

**St Dunstan’s School**

GLASTONBURY

KS4 Course Information

2018 - 2020

*Part of the Midsomer Norton Schools Partnership*



**Investing in the Future of**

**Secondary Education in Glastonbury**

**Core Subjects**

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| **English Language & English Literature** | | | |
| **AQA GCSE English Language (AQA 8700) and English Literature (AQA 8702)** | | | |
| *For further information please contact* | Mrs L Bevan | | |
| **Content** | Students will follow a course that leads to two qualifications - one in English Language and one in English Literature.  *What will you be doing?*  You will be given the chance to say what you think and write what you mean, as well as expressing what you feel about a variety of texts. There will be two exam papers; Paper 1 will incorporate analysis of a 19th or early 20th century literary fiction text extract and a descriptive or narrative writing task. Paper 2 will include analysis of non fiction texts from the 19th, 20th and/or 21st centuries and writing to present a point of view.  In English Literature you will study a range of texts including a play by Shakespeare, studied in conjunction with a text from the English Literary Heritage specifically 19th century fiction such as Jekyll and Hyde, A Christmas Carol and Sherlock Holmes; modern fiction such as Animal Farm and An Inspector Calls and a range of poetry from the exam board’s anthology. The exam will also feature a section on analysing and comparing unseen poetry. | | |
| **Assessment** | **Examination** | For English Language, each paper will be worth 50% of the final exam grade. All students will sit the same exam.  For English Literature, Paper 1 (Shakespeare and the 19th century novel) will be worth 40% of the final Literature grade and Paper 2 (Modern text and Poetry) will be worth 60% of the final grade. | |
| **Controlled Assessment** | There will be **no more controlled assessment** so grades will be awarded solely on performance in the exam. The grading system will change to 1 – 9 with 9 being the highest grade; 5 being a good pass and 4 being a satisfactory pass. | |
| **Oral Assessment** | Following changes to the GCSE English Language qualification, teachers will report students’ achievement in Speaking and Listening. However, it will not count towards the final grade. The assessment will be based on a presentation to a group. All presentations are required to be recorded for moderation purposes. | |
| **Keys to Success** | **Attributes** | Competence in reading, writing and speaking and listening are essential skills for this course  Reading a wide range of quality fiction will be good preparation for the course. | |
| **Progression** | Academic | Applied | Employment |
| A Level Literature  A Level Language | Extended Project Qualification | Publishing, Law Journalist, Editor, Proof-reader, Copy Writer, Speech Therapy, Researcher, Teacher , Advertising, Marketing, PR, Human Resources, Media …………. |

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| **Mathematics** | | |
| **Pearson Edexcel GCSE Mathematics GCSE (9-1). (1MA1)** | | |
| *For further information please contact* | Mr T Armstrong  Head of Mathematics | |
| **Content** | Knowledge and Understanding  The aims and objectives of the Pearson Edexcel GCSE (9 - 1) in Mathematics are to enable students to:  ● develop fluent knowledge, skills and understanding of mathematical methods and concepts;  ● acquire, select and apply mathematical techniques to solve problems;  ● reason mathematically, make deductions and inferences, and draw conclusions;  ● comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the information and context.  The list below outlines the topic areas covered in this qualification and the topic area weightings for the assessment of the Foundation tier and the assessment of the Higher tier.**ier Topic area eighting**  **Foundation**  Number 25%  Algebra 20%  Ratio, Proportion and Rates of change 25%  Geometry and Measures 15%  Statistics & Probability 15%  **Higher**  Number 15%  Algebra 30%  Ratio, Proportion and Rates of change 20%  Geometry and Measures 20%  Statistics & Probability 15% | |
| **Assessment** | **Examination** | ●Two tiers are available: Foundation and Higher  ● Each student is permitted to take assessments in either the Foundation tier or Higher tier. All three papers must be at the same tier of entry.  ● The qualification consists of three equally-weighted written examination papers at either Foundation tier or Higher tier.  ● Paper 1 is a non-calculator assessment.  Paper 2 and Paper 3 are calculator allowed.  ● Each paper is 1 hour and 30 minutes long.  ● Each paper has 80 marks (33.3% weighting)  ● The content outlined for each tier will be assessed across all three papers.  ● Each paper has a range of question types; some questions will be set in both mathematical and non-mathematical contexts. New knowledge, skills and understanding will be tested at both tiers.  ● A formulae sheet is given at the front of each examination paper however there will be fewer formulae provided to students.  ● The qualification will be graded and certificated on a nine-grade scale from 9 to  1 using the total mark across all three papers where 9 is the highest grade. Individual papers are not graded.  ● Foundation tier: grades 1 to 5.  ● Higher tier: grades 4 to 9 (grade 3 allowed). |
| **Keys to Success** | **Attributes** | Thinking for oneself and not just learning the facts. Enjoy debating and challenging your own ideas. |
| **Interests** | An enquiring and analytical mind. Ability to question and evaluate. A desire to put maths into context. |
| **Progression** | This qualification prepares students for progression to further study of mathematics at AS and A level, and also to the study of Core Mathematics. GCSE Mathematics is a requirement for progression to a wide range of courses at Level 3. Students are expected to continue with their study of GCSE Mathematics after the age of 16 if they have not achieved the qualification at Key Stage 4. | |

