 min or 10-12 min oral exam
 - The format is Role-play, Photo card and General Conversation
 - Two tiers of examination will be offered, Foundation or Higher
- Writing - 25% of the GCSE
 - Students will complete a 1 hour or 1hour 15 min written exam
 - This will include a list task, a message, a translation (Spanish to English) and a structured writing task
 - Two tiers of examination will be offered, Foundation or Higher



In Year 10:

- Lifestyle, including: Health
- Relationships and choices
- Leisure, including: Free time and the media
- Holidays

In Year 11

- Home & environment, including: Your local area
- Environmental issues
- Work and education, including: School, college and future plans
- Current and future jobs

The main aim is that you will be able to go to French or Spanish speaking countries and be able to communicate with people and discuss things of interest to you. This could be what you like to do in your spare time, what you are doing at school, what it is like where you live, what your family is like and also being able to make friends.

Cultural Awareness

As a supplement to classroom activities students are encouraged to participate in a Key Stage 4 residential trip to Paris or a study trip to Salamanca in Spain. There is also the chance to go on study days in England.

Futures

Jobs in Britain are becoming more and more linked to the rest of the world, including many countries where English is not the first language. Companies in all areas are seeking to employ staff with language skills. Examples of careers where languages are a benefit:

- Health and Beauty
- Construction and architecture
- Finance
- Environmental Science
- ICT
- Hospitality and Catering
- Engineering

You should consider taking this course if:

You love languages, if you are interested in travel or enjoy problem solving. Languages opens many doors and gives you excellent skills in communication. A language is a great complementary subject for many others; it can help you with your English too. So, whether you have language skills already or a passion to develop them, if you're prepared to work hard, this is the subject for you.



GEOGRAPHY

Course: GCSE Geography

Subject Leader: Mr Attrill

Teachers Responsible: Mr Attrill, Miss Law, Miss Mooney

Board: AQA

Grading: 9 to 1

Skill	Star Rating
Literacy	★★★★★
Mathematics	★★★★
Creativity	★★★★
Practical	★★★★
Exam	100%
Controlled Assessment	0%

Overview

Geography at GCSE could not be more relevant! The subject focuses on changes that are affecting all of us, and gives students a chance to explore the sustainable development of peoples' lifestyles and the planet we live on. Students will have the opportunity to complete fieldwork outside of the classroom as well as their school-based studies.

Course Structure:

The subject content is split into four units: 3.1 Living with the physical environment, 3.2 Challenges in the human environment, 3.3 Geographical applications and 3.4 Geographical skills.

3.1 Living with the physical environment - This unit is concerned with the dynamic nature of physical processes and systems, and human interaction with them in a variety of places and at a range of scales. The aims of this unit are to develop an understanding of the tectonic, geomorphological, biological and meteorological processes and features in different environments, and the need for management strategies governed by sustainability and consideration of the direct and indirect effects of human interaction with the Earth and the atmosphere.

3.2 Challenges in the human environment - This unit is concerned with human processes, systems and outcomes and how these change both spatially and temporally. They are studied in a variety of places and at a range of scales and must include places in various stages of development, such as higher income countries (HICs), lower income countries (LICs) and newly emerging economies (NEEs). The aims of this unit are to develop an understanding of the factors that produce a diverse variety of human environments; the dynamic nature of these environments that change over time and place; the need for sustainable management; and the areas of current and future challenge and opportunity for these environments.

3.3 Geographical applications - The Geographical applications unit is designed to be synoptic in that students will be required to draw together knowledge, understanding and skills from the full course of study. It is an opportunity for students to show their breadth of understanding and an evaluative appreciation of the interrelationships between different aspects of geographical study.



3.4 Geographical skills - Students are required to develop and demonstrate a range of geographical skills, including cartographic, graphical, numerical and statistical skills, throughout their study of the specification. Skills will be assessed in all three written exams. Ordnance Survey (OS) maps or other map extracts may be used in any of the three exams.

All examinations take place during the summer term of Year 11.

