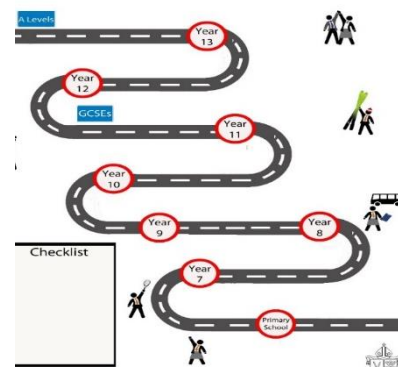


# Choosing your KS4 Learning Journey



Dear Student,

Welcome to your Options Booklet which will introduce you to our broad and balanced Key Stage 4 curriculum and help you make key decisions about which optional subjects you choose as you personalise the next part of your learning journey with us. You have spent almost 10 years on this journey so far and the next steps allow you to make choices and we encourage you to share this booklet with your parents/carers as you discuss the decisions you make.

The curriculum we offer is based on scripture John 10:10.

***'I have come that they may have life and have it in all its fullness'.***

For us, this means that we ensure that all the learning activities we offer you contribute to one or more of the three pillars of:

**Learning** so that every learner is an empowered learner and every lesson is an excellent lesson

**Loving** so that every day at school is a rich experience and every relationship is a positive encounter

**Living** so that students learn to look outwards to the world and beyond to God.

Choosing subjects in year 9 is an important and exciting moment in the progress you are making in your learning journey at Bishop Ramsey. We believe strongly in providing a breadth of opportunities and a wide range of subject choices. It can therefore be hard sometimes to decide which subjects you should select.

You will follow a Learning Journey designed to support your desire to succeed and your learning journey will take you on to your next steps, into the Sixth Form, training, university and eventually work.

**In our view, these are the things you should be considering;**

- What do you enjoy? Enjoyment is important in itself and it helps to motivate us, meaning we are more likely to succeed.
- What are you good at? Often, but not always, it is good to play to your strengths.
- What might be useful in the future? If you have a possible career path or academic plan in mind you may need to consider specific subjects. If you haven't, then aim for as broad and balanced an experience as possible so you can keep your options open.

From September you will study a core of GCSEs in English Language and English Literature, Mathematics, Religious Studies and Science. Additional subjects can then be selected from a variety of option subjects. It is important to consider the criteria for EBacc and the availability of vocational qualifications. Further details are given on this below.

An Options Evening on Tuesday 8<sup>th</sup> March 2022 and Form Time presentations will be used to outline the procedures involved and offer advice about choosing your subjects and personalising your learning journey. A Parents' Evening follows this on Thursday 10<sup>th</sup> March where you will have the opportunity to talk to your current teachers about the progress you are making. You can also make appointments to talk to staff of subjects only offered from Year 10, such as Sociology, your Year Director, Mr Forrest and our Careers Advisor, Mr Prior.

### **How can your parents/carers help?**

It has been established through experience and research that parents/carers can considerably influence the career choice of their sons/daughters. Here are a few suggestions about how you, as parents/carers, can help with the selection of options and careers.

1. Maintain an interest in your child's school and social life. Seek to maintain a balance without seeming to exert undue pressure.
2. Keep an open mind about future vocational and educational plans.
3. Talk opinions over, state common sense facts and realities without imposing your own views.
4. Encourage your son/daughter to make their own decisions but impress on them that since decisions may be binding, they should be made only after a full exploration of facts and circumstances.
5. Be aware that careers are rapidly changing and there are very different opportunities available now compared to a few years ago. Research for yourself to find out what opportunities there are available. We have included some links here which may be of use to you.
6. Encourage your sons / daughters to speak to their Subject Teachers and Form Tutors.

Useful websites:

<http://icould.com/>

<https://helpyouchoose.org/>

<http://www.allaboutcareers.com>

<http://www.careersbox.co.uk>

<https://nationalcareersservice.direct.gov.uk/Pages/Home.aspx>

### **Bishop Ramsey Careers Advice**

Mr Prior is the school's appointed independent Careers Advisor and is available in school on Wednesdays and Friday. If you would like to speak to our Careers Advisor to discuss your options or to find out how your chosen subjects link to careers, please speak to your Year Director or Form Tutor to make an appointment.

Mr Prior will also be available for appointments at the Year 9 Parents' Evening.

I hope these suggestions will be useful to you over the next few weeks.

## General advice to give to your son/daughter

1. It is most important that you choose subjects which will:
  - a) provide a well-balanced programme of studies
  - b) be of most value to you in attaining your career choice(s)
  - c) allow you to change your career plans
  - d) allow you to achieve your potential.
  
2. After studying this booklet, you should:
  - a) think carefully about the wide range of subjects
  - b) choose a programme of studies based on your interests, abilities and aptitudes
  - c) discuss choices with subject staff, Form Tutor, Year Director.

## The Key Stage 4 Curriculum. Making your choices.

In Years 10 and 11 you have an element of choice which allows you to personalise your Learning Journey. There are, however, a number of subjects which are compulsory for every student, these are core subjects and they make up 60% of the timetable for each of you. The remainder of each student's timetable is composed of two option subjects that you can indicate a preference to study. The Year 10 and 11 Curriculum is outlined below.

### Core subjects taken by everyone

Subject	Number of GCSEs	Details
English	2	English Literature and English Language
Maths	1	Maths
Science	2 or 3.	All students will study two science GCSEs in a double award. Some more able scientists can choose triple science and achieve three science GCSEs
RE	1	RE
PE		Core subject for all, not examined
PSHE		Not examined

### Option subjects to personalise your Learning Journey

Choose 6 additional subjects and put in rank order. You will only study four of these. Two subjects are given as reserve choices.

The majority of students should aim to qualify for EBacc and should therefore select at least one language and one humanity subject.

**Ideally pick at least one from list A and one from list B.**

Language	Humanities
French	Geography
Spanish	History
List A	List B
Art and Design	Business
Art and Design 3D Design	Computer Science
Drama	Child Development (Vocational)
Creative imedia (Vocational)	Food Preparation and Nutrition
Music	FSMQ Additional Maths
PE	Geography
Performing Arts (Technical Award)	History
Photography	Sociology
	Triple Science
	Additional Humanities (Geography or History)
	Additional Language (French or Spanish)

## **Instructions for selecting CHOICES**

### **Things to consider: EBacc and Vocational Qualifications.**

We expect most students to follow the Standard Learning Journey leading to 10 qualifications. In addition to the core subjects of Religious Studies, English, Mathematics, Combined Science, Personal, Social and Health Education, students following the Standard Pathway choose 4 optional subjects. Students following this pathway are expected to choose a balanced curriculum, including a language and a humanities subject, which will keep their university and career options open.