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| **Double Science - Trilogy** | | | | | | | |
| **AQA GCSE Specifications** | | | | | | | |
| *For further information please contact* | Mr L Parfitt | | | | | | |
| **Content** | Double science is a qualification that will be studied by all students during key stage 4. Being a double award it will generate 2 identical GCSE grades. The GCSE grades will be an average from all the examinations taken at the end of year 11.  The course covers all three disciplines of science; Biology, Chemistry and Physics. Each of these subject areas is split into a number of topic areas which will be taught in a specified order to allow students to harness the new skills and knowledge.  There will be no controlled assessment; instead there will be a number of assessed practical’s completed during the course with question relating to them included in the final examinations.  Students will sit 6 terminal exams at the end of year 11. All exams will be 75 minutes in duration and contribute 16.7% to the final grades. | | | | | | |
|  | **Examination** | | 100% | * 6 terminal exams at the end of year 11. * Each exam is 1h 15 mins and worth 70 marks * Each exam contributes 16.7% to the final grade * Consists of 2 Biology, 2 Chemistry and 2 Physics exams | | | |
| **Keys to Success** | **Attributes** | | Wanting to know why things are like they are and why things happen. A readiness to research and to carry out investigations to gain Scientific evidence to support ideas. | | | | |
| **Interests** | | An interest in the world around us and how things work. Gathering and analysing information and applying this to new situations. | | | | |
| **Progression** | **Academic** | | **Applied** | | | **Employment** | |
| A/AS Level:  Biology, Chemistry, Physics | | BTEC Applied Sciences | | | Applicable to many types of employment including: Science, Medicine, Teaching, Horticulture, Engineering & Nursing | |
| **Philosophy and Belief** | | | | | | |
| **Edexcel GCSE Religious Studies** | | | | | | |
| *For further information please contact* | Mrs C Kendall | | | | | |
| **Content** | The course will cover the following topics:   1. **Religion and Ethics**   A study of Christian beliefs and attitudes to Relationships   1. **Religion, Peace and Conflict**   A study of Muslim beliefs and attitudes to Crime and Punishment  **This course will encourage students to:**   * Adopt an enquiring, critical and reflective approach to real world issues. * Reflect on and develop their own values, opinions and attitudes in light of their learning, in preparation for life in a global community. * Express their personal responses and informed insights on key questions and issues about identity, belonging, meaning, purpose, truth, values and commitments. * Enhance their personal, social and cultural development, their understanding of different cultures nationally and in the wider world. * Develop their interest in and their enthusiasm for the study of religion, and relate it to the wider world. * Develop students’ knowledge and understanding of religious and non-religious beliefs, such as atheism and humanism. * Explore the significance and impact of beliefs, teachings, sources, practices, ways of life and forms of expressing meaning. * Evaluate the influence of media, religious and secular beliefs on individuals and society in today’s world. * Construct well-informed and balanced arguments on matters concerned with religious beliefs and values. | | | | | |
| **Assessment** | **Exam** | 100% | | | | |
| **Keys to Success** | **Attributes** | Thinking for yourself and not just learning the facts. Enjoy debating and challenging your own ideas. | | | | |
| **Interests** | Current affairs, travel, sociology, culture, history, psychology, philosophy, media or politics. | | | | |
| **Progression** | Application | | | | Employment | |
| A/AS Level - Religious Studies, Philosophy, Sociology, Law, History | | | | Media, Medicine, Police, Law, Politics, Education, Personnel, Social work, Youth work, Armed forces, Tourism, Social care. | |

