



St Edmund's  
Catholic School  
specialist college for the performing arts

# Key stage 4 Prospectus 2010-2012

# CONTENTS

## Compulsory Subjects

English  
Mathematics  
Science  
Religious & Personal Studies  
ICT  
Physical Education  
Citizenship

## Optional Subjects

### GCSE

Art  
Design technology:  
- Food  
- Graphics  
- Resistant Materials  
- Textiles  
Geography  
History  
Media Studies  
Modern Languages

### BTEC

Business Studies  
Dance  
Health and Social Care  
Travel and Tourism  
Music  
Performing Arts  
Sports Certificate

### Diploma

Creative and Media Arts

Alternative Curriculum

Option Sheet

Dear Parents/Carer

## Year 9 Options Information

In September 2010, your child will begin their GCSE courses and continue these throughout Years 10 and 11. The courses they choose will influence their career choices and therefore, in choosing their options they must give very careful and serious consideration to the subjects they wish to study.

All students are required to study English, Maths, Religious Studies, Science, ICT, Citizenship and have a compulsory PE lesson. They will be able to choose a further seven options in order of preference. We will then be able to offer each student four of their choices. Courses will only run if there are sufficient numbers of students opting for them.

On Thursday 28<sup>th</sup> January, each student will be given a summary booklet listing all of the choices available, with a more detailed booklet available on the school's website.

A Parents Evening will be held on Tuesday 9<sup>th</sup> March, with opportunities for parents and students to speak with subject teachers to find out about the courses content, assessment types and suitability for individual students.

All option forms need to be returned at the Year 9 Subject Consultation Evening on Thursday 25<sup>th</sup> March.

If you do not receive your summary booklet or are unable to access the internet, please contact me so that I can arrange an alternative for you.

Yours sincerely

Mr P McCarter  
Curriculum Manager

## Pastoral Organisation in Year 10

Students will be in Vertical Tutor Groups in Year 10 and will receive academic mentoring support regularly throughout the yearly programme.

# GCSE English

## Specification at a glance

### Unit 1: Understanding and Producing Non-fiction Texts

External examination 40% of the total GCSE marks	2 hours	80 marks
Section A: Reading 20% of the total GCSE marks	1 hour	40 marks
Section B: Writing 20% of the total GCSE marks	1 hour	40 marks

### Unit 2: Speaking and Listening

Controlled Assessment 20% of the total GCSE marks	45 marks
--	----------

### Unit 3: Understanding and Producing Creative Texts

Controlled Assessment 40% of the total GCSE marks	6-8 hours	90 marks
Part a: Understanding Creative Texts (literary reading) 20% of the total GCSE marks	3-4 hours	45 marks
Part b: Producing Creative Texts 20% of the total GCSE marks	3-4 hours	45 marks

# GCSE English Language AQA

Core

## Specification at a glance

### Unit 1: Understanding and Producing Non-fiction Texts

External examination 40% of the total GCSE marks	2 hours	80 marks
Section A: Reading 20% of the total GCSE marks	1 hour	40 marks
Section B: Writing 20% of the total GCSE marks	1 hour	40 marks

### Unit 2: Speaking and Listening

Controlled Assessment 20% of the total GCSE marks	45 marks
--	----------

### Unit 3: Understanding Spoken and Written Texts and Writing Creatively

Controlled Assessment 40% of the total GCSE marks	80 marks	
Part a: Extended Reading 15% of the total GCSE marks	3-4 hours	30 marks
Part b: Creative Writing 15% of the total GCSE marks	3-4 hours	30 marks
Part c: Spoken Language Study 10% of the total GCSE mark	2-3 hours	20 marks

English Language

# GCSE English Literature AQA

Core

## Specification at a glance

### Unit 1: Exploring Modern Texts

External examination	1 hour	60 marks
40% of the total GCSE marks	30 mins	
Section A: Modern Prose or Drama	45 mins	30 marks
20% of the total GCSE marks		
Section B: Exploring Cultures	45 mins	30 marks

### Unit 2: Poetry Across Time

External examination	1 hour	54 marks
35% of the total GCSE marks	15 mins	
Section A: Poetry cluster from the anthology	45 mins	36 marks
23% of the total GCSE marks		
Section B: Responding to an unseen poem	30 mins	18 marks
12% of the total GCSE marks		

### Unit 3: The Significance of Shakespeare and the English Liter- ary Heritage

Controlled Assessment	3 - 4 hours	40 marks
25% of the total GCSE marks		

English Literature

# GCSE Mathematics

*Core*

As it is a core subject of the National Curriculum, all pupils will continue to be taught Mathematics at GCSE level and will be entered for the GCSE examination.