Futures

People with a good knowledge and understanding of Geography are the most employable. This subject combines scientific, literacy and numeracy skills and allows students to apply their knowledge to “real life” scenarios. Some examples of careers that geographers go into are: agriculture; architecture; cartography; civil service; environmental management; landscape architecture; marketing; town and country planning; transport and communications; travel and tourism; armed services; civil aviation; nature conservancy; surveying. Geography is a highly regarded academic subject. It provides the opportunity for students to draw together their knowledge and understanding from a wide range of subject areas and explore how global and local issues will affect all of us in the future.

Geography is one the subjects recognised by university and college admissions tutors as a traditional academic subject that demonstrates a strong academic ability and understanding.

You should consider taking this course if:

- You want to know more about the world we live in, how it is changing and how we could improve it.
- You enjoy being able to explain why places are the way they are.
- You have enjoyed KS3 geography and want to keep learning about the important issues that will shape our planet in the 21st Century.
- You wish to achieve the EBacc qualification (either History or Geography GCSE is required for this qualification). It is worth noting that students can opt to study both Geography and History should they choose to.



HEALTH AND SOCIAL CARE BTEC

Course: BTEC LEVEL 1& 2 TECH AWARD in Health and Social Care

Subject Leader: Mrs Harrison

Teacher Responsible: Mrs Harrison

Board- Edexcel

Grading: Distinction Star to L1 Pass

Skill	Star Rating
Literacy	★ ★ ★
Mathematics	★
Creativity	★ ★
Practical	★ ★
Exam	60%
Set Assignment	40%

Overview

This course has been designed primarily for young people who may wish to explore a vocational route throughout Key Stage 4, but it is also suitable for other learners who want a vocationally focused introduction to this area of study.

It has been developed to:

- Give learners the opportunity to gain a broad understanding and knowledge of the health and social care sector.
- Give learners a more focused understanding of health and social care through the selection of optional specialist units.
- Give learners the opportunity to develop a range of personal skills and techniques, through the selection of units that are essential for successful performance in working life.
- Give opportunities for learners to achieve a nationally recognised Level 1/Level 2 Health and Social Care qualification.
- Support progression into a more specialised Level 3 vocational or academic course or into an apprenticeship.

Component 1: Set Assignment

How do people grow and develop through their lives? How can factors such as lifestyle choices and relationships affect this? Understanding these processes is essential knowledge and understanding for health and social care practitioners.

In this component, you will study how people grow and develop over the course of their life, from infancy to old age, this includes physical, intellectual, emotional and social development, and the different factors that may affect them. An individual's development can be affected by major life events, such as marriage, parenthood or moving to a new house, and you will learn about how people adapt to these changes, as well as the types and sources of support that can help them.



Component 2: Set Assignment

Providing good health and social care services is very important and a set of 'care values' exists to ensure this happens. Care values are important because they enable people who use health and social care services to get the care they need and to be protected from different sorts of harm. This component will give you an understanding of health and social care services and will help you develop skills in applying the care values.

Component 3: Exam

In this component, you look at the factors that can have a positive or negative influence on a person's health and wellbeing. You will learn to interpret physiological and lifestyle indicators and what they mean for someone's state of health. You will learn how to use this information to design an appropriate plan for improving someone's health and wellbeing, including short- and long-term targets. Additionally, you will explore the difficulties an individual may face when trying to make these changes.

Qualification Structure

The Edexcel BTEC Level 1 & 2 TECH AWARD in Health and Social Care is taught over 120 guided learning hours (GLH). It has core and optional specialist units.



HISTORY

Course: GCSE History
Subject Leader: Mr Hector
Teachers Responsible: Mr Hector
Board: Edexcel
Grading: 9 to 1

Skill	Star Rating
Literacy	★★★★★
Mathematics	★★★
Creativity	★★★
Practical	★★
Exam	100%
Controlled Assessment	0%

Overview:

Studying and learning about people in the past is important if we want to understand the world we live in now. Our GCSE course has been designed to give students an enjoyable range of different topics that are fun to learn about. We study two short depth studies on Germany and Elizabethan England, a longer period study on the American West, and a long thematic study on Crime and Punishment through time. This is through the Edexcel exam board, which is the most popular exam board for History in West Sussex schools and offers highly engaging topics and excellent supporting materials. Students will study different aspects of the past, including conflict, change, and how the past affects the present. They will build on the skills they already have in Year 9 to question, understand and explain events. Lessons will use a range of different sources of evidence, and will include a focus on how paintings can be used to tell us about the past.

