



Options Information Booklet 2022

The Options Process at Bilton School

Welcome to the Course Guide for GCSE and equivalent subjects from September 2022. This booklet is designed to provide guidance and support at an important time in your educational journey at Bilton School.

By reading this booklet and by having discussions with the staff who teach the subject you are thinking about taking, you will be able to consider your options in preparation for your future.

How is this done at Bilton?

At Bilton we are proud to be an inclusive school that has diversity amongst our student body. Our students have a range of interests and skills and our curriculum is designed to reflect and value all of them. We have a two year Key Stage 4 at Bilton with GCSE and equivalent courses starting in Year 10.

We aim to offer a curriculum that caters for a wide range of interests which gives all students the opportunity to be successful and make progress regardless of any prior attainment.

This booklet, along with a live on-line presentation will provide important information that will allow students and parents to make informed choices about the subjects that they wish to opt for during Years 10 and 11. Below is a time-line of key dates through the process:

Monday 7 th March	Initial parent communication and Option Booklet available.
Monday 21 st March	Year 9 Options assembly.
Tuesday 22 nd March	Options evening.
Thursday 31 st March	Options Online completed and submitted.
June 2021 -	Confirmation of the Options selected.

Qualification grading

There are an increasingly wide variety of qualification types that are now available at KS4. No longer are there just GCSEs, but also Btecs, OCR National and Vcerts. What is important to know is that all of these qualification have an identical 'currency', ie they all have exactly the same value in terms of accreditation and in terms of numerical qualification value. The main distinguishing feature of them is the way in which they are assessed.

The GCSE qualification is graded on a 9 to 1 scale. 9 being the highest grade obtainable. A Grade 5 and above is considered to be a strong pass. A Grade 4 is considered to be a standard pass.

For BTEC, OCR National and VCert subjects the grades range from D* (Distinction star) to P (Pass) with the following approximate comparisons

GCSE grade	Btec, OCR National, Vcert grade
9	Distinction *
8	
7	Distinction
6	Merit
5	Pass
4	
3	
2	
1	

What are the core subjects to be studied?

All students will study English, Mathematics, Science, PE and Character and Culture.

How many subjects can be selected?

Students then have a choice of 4 further subjects to study throughout Years 10 and 11 which are detailed within this booklet. Within this booklet is as much information as is currently available regarding both the content and methods of assessment for the subjects on offer which lead to a qualification, both core and option. If, by the time that these courses begin the exam boards method of assessment, or structure of the courses significantly alters then we will inform you of these changes.

What if I'm unsure what to opt for?

Deciding subject preferences for coming years can be an exciting, but daunting task. For many it is the first time that there has been an element of choice within the programme of study and the following questions should perhaps be taken into account when considering subjects:

What am I good at?

What do I enjoy?

How are they assessed?

How might they link into what I am considering post 16?

Which combinations will give me a broad knowledge base for the future?

What is the English Baccalaureate and should students complete it?

Increased emphasis has recently been placed on the enabling 'traditional' subjects that have been grouped within the term English Baccalaureate or 'Ebacc'. For a student to attain this measure they need to gain good GCSE qualifications in English Language and English Literature, Maths, two Sciences, a Modern Foreign Language and either History or Geography. There will be further information regarding the English Baccalaureate available at the on-line presentation. It is important that students are aware of it as a measure for performance and achievement that may be looked at by Universities and employers in the future. However, it is also important to acknowledge that such a combination of subjects is not suitable for all students.

Will I definitely get my choices?

We will do our best to ensure that students study their first choices wherever possible but we have to stress, that if only a small number of students select a particular course, then the school will not be able to run that course. If this is the case, we will speak to students individually to alter options choices.

The reserve preference is used to try and ensure that students do receive a subject indicated on their sheet, so this must be a subject that they are happy to do. We realise that sometimes students may be disappointed by this method of offering courses, but it does allow us to meet the demands of the majority of students.

We hope that you find this booklet useful and that we are able to work together to enable students to make well-reasoned decisions.

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English Language and English Literature

Exam Board	AQA
Qualification	Double GCSE
More Information	Ms Sandhar/Mrs Gill: Sandhar.I@stowevalley.com Ms Mann: Mann.G@stowevalley.com

Course Aims

- To be able to develop a student's ability to read for meaning
- To develop a student's ability to write with technical accuracy in a range of different forms, registers and for a variety of contexts and purposes
- To give students the opportunity to share a personal response through the exposure to a diverse literary, dramatic and non-fiction texts

How and what you will learn

We currently do the 'split entry' option with Year 10 studying English Literature and sitting their examinations at the end of the year. In Year 11, students will study English Language and sit these examinations at the end of the year.

Students are challenged to develop their ability to work independently and respond to the range of texts that they will encounter. They will study a variety of literary texts including Shakespeare, poetry, Victorian literature and modern plays or novels. There are a variety of texts which are taught, each reflecting the school's commitment to all students within the school accessing the literary canon.

Students will also develop the ability to analyse a range of non-fiction texts and select important information before explaining why it is relevant. There is also the opportunity to develop their learning outside of the classroom with Key Stage 4 students being routinely given the opportunity to see a production of a play they are studying within a professional theatre.

Students will also develop their speaking and listening skills, learning about how to communicate formally to a specific audience and answer questions accordingly.

Method of Assessment

GCSE English Language (AQA)

Paper 1 (50%) 1hr 45min exam

20th/21st Century Literature Reading Study and Creative Writing

Section A: Reading (25%) – the study of an unseen extract from one 20th or 21st century prose text.

Section B: Prose Writing (25%) – a choice of two tasks for writing to describe and narrate, showing imaginative and creative use of language.

Paper 2 (50%) 1hr 45 min exam

19th and 20th/21st century non-fiction reading study and writing in response to a statement

Section A: Reading (25%): reading two high-quality unseen non-fiction texts, one from the 19th century, the other from the 21st century. Non-fiction texts may include; letters, extracts for

autobiographies or biographies, diaries, reports, articles, and digital and multi-model texts of various kinds from newspapers, magazines and the internet.

