

Your
GUIDE
to St Wilfrid's
Options

Year 9 Options 2017

**St Wilfrid's
Catholic School**





16th January 2017

Dear Parent/Carer

Welcome to the options and preferences process that will determine your child's programme of study for Key Stage 4. We have tried to make this process as simple and clear as possible and there will be a talk at the formal Options Evening event to explain things accordingly. A reminder that this Options Evening will be held on **Thursday 26th January**, 6.00–8.00pm (this evening will include a short explanatory talk on the Options process at 6.45 pm).

Of course, you will have many questions and the Leadership Team will be available to help you on the evening or feel free to contact Mr Marr (Deputy Headteacher) or Miss Boreham, Year Leader, after the event but we would hope that you will feel able to make decisions on the options evening. Included in this booklet is a personalised form for your son/daughter to indicate their choices on as well as a copy of the letter explaining the Options process.

Yours sincerely

Michael Ferry
Headteacher



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The Options Process

Our ambition for all of our students is to 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 next 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 GCSE's. 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 contains, demands and where it can lead in the future,
- Options restrictions, recommendations and the EBacc (The English Baccalaureate).

TIMETABLE OF EVENTS

Teachers talk to their Year 9 classes	January-February
Subject Assemblies	January
Student and Parents' Option Information Evening	26 th January
Options' choice forms returned to school by this date	10 th February
Students interviewed to discuss courses	February-March
Adjustments/Appeals	April
Final allocation of courses/subjects and definitive lists	May / June



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.
- **DO** have a reserve choice in case you cannot get your first choices.
- **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, especially in the light of the recent reforms.
- **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 both for academic work and their activities outside of school.



GCSE Reforms

The GCSE reforms mean that courses are to be more challenging, with terminal exams and a greater emphasis on spelling, punctuation and grammar in all subjects. In a phased implementation over the last two years, students began studying reformed GCSEs in many of their subjects with attainment reported as a number from 9 (highest) to 1 (lowest). There are a small number of GCSE subjects whose reformed GCSE begins in September 2017.

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.

Below is how the grading system would compare to the old system of A*-G grades:

New grading structure	Current grading structure
9	A*
8	
7	
6	B
5	
4	C
3	
2	D
1	
U	E
	F
	G
	U

GOOD PASS (DfE)
5 and above = top of C and above

AWARDING
4 and above = bottom of C and above



The Sixth 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 Sixth Form, is a reflection of the school as a whole striving for the best from all and 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, a good place to start is the central UCAS (Universities & Colleges Admissions Services) website www.ucas.com.

General career advice can be found at www.careerconnect.org.uk/

It is very important that you take advice from your teachers and the Connexions service 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 about the courses we offer at St Wilfrid's.

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

Emer Lesova
Assistant Headteacher and Director of Sixth 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

Who do I speak to about any changes?

Miss Boreham or Mr Marr.

Why am I being asked to choose reserve subjects on my form? Does that mean that I may not get the options that I want?

On very rare occasions this can happen 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 a reserve subject on their curriculum form. The vast majority of students will get their first choice options and where set sizes preclude the first choice, you will be able to take your reserve.

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; in practice, this rarely happens.

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.

How many GCSEs can you get per subject?

Most subjects are worth 1 GCSE with the exceptions of:

- English is made up of English (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 – one from each option block (X, Y & Z). 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. We do promote the study of a language 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, PE GCSE and PE BTEC. We will let you know if this applies to you.

What about coursework and Controlled Assessment?

Coursework or Controlled Assessments remain part of most qualifications, especially practical ones. These are pieces of work that are completed during lesson time and are internally assessed as part of the GCSE/BTEC qualification. Please see individual subject descriptions for more information on the requirements for each subject.

Should I take more GCSEs or BTECs?

No it is more important to achieve high grade passes on your courses.

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 can choose to take three BTEC qualifications. N.B. **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 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 practical subjects.

What is a controlled assessment?

- May be done at any stage of the course
- Will be completed in school under supervision (Controlled Assessment)
- Can be written, oral or practical work
- Is assessed by teachers
- Is moderated by the examination board

The proportion of marks allocated respectively to examination, controlled assessments and coursework for each subject is shown in the booklet.



Good questions to ask

Here are some questions you could ask teachers at your options evening:

- 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

In addition to the three main option subjects, we ask pupils to provide a reserve subject. In previous years, the vast majority of pupils have been able to study all their 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 the reserve option subject will be used. 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 pupils will not be able to do a chosen subject, discussions will take place to establish alternative options. Subject choices will be finalised and confirmed with all pupils.



