



  
South Wirral  
High School

# YEAR 9 OPTIONS

2025

Dear Parents / Carers,

This handbook has been designed to help you to support your child in making informed decisions about their future learning in Key Stage 4. It contains important information about all the forms of qualifications currently available at South Wirral High School. We offer a broad and balanced curriculum, with flexibility for wide choices. Choices made now may influence future career pathways, so it is vital that all options are considered carefully. The curriculum we offer is a carefully judged programme of courses that will enable your child to maximise the choices available to them. We strive to offer courses which are relevant to the modern world and which students will be successful in.

The guided choices process consists of the following key elements:

**Wednesday 22nd January Year 9 Assembly to introduce the options process**

**Wednesday 22nd January Link sent to parents/carers with a registration of interests form which must be completed to support with the creation of the final option blocks.**

**Friday 7th February Deadline for submission of registration of interests form to aid in the creation of option blocks.**

**w/c 10th February Final Options Blocks form will be distributed to parents/students in electronic form.**

**Friday 28th February Deadline for return of options form.**

Our aim is to give your child flexibility and choice to support their individual needs and aspirations. The outline of courses available in this handbook is provisional. The school may change the offer before registration of interest forms are sent out, or once final option blocks are confirmed. Final course details will, inevitably, be dependent upon sufficient numbers of learners opting for a particular course. However, everything possible will be done to enable students to follow their first choice subjects, provided we feel it is suited to their ability and aptitude.

This handbook provides syllabus details about each course. Should you require any further assistance, we are more than happy to help. Should you wish to receive further advice and guidance, please contact your HoY/AHoY, or email [guidedchoices@southwirral.wirral.sch.uk](mailto:guidedchoices@southwirral.wirral.sch.uk) and a member of the school team will reply.

Yours sincerely,

Mr M Cloherty  
Headteacher

# GUIDED CHOICES 2025

This is an exciting and important time for Year 9 students. It is the first time that they and their parent/carers can make decisions about what they study. There are many different types of courses available at Key Stage 4, some that students have not studied before.

Throughout Key Stage Three (Years 7-9), the school has aimed to provide all students with a balanced education, developing their knowledge, skills and understanding across a broad curriculum. As students move into Year 10, it is necessary to reduce the number of subjects slightly to ensure adequate preparation for those vital examinations. However, balance and breadth remain important and the curriculum for Years 10 and 11 has two distinct parts to ensure that students have some freedom of choice within a carefully structured programme.

1. Compulsory Subjects: These subjects will be followed by our students: English(Language and Literature); Mathematics; Science; Core PE, and Ethics and Philosophy (core PE and EP are not examined, but remain a vital part of health and character education).

2. Entitlement Subjects: In addition to the compulsory subjects, students will select 4 further subjects. Detailed notes for guidance are given later in this booklet.

In Year 10 pupils are expected to choose to study (at least) one of the following subjects from their four choices:

French  
Geography  
History  
Separate Science  
Computing

The overriding advice is that all students should retain a wide range of subjects and not limit their opportunities at 16 and having at least one of the above ebacc subjects as part of their compulsory choice ensures a strong foundation which improves their ability to study a broad range of subjects once they complete GCSEs and move into Post 16 educations

The other 3 subjects that students select are dependent on what they may wish to study in the future and what their career pathways may be. Often students do not have any ideas at this stage which is why we encourage a broad curriculum to keep post-16 pathways open. Students are guided to make choices with advice from experts in school who know them well, such as their form tutors, their Head of Year and subject teachers, together with senior teachers with responsibility for careers.

# GCSES

In September 2017, changes were made by the government to how GCSEs were graded. For parents/ carers who went through the previous grading system, the following information may be useful:

Exams are now graded from 9 (high) to 1 (low) instead of from A\* to G

A grade 7 will be equivalent to an A on an “old” GCSE

A grade 4 will be equivalent to a C on an “old GCSE”

All students have to take courses in English Language and English Literature

Assessment will be by examination at the end of the two year course

Vocational subjects are graded as follows:

Grade	L2D*	L2D	L2M	L2P	L1D	L1M	L1P	U	X
GCSE Equivalent	8.5	7	5.5	4	3	2	1.25	0	0

D - Distinction

M - Merit

P - Pass

## THE “EBACC”

The Department for Education refers to students who obtain “good” GCSEs in the below as qualifying for the “English Baccalaureate” (EBacc).

English, Mathematics, the Sciences, French and one of the following subjects: History. Geography & Computer Science

To qualify, a student must attain grade 4 or above in English AND Mathematics AND a Science AND a Humanity AND a Language.

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# VOCATIONAL QUALIFICATIONS

## BTEC - GENERAL INFORMATION

### BTEC

GCSEs and A levels need not be the only education route that leads to Further or Higher Education or a successful career. A BTEC course offers applied learning related to work which may be best for your child's learning and development.

### WHAT IS A BTEC TECH AWARD?

The BTEC Tech Award suite is an introduction to vocational learning. The qualifications give learners the opportunity to build applied knowledge and skills that show an aptitude for further learning, both in the sector and more widely. The approach to the suite is based on well-established BTEC assessment approaches that are proven to be successful in building applied knowledge and skills and motivating learners to engage fully with challenging study. There are many progression options as the skills acquired are applicable to a range of post-16 study options.

### HOW ARE BTEC TECH AWARDS ASSESSED?

Students complete three different components.

#### Internal:

Two of these components are internally assessed and externally moderated. Each internal component is worth 30% of the overall grade. The internal assessments take place over a number of supervised sessions with students completing set tasks. Students have the opportunity to complete these assessments in either the October release for December/January moderation or February release for May/June moderation. These are set by Pearson, and students have one opportunity to re-sit the internal assessment if they are not happy with their grade.

#### External:

Final component is an external synoptic exam which is externally marked. This is worth 40% of the overall grade. Students will sit the exam in the summer of Year 11.

# OCR CAMBRIDGE NATIONALS

OCR Nationals are about developing behaviours and attributes to progress and succeed in the future and offers students alternative pathways to support their future study and career choices. Cambridge Nationals are designed to meet the needs of students from 14-16 yrs and offer an alternative to an equivalent GCSE or BTEC. They are designed to complement GCSES by providing students with access to broad vocational sectors. As you might expect from vocational qualifications, as well as an exam, students also complete practical tasks as part of the assessment. Assessment opportunities are available across the course.

Cambridge Nationals have clear progression routes to A levels, Apprenticeships or further advanced vocational qualifications at Level 3, such as our Cambridge Technicals. The qualifications are graded from level 1 to level 2; level 1 is comparable to GCSE grades 1-3 (or D-G) and level 2 GCSE grades 4-9 (or A\*-C).