Mathematics classes are divided into sets and pupils will be prepared for the appropriate level of entry, either Higher or Foundation. Selected classes will be entered for GCSE at Foundation Level in Year 10 with a view to progressing to the Higher Tier in Year 11.

Students will need to demonstrate their knowledge, understanding and skills in the following areas

:

- Using and applying mathematics
- Number and algebra
- Shape, space and measures
- Handling data

### **Scheme of Assessment**

Students are assessed by two written examinations which take place at the end of the two year course.

### **GCSE Statistics**

Pupils may also be entered for GCSE Statistics at the end of Year 11 which is assessed by a mixture of coursework and terminal examination.

**Homework** is set weekly with the expectation that it will be completed to a high standard. Emphasis is placed on both presentation of written work and thoroughness of method in all work undertaken.

# Mathematics

# GCSE Sciences

Students in Set 1 for Science will continue to study for three Science GCSEs in Biology, Chemistry and Physics.

Students in Sets 2 to 5 have already started the first of two GCSEs they will study. GCSE Science will be completed during Year 10, and students will go on to study GCSE Additional Science in Year 11.

Students in the lowest ability set will complete an Entry Level Certificate in Science during Year 10, and the GCSE Science course in Year 11.

The course enables pupils to explore scientific concepts and should equip them for their future role in our increasingly technological society.

## Scheme of Assessment

Centre-Assessed unit	25%
Examination	75%

Students will be taught in sets according to ability decided by progress and attainment. At a crucial point in the course, teacher assessment; centre assessed work and mock examination results will combine to dictate the form of certification (Higher or Foundation) for which each pupil will be entered.

## Written Papers

The course can be examined at Foundation (grade B - G)

## Nature of Centre Assessed Work

An Individual Science Skills Assessment

## The course

All pupils will complete a programme of study which includes:

<b>Biology</b>	Human responses, Being Healthy, Drugs, Combating disease, Adaptation, Variation, Evolution, Environment.
<b>Chemistry</b>	Building materials, Metals, Fuels, Polymers, Plant oils, Earth and Atmosphere
<b>Physics</b>	Heat Transfer, Energy Efficiency, Electrical Devices, Electricity Generation, Light, Radioactivity and the Universe

## Homework

will be based on the programme of study and will include learning and applying knowledge related to theory and practical work with a 'How Science Works' focus.

*Core*

# **GCSE**

## **Religious Studies**

Edexcel Syllabus

### **Year 10/11 – Catholic Christianity / Religion and life based on a study of Catholic Christianity**

Over the two years students will follow the Edexcel Syllabus of Catholic Christianity and Religion and life based on a study of Catholic Christianity. Students will be required to demonstrate knowledge and understanding, as well as display the ability to evaluate alternative points of view, in respect of the sections studied.

#### **Written Examination**

There are two 2 hours of written papers covering both units studied. All papers will be taken in May and June of the second year of study

#### **Entry Level**

This option is available for some students. The option involves producing a portfolio of work relating to Christian Beliefs and Christian Perspectives. Two pieces of coursework are required. There is no exam at the end of the course but a certificate is awarded by OCR and has three levels Pass, Merit, Distinction. This is a complimentary course to GCSE.

#### **Homework**

Homework will be based mainly on essays, seminar style presentations, research projects, group project work and revision. There will be written assessments at the end of each module. All students will be expected to remain up-to-date with current affairs relevant to the topics studied.

**Scheme of Assessment will vary depending on course.**

**Religious Studies**

# GCSE

## Information & Communication Technology

Core &

### INTRODUCTION

This course has been developed to recognise learners skills, knowledge and understanding of Information and Communication Technology functions, environments and operations. The learners carry out a range of tasks that have been designed to recognise their achievements in a modern, practical way that is relevant to the workplace.

These qualifications specifically aim to:

- \* Develop learner's knowledge and understanding of the Information and Communication Technology sector.
- \* Develop learner's skills, knowledge and understanding in contexts that are directly relevant to employment situations, thereby enhancing their employability within the Information and Communication Technology sector.
- \* Develop learner's ability to work autonomously and effectively in an Information and Communication Technology context.
- \* Enable learners to develop knowledge and understanding in specialist areas of Information and Communication Technology, and demonstrate the skills needed to participate in the operation and development of ICT specific or ICT non-specific business organisations.