**OPTION SUBJECTS**

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| **Art & Design** | | | | | |
| **AQA GCSE Art & Design** | | | | | |
| *For further information please contact* | Mrs W Lewis | | | | |
| **Content** | In this course you will explore a wide variety of mixed media techniques, including both traditional and new technologies. You will explore the work of other artists, crafts people and designers from the past and more recent times. You will explore a range of artists from different cultures and backgrounds and ideologies.  You will have the opportunity to develop your own ideas within a sequence of planned activities and project themes. The use of a sketch book is central to the course and will be used to present research on the work of other artists, crafts people and designers, experiment with materials and techniques and record ideas through drawing and photography. You will also write about your ideas and annotate your work as it progresses. Your sketchbook will support a personal response for each project theme.  Typically, three course work projects will be completed before preparing for the timed test. | | | | |
| **Assessment** | **Examination** | 40% | | 10 hour timed piece plus supporting preparation work  Year 11: term 2 | | |
| **Coursework** | 60% | | Includes classwork, extended learning and sketchbook activity | |
| **Contribution** | An Art kit which includes a Folio and sketch book is essential and costs £15 in Year 10. Costs may be incurred for extra-ordinary materials | | | |
| **Keys to Success** | **Attributes** | You need to be creative, well organised and be capable of good time management. It is a portfolio based qualification and steady consistent work over two years is important. You will need to dedicate at least 2 hours of home study each week | | | |
| **Interests** | The arts, graphic design, visual culture, photography, textiles, 3D, clay and sculpture. | | | |
| **Progression** | Academic | | Applied | | Employment |
| A Level, Art & Design, A Level -Applied Art | | BTEC, Creative & Media Diploma | | Graphic Designer, Interior Designer, Illustrator, Fine Artist |