OCR Cambridge Nationals in Sport consists of 40% external exam and 60% coursework. 20% of the coursework is completed and submitted and Year 10. This allows students to demonstrate their skills in real-life contexts, as well as develop other essential transferable skills – vital for later study and employment. The assessment process recognises students' strengths. Good performance in some units will compensate for weaker performance in others. There is no requirement to obtain a particular grade in the external assessments to pass overall. Our OCR Cambridge National in Sports Science provide an excellent foundation for progression to Cambridge Technicals and other Level 3 vocational qualifications as well as A Levels and apprenticeships. In SWHS Sixth Form students then follow the Level 3 Sport Cambridge Technicals.

# GCSE ENGLISH LANGUAGE AND LITERATURE

Students in year 10 and 11 will follow the GCSE course created by the board AQA. All students will follow both the English Language and English Literature courses which complement each other. This will enable them to study a variety of texts, both fiction and non-fiction, from different centuries. The course also offers opportunities for students to write in a diverse range of styles: descriptive or narrative and point of view writing.

All assessments will be completed in examinations at the end of year 11.

## ENGLISH LANGUAGE ASSESSMENTS

### Paper 1 - Explorations in Creative Reading and Writing

<b>Section A: Reading</b> <ul style="list-style-type: none"><li>• One unseen Literature fiction text.</li><li>• Students will answer 4 questions about the single text.</li></ul>	<b>Section B: Writing</b> <ul style="list-style-type: none"><li>• Descriptive or narrative writing.</li><li>• Students will write one extended piece that will be marked for content and accuracy.</li></ul>
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### Paper 2 – Writers’ Viewpoints and Perspectives/Modern Texts and Poetry

<b>Section A: Reading</b> <ul style="list-style-type: none"><li>• One non-fiction text and one literary non-fiction text.</li><li>• Students will answer 4 questions about the 2 texts, which will be linked.</li></ul>	<b>Section B: Writing</b> <ul style="list-style-type: none"><li>• Writing to present a viewpoint Students will write one extended piece that will be marked for content and accuracy.</li></ul>
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## ENGLISH LITERATURE ASSESSMENTS

### Paper 1 – Shakespeare and the 19th Century Novel

<b>Section A: Shakespeare</b> <ul style="list-style-type: none"><li>• Students will answer 1 question about 1 Shakespeare play. They will be required to write in detail about an extract from the play and then to write about the play as a whole.</li></ul>	<b>Section B: The 19th Century novel</b> <ul style="list-style-type: none"><li>• Students will answer 1 question about a novel. They will be required to write in detail about an extract from the novel and then to write about the novel as a whole.</li></ul>
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### Paper 2 – Modern Texts and Poetry

<b>Section A: Modern Texts</b> <ul style="list-style-type: none"><li>• Students will answer one essay question from a choice of two on their studied modern prose or drama text.</li></ul>	<b>Section B: Poetry</b> <ul style="list-style-type: none"><li>• Students will answer one comparative question on one named poem printed on the paper and one other poem chosen from their chosen anthology cluster.</li></ul>	<b>Section C: Unseen Poetry</b> <ul style="list-style-type: none"><li>• Students will answer one question on one unseen poem and one question comparing this poem with a second, unseen, poem.</li></ul>
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## Why study Mathematics?

GCSE Mathematics is a qualification that is recognised by all employers and is often needed for entry to further or higher education, so it is a compulsory subject to study. Mathematics requires logical thinking, problem solving, practical application and analytical skills that are used in everyday life and a wide variety of careers.

## You will study:

Number

Algebra

Ratio, proportion and rates of change

Geometry and measures

Probability

Statistics

## You will learn the following skills:

Numeracy

Logical thinking

Problem-solving techniques

How to work independently

## ASSESSMENT

This is a linear GCSE course and assessment via 3 exams in June of year 11. There is a choice of two levels of entry: Foundation and Higher. The grades available range from 1 to 5 at Foundation level and 4 to 9 at Higher level.

The new GCSE content focuses on the demands of the modern world and is designed to appeal to all levels of ability. In addition, the content of the course at Higher level is such that students are well equipped to study mathematics at AS and A level.

## Scientific Calculators

Scientific calculators are essential for this course. Each student is expected to provide their own. They are available from school at £7.00.

# SCIENCE OPTIONS

Science  
2025 - 2027

Foundation & Higher Options  
AQA Trilogy  
'Combined Science'  
(9-9 to 1-1)

Foundation & Higher Options  
AQA  
'Triple Science'  
(9-1 for each)

2 GCSEs with linked grades:  
Combined Science

6 exam papers - 1 hour 15 mins each  
33% of grade each

2 x Biology  
2 x Chemistry  
2 x Physics

All students who do not select 'Triple Science' will follow this route.

3 separate GCSEs:  
Biology, Chemistry, Physics

6 exam papers - 1 hour 45 mins each  
50% of 1 GCSE each

2 x Biology  
2 x Chemistry  
2 x Physics

Covers the same core content as Combined Science plus some additional topics

Perfect option for students with an interest in Science.

## All exam papers:

• Multiple Choice • Structured Questions • Extended Writing Questions

## Science Careers

The list is endless - "The World is your Oyster".

*Medicine, Dentistry, Nursing, Physiotherapy, Engineering, Laboratory Work, Forensic Science, Electrician, Plumber, Quantity Surveyor, Teacher, Chemical Engineer, Optician, Pharmacist, Architect, Radiologist, Psychologist and so on.*

# GCSE ART & DESIGN - FINE ART

You should choose Art and Design if you;

- Are creative, imaginative and like to express yourself through the visual arts.
- Enjoy experimenting with different materials such as working in sketchbooks, painting on canvases, printmaking, sculpture and photography.
- Like researching a wide range of artists, designers and art movements.
- Enjoyed Art at key stage 3.
- Envisage a career in the creative industries e.g. filmmaker, graphic designer, artist, education.

## The GCSE Structure

The GCSE is divided into two parts:

**Portfolio** - accounts for 60% of the final grade.

**Examination Project** - represents the remaining 40%

Students cannot achieve a grade without completing both of the above areas.

## Career Options

Fine Artist, Illustrator, Photographer, Animator, Graphic Designer, Arts administrator in Gallery or Museum Context, Fashion Designer, Theatre/TV/Film Set, Prop or Costume Designer, Print Maker, Teacher/University lecturer.



## Why choose GCSE Business?

The course is an excellent introduction into the world of business. It is designed to give students a sound understanding of both small start-ups and larger businesses in the context of both UK and international markets. There are five topic areas covering: Business Activity and Influences on Business, People in Business, Business Finance, Marketing and Business Operations.

## Course Structure

The course is assessed by two written papers.

Paper 1 (1 hour 45 minutes) Investigating Small Businesses, consists of four questions requiring a mixture of multiple choice answers, short answers (1-6 marks) and extended responses (9-12 marks). This paper is worth 50% of the total marks.

Paper 2 (1 hour 45 minutes) Building a Business, consists of four questions requiring a mixture of multiple choice answers, short answers (1-6 marks) and extended responses (9-12 marks). This paper is worth 50% of the total marks.

