

TECHNICAL AND PERFORMANCE DISCIPLINES

OPTION CHOICES FOR YEAR 8 2023





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Introduction by the Headteacher

Option choices.

Your Middle School Technical and Performance options are important and provide an opportunity for you to start considering your path through GCSE studies, Sixth Form and ultimately onto university or a career. At this stage in your educational journey it is important to consider five key factors.

1 Make the decision for the right reasons. As you start to consider your future options you will have discussions with your parents, teaching staff and fellow pupils. You will be offered a wealth of advice and guidance and, at times, it can easily become confusing. It is therefore important to remember your parents/guardians will know you well and be acutely aware of your strengths. Your teaching staff will know you through your previous studies and, of course, can offer advice about particular courses. It is vital you take time to discuss and listen to the guidance given. Your friends will also be offering advice and sharing their preferred options and they may even try to persuade you to study subjects alongside them. This is the wrong reason for selecting a subject as you are committing to a further three years of intense study to develop your knowledge and skills, not to further a friendship.

2 Planning for the future. You are about to enter a transition into the most important part of your educational journey through to Sixth Form and ultimately onto university or a career. It is my experience that pupils at this point can either have a number of future plans, with some able to name a particular career whilst others are still very uncertain. At this moment in your education either of these two scenarios are completely normal. You should not worry. If you have a clear end point, then do speak to the staff concerned. If you are uncertain then you need to keep your options broad and balanced, to keep as many routes open as possible for your study at Sixth Form. It can be advantageous to study a subject in Middle and Upper School in preparation for Sixth Form but it is not essential. The key to success here is to seek advice, guidance and speak to as many teachers as possible in the subjects that may interest you or form part of your balanced suite of qualifications.

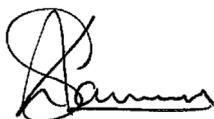
3 Success builds on success. As you start to follow your own individual curriculum, it is important at this stage to consider why you are selecting a subject. Often it is tempting to purely select an area of study because you enjoy being taught by a particular member of staff. This is not a wise decision, as no school can guarantee a member of staff will be teaching you the course. You need to consider the subject in isolation and review your progress, the areas of study within the subject where you have achieved strong outcomes and those you have found more difficult. Often a subject has a particular examination board and they will specify the areas of study at both Upper School and Sixth Form. I would, therefore, read the course guidelines with care and do once again speak to the subject teachers.

4 Enjoy what you are learning. It is the norm for pupils to study subjects that they may not enjoy as much as others. Selecting a broad and balanced curriculum to prepare yourself for the future will mean, as in life, doing things you may prefer not to do. At the same time, it is important you do ensure your passion for learning in particular subjects is maintained. Those subjects you enjoy will provide motivation, fun and may even form the basis of your future career choice or become an additional hobby or interest. Everyone needs a balance and it is an important consideration when choosing your options.

5 Build a strong foundation. Middle and Upper School studies are important. Your outcomes will ultimately provide a foundation upon which to continue study at Sixth Form. Universities will look at your GCSE grades and some may use them as part of the entry criteria. It is, therefore, important you are in the driving seat when making these decisions and do become actively involved in asking the questions, seeking advice and of course searching the appropriate websites. You will be committing to these studies for three years and even potentially longer, so as I know you will, take your time and make an informed decision. When September does arrive your determination, dedication, hard work, and enthusiasm will be critical to your success.

I do wish you the very best in making these decisions. It is an exciting opportunity to start thinking about the future and to start planning your route through education. I am more than happy to see you at any time to discuss your thoughts or plans and I know my fellow teachers will give of their very best to ensure you are in a strong position to make the right choices.

All the best,



Mr Sloman | Headteacher



A Broad and Distinctive Curriculum

At Woldgate School we believe strongly that our children need to be known and cared for as individuals, with their individual talents recognised and celebrated. Consequently, allowing pupils to choose a curriculum that suits their interests and needs is a key part of that ethos.

Even so, there are aspects of the curriculum that we believe are essential to a broad and holistic education. We support participation in History and Geography on the basis that, no matter what a child goes on to do in adult life, some knowledge about the **world** they live in – its history and people – is fundamentally important. We also believe that learning to speak a foreign language is a key life experience: not only for the way that it illuminates our own language but also for the way it breaks cultural and geographical barriers and allows pupils to perceive a wider community beyond the United Kingdom. All things being equal, these experiences ought to be offered and promoted to all children and that all pupils should have the opportunity to study them.

Just as knowledge of language and humanities should be a core educational value, we believe that providing the opportunity to practice and work toward quality **performance** in sport and the arts, and to engage directly with **technology** through business and innovation (be it through software or manipulating physical materials) should be non-negotiable.

CORE

The timeless beauty of the spoken and written word; an insight into our culture, history and language. An endless world of scientific discovery to develop our understanding of the matter, forces, and life around us; to innovate and explore the beauty of nature and understand our own technological advancements as society. The elegance, logic and purity of mathematics. These subjects are the very foundation of an exceptional curriculum and are part of our statutory offer prescribed by government.

WORLD

Those subjects that broaden our understanding of the world; its culture, faiths, land, people, language and history. They play a pivotal and varied role in our lives; broadening our understanding, communication skills and allowing us to understand different societies, cultures and nations. They provide us with a greater insight into the world, helping us to better understand both the past and the future and fostering a sense of empathy necessary to relate and work together as one cohesive society.

TECHNICAL

Those subjects in an increasingly technological society that allow our pupils to become more than simply passive users but to be creative, to innovate and build - to help shape our future society. From computer science to sustainable energies, robotics to aeronautics, and medical technology to intelligent building design – technical disciplines offer a huge range of specialisations.

PERFORMANCE

The expression of our culture, emotion, ideas, and love of the arts. Through subjects that inspire, help us to create and express meaning and personal emotion through technical knowledge and skill. The arts not only enrich our lives, communities and culture but they are vital to a child's education. For example, exposure to art education promotes self-directed learning and sharpens critical and creative skills. Equally, the skilful execution of sporting performance is the outward sign of dedication, practice, and resilience.