You will have heard mention of the English Baccalaureate (EBacc) in the media. By selecting Combined Science or the separate Sciences (Physics, Chemistry and Biology) together with History or Geography and a Modern Foreign Language, you will make yourself eligible for the EBacc. This will be of great interest to many students and parents. It would be wise, if you are hoping to progress to the most competitive universities to consider options which offer you the EBacc. As you will see from the Learning Journey form, you can take either French or Spanish as a language and History or Geography as a humanities subject.

What is a vocational qualification? If you are clear that you want to work in a certain area, including a vocational qualification might suit you. They are work-related qualifications and are designed to give you the skills and knowledge that employers want. You can take them as a way of preparing for study at the next level, for example A Level, a BTEC Higher in Sixth Form or college. You can also use them as a way of accessing an apprenticeship or university. Universities accept BTEC Higher Level 3 qualifications on to many of their courses.

At Bishop Ramsey we offer vocational qualifications in Child Development, ICT and Performing Arts.

You will complete a range of assignments, case studies and practical activities as well as a portfolio of evidence which will be internally assessed. You will also be required to sit an exam. Vocational qualifications are graded pass, merit, distinction or distinction\*.

### **Making your choices**

All the courses available are outlined in the remainder of this booklet. Read the subject descriptions carefully. Pay particular attention to those which you may choose.

Choose the subjects you would like to study. You are strongly recommended to select a Modern Foreign Language based on the one that you studied in Years 7 and 8 (French or Spanish). You are encouraged also to take either History or Geography.

Then choose four subjects from the remaining list and put them in rank order. We will aim to allocate you two of your choices. Please make sure you consider your third and fourth choices carefully in case these are allocated to you.

Enter your choices on the paper form (which will be given to you) and remember to fill in your name and Year Group. Ask your parents / carers to check and approve your choice. Keep a copy of what you choose.

Re-check your choices and make sure that you have completed the form correctly.

Complete the form by Friday 22<sup>nd</sup> April at the latest (We do not want you to rush and make a decision before you have spoken to your teachers at the Year 9 Parents' Evening)

Choices will be reviewed by your Year Director and Curriculum Team and you may be asked to consider your choices again.

Once the options have been offered, you may have a change of mind. If you do, please ask a parent/carer to put your request in writing to Mrs Lovewell who will see if it is a possibility.  
**No changes will be considered after the October half term in Year 10.**

# **Core Subjects**

# **English Language and English Literature AQA Exam Board GCSE**

## **English Language GCSE**

We aim to see students grow into fluent, confident, accurate communicators, able to understand and analyse a range of texts with insight and maturity.

Students will study a mixture of reading and writing throughout the three years. As the English Language exam is all unseen texts, they read a wide range of texts across both fiction and non-fiction, to build their skills in understanding, inference, comparison and analysis. They also undertake a range of writing tasks, both fiction and non-fiction, aimed at different audiences and in different formats, building on existing KS3 skills. 40% of the writing marks are allocated to accuracy and sophistication in spelling, punctuation, vocabulary and grammar.

### Spoken Language endorsement

Students also develop their speaking skills, which are assessed through a presentation, earning them a pass, merit or distinction, in addition to their GCSE grade.

## **English Literature GCSE**

The study of English Literature requires students to be able to analyse a wide range of literary texts, linking them to each other and their contexts. Students study a range of modern and pre-19th century fiction, Shakespeare and modern drama. They are also required to study classical, as well as modern poetry. The following texts are studied at Bishop Ramsey, starting at the end of Year 9:

J. B. Priestley – An Inspector Calls (modern drama)

Shakespeare – Macbeth

Charles Dickens – A Christmas Carol (19th century novel)

Power & Conflict poetry (AQA Anthology)

Unseen poetry

### **Content and Assessment:**

#### English Language:

Paper 1 – Explorations in Creative Reading and Writing (50% of the GCSE) 1hr 45 min

Paper 2 – Writers' Viewpoints and Perspectives (50% of the GCSE) 1hr 45 min

#### English Literature:

Paper 1 – Shakespeare and the 19th Century Novel (40% of the GCSE) 1hr 45 min

Paper 2 – Modern Texts and Poetry (60% of the GCSE) 2hr 15 min

All exams are sat at the end of the GCSE course in Year 11 and are closed book.

**Contact: Mrs Cannon**



# **Mathematics**

## **Edexcel Exam Board**

### **GCSE**

All students follow a three-year course which is based on the foundation skills learnt at Key Stage 3. The GCSE focuses on developing Mathematical knowledge, problem solving skills and understanding.

The GCSE course is split into strands as follows:

#### **Using and Applying Mathematics**

- Make and monitor decisions to solve problems
- Communicate mathematically
- Develop skills of mathematical reasoning

#### **Number and Algebra**

- Understand place value and the decimal number system
- Understand and use relationships between numbers
- Solve Numerical Problems
- Understand functional relationships
- Understand and use equations and formulae

#### **Ratio, Proportion and Rates of Change**

- Understand and use part-to-part comparison
- Understand and use proportionality
- Calculate rates of change

#### **Shape, Space and Measure**

- Understand and use properties of shape
- Understand and use properties of position, movement, and transformation
- Understand and use measures

#### **Probability and Statistics**

- Estimate and calculate the probabilities of events
- Collect, process, represent and interpret data.

Mathematics is a tiered qualification, there are two tiers: Foundation (Grades 1 to 5) and Higher Tier (Grades 4-9).

The assessment for each tier of entry consists of three externally examined papers, each 1 hour and 30 minutes and all equally weighted:

**Paper 1** (80 marks): non-calculator

**Paper 2** (80 marks): calculator

**Paper 3** (80 marks): calculator

The content outlined 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. All three assessments are sat at the end of Year 11.

**Contact: Mrs Kochhar**

# **Religious Studies**

## **AQA Exam Board**

### **GCSE**

Students will be studying the new Religious Studies syllabus with the AQA Examination Board, which was first examined in the Summer of 2018. Within the course students will study the Beliefs, Teachings and Practices of Christianity and Islam, applying these teachings to life issues such as Ethics, Peace and Conflict. The examinations have a strong focus on evaluative questions, enabling students to develop their analytical thinking and essay writing skills, which will serve them well as they move on to further their education. Students will also need to support their ideas with scriptural evidence.

At the end of this course a student should have a GCSE qualification which is, of course, recognised by Further Education Colleges and employers, as well as providing a considerable insight into a vitally important aspect of human existence. The course also provides a foundation for those wishing to follow any course in the Sixth Form and, in particular, for those who want to take up Philosophy and Ethics, and/or Politics and Sociology.