## Content

Paper 1:

You will be introduced to local and national business contexts and will develop an understanding of how these contexts impact business behaviour and decisions. Concentrating on small businesses or those operating in a single UK location. You will develop an understanding of the interdependent nature of business activity through interactions between business operations, finance, marketing and human resources, as well as the relationship between the business and the environment in which it operates.

Paper 2:

Focuses on the key business concepts, issues and decisions used to grow a business, with emphasis on aspects of marketing, operations, finance and human resources. You will consider the impact of the wider world on the decisions a business makes as it grows. In this paper, you will be introduced to national and global business contexts and will develop an understanding of how these contexts impact business behaviour and decisions.

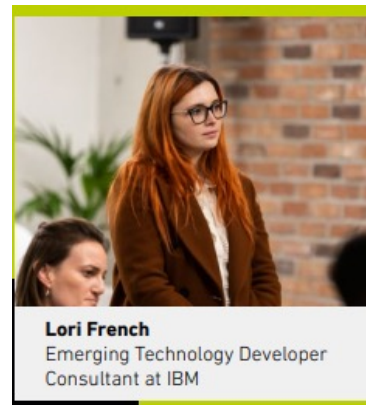
## Progression

This qualification is a great start to an academic or vocational route post 16. It is the perfect opportunity to gain valuable experience before joining our popular Level 3 course in Business in our sixth form or preparing yourself for future employment. Careers are varied but some examples are general management, product management, self employment, marketing, business advisor, university, economist and many more!

# GCSE COMPUTER SCIENCE

We live in a digital, computerised, programmable world. Almost everything we use today, from phones, TV's even kettles are all rooted in Computer Science (Computing).

GCSE Computer Science is a course that has real relevance in our modern world. This course gives you an in-depth knowledge and understanding of the main principles of problem solving using computers. You will apply your understanding and computational thinking to develop computer- based solutions to real-world problems using algorithms and a programming language.



Computing is a different subject to ICT. ICT is a skills based course, which focus' on how to use technology and computer programs (Spreadsheets, Word Processing etc...). In Computing, pupils will learn not just to use computer programs, but will learn how to create them.

You will:

- Develop in-depth understanding of how computer technology works, and will also develop critical thinking, analysis and problem solving skills.
- Learn within the range of realistic context based around the major themes within the specification of web, mobile, gaming and more traditional coding systems.
- Acquire and apply your knowledge, technical skills and an understanding of the use of algorithms in computer programs to solve problems using programming.
- Develop the skills to work collaboratively.

The course is assessed with 2 external examinations, both equally weighted and which consist of:

## Component 01: Computer systems

Introduces students to the central processing unit (CPU), computer memory and storage, Data representation, wired and wireless networks, network topologies, system security and system software. It also looks at ethical, legal, cultural and environmental concerns associated with computer science.

## Component 02: Computational thinking, algorithms and programming

Students apply knowledge and understanding gained in component 01. You will develop skills and understanding in computational thinking: algorithms, programming techniques, producing robust programs, computational logic and translators.

**“Most jobs in the future will be based around computers, so I think it would help to learn computer science so you have an advantages when looking for jobs/apprenticeships” - Isabelle (year 10)**

**“Computer science is a valued qualification, which has given me more opportunities after school” - Jessica (year 10)**

For more information on why to study Computer Science, scan the QR code.



# CAMBRIDGE NATIONALS CREATIVE iMEDIA

The Cambridge National in Creative iMedia equips students with the wide range of knowledge and skills needed to work in the creative digital media sector:

This subject will enable learners to understand pre-production skills used in the creative and digital media sector. It will develop their understanding of the client brief, time frames, deadlines and preparation techniques that form part of the planning and creation process.

Planning is an essential part of working in the creative and digital media sector. This course will enable learners to acquire the underpinning knowledge and skills needed to create digital media products and gain an understanding of their application.

On completion of this course, learners will understand the purpose and uses of a range of pre-production techniques. They will be able to plan pre-production of a creative digital media product to a client brief, and will understand how to review pre-production documents.

## How will I be assessed?

You will study 2 mandatory units and choose 1 optional unit. The two mandatory units are:

### **Creative iMedia in the media industry (Exam)**

This is assessed by taking an exam. In this unit you will learn about the media industry, digital media products, how they are planned, and the media codes which are used to convey meaning, create impact and engage audiences.

Topics include:

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

### **Visual identity and digital graphics (NEA)**

This is assessed by completing a set assignment. In this unit you will learn how to develop visual identities for clients and use the concepts of graphic design to create original digital graphics to engage target audiences.

Topics include:

- o Develop visual identity
- o Plan digital graphics for products
- o Create visual identity and digital graphics

### **Interactive digital media (NEA)**

This is assessed by completing a set assignment. In this unit you will learn how to plan, create and review interactive digital media products.

Topics include:

- o Plan interactive digital media
- o Create interactive digital media
- o Review interactive digital media

## What will my child gain from Creative iMedia?

Students will gain a variety of skills including video, audio and image editing and pre/post production. The fundamental ICT principles of computer systems, software and networking will also form part of their knowledge base.

On completion of the course, students will have a rounded understanding of all of the major components that make up the modern ICT world. Alongside this, learners will also fine tune their skills in literacy, numeracy and written communications, as well as verbal presentations skills. You should choose this course if you enjoy creative problem-solving and practical, hands-on work making your ideas come to life. There is a thriving design and manufacturing industry in the UK with British design at the forefront of global innovation. Your ideas might change the world!

## Careers this subject could lead to:

Students who study Creative iMedia could work in TV and radio, on stage or behind the scenes. You could produce books, magazines and websites. You could create art and other objects. Competition is fierce. Many people start out working for free to get the experience that employers are looking for. If you are creative or artistic, enjoy performing, producing things, writing or designing, a career in creative and media could be for you. Talent is important if you want to work in this area, but hard work is essential.

# GCSE DANCE

The Dance GCSE is 60% live performance and 40% theory, which is assessed through a 1 hour 30 written exam at the end of the two year course. Students must complete both assessment components.

## Component 1 – Performance and choreography

### What's assessed?

Performance	Choreography
Set phrases through solo performance (approx. two minutes in duration). Duet/trio performance (three and half minutes in duration).	Solo or group choreography – a solo (two to two and half minutes) or a group dance for two to five dancers (three to three and half minutes). A choreographic log will be produced to prove the process is the students' own work.

### How it's assessed

Internally marked and externally moderated

Performance	Choreography
30% of GCSE 40 marks (15 marks for set phrases and 25 marks for duet/trio performance).	30% of GCSE 40 marks Total component 60% Non exam assessment (NEA) marked by the centre and moderated by AQA.

## Component 2 – Dance Appreciation

### What's assessed?

Knowledge and understanding of choreographic processes and performing skills  
Critical appreciation of own work  
Critical appreciation of professional works.