Ultimately we believe the curriculum should promote **as much variety as possible across these four disciplines**. We believe that best way to provide this is to offer an additional option at GCSE. We believe that each child should be able to follow a path of study that includes each of these four elements if they wish, without sacrificing time and depth in each.

Beginning options in the performance and technical disciplines in Year 9 allows pupils a first step toward **a highly personalised timetable**. It also allows pupils to maintain time in the core subjects that is at least in line with - if not higher than - the very best practice nationally. Where it is clear at the end of Year 9 that pupils require more support in these subjects we are keen to provide a tailored curriculum to support them in making exceptional progress.



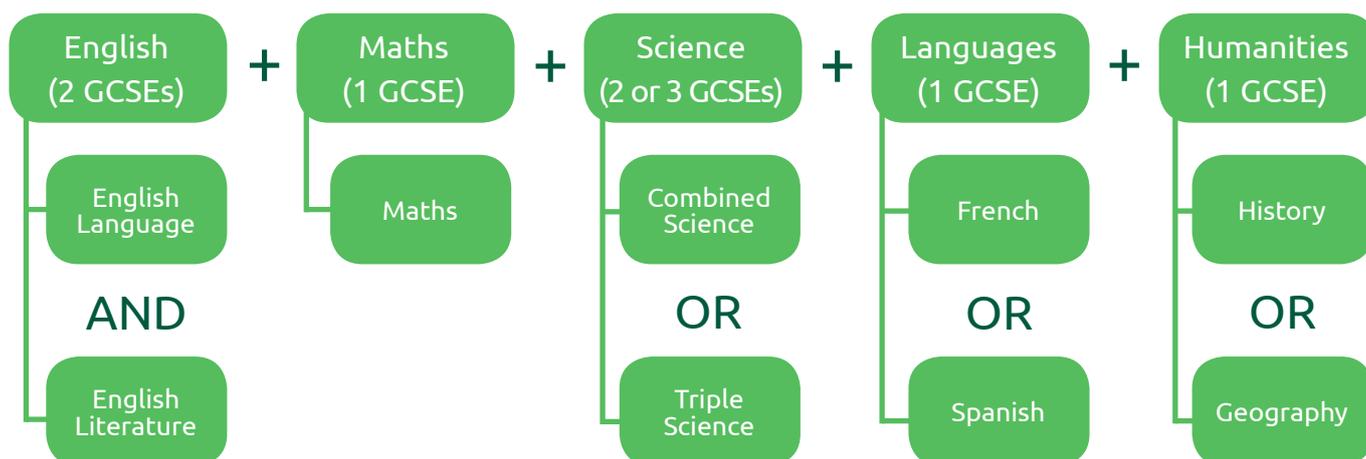
Year 8: Following their Passions

This year your child has the opportunity to begin two courses that they will take through into Year 11. We believe that there are some subject areas that benefit from pupils beginning the course early on a higher allocation – subjects such as Art, Music, Computer Science, and Product Design where more time mastering skills and crafts early on means that pupils have a stronger foundation for the future. These are the subjects that comprise our two Technical and Performance disciplines and these are the courses that will begin earlier, beginning with three hours a week in their first year of study before moving to two hours a week in Years 10 and 11.

Pupils will be able to choose from a broad portfolio of subjects that includes Sport Studies (both a GCSE and a vocational pathway is provided), Business Studies, Art, Drama, Music, Information and Communication Technology, Media Studies, Food Preparation and Nutrition, Product Design, Computer Science, and Religious Studies. If your child does not choose to take Religious Studies in Year 9, they have another chance to choose it in Year 10 (see below), allowing maximum access to this course for all. We are also offering pupils who would like to study an additional language the opportunity to begin their study of this in Year 8.

Year 9: Offering them the World

In the Spring of Year 9 your child will make a further choice of two GCSE subjects. At this point your child can decide whether to follow the English Baccalaureate, a curriculum pathway currently taken by well over a third of pupils nationally, including many of the most able. The English Baccalaureate is a suite of five compulsory subjects: English Language, Mathematics, Science, Geography or History, and a Modern Foreign Language. This can be taken in a variety of combinations:



The subjects that are included are designed to ensure that all pupils have a broad curriculum and that doors are not closed off to them in terms of future progression. For example, for pupils hoping to go to university, the Russell Group that represents the country's top 24 leading universities, recommends Sixth Form students study 'facilitating subjects' at A Level: Biology, Chemistry, Physics, English Literature, Geography, History, Physics, Modern and Classical Languages, Maths and Further Maths. These are subjects most likely to be required or preferred for entry to degree courses and ones that will keep the most options open. The subjects that they identify are those included in the English Baccalaureate.

If as a parent you opt not to follow national guidance on the English Baccalaureate, your child may choose to take any combination of History, Geography, Religious Studies, Spanish, or French in order to enrich their study. **Alternatively**, pupils could be selected in Year 9 to have the option to choose only one World subject as they move into Year 10. If they are provided this route, it will be to facilitate additional time across English and Mathematics (depending on their individual needs) with a specialist teacher.