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| **Business** | | | | | | | |
| **Level 2 BTEC First Award in Business** | | | | | | | |
| *For further information please contact* | | Mr G Pearce | | | | | |
| **Content** | | BTECs are vocationally related qualifications, where learners develop knowledge and understanding by applying their learning and skills in a work-related context.  Additionally, they are popular and effective because they engage learners to take responsibility for their own learning and to develop skills that are essential for the modern-day workplace.  These skills include: teamworking; working from a prescribed brief; working to deadlines; presenting information effectively; and accurately completing administrative tasks and processes.  Students will complete four units of study throughout the two year course  Year 1  Unit 1: Enterprise in the Business World (coursework)  Unit 2: Finance for Business (external examination)  Year 2  Unit 3: Promoting a Brand (coursework)  Unit 4: Principles of Customer Service (coursework) | | | | | |
| **Assessment** | | 75% Coursework 25% Exam (Unit 2) | | | | | |
| **Keys to Success** | | **Attributes** | | Analytical thinking skills; Developing an evaluative approach to decision making; analysis of current data and trends to inform decision making; Modelling and Forecasting; Teamwork and Collaboration; Researching; Questioning. | | | |
| **Interests** | | Almost every profession will rely on the valuable skills that you will learn in the business studies course including:  Entrepreneurship, Management, Tradesperson, Finance, Retail, Business Ownership, Hospitality. | | | |
| **Progression** | | Academic | | Applied | | Employment | |
| A Level | | BTEC Extended Diploma | | The course will provide you with the valuable skills to embark on a range of careers including Retail, Production, Self Employment | |
| **Child Development** | | | | | | | |
| **Cambridge National Certificate in Child Development Level 1/2 (equivalent to one GCSE)** | | | | | | | |
| *For further information please contact* | | Mrs Lewis | | | | | |
| **Content** | | This course is designed to give students an opportunity to extend and apply their skills, knowledge and understanding of the development and care of children from conception to the age of five years within a variety of contexts. It is aimed at promoting an understanding of the physical, intellectual, emotional and social needs of the child through the study of the family, community and responsibilities of parenthood.  Students will gain a knowledge and understanding of a wide range of issues including family and child, conception and contraception, pregnancy and birth, food and health, play and education, cultural and social development, technology, the environment and first aid.  Students will be encouraged to participate in a variety of experiences including studying and working with a young child. An essential element of the course is being able to study a child (under 5 years old) out of school hours.  The subject is designed to encourage you to be inspired by following a wide, coherent, satisfying and worthwhile course and to gain an insight into all aspects of Child Development. | | | | | |
| **Assessment** | | **Controlled Tasks** | | Unit 1 Examination 50% – 1 and ½ hours  Unit 2 Short task, investigation with practical element -25%  Unit 3 Child Study (observational skills) - 25% | | | |
| **Keys to Success** | | **Attributes** | | Open minded, interested in other people’s opinions and lifestyles. Likes to discuss and debate relevant issues. Caring, supportive and understanding nature. Independent thinking and able to make decisions. Reflective, enjoys analytical thinking. Good organisational skills and time keeping. | | | |
| **Interests** | | An interest in people, children, families, current affairs, sociology, psychology and different cultures would be an advantage. Enjoys working with children | | | |
| **Progression** | | Academic | | Applied | | Employment | |
| A Level – Sociology, Psychology  Biology | | Health & Social Care, Child Development, Early Years, Caring | | Caring Industries  Medicine and Nursing  Teaching  Early Years | |

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| **Computer Science** | | | |
| **OCR Computing** | | | |
| *For further information please contact* | Mrs B Rowlinson-Baker | | |
| **Content** | Students will employ an analytical, investigative an evaluative approach to the study of a range of areas:   * Practical Programming * Theoretical Understanding of computers | | |
| **Assessment** | Controlled Assessment Tasks  100% Exams | | |
| **Keys to Success** | **Attributes** | Discovery and problem solving approaches to tasks. Developing responsibility for deadlines and determination for completion of tasks | |
|  | **Interests** | Networks, Programming | |
| **Progression** | Academic | Applied | Employment |
| A/AS Level -  Information & Communication Technology, A/AS Level Computing, A/AS Level Applied ICT | BTEC National Diploma L3 | Programming/Network Development and Network Management/Technical Advisors/Systems Analysts/Software Engineering |

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| **Drama** | | | | |
| **AQA GCSE Drama** | | | | |
| *For further information please contact* | Mrs J Pulford | | | |
| **Content** | The subject content for GCSE Drama is divided into three components:   | 1) Devising Theatre – 40%**t 1: Understanding drama** | | | --- | --- | | * Internally assessed and externally moderated * *Performance* – A realisation of their piece of Devised Theatre * *Portfolio* – A portfolio of supporting evidence * *Evaluation* – An evaluation of the final performance or design | | | 2) Performing from a text – 20%**2: Devising drama (practcal)** | | | * *Practical exam* – An externally assessed performance of 2 extracts from the same text – technical project or performance | |   3) Interpreting Theatre – 40%   * *Written exam* – Set text questions and a live theatre review (***Students are expected to see at least two pieces of live theatre as a course requirement***) | | | |
| **Assessment** | **Examination** | 40% | | Written exam |
| **Practical Work** | 60% | | Practical Performances  Written Portfolio |
| **Keys to Success** | **Attributes** | Hard work and determination, willingness to get involved (especially with out of lesson time rehearsals) and take responsibility. It is a demanding and challenging course and you must understand that you will get out of it what you put in. | | |
| **Interests** | An overall interest in other creative subjects such as Music and Art and Design can be useful and it links well to subjects such as History, Design Technology and English. | | |
| **Progression** | Academic | Applied | Employment | |
| A/AS Level -  Drama & Theatre Studies | BTEC Performing Arts | Entertainment & Media Industries  Training, human resources  Marketing  Law | |