### How it's assessed

40% of GCSE  
Written exam: 1 hour 30 minutes  
80 marks

### Questions

Based on students' own practice in performance and choreography and the GCSE Dance anthology (six professional works from a variety of dance genres).

### What skills does Dance offer?

- Increased technical ability in a range of dance styles – control, flexibility, strength, fitness, posture, agility, balance etc.
- Performance skills – projection, energy, expression, exaggeration, relationships, dancer to dancer, audience, music and space, focus, sense of style, confidence.
- The skills needed to prepare safely for exercise and recover afterwards.
- Non-verbal communication.
- Personal and thinking skills to help with learning such as independence, creativity, group work, decision making, competence, the ability to review and reflect.

### Career opportunities

**Management** – Animator, Director of a Dance Company, Venue worker, PR, Promoter

**Technical** – Designer, Stage Manager, Lighting/Sound technician, Set Design

**Academic** – Dance Teacher, Dance Lecturer, Critic, Researcher, Author

**Teaching** – Freelance Dancer/Choreographer, Teacher/Lecturer,

**Performer** - Choreographer, Manage a Dance company, Freelance Dance workshops, TV work, Film Work, Theatre work

# GCSE DESIGN & TECHNOLOGY

This AQA Design and Technology course builds on the knowledge gained in years 7, 8 and 9, provides a solid foundation for further design or engineering qualifications and develops the core skills needed for a career in creative design, engineering and manufacturing industries. On the course, you will be encouraged to develop your creative thinking skills and problem-solving abilities. You'll get to implement your ideas in traditional materials as well as exploring new and emerging materials and production technologies.

There are two pathways for this qualification:

## **Pathway 1: Timbers, Plastics, Metals**

On this pathway, you will learn to use a vacuum former, laser cutter, line bender and 3D printer to make a variety of products out of timbers, plastics and metals which include; a storage tray, bookend, bottle opener, concrete lettering, slot toy and the redesign of a product from IKEA.

## **Pathway 2: Textiles**

On this pathway, you will learn to use a sewing machine, CNC cutter, 3D printer, heat press and screen printing press to make a variety of products out of textiles including food wraps, bags, shoes, books, upcycled garments and the redesign of a product from IKEA.

## **Assessment**

### **50% Written Exam**

Both pathways include theory lessons which focus on designing and making principles and cover topics which explore every aspect of a product's lifecycle from raw materials, manufacturing, and use, through to disposal/recycling. The theory is assessed with a written exam which accounts for 50% of the final GCSE mark.

### **50% coursework**

In year 11 you will undertake a design project selected from a range of themes set by the exam board. This project accounts for the remaining 50% of the final GCSE mark.

## **Key skills covered in this course:**

- Creative thinking and problem-solving.
- Applying a user-centred design approach.
- The design principles of form and function.
- Understand the impact of design on society and the environment.
- How to analyse and evaluate existing products.
- Identify opportunities for improvement in products.
- Build awareness of other designers and their work.
- Traditional and computer-aided design and manufacturing techniques.

You should choose this course if you enjoy creative problem-solving and practical, hands-on work making your ideas come to life. There is a thriving design and manufacturing industry in the UK with British design at the forefront of global innovation. Your ideas might change the world!

## **Careers this subject could lead to:**

Product Designer, Fashion Designer, Architect, Surveyor, Graphic Designer, Interior Designer, Stage Designer, Garden/Landscape Designer, Automotive Designer, Printer, Aircraft Engineer, Plumber, Bricklayer, Electrician, Decorator, Joiner, Builder, Mechanic, Auto Technician, Electrical Engineer, Mechanical Engineer, Structural Engineer, Civil Engineer and many more!



# GCSE ART & DESIGN - DIGITAL PHOTOGRAPHY

**DIGITAL PHOTOGRAPHY** has two strands, the practical Photography and the study of Photographers. Students will use digital cameras and computers to manipulate the images they capture. The School will provide cameras and computers for students to produce their work. Students will be encouraged to use their mobile phone cameras to capture images outside of school.

The course will involve students taking photographs in school using the lighting equipment. To complete units of work students will have to demonstrate an ability to compose and manipulate photographs using software. They will also be asked to capture images in their home or local environment.

Successful students will have a minimum of two portfolio projects and an examination project. The topics within the themes will be specified by the Subject Teacher.

All students will be expected to produce powerpoint presentations recording the technical information of their work. Without evidence of the study of the work of other Artists and Photographers students will be unable to achieve a grade at GCSE. A large proportion of the marks are awarded for the manipulation of colour, tone and the composition of the final images produced. Each stage of the manipulation has to be recorded to gain marks. Editing images on the computer using photoshop is by far the greatest part of work involved in photography GCSE.

## The GCSE Structure

The GCSE is divided into two parts:

**Portfolio** - accounts for 60% of the final grade.

**Examination Project** - represents the remaining 40%

Students cannot achieve a grade without completing both of the above areas.

## Career Options

Free-lance Photographer for Sports Journalism, Weddings or Fashion. Architect's Photographer for houses. Desktop Publisher, Graphic or Web Designer, Computer Games Designer, Film and Video Editor, Camera Operator, Teacher /University lecturer

## Highlights of the course

- Regular theatre trips and visits.
- Showcase evenings in December.
- The opportunity to work collaboratively, practically and analytically.

This course is designed for students who have a special aptitude and interest in drama. The course contains an appropriate balance of practical and written work and is ideal preparation for our Drama and Theatre Studies A Level at KS5. It is a challenging, exciting and energetic GCSE which requires lots of effort, team work and skill. Students will develop the following skills in Drama:

acting and/or design skills	evaluative skills	communication skill
creative/devising skills	inter-personal and group	improvisation skills
interpretation of script	working skills	

In our GCSE (9-1) Drama qualification, students will complete three components; one devised performance, one text performance and one written exam. Students must study three different texts in this GCSE course.

Component title	Component overview
Devising Drama Component 01 / 02	Students will create their own devised performance based on a chosen stimulus from the exam board stimulus paper. In addition to the performance, students will be marked on an accompanying portfolio with evidence of the process and decisions made whilst creating and developing their performance.
Presenting and Performing Texts Component 03	Students will take part in a showcase, demonstrating their chosen skills in a live performance. Students will perform in or design for two performances from one text. Students will be required to produce an accompanying document which outlines their intentions for and approach to the performance showcase.
Drama: Performance and Response Component 04	This component requires students to study text and performance. For Section A, students study one performance text in detail from a set list given by the exam board. This section of the paper will contain questions which require short and medium length answers. It assesses students' knowledge and understanding of how drama is developed and performed. In Section B, students will be required to analyse and evaluate a live theatre performance they have seen using accurate subject-specific terminology.

## Set texts in examined components

Our set texts have been chosen to allow students to explore a text through practical work in their lessons. Students study one text from the list for the examined component 'Drama: Performance and Response' (Component 04).