Section B: Writing (25%): This section will test writing to argue and persuade in response to a statement.

Component 3: Spoken Language (un-weighted)

Achievement in Spoken Language will be reported as part of the qualification, but it will not form part of the final mark and grade.

Candidates will be required to complete a formal presentation or speech and respond to a series of questions or feedback.

GCSE English Literature (AQA)

Paper 1: Shakespeare and Poetry

Written examination – 1 hour 45 minutes - 40% of qualification

Section A (20%) Shakespeare

One extract question and essay question based on the reading of a Shakespeare text from a prescribed list. (Macbeth)

Section B (20%) Prose writing from the 19th century

One extract question and essay question based on the reading of a 19th text from a prescribed list. (A Christmas Carol)

Paper 2: Post-1914 Prose/Drama, Poetry Comparison, Unseen Poetry and Unseen Poetry comparison

Written examination – 2 hours and 50 minutes - 60% of qualification

Section A (20%) Post-1914 prose/drama

One source-based question on a post 1914 prose/drama text from a prescribed list. (An Inspector Calls)

Section B (20%) Comparative Poetry

One source-based question on a prescribed anthology from AQA. (Power and Conflict cluster)

Section C (20%) Unseen poetry from the 20th/21st century

Two questions on unseen poems, one of which involves comparison.

Pathways After Studying this subject

Training and Education

- AS and A Levels in English Language, English Literature, Film Studies, Media Studies, Law, Social Sciences.

Career Routes

As a core subject English is highly regarded by further education and training providers as signifying a person's ability to achieve in a challenging and prestigious subject.

Competent literacy levels are essential in all vocations as it enables students to develop their ability to communicate in a range of contexts and to a variety of different audiences.

Literacy is very often also the manner in which a person is able to make a first impression through an application, letter or in an interview and is therefore an essential life skill for all students post-sixteen.

Mathematics

Exam Board	Edexcel
Qualification	GCSE
More Information	Ms McGuigan: McGuigan.C@stowevalley.com

Course Aims

- to give you sound mathematical knowledge and understanding of a variety of mathematical concepts, enabling you to be successful in your examinations;
- to teach you transferable problem solving skills and mathematics that you can apply to real life situations and across all of your subjects
- develop mathematical reasoning and logical thought

How and what you will learn

In addition to expanding your knowledge of topics you have already encountered, you will explore a range of new concepts across all the branches of mathematics; Geometry & Measures, Number, Ratio, Proportion and Rates of Change, Algebra, Statistics and Probability. You will encounter trigonometry, learn how to prove mathematical ideas, work with vectors, functions, graphs of functions and their transformations in the solving of quadratic equations, Venn diagrams, and understanding risk in probability.

The new GCSE course is designed to ensure you are challenged, stretched and have access to mathematics that will allow you to flourish should you opt to study it post-16. You will continually look at how lots of the mathematics you learn can be used in real life and be challenged to explain your methods, writing them clearly using correct mathematical vocabulary and notation.

You will sit your GCSE examinations in the Summer term; there will be three equally weighted papers, two calculator and one non-calculator, each lasting one hour and thirty minutes. The examinations will test your ability to 'apply standard techniques', 'reason, interpret and communicate mathematically' and 'solve non-routine problems in mathematical and non-mathematical contexts'.

It is currently an exciting time for mathematics where the demands of the new curriculum, and GCSE, mean you get to explore a wider variety of mathematical content and have the chance to use your logic and problem solving skills.

Method of Assessment

- Course: Linear GCSE Mathematics (1MA1)
- Foundation level: Grades available 1-5
- Higher level: Grade available 3-9
- 3 examinations: 1 x non- calculator and 2 x calculator
- Exams will be taken in the summer term of Year 11.

Combined Science

Exam Board	AQA
Qualification	Double GCSE
More Information	Ms Bunce: Bunce.S@Stowevalley.com

Course Aims

- Develop scientific knowledge and understanding through the disciplines of biology, chemistry and physics.
- Develop understanding of the nature, processes and methods of science, through different types of scientific enquiries that help them to answer scientific questions about the world around them.
- Develop and learn to apply observational, practical, modelling, enquiry and problem-solving skills, both in the laboratory, in the field and in other learning environments.
- Develop their ability to evaluate claims based on science through critical analysis, evidence and conclusions.

How and what you will learn

During year 10 aspects of all three sciences will be covered within the context of science in the world around us. There are also 21 required practicals that need to be completed by students which are then assessed in the examinations.

Biology topics covered include: Cells, Infection and Response, Bioenergetics and Homeostasis.

Chemistry topics covered include: Atomic Structure, The Periodic Table, Quantitative Chemistry and Chemical Changes.

Physics topics covered include: Forces, Energy, Waves and Electricity.

Method of Assessment

Examinations take place at the end of KS4 when students take six papers which include:

- Two Biology, Chemistry and Physics.
- Combined science will have a 17 point grading scale, from 9-9, 9-8 through to 2-1, 1-1, as the course is worth two GCSEs.
- All Science GCSE examinations will have Higher and Foundation tier papers, which will be equally weighted with each worth 16.7% and a total of 70 marks.
- The duration of each of the papers will be 1 hour 15 minutes.

Pathways After Year 10

Training and Education

At the end of Year 10 students will be selected to either continue with Combined Science or complete the Separate Science GCSEs.

All examinations are taken by students during the summer series of Year 11

Career Routes

GCSEs in science offer the opportunity to study AS/A levels in Biology, Chemistry, Physics and BTEC Applied Science.

Studying science at GCSE and at AS and A2 level opens up a wealth of career opportunities including medicine, dentistry, archaeology, forensic science, research, and working in the pharmaceutical industry.