### List of Unit Titles

#### Mandatory

Unit 1 ICT skills for business

#### Optional

Unit 2 Webpage creation

Unit 3 Digital imaging - plan and produce computer graphics

Unit 4 Design and produce multimedia products

Unit 5 Desktop publishing

Unit 20 Creating animation for the WWW using ICT

Unit 21 Creating computer graphics

Unit 22 Creating sound using ICT

Unit 23 Creating video

### OCR Level 2 Nationals in ICT

OCR Level 2 Nationals in ICT	Minimum number of units required	Number of mandatory units	Guided Learning Hours	Qualifications of the same size and level
National First Award	2	1	90	1 GCSE (A* - C)
National Award	3	1	180	2 GCSEs (A* - C)
National First Certificate	5	1	270	3 GCSEs (A* - C)
National Certificate	6	1	360	4 GCSEs (A* - C)

ICT

# GCSE Physical Education

*Core &*

## Core PE

All pupils participate in Physical Education. This involves 1 hour of Core PE per week. Pupils will participate in 7 activities during Years 10 & 11. This may include Dance, Athletics, Games Activities and Swimming. There may also be a short course GCSE option.

## GCSE PE

GCSE PE forms part of the option programme. Pupils study PE for a further 2 periods per week (2 x 60 min lessons). The course involves pupils being assessed in 4 practical activities and accounts for 60% of the overall grade.

Theoretical work accounts for 40% of the GCSE grade and involves a 1 hour 45 min exam paper. This includes Fitness Testing, Human Physiology and Training Methods. There is also a coursework element which is to design a six week training programme.

## Short Course PE

This involves a limited amount of theory work and being assessed in two practical activities. This option can be taken during Core PE. The theory involves a 45 min multiple choice paper.

## Homework

Homework will be set for all GCSE Full and Short Course candidates in theory and practical elements of the course.

## PE Kit

School PE Kit is compulsory for all PE Lessons. An optional GCSE Kit has been introduced and can be purchased through the PE Department

**Those pupils opting for GCSE PE must make a commitment to the school extra curriculum sport programme.**

**Physical Education**

## Citizenship

Citizenship must be studied by all pupils. It is taught for one hour per week and aims to give some ability in and knowledge of these areas.

- \* Human Rights
- \* Crime - young people and car crime
- \* Challenging Racism and Discrimination
- \* How and Why are Laws made?
- \* How the Economy Functions
- \* Business and Enterprise
- \* Taking Part - planning a community event
- \* Producing the News
- \* Consumer Rights and Responsibilities
- \* Rights and Responsibility in the World of Work
- \* Europe - who decides?
- \* Global Issues, Local Action.

These are seen as issues that affect us all and vital to allow students to have an informed opinion on most aspects of life in the 21st Century.

Students may be entered for a short course GCSE depending upon progress and aptitude. This takes the form of a written examination.

# GCSE Art

*Optional*

The GCSE art course provides students with the opportunity to develop their artistic skills, knowledge and understanding using, observation, imagination and creativity while working with a variety of media and themes. Work also includes researching a variety of artists, craftspeople and designers, appropriate to intentions and looking at work from other times and cultures as an inspiration and influence.

## **Scheme of assessment**

coursework	60%
examination	40%

## **Coursework**

Coursework is composed of 2 or more units of work each based on a theme and developed over 4<sup>1</sup>/<sub>2</sub> terms in total.

## **Controlled Test**

Students receive the examination papers at the beginning of January of the final year. The preparatory period for this test is open ended, but will conclude with a 10 hour exam (two days) which students produce a final piece.

## **Marking**

The Coursework and Examination are marked in school and in line with the four assessment objectives set by the examining board, then externally moderated; the marks are then issued by the board in August. Students may collect their work between November 1st and December 31st of the year in which the examination has taken place.

Students will be considered for a place on the GCSE art course providing they are artistically competent and are prepared to offer serious commitment throughout the course of study.

It is important that students demonstrate a genuine interest in Art as well as the determination to work seriously for the duration of the course; it is demanding but also very interesting and exciting for the right students!

## **Homework**

Homework is a fundamental part of any Art course. It encourages independent learning and plays a key role in the GCSE Art course as an extension to classwork.

Homework will involve the development of comprehensive sketchbooks to include items such as research and exploration of ideas and media

**Art**

*Optional*

# GCSE Design Technology: Food Technology

Food is a basic human need and is essential to life. In order to meet the expectations of consumers the food industry needs the specialist skills of a wide range of people.

Food technology includes all aspects of food manufacture from an understanding of raw materials, their sources and biological characteristics to developing new products and the techniques involved.

## **Scheme of Assessment**

Coursework	60%	Examination	40% (Yr11)
------------	-----	-------------	------------

### **Coursework**

Students will learn to demonstrate their problem solving and decision making skills through research, analysis, evaluation and drawing conclusions. This is achieved by focused practical tasks and 'design-and-make' assignments.

During the course candidates will be required to complete one major coursework assignment over 45 hours involving practical research leading to the development of a final product. This assignment is worth 60% of the final grade.

### **Written Paper**

The examination will comprise of a written paper set by the exam board and is worth 40% of the final grade.