Component title	Set texts
Drama: Performance and Response - Component 04	Choose one text: <ul style="list-style-type: none"> <li>• Blood Brothers – Willy Russell</li> <li>• Death of a Salesman – Arthur Miller</li> <li>• Find Me – Olwen Wymark</li> <li>• Gizmo – Alan Ayckbourn</li> <li>• Kindertransport – Diane Samuels</li> <li>• Missing Dan Nolan – Mark Wheelier</li> <li>• Misterman – Enda Walsh</li> </ul>

## Career Options

Job opportunities are extensive - there are far too many to list! Drama helps support all other subjects and raises confidence, communication, promotes self-awareness and collaboration skills.

Much of the groundwork for this course has been done in your KS3 lessons from year 7 onwards and builds upon the skills and knowledge you already have.

There is no coursework and your grade will depend upon how you do in the final two examinations. Due to this you will be tested regularly and will develop good revision and study skills over the two years.

The new religious studies specifications require students to study the lives, attitudes, values and belief systems of two different religions particularly in the context of British society. One of these religions will be Christianity and the other Judaism.

The course includes thematic studies and students will study some of the following themes:

- Marriage and the family
- Origins of the universe, sanctity of life
- Human rights and social justice
- The existence of God and revelation
- Religious experience and the problem of evil.

This subject encourages an appreciation of religion in our own culture. It also develops crucial thinking skills and the ability to work with abstract ideas, leadership and research skills. Many people have found that the knowledge, skills and values taught and promoted in Religious Studies have been invaluable when they go into the workplace, in particular it is valued in careers such as banking, nursery, education, retail and the legal field. In fact it is useful in any career that deals with people in our multi-faith, multi-cultural society.

# GCSE FILM STUDIES

## What is Film Studies?

GCSE Film Studies is designed to draw on students' enthusiasm for film and introduce them to a wide variety of cinematic experiences through films which have been important in the development of film and film technology.

Studying a film is similar to a studying a piece of written literature. Students will become familiar with a vast vocabulary range which will help them analyse scene set up (for example: props, lighting camera angles...), effect, character role, narrative movement, directorial choices, comparisons between films. Students will be expected to recall scenes for discussion in the exams. Students will sit two 1 hours 30 minutes of exams in which they will be assessed via essay form, this will hold 70 % of the final mark.

Production is an important part of this specification and is integral to learners' study of film. Studying a diverse range of films from several different contexts is designed to give learners the opportunity to apply their knowledge and understanding of how films are constructed to their own screenwriting. Production will be assessed via coursework which will hold 30% of the final mark.

## Assessment

<b>Component 1 – Examination 1 hours 30 minutes</b>	<b>Component 2 – Examination 1 hours 30 minutes</b>	<b>Coursework</b>
<ul style="list-style-type: none"><li>• Rebel Without a Cause 1955</li><li>• Ferris Buller's Day Off 1986</li><li>• Whiplash 2014</li></ul>	<ul style="list-style-type: none"><li>• District 9 2009</li><li>• Let the Right one In 2008</li><li>• Attack the Block 2011</li></ul>	<ul style="list-style-type: none"><li>• Written screenplay based on a set theme by the exam board.</li><li>• Shooting script which includes photographs of scene set up.</li></ul>



## GCSE French: Languages Take You Further!

Studying French at GCSE is rewarding and leads to a highly regarded qualification. But don't just take our word for it – scan the QR code to hear from our students!



### Why Choose French?

**Languages Need You!** The UK loses £2 billion annually due to a shortage of linguists. Learning French improves communication, problem-solving, and organisational skills, boosts your English, and can increase your earning potential. Discover more benefits by scanning the QR code.

**What do we study?** Building on your KS3 knowledge, GCSE French focuses on listening, speaking, reading, and writing. You'll expand your vocabulary and grammar to discuss important global topics like climate change, veganism as well as media, with a new focus on celebrity influencers!

**How are we tested?** Exams cover four skills – listening, speaking, reading, and writing – with Foundation and Higher tiers to match different abilities. By the end of KS3, you'll already know many question types. Lessons include exam practice to build confidence, and each exam is short, with the longest written answer being just 150 words. The speaking exam is 1-to-1 with your teacher, and you'll receive guidance and support throughout the course to achieve your best.

**Are languages hard? What support will I receive?** Languages require effort, but you'll receive plenty of support. Our experienced teachers deliver engaging lessons, use knowledge organisers, and follow the South Wirral Way to help you succeed. We've also recently invested in Languagenut, which is a resource specifically designed for our GCSE course.

**Where can languages take you?** We reached out to people on and from the Wirral to find out about how learning a language has benefited them in their careers and work. We received so many responses from people now living all over the world who have gained so much from learning a language. We've selected five videos which you can view by scanning the QR codes below.

Beth	Jess	Jo	Neil	Alison
British Cycling	Social Worker	Business Owner	University Tutor	Teacher/Fostering
				

French isn't just for teachers or translators! Employers value language skills across industries like journalism, law, medicine, marketing, and logistics. Every job in the UK exists in French-speaking countries too – your GCSE could open doors to exciting global opportunities.

**What if I don't want to live in France?** Don't worry, you don't have to! Employers value language learning at every level. You don't have to move abroad after your GCSE, even though we would always recommend trying it! Learning French boosts memory, supports mental health, and enriches cultural understanding. Even if you don't continue with French after GCSE, it's a subject that builds valuable life skills.

**Will we go to France?** We hope so! There's work which has already taken place to launch a trip in the next academic year to Paris. Whilst we can't provide a guarantee, we certainly hope that all students have the opportunity to visit France during their studies.

## Why Geography? Are you interested in how the world works? Then Geography is for you!

Geography provides young people with opportunities to develop a wide range of skills that will contribute to their employability, whatever their chosen career. Geography is a broad based academic subject which is well respected by employers. Geographers enter a very wide range of career areas and put simply there is no such thing as a geography job, there are jobs that geographers do. Studying geography provides you with valuable skills and a firm base for life-long learning.

The study of geography stimulates an interest in and a sense of wonder about places. It helps young people make sense of a complex and dynamically changing world. It explains where places are, how places and landscapes are formed, how people and their environment interact, and how a diverse range of economies, societies and environments are interconnected. It builds on pupils' own experiences to investigate places at all scales, from the personal to the global.