You can find out more about History GCSE at

<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/history-2016.html>.

Here is more detail on the four topics of GCSE History:

Crime and Punishment from 1000 to the present

How have people changed their minds about what a crime is, how people should be punished, and how criminals are caught? This thematic unit will feature a trip to the London Dungeons and a tour of Jack the Ripper's London. Case studies will include the Gunpowder Plot of Guy Fawkes and The Witch Trials of the 1640s.

Germany 1918-1939

This is a Modern history topic that looks at how Germany changed in the short time between losing World War One, shaking off the violent problems of the early 1920s, but then being taken over by the Nazis in the 1930s. It was a time that included both democracy and dictatorship.



Early Elizabethan England 1558-1588

This is a British depth study covering the thirty years between Elizabeth becoming queen and the victory over the Spanish Armada. It includes famous characters such as the pirate explorers Drake and Raleigh, and the execution of Mary Queen of Scots after she was caught by Elizabeth's spy-master.

The American West 1835–1895

This enjoyable unit starts with the traditional lives of the Plains Indians, roaming the prairies hunting buffalo, and examines how those lives were interrupted by the coming of white settlers who wanted their land. It includes themes of law and order and the arrival of the cowboys on the plains.

Assessment

The four topics are assessed in three exams spread over eight days. Exam questions are a mixture of short, medium and longer answers, some of which are responses to sources given in the exam paper.

Futures

History is really useful for any job that needs you to be able to think critically and make good decisions, or where you have to explain and analyse information. It's important if you want to be a lawyer, a journalist, work in the civil service, work in politics, or be a manager in business or industry. Obviously, it's essential if you might want to teach history, be an archaeologist, or work in museums. People will be impressed if you have a History GCSE as it's often thought of as academic subject. You should also think about taking it if you want an EBacc qualification (either a History or Geography GCSE is needed for this qualification).

You should consider taking this course if:

You are interested in people, what they do and why, and how this affects us. History will teach you to be able to analyse, evaluate and objectively judge people and their actions, not just in the past but today too.



MEDIA STUDIES

Course: GCSE Media Studies

Subject Leader: Ms Mashford

Teacher Responsible: Ms Mashford, Mr Panton

Board: AQA

Grading: 9 to 1

Skill	Star Rating
Literacy	★★★★★
Mathematics	★★
Creativity	★★★★
Practical	★★★
Exam	70%
Controlled Assessment	30%

Why choose Media Studies?

AQA GCSE Media Studies will be attractive to students who are creative but also enjoy analysing the media in its various forms (these are called the platforms: Print, Web and Broadcasting). It makes learning interesting, challenging, creative and fun. It offers rigorous learning on a subject of key importance for young people's understanding of the media saturated landscape they experience daily. From social media to cinema-going, right through to advertising; we look at a variety of texts across the media spectrum, from adverts to music videos to blogs. Students develop their knowledge of products and contexts alongside practical and creative skills.

This qualification is linear. (Linear means that students will sit all their exams and submit all their non-exam assessment at the end of the course).

Core content is based around the **KEY CONCEPTS:**

1. Media language
2. Media representations
3. Media industries
4. Media audiences

What's assessed: Paper 1

Questions will focus on four areas of the theoretical framework: media language, industries, audiences and representation.

There will be a balanced approach to these four areas of the theoretical framework in that: **Section A** will focus on media language and representation whilst **Section B** will deal with industry and audience.

How it's assessed

- Written exam: 1 hour 30 minutes • 84 marks • 35% of GCSE Questions
- Multiple choice questions assessing breadth of knowledge.
- Medium length answer questions assessing in depth knowledge.
- An extended response question assessing in depth knowledge.



Paper 2: What's assessed

Questions will focus on media language and contexts of the media. Students will be expected to analyse media products both in relation to the theoretical framework and their contexts. **Section A** will focus on language and **Section B** will focus on contexts.

How it's assessed

- Written exam: 1 hour 30 minutes
- 84 marks
- 35% of GCSE Questions
- Multiple choice questions assessing breadth of knowledge of language.
- Short answer questions assessing in depth knowledge of language.
- Stepped response questions assessing breadth of knowledge of language.
- Extended response questions assessing in depth knowledge of all elements of the media studies course.