History

Exam Board	Edexcel
Qualification	GCSE
More Information	Ms Anderson: Anderson.C@stowevalley.com

Course Aims

- To develop skills of analysis using sources and historical evidence.
- To develop knowledge and appreciation of the wider world and how it impacts on the world we live in today.
- To develop the ability to clearly construct and communicate historical arguments.

How and what you will learn

You will learn why historical events have shaped the world you live in today and why these events have impacted on the lives of people living through them.

You will work in a variety of ways to develop your knowledge, skills and understanding, which in turn will also develop your ability to analyse evidence, communicate effectively with others and develop researching skills. You will have to do a wide range of reading and writing and therefore good English skills are important.

Method of Assessment

Key Topics Studied and method of assessment:

- Paper 1: Crime and Punishment Through Time and Whitechapel - **1 hour and 15-minute exam**
- Paper 2: Early Elizabethan England 1558-88 and Superpower relations and the Cold War 1941 - 1991 - **1 hour 45-minute exam**
- Paper 3: Weimar and Nazi Germany 1918-1939 - **1 hour and 25-minute exam**

Pathways After Studying this subject

Training and Education

History can lead to a number of AS and A2 courses such as; History, Politics, Sociology, Psychology and Law.

It is a subject that can be used as 'facilitating subject' when applying to universities as it uses and develops a wide variety of transferable skills, valued in the study of many different subjects.

Career Routes

It is a great favourite with a number of employers as it teaches key skills of analysis and develops written communication. History is important for jobs in the civil service, museums, public relations, any office work, journalism and numerous more.

Think about studying this course if...

- You enjoy learning in different ways and learning why history has shaped our world.
- You are motivated and able to work well individually and within groups.
- You are prepared to write extended answers which develop your ideas and justify opinions.
- You enjoy the subject of history and have a curiosity to learn more!

Geography

Exam Board	Edexcel Syllabus B
Qualification	GCSE
More Information	Ms Newbery: Newbery.z@Stowevalley.com

Course Aims

GCSE specification for the discipline of geography gives students the opportunity to understand more about the world, the challenges it faces and their place within it. This GCSE course will deepen understanding of geographical processes, illuminate the impact of change and of complex people-environment interactions, highlight the dynamic links and inter-relationships between places and environments at different scales, and develop students' competence in using a wide range of geographical investigative skills and approaches.

The aims and objectives of this qualification are to enable students to build on their Key Stage 3 knowledge and skills to:

- develop and extend their knowledge of locations, places, environments and processes, and of different scales, including global; and of social, political and cultural contexts
- gain understanding of the interactions between people and environments, change in places and processes over space and time, and the interrelationship between geographical phenomena at different scales and in different contexts
- develop and extend their competence in a range of skills, including those used in fieldwork, in using maps and Geographical Information Systems (GIS) and in researching secondary evidence, including digital sources; and develop their competence in applying sound enquiry and investigative approaches to questions and hypotheses

How and what you will learn

Unit 1:	Global Geographical issues	Unit 3:	People and Environment issues (DME)
Unit 2:	UK Geographical issues		

Learning takes place in a variety of ways. In class students work independently and in groups using a wide range of resources to help them to learn. Maps, photographs, diagrams, newspaper articles and video clips are used frequently to bring to life the processes and concepts occurring in the world around them. Students work independently and in groups to help each other to learn. In order to develop field work skills pupils will participate in a number of residential and day field trips.

Method of Assessment

For components 1 and 2 students will sit two 1 hour 30 minute exams, each divided into 3 sections. Component 3 is assessed via a decision making exercise where you must use your geographical skills to develop a solution to a given scenario, as with the other assessments this will be a 1 hour and 30minute examination. All assessments will be sat in the students final year.

Field work opportunities are built into the assessment structure and will be assessed in the exams along with the theory. All exams contain a mixture of multiple-choice questions, short open, open response and extended writing questions, calculations and 8-mark extended writing questions.

Pathways After Studying this subject

Training and Education

- AS and A2 Levels in Geography
- Further Education courses focusing on the environment, forestry, conservation, tourism, resource management, town and country planning, meteorology and reporting/media.

Career Routes

Geography fits neatly with Science, Arts and Humanities. A GCSE in Geography is an excellent preparation for a career in planning, resource or countryside management, tourism and recreation and environmental management and development.

Think about studying this course if...

- You are interested in the world around you
- You want to be able to make informed decisions about where you work, where to live and where to go on holiday
- You are concerned about the environment and how we can conserve it for future generations.

Computer Science

Exam Board OCR
Qualification GCSE
More Information Mr Pinnergar: Pinnergar.S@Stowevalley.com

Course Aims

Students will benefit from the Computing specification because the course provides students with a real and in-depth understanding of how computer technology works, finding out what goes on 'behind the scenes', including computer programming.

This exciting course provides students with a stimulating and motivating study of computer science fit for the 21st Century. The course provides excellent preparation for higher study and employment in the field of computer science. The increasing importance of information technologies means there will be a growing demand for professionals who are qualified in this area and can competently code, students who have taken a GCSE in Computing are starting out on this path.

The course will develop critical thinking, analysis and problem-solving skills through the study of computer programming, giving students a fun and interesting way to develop these skills. They will develop a sound working knowledge of programming languages in order to successfully complete the course.

You should only consider this course if your Year 9 Predicted End Grade in Maths is a 5 or above.

How and what you will learn

You will be awarded an overall grade through two examinations, combining programming theory and the practical application of coding and how computers really work. You will learn programming techniques, how to design coded solutions, how to identify suitable input and output formats. You will also learn about the internal workings of computer systems and network communication.

Method of Assessment

- Examination 100% (two written exam papers)

Pathways After Studying this subject

Training and Education

- A Levels in ICT and Computer Science

Career Routes

- Application Developer
- Software Engineer
- Web Developer
- Communication and Networking

Interactive Media

Exam Board	NCFE
Qualification	Interactive Media
More Information	Mr Pinnegar: Pinnegar.S@Stowevalley.com

Course Aims

- learn how to use a project life-cycle.
- learn about web design features
- learn design concepts.
- learn about copyright and sources of information.
- improve website development skills.
- develop an understanding of image editing.
- learn how to create digital animations.
- learn how to produce a video.
- develop evaluation skills.