#### **Content**

##### **Component 1 – The Study of Religions: Beliefs, Teachings and Practices**

Christianity, Beliefs and Teachings

The main beliefs in Christianity are studied including such topics as the role and importance of Jesus, the nature of God and the afterlife.

Christianity Practices

Specific Christian practices are studied in particular there is a focus on topics such as pilgrimage, sacraments and the role of the church.

Islam, Beliefs and Teachings

Islamic beliefs and teachings are studied including a study of the nature of God, prophets, life after death, Sunni and Shi'a Muslims.

Islamic Practices

Key Islamic practices are studied including The Five Pillars of Islam and Islamic festivals as well as an exploration of the meaning of jihad.

##### **Component 2 – Thematic Studies**

Relationships and Families

This topic includes a study of the nature and purpose of family, homosexuality, the nature of divorce and sexual relationships including sex outside of marriage.

Religion and Life

Issues such as origins and values of the world, animal rights and medical ethics e.g., abortion are studied.

Religion, Peace and Conflict

Issues surrounding war and the resolution of war are studied. These include reasons for war, pacifism, holy wars and just wars.

Religion, Crime and Punishment

This topic includes the study of attitudes to crime, the aims of punishment and the death penalty.

**Assessment**

Component 1 – The Study of Religions: Beliefs, Teachings and Practices is worth 50% of the total marks (105 minute exam).

Component 2 – Thematic Studies - is worth the remaining 50% of the total marks (105 minute exam).

Both exams are sat at the end of the GCSE course in Year 11.

**Contact: Mrs Cullum**

## **Combined Science**

### **AQA Exam Board (Trilogy course)**

### **GCSE**

All students will study Science at GCSE. Students will either choose to study Combined Science (resulting in two GCSE grades) or Triple Science (a separate grade for Biology, Chemistry and Physics). Please see Triple Science for more information about taking this as an option.

Students have already started the GCSE Science course in Year 9. Students who choose Combined Science from Year 10 will study a variety of Biology, Chemistry and Physics topics including:

- The nervous system, hormonal control, respiration and photosynthesis (Biology)
- Chemical calculations, crude oil and fuels, structure and bonding (Chemistry)
- Molecules and matter, energy and forces (Physics)

Students studying Triple Science will cover more GCSE content than those studying Combined Science. Combined Science students have 8 Science lessons every fortnight, whereas Triple Science students have 13 Science lessons every fortnight.

#### **Content and Assessment**

GCSE Combined Science is a Dual Award Science course which spans all three of the Science disciplines – Physics, Chemistry, and Biology, held together by an underlying emphasis on 'How Science works' in different contexts. There is an increased maths content in this GCSE, with approximately 20% of questions having a mathematical content.

Students will be entered for either the Foundation or Higher Tier for all 6 exams (no mixed tier entry). The Foundation Tier will allow students to achieve up to a grade 5-5 and the Higher Tier will allow students to achieve up to a grade 9-9. Your child's class teacher will use a variety of assessments to determine which tier your child will be entered for. This course is assessed through terminal exams only; there is no coursework. Students will sit 6 exams; each one is 1 hour 15 minutes.

#### **Required Practicals for Combined Science**

As part of this GCSE, students are expected to complete 21 required practicals (7 for Biology, 6 for Chemistry and 8 for Physics). Students will be expected to record all required practical work in a Science lab book (which students are given). This may include recording results, writing a method, analysing their results or evaluating the experiment.

For each required practical, students will be assessed on a variety of different skills. The required practical's will be assessed in the final exams, with approximately 15% of all questions having a 'practical element'. This replaces the 'coursework' element of the Science GCSE.

**Contact: Mrs Jeffries**

## **Core Physical Education**

### **Year 10**

In Year 10 students are split into 3 groups, depending on the number of students who opt for GCSE PE. Students will carry on with two PE lessons a week.

The year focus during Year 10 is 'Learning to Learn and Learning to Lead' so students are given more freedom in student leadership and trying new activities. Students are given a choice of 3 option pathways - team, individual or fitness. Within each a range of activities are offered such as health related fitness, games, athletic activities, dance and outdoor and adventurous activities. The most popular activity choices in each pathway are voted for by the students, with 2 activities chosen for each Half Term. There is also the opportunity to change option pathway's each term to provide variety and choice in the curriculum.

As students move further up through the school, we aim to adapt the curriculum to their emerging needs, increasing the opportunities for competitive or recreational physical activities.

The curriculum very much depends on the cohort and is aimed towards a year focus of 'Mental Health and Managing Pressure'. As such, the students are again given a choice of pathway and activity options within that. Providing the students with choice and a variety of activities gives them an opportunity to try new activities and an outlet from the pressures of approaching GCSEs.

### **Year 11**

In Year 11 core PE students continue with the 3 pathway choices with activity options. The focus for this year is 'Active Lifestyle and Career Choices' to encourage a lifelong love of exercise and physical activity when finishing core PE.

Where possible, students are given the opportunity to try new sports and activities with specialist instructors. However, the main goal is to maintain activity levels and provide all students with the knowledge of sports and activities that they enjoy and will therefore be likely to continue with outside of PE.

**Contact: Miss Curling**

# **Personal, Social and Health Education**

## **What is PSHE?**

In short, PSHE education can be described as 'learning to live life well'. PSHE deals with real life social and economic issues affecting children and young people, their families and communities.

## **Why is PSHE important to young people?**

PSHE education equips young people with knowledge, understanding, attitudes and practical skills to live healthy, safe, productive, fulfilled, capable and responsible lives. PSHE also encourages them to be enterprising and supports them in making effective transitions, positive learning and career choices and in managing their finances effectively. It enables children and young people to reflect on and clarify their own values and attitudes, and explore the complex, and sometimes conflicting, range of values and attitudes they will encounter now and in the future.

## **How is it taught?**

PSHE is taught through classroom based lessons by a variety of different teachers:

In this programme aspects of PSHE and Citizenship are taught. These topics include:

- Careers
- Diversity
- Economic understanding
- Learning styles, study skills and teamwork
- Lifestyle
- Sex and relationship education

## **Key Stage 4**

In Year 10 the students one lesson a fortnight. They will be studying finance, alcohol and other dangers, employability skills including CV writing and preparation for work experience, study skills, wellbeing and SRE which includes looking at consent.

In Year 11 students also have one lesson per fortnight which includes career planning, study skills, personal safety and SRE including violence within relationships.

## **Assessment**

All students will have an assessment every term which will generate homework as well as the occasional piece of work to prepare them for the next lesson.

The PSHE course is supported and developed through a practical experience of having a mock interview with representatives from local businesses. Additionally, all Year 10 students undertake a week of work experience in the Spring Term.