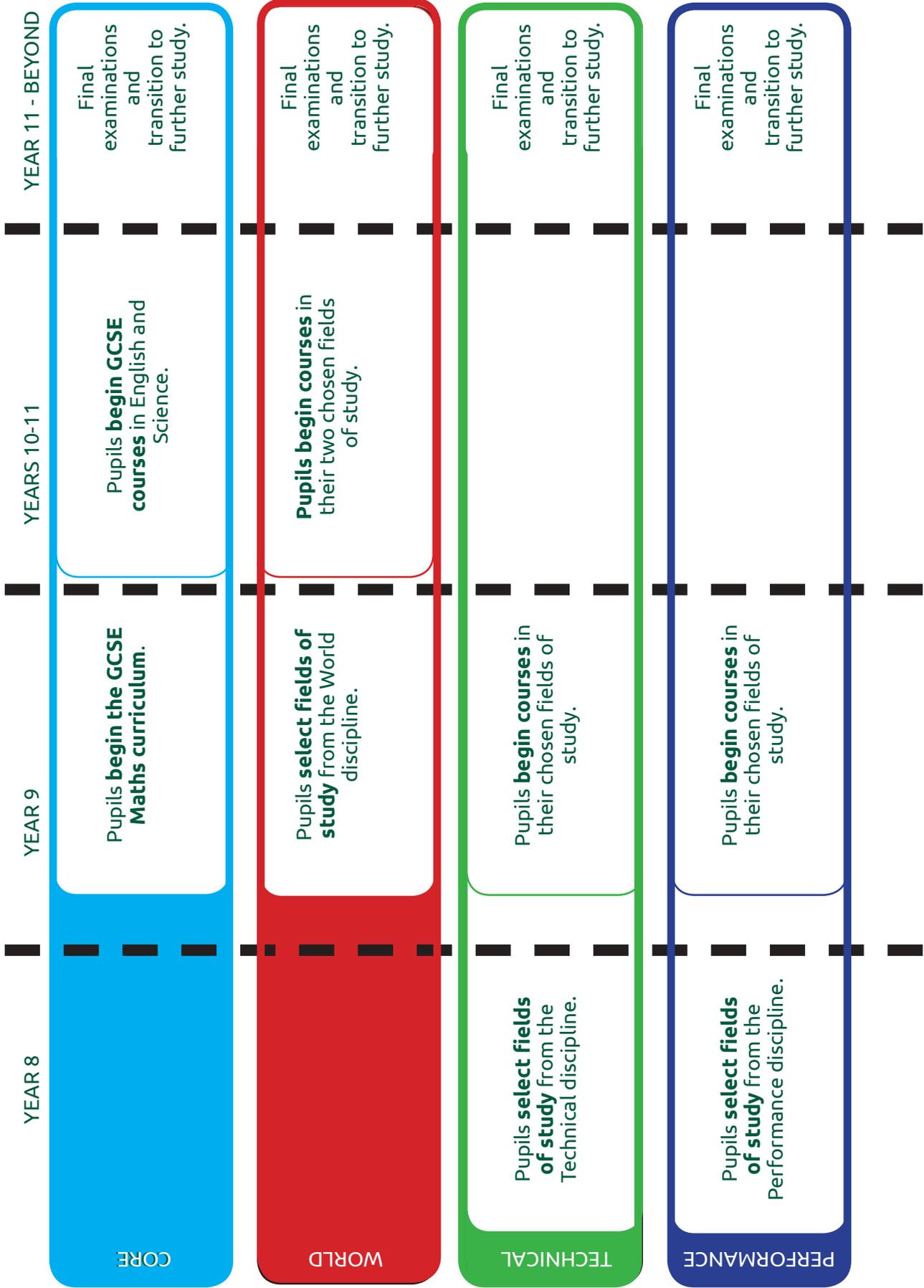
"Whichever career path young people choose, they will need the skills that make them employable in a world where recruitment is increasingly global. We owe it to them to ensure that they do not lose out in the jobs market to better educated and linguistically qualified candidates from other countries."

Nuffield Trust





DISCIPLINES

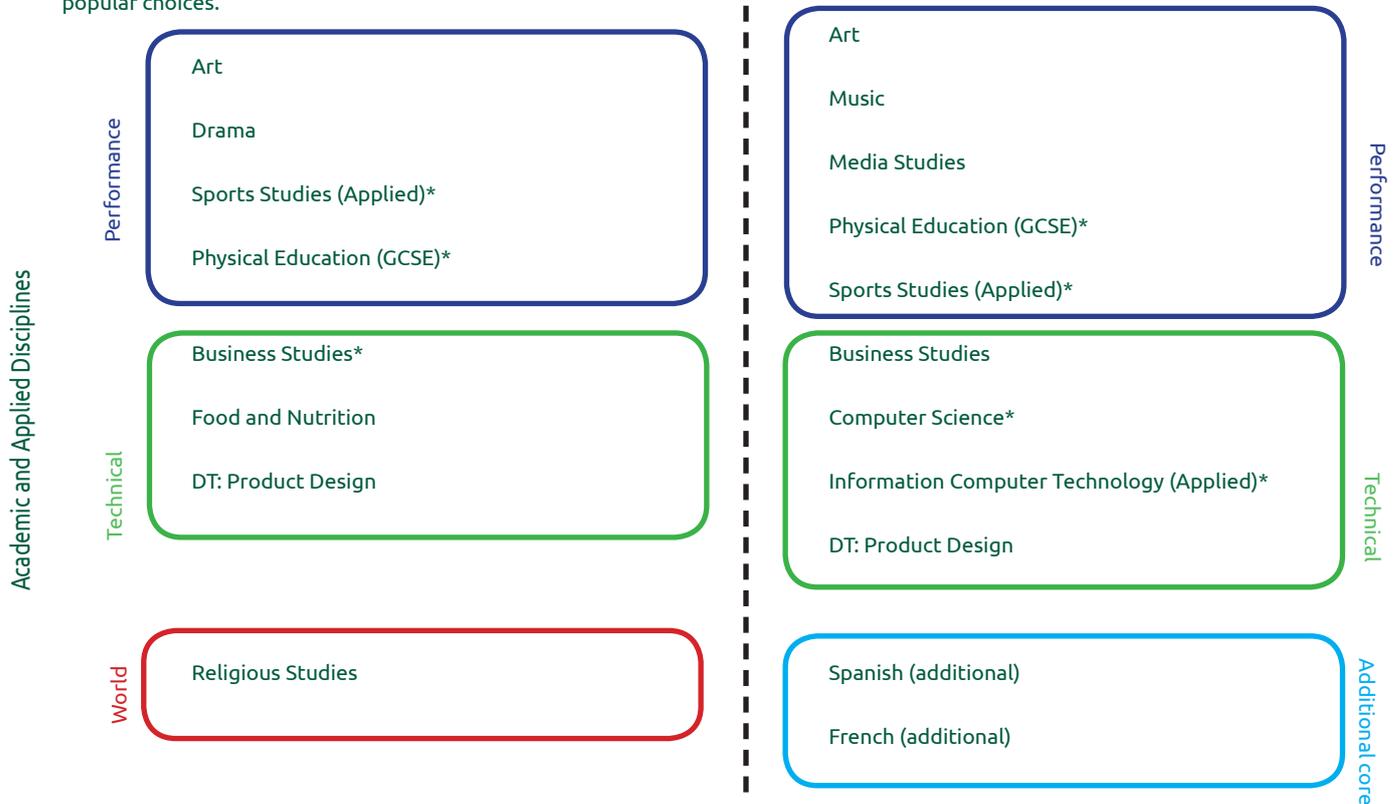


Making your choices

Field of Study One

Field of Study Two

1 Your child will be able to pick **one subject from each of two fields from the different disciplines**. We have generated these combinations based on option choices at Woldgate for the last two years, as well as a survey of current Year 8 pupils with the aim of providing the most popular choices.