How and what you will learn

This course will focus on an ICT project life-cycle. It will improve your ability to plan and design, make and test, and finally to evaluate your work effectively.

You will learn how to use industry standard software to create websites, animation, videos as well as producing a digital solution that meets a project brief.

Method of Assessment

There are two facets to the assessment: four units of coursework and a practical examination.

- Unit 1 - Investigate interactive media production
- Unit 2 – Plan and prepare for an interactive media product
- Unit 3 – Development and production of an interactive media product
- Unit 4 - Present and promote an interactive media product

Pathways After Studying this subject

You will be prepared for our Information Technology offer in the Bilton 6th form where you can continue to develop key ICT skills which will help you in the future, either at university or in the workplace.

Training and Education

- Bilton 6th Form, where we currently offer BTEC Level 3 in Information Technology.
- Other colleges.
- Apprenticeship in ICT businesses.

Most businesses deal with ICT systems. This course will start you on a path towards working with these systems effectively.

Career options include:

- Website Developer
- Video Editor
- Social Media Manager
- Teacher
- Self-Employment
- Data Manager

Career Routes

Think about studying this course if...

- You are considering a career in the ICT industry.
- You enjoy using digital tools and want to become better at doing this.
- You are interested in making websites and animation.
- You have an interest in developing and presenting images.
- You enjoy the creative aspect of design and production.

French

Exam Board	AQA
Qualification	GCSE
More Information	Ms Mawee: Mawee.S@Stowevalley.com

Course Aims

- To develop the four key skills of speaking, writing, listening and reading in the target language.
- To enhance students' understanding of the differences between life in the UK and the French speaking world
- To provide students with the opportunity to discuss, debate and study written and spoken texts relating to issues affecting young people and contemporary society
- To develop a life-long enjoyment of language learning.

How and what you will learn

While practising the four key skills listed above you will study a variety of themes including:

Theme 1: Identity and culture. (Examples of subtopics: Me, my family and friends; Marriage/Partnership; Technology in everyday life; Social media; Mobile technology; Cinema and TV; Customs and festivals in French-speaking countries/communities).

Theme 2: Local, national, international and global areas of Interest (Examples of subtopics: My home; Healthy and unhealthy lifestyle; The environment; Poverty/homelessness; Travel and tourism).

Theme 3: Current and future study and employment. (Examples of subtopics: My studies, Life at school/college; Jobs, career choices and ambitions).

You will develop sound grammatical knowledge and will be fully prepared for the GCSE exams. You will also develop your confidence and abilities to use your language skills when visiting the target language country and will be well equipped to begin further language study at A level or in conjunction with vocational courses, or to start using your languages in the workplace.

Method of Assessment

Paper 1: Listening (25%). Examination: foundation tier (35 minutes) or higher tier (45 minutes).

Paper 2: Speaking (25%). Examination: foundation (7-9 minutes) or higher tier (10-12 minutes). The exam will be divided into 3 tasks: a role-play, a description of a photo and a general conversation.

Paper 3: Reading (25 %). Examination: foundation tier (45 minutes) or higher tier (1 hour).

Paper 4: Writing (25%). Examination: Foundation tier (1 hour) or higher tier (1 hour 15 minutes). The exam will consist of two writing tasks and a translation activity. (English into French).

Pathways After Studying this subject

Training and Education

- AS and A2 Levels in French
- Also useful to combine with Leisure and Tourism, and Business or Law courses

Career Routes

Skills in modern languages are much in demand by employers in all sectors. The development of the internet and global industry has meant that links with other countries are a normal part of day-to-day business and employees with language skills are in high demand.

Think about studying this course if...

- You love language learning and travel or want to work abroad.
- You want to be able to make the most of your holidays overseas.
- Enjoy communication and getting to know other people and cultures.

Spanish

Exam Board	AQA
Qualification	GCSE
More Information	Ms Mawee: Mawee.S@Stowevalley.com

Course Aims

- To develop the four key skills of speaking, writing, listening and reading in the target language.
- To enhance students' understanding of the differences between life in the UK and the Spanish speaking world.
- To provide students with the opportunity to discuss, debate and study written and spoken texts relating to issues affecting young people and contemporary society.
- To develop a life-long enjoyment of language learning.

How and what you will learn

While practising the four key skills listed above you will study a variety of themes including:

Theme 1: Identity and culture. (Examples of subtopics: Me, my family and friends; Marriage/Partnership; Technology in everyday life; Social media; Mobile technology; Cinema and TV; Customs and festivals in Spanish-speaking countries/communities).

Theme 2: Local, national, international and global areas of Interest (Examples of subtopics: My home; Healthy and unhealthy lifestyle; The environment; Poverty/homelessness; Travel and tourism).

Theme 3: Current and future study and employment. (Examples of subtopics: My studies, Life at school/college; Jobs, career choices and ambitions).

You will develop sound grammatical knowledge and will be fully prepared for the GCSE exams. You will also develop your confidence and abilities to use your language skills when visiting the target language country and will be well equipped to begin further language study at A level or in conjunction with vocational courses, or to start using your languages in the workplace.

Method of Assessment

Paper 1: Listening (25%). Examination: foundation tier (35 minutes) or higher tier (45 minutes).

Paper 2: Speaking (25%). Examination: foundation (7-9 minutes) or higher tier (10-12 minutes). The exam will be divided into 3 tasks: a role-play, a description of a photo and a general conversation.

Paper 3: Reading (25 %). Examination: foundation tier (45 minutes) or higher tier (1 hour).

Paper 4: Writing (25%). Examination: Foundation tier (1 hour) or higher tier (1 hour 15 minutes). The exam will consist of two writing tasks and a translation activity. (English into Spanish).