Grades are A\*-G

The paper is 2 hours long and questions are set in a design context area. All questions are compulsory. A preparation sheet is issued to support revision in the context area.

### **Homework**

This will be set once a week. This could comprise of research, design drawings, write ups, evaluate product work, surveys and analytical work.

Design Technology 1

# GCSE Design Technology: Graphic Products

*Optional*

This course is concerned with developing a student's ability to communicate information graphically, and communicate their ideas using a wide variety of materials, media and techniques, including the use of computer drawing manufacture programmes.

## **Scheme of Assessment**

Portfolio coursework 60% (project undertaken in Year 10/11)  
Examination 40% (Year 11)

## **Coursework**

To develop their designing and making skills with regard to graphical products pupils have to produce:

- a **Major Coursework**
- **Project** including
- a design folder
- plus the final product or model - 45 hours.

**This project is worth 60% of the coursework marks**

examples of possible projects include:

Designing the advertising for a new product, firm or shop;  
designing the packaging and advertising for a new product.

## **Written Paper**

The examination will comprise of one 2 hour design based written paper set and marked by the exam board.

Final grades A\* - G.

A preparation sheet is studied prior to the exam that sets the context that some of the questions are based in.

## **Homework**

Homework will be set to reinforce the content of the lessons and develop knowledge of materials and processes, plus project work.

Design Technology 2

*Optional*

# GCSE Design Technology: Resistant Materials

The emphasis in this area is to develop your knowledge and understanding of materials and components, design techniques, system and control and manufacturing industry. The main materials we will be focusing on are wood and plastic with some metals.

## **Scheme of Assessment**

60% coursework - A project undertaken in Year 10/11  
40% Written Examination lasting 2 hours

## **This practical subject is concerned with:**

- Problem solving
- Communication techniques
- Developing ideas
- Application of number through measuring and geometry
- Building a working knowledge of materials and structures
- Working with tools and equipment
- Use of ICT in presenting work
- Working with others

## Year 10 Projects

Students will undertake a number of small projects in Year 10 using a variety of materials to put into practice the theory studied.

Computer aided design (CAD) and Computer aided Manufacturing (CAM) will form part of the course.

## **The Coursework**

Time Allocated - 45 hours (2 terms)

This is a project which is equally weighted between the design and the making of an artefact. A product has to be designed under the guidance of the teacher with all work recorded in a folio. The emphasis is on the student investigating the need for a product, its research, the analysis of that information collected, resulting in the planning and making of a product of some quality.

## **Written Examination**

This paper lasting 2 hour, tests the design and making skills of the student taking into account the different materials involved.

Final Grades A\* - G

## **Homework**

Homework will be set to reinforce the contents of the lessons and in Year 11 students will be expected to maintain the pace of their **coursework folio** in the homework slot allocated on their timetable.

Design Technology 3

# GCSE Design Technology: Textiles Technology

*Optional*

We handle and experience textiles in a variety of ways everyday, from a simple dish-cloth to an elaborate evening gown. Products are researched, designed and manufactured to suit today's consumers.

Students will, through research, designing and making, develop skills in understanding textiles materials, components, processes and techniques, through either a fashion or furnishing approach.

## **Scheme of Assessment**

Portfolio Coursework 60% (Project undertaken in Year 10/11)  
Written Examination 40% (Year 11)

## **Coursework**

Practical and design skills are developed through:

- matching materials, components and equipment
- safe use of equipment
- achieving a quality product
- match specifications to product
- achieve good fit and finish
- acquire knowledge of fibres and fabric.
- use of ICT computer aided design (CAD) and manufacture (CAM)

A final piece of coursework is required as a major assignment over 45 hours developing one final product as a prototype and a portfolio of evidence. All practical work will be in scheduled lesson time.

## **Written Paper**

This comprises of one 2 hour paper set by AQA. A preparation sheet is issued prior to the written paper setting the design context for the design questions. All students sit the same paper.

## **Homework**

Generally set once a week, could comprise of research, design drawing, evaluation, write-ups, surveys or analysis work. Nearer the examination, practice questions, research for the written paper and compiling a student workbook.

# Design Technology 4

Optional

# GCSE Geography

## Subject Content

The geography department at St Edmund's currently follows AQA syllabus A for Geography.

Over the next 2 years pupils will cover a range of physical and human topics and case studies as well as developing a range of geographical and transferable skills.

Topics covered include:

**Physical Geography:** Restless Earth, Coastal zone, Weather and Climate, Water on the Land, Living World

**Human Geography:** Urban environment, Globalisation, Rural environment, Tourism, Population Change

**Key Skills:** Collecting evidence from a range of primary and secondary sources, presenting information both in written form and verbally, the use of ICT in Geography, interpreting satellite images and photos, using a range of maps such as ordnance survey and choropleth maps.