2 The subjects that have recruited enough pupils to be viable will be put into the timetable. Those that don't will not be able to run. If something your child has chosen cannot be timetabled then the Head of School will contact them and they will be supported in selecting an alternative course.

3 If your child can't choose the two subjects they would most like to do, please do look with them at options across the Technical, Performance, and World subjects. We want to encourage your child to take a good range of courses to keep their curriculum varied and interesting.

4 Pupils won't know which teaching group they have been allocated to until September – when their completed timetable will be ready for them to start the new year.

5 If your child is interested in following courses in business, sport and computing, please note that we offer both applied and GCSE courses in each and so they will only need to indicate the subject area on their options form. Decisions about course entry will be made following the options process with colleagues recommending the pathway that offers the best opportunities for your child.

Options 2023 - Options Online and Changing Courses

You will have the opportunity to submit your child's course choices online using our web-based application. You will first receive an email asking to confirm your email address and then you will be sent an invitation to register for the service. At this point you will be able to see the courses your child can choose from. Simply pick one from each programme of study and this will be sent automatically to our timetabling software.

We will do all we can to answer any questions you may have about individual subjects. Please direct these in the first instance to our central options email address: Options@woldgate.net. Should your child wish to change their course after their choice has been made, we will do our best to support this. Please do bear in mind, however, that if group sizes do not permit this then it will not be possible. In any case, no changes can be made after October 1st 2023.



Computer Science

TECHNICAL
OPTION



Computer Science is one of the broadest and fastest developing subjects in the world and applies to almost all industries. Computer Science is ideal for people who love to challenge themselves and work hard. One thing is certain about the subject: there are so many areas within it and there is something for everyone. Nobody can ever say they know it all. Computer Science at GCSE level is worth one GCSE and counts towards the English Baccalaureate.

The course is broken down into two components:

- Component one is a written exam which is based around computational thinking, problem solving and applied computing.
- Component two is a written exam which is based on computing theory.

Throughout the Computer Science course there will be a good mix of practical and theory elements, some of which are learning: how computers process information; how binary and hexadecimal number systems are used; how computer input and output devices work, and how to build a computer and programming applications.

Skills to be developed:

- Fundamentals of Algorithms
- Programming
- Fundamentals of Data Representation
- Computer Systems
- Fundamentals of Computer Networks
- Fundamentals of Cyber Security
- Impacts of Digital Technology on Society
- Aspects of Software Development

Computer Science leads to:

Anything you want it to! Computer Science has relevance to most subjects and industries. Throughout Computer Science you will develop your problem solving skills which can be applied to any job and the course also prepares you for further study.

- IT consultant.
- Cyber security consultant.
- Information systems manager.
- Database administrator.
- A multimedia programmer.
- Systems analyst.
- Games developer

Parents can help by:

- Asking pupils about what they are doing in their Computer Science lessons.
- Ensuring all homework is done.
- Encouraging pupils to program outside of lessons.
-

Choosing ICT / Computer Science

When students choose ICT/Computer science they should select their preference on the form. For the first term of study the students will complete the same topics. After the first term students will be set into groups according to their ability, preference, future aspirations and prospects. Students with an ICT or Computer Science qualification will be considered equally should they wish to continue to study at 6th Form level.





Design and Technology is part of everyday life and is constantly evolving. Our qualification focuses on developing practical skills within a particular material area, allowing pupils to manufacture high quality outcomes. They'll learn about commercial processes and careers in related industries, as well as developing core transferable skills, such as collaboration and communication.

Design and Technology will prepare pupils to participate confidently and successfully in an increasingly technological world. Pupils will use their creativity and imagination to design and make prototypes that solve real and relevant problems, considering their own and others' needs, wants and values

Wider influences on Design and Technology including historical, social, cultural, environmental and economic factors will be explored. The GCSE allows pupils to study core technical and designing and making principles, including a broad range of design processes, materials, and techniques. They will also have the opportunity to study specialist technical principles in greater depth.

The material areas studied are as follows:

- Papers and boards
- Timber based materials
- Metal based materials
- Polymers
- Textile based materials

Assessments

EXAM (50%)

2 hour written exam

What's assessed?

- Core technical principles
- Specialist technical principles
- Designing and making principles

NON EXAMINED ASSESSMENT (50%)

Pupils will produce a working prototype and an A3 portfolio of evidence (maximum 20 pages) in response to an exam board issued Contextual challenge. The work will be undertaken in school over approximately 35 hours beginning on or just after the 1st of June in Year 10, extending through Year 11.

Identifying and investigating design possibilities

- Producing a design brief and specification through research.
- Generating design ideas
- Developing design ideas
- Realising design ideas
- Analysing & evaluating

Parents can help by:

- Providing a suitable & stimulating environment for work at home
- Encouraging creativity
- Providing specialist materials when required
- Monitoring homework & controlled assessment deadlines.
- Provide support to help pupils attend after school sessions when required.