**Contact: Ms Williams**

# **Option Subjects**

# **Modern Foreign Languages – French / Spanish**

## **Edexcel Exam Board**

### **GCSE**

Most students are strongly encouraged to pursue French or Spanish during Key Stage 4.

There is an increasing demand in commerce and industry for employees with a competent knowledge of European languages, either in Britain or in another European country. There are a lot of opportunities for work experience or study which require proficiency in French or Spanish and many top universities place a great deal of importance on a language qualification, as the study of languages develops important communication and study skills.

### **GCSE French / Spanish**

The aims of the GCSE course in either French or Spanish are:

- to develop the ability to use the target language effectively for the purposes of communication in both writing and speaking
- to develop the ability to use language imaginatively and creatively
- to develop an awareness of the nature of language and language learning
- to acquire the skills and attitudes required for further study, work and leisure
- to offer insights into the culture and civilisation of the countries concerned
- to encourage positive attitudes to language learning and to other cultures
- to promote learning skills of a more general application e.g., use of the internet and dictionaries, effective communication and the ability to produce language for purpose.

### **Content and Assessment:**

The course is assessed in 4 key skills:

1. Listening (1 x 35 minute exam at Foundation Level and 1x 45 minute exam at Higher Level),
2. Speaking (1 x exam which lasts from 7 to 9 minutes plus 12 minutes' preparation at Foundation Tier, 1 x exam which lasts from 10 to 12 minutes plus 12 minutes' preparation at Higher Tier)
3. Reading (1 x 45 minutes exam at Foundation Tier and 1 x 60 minute exam at Higher Tier)
4. Writing (1 x 70 minute exam at Foundation Tier and 1 x 80 minute exam at Higher Tier)

All assessments take place at the end of Year 11.

Theme: Identity and culture

- Topic 1 Who am I? relationships; when I was younger; what my friends and family are like; what makes a good friend; interests; socialising with friends and family; role models
- Topic 2 - Daily life: customs and everyday life; food and drink; shopping; social media and technology (use of, advantages and disadvantages)
- Topic 3 - Cultural life: celebrations and festivals; reading; music; sport; film and television



Theme: Local area, holiday and travel

- Topic 1 Holidays: preferences, experiences and destinations
- Topic 2 Travel and tourist transactions: travel and accommodation; asking for help and dealing with problems; directions; eating out; shopping
- Topic 3 Town, region and country: weather; places to see; things to do

Theme: School

- Topic 1 What school is like: school types; school day; subjects; rules and pressures; celebrating success
- Topic 2 School activities: school trips; events and exchanges

Theme: Future aspirations, study and work

- Topic 1 Using languages beyond the classroom: forming relationships; travel; employment
- Topic 2 Ambitions: further study; volunteering; training
- Topic 3 Work: jobs; careers and professions

Theme: International and global dimension

- Topic 1 Bringing the world together: sports events; music events; campaigns and good causes
- Topic 2 Environmental issues: being 'green'; access to natural resources

The study of a language GCSE equips learners with a range of key skills and is an enjoyable and motivational course.

A GCSE in French / Spanish is a stepping stone onto the popular A-Level courses which are currently offered at Bishop Ramsey.

**Contact: Mrs Munro**

## **Art and Design**

### **Edexcel Exam Board**

### **GCSE**

GCSE Art and Design is a 2 year course which provides the opportunity for students to: explore both contemporary and historical sources of art, craft and design first-hand through, for example, visiting museums and galleries. Students take an individual approach to their art, craft and design making through the mediums of painting, drawing and ceramics. They develop ideas for projects based on the 4 assessment objectives.

During the two-year course, students will be presented with a series of project assignments, allowing them to develop their skills and techniques making the most personal and imaginative response to the assignment. This involves the careful selection of an 'approach' to a chosen theme, negotiated aims and objectives, and formative and summative assessment, using the syllabus criteria.

#### **Content and Assessment**

The Art, Craft and Design GCSE course will cover the following areas:

Component 1: Personal Portfolio 60%

Component 2: Externally Set Assignment 40%. (8 week preparatory period with 10 hour exam)

Students must work in at least 2 media over the duration of the GCSE course which includes Fine Art – painting and drawing and 3D-ceramics. Project titles include:

#### **Year 10 Customs and Cultures**

During the Autumn and Spring terms of Year 10 students will research the theme by drawing masks using a range of media including fine liner and oil pastel. They will develop 3D ideas based on their research into at least 2 different cultures and the work of contemporary ceramicists, culminating in the making of a glazed ceramic piece.

#### **Year 10 Portraiture**

Students will explore the theme of personal identity through portraiture visiting the National Portrait Gallery on a one-day workshop, researching the work of other artists and then developing ideas into a final piece for the Summer Exam.

#### **Year 11 Still Life**

During Year 11, students work on the theme of still life creating drawings and paintings of still life set ups which have personal significance to them culminating in the development of ideas towards the production of a large final piece in the mock examination at Christmas. GCSE Art, and Design can lead on to many interesting and varied careers such as graphic design, illustration, jewellery, fashion and furniture design, textiles, computer graphics, architecture, animation and fine art. A GCSE in Art and Design can lead onto the popular and exciting A level course.

**Contact: Ms Peres da Costa**

## **Art and Design 3D Design**

### **AQA Exam Board**

### **GCSE**

This course provides students with a range of creative and exciting opportunities to explore their interests in Three-Dimensional Design. It provides a strong foundation for further progression to courses such as A Level Art, Craft and Design, BTEC Level 3 and career pathways such as Architecture, Product Design and Craft.

#### **Component 1 Portfolio**

Students produce a skills based project on the theme of Space and Towers. They will also produce work for a sustained project on the themes such as Containers and the Human Form. The Portfolio will consist of a workbook containing drawings, designs, experiments, research on Crafts people and Sculptors as well as 3D pieces made in willow withies, card and other sculptural materials. The Portfolio is worth 60% of the total mark.

#### **Component 2 Externally Set Assignment**

In January of Year 11 students are set their external assignment. They are given a choice of different tasks and pick one to complete. Students have 8 weeks preparation time plus ten hours of supervised time where they will make a 3D final piece. The externally set assignment is worth 40% of the total mark.

**Contact: Ms Peres da Costa**

# **Business**

## **Edexcel Exam Board**

### **GCSE**

GCSE Business is designed to provide young people with an opportunity to explore the world of work and business in a distinctive and innovative way.