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. Many of the top universities have now published lists of A Level subjects which they encourage you to take after your GCSEs. 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 this is not compulsory but students do have the opportunity to choose to take these subjects. However, it is worth bearing in mind that the government’s new accountability measures for judging school performance is calculated on the premise that students take English, Maths, Double Science and one other EBacc subject.

For information about some of the more prominent university requirements go to the following website:

<http://russellgroup.ac.uk/for-students/school-and-college-in-the-uk/subject-choices-at-school-and-college/>



Example Completed Option Form

You are currently working towards Key Stage 4 where you will follow courses in the following subjects:

English Language	English Literature	Mathematics	RE	Science (2 GCSEs)
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In addition to these subjects you have the opportunity to choose 3 more subjects¹. Please select **one** subject from Option X and **two** subjects from Option Y & Z.

You should indicate your preferences from each of the options blocks below²:

Option X	Option Y & Z	
French Spanish Geography History Health & Social BTEC PE BTEC Photography ³	Spanish Geography History Computing Art Business Studies Dance Drama	Media Music Product Design Textiles P.E. GCSE Hospitality BTEC Travel & Tourism BTEC Extra English & Maths ⁴

Write your preferences in the boxes below including a reserve choice:

Option X	Preferred Spanish	Reserve Geography
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Option Y & Z	1st preference History	2nd preference Drama
	1st reserve (3rd Choice) Art	2nd reserve (4th Choice) Business Studies

¹ The final decisions on all option choices will be regulated by the leadership team.

² Combinations of some courses **may not** be allowed e.g. Textiles and Art, PE GCSE & BTEC.

³ Photography has a limited number of spaces

⁴ Specific students will be targeted to join this course.



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 Denyer

Teacher Responsible: Mrs Denyer

Board: Edexcel

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 curriculum from September 2015 has been changed to incorporate a greater focus on problem solving, this has been incorporated into our scheme of work from Year 7.

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 Mathematics Key Skills Level 1 and Level 2 exams if this is considered more appropriate.



SCIENCE

Course: GCSE Science

Subject Leader: Mr Donaldson

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 has changed from previous years; there will be 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 longer any 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 during the course.

Additionally, to this there is now a much heavier emphasis of mathematics to be examined. All students have to commit 21 physics formulae to memory for their examinations. Furthermore, 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. This will allow access to all A level science courses for all students.



RELIGIOUS EDUCATION

Courses: GCSE Religious Studies

Subject Leader: Mrs Baldwin

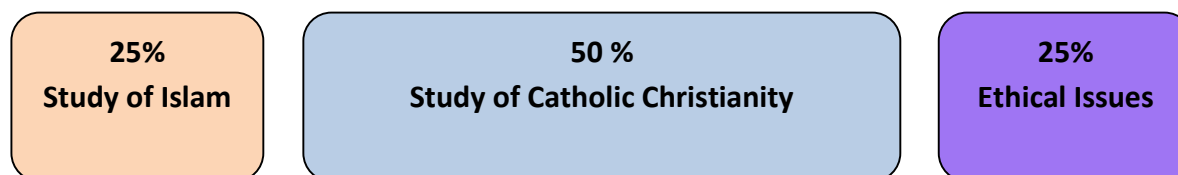
Board: AQA

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



Islam

The course begins in the summer term of Year 9 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.

Catholic Christianity

Year 10 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 six sections studied entitled Creation, Incarnation, The Triune God, Redemption, Church and Eschatology. Throughout the year we will be able to see where Christian beliefs have built upon Old Testament Jewish ones and contrast where there are now clear differences.



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 in Peace and Conflict and the other on Social Justice. Central to all ethical issues is a proper understanding of what it means to be morally responsible for our actions. The course will look at issues surrounding war and the reasons behind historical or modern warfare. We will also consider the impact of modern warfare and look at the importance of Peace, reconciliation and forgiveness. Social Justice then moves on to study why we have a responsibility to help and protect the most vulnerable, 'Should we be able to choose what we believe?', 'Can you be rich and a good Christian?' and 'Why does human trafficking ignore a person's dignity?'.

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 two exams lasting 1 hour and 45 minutes, one covering Catholic Christianity and the other Islam and the Ethical Issues.