## Topics and Scheme of Assessment

Pupils progress will be monitored through their class work as well as practise exam questions at the end of each unit.

Their final exams will take place in year 11 and will include 2 exam papers and a controlled field work assessment:

**Unit 1:** Physical Geography = Written Paper - 1 hour 30 min - 75 marks 37.5%

**Unit 2:** Human Geography = Written Paper - 1 hour 30 min - 75 marks 37.5%

**Unit 3:** Local Fieldwork Investigation: Controlled assessment-60 marks 25%

From September 2009 the traditional 'project' style of coursework has been replaced by a local field study in the form of a controlled assessment.

Further information can be obtained from [www.aqa.org.uk](http://www.aqa.org.uk) or speak to Mr Dart or Miss Cripps at year 9 options evening.

Geography

# GCSE History

Edexcel GCSE - History B: Schools History Project (SHP)

Optional

## Is this the right subject for me?

If you enjoy or are interested in:

- studying history through the eyes of people who lived through the period
- finding out about how people's lives have changed and how people in the past may have thought differently from us
- debating and understanding why there are sometimes different, but equally valid, points of view on the same subject, then GCSE History is the ideal subject for you.

History GCSE at St Edmund's consists of four modular units, studied over two years.

## What will I learn?

You will always study history from four different angles, all of which are worth 25% of your final mark.

### Unit 1

In this unit you will learn about change and continuity over a long period of time through a Development Study: **Medicine and Treatment from Roman Britain to the present day.**

### Unit 2

In this unit you will learn about a period in history in much more detail with a Depth Study: **The American West 1840-1895.**



### Unit 3

In this unit you will learn about how sources become evidence in history in a Source Enquiry: **The Transformation of Surgery 1848-1918**

### Unit 4

Finally, in this unit you will learn about different views of history and how the past affects us today with a Representations of History controlled assessment: **The Impact of War on Britain 1914-1950.**



## What can I do after I've completed the course?

Apart from enjoying the course and being a lot more aware of the world around you, GCSE History is a solid basis for many A level subjects. Students who have done well in history often study higher qualifications in subjects such as politics, law, economics, and sociology. History also goes well with subjects such as English and languages. Many people working in law and accountancy have studied history because of the skills that can be developed in reasoning and arguing your point. There are also many areas more directly related to history, such as travel and tourism, museums, the media industry, libraries, government research, academic research and, of course, history teaching.

History

# GCSE Media Studies

*Optional*

The department follows the new AQA examination specification. Students demonstrating genuine commitment and enthusiasm will be considered for this course. The syllabus is designed to enable students to develop a critical awareness of the role of the mass media in society. Theoretical understanding will be closely related to the development of practical skills. Success at GCSE will enable students to be considered for 'A' level.

## **Scheme of Assessment**

Coursework	40%
controlled test	60%

## **Course Contents**

Candidates are required to submit three assignments up to the equivalent of about 2,500 words in total.

**The course** will involve study across a broad range of mass media. This includes newspapers and magazines, television, radio and film and pop culture.

## **Assessment**

Coursework is centre - assessed and externally moderated by the board. The controlled test is externally assessed

## **Written Papers**

The paper will take a case study approach based on a topic area set in advance by the examination board. Candidates will be issued with the question paper and any additional materials at the start of the final summer term. Following a period of research and preparation students will take the examination over a 1½ period under supervised conditions.

## **Homework**

Homework is a crucial and integrated part of the course. Students need to be aware of the importance of committed study and research outside of school time.

**Media Studies**

Optional

# GCSE French or Spanish

**LANGUAGES IMPROVE THE QUALITY  
OF YOUR LIFE!!**

Did you know?



- \* 75% of the world's population doesn't speak English at all.
- \* Businesses are looking for employees with language skills.
- \* Employees with language skills are definitely more marketable and have a greater worth in the labour market.

Students should continue to study at least one Modern Language during Key Stage 4 and may study two. The emphasis remains on the development of the ability to use foreign language to communicate effectively in a variety of practical situations. They are also encouraged to develop an understanding of grammar and to gain an insight into the culture and civilisation of other countries.

Issues which directly affect the students are also covered.

## Examination

Listening (year 10)	20%
Reading (year 10)	20
Writing (year 11)	30%
Speaking (year 11)	30%

Modern Foreign Languages

# BTEC

## First Certificate in Business

*Optional*

This qualification consists of one core unit plus two specialist

### Unit 1 Exploring Business Purposes

This unit will help learners to begin to understand the business world, with all its complexities and differing interests. It introduces learners to a range and variety of activity to be found in their local community and at National, European and Global levels. The unit enables learners to discuss their understanding and knowledge of businesses in their local environment. This unit begins to develop learners knowledge and understanding of the importance of business and how they operate. Learners will be able to explore business purposes and relate this to different types of ownership.