#### **Topics in Business**

How a business achieves its legal status, types and corporate objectives

Enterprise skills and entrepreneurial characteristics

Market research, customer needs, product lifecycle and the marketing mix

Demand and supply

Adding value through innovation and product design

Organisation structures, communications, recruitment, training and motivation

Creating and developing a business plan including tax issues

Obtaining finance, revenue, costs, profits and cash flow forecasts

The provision of product including, cost effective production, efficiency, quality and managing stock

Economics including; Interest rates, exchange rates and the business cycle

External influences such as laws, stakeholders, ethics, environment, international competition and the EU

There will be application of this knowledge through communication, numeracy and ICT.

#### **Content and Assessment**

Paper 1 - Investigating small business - is worth 50% of the total marks (1½ hours).

Paper 2 - Building a business - is worth the remaining 50% of the total marks (1½ hours).

Both exams are sat at the end of the GCSE course in Year 11.

#### **How will I be internally assessed?**

There will be regular assessment that usually will include a test consisting of some multi-choice and data response questions. It might also include an 800 word report, a small focussed project, peer presentation or maybe even a poster.

Strong English writing and mathematic skills plus the willingness and ability to express opinions and apply knowledge of the wider world are important.

#### **What can I do with a GCSE in Business?**

An advanced level course (e.g. A Level or GCE Applied Business)

BTEC National qualification

Modern Apprenticeship, NVQ

Use your skills to work in a business organisation

It can help you start up your own business.

**Contact: Ms Shah**

# **Computer Science**

## **OCR Exam Board**

### **GCSE**

#### **Why should I take Computer Science?**

The qualification gives students an understanding of key computing concepts and the fundamentals of programming. Computer Science is a practical subject where learners can apply the knowledge and skills learned in the classroom to real-world problems. It is an intensely creative subject that involves invention and excitement.

This Computer Science course is engaging and contemporary – Companies like Microsoft, Google and Cisco have been involved in the development of this course. Has a focus on cyber security – It looks at phishing, malware, firewalls and people as the ‘weak point’ in secure systems, which students will study for the first time at this level. Has a greater emphasis on ‘computational thinking’ – Students learn the theory and apply it in real life situations, in a computing language.

Students complete two 90-minute exams

- Computer systems
- Computational thinking, algorithms and programming

All students are also given the opportunity to undertake a programming assignment, either to a specification or to solve a problem, during their course of study. This element of the course is not externally assessed and does not count towards the final qualification. However, the assignment does draw on some of the content in both components and helps students develop the practical programming skills required to study at A Level in the future.

#### **What are the benefits of GCSE Computer Science?**

Our Computer Science qualification will, above all else, be relevant to the modern and changing world of computer science. Our Computer Science qualification will value computational thinking, helping learners to develop the skills to solve problems and design systems that do so. These skills will be the best preparation for learners who want to go on to study Computer Science at AS, A Level and beyond. The qualification will also provide a good grounding for other subject areas that require computational thinking and analytical skills. It is contemporary, relevant and rewarding for GCSE students.

#### **The qualification**

Prepares students for learning, working and living in an increasingly digital world  
Develops creativity, logical thinking, independent learning and self-evaluation  
Gives students a chance to design software for technologies they use. It teaches computing which is of enormous importance to the economy and focuses on computer technologies that are relevant in the modern world. Gives a thorough grounding in computing, creating opportunities for students to move on to A Levels, vocational courses, industry recognised IT qualifications and employment, supports progress in other areas such as technology, science, engineering and the creative industries.

#### **Course entry minimum requirements**

Mathematics: Extension Pathway in Year 8.

English: Extension Pathway (students on the Core Pathway who achieve particularly well may also be considered)

**Contact: Mr Mayne**

# **Drama**

## **Edexcel Exam Board**

### **GCSE**

The aim of this course is to enable students to develop knowledge and understanding of Drama by taking part in improvisations, rehearsed presentations and studying various forms of dramatic work. It is the study of acting, directing, designing and critiquing. Over the course of three years the students will study the following key concepts:

Communication with each other and with an audience  
Awareness of space, movement and language  
Constructive self-evaluation and evaluation of work and the work of others

#### **Content and Assessment**

Text based work

Students will study one complete and substantial performance text and two key extracts from a second contrasting text. Adopting and sustaining roles, exploring the points of view and feelings of others, as well as their own.

#### **Live theatre evaluation**

Students will go to see a live performance and use their skills to analyse and review it.

#### **Devised performance**

Working in groups, students will devise a completely original piece of theatre.

#### **Performance from a script**

Students will take part in two performances from a text chosen by their teacher.

Students are assessed through a combination of 40% written exam and 60% non exam assessment.

Component 1 – Devised work

Component 2 – Scripted work

Component 3 – Theatre makers in Practise

This is a 1hr 45 minute written external exam, broken into two parts. The students will practically explore a play text and also see a piece of live theatre. Students will then have to answer questions based on the performance and production elements of both the text and the piece of live theatre.

Candidates must be prepared to make time to rehearse their final presentation outside of timetabled lessons. It is strongly advised that students take part in extra curricular Drama, either as performers or student leaders.

**Contact: Miss Carroll**

# **Food Preparation and Nutrition**

## **AQA Exam Board**

### **GCSE**

This GCSE in Food Preparation and Nutrition will equip students with the knowledge, understanding, skills and encouragement students need to cook. It will give students the ability to apply the principles of food science, nutrition and healthy eating. Students will be able to make informed decisions about a wide range of further learning opportunities and career pathways and develop vital life skills so that they can feed themselves and others affordably and nutritiously.

#### **Subject content**

Food preparation skills – these are intended to be integrated into the five sections:

Food, nutrition and health

Food science

Food safety

Food choice

Food provenance

#### **Assessments**

Exam: Paper 1: Food preparation and nutrition (50%)

What's assessed

Theoretical knowledge of food preparation and nutrition from subject content.

How it's assessed

Written exam: 1 hour 45 minutes

100 marks

50% of GCSE

Questions

Multiple choice questions (20 marks)

Five questions each with a number of sub questions (80 marks).

Non Exam Assessment: (NEA)

#### **What is assessed**

Task 1: Food investigation (15%)

Students' understanding of the working characteristics, functional and chemical properties of ingredients. Practical investigations are a compulsory element of this NEA task.

Task 2: Food preparation assessment (35%)

Students' knowledge, skills and understanding in relation to the planning, preparation, cooking, presentation of food and application of nutrition related to the chosen task. Students will prepare, cook and present a final menu of three dishes within three hours, planning in advance how this will be achieved.

#### **How it is assessed**

Task 1: Written or electronic report (1500-2000 words) including photographic evidence of the practical investigation (15% of GCSE)

Task 2: Written or electronic portfolio including photographic evidence. Photographic evidence of the three final dishes must be included (35% of GCSE).