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 stressed. Students are given a choice of activities in PE. They should choose those activities and pastimes that they most enjoy.

Basketball, Badminton, Fitness, Swimming, Squash, Dance, Gaelic Football, American Football, Handball, 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 line with the National Curriculum, students are offered the opportunity to follow activities in greater depth. 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.



SOCIAL & ETHICAL STUDIES (SES)

The SES course informs students about personal and environmental issues with the purpose of developing autonomous, decision-making individuals who will be prepared for the future in a rapidly changing world.

A versatile modular programme provides opportunity for the enhancement of Life Skills.

Unit 1: Where am I now?

- To understand what is expected of me at KS4 and where I can find support.
- To understand stress and how to manage it.
- To know the value of CVs and of presenting your skills.
- To develop independent learning skills.

Unit 2: What kind of citizen am I?

- To explore your personal views on national issues.
- To understand the financial issues facing the UK.

Unit 3: People Power “Emotional Health and Well-Being”

- To understand what emotional health is.
- To understand what peer pressure is and how to cope with it.
- To learn some ways to enhance self-esteem.

Unit 4: Planet Politics

- To consider your own views about a range of political and ethical issues in the UK.
- To understand the key features of some of the main political parties in the UK.
- To understand work of Parliament in shaping the law.
- To understand the importance in playing a role in the democratic process.

Unit 5: Ethics & Debating

- To understand the issues around a range of national and global human rights issues.
- To develop empathy for people in a range of situations.
- To develop an understanding of the Declaration of Human Rights.
- To improve your communication skills in terms of speaking and listening.
- To know how to express personal opinions appropriately.



Option Subjects



ART

Course: GCSE Art & Design (Fine Art)

Subject Leader: Mr Tennant

Teachers Responsible: Mr Tennant, Mrs McKendrick-Flynn

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.

Do not be put off opting for the subject because you 'think' you cannot draw. Every student can draw and it is our responsibility as teachers to improve your skills.



BUSINESS STUDIES

Course: GCSE Business Studies

Subject Leader: Miss Treagus

Teacher Responsible: Miss Treagus

Board: Edexcel

Grading: 9 to 1

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.

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

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 courses or the BTEC Level 3 Business 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.

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 Wilson

Teachers Responsible: Mr Wilson

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 (40% of overall mark).
- Computational Thinking, Algorithms & Programming – 1 ½ hour written exam paper taken at the end of the course in Y11 (40% of overall mark).
- Programming Project – A controlled assessment programming task set by the exam board. Students design, develop and test a solution to a problem within the OCR-set scenario (20% 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 and software, memory and storage. You will also learn about creating different types of networks and topologies as well as the protocols and security concerns.

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 creating algorithms, data representation, translators and facilities of languages.



Programming Project – Controlled Assessment

The programming project will call on you to use programming techniques to analyse, design, develop and test a solution to tasks set by the exam board.

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. You'll also do some fascinating in-depth research and practical work.



DANCE

Course: GCSE Performing Arts: Dance

Subject Leader: Miss Kennedy

Teachers Responsible: Miss Kennedy & Ms Lintern

Board: AQA

Grading: 9 to 1

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

GCSE Dance is a practical course designed for students who are enthusiastic about dance. It is open to all students, although some experience of dance is necessary. Dance is an empowering and powerful form of non-verbal communication which enables the development of creative, imaginative, physical, emotional and intellectual capacities. Dance is both physical and expressive – this is what makes it similar to and different from other art forms and physical activities.

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)
2. Either a duet or a trio based on the two remaining set phrases (approx. 3—3 and a half minutes)

Choreography:

1. Either a solo or group choreography, of between two to three minutes. choreographed in response to a range of stimuli chosen by the exam board

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.

Enrichment Opportunities you will have:

- Appreciating and analysing professional dance works through trips to The Hawth.
- Receiving training from professional companies with arranged workshops.
- Pineapple Dance trips.
- The opportunity to be highlighted as Gifted and Talented and audition for The Centre of Advance Training at LABAN professional Dance school.
- Perform within Dance Time at The Hawth.
- 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.
- Study Dance at A-Level
- 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



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.

UNITS

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.

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: Mr Hadden

Teachers Responsible: Mr Hadden and Ms McDonald

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, 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.