The unit provides a business context within which learners in employment or on work placement may use their experience while also developing a greater understanding of business activity for those seeking employment.

**There are nine specialist units,  
two of which will be chosen to complete the qualifications.**

### Unit 2 Developing Customer Relations

This unit will develop and broaden the learner's understanding of customer service in different businesses.

### Unit 3 Investigating Financial Control

This unit looks at the financial aspects of running a business, starting with an investigation into the types of costs that different businesses will incur.

### Unit 4 Business Communication

The purpose of this unit is to develop learners' ability to use communication skills effectively in the context of a workplace setting.

### Unit 5 People in Organisations

This unit introduces learners to the importance of the roles people have and to the contribution individuals and groups make to the effectiveness of organisations.

### Unit 6 Providing Business and Administration Support

This unit introduces learners to the overarching purpose of providing business support, irrespective of the size of the organisation concerned.

### Unit 7 Personal Selling

This unit develops learners' understanding of the role and importance of personal selling activities for customers, employees and businesses.

### Unit 8 Doing Business Online

Learners will be introduced to some of the types of online business activity, ranging from websites as merely passive brochure ware to those offering interactive product customerisation and online buying

### Unit 9 Exploring Business Enterprise

### Unit 10 Starting a small Business

Only one can be chosen.

# Business Studies

*Optional*

# Edexcel Level 2 BTEC Diploma in Dance

This is a practical course which allows students to explore a variety of dance styles. It also allows students to gather knowledge on the range of opportunities and pathways available in the dance industry. Students will be expected to develop and organize a detailed portfolio of coursework. Students will work creatively on choreographic & performance tasks & they will be continuously assessed throughout the course.

**The Edexcel Level 2 BTEC Diploma in Dance is a 60 credit & 360 guided learning hours qualification that consists of 4 mandatory units and two specialist units.**

## **A1 Working in the Performing Arts Industry**

Students will discover the vast areas of the performing arts industry. Opportunities and careers pathways in dance & other performing arts areas will be investigated.

## **A2 Professional Development in the Performing Arts Industry**

This unit allows learners to gain knowledge of a range of career opportunities with a view to their own professional development within the performing arts industry

## **A3 Performing Arts Production Process**

The aim of this unit is to develop the students' understanding of the essential processes required for staging a performance including the technical & administrative procedures.

## **C13 Performing Dance**

This is a unit about learners rehearsing and performing choreographed dance pieces.

## **C10 Contemporary Dance**

Students will learn a range of contemporary movement. They will learn & perform set studies in this style of dance

## **C12 Jazz Dance**

Students will investigate the relationship between music & jazz dance. They will develop and demonstrate the key features of different styles of jazz dance.

## **C14 The Development of Dance**

The aim of this unit is to develop learners knowledge of the social and historical context of dance & the choreographic process. Learners will have the opportunity to explore their own choreographic skills and create dances for performance.

**Dance**

# BTEC Health and Social Care

## Level 2 BTEC Extended Certificate

This is a qualification is equivalent to two GCSE passes (A\*-C).

It is designed to develop knowledge and understanding required in the Health and Social Care sectors and focuses on:

- providing opportunities to enable students to gain skills and knowledge which will help them to cope with changing circumstances in Health and Social Care provisions.
- Enabling students to gain a nationally recognised vocational qualification for entry into employment in Health and Social Care or to progress to a level three BTEC qualification.
- Developing understanding of the role of the Health and Social Care worker, their relationship with patients, their responsibility towards patients and the wider Health and Social Care sectors
- Providing opportunities for learners to develop a range of skills and techniques, personal qualities and attributes essential for successful performances in working life
- Students are encouraged to choose work experience in the Health and Social Care sector at the end of Year 10.

### The content of the Course

#### **Communication and Individual rights within the Health and Social Care Sectors**

This will involve:

Investigating ways of providing effective communications, examining effective communications; exploring diversity and equality in society. Investigating how the principles of the core value base can be used to promote the rights of individuals.

#### **Individual Needs within the Health & Social Care Sectors**

This will involve:

Exploring the everyday needs of individuals in society.  
Examining factors that influence the health and needs of individuals.  
Investigating potential hazards in Health and Social Care environment.  
Examining the main principles of Health and Safety legislation and guidelines for Health and Social Care environments.

#### **Human Lifespan Development**

This will involve:

Investigating the developmental changes that occur at different life stages.  
Exploring positive and negative influences on individuals at different life stages.  
Examining factors that can influence an individuals self-concept.  
Investigating changing care needs at different life stages.

*Optional*

# BTEC in Travel and Tourism

In year 10 and 11 pupils have the opportunity to complete the BTEC first Certificate in Travel and Tourism which is worth 2 GCSE's Grade A\* - C. From 2010 this qualification will be called the BTEC Extended Certificate.