**Contact: Ms Miell**

## **Additional Mathematics OCR Exam Board FSMQ**

Additional Maths targets learners who will take Higher tier Mathematics GCSE and who are currently in the extension groups. Many learners will go on to study AS and A Level Mathematics and, for these learners, this qualification introduces the subject at that level, with the possibility of subsequent, accelerated progress into AS and A Level Further Mathematics. The Faculty will assess the suitability of the course for individual students.

Additional Maths will encourage learners 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
- develop confidence in using mathematical techniques in a variety of ways.

The course consists of seven main topics, each of which are studied in an applied situation:

- Algebra
- Coordinate Geometry
- Enumeration
- Pythagoras and Trigonometry
- Calculus
- Numerical Methods
- Exponential and Logarithms.

The assessment is by a single 2-hour examination which is worth 100 marks in the summer of Year 11, with grades A, B, C, D, E or U available. As an Advanced Level FSMQ, this qualification carries UCAS points which can be used in the Sixth Form when applying for university courses.

**Contact: Mrs Kochhar**



# **Geography**

## **Edexcel Exam Board**

### **GCSE Syllabus B**

Studying Geography at GCSE aims to provoke and answer a wide range of questions about the natural and human worlds. It enables students to be inspired by the world, develop an understanding of geographical processes and to engage with real world issues and places. GCSE Geography develops a wide range of skills including interpreting maps and data, assessing sources of evidence, explaining concepts and assessing the significance of events.

During the course students will study three units. Each unit will be assessed by a 1 hour 30 examination paper.

#### **Component 1: Global geographical issues (37.5%)**

**Hazardous Earth:** This topic looks at physical processes and how they can be hazardous for people. There are three parts, the global circulation of the atmosphere, a detailed study of tropical cyclones and of tectonic activity.

**Development Dynamics:** This topic looks at the scale of global inequality in terms of development, and how inequality can be reduced. They will cover a detailed study of an emerging country (India) and the impact this development has on people, the environment, and the country's relationship with the wider world.

**Challenges of an urbanising world:** This topic looks at urbanisation, the growth in the percentage of people living in towns and cities. Students investigate rapid urbanisation and study how this varies around the world. It looks at the causes and challenges of urban change. Students will undertake a detailed study of a megacity in an emerging country (Mumbai).

#### **Component 2: UK's geographical issues. (37.5%)**

This paper considers how the UK's physical landscape and human landscape has evolved over time and place. Students will investigate the dynamic coastlines and rivers surrounding and within the UK; investigating the processes and the landscapes they produce. They will study the challenges and conflicts of coastal and river management. The UK's human landscape explores the human landscape of the UK, how it has changed over time and will involve studying a major UK city (London). Students will undertake fieldwork in both physical and human environments as part of the GCSE course.

#### **Component 3: People and environment issues (25%)**

In this paper, students study global biomes, forests under threat and energy resources. In this paper students apply their skills and knowledge to make a justified geographical decision.

#### **What can I do with a GCSE in Geography?**

This GCSE course provides a sound foundation for further study at A level. Geography, combined with different subjects, can lead students towards many exciting career pathways. Your skills and knowledge will give you access to a wider range of employment opportunities than almost any other subject:

**Contact: Mrs Wills**

# History

## Edexcel Exam Board

### GCSE

Through the delivery of the GCSE History curriculum, we teach students to develop important skills such as the ability to:

- Form reasoned and evidenced judgements about key historical events or figures
- Apply their knowledge and understanding through explanation and analysis
- Critically analyse and interpret historical sources
- Make links between historic events and people and our lives today
- Outline the key features of major historical events
- Pose key enquiry questions about the past

Such skills will enable students to deal with a wide range of different opinions and evidence on the same issue. Students will learn how to form their own opinions and then back these up, as well as how to construct longer essay answers. These skills are very transferable to subjects such as Politics and Law but are also essential in many careers and industries.

During the two- year GCSE course students will for 3 examination papers, which will be assessed by a written exam at the end of Year 11. **There is no coursework component.**

#### **Paper 1 – Crime and Punishment Through Time – 1000 to the present day (30% weighting)**

This paper focuses on how the nature of crimes that are committed, along with the punishments they receive, have changed across the last 1000 years. This unit will cover topics such as witchcraft, medieval duelling, the Gunpowder Plot, smuggling and the death penalty as well as a small unit specifically on Whitechapel in the late 1800s.

#### **Paper 2 – Superpower Relations and the Cold War – 1941 to 1991 and Anglo Saxon and Norman England – 1060 to 1088 (40% weighting)**

This paper is divided into two sections. The Cold War unit will focus on the changing relationship between East and West during the Cold War. Specific topics of study will include the Berlin Wall, the Cuban Missile Crisis, and the collapse of the Soviet Union. The British depth study section is on Anglo-Saxon and Norman England, focussing on the changes in Anglo Saxon and Norman society. Students will cover topics such as the Norman Invasion and the Battle of Hastings, English resistance to William the Conqueror and the Normans and the Norman establishment of control over England.

#### **Paper 3 – Weimar and Nazi Germany – 1918 to 1939 (30% weighting)**

This paper will allow students to learn about Hitler's rise to power in Germany in the aftermath of World War One. Students will also study how Hitler transformed Germany from a democracy into a dictatorship, as well as his persecution of minority groups, most notably the Jews, during the Holocaust.

**Contact: Mrs Boddington**

# **Music**

## **Eduqas Exam Board**

### **GCSE**

GCSE music develops written, analytical, practical and social skills. Making music can help a young person maintain good mental health during a time of high pressure. The GCSE music course allows students to learn about a wide range of styles of music as well as develop their creativity through composition.

Many of the skills developed in GCSE music are transferable and help students develop high level listening skills as well as raising self confidence in performance. Whilst an obvious path is to take A level music, it can also help prepare you for other A levels and employers and universities are looking for young people who have skills that are learned through creative subjects.

GCSE music only involves on written exam at the end of year 11, which takes the pressure off for other subjects. Many students receive high marks in their coursework which allows them to go into the exam with the knowledge they have already secured a significant amount of the overall grade as coursework is still 60%.

#### **Content and Assessment**

##### **Unit 1. Performing- 30% - Coursework (internally marked)**

You will perform one solo piece and one ensemble (group) piece which will be recorded

You should be able to play a piece on your instrument or sing at the equivalent to grade 3 standard. Instrumental or vocal lessons are not compulsory, but should be a consideration for the GCSE music course (either at Bishop Ramsey or outside school).

Support will be given in choosing an appropriate piece for this exam and students will be able to record their performance multiple times.