Pathways After Studying this subject

Training and Education

- AS and A2 Levels in Spanish
- Also useful to combine with Leisure and Tourism, and Business or Law courses

Career Routes

Skills in modern languages are much in demand by employers in **all** sectors. The development of the internet and global industry has meant that links with other countries are a normal part of day-to-day business and employees with language skills are in high demand.

Think about studying this course if...

- You love language learning and travel or want to work abroad.
- You want to be able to make the most of your holidays overseas.
- Enjoy communication and getting to know other people and cultures.

Engineering Design

Exam Board OCR (Cambridge Nationals)
Qualification Vocational Award
More Information Mr Hallett: Hallett.M@Stowevalley.com

Course Aims

Engineering design is a process used to identify market opportunities and solve problems which contribute to the development of new products and systems. This qualification is aimed at learners who wish to study the processes involved in designing new engineered products and the requirements of a design specification.

How and what you will learn

The Engineering Design course provides learners with the knowledge and understanding of the world of work and careers linked to Design and Technology. Through research and practical activities, learners will understand how market requirements and opportunities inform client briefs and will use practical skills such as drawing, computer modelling and model making to communicate design ideas.

OCR Cambridge National in Engineering Design consist of four units:

R105: Design briefs, design specifications and user requirements
R106: Product analysis and research
R107: Developing and presenting engineering designs
R108: 3D design realisation

Method of Assessment

R105: Written 1 hour paper – 60 marks
R106: Centre assessed tasks, OCR moderated – 60 marks (10–12 hours)
R107: Centre assessed tasks, OCR moderated – 60 marks (10–12 hours)
R108: Centre assessed tasks, OCR moderated – 60 marks (10–12 hours)

Pathways After Studying this subject

Training and Education

- (Level 3) GCE in Engineering Product
- (Level 3) Apprenticeships in Engineering and design Design

Career Routes

There is a vast number of further learning opportunities that this course can lead to and is a perfect stepping stone into many jobs and careers. This could be from the creative, manufacturing and/or engineering industries but as it is diverse in its nature it would be beneficial to many others too.

Hospitality and Catering

Exam Board	WJEC
Qualification	Vocational Award
More Information	Miss Cotterill: Cotterill.E@Stowevalley.com

Course Aims

The ability to plan, prepare and present food is an essential skill within the hospitality and catering industry. The WJEC Vocational Award in Hospitality and Catering equips learners with theoretical knowledge about the industry as well as enabling them to develop practical skills in planning, preparing and cooking a variety of dishes.

How and what you will learn

The Hospitality and catering course provides learners with the knowledge and understanding of the hospitality and catering industry. It Develops learners' ability to plan, prepare and cook dishes. The course equips learners with the practical skills required within the catering industry. Learners will complete tasks that mirror industry practice.

Unit 1: The Hospitality and Catering industry

You will:

- Learn about the hospitality and catering industry, the type of hospitality and catering providers and about working in the industry.
- Learn about health and safety, and food safety in hospitality and catering, as well as food related causes of ill health.

Unit 2: Hospitality and Catering in action

- Learn about the importance of nutrition and how cooking methods can impact on nutritional value.
- Learn how to plan nutritious menus as well as factors which effect menu planning. You will learn the skills and techniques needed to prepare, cook and present dishes as well as learning how to review you work effectively.

Method of Assessment

Unit 1: The Hospitality and Catering Industry (40% of overall grade)

External exam

Duration: 80 minutes

Number of marks: 80

Unit 2: Hospitality and Catering in Action (60% of overall grade)

Internal Controlled assessment totalling 12 hours in which you will plan and prepare a menu in response to a brief.

Pathways After Studying this subject

Training and Education

If you decide to further your qualifications in this area, you could open up a variety of choices by studying WJEC Food Science and Nutrition.

Career Routes

It could take you towards a number of careers, including those in the catering and hospitality fields – perhaps nutrition, hotel management, being a chef or working in the food manufacturing industry.

Art

Exam Board	AQA
Qualification	GCSE
More Information	Miss Tew: Elena.Tew@Biltonmail.com

Course Aims

- To develop creative and imaginative ways of producing art, and the practical skills for communicating and expressing ideas, feelings and meanings in art.
- To learn and investigate your analytical, experimental and interpretative capabilities, aesthetic understanding and critical skills in art.
- To understand a variety of art styles and artists and the cultures and contexts in which art has been produced, in order to allow these to influence your own work

How and what you will learn

Fine Art practice is defined as the need to explore an idea, convey and experience or respond to a theme or issue of personal significance.

Fine Art areas of study:

- Drawing
- Painting
- Sculpture
- Installation
- Lens/Light based media
- Photography and moving image
- Print making
- Mixed media
- Land art

You will work on 2 different projects, during which you will be expected to produce a sketchbook and a final piece of work showing your drawings, photographs, ideas and experimentation with different materials and processes. You will be expected to work independently, gathering your own research and allowing your work to develop in a personal and unique direction which communicates both practical skills and expresses feelings and meanings to the viewer. You will be expected to research Artists, both historical and contemporary, in order to develop your own opinion and personal style. You will have to do work at home and you will use your own time to gather resources and take photographs. After school sessions are an important part of the course.

Written Annotation:

When addressing the requirements of AO3 - Recording ideas, observations and insights relevant to intentions as work progresses, you must record your ideas, observations and insights both visually and through written annotation using appropriate specialist vocabulary, as work progresses. Annotation must be explicitly evidenced in both Component 1 (portfolio) and Component 2 (controlled assessment).

Method of Assessment

Portfolio (60%) – Your portfolio consists of 2 projects. For each project you produce a sketchbook showing your research, drawings, ideas and experiments and you will produce one final artwork for each project.

Controlled assessment (40%) --- This will be a formal examination of 10 hours. You will be asked to respond to a theme set by the examinations board and you will have limited preparation time of 6 weeks. As with your portfolio projects, you will produce a sketchbook and a final artwork based on the investigations and experimentation work produced in your sketchbook.