FRENCH & SPANISH

Course: Languages – GCSE French and GCSE

Spanish

Subject Leader: Mrs L. de Guillén

Board: AQA

Grading: 9 to 1

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

As part of the EU, jobs in Britain are becoming more and more linked to Europe and to 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 Pitman

Teachers Responsible: Miss Law, Miss Hancock and Miss Quirke

Board: Edexcel GCSE B

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 course is divided into 3 key sections:

Global geographical issues: This topic looks at development with a particular focus on emerging economies. Hazards: including tectonics and meteorological hazards and the challenges resulting from a rapidly urbanising world. This will be examined through a 94-mark exam (1 hour 30 minutes) which is worth 37.5% of the total GCSE.

UK Geographical issues: This topic includes a study of the UK's evolving physical landscape, allowing students to gain an overview of geology as well as coastal and fluvial processes. This topic also looks at the UK's evolving Human landscape, focusing on a UK city. There will be a fieldwork component in this topic. This will be examined through a 94-mark exam (1 hour 30 minutes) which is worth 37.5% of the total GCSE.

People and the environment- making geographical decisions: In this topic we will study the impacts of people on the biosphere, resource consumption and how our forests are under threat. These three topics will be taught in conjunction with one another in order to build a synoptic knowledge, leading towards student being able to sit an exam in which students must make informed geographical decisions based on the environment and sustainability. This will be examined through a 64-mark exam (1 hour 30 minutes) which is worth 25% of the total GCSE.



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 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 First 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
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Literacy	★ ★ ★
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Mathematics	★
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Creativity	★ ★
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Practical	★ ★
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Exam	25%
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Controlled	75%
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Assessment	
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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.

Qualification Structure

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

Learners must complete the two core units:

- Human Lifespan Development (Externally assessed) How do people grow and develop throughout their lives? How can factors such as lifestyle choices, relationships and life events affect your growth and development?



- Health and Social Care Values (Internally assessed) What is good practice in health and social care? What ensures that good practice is applied to support individuals who use health and social care services? Health and social care values underpin good practice within the sector.

..... and a choice of 2 optional units to reach a total of 120 GLH.

Futures

Students who successfully complete this course will leave with a BTEC Award in Health and Social Care and could progress onto a Level 3 qualification.

You should consider taking this course if:

You have an interest in Health and Social Care. No prior knowledge or skills are necessary and there are no specific requirements for this qualification.



HISTORY

Course: GCSE History

Subject Leader: Mr Pitman

Teachers Responsible: Mr Pitman and Mr Duke

Board: AQA

Grading: 9 to 1

Overview:

We believe in the importance of learning from history. This course enables students to study different aspects of the past, so they can engage with key issues such as conflict, understand what drives change and how the past influences the present. This course includes popular and well-established topics. Building on the skills and topics at Key Stage 3, this GCSE will equip students with essential skills and prepare them for further study. You can find out more about History GCSE at aqa.org.uk/history. The GCSE course consists of two papers:

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

Paper 1: Understanding the Modern World

Section A: Period Studies (Germany, 1890–1945: Democracy and Dictatorship)

This period study focuses on the development of Germany during a turbulent half century of change. It was a period of democracy and dictatorship – the development and collapse of democracy and the rise and fall of Nazism. Students will study the political, economic, social and cultural aspects of these two developments and the role ideas played in influencing change. Students will also look at the role of key individuals and groups in shaping change and the impact the developments had on them.

Section B: Wider World Depth Studies Conflict and Tension between East and West, 1945–1972)

This wider world depth study enables students to understand the complex and diverse interests of different states and individuals and the ideologies they represented. It considers revolutionary movements during this time. It focuses on the causes and events of the Cold War and seeks to show how and why conflict occurred and why it proved difficult to resolve the tensions which arose during the Cold War. This study also considers the role of key individuals and groups in shaping change and how they were affected by and influenced international relations.



Paper 2: Shaping the nation.

Section A: Thematic studies - Britain: Power and the People: c1170 to the present day

This thematic study will enable students to gain an understanding of how the identity of the people of Britain has been shaped by their interaction with the wider world. It will consider invasions and conquests. It will also study the country's relationship with Europe and the wider world. It will consider the ebb and flow of peoples into and out of Britain and evaluate their motives and achievements. It considers the causes, impact and legacy of Empire upon the ruled and the ruling in the context of Britain's acquisition and retreat from Empire. Students will develop an understanding of the varying rate of change, why change happened when it did, whether change brought progress, and the significance of the change(s). Students will also be able to distinguish between different types of causes and consequences, such as short/long-term causes, intended/unintended consequences.