They are then able to continue with this into year 12 where they can work towards the full BTEC First Diploma in Travel and Tourism which is worth a further 2 GCSE's. From 2010 this qualification will be called the BTEC Diploma.

**The BTEC Firsts in Travel and Tourism have been developed in the travel and tourism sector to focus on:**

- Education and training for travel and tourism employees.
- Providing opportunities for travel and tourism employees to achieve a nationally recognised Level 2 vocationally specific qualification.
- Providing opportunities for learners to gain a nationally recognised vocationally specific qualification to enter employment in the travel and tourism sector or to progress to higher vocational qualifications such as the Edexcel Level 3 BTEC National in Travel and Tourism.
- Providing opportunities for learners to develop a range of skills and techniques, personal qualities and attitudes essential for successful performance in working life.

**The certificate is achieved by completing the following 3 units over 2 years:**

## **Unit1: The UK Travel and Tourism Industry**

- Understand the concept of the travel and tourism industry
- Know the roles and relationships of organisations within the UK travel and tourism industry
- Understand the development of the UK travel and tourism industry
- Understand the impact of legislation and other issues on the UK travel and tourism industry.

## **Unit2: Exploring Customer Service in Travel and Tourism**

- Understand different approaches to customer service in different travel and tourism organisations.
- Understand the needs of different types of customers in the travel and tourism industry.
- Know the skills and techniques needed to provide good customer service in the travel and tourism industry.
- Be able to demonstrate customer service skills and techniques in travel and tourism situations.

## **Unit 7 : Developing Employability Skills for Travel and Tourism**

- Understand the skills required to undertake job roles in the travel and tourism industry.
- Be able to plan and carry out a work-related project in order to develop personal and employability skills.
- Be able to monitor and review skills development in a work-related project.
- Be able to undergo a job application process for the travel and tourism industry.

# Travel and Tourism

# BTEC Music

*Optional*

## **BTEC Music**

BTEC music is about preparing young people for careers in the performing arts or music industry. It provides opportunities for musicians to develop a range of skills and techniques and Motivates learners via applied learning and assessment. There will be opportunities to organise your own concerts, use the recording studio and write music in a variety of styles. Music lessons and extra curricular participation (in and out of school) also constitutes part of the course!!

The course is offered in two formats:

BTEC First Certificate equivalent to 2 GCSEs grades A\*-C (2 lessons a week + extra curricular work, including your music lesson)

BTEC First Diploma equivalent to 4 GCSEs grades A\*-C (4 lessons a week + extra curricular work, including your music lesson).

<b>BTEC First Diploma in Music</b>	<b>BTEC First Certificate in Music</b>
<b>Two core units</b>	<b>One core unit</b>
<ul style="list-style-type: none"> <li>• Planning and Creating a Music Product</li> <li>• Exploring the Music Profession</li> </ul>	<ul style="list-style-type: none"> <li>• Planning and Creating a Music Product</li> </ul>
<b>Select four specialist units</b>	<b>Select two specialist units</b>
<ul style="list-style-type: none"> <li>• Solo Musical Performance</li> <li>• Exploring Musical Composition</li> <li>• Developing as a Musical Performer</li> <li>• Working as a Musical Ensemble</li> <li>• Introducing DJ Technology</li> <li>• Rehearsal Techniques for Musicians</li> <li>• Producing a Musical Recording</li> <li>• Understanding Music</li> <li>• Exploring Computer Systems Used by Musicians</li> <li>• Exploring Musical Improvisation</li> <li>• The Musical World</li> <li>• Exploring an Area of Music</li> </ul>	<ul style="list-style-type: none"> <li>• Exploring the Music Profession</li> <li>• Solo Musical Performance</li> <li>• Exploring Musical Composition</li> <li>• Developing as a Musical Performer</li> <li>• Working as a Musical Ensemble</li> <li>• Introducing DJ Technology</li> <li>• Rehearsal Techniques for Musicians</li> <li>• Producing a Musical Recording</li> <li>• Understanding Music</li> <li>• Exploring Computer Systems Used by Musicians</li> <li>• Exploring Musical Improvisation</li> <li>• The Musical World</li> <li>• Exploring an Area of Music</li> </ul>

What can I do next with music?

- ◆ BTEC qualifications are recognised by employers and education institutions
- ◆ Provides a good progression route to more advanced qualifications eg BTEC Nationals in music, music technology and performing arts.

**Music**

# EdExcel Level 2 BTEC Diploma in Performing Arts (Acting)

*Optional*

Students will be expected to take part in all elements of performing arts (acting, dancing, and music) although they may not be assessed on all areas. There is a large coursework element and students need to be aware that they are expected to maintain a portfolio of evidence throughout the course. Students must be dedicated, hard-working and be able to work well in a team. The practical part of the course relies on students supporting each other in their group performances. Units may be taught together.