##### **Unit 2. Composing- 30 % - Coursework (internally marked)**

You will compose 2 pieces of music. One set by the exam board and one free choice piece.

Completed during lessons

##### **Unit 3. Listening – 40% - Written Exam**

You will learn about four areas of study and answer question on related pieces. This tests your ability to recognise features of different styles of music. The areas of study are: Musical forms & devices, Music for Ensemble, Film Music and Popular Music. Within these areas of study, students will have the opportunity to explore pieces that interest them.

The Listening Exam is sat at the end of the GCSE course in Year 11.

**Contact: Mrs Bowden**

# Photography

## OCR Exam Board

### GCSE

The GCSE Photography course is an exciting new course to the school that will allow you to build up your technical skills as well as gaining an artistic understanding of Photography. The skills developed on the GCSE course could be used to continue to develop further personal creative work at A' level. You will learn about the work of other photographers and explore new digital technologies as well as establishing traditional photographic skills. It is important to remember that you don't need previous experience or specialist equipment.

The GCSE level consists of two components of work spread over two years of study:

- Component 1 (60%) – Course work based on three projects with wide ranging themes.
- Component 2 (40%) – A Themed exam question set by the exam board.

Component 1- 120 marks 60%	Component 2- 80 marks 40%
<p style="text-align: center;"><u>Year 10</u></p> <ul style="list-style-type: none"><li>• Techniques of Photography</li><li>• The light</li></ul> <p style="text-align: center;"><u>Year 11</u></p> <ul style="list-style-type: none"><li>• Major Project</li></ul>	<p style="text-align: center;"><u>Year 11</u></p> <ul style="list-style-type: none"><li>• Prerelease paper will be issued in January and will provide learners with five themes, each with a range of written and visual starting points</li></ul>

### Progression

Students would typically continue with their studies at AS-Level or A-Level. This would then allow students to progress with their studies on a Foundation course at college, before continuing with a specialist degree course. GCSE Photography combines well with other creative subjects and is useful qualification to be able to pursue other creative courses at universities.

At higher education there are a wide range of BA Hons courses available at university with Photography as a specialist subject or part of a mixed Arts degree. There are many opportunities in our design-conscious world for careers using the skills you will develop on the course.

<https://www.ocr.org.uk/qualifications/gcse/art-and-design-j170-j176-from-2016/specification-at-a-glance/>

**Contact Mr. Tulsidas**

# Physical Education

## OCR Exam Board

### GCSE

This course will be taken over two years with both theory and practical lessons. Students will partake in 4 theory and 5 practical based lessons over a 2 week timetable.

Practical lessons within school lessons will include **badminton, volleyball, table tennis, basketball, netball, handball, tennis and athletics**. Throughout the GCSE course students are expected to show a high level of appreciation for all sports delivered, showing full understanding of rules, skills and strategies applied as part of their assessment. Students can be assessed in a wide range of sports outside of school based on the OCR approved [list of sports](#). It is **MANDATORY** for students to be taking part in competitive sport outside of school or during extra-curricular clubs on a regular basis, as you will be required to complete a weekly competitive log throughout the course to support your practical assessment. If there are any questions or concerns regarding the above criteria, please contact Mr Rhodes early to discuss options.

The GCSE PE course comprises of 4 components:

#### **Component 1: Physical Factors Affecting Performance**

Written exam: 1 hour - 60 marks 30% of final qualification

Unit 1.1: Applied Anatomy and Physiology

Unit 1.2: Physical Training

#### **Component 2: Social Cultural Issues in Sport & Sport Psychology**

Written exam: 1 hour- 60 marks 30% of final qualification

Unit 2.1: Social-Cultural Issues

Unit 2.2: Sport Psychology

Unit 2.3: Health, Fitness & Well-being

**Component 3: Practical Performance-** assessed throughout the course with moderation during the Spring Term of Year 11

Internally marked and externally moderated 30% of qualification

This component will assess core and advanced skills in three activities taken from the approved list by the OCR exam board, each sport scored out of 20:

- One from the 'individual' list
- One from the 'team' list
- One other from either list.

Students also have the opportunity to be assessed outside of the school timetable in specialist activity areas, in line with OCR GCSE assessment guidelines.

**Component 4: Analysis and Evaluation of Performance (AEP)-** starting at the end of Year 10 and completed by the end of the Autumn Term in Year 11.

This component draws upon the knowledge, understanding and skills a student has learnt and enables them to analyse and evaluate their own or a peer's performance in one activity. This NEA will consist of a written task that must be produced under controlled conditions and is 10% of qualification.

**Contact: Mr Rhodes**

# **Sociology**

## **AQA Exam Board**

### **GCSE**

GCSE Sociology aims to broaden students' minds, helping them to see their world from different perspectives and in new and thought-provoking ways. It is the "study of human society" and sociologists try to explain why people behave the way they do by looking at how the family, schools, peers, media, political and economic system and laws determine behaviour.

Below are some of the questions sociology will help students to answer:

'Are criminals born or made?'

'Why do girls do better at school than boys?'

'Does a violent media create violent individuals?'

'Does social class affect opportunities in life?'

There are several explanations as to how we can best understand human society. The main theoretical perspectives covered in GCSE Sociology are:

#### **Functionalism**

Functionalists believe that society can best be compared to a living organ, in which people and Institutions all have a function to play within society. For example, the function of the family is to socialise and educate children.

#### **Marxism**

Marxists believe that we live in a capitalist society, which is characterised by a class conflict between the rich and the poor. In a capitalist economic system such as the UK, the rich exploit the poor by ensuring they work long hours for little pay.

#### **Feminism**

Feminists argue that society is dominated by men and institutions such as the family, which operate to benefit men. In this patriarchal society, men discriminate against women in order to prevent males and females gaining equal rights.

#### **Content and Assessment**

Paper 1 – The sociology of families and education - is worth 50% of the total marks (1 hour 45 minutes).

Paper 2 – The sociology of crime and deviance and social stratification - is worth the remaining 50% of the total marks (1 hour 45 minutes).

Both exams are sat at the end of the GCSE course in Year 11.

Sociology is an exciting, interesting and relevant subject for those students wanting to learn more about the world in which we live. The best type of sociologist is one with a critical mind who likes to question taken-for-granted ideas. A GCSE in Sociology can lead onto the popular and exciting A Level course.

**Contact: Mr Wellstead**

## **Triple Science AQA Exam Board GCSE**

Students who have demonstrated strong scientific achievement through internal assessments and an excellent work ethic may take Biology, Chemistry and Physics as three separate GCSE subjects. Students on the core or extension pathways who are working on or above their target by the Spring term of Year 9 may consider studying Triple Science. However, the final decision about the suitability of a student to study Triple Science will be made by the Head of Science once students have made their options. Students with a poor work ethic or behavioural concerns, may not be accepted onto the course.