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| **Food Preparation and Nutrition** | | |
| **Eduqas GCSE Food Preparation and Nutrition and City & Guilds accredited Food Hygiene certificate – level 2** | | |
| *For further information please contact* | Miss Tourle | |
| **Content** | The Eduqas GCSE in Food Preparation and Nutrition equips learners with the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating. It encourages learners to cook, enables them to make informed decisions about food and nutrition and allows them to acquire knowledge in order to be able to feed themselves and others affordably and nutritiously, now and later in life.  The course allows for the full range of making skills to be demonstrated and to gain an understanding of the properties and working characteristics of food and the food and catering industry.  You will also be involved in practical investigative research as well as developing and sustaining your own innovative and creative design in food.  You will be encouraged to handle food every week in order to develop your own skills and knowledge.  To accompany the GCSE you will complete the City & Guilds Food Hygiene Certificate. This will be valuable for those who would like to work in the Hospitality and Catering industry. | |
| **Assessment** | **Examination** | 1 x Written exam = **50%**  2 x Practical based assignments (Controlled Assessment):   * **15%** Food investigation assessment * **35%** Food preparation assessment   Online test for accreditation of Food Hygiene certificate |
| **Keys to Success** | **Attributes** | * Enjoys practical work and handling food as a material. * Independent thinking and ability to make decisions. * Being creative with food and able to communicate design ideas and knowledge. * Having a problem solving approach to tasks and being an imaginative, innovative thinker. |
| **Interests** | An interest in food, food science, diet, nutrition, design, creativity, environmental issues and the food industry would be useful. |

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| **French** | | | |
| **Edexcel GCSE French** | | | |
| *For further information please contact* | Mrs S Easterbrook | | |
| **Content** | The aim of French GCSE is to develop your ability to communicate efficiently in the language. Much of the specification develops and extends the areas of experience covered in the lower school, thus giving you a sound base upon which to work whilst also providing a firm foundation for students to make a smooth transition to A level should they wish to.  Grammar and vocabulary are built up gradually alongside the skills giving you confidence and preparing you thoroughly for the assessments.  There are 5 themes which are assessed in each skill:   Identity and culture   Local area, holiday, travel   School   Future aspirations, study and work   International and global dimension. | | |
| **Assessment** | **Listening** | 25% Examination | |
| **Reading** | 25% Examination | |
| **Speaking** | 25 % Examination of three tasks:   1. Role play 2. Picture based task 3. Conversation | |
| **Writing** | 25% Examination   1. 2 responses to stimuli in French 2. Translation of a small number of sentences into French/German | |
| **Keys to Success** | **Attributes** | Organised with notes and equipment, good at regular homework, focused in class, and prepared to ‘have a go’ | |
| **Progression** | Academic | Applied | Employment |
| A/AS Level,French, Additional Languages | BTEC Courses | Tourism, media, personnel, communications, teaching, business, foreign office, charities |