Non-exam assessment: creating a media product

What's assessed

- Application of knowledge and understanding of the theoretical framework.
- Practical skills relating to the media format of their choice.

How it's assessed

- A choice of topics related to the over-arching (annually changing) theme
- 72 marks
- 30% of GCSE
- Assessed by teachers
- Moderated by AQA

Tasks Students produce:

- a statement of intent
- a media product for an intended audience, e.g. film promotion materials or a series of adverts.

Students are required to study media products from all of the following media forms:

- audio-visual forms (TV, film, radio, advertising and marketing, video games and music video)
- online forms (social and participatory media)
- print forms (newspapers, magazines, advertising and marketing)



Futures

This qualification will enable you to follow A-level / BTEC courses in Sixth Form. Many colleges and employers want students who have creative skills and the Media industry is a fast developing and ever-changing landscape that is always looking for new talent. GCSE Media helps you develop a variety of skills that would be desirable to potential employers. Today there are more jobs than ever for students who have studied Media e.g., web design, journalism, graphic design and broadcasting.

You should consider taking this course if:

If you are interested in the many aspects of our media saturated world and you want to explore them in depth. Over the two years you will delve into all areas of the media, and complete research and practical work based on a variety of products and texts.



MUSIC

Course: GCSE Music

Subject Leader: Miss D Betts

Teachers Responsible: Miss Betts, Miss Muncey

Board: Eduqas

Grading: 9 to 1

Skill	Star Rating
Literacy	★★★★
Mathematics	★★★
Creativity	★★★★★
Practical	★★★★★
Exam	40%
Controlled Assessment	60%

Overview

GCSE Music is a 2-year course of study focusing on three specific components: **Performing** (30%), **Composing Music** (30%) and **Appraising and Listening to Music** (40%).

There will be 4 Areas of Study within the GCSE Specification which will encompass a wide range of music styles and genres including both popular music and the Western Classical Tradition from 1650 to 1910. This will include a study of “set works” from within these Areas of Study as well as listening to a wide and varied assortment of pieces from these genres, and questions based on unheard musical examples. There will be also be a greater focus on music theory, notation and reading musical scores. The **Listening and Appraising** examination will be taken at the end of the course in Year 11. The main emphasis of the examination will focus on the:

1. musical elements (melody, harmony, tonality, form and structure, dynamics, sonority, texture, tempo, rhythm and metre);
2. musical contexts (the purpose and intention of composers, the effect of occasion, audience and choice of venue; how music is created and developed within social, historical and cultural contexts)
3. musical language (reading and writing treble and bass clef, chord symbols, musical vocabulary and key terms).

Performing will be assessed by an examined performance which must include at least one solo and one ensemble performance piece. These performances can take place at any time throughout Year 11 of the GCSE Music course. Students will be encouraged to follow an individual pathway in terms of their performance, focusing on their individual instruments, skills and specialisms.

Composition will be assessed in the form of two pieces of music. One of the compositions will be a free choice composition left to the discretion of the student. You will be required to write a brief that details their intention, the occasion and proposed audience, as well as the musical details that they intend to include.

The other will be a response to a choice of composition briefs set by the exam board.

All compositions must have a score or a chord sheet to show the outline of the piece. Students will also need to keep a composition ‘log’ which will be submitted with their final recording to show how they created their music, and will be completed in Year 11.



GCSE Music provides students with the opportunity to study both classical, popular and world music genres, looking not only at the integral elements of each type of music, but also providing an awareness and understanding of the social, cultural and traditions of each genre and style. They will also develop their knowledge and understanding of music theory and alternative ways of notating and recording music. The course allows students to develop their skills in composition, performing and use and application of specific musical technology. Musicians are encouraged to develop their performing skills on one or more instruments (including voice) in both classical and popular styles. They also develop their compositional techniques within a mixture of styles and through a variety of media. GCSE Music enables students to extend existing skills in music as well as widen their appreciation of different musical traditions and to see where it is relevant in today's wide and varied music industry.

