



English Martyrs' Catholic School

Year 8
KS4 OPTIONS