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| **Geography** | | | | |
| **AQA GCSE Geography** | | | | |
| *For further information please contact* | Mrs J Manning | | | |
| **Content** | Students will travel the world from the classroom, exploring case studies in the United Kingdom (UK), newly emerging economies (NEEs) and lower income countries (LICs). Topics of study include climate change, poverty, deprivation, global shifts in economic power and the challenge of sustainable resource use. Students are also encouraged to understand their role in society, by considering different viewpoints, values and attitudes.  **Unit 1**: **Living with the physical environment**   * The challenge of natural hazards (earthquakes, volcanoes and weather hazards) * The living world (ecosystems, tropical rainforests, hot deserts) * Physical landscapes in the UK (rivers, coasts, glaciation)   **Unit 2**: **Challenges in the human environment**   * Urban issues and challenges (cities, shanty towns) * The changing economic world (economic development, differences between countries) * The challenge of resource management (resource management and food/water supplies)   **Unit 3**: **Geographical applications**   * Issue evaluation - a resource booklet will be available twelve weeks before the date of the exam so that students have the opportunity to work through the resources, enabling them to become familiar with the material. * Fieldwork - students need to undertake **two geographical enquiries**, each of which must include the use of primary data, collected as part of a fieldwork exercise. | | | |
| **Assessment** | **Exam** | 100% | 2 x 1 ½ hour examinations for units 1 & 2  1 x 1 ¼ hour exam for unit 3. | |
| **Keys to Success** | **Attributes** | Enthusiasm for the subject. An ability to express ideas and concepts. A very good level of literacy. | | |
| **Interests** | Learning about people, their societies, economies, cultures & the environment. An interest in current affairs. | | |
| **Progression** | Academic | Applied | | Employment |
| A/AS Level Geography, Geology or Environmental Sciences | Countryside and Wildlife Management, Travel and Tourism | | Marketing, Architecture, Finance, Education, Law, Environmental Awareness, Civil Service, Travel, Journalism |

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| **History** | | | | |
| **Edexcel GCSE History** | | | | |
| *For further information please contact* | Mr R Maple | | | |
| **Content** | This course provides you with the opportunity to study the dilemmas, choices and beliefs of people in the past. You will be encouraged to critically examine past events, and make sense of our ancestors’ decisions. You will also be given the opportunity to see how the past continues to affect our future, and make links between our history and the World around us.  We look at five topics that include: Weimar and Nazi Germany 1919-39; Crime and Punishment in England, 1000 to the present; Whitechapel 1870-1900 (Jack the Ripper murders); Elizabeth I; and The Cold War.  An in-depth study is undertaken of each topic, with each unit being approached in a slightly different way. For example, the social impact of the Nazis is examined - how everyday life in Germany was affected by extremism. International relations and Worldwide politics are examined in the Cold War unit. Tudor England looks at British history by examining the rule of Elizabeth, and the threats she faced. The Crime and Punishment unit takes a thematic approach - the nature of crime and the response of the state are studied over a wide period of time, with questions of change and continuity being raised. Finally, the environment of Whitechapel is studied to analyse its impact on the Jack the Ripper murders, and the failure of the police to catch the killer. | | | |
| **Assessment** | **Exam** | 100% | | 1x 1hr 15 minute  1x 1hr 20minutes  1x 1hr 45 minute |
| **Keys to Success** | **Attributes** | Able to research and think for yourself, not just find out the facts. Think about the causes and consequences of events. Able to use and interpret different sources of information. Enjoy debating and challenging your own, and other people’s ideas. A reasonable level of literacy. | | |
| **Interests** | Current affairs, politics, the social background and culture of different people, finding out about why things happened and the results of what happened, human nature. | | |
| **Progression** | Academic | Applied | Employment | |
| A/AS Level History, Archaeology, Politics, Sociology, Law | Extended Project | Accountancy, law, banking, advertising, marketing, teaching, IT, business and finance, civil service, journalism | |

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| **Media Studies** | | | | |
| **AQA GCSE Media Studies** | | | | |
| *For further information please contact* | Mrs K Gregory | | | |
| **Content** | The Media – television, newspapers, radio, and the internet – are a central element in our modern technology driven world. GCSE Media Studies offers you a framework in which to develop your knowledge of the media, to understand the opinions of other people and to engage in debate about all forms of media. Most of our information about the world comes from the media and they are a central feature in the way we entertain ourselves.  Media Studies will develop opportunities for you to find out about and analyse different media and explore through practical and production work the different ways in which they make meanings available to a variety of audiences. All of this depends on your own attitudes and beliefs. It is a demanding course and involves plenty of individual study as well as teamwork. | | | |
| **Assessment** | **Examination** | 70% exam topic specified by exam board | | 2 x 1hr 30min exams |
| **Non examined assessment** | **30% - example tasks below:**  **Television**   * Create a sequence from a new television programme or a website\* to promote a new television programme**.**   **Advertising and Marketing:**   * Create a music video or a website\* to promote a new artist/band**.** * Print-based marketing material for a new film.   **Magazines**   * Create a new print or online magazine. | | |
| **Keys to Success** | **Attributes** | An inquisitive mind and a desire to ask questions about the world and especially about how the modern media influences them. Practical skills such as photography, filming, Computer editing and journalism. | | |
| **Interests** | Interest in current affairs, and the media in general. | | |
| **Progression** | Academic | Applied | Employment | |
| A/AS Level -Media Studies, Communication Studies, Film Studies, Photography | First BTEC & National Diplomas in Media & Multi Media Production | The media, including television, radio and print industries | |