Futures

The opportunities are vast: Music GCSE is a very wide and varied course that provides students with the 'whole' musical experience so that they can then go on to 'specialise' in a certain area in future years of study. Jobs in the media, radio and television would also be complemented by the wider knowledge of musical styles and traditions learned at GCSE level.

You should consider taking this course if you:

You wish to pursue a career in any part of the music industry. Careers such as performers (from soloists, band members, session musicians, accompanists, stage shows and theatrical performers), composers (freelance, composing for major film companies, TV and advertising), studio technicians, concert managers and more would all benefit from the skills developed and acquired throughout the study of GCSE music.

Peripatetic Music Lessons

Whilst it is not compulsory to have peripatetic music lessons, students who take instrumental lessons or singing lessons have a greater advantage in GCSE Music than those who don't. At St Wilfrid's you can sign up for lessons at any point. Singing, Woodwind, Brass, Strings, Guitar and Drum kit lessons are provided through West Sussex Music.

Details are here: <https://www.westsussexmusic.co.uk/make-music/musiclessons/> along with the online application form.



PHOTOGRAPHY – lens and light-based media

Course: GCSE Art & Design (Photography)

Subject Leader: Mr Tennant

Teachers Responsible: Mr Tennant and Miss Youngman

Board: AQA

Grading: 9 to 1

Skill	Star Rating
Literacy	★ ★ ★
Mathematics	★ ★ ★
Creativity	★ ★ ★ ★ ★
Practical	★ ★ ★ ★ ★
Exam	40%
Controlled Assessment	60%

Overview:

The course requires students to work in a range of lens-based and light-based media; exploring a range of media and processes including both traditional and new technologies such as digital animation and image manipulation.

- Students work on two units of work which counts for 60% of their final work
- Students will also do a practical exam which counts for 40% of their final mark
- There is no written exam for Photography

A unit of work comprises of a teacher directed theme e.g. portraits. Students work in electronic sketchbooks exploring media, processes and developing ideas. They study the work of a range of photographers and artists and create final outcomes digitally. Final pieces take the form of digital prints, digital animations and films and projections.

The department aims to identify students' strengths and direct their work accordingly to give them the best chance of excellent results

Futures

This qualification will enable you to follow A-level courses in the Sixth Form. Many colleges and employers want students who have creative skills and are visually literate. GCSE Photography helps you to develop these skills. Today there are more jobs than ever for students who have studied visual subjects e.g., photographer, videographer, film maker, digital designer. Studying Photography helps you to understand the visual content you are exposed to in the modern world.



You should consider taking this course if you:

- Enjoy thinking creatively, using materials and media creatively
- Work well when you are given a clear structure and realistic deadlines
- Enjoy and are able to work independently effectively
- Want to achieve a grade C or above
- Can manage your time well and can cope with the demands of a lot of coursework
- Have a good eye for aesthetics for example composition.
- Are considering a future in the Arts.



PSYCHOLOGY

Course: GCSE Psychology
Subject Leader: Mrs Hurst
Teacher Responsible: Mrs Lay, Miss Wareham
Board: OCR
Grading: 9 to 1

Skill	Star Rating
Literacy	★★★★★
Mathematics	★★★★
Creativity	★★★
Practical	★★★
Exam	100%
Controlled Assessment	0%

Overview

Do you want to know how your memory works? Are you interested in why you do things you don't want to in order to fit in? Have you ever wondered if criminals are different to everyone else? If these kinds of questions occupy your daily thoughts then psychology is the subject for you. Psychology is the study of human behaviour and attempts to explain why humans do the things they do. It is a young science that continues to fascinate people in all walks of society, so if you want to understand what makes people tick and look at how we can predict and potentially change people's behaviour then you should consider studying psychology.

OCR GCSE Psychology is split into two components covering different key themes and topics that are important for developing an understanding of human behaviour. Each component is assessed by a 1 ½ hour exam (2 exams in total).