This course could lead to:

A Level Product Design, A Level Fashion, College and / or University degree courses in Product Design, Fashion ,Architecture, Interior Architecture, Graphic Design, Industrial design, Business Studies,



With 74% of employers wanting people with a mix of academic and vocational qualifications, this is the perfect course to study alongside GCSEs. Business is not a textbook subject and needs to be studied with real life application. The world of work is a dynamic and evolving environment and employers are seeking individuals with more than just academic qualifications. This subject not only gives pupils business knowledge but will provide them with brand and customer awareness, self-motivation, teamworking skills and communication capabilities. Pupils will design their own promotional campaigns, balance business finances, write their own business plan, develop research skills and visit a variety of industries.

60% of the course is assessed through internal coursework assignments. 40% is based on an external exam.

Assessment Details

- **Component 1 Exploring Enterprises:** In this component pupils will consider how and why entrepreneurs are successful, use market research to understand competitor behaviour and customer needs and use situational analyses to find out how internal and external factors could influence business outcomes. This knowledge and understanding is then assessed internally with pupils completing a piece of controlled internal assessment.
- **Component 2 Planning and presenting a micro-enterprise idea:** This component allows pupils an opportunity to design their own realistic micro-enterprise idea, they will then learn all the necessary content required for completing a business plan and how to present and reflect on their performance. This knowledge and understanding is then assessed internally with pupils completing a piece of controlled internal assessment.
- **Component 3 Marketing and Finance:** This component is essentially a hybrid between marketing and finance. The marketing area includes factors such as market segmentation, the 4Ps (Product, Price, Place and Promotion), how to choose the most appropriate marketing method and the importance of branding to an enterprise. While the finance focuses on elements such as financial documents, methods of payment, financial statements which include: the statement of comprehensive income, the statement of financial position, profitability and liquidity, budgeting, cash flow and breakeven analysis. This component is assessed externally via a 2 hour examination.

Success in this course could lead on to:

- The knowledge and skills pupils will gain through studying Business support progression to a broad range of Level 3 courses, whether academic or vocational, for example a BTEC National in Business or a BTEC National in Enterprise and Entrepreneurship, A Level Business or A Level Economics.



Parents can support pupils by:

- Helping to ensure that pupils meet deadlines, as assessment is continuous throughout Year 10 and 11. A list of deadlines will be sent to all parents at the beginning of the course so that you have this information available. Watching the news and reading a paper can also be very informative and keeps students up to date with the Business world.



Business Studies

In addition to the Applied Business Studies course, the Business Studies department is delighted to offer a GCSE in Business as well as the BTEC Enterprise course.

Business Studies is not a textbook subject, it is about the real world and this course will allow students to combine their academic learning with external business experiences, so that they are able to relate what they have learned in the classroom to the workplace.

Pupils opting for a GCSE in Business Studies, will begin to study for their course in Year 9 with external examinations taking place in Year 11. Due to the extended studying time, project time and enterprise tasks are incorporated to consolidate and complement knowledge and understanding.

The GCSE Business specification comprises:

- Business in the real world
- Influences on business
- Business operations
- Human resources
- Marketing
- Finance

How are students assessed?

All assessment is via external examination, there are two written exams. Both examinations are 1 hour 45 minutes and consist of 90 marks with each paper comprising 50% of the GCSE. Questions are a mixture of multiple choice, short answers and case study stimuli long answers.

Extra Curriculum activities

During the year, three weeks of teaching have been collapsed for pupils to engage in entrepreneur challenges. The first week always coincides with Global Enterprise Week, during this week pupils will be running their own stalls during break and at lunchtime, where they will produce, promote, and sell products. Pupils can also set up their own business and receive funding from the Peter Jones Enterprise Academy to help them to achieve this.

Skills that will be developed

Pupils will develop literacy and numeracy skills throughout the course. These skills will allow them to access the financial elements of the course, whilst ensuring that they are able to communicate and apply their knowledge to case studies in an analytical manner.

How families can support

We encourage all pupils to try and keep up with the world around them, encouraging pupils to take an interest in the business world and what is happening today, helps to make their learning more relevant. Parents can help their children understand these changes by encouraging them to watch the news, or to read news headlines on the internet or by simply talking and sharing news and pertinent developments with their children.



Design and Technology - Food Preparation & Nutrition

Food preparation and nutrition offers a unique learning experience, allowing pupils to investigate a range of recipes, develop skills, and build a knowledge of nutritional values essential for healthy eating and a healthy lifestyle. Pupils will learn and apply a variety of practical skills over a range of challenges: this will equip pupils with the knowledge, understanding and skills they need to prepare and cook food to a high standard. It will give them the ability to apply the principles of food science, nutrition, and healthy eating and provide them with a hands-on introduction to life and work in the catering industry.



Assessments

EXAM:

Paper 1: Food preparation and nutrition (50%)

Written exam: 1 hour 45 minutes

NON- EXAM ASSESSMENT (NEA):

Task 1: Food investigation (15%) Written Report

NON- EXAM ASSESSMENT (NEA):

Task 2: Food preparation assessment (35%) Written Portfolio

Key Topics

Food preparation skills are integrated into five core topics:

1. Food, Nutrition and Health – Macro Nutrients, Micro Nutrients, Nutritional Needs and Health.
2. Food Science – Cooking of Food, Heat Transfer and the Functional and Chemical Properties of Food.
3. Food Safety – Food Spoilage, Contamination and the Principles of Food Safety.
4. Food Choice – Factors affecting Food Choice, British and International Cuisines, Sensory Evaluation, Food Labelling and Marketing.
5. Food Provenance – Environmental Impact and Sustainability of Food, Food Processing and Production.

Skills to be developed

GCSE Food Preparation and Nutrition is an exciting and creative course which focuses on practical cooking skills to ensure pupils develop a thorough understanding of nutrition, food provenance and the working characteristics of food materials. At its heart, this qualification focuses on nurturing pupils' practical cookery skills to give them a strong understanding of nutrition.

This course could lead to:

This course could lead you into roles such as a Chef, Food Product Developer, Buyer (who travels the world sourcing new food products for manufacturers), Food Safety Inspectors, Nutritionists, Dieticians, Quality Managers, Teacher, Food Engineer, Food Scientist, Food Technologist, Food Photographer, Food Stylist, Home Economist, Hotel and Restaurant Manager, Microbiologist

Parents can help by:

- Providing ingredients for practical lessons (Ingredients for experimental work will be provided by the school)
- Helping with the planning and organisation of work.
- Discussing work with pupils.
- Ensuring appropriate dress for practical lessons.
- Providing a suitable environment for work at home.