Pathways After Studying this subject

Training and Education

AQA AS or A Level Full course in: Fine Art, including; painting, drawing, new media, photography, 3d work and sculpture.
AQA Photography, including technical aspects of photography, printing, mixed media, montage, Photoshop and image manipulation.

Career Routes

Art is a useful qualification for any job that requires analytical and communication skills, an appreciation of a range of cultures and diversity, information and research and visual presentation. Those careers which require you to be creative; marketing, PR, architecture will draw on skills developed in art as well as working in areas such as museums and galleries, theatre design, animation, graphics and illustration.

Photography

Exam Board	AQA
Qualification	GCSE
More Information	Miss Tew: Tew.E@Stowevalley.com

Course Aims

- To develop creative and technically accurate photographs, experiment with new media and develop the practical skills for communicating and expressing ideas, feelings and meanings through photography.
- To learn investigative, analytical, experimental and interpretative capabilities, aesthetic understanding and critical skills in photography.
- To understand a variety of photographic styles and artists/photographers and the cultures and contexts in which photography has been produced, in order to allow these to influence your own work.

How and what you will learn

Overview of activities: Technical Book, Alphabet and Composition Challenge, Extended project – learning how to use a camera – digital and film-based photography (Darkroom – coming soon!), Critical understanding of photographic images, Photoshop and development of technique/experimentation/ideas.

Component 1: Portfolio

Must include:

- Evidence of; digital photography, film-based photography, film or video.
- Critical understanding of photographic images including genre, meaning, purpose and context including the work of others.
- Evidence of technique and skilful use of equipment.
- Use of photography to develop ideas through sustained and personal investigations.
- Demonstrate the ability to move beyond the traditional flat print.
- Manipulation of image through computer software.
- Work developed in response to an idea, issue, concept or theme.
- Conveying feeling and meaning through the use of visual language.
- Extending your personal understanding of techniques and processes.
- Developing understanding of the formal elements and technical skill in photography.

Externally set assignment / 10 hour exam

- Question set by AQA
- Preliminary studies and a final piece developed from a chosen theme.
- Controlled test of ten hours

When addressing the requirements of the new specification, you must record your ideas, observations and insights both visually and through written annotation using appropriate specialist vocabulary, as work progresses. Annotation must be explicitly evidenced in both Component 1 (Portfolio) and Component 2 (Externally set assignment).

You must provide evidence of drawing activity in both your portfolio submission and externally set assignment. Drawing activity can take different forms depending on intention. With regards to Photography, it can take different forms e.g. sketches to plan the composition of a photograph, sketches to experiment with moving the light source, storyboards, photograms, drawing with light, scratching on to photographic negatives or using a software programme to draw over the top of a digital image.

Homework overview: Homework will be set on a weekly basis linking to your portfolio themes/projects and will involve elements of practical and written work. Working at home is a key aspect of the course and many of your photographs will be taken outside of school. After school sessions are also an important part of the course.

Method of Assessment

Portfolio (60%) – Your portfolio consists of 3 projects. For each project you produce a sketchbook showing your research, photographs, drawings, written analysis, ideas and experiments and you will produce a series of final pieces for each project.

Controlled assessment (40%) - This will be a formal examination of 10 hours. You will be asked to respond to a theme set by the examinations board and you will have limited preparation time of approximately 6 weeks. As with your portfolio projects, you will produce a sketchbook and a series of final pieces based on the investigations and experimentation work produced in your sketchbook.

Pathways After Studying this subject

Training and Education

GCSE in:

- Fashion/Textiles
- Art
- 3D and Sculpture
- Graphic Communication
- AS and A Levels in:
- Photography
- Textiles
- 3 D & sculpture
- Graphic Design

Career Routes

Photography is a useful qualification for any job that requires analytical and communication skills, an appreciation of a range of cultures and diversity, information and research and visual presentation. Those careers which require you to be creative; marketing, PR, will draw on skills developed in photography as well as working in areas such as museums and galleries, animation, sports, wedding or forensic photography.

Think about studying this course if...

- You want to study a subject that is both practical and creative; you are passionate about contemporary issues and want to communicate these to people in a visual way.
- You enjoy trying new things, experimenting with techniques creatively and technically and learning new processes.
- You are passionate about art/photography and want to show your ideas in a visual way.

Drama

Exam Board	AQA
Qualification	GCSE
More Information	Mrs Hopkins: Hopkns.C@Stowevalley.com

Course Aims

The GCSE Drama course aims to:

- apply knowledge and understanding when making, performing and responding to drama
- explore performance texts, understanding their social, cultural and historical context including the theatrical conventions of the period in which they were created
- develop a range of theatrical skills and apply them to create performance
- develop as creative, effective, independent and reflective students who are able to make informed choices in process and performance whilst working collaboratively with others to create theatre
- reflect on and evaluate their own work and that of others
- develop an awareness and understanding of the roles and processes undertaken in contemporary professional theatre practice.

Transferable skills

Students learn to collaborate with others, think analytically and evaluate effectively. They gain the confidence to pursue their own ideas, reflect and refine their efforts. Whatever the future holds, students of GCSE Drama emerge with a toolkit of transferable skills, applicable both in further studies and in the workplace.

To have greatest success in this subject, pupils need to have a passion for the subject and performance as well as an ability to work collaboratively with all members of their class.

Clear progression to AS and A-level

This specification ensures continuity for students progressing from GCSE Drama to AS and A-level Drama and Theatre. Students who go on to AS or A-level are already familiar with studying whole set texts for the written papers. They have built solid foundations in reviewing a live theatre production and in interpreting key extracts. All of these aspects feature in the AS and A-level as well as the GCSE.

How and what you will learn

Our GCSE Drama offers students the opportunity to explore drama as a practical art form in which ideas and meaning are communicated to an audience through choices of form, style and convention.

Students will create, perform and respond to drama informed by their theoretical knowledge of drama and theatre.