Students who choose Triple Science will have more lessons of Science per fortnight than students studying combined science, divided into Biology, Chemistry and Physics lessons (each taught by a specialist teacher). Triple Science students also complete more topics and required practicals than those studying Combined Science.

### **Content and Assessment**

Each Triple Science GCSE will be assessed through two terminal exams, each worth 50% of the GCSE course. Students will be entered for either the Foundation or Higher tier for both exams (no mixed tier entry). The Foundation tier will allow students to achieve a grade 5 and the Higher tier will allow students to achieve up to a grade 9. Your child's class teacher will use a variety of internal assessments to determine which tier your child will be entered for. Most students who study Triple Science are entered for the Higher tier papers.

A student studying Triple Science will sit 6 terminal exams (two for Biology, two for Chemistry and two for Physics). Each exam will be 1 hour 45 minutes long.

### **Required practicals for Triple Science**

As part of this GCSE, students are expected to complete 28 required practicals (10 for Biology, 8 for Chemistry and 10 for Physics). Students will be expected to record all required practical work in a lab book (which students are given). This may include recording results, writing a method, analysing their results or evaluating the experiment.

For each required practical, students will be assessed on a variety of different skills. The required practical's will be assessed in the final exams, with approximately 15% of all questions having a 'practical element'. This replaces the 'coursework' element of the Science GCSE.

**Contact: Mrs Jeffries**

# **Vocational Curriculum**



# Child Development

## OCR Exam Board

### Level 1 or 2 Cambridge National Certificate in Child Development.

By the end of the course students will have a good understanding of the development and the needs of children under the age of five years. They will also develop skills in researching and investigating a task. Organisation, communication and observation skills will be improved.

The course consists of three units:

**Unit One:** All students will learn the essential knowledge and understanding for child development, covering reproduction, parental responsibility, antenatal care, birth, postnatal checks, care, and conditions for development, childhood illnesses and child safety. Knowledge gained would be of use for further studies in PHSE, Biology and other Child Development qualifications.

**Unit Two:** In Unit 2, students will gain knowledge of the equipment needs of babies and young children and an understanding of the factors to be considered when choosing appropriate equipment to meet all of these needs. They will also gain knowledge of nutrition and hygiene practices and will be given the opportunity to evaluate dietary choices.

**Unit Three:** In Unit 3, students will gain knowledge of, and skills in, developing activities to observe development norms in children up to the age of five. This unit will include researching, planning, carrying out activities with children and observing and reviewing these activities, as well as an understanding of the development norms and the benefits of play in child development.

Potential Careers:

Nursery Nurse

Nanny

Nurse

Other careers in medicine

Teaching

Other careers in education

Health Visitor

Social worker

Working with children with additional needs

The course is an excellent foundation for Health and Social Care courses.

Assessment:

#### **Unit Assessment Method % of grade**

Health and well-being for child development

Written paper (exam)

1 hour and 15 minutes. 50%

Understand the equipment and nutritional needs of children from birth to five years

Controlled assessment

Completed in class. 7-10 hours 25%

Understand the development of a child from birth to five years.

Controlled assessment

Completed in class. 7-10 hours 25%

**Contact: Ms Miell**

## **Cambridge National in Creative iMedia OCR Exam Board**

### **Why should I take Cambridge National in Creative iMedia?**

Cambridge Nationals are designed to allow students the freedom to explore more deeply the things that interest them. This course aims to provide a different pathway for students who excel at ICT in Key Stage 3 but are less interested or able in the technical or programming parts of a Computer Science GCSE.

Creative iMedia is a Cambridge Nationals qualification which lets students gain knowledge in a number of key areas in the media field, from pre-production skills to digital animation, and offers a hands-on approach to learning. The options available offer the chance for your son or daughter to explore areas of creative media that interest them. The Cambridge National in Creative iMedia will also provide opportunities to develop useful transferable skills such as research, planning, and review, working with others and communicating creative concepts effectively. The modules offered include 2 compulsory and 1 optional unit.

The teaching of the qualification will normally be through practical work, learning ICT skills and how to do things that may be relevant to the world of work. A lot of the qualification is assessed by coursework set and marked by your child's teacher. This will be done throughout the duration of their two-year course. This does mean that the qualification is not suitable for students who struggle to work independently. The Pre-Production Skills unit is a compulsory exam which students will complete in the Summer Term of Year 11.

So, if your child likes project work, enjoys research and doing practical things using a computer, they may find a Cambridge National a better option than a GCSE.

**Contact: Mr Mayne**

# **Performing Arts**

## **AQA Exam Board**

### **Technical Award (Level 1 or 2)**

This is a practical performance and technical theatre course aimed at any student wishing to work in the performance or entertainment industry and it fulfils entry requirements for post-16 academic and vocational study. The Level 2 award is equivalent to one GCSE.

This qualification is for learners aged 14–16 who wish to develop both technical and performance skills in the performing arts. It is designed for students who have a passion for performance in any art form, including dance, acting, musical theatre, or for students who have an interest in theatre tech: lighting, set design or costume to name a few.

#### **Unit 1: Unlocking Creativity (internally assessed)**

Students will be asked to come up with a performance idea based on a brief from practitioners in the performing arts, such as the National Theatre. Students will understand, plan and deliver the activities required to put on a successful performance including design elements, planning and pitching. Students will choose one performance skill and one technical skill to develop and produce a portfolio of research, planning and ideas to enable them to put on a performance. They will then go on to pitch this idea as a group to camera. An extract from the performance idea will also be presented.

#### **Unit 2: The Production/Performance (internally assessed)**

Students will work as a production company to create a collaborative performance. Students will now focus on one skill (either technical or performance based) choosing from one of the following: acting, dancing (if studied outside of school), singing, musical theatre, variety performance, pantomime, physical theatre, puppetry and circus skills, or a technical list including costume, set design, properties, make-up and hair, lighting, sound, stage design, original writing, directing, choreography, PR or film production.

It is worth noting that any performance skill can be used. The list above is not exhaustive and students' own skills in gymnastics, free-running, rapping or other out of school classes can be used. Dancers who study dance out of school are particularly welcome.

#### **Unit 3: The Performing Arts experience – multiple choice / creative design-based exam (externally assessed)**

Students will draw on knowledge and understanding from Units 1 and 2 and also from:

Roles and responsibilities within the performing arts industry

The role of performing arts in society

Approaches to rehearsal

Working as a deviser/performer/director

Marketing and public relations

Health and safety

Design and technical elements and reviewing performances

**Contact: Mrs Oldfield**