Practical work is essential and participation is compulsory.



Information and Communication Technology



Assessment Details

A Cambridge National in ICT is assessed through classwork and traditional examination paper with 50% credit for each. In class work includes producing a database, spreadsheet and other documents based around a sample business. The examination paper concentrates on the theories learnt over the duration of the study and other aspects of ICT that are not demonstrable on computers such as a knowledge of the computer misuse act.

Key Topics

Cambridge National in Information Technology will raise your child's confidence in using IT. They will use a range of software packages to create exciting and interactive products, that might include websites, graphics products, as well as databases. They will also study issues such as hacking, viruses, and other cyber-security topics in addition to learning about the way that the ICT industry operates.

Skills to be developed:

- **Project initiation, planning and review**
- **Collecting, manipulating/processing and storing data**
- **Creatively developing meaningful information for customer distribution**
- **Awareness of the importance of legal, moral, ethical and security factors**

Parents can help by:

- Encouraging pupils to experiment with a range of software packages.
- Stay up to date with issues in the news regarding data protection, cyber security, and e-commerce.

Career opportunities for ICT

- AV Technician.
- Business Analyst.
- Chief Information Officer..
- Database and Systems Administrator and ICT Security.
- IT Manager.
- IT Sales Assistant.
- IT Sales Professional.

Choosing ICT / Computer Science

When students choose ICT/Computer science they should select their preference on the form. For the first term of study the students will complete the same topics. After the first term students will be set into groups according to their ability, preference, future aspirations and prospects. Students with an ICT or Computer Science qualification will be considered equally should they wish to continue to study at 6th Form level.



Music

Pupils will be encouraged to engage critically and creatively with a wide range of music, develop an understanding of the place of music in different cultures and contexts, and reflect on how music is used in the expression of personal and collective identities.

You will be supported in your studies by free instrumental or vocal tuition. There will be opportunities to showcase your talents in public performances.

UNIT 1 PERFORMING = 30%

UNIT 2 COMPOSING = 30%

UNIT 3 LISTENING = 40%

Unit 1 – Performing

COURSEWORK/CONTROLLED ASSESSMENT

- 2 Pieces to be recorded
- 1 Solo and 1 Ensemble
- They can be any style!
- They can be on any instrument!
- You can be accompanied by someone or use
- A backing track/create your own!

Unit 2 – Composing

COURSEWORK/CONTROLLED ASSESSMENT

- 2 compositions to be completed.
- One to a set brief and one free choice.
- Both pieces must last 3-4 minutes collectively.
- They can be done using Music technology or acoustically.

Listening to lots of different styles of music outside of lessons will help with your understanding and your compositions.

Unit 3 - Listening and Appraising

LISTENING EXAM OF 1 HOUR AND 30 MINUTES

Study set works from different Areas of Study, which are:

- Instrumental Music 1700-1820
- Vocal Music
- Music for Stage and Screen
- Fusions

Parents can support pupils by:

- Encouraging pupils to practise
- Allowing them to listen to as wide a variety of music as possible.
- Monitoring the completion of homework.

Success in Music could lead to professions in:

- Teaching
- Studio Work
- Professional Performing
- Composing
- Lecturing
- Sound Engineering



Media Studies



Media is a lively and thought-provoking subject which encourages pupils to develop their creative, analytical, research, and communication skills, through exploring a range of media products and perspectives.

Assessment Details

The Media Studies qualification is currently made up of two elements which together combine analytical and practical production work:

30%
of the GCSE grade is
coursework-assessed through a
practical media-making task.

70%
is exam-assessed through two
written exams involving a mix
of multi-choice answers, short
answers and extended answers.

Key Topics

You will cover the key topics of media language, representation, industries and audiences looking closely at nine media areas:

- TV
- Film
- Radio
- Advertising and Marketing
- Video Games
- Music Video
- Social Media
- Newspapers
- Magazines

You will study audio-visual, online and print texts throughout the course.

Skills to be developed:

- Practical production skills – photography, desktop publishing, web page design & production and journalism.
- Pre-production skills such as researching style models, planning, storyboarding & scripting.
- Analytical and evaluative skills.

Parents can help by:

- Encouraging pupils to experience a varied diet of film, TV, press & ICT media.
- Discussing and debating issues in the media and in the news.

This course could lead to:

A range of media-related or design-based careers or further study in journalism, photography, advertising and marketing, animation, computer game design, television and radio...

A Level courses in Media Studies and Film Studies follow naturally from this GCSE course. Media Studies pupils gain a good balance of creative and analytical skills. The course develops your production skills, but also your understanding of the role of media in the wider world and your ability to write critically and analytically.



Physical Education (GCSE)

This course aims to develop pupils understanding of anatomy and physiology, physical training, biomechanics, sport and society, sports psychology and health fitness and wellbeing.

Pupils who are interested in this course need to take interest in a wide variety of sports outside of Woldgate. You should be a truly dedicated sports person who participates in an activity outside of school and also commits their time to representing and participating for the school.

What you will study

PRACTICAL (40%) Pupils will be assessed in three activities, one team activity, one individual activity and one other (from either group). Each of the three activities is worth 10% and must be participated in, competed in and logged for a period of at least 12 hours.

Participation in competitive sport outside of school is highly recommended and encouraged as outside participation directly correlates to a higher assessment mark. Pupils will complete a written controlled assessment worth 10% based on analysis of own performance.

THEORY (60%) The Theory is broken down into two papers that will both be sat at the end of Year 11.

Paper 1: The human body and movement in physical activity and sport.

- Anatomy and Physiology- which include muscles movement, gaseous exchange, aerobic and anaerobic exercise, the heart and the cardiac cycle, the recovery process and effects of exercise.
- Movement analysis – including levers and planes and axes of movement.
- Physical training – includes components of fitness, fitness testing, principles of training types of training and warm-ups and cool downs.