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| **Music** | | | | |
| **BTEC First Award in Music (Level 2)** | | | | |
| *For further information please contact* | Mr A Gill | | | |
| **Content** | There are 2 CORE knowledge units to complete:  Unit 1 - The Music Industry - Learning aims; In this unit you will: A understand different types of organisations that make up the music industry, B understand job roles in the music industry.  Unit 2 - Managing a Music Project - Learning aims; In this unit you will: A plan, develop and deliver a music product, B promote a music product and C review the management of a music product.  As well as a choice of 2 Specialist Units:  Unit 3 – Introducing Live Sound - Learning aims; In this unit you will: A plan for a live music event, B demonstrate understanding of health and safety, C set up and use live music systems.  Unit 4 - Introducing Music Composition - Learning aims; In this unit you will: A explore creative stimuli to meet a brief, B develop, extend and shape music for performances, C present compositions appropriately.  Unit 5: Introducing Music Performance Learning aims; In this unit you will: A develop your music performance skills and review your own practice, B use your music performance skills within rehearsal and performance.  Unit 6: Introducing Music Recording - Learning aims; In this unit you will: A plan a recording session, B use recording equipment safely to produce multi-track recordings  Unit 7: Introducing Music Sequencing - Learning aims; In this unit you will: A explore music sequencing techniques, B use music sequencing software to create music | | | |
| **Assessment** | **Examination** | Each unit is worth 30 marks = a total of 120.  24 = Level 1  48 = Level 2 Pass  66 = Level 2 Merit  84 = Level 2 Distinction  90 = Level 2 Distinction\* | | |
| **Keys to Success** | **Attributes** | Team work, Independent enquirers, effective participators, reflective learners, self-managers, creative thinkers. | | |
| **Interests** | If you wish to become involved in the Performing Arts through performing, composing, recording and organising events then this is the course for you. | | |
| **Progression** | Academic | | Applied | Employment |
| A/AS Level -  Music | | BTEC Extended Diploma Level 3 | Performer, musician, composer, sound engineer, teacher, music journalist |

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| **V.CERT Resistant Materials** | | | | |
| **NCFE Level 2 Certificate in Creative Studies: Crafts** | | | | |
| *For further information please contact* | Miss S Waterton | | | |
| **Content** | The course is based upon the view that Design and Technology is essentially a practical activity involving the combination of skills, knowledge and understanding to design and make quality products. Through this subject you will learn how to think and intervene creatively so you can reflect on, and evaluate, present and past technological products. This prepares you to participate in tomorrow’s rapidly changing technologies. The course is intended to develop students’ design and technological capability through a flexible and broad-based approach.  The course involves developing and using design briefs and design specifications, researching, designing and planning, reflecting on social, environmental and cultural influences, generating, developing and communicating design proposals, designing for manufacturing in quantity, product analysis, understanding designers/practitioners, commercial manufacturing processes, materials and components, tools and equipment. | | | |
| **Assessment** | **Internal Assessment** | Research, development and Practical skills | Several design and make tasks with an A3 portfolio of evidence | |
| **External Assessment** | Craft Brief | Interpretation and respond to a craft brief | |
| **Contribution** | Costs may be incurred for purchasing materials | | |
| **Keys to Success** | **Attributes** | Enjoys practical work and handling materials and problem solving. Independent, decision maker, creative, innovative, able to communicate design ideas and knowledge, organised and has good time management skills. | | |
| **Interests** | A strong interest in practical making, art and design, creativity and ICT would be beneficial. | | |
| **Progression** | Academic | Applied | | Employment |
| A/AS Level -  Design Technology, Product Design, Resistant Materials, Graphical CommunicationICT, Art | Graphic Design, Electrical, Plumbing, Furniture Making, Engineering, Motor Vehicle Technology | | Modern Apprenticeships,  Construction  Engineering  Information Technology |