Here at South Wirral we have chosen an **exciting specification**, here is what GCSE Geography **Edexcel A** has to offer:

### Component 1: The Physical Environment, 37.5% of the qualification

- Topic 1 The changing landscapes of the UK – including coastal landscapes and river landscapes.
- Topic 2 Weather hazards and climate change
- Topic 3 Ecosystems, biodiversity and management

Written examination: 1 hour and 30 minutes, 94 marks

### Component 2: The Human Environment, 37.5% of the qualification

- Topic 4 Changing cities
- Topic 5 Global development
- Topic 6 Water resource management

Written examination: 1 hour and 30 minutes, 94 marks

### Component 3: Geographical Investigations: Fieldwork and UK Challenges, 25% of the qualification

- Topic 7 Geographical investigations – fieldwork
- Topic 8 Geographical investigations – UK Challenges

Written examination, 1 hour and 30 minutes, 64 marks

**Fieldwork** – At the end of each unit, Geography students will complete on-site fieldwork to explore practical skills and learn more about Geographical investigation. This provides key skills in planning, analysis and discussion which students supports students for their Paper 3 exam, and builds on skills required for the further study of Geography at A Level and beyond. There will also be a compulsory trip to Wales in the summer term of Year 10 to investigate coastal processes and urban patterns. This will allow students to complete a piece of physical and human Fieldwork which is a requirement of the specification. N.B there is a cost associated with this trip which this year was £19.

### Key Skills

Data interpretation, photographic analysis, map skills, extended writing & statistics.

### Career Options

Air traffic controller; archaeologist; architect; cartographer; civil engineer; conservationist; estate agent; environmentalist; farm worker; financial adviser; foreign correspondent; geologist; geophysicist; graphic designer; holiday rep; hotel manager; hydrologist; landscaper; meteorologist; outdoor pursuits supervisor; peacekeeper; planner; social worker; surveyor; taxi driver; teacher; transport manager; travel agent, journalist, intelligence officer, town planner and many more.

## GCSE German

Do your ambitions take you across borders? GCSE German will equip you with the skills for a successful international career, particularly in fields such as Law, Engineering, Aeronautics, International Relations and the Automotive Industry. German is currently the most in-demand language with UK employers and, as a result, is the most financially lucrative foreign language you can learn (according to The Independent). What's more, learning a foreign language like German can help you develop key skills such as written and spoken communication, public speaking and presenting, problem solving, and tolerance and respect for other cultures: crucial skills for any career!


**Did you know?** There are almost 100 million German speakers in Europe! This makes German the second most spoken language on the continent, after Russian.

**What do we study?** The course builds on your knowledge from Year 9 and requires you to further develop four key skills: listening, speaking, reading and writing. Learning new vocabulary and grammar will also be key to your success! But what will we be learning about? Our course content surrounds some of the biggest questions of our time: How can we tackle global warming? What are the benefits and dangers of AI? How can we form healthy habits and relationships in the future?

**How are we tested?** There are two 'tiers': foundation and higher. This means, just like in Maths and Science, you can tailor the difficulty level of your exams to match your abilities. There are exams in four skill areas (reading, listening, speaking and writing). You will have already mastered some of the question types by the end of Year 9. There are lots of advantages to having four exams: each one is quite short and amounts to 25% of your grade. This means that if one exam is particularly difficult, it doesn't have to derail your whole grade!

**Are languages hard? What support will I receive?** Students already studying German in Year 9 were invited to opt for the subject for a reason: the languages department at SWHS believes in you and your ability to be an outstanding linguist! That said, we want to make sure you are supported throughout Years 10 and 11. Our teachers benefit from years of experience and follow the latest research in language teaching to deliver engaging lessons. Our easy-to-use knowledge organisers are loved by KS4 students and we always use the South Wirral Way, as we know it helps you learn. Whilst you might be in the German class, you are supported by all of the teachers in our close-knit department.

**Where can languages take you?** Take a look at these videos from local people who have benefited from their language learning:

Beth	Jess	Jo	Neil	Alison
British Cycling	Social Worker	Business Owner	University Tutor	Teacher/Fostering
				

**What if I don't want to be a teacher or a translator?** Studying a language like German is so much more than teaching or translating! Teachers in the MFL department at South Wirral High School have former classmates who went into lots of different fields. They include an interpreter for FC Bayern München, a wine industry professional in Bordeaux and an executive at the Natural History Museum in London! Lots of employers value applicants who speak German and many are willing to pay more for it. What's more, every job that exists in the UK also exists in the German-speaking countries. That means you could live and work some amazing places like Berlin, Zürich or Vienna!

**I don't want to live in Germany!** Fair enough (though we highly recommend you visit someday!) There are so many reasons to learn German even if you never move there. In addition to learning a language simply because you enjoy it, did you know that language learning helps your memory and can reduce the risk of conditions such as dementia? It also helps to improve your understanding of your native language. Finally, it can help make learning an entirely different language much easier in the future, whether it's Spanish, Arabic, Japanese or any of the other 6000 languages out there!

*GCSE German is available exclusively to students who are currently studying the language in Year 9.*

# BTEC LEVEL 1/2 - HEALTH AND SOCIAL CARE TECH AWARD

## Why Health and Social Care?

The Pearson BTEC Level 1/Level 2 Tech Award in Health and Social Care is for learners who want to acquire sector-specific applied knowledge through vocational contexts by studying human lifespan development, health and social care services and values, and health and wellbeing as part of their Key Stage 4 learning. The qualification will broaden learners' experience and understanding of the varied progression options available to them.

## What will I learn?

A range of topics will be covered including:

- the life stages and key characteristics in the physical, intellectual, emotional and social (PIES) development classifications and the different factors that can affect
- an individual's growth and development
- different life events and how individuals can adapt or be supported through
- changes caused by life events
- the barriers and obstacles an individual may encounter and how these can be overcome
- health and Social Care Values
- the skills, attributes and values required to give care and how these benefit the individual.

## What will be expected of me?

You will be expected to complete a written exam (40%) and two components of non-exam internal assessment (30% each). During lessons tasks will mostly be written but there may also be some practical tasks within the course. Research skills will be needed when completing classwork and you will need to meet deadlines and keep organised with all written work.

## What skills will I develop?

- developing and applying practical and technical skills
- acting with increasing independence to select and apply skills through processes with effective use of resources
- achieve, explain and review the success of intended outcomes
- developing skills for work through management of self and working in a team
- applying knowledge and understanding in vocational and realistic contexts/scenarios

## How will I be assessed?

Components one and two are non-exam internal assessments set by Pearson, marked by your teacher and externally moderated by Pearson. The Pearson-set Assignment will be completed in approximately 6 hours of supervised assessment.

Component 3 is worth 40% and is an externally assessed exam marked by Edexcel which can be taken twice in the final year of the course.

## Where will this qualification lead me?

Achievement at Level 2 provides a suitable foundation for further study within the sector, supporting progression on to other vocational qualifications at Level 3, such as the BTEC Level 3 Nationals in Health and Social Care.



GCSE History is the most popular of the options subjects in South Wirral as students find the subject very interesting at Key Stage 3 and the GCSE aims to build on this progress. The course will act as a potential stepping stone to study AS and A level History.