Paper 2: Socio-cultural influences and well being in physical activity and sport.

- Health fitness and well-being – which includes diet and sedentary lifestyle
- Sports Psychology – which includes drugs in sport, deviance, guidance and feedback
- Socio-cultural influences. Including factors that affect participation, commercialisation in sport, and sport in the media.



Assessment

Theory: 60% Two Examinations are sat at the end of Year 11, one Paper 1 and one Paper 2, each exam is 60 marks and is 60 minutes long. Both papers include a combination of multiple choice questions, short answers and a developed 6 mark response

Practical: 40% 3 activities (one team, one individual, one other) plus controlled written assessment analysis.

Pathways:

OTHER COURSES:

- A Level Sport
- Level 3 BTEC Sport
- Level 3 Cambridge National in Sport

FUTURE OPPORTUNITIES:

- Police Force/Armed Forces
- Sports Science
- Fitness Instructor
- Engineering and Design for sport
- PE Teacher
- Sports Event Organiser
- Sports Journalism and Media
- Sports Rehabilitation and Physiotherapy
- Sports Centre Manager
- Sports Journalism and Media



Sports Studies (Applied)

The aim of this qualification is for pupils to develop their skills through practical participation, leadership qualities, knowledge of contemporary issues within sport, understanding of what it takes to plan and participate within outdoor adventurous activities and also umpire and officiate sport.

Pupils will learn about contemporary issues in sport such as funding in sport, Olympic Games, drugs in sport, the influence of role models, and sport and the media. Pupils will develop an appreciation of the importance of sport locally and nationally, different ways of being involved in sport and of how this shapes the sports industry.

60% of the course is assessed through internal coursework assignments. 40% is based on an external exam.

Assessment Details

Contemporary Issues in Sport (40%): assessed externally through a 60 minute exam. Includes:

- Factors affecting participation in sport
- How sport promotes values
- Importance of hosting a major event e.g. World Cup
- Roles of national governing bodies e.g. Football Association.

Performing, Officiating and Leadership in Sport (30%)

- This is assessed through written coursework and practical sessions.
- Pupils are assessed on their ability to plan an outdoor activity and demonstrate knowledge and skills during outdoor activities, such as, rock climbing
- Pupils are assessed on their ability to participate in outdoor and adventurous activities

Developing knowledge and skills in outdoor activities (30%)

- This is assessed through written coursework and practical sessions.
- Pupils are assessed on their ability to plan an outdoor activity and demonstrate knowledge and skills during outdoor activities, such as, rock climbing
- Pupils are assessed on their ability to participate in outdoor and adventurous activities

Further Pathways:

- A Level Sport
- Level 3 BTEC Sport
- Level 3 Cambridge National in Sport



Further Opportunities

- Police Force/Armed Forces
- Sports Science
- Fitness Instructor
- Engineering and Design for sport
- PE Teacher
- Sports Event Organiser
- Sports Journalism and Media
- Sports Rehabilitation and Physiotherapy
- Sports Centre Manager



Art and Design

This course aims to increase the pupil's learning and creativity across a variety of experiences and through various processes, tools, materials and resources to generate individual and exciting outcomes. You need to be well organised and prepared to work hard. You will receive regular homework and must be prepared to work independently.

You should be a truly dedicated and creative person as you will need to maintain high standards throughout the course. It is essential that you continually refine your work as it progresses so that you can complete personal and individual final pieces.

Pupils must explore at least 2 specialist areas from the list below.

FINE ART:

- Drawing
- Painting
- Sculpture
- Printmaking
- Mixed media

PHOTOGRAPHY:

- Portraiture
- Location photography
- Studio photography
- Experimental imagery

THREE-DIMENSIONAL DESIGN:

- Sculpture
- Ceramics
- Architectural design

What you will study and explore:

- Introductory workshops based on natural forms, painting, drawing, photography, 3D work, digital work and printmaking.
- You will complete 3 mini projects to practice what is required for a GCSE project.
- You will complete 2 further personal choice projects which reflect your interests. These will be more thorough explorations leading to final pieces
- A variety of materials, techniques and media.
- A variety of artists', designers' and craft work



Assessment:

AQA 8201

COMPONENT 1: PORTFOLIO

A selection of practical work completed in Year 9, 10 and early Year 11. Set and marked by Art department staff. Externally moderated by the examination board (AQA).

96 marks = 60% of GCSE

COMPONENT 2: EXTERNALLY SET ASSIGNMENT

Externally set assignment – issued in early January in Year 11. Marked by Art department staff and externally moderated by the examination board (AQA). There is a preparatory period leading to a 10 hour timed final piece.

96 marks = 40% of GCSE

Future Opportunities:

A Level - Art & Design. BTEC Level 3 Art & Design, Degree Level – Fine Art, Art and Design, Architecture, Theatre Design, Graphic Design, Advertising, Animation and Computer Graphics, Photography, Fashion and Textile Design and Education.

Careers in the Creative Industries:

Advertising, Architecture, Interior Design, Graphic Design, Animation, Hair and Beauty, Ceramics, Garden Design, Fashion, Sculpture, Journalism and Photography, Web Page Design, Illustration, Restoration etc.



Drama



Drama GCSE pupils learn to collaborate with others, think analytically and evaluate effectively. Pupils will gain the confidence to pursue their own ideas, reflect and refine their efforts.

Whatever the future holds for pupils of Drama GCSE, they emerge with a tool kit of transferable skills, applicable both in further studies and the workplace.

COMPONENT 1: WRITTEN EXAM - 40%

COMPONENT 2: DEVISING DRAMA (PRACTICAL COURSEWORK) - 40%

COMPONENT 3: TEXTS IN PRACTICE (PRACTICAL) - 20%

Pupils will:

- Develop confidence and performance skills.
- Learn about a range of influential plays, playwrights, directors and practitioners.
- Understand new concepts and ways of presenting Drama through a variety of performance styles and techniques.
- Develop their imagination, creativity, problem-solving, communication and analytical skills.
- Acquire reflective and evaluative skills.
- Work collaboratively and creatively.