Section B: British depth studies - Norman England, c1066–c1100

This option allows students to study, in depth, the arrival of the Normans and the establishment of their rule. This depth study will focus on major aspects of Norman rule, considered from the economic, religious, political, social and cultural standpoints of this period and its arising contemporary and historical controversies.

Paper 1 Assessment:

- Written exam: 1 hour 45 minutes
- 84 marks (including 4 marks for spelling, punctuation and grammar)
- 50% of GCSE

Questions

- Section A – six compulsory questions (40 marks)
- Section B – four compulsory questions (40 marks)
- Plus 4 marks for spelling, punctuation and grammar

Paper 2 Assessment:

- Written exam: 1 hour 45 minutes
- 84 marks (including 4 marks for spelling, punctuation and grammar)
- 50% of GCSE

Questions

- Section A – four compulsory questions (40 marks)
- Section B – four compulsory questions (40 marks)
- Plus 4 marks for spelling, punctuation and grammar



Futures

If you wish to become a lawyer, journalist (in any of the medium), politician, business/industry manager, professional civil servant, history teacher (at a university or a school), archaeologist, museum curator or work in any occupation that requires cool decision-making, then History is a subject you should choose at KS4. It is a highly regarded academic subject and you should consider taking it if you wish to achieve the EBacc qualification (either a History or Geography GCSE is required for this qualification).

You should consider taking this course if:

You are intrigued by the past and its effect on your life today. History develops your ability to analyse, evaluate and objectively judge human actions, past and present. It enables you to understand more about the world we live in today, by understanding how that world has been shaped by previous events.



HOSPITALITY BTEC

Course: BTEC Award in Hospitality

Subject Leader: Miss Treagus

Teacher Responsible: Miss Treagus

Board: Edexcel

Grading: Distinction Star to L1 Pass

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

Overview

The BTEC Award in Hospitality is a practical course, where research and investigation are the main skills used. There are a total of four units that are assessed. One of the units is an examination and the remaining 75% of the course is assessed through coursework.

The four units that students study are:

- Introducing the Hospitality Industry – In this unit you will explore different aspects of the hospitality industry, looking at the different products and services that it offers.
- Working in the Hospitality Industry – Students will explore the importance of team working and customer service required to work successfully in a variety of job roles within the hospitality industry.
- Food and Safety and Health and Safety in Hospitality – In this unit students will learn the importance of following appropriate procedures to maintain food and safety when storing, preparing, cooking and serving food.
- Enterprise in the Hospitality Industry – You will explore different formats of business ownership in the hospitality industry and what makes a hospitality business successful.

The BTEC Award in Hospitality is designed to:

- Inspire and enthuse learners to consider a career in the hospitality industry.
- Give learners the opportunity to gain a broad understanding and knowledge of the skills in the hospitality industry.
- Give learners the potential to enter employment within a wide range of job roles in the hospitality industry.
- Support progression to further study in hospitality and catering.



Futures

Students who successfully complete this course will leave with a BTEC Award in Hospitality. Students could progress to Level 3 qualifications in hospitality and catering. This course also provides the background knowledge to how hospitality businesses are run and organised which will be useful in any career.

You should consider taking this course if:

You have an interest in hospitality and catering, and prefer more practical, coursework based qualifications



MEDIA STUDIES

Course: GCSE Media Studies

Subject Leader: Mrs Flower

Teacher Responsible: Mrs Flower

Board: AQA

Grading: 9 to 1

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

Why choose Media Studies?

The new 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.

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 three areas of the theoretical framework: industries, audiences and representation.

There will be a balanced approach to these three areas of the theoretical framework in that: **Section A** will focus on industries and audiences whilst **Section B** will deal with the representations.



How it's assessed

- Written exam: 1 hour 30 minutes • 84 marks • 35% of GCSE Questions
- Multiple choice questions assessing breadth of knowledge.
- Short 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



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, video games, music video, newspapers, magazines, advertising and marketing)
- print forms (newspapers, magazines, advertising and marketing)

Futures:

This qualification will enable you to follow A-level 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 facets of our media saturated world and you want to explore them in depth. Over the two years you will delve into many areas of the media; 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

Board: Edugas

Grading: 9 to 1

Overview

The new 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 also 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 the duration 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.

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



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.

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.