Assessment Content

The subject content for GCSE Drama is divided into three components:

- Understanding drama – Written Assessment – 40% of the GCSE
- Devising drama – Written and Practical Assessment – 40% of the GCSE (30% written, 10% practical)
- Texts in practice – Practical Assessment – 20% of the GCSE

For the practical units, students choose to work as performers or designers (design students may choose lighting, sound, set, costume or puppets). The written exam allows them to explore each of these areas in practical exploration and in written form.

Think about studying this course if...

The course is not simply designed just to promote those who desire a career in the Performing Arts. All careers will require students to have skills that Drama develops in young people; communication, teamwork and confidence. GCSE Drama offers pupils the opportunity to explore their creativity. It also enables the student to become reflective learners with appropriate analytical and critical thinking skills.

Music

Exam Board	Pearson
Qualification	BTEC First Award in Music
More Information	Mr Gordon: Gordon.J@Stowevalley.com

Course Aims

The Pearson BTEC Level 1/Level 2 Tech Award in Music Practice is ideal for you if you would like to find out more about the music industry. This course offers a practical introduction to life and work in the music industry.

How and what you will learn

This course will give you the opportunity to develop knowledge and technical skills in a practical learning environment. You will develop key skills, ranging from rehearsing to experimenting with technology, equipment and instruments.

You will also develop an understanding of the music industry. Everyone taking this qualification will study three components, covering the following content areas:

- **Exploring Music Products and Styles** - exploration of the techniques used in the creation of different musical products and investigation of the key features of different musical styles and genres.
- **Music Skills Development** - development of two musical disciplines through engagement in practical tasks, while documenting their progress and planning for further improvement.
- **Responding to a Music Brief** - developing and presenting music in response to a given music brief.

Pathways After Studying this subject

Training and Education

- BTEC Level 3 Diploma in Music
- AS and A2 Levels in Music
- BTEC courses in Performing Arts

Career Routes

Music is useful for any job that requires you to work as part of a team. It is particularly useful for careers that involve working with children. The BTEC course provides training and insight for jobs within the music industry and is designed to provide a qualification that prepares you for employment within the industry.

Business and Enterprise

Exam Board	NCFE
Qualification	Level 2 Technical Award in Business and Enterprise
More Information	Mr Pinnegar: Pinnegar.S@Stowevalley.com

Course Aims

The course aims:

- To introduce students to the concept of setting up and operating a business.
- To understand how and why businesses grow

This course in Business not only introduces business theory, concepts and techniques, but also gives students the opportunity to experience how these tools are used in practice. Students gain the knowledge, transferable skills and tools to enhance their employability when they leave education, contributing to their personal development and future economic well-being.

How and what you will learn

This course is for students who want an introduction to Business and Enterprise that includes a hands-on element, aiming to enthuse and inspire learners about a career in Business and Enterprise. This will appeal to learners who wish to either set up their own business, move into employment or progress onto further study and will introduce students to the skills and experience essential for success in the world of work.

The main topics of study are:

- Finance – using budgets, improving cash flow and profits.
- People – recruitment, selection, training and motivation.
- Operations Management – operational decisions, quality, customer service, suppliers, technology.
- Marketing – designing and using an effective marketing mix including advertising and promotions, adapting to changes in market conditions and competitiveness.

What will pupils learn:

Pupils will gain a broad understanding of Business and Enterprise including the following:

- entrepreneurial characteristics and business aims and objectives
- legal structures, organisational structures and stakeholder engagement
- the marketing mix, market research, market types and orientation types
- internal and external influences on business
- research, resource planning and growth for business
- human resource requirements for a business start-up
- sources of enterprise funding and business finance
- business and enterprise planning

Method of Assessment

To be awarded the NCFE Level 2 Technical Award in Business and Enterprise, students are required to successfully complete two mandatory units;

Unit 01 Introduction to Business and Enterprise - 40% Weighting Externally Assessed: Written Examination (externally marked)

This unit is externally assessed through a written examination and carries 40% of the marks for the course. The exam will feature questions on entrepreneurship and business ownership, marketing, business operations, and both internal and external influences on businesses.

Unit Grades: NYA, L1P, L1M, L1D, L2P, L2M, L2D

Unit 02 Understanding Resources for Business and Enterprise Planning -60% Weighting Internally Assessed: Synoptic Project (externally quality assured)

This unit is internally assessed through an individual project where students are required to develop and plan their own business idea. This project carries 60% of the marks for the course and covers how businesses plan for growth and development, human resource requirements, sources of finance and how to produce a business plan.

Unit Grades: NYA, L1P, L1M, L1D, L2P, L2M, L2D

The course will be divided into a number of topics that you will be assessed on including business start-ups, external influences, finance, marketing, human resources and operations.

You will gain skills including application to real life companies, quantitative skills linking to revenue and profit amongst others and the interpretation of financial accounts and market research.

Pathways After Studying this subject

Training and Education

- A Level Business Studies
- A Level Economics
- BTEC Business
- University courses in Economics and Business.

Career Routes

- The Next Apprentice
- Owning your own Business
- Accountancy
- Solicitor
- Marketing/HR/Business Development or Management

Health and Social Care

Exam Board	Pearson
Qualification	Technical Award in Health and Social Care
More Information	Mr Crumbie: Crumbie.J@StoweValley.com

Course Aims

Designed specifically for schools, BTEC Technical Awards are brand new Level 1 and Level 2 qualifications, complementing GCSEs and providing a first glimpse into a professional sector, these qualifications assess learners through assignments and task rather than traditional exams. This qualification provides learners with a taste of what the Health and Social Care sector is like, enabling them to make informed choices about their future career.

How and what you will learn

Around 3 million people work in health and social care. Health care roles include doctors, pharmacist, nurses, midwives and healthcare assistants, while social care roles include care assistants, occupational therapists, counsellors and administrators. Together, they account for nearly one in ten of all paid jobs in the UK. Demand for both health and social care is likely to rise, so they will continue to play a key role in UK society and the demand for people to carry out these vital roles will increase.