Key Topics:

- Devising
- Script work
- Live Theatre
- Set text
- Roles and responsibility in a theatre
- Performance analysis and evaluation

Parents can help their children by:

- Encouraging pupils to attend extra rehearsals.
- Supporting theatre visits organised by the school.
- Encourage and promote home learning and additional research to support their learning.

What could this course lead to?

Drama teaches transferable life skills that will benefit you in any career or future course. Skills you will develop are verbal, non-verbal and written communication, confidence, creative thinking, problem solving, team work, focus, dedication, time management, collaboration, perseverance and self-reflection.

Creative industries are currently the fastest growing industries in the UK. Recent data shows that employment in the creative industries is increasing at a 'much higher rate' than for the UK economy as a whole

After successfully completing this course at GCSE level you could go on to study a wide range of A Level or BTEC subjects including A Level Drama and Theatre Studies or a Performing Arts qualification.

After studying this subject at Advanced Level you could go on to study a degree in any subject, not just Drama.

This subject provides a firm foundation for any career since it develops transferable skills, though of course it could lead to a career in the theatre, media, performing arts & entertainment.



Religious Studies



Assessment details:

All pupils follow the GCSE Edexcel Full course in Religious Studies (Philosophy & Ethics). It is an interesting course that offers an opportunity to question your own moral values and to learn to appreciate the diversity of beliefs and opinions on important issues in the world today. Discussion will centre around issues such as abortion, war, capital punishment, transplant surgery and a range of topical issues that affect society today. The course is based on two examinations. Both exams will be 1 hour and 45 minutes long. There is no coursework. Two religions will be studied : Christianity and Islam.

Skills that will be developed:

- Debating and communication.
- Decision making, evaluation and interpreting different viewpoints.
- Working independently and as part of a group.
- Tolerance and Respect.

Topics that will be covered:

PAPER 1 : ETHICS (CHRISTIANITY)

- Belief in God
- Marriage and the Family
- Matters of Life and Death
- Living the Religious Life

PAPER 2 : PEACE AND CONFLICT (ISLAM)

- Belief in God
- Crime and Punishment
- Peace and Conflict
- Living the Religious Life

Parents can support pupils by:

- Discussing topics that have been covered in class.
- Encouraging pupils to be aware of events and issues that are in the news.
- Ensure that pupils are completing the homework tasks.
- Using the course revision booklet to help with revision.

Success in this course could lead to:

The course is highly valued by universities and colleges and is useful for A Levels including:

- Philosophy and Ethics
- Sociology
- History
- Law
- English
- Psychology

Any jobs which involve working with people:

- Medicine
- Teaching
- Social Work
- Law
- Journalism to name a few.





At present pupils take one language at Woldgate School. If you would like your child to take an additional language - or learn the language they have not studied so far - this option allows them to cover the course to GCSE in three years from Year 9 to 11.

LISTENING = 25%

SPEAKING = 25%

WRITING = 25%

READING = 25%

Areas of study:

- Identity and culture
- Local, national, international and global areas of interest
- Current and future study and employment

Skills that will be developed:

- The ability to appreciate a different perspective
- The appreciation of different cultures
- Communication skills

Success in French could lead to:

- Living and working abroad
- A Level and Degree courses in any language
- Business Studies
- Linguistics
- Economics
- Law
- Medicine, etc.

Remember, languages open the doors to the rest of the world ... the only question is – where do you want to go?

See Mr Thomas-Peter (Director of Studies for MFL) in KU12 or your class teacher if you have any further questions!

How Parents can help:

- Help their child to appreciate and understand cultural differences
- Encourage their child to watch the news/read newspapers
- Buy a small bilingual dictionary



At present pupils take one language at Woldgate School. If you would like your child to take an additional language - or learn the language they have not studied so far - this option allows them to cover the course to GCSE in three years from Year 9 to 11.

LISTENING = 25%

SPEAKING = 25%

WRITING = 25%

READING = 25%

Areas of study:

- Identity and culture
- Local, national, international and global areas of interest
- Current and future study and employment

Skills that will be developed:

- The ability to appreciate a different perspective
- The appreciation of different cultures
- Communication skills

Success in Spanish could lead to:

- Living and working abroad
- A Level and Degree courses in any language
- Business Studies
- Linguistics
- Economics
- Law
- Medicine, etc.



Remember, languages open the doors to the rest of the world ... the only question is – where do you want to go?

See Mr Thomas-Peter (Director of Studies for MFL) in KU12 or your class teacher if you need any more information.

Parents can support pupils by:

- Help their child to appreciate & understand cultural differences
- Encourage their child to watch the news/ read the newspaper
- By a small bilingual dictionary!
- Help their child find the most effective way of learning key vocabulary



Name

Form

TECHNICAL AND PERFORMANCE FIELDS OF STUDY, 2023

Please choose one option from each of the following two fields of study on our Online Options system

Field of Study One

Application forms are to be submitted online by 22nd March 2023

Choose **one** from from the following subjects:

Performance
Discipline

Art

Drama

Applied Sport Studies

Physical Education

Technical
Discipline

Applied Business Studies

Business Studies

Food and Nutrition

DT: Product Design

World
Discipline

Religious Studies* (Philosophy & Ethics)

Field of Study Two

Choose **another** from these subjects:

Performance
Discipline

Art

Music

Media Studies

Physical Education

Applied Sport Studies

Technical
Discipline

Business Studies

Information Communication Technology

Computer Science

DT: Product Design

World
Discipline

Spanish (additional)**

French (additional)**

* Pupils will have another opportunity to take Religious Studies (Philosophy & Ethics) in the Year 9 options but if your child would like to take this subject alongside the English Baccalaurate, choosing it in Year 8 will allow that combination.

**If your child would like to take two languages at GCSE, this option allows them to begin the additional language in Year 9. If you would like to select this option, please choose the language they do not currently take.





AN ETHOS LIVED INTO BEING
TECHNICAL AND PERFORMANCE PROSPECTUS 2023

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