Component 1 – Studies and applications in Psychology 1

Topics studied	Exam details	% of GCSE
<ul style="list-style-type: none"> Criminal Psychology Development Psychological problems (Schizophrenia and Depression) Research methods 	1 paper - Studies and applications in psychology 1 90 marks 90 minutes	50

Component 2 – Studies and applications in psychology 2

Topics studied	Exam details	% of GCSE
<ul style="list-style-type: none"> Social influence Memory Sleep and dreaming Research methods 	1 paper – Studies and applications in psychology 2 90 marks 90 minutes	50



Futures

GCSE Psychology is great preparation for studying psychology at A level and beyond. In addition, as a science subject, it gives great grounding in the use of the scientific method, some application of mathematics and biology and develops technical, scientific writing skills.

Careers that can develop from the study of psychology include:

- Clinical Psychologist
- Counsellor
- Educational Psychologist
- Forensic Psychologist
- University lecturer/researcher
- Further Education Teacher
- Health Psychologist
- High Intensity Therapist
- Occupational Psychologist
- Psychological Wellbeing Practitioner
- Sport and Exercise Psychologist
- Work in HR
- Medicine
- Teaching
- Social work
- Working with children and young people
- Marketing and advertising
- Politics

You should consider taking this course if:

- You are interested in human behaviour and want a better understanding of this behaviour.
- You enjoy discussing sensitive or complex issues and you enjoy debate.
- You enjoy maths and science.
- You are able objectively analyse and evaluate theories and evidence.



PHYSICAL EDUCATION

Course: GCSE Physical Education
Subject Leader: Mr C Iddles
Teacher Responsible: Mr C Iddles
Board: AQA
Grading: 9 to 1

Skill	Star Rating
Literacy	★★★★
Mathematics	★★
Creativity	★★
Practical	★★★★
Exam	60%
Controlled Assessment	40%

Overview

This qualification is Linear meaning that the students will sit all their exams and submit all their non-exam assessment at the end of the course.

Subject Content:

- Applied anatomy and physiology
- Movement analysis
- Physical training
- Use of data
- Sports psychology
- Socio-cultural influences
- Health, fitness and well-being

The subject will have 2 theory exams, Paper 1 looks at ‘The human body and movement in physical activity and sport (numbers 1-4 in the subject content). Paper 2 looks at ‘Socio-cultural influences and well-being in physical activity and sport’ (numbers 4-7 in the subject content). Each paper is 1 hour and 15 minutes and are worth 30% of the course each. Each paper contains **extended response questions** requiring evidence of the student’s ability to **construct** and **develop** a sustained line of **reasoning**, which is **coherent**, **relevant**, **substantiated** and **logically structured**.

The practical performance is based on **three** performances in the role of a player/performer (one in a team activity, one in an individual activity and a third in either a team or individual activity). These are worth 10% each and are marked based on skills in **progressive drills** and in a **game situation**.

An analysis and evaluation of performance to bring about improvement in one activity is worth 10%.



Students taking on this route should:

- Be inspired, **motivated** and **challenged**, and enable them to make informed decisions about **further learning opportunities** and **career pathways**.
- **Develop knowledge**, understanding, skills and values to develop and maintain their performance in physical activities and **understand** the benefits of health, fitness and well-being.
- Be **prepared to develop theoretical knowledge** and understanding of the factors that underpin physical activity and sport.
- **Perform effectively** in different physical activities by **developing skills** and techniques and selecting and using tactics, strategies and or compositional ideas. *(students ideally should have more than one sport they are actively engaged within and be prepared to train to improve)*
- Develop their ability to analyse and evaluate to improve performance in physical activity and sport.

This qualification can provide future career paths along an academic or vocational route but provides a grounding to build from for future qualifications as BTEC, AS level or A level subjects. It works closely with English, Maths and Science in developing cross curricular learning and as a result careers can be forged in teaching, psychology, nutrition, physiology, media, the leisure industry, physiotherapy, coaching, sports management to name a few.

Futures

GCSE PE is acknowledged alongside all other subjects – it shows students have both practical, gross and fine motor skills and an academic ability to achieve, in what is a rigorous, sustained and varied course. It allows access to A Level PE.

You should consider taking this course if:

You are academically minded, have a genuine interest in sport, play in at least 2 games / activities to school representative and/or club level, have regular coaching in one or more of these sports and have a minimum of Level 6 at PE, Maths and Science at KS3.