The subject is also highly valued by the education department and future employers as providing key skills and knowledge that will help students with their future careers. To name just a few:

- Arguing a case – Lawyer; Businessman; the Police; Journalism; Teacher
- Writing a report – Civil Servant; Publisher; Administrator; Social worker
- Social awareness and empathy – Heritage; Childcare; Nursing; counselling; Media
- Handling information – Archaeologist; I.T.

Within GCSE History, students will develop further the key skills that they have learnt so far and improve these to a much higher level. These skills include:

- Retention of a wide range of knowledge
- Chronology – understanding
- Source analysis skills, assessing reliability and usefulness of sources, considering the time period they were created, author, audience and place
- Analysing interpretations of the past – considering how and why we have different opinions of the past
- Considering change and continuity – analysing what has remained similar throughout history and what has changed; has this always led to progress?
- Considering cause and consequence – analysing why events happen and the effects

In addition, our teachers are highly skilled to teach you the content using a variety of learning methods to challenge students and develop learning skills such as problem solving tasks, working with others, the use of movie clips and I.T. to bring the past to life.

In terms of assessment, you will learn how to improve your performance through frequent practice of knowledge questions and exam-style questions to teach you how to prepare for your exams throughout the 2 years. The History department uses examiner mark schemes to help you self and peer assess so you become an independent learner.

The GCSE Course:

- Examined at the end of 2 years
- 100% written exam (3 exams)

## **Paper 1**

52 marks (30%)

Medicine in Britain and the Western Front - 1h15m

## **Paper 2**

64 marks (40%)

Elizabethan England 1558-88

American West c1835-1895 - 1h45m

## **Paper 3**

52 marks (30%)

Weimar & Nazi Germany 1918-39 - 1h20m

# LEVEL 1/2 VOCATIONAL AWARD IN HOSPITALITY AND CATERING

## What will I learn on this course?

Unit 1: The Hospitality and Catering Industry	Unit 2: Hospitality and Catering in Action
Learners apply their learning by considering all aspects of the vocational sector. They should acquire knowledge of all aspects of the industry and be able to propose new hospitality and catering provision for specific locations. Learners will be able to use their learning of different types of establishment and job roles to determine the best option. They will then apply their learning in relation to front of house and kitchen operations to determine how the proposed hospitality and catering provision will operate efficiently legally and financially viable whilst meeting the needs of their potential market. This unit provides a broad introduction to the vocational sector in a way that is purposeful and develops a range of transferable skills.	Learners apply their learning to safely prepare, cook and present nutritional dishes. They will draw on their learning of different types of provision and kitchen and front of house operations in Unit 1, as well as personal safety in their preparations. The content is relevant not only to employees within food production, but also those with a responsibility for food safety in the industry, nutritionists and managers and owners. This extends the learners appreciation of the whole vocational area beyond the kitchen environment.

## Aims of the Course:

- Gives an awareness of the catering/hospitality industry
- Encourages organisation skills
- Encourages the identification of customer needs and eating trends in a multicultural society
- Develops a knowledge of nutrition and the relationship between diet and health
- Acknowledges the importance of cost effectiveness when menu planning
- Provides opportunities to work individually and as part of a team
- Develops creativity and interest in food preparation, presentation and service.



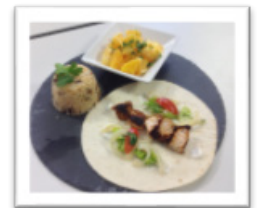
This is a vocational course which is graded at Distinction to Pass

## Student Comments:

How would you describe the Level 1/2 Catering and Hospitality Course?

*"Pretty much a hands on course with first-hand experience of the Catering Industry. We cook a good variety of recipes and learn a good range of skills, from pastas to stocks to sauces."*

*"It has made me think seriously about what I want to do as a career. I now think I may go into the food industry. The lessons are very hands on and give you good training in organisational skills and time management, which I think also helps me at home."*



## How will I be assessed?

- A 80 minute written external exam: 40% of the final grade.
- One model assignment released by the exam board in which the candidate has to research, plan, trial, prepare, cook, present and evaluate two dishes to suit the brief.
- This is an internally assessed element : 60% of the final grade.



## What are the costs?

Students will receive a set of chef whites that will remain in school for practical lessons. For practical lessons they will need to bring a container to take their product home. As part of the practical element of the course, students will be required to pay a £15 contribution towards ingredients for the course. We are committed to making this course available to all irrespective of financial circumstance and there is funding available to support. If you would like to discuss ways the school can help your child access these resources, please do not hesitate to contact school via your house pastoral leads.

## Future opportunities

Hospitality and catering is a growing sector of the jobs market and there are numerous opportunities within this industry from retail, hotel work, chef etc. there is also the opportunity to attend college and study catering to Level 3 or degree level.

According to the British Hospitality Association, hospitality and catering is Britain's fourth largest industry and accounts for around 10% of the total workforce. Since 2010, over 25% of all new jobs have been within the hospitality and catering sector with the majority of new roles falling within the 18-24 age group, according to a report by People 1st.

*To access this course you MUST play a musical instrument or sing and you must be prepared to PERFORM multiple times in front of an audience.*

60% of the music GCSE course is practical. The practical parts include writing your own music and performing music of your choice. 40% is a written exam where you listen to music and answer questions based on what you can hear. These questions are based on analysing a wide variety of genres and 2 set works of music which are studied over the course of the 2 years.

GCSE Music has the following components:

## **60% Coursework**

### **40% Exam**

#### **60% Coursework**

**30% Composition** – component 3, you will compose 2 pieces of music. We use a range of music technology programmes on which you will compose. You must create a song of whichever genre you prefer and also a song in response to a brief. This could be music for a TV programme or a sporting event.

**30% Performance** – You have to perform two pieces of music by singing or playing an instrument. When it comes to the performance part of the course, you will perform music of your own choice and will work on developing your performance skills by performing in front of your peers/teacher. Please note: Pupils must have a strong desire to practise and improve their abilities on their chosen instrument. They can do this by attending extra-curricular clubs or taking up instrumental lessons offered in school.

#### **40% Exam**

In May or June of Year 11 you will take a 1.5 hour written exam.

1 hour – You will listen to a CD of music and answer questions. You will have to identify factors about the music such as instruments, dynamics and tempo, as well as many other things. We will cover all of this in lessons.

30 minutes – You will study 2 set works in lessons, and you will answer questions about the pieces in the 30 minute exam. Set work 1 is a piece by Mozart and Set work 2 are 3 songs from the musical Little Shop of Horrors.

#### **Why take GCSE music?**

There are many reasons why you should choose music GCSE. Obviously if you have enjoyed music at key stage 3, then you might want to continue your love of music into years 10 and 11. You might want to take it if you enjoy singing or playing an instrument, or if you like performing solo or with a group. You might want to take it because you enjoy learning in a practical way, and with 60% of the course being coursework, this might suit you as a learner. Not only this but you will develop so many soft skills which employers look for. These include confidence, creativity, being able to solve problems, being able to contribute to a team, leadership skills and organisation. The ability to use music technology software will enhance your ICT skills and offer something special to employers. We look forward to welcoming you onto the course. Please feel free to come to speak to your music teacher if you would like more information, or a general chat about the course and what it entails.