## **Unit A1: Working in the Performing Arts Industry**

Students will demonstrate their understanding of the process of planning, developing and evaluating a performing arts product.

## **Unit A2: Professional Development in the Performing Arts Industry**

Students will understand the areas of business in the performing arts including job opportunities, financial practices and marketing.

## **Unit A3: Performing Arts Production process**

This unit gives students the chance to understand the process that is essential when putting on public performances.

## **Unit B4: Acting**

Students will develop technique in vocal and movement skills and demonstrate their acting skills in two presentations lasting between 20 and 30 minutes each.

## **Unit B6: Devising Plays**

Students will explore material for a devised play and will create two pieces of devised drama lasting at least 10 minutes each.

## **Unit B8: Musical Theatre**

Students will develop their acting, dance and music performance skills in a combined performance that lasts between 20 and 30 minutes.

## **Unit B7: Performing Scripted Plays**

Students will understand how to interpret a role from a play through rehearsal to performance. They will demonstrate their skills in two contrasting plays, or scenes from plays, each lasting 20 to 30 minutes.

# Performing Arts

*Optional*

# BTEC First Certificate in Sports

- The education and training for sports-related personnel who are employed in a variety of types of work, such as fitness, coaching support and land/water-based outdoor pursuits.
- Providing opportunities for learners to achieve a nationally recognised level 2 vocationally-specific qualification.
- Providing opportunities for full-time learners to gain a nationally recognised vocationally-specific qualification to enter employment or progress to sport qualifications such as BTEC Nationals in Sport.
- Developing the knowledge, understanding and skills that enable progression within specific areas of employment.
- Developing key skills such as working with others and problem solving.

Providing opportunities for learners to develop a range of skills and techniques, personal qualities and attitudes essential for successful performance in working life.

**Three compulsory units are studied over two years.**

## **Unit 1: The Body in Sport**

This unit provides the knowledge and understanding of how the body responds before, during and after exercise.

It also focuses on the skeletal and muscular system, the cardiovascular and respiratory systems.

## **Unit 2: Preparation for Sport**

This unit will give learners an insight into the essential preparation required for successful sports performance. Learners are expected to investigate the fitness levels and lifestyle of an individual and administer a range of simple physical fitness tests. Learners are encouraged to look at different methods of fitness training and plan a training programme for a selected individual.

This unit also focuses on nutritional requirements of sports performers, psychological factors on performance and training.

## **Unit 3: Practical Sport**

The focus of this unit is on improving and developing practical performance as well as examining that of other athletes. Learners will be able to apply skills, techniques and tactics in a game or individual performance.

At least two contrasting sports must be studied in depth. Students are able to choose from a pool of sports offered by the school (team, racket and /or individual) but also other sports that are available outside of school or at which they particularly excel.

**Sports Certificate**

# Creative & Media Arts Diploma (Higher)

*Optional*

This is an exciting new qualification which we are offering to our students and to students at other schools in the area. It is the equivalent of 7 GCSE passes at grade C or above and is assessed by portfolio, by exam and by a final presentation which could take many different forms. Students will be expected to select a related subject from the options blocks as Additional and Specialist Learning and to complete a project related to what they have learnt. They will also have to pass functional skills in Maths, English and ICT. The course will take up a total of 10 hours per week. This time will be spent in school, on visits, meeting people who work in the creative and media industry or in many other ways depending upon what opportunities become available. There will also be a minimum of 10 days work experience.

There will be opportunities to work with employers in the creative and media arts including film and television, sound recording, electronics, publishing, audio and video editing, performing arts and many related areas. As the course develops we expect that you will be making more and more decisions about your own learning and what you need to do to progress.

The course offers progression to the next level of the diploma or into other level 3 (A level equivalent) courses and then to university or employment.

You must be expected to get at least a grade C in Maths and English to take full advantage of this course and to have a keen interest in the creative and media industry.

**Creative & Media Arts**

## Key Stage 4 Alternative Curriculum

This alternative curriculum is designed to provide a different and exciting approach to traditional components of GCSE studies. We are retaining the core GCSE subjects which provide the opportunity to progress to further education whilst the additional vocational sections give a practical grounding in the key skills for modern life.

The students will be taught in a small group. This allows the development of closer working relationships with each other and their teachers than is sometimes possible in the larger groups that comprise the rest of the curriculum. It is envisaged that some parts of the curriculum for this group could be driven by the needs of the students as they develop into independent learners though the different approach allowed by the course.

There may be opportunities for work placements during both years 10 and 11.

Alternative Curriculum