SPORT BTEC

Course: Extended Certificate in Sport

Subject Leader: Mr C Iddles

Teacher Responsible: Mr M Sapwell

Board: Edexcel

Grading: Distinction Star to L1 Pass

Skill	Star Rating
Literacy	★ ★ ★
Mathematics	★
Creativity	★ ★ ★
Practical	★ ★
Exam	40%
Coursework	60%

Overview

Year on year, the sport industry shows continued growth in employment and forecasts suggest this trend will continue. This comes from increased knowledge and understanding of the benefits of regular participation in sport and physical activity. Sport England provides well documented research of these benefits including improvements in physical and mental well-being, economic development, individual development and social and community development (2020).

The Tech Award in Sport is ideal for you if you are a student who would like to find out more about the sports industry. The course allows you to develop knowledge and associated practical skills that can be used when working in the sports industry. The qualification is the same size and level as GCSE but more vocationally guided. On successful completion of an Edexcel Tech award in Sport, students may progress into employment or continue their study in the vocational area.

The award is a 120 guided learning hour award that provides the opportunity to develop knowledge and technical skills in a practical learning environment. You will develop key practical skills for working with other people, which include communication, leadership, organisation and time management. These are essential in the sport industry as this will primarily involve working with customers and supporting their individual needs.

The BTEC Tech Award in Sport (Level 1/2) consists of three content areas

- **Preparing participants to take part in Sport and Physical Activity** – this includes the different types of physical activity and providers, the needs of participants, barriers to participation and ways to overcome these barriers. Equipment and technology required to take part in sport is also included. Learners will also develop an applied understanding of physiology and anatomy as they learn how to plan and deliver a warm up to prepare participants to take part in sport and physical activity. *This is worth up to 30%*
- **Taking part and improving other participants sporting performance** – this include the components of fitness and how they are used in different types of sport; practical participation in sport and the rules and regulations in sport and ways to improve other participants sporting performance through planning and delivery of sports drill and conditioned practices. *This is worth up to 30%*



- **Developing fitness to improve other participants performance in sport and physical activity** – this covers fitness testing, training and programming for different types of participants to improve their sport and physical activity performance. *This is worth up to 40% in an external exam*

Once you have completed the qualification, you will have developed a practical understanding of the sport industry. You will have built useful skills, which are not generally covered in GCSE course, and you will have developed a good understanding of whether the sport industry is for you, and if so, which part of it you might want to study further.

Other subjects that go well with sport include Biology, Dance, Business and Health and Social Care. It is different to GCSEs, as it covers vocational theoretical content and requires participation in applied learning to develop transferable and technical skills that are needed in the sport industry, it gives you the opportunity to apply your knowledge, skills and the techniques you learn in practical ways.

Those passing achieve an equivalent of a GCSE at 9-4. Candidates can achieve one of 7 'grades' – Level 1 Pass, Level 1 Merit, Level 1 Distinction, Level 2 Pass, Level 2 Merit, Level 2 Distinction or Level 2 Distinction* by differentiation of their work.

Futures

If you decide to go on to further study of sport, the best option for you will depend on the grades you have achieved in this and the other qualifications you have taken, and what you enjoy doing. You could progress to a level 2 Technical Certificate or to a Level 3 programme such as A Level PE which we support here. Ideally you will have achieved a grade of a merit or higher to get onto this course.

Students completing these qualifications may seek employment within the sport sector at a junior level in a range of roles including recreation assistant or sports leader.

You should consider taking this course if:

- You have a genuine interest sport, coaching or personal fitness.
- You play representatively for at least one team, be it for School or Club
- You have regular coaching from a qualified person
- You achieved Level 4 or above in your KS3 PE and Science tests
- You achieved over 25 marks in your year 9 PE test
- You prefer a more 'hands on', practical approach to learning
- You are interested in the potential of working in the Sport or Leisure industry.



TEXTILES

Course: GCSE Art and Design (Textiles Design)

Subject Leader: Mr J Tennant

Teacher Responsible: Miss E Kane

Board: AQA

Grading: 9 to 1

Skill	Star Rating
Literacy	★★★★
Mathematics	★★
Creativity	★★★★★
Practical	★★★★★
Exam	40%
Controlled Assessment	60%

Overview:

The GCSE Art and Design **Textiles** course is an opportunity for students to experiment and apply a range of traditional and modern skills and techniques when designing and making textiles products. The structure of the course allows students to learn new skills in Year 10 and then select their strongest skills to develop through a more in-depth project in Year 11.