# GCSE SOCIOLOGY

## How do you explain Sociology to someone?

Overall, sociology helps us understand the complex dynamics of human society and how they influence our lives. Very generally, it's the study of how humanity interacts with one another, verbally or non verbally, person to person or group to group.

## Why choose GCSE Sociology?

GCSE Sociology helps students to gain knowledge and understanding of key social structures, processes and issues through the study of families, education, crime and deviance and social stratification.

Students will develop their analytical, assimilation and communication skills by comparing and contrasting perspectives on a variety of social issues, constructing reasoned arguments, making substantiated judgements and drawing reasoned conclusions.

By studying sociology, students will develop transferable skills including how to:

- investigate facts and make deductions
- develop opinions and new ideas on social issues
- analyse and better understand the social world.

## What will you study?

- The sociological approach
- Social structures, social processes and social issues
- Families
- Education
- Crime and deviance
- Social stratification
- Sociological research methods



## How will you be assessed?

Paper One - One hour 45 minutes	Paper Two - One hour 45 minutes
<ul style="list-style-type: none"><li>• Families</li><li>• Education</li><li>• Relevant areas of social theory and methodology</li></ul>	<ul style="list-style-type: none"><li>• Crime and deviance</li><li>• Social stratification</li><li>• Relevant areas of social theory and methodology</li></ul>

# THE CAMBRIDGE NATIONALS IN SPORT SCIENCE

*In order to meet the requirements of the specification, you must regularly participate after school, at a school-based or community-based (or both) club in ONE of the following sports;*

*Athletics, Badminton, Basketball, Boxing, Cricket, Cycling, Dance, Equestrian, Football, Golf, Gymnastics, Handball, Hockey, Netball, Rowing/ Canoeing or Kayaking, Rock climbing, Rugby, Running, Sailing, Skating, Skiing or Snowboarding, Squash, Swimming, Table Tennis, Tennis, Trampolining or Volleyball.*

Assessment: Pupils will complete 3 units in total:

Unit R180 – Compulsory – Exam – Reducing the risk of sports injuries and dealing with common medical conditions (1 hr 15 minutes) (Worth 40%)

Unit R181 – Compulsory – Coursework – Applying the principles of training: fitness and how it affects skill performance (Worth 40%) (Students must have a good knowledge and understanding of two different sports/practical activities)

Students must then complete 1 other coursework unit (Worth 20%):

R182 – The body's response to physical activity and how technology informs this

Students achieve Distinction\*, Distinction, Merit or Pass grades. The Cambridge National is equivalent to 1 GCSE and is a vocational course.

This qualification will also help students to develop:

- The knowledge and skills required to progress into a career in the sports industry as well as providing them with a valuable science-based background if they choose to progress at into a more biological or medical field at Level 3
- Transferable skills, such as presentation skills, report writing team working, leadership and research skills.

The Cambridge National in Sport Science will encourage students to:

- Understand and apply the fundamental principles and concepts of Sport Science
- Develop independence and confidence in using skills that are relevant to the Exercise, Physical Activity, Sport and Health sector and more widely
- Prepare participants for physical activity in ways which keeps them safe as well as learning how to react should injuries happen and how to recognise common medical conditions
- Learn how to conduct fitness tests, including interpreting and feeding back on the data you get from these as well as how to design, implement and evaluate fitness training programmes
- Develop knowledge of either how the body responds to exercise and understand how technology helps inform us of these changes

# BTEC LEVEL 2 TECH AWARD TRAVEL & TOURISM

## Why Travel & Tourism?

This is for learners who want to acquire knowledge and technical skills through vocational contexts by exploring the aims of different travel and tourism organisations, the features of tourist destinations, how organisations meet customer requirements, and the influences on global travel and tourism as part of their Key Stage 4 learning. If pupils have ever wondered about the world we live in, dreamt about countries in far flung places and thought about how they can travel the world, Travel and Tourism is the option for you. With the travel industry being one of the fastest growing in modern Britain, an understanding of the concept of travel and tourism, the economic benefits and the impact on local and international communities is vital.

## What will I learn?

- The aims of travel and tourism organisations, how different organisations work together and types of travel and tourism, the features that make destinations appealing to visitors and different travel routes.
- How organisations use market research to identify travel and tourism trends, and customer needs and preferences, and selection of products and services and planning a holiday to meet customer needs and preferences.
- Factors that may influence global travel and tourism, and how travel and tourism organisations and destinations respond to these factors, and the potential impacts of tourism on global destinations and how destinations can manage the impacts of tourism and control tourism development to achieve sustainable tourism.

## What will be expected of me?

You will be expected to complete a written exam (40%) and two components of non-exam internal assessment (30% each). During lessons tasks will mostly be written but there may also be some practical tasks within the course. Research skills will be needed when completing classwork and you will need to meet deadlines and keep organised with all written work.

## What skills will I develop?

- Developing and applying practical and technical skills.
- Acting with increasing independence to select and apply skills through processes with effective use of resources.
- Achieve, explain and review the success of intended outcomes.
- Developing skills for work through management of self and working in a team.
- Applying knowledge and understanding in vocational and realistic contexts/scenarios.

## How will I be assessed?

Components one and two are non-exam internal assessments set by Pearson, marked by your teacher and externally moderated by Pearson. The Pearson-set Assignment will be completed in approximately 6 hours of supervised assessment. Component 3 is worth 40% and is an externally assessed exam marked by Edexcel which can be taken twice in the final year of the course.

## Where will this qualification lead me?

Achievement at Level 2 provides a suitable foundation for further study within the sector, supporting progression on to other vocational qualifications at Level 3, such as the BTEC Level 3 Nationals in Travel and Tourism.

# **CORE PE** (NON EXAMINATION)

The Core PE course for Years 10 and 11 follows a structured programme. The programme of activities builds on the knowledge and skills established in KS3; focusing on activities such as Trampolining, Rugby, Football, Netball, Fitness, Badminton, Rounders, Cricket, Softball, Tennis and Table Tennis.

Primary aims are to ensure that students enjoy participating in a variety of activities with the intention of adopting an active and healthy lifestyle into adulthood.

Students also have the opportunity to develop leadership skills through officiating, coaching and sports leadership experiences.

Years 10 and 11 must participate in 2 hours a fortnight of 'Core PE' lessons.

The following applies to Physical Education and Core PE.

## **Key Skills**

- Organisation
- Communication
- Leadership
- Practical performance
- Confidence
- Team work
- Problem solving
- Independent learning

## **Career Options**

- Teaching
- Coaching
- Physiotherapy
- Sport Psychology
- Sports Development
- Sport & Leisure Industry
- Armed Forces
- Public Services (Police, Fire & Rescue, NHS)