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| **Sport** | | | | |
| **Edexcel GCSE Physical Education** | | | | |
| *For further details please contact* | Mr J Conway / Miss T Whittaker | | | |
| **Content** | We aim to:   * Encourage students to be inspired, moved and changed by following a broad, coherent, satisfying and worthwhile course of study and to develop an awareness and appreciation of their own and others’ cultures in relation to physical education * Encourage creativity and decision-making skills to enable students to plan effectively for performances and to respond to changing situations * Prepare students to make informed decisions about further learning opportunities and career choices * Enable students to become increasingly physically competent through being actively engaged in a range of physical activities, and to become increasingly effective in their performance in different types of physical activity and roles such as player/participant, leader and official * Enable students to develop their ability to engage independently and successfully in different types of physical activity, and to develop and maintain their involvement in physical activity as part of a healthy, active lifestyle.   This exciting but challenging course enables you to extend your work in Sport and covers the key knowledge and practical skills required in an appropriate employment. | | | |
| **Assessment** | **Coursework** | 40% Practical Performance 60% Theory Examination | | 1 GCSE  Grade 1 - 9 |
| **Keys to Success** | **Attributes** | Proven track record of full participation in PE throughout Key Stage 3 in both curriculum and extra curricular activity . Resilience, organisation and a willingness to take responsibility for learning. Developing responsibility for deadlines and determination for completing tasks | | |
| **Interests** | Sport and Physical Activity  Knowledge about keeping active and living a healthy lifestyle | | |
| **Progression** | Academic | Applied | Employment | |
| A/AS Level PE | BTEC National Diploma in Sport or Public Services | Teacher/Coach,Physiotherapist , Sports Development , Media/Advertising, Leisure Industry | |

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| **Textiles** | | | | |
| **WJEC Eduquas GCSE Design and Technology: Textiles** | | | | |
| *For further information please contact* | Mrs Lewis | | | |
| **Content** | This course offers a unique opportunity for you to identify and solve real problems by designing and making textile products. We encourage you to develop your understanding of textiles and the textile industry by having the opportunity to analyse and evaluate situations, study designers, research fashion and theatrical design, make creative products and then appraise your performance.  GCSE Design Technology: Textiles allows you to learn a wide variety of skills during Year 10. It has a core element which includes D and T in our world, Smart materials, Electronic systems and programmable components, Mechanical components and Materials. You will gain in-depth knowledge of Fibres and Textiles through investigation and experimentation. You will investigate into a wide range of products and designers.  In Year 11 the Design and Make task is completed during the first two terms, this accounts for 50% of your GCSE grade (this involves completing a portfolio of evidence and a practical item within 35 hours)  These are controlled assessed tasks set by the examination board, undertaken in lessons, but offer you the opportunity to follow your own personal interest in textiles. | | | |
| **Assessment** | **Examination** | 50% | 2 hours examination  Core and specialism (Textiles) | |
| **Controlled Task** | 50% | Manufacture Project Portfolio of evidence (35 hours) | |
| **Contribution** | Costs may be incurred for purchasing materials | | |
| **Keys to Success** | **Attributes** | Enjoy practical work, independent, decision maker, creative, innovative and able to communicate design ideas and knowledge, organised, problem solving, good time management skills and problem solving | | |
| **Interests** | An interest in making practical products, art and design, components, systems, smart materials creativity and ICT would be beneficial. | | |
| **Progression** | **Academic** | **Applied** | | **Employment** |
| A Level -  Design Technology Textiles, Creative Textiles, Product Design, Art and Design  Product Design | BTEC Textile Design, Industrial Design, Fashion Industry, Manufacturing | | Textile Industry, Interior Designer, Buyer, Teaching, Manufacturing, Fashion |