If you decide to opt for GCSE Music and would like sign up for these lessons, you should apply online at:

<https://www.westsussexmusic.co.uk/page.cfm?title=application-for-music-lessons>



PHOTOGRAPHY – Lens and light based Media

Course: GCSE Art & Design (Photography)

Subject Leader: Mr Tennant

Teachers Responsible: Mr Tennant and Miss Osman

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.

Although it is not essential to have completed GCSE Photography you should be a highly creative person with good ICT skills and an excellent work attitude.



PHYSICAL EDUCATION

Course: GCSE Physical Education

Subject Leader: Mr Iddles

Teacher Responsible: Mr 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 BTEC Level 3.

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 Iddles

Teacher Responsible: Mr Iddles

Board: Edexcel

Grading: Distinction Star to L1 Pass

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

Overview

This qualification is designed to provide specialist work-related qualifications in a range of sectors. It has been developed to provide the knowledge, understanding and skills necessary to prepare students for employment. On successful completion of an Edexcel extended certificate in Sport, students may progress into employment or continue their study in the vocational area.

The Certificate (Level 2) is a 120 guided learning hour award which offers an opportunity to experience a vocational qualification for students who wish to follow a short programme of study related to an aspect of employment that they might wish to move into; or a taster qualification which can extend their programme of study and provide an initial experience of a vocational area. This will also enable students to progress to a higher level qualification relevant to this area of study.

The Edexcel BTEC Certificate in Sport (Level 2) consists of four units (2 mandatory and 2 from 4 optional units):

- Health and Fitness for Sport and Exercise
 - Practical Sports Performance (some Practical)
 - Leading Sports Activities
 - The Mind and Sports Performance
 - The Sports Performer in Action
 - Training for Personal Fitness
- Mandatory
- Optional

Assessment – Unit 1 Health and Fitness for Sport and Exercise is an externally assessed unit. Students sit a one-hour online test. The other units are all internally assessed through a portfolio of evidence, which is then moderated by Edexcel.



Level 2 refers to the standard of the course. Those passing achieve an equivalent of a GCSE at A-C. Candidates can achieve one of 3 'grades' – Pass, Merit or Distinction, by differentiation of their work.*

Futures

The BTEC Sport course has been developed to provide opportunities for students to develop a range of skills and techniques, personal qualities and attitudes essential for successful performance in working life. The Award is designed to give students a basic grounding in understanding and knowledge of the sector of sport and fitness.

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 in all sports, not just one
- 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 5 or above in your KS3 PE and Science tests
- 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 S Steele

Teacher Responsible: Miss Waller and Mrs Angus

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

Course: BTEC 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	25%
Controlled Assessment	70%

Overview

The BTEC Award in Travel and Tourism is a practical course, where research and investigation are the main skills used. There are a total of four units that are assessed. One of the units is an examination and the remaining 75% of the course is assessed through coursework.

The four units that students study are:-

- Unit 1: The UK Travel and Tourism Sector
 - Travel and Tourism is one of the UK's largest sectors, currently employing over 2.5 million people. In this unit, you will gain an understanding of the range of organisations involved with different types of tourism in the UK, including their roles, how they work together and how they use technology to meet changing customer needs.
- Unit 2: UK Travel and Tourism Destinations
 - This unit will give you an understanding of what the UK travel and tourism industry has to offer to tourists. It will enable you to identify and locate tourist destinations, major UK airports and seaports, as well as to discover sea routes and three-letter airport codes; you will also investigate the appeal of different types of UK destinations to different customer types.
- Unit 4: International Travel and Tourism Destinations
 - There are over 190 countries in the world. How many will you visit in your lifetime? Working in the travel industry provides opportunities to explore some of these countries, so why not start dreaming now, and look at some of the fascinating destinations that exist? Throughout this unit you will be asked to locate numerous international holiday destinations and their gateways. You will also be asked to investigate natural features, local attractions, accommodation and transport options to suit a variety of customers in various holiday destinations.



- Unit 6: The Travel and Tourism Customer Experience
 - In this unit you will look at the definition of customer service and what the main aims of customer service are; this may differ depending on the size and type of the travel and tourism organisation.

Finally, you will consider the importance of customer service to travel and tourism organisations and understand the impacts of getting customer service right or, in some cases, wrong.

Futures

Students who successfully complete this course will leave with a BTEC Award in Travel and Tourism. Students could progress to Level 3 qualifications in Travel and Tourism, such as our Tourism. 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.