Complementing GCSEs and providing a first glimpse into a profession sector, these qualifications assess learners through assignments and tasks rather than traditional exams. There are also strong opportunities for post 16 progression in this important sector.

Method of Assessment

Component One – Human lifespan Development (30% - Internally Assessed)

Learners will investigate how, in real situations, human development is affected by different factors and that people deal differently with life events.

Component Two – Health and Social Care Services and Values (30% - Internally Assessed)

Learners study and explore practically, health and social care services and how they meet the needs of real service users. They also develop skills in applying care values.

Component Three – Health and Wellbeing (40% - Externally Assessed)

Learners will study the factors that affect health and wellbeing, learning about physiological and lifestyle indicators, and how to design a health and wellbeing improvement plan.

Research methods will be integrated into both papers.

Pathways After Studying this subject

Training and Education

If you decide to further your qualifications in this area, a variety of choices will be open to you from Level 3 BTEC in Health and Social Care or studying A-Levels in Social Sciences

Career Routes

- Nursing
- Social Work
- Occupational Therapist
- Health Care Assistant
- Doctor
- Physiotherapist
- Childcare Assistant
- Counsellor
- Teacher

Think about studying this course if...

- You want to understand the different factors that can affect human development.
- You want to understand the different roles of health care providers.
- You would like the opportunity to learn the factors surrounding health and wellbeing.
- You enjoy using real life examples and applying information to that.
- Consider Health and Social Care if you have an interest in a career with research based careers, social work and the "caring professions".

Health and Fitness

Exam Board NCFE
Qualification Certificate in Health and Fitness
More Information Mr Clarke : Clarke.C@Stowevalley.com

Course Aims

- Learners will develop their knowledge and understanding of the structure and function of key body systems.
- Learners will know and understand the short and long term effects that health and fitness activities can have on the body.
- Learners will know and understand the components of fitness and the principles of training.
- Learners will know and understand the impact of lifestyle on health and fitness and be able to apply health and fitness analyses to set goals.
- Learners will know and understand how to test and develop components of fitness.
- Learners will know and understand how to structure a health and fitness programme and how to prepare safely for health and fitness activities.

How and what you will learn

Unit 01 Introduction to body systems and principles of training in health and fitness

Unit 02 Preparing and planning for health and fitness

Learning takes place in a variety of ways. Students will work independently and as part of a group at times. There is a strong theme throughout the course which links sports performance to areas delivered within the components on offer. This is taught in a number of ways ranging from a diverse number of resources, video clips/evidence, and a variety of teaching strategies used to enhance knowledge and progress in an engaging and exciting way.

Method of Assessment

Component 1: Introduction to body systems and principles of training in health and fitness – Written examinations (40% weighting). Exam to be taken Spring of Year 10.

Component 2: Preparing and planning for health and fitness – Synoptic Project (60% weighting). The topic for the project is released in the Winter of Year 11.

Pathways After Studying this subject

Training and Education

- A Level in Physical Education
- BTEC Sport Level 3
- Level 3 Technical Level in Sport & Physical Activity
- Apprenticeships in occupations within the Health & Fitness sectors

Career Routes

PE teacher, sports coach, military, police, physiotherapy, sports manager. This subject provides a good base for any student who is interested in a career in the theoretical element of sport, as well as the performance side.

Think about studying this course if...

- You enjoy learning about sport.
- You are interested in designing and / or following fitness training programmes to improve performance in sport.
- You are interested in how your body reacts to physical exercise.

Physical Education

Exam Board OCR
Qualification GCSE PE
More Information Miss Plackett : Plackett.M@Stowevalley.com

Course Aims

Studying GCSE (9–1) PE opens students' eyes to the amazing world of sports performance. Not only do they have the chance to perform in three different sports through the Non Exam Assessment component, they can also develop wide-ranging knowledge into the how and why of physical activity and sport. The combination of physical performance and academic challenge provides an exciting opportunity for your students. They can perform, and then through the academic study learn how to improve their performance through application of the theory.

How and what you will learn

Unit 01 Physical factors affecting performance

Students explore how parts of the human body function during physical activity and the physiological adaptations that can occur due to diet and training. They also develop skills in data analysis, and an understanding of the principles of training, why we train in different ways and how training plans can be made to optimise results.

There are two topics:

- Applied anatomy and physiology
- Physical training.

Unit 02 Socio-cultural issues and sports psychology

Students develop their knowledge of the social-cultural and psychological influences on levels of participation in sport, and also how sport impacts on society more broadly. This includes the individual benefits to health, fitness and well-being of participating in physical activity, as well as the influences of commercialisation, sponsorship and the media.

There are three topics:

- Socio-cultural influences
- Sports psychology
- Health, fitness and well-being.

Unit 03 Performance in physical education

Students are assessed in performing three practical activities and one performance analysis task. In the practical performance, they demonstrate effective performance, the use of tactics or techniques and the ability to observe the rules and conventions under applied conditions. They are also required to demonstrate their ability to analyse and evaluate their own performance to produce an action plan for improvement.

Method of Assessment

Unit 01 Physical factors affecting performance 30%

1 hour external exam worth 60 marks.

Unit 02 Socio-cultural issues and sports psychology 30%

1 hour external exam worth 60 marks.

Unit 03 Performance in Physical Education 40%

Three practical activities (one team sport, one individual sport, one either team or individual sport)
Written performance analysis task.

Pathways After Studying this subject

Training and Education

- A Level in Physical Education
- BTEC Sport Level 3
- Level 3 Technical Level in Sport & Physical Activity
- Apprenticeships in occupations within the Health & Fitness sectors

Career Routes

PE teacher, sports coach, military, police, physiotherapy, sports manager. This subject provides a good base for any student who is interested in a career in the theoretical element of sport, as well as the performance side

Think about studying this course if...

- You enjoy learning about sport.
- You play sport outside of school.
- You are interested in a wide aspect of theoretical knowledge surrounding sport.