During the course students will be required to respond to assignment briefs where they will be able to work within a range of textile areas such as:

- Fashion and Costume.
- Printed and/or dyed materials.
- Constructed, stitched and embellished textiles.

These design briefs will allow students to express their ideas through drawing, collage and modelling and to work with materials and equipment in order to produce original outcomes. They will learn and apply practical textiles skills in a range of workshops including: Fabric Construction, Tie-Dye, Fabric Manipulation, Weaving, Felting, Batik, Hand and Machine Embroidery and Fabric Printing. Their work will be inspired by the work of textiles artists, craftspeople and designers as well as learn about textiles in different cultures.

Throughout this two-year course students will create a Portfolio of Work (80 marks- 60% of final grade) as well as take part in an Externally Set Task (80 Marks – 40% of final grade).

Futures:

This qualification will enable candidates to access Art and Design and Design and Technology A Levels where they can develop their knowledge and skills further. Careers within the Textiles industry include Costume Designer, Fashion Designer, Furnishing Designers, Interior Designers, Stylists, Printed/Knitted/Woven Textiles Designer, Seamstress, Buyers, and Merchandisers.

You should consider taking this subject if:

You enjoy working in a practical environment, want to learn new skills and are able to work independently.



TRAVEL AND TOURISM BTEC

Course: BTEC Tech Award in Travel and Tourism

Subject Leader: Miss Treagus

Teacher Responsible: Miss Treagus

Board: Edexcel

Grading: Distinction Star to L1 Pass

Skill	Star Rating
Literacy	★ ★ ★ ★
Mathematics	★
Creativity	★
Practical	★ ★ ★
Exam	40%
Controlled Assessment	60%

Overview

The BTEC Tech Award in Travel and Tourism is a practical course, where research and investigation are the main skills used. There are a total of three units that are assessed. One of the units is an examination and the remainder of the course is internally assessed.

The three units that students study are:-

Component 1: Travel and Tourism Organisations and Destinations

- In this component, you will learn about the different travel and tourism organisations. You will also consider their ownership and aims, such as increasing bookings, providing services, promoting a cause or contributing to the community. You will explore the different ways organisations use consumer technology and investigate recent innovations that some organisations have already introduced such as VR (virtual reality) and AI (artificial intelligence). In this component you will explore visitor destinations within the UK and beyond. You will learn about the features of popular visitor destinations and how they support different types of tourism and tourist activities.

Component 2: Customer Needs in Travel and Tourism

- The travel and tourism sector has to meet the needs and preferences of many different types of customer. This can include customer needs such as wanting a holiday at a certain time of year or within a certain budget, and preferences such as individuals wanting an adventure holiday and families wanting a beach to visit and activities for young children. In this component, you will investigate how market research is used by travel and tourism organisations to identify travel and tourism trends such as types of holiday taken, when they are taken and where. You will learn about the general and specific needs of different types of customer and how travel and tourism organisations meet these needs and preferences by offering a variety of products and services.



Component 3: Influences on Global Travel and Tourism

- There are many factors that may influence global travel and tourism, and they are constantly changing. For example, severe weather events, political and economic factors, and the publicity a destination receives can all affect the decisions visitors make and the way some travel and tourism organisations operate. Tourism can have a positive and a negative impact on local communities, the economy and the environment, and the issue of sustainability is a concern for many destinations, organisations and governments. In this examination component, you will consider the factors that may influence travel and tourism and the ways that travel and tourism organisations, destinations and governments respond to these influences and their reasons.

Futures

Students who successfully complete this course will leave with a BTEC Tech Award in Travel and Tourism. Students could progress to Level 3 qualifications in Travel and Tourism, such as our BTEC Level 3 Travel and Tourism course. As the Travel and Tourism industry is rapidly growing and is a prominent sector in Crawley, it is a useful qualification for those seeking employment in the industry.

You should consider taking this course if

You have an interest in travelling, different countries, customer service and prefer more practical, coursework-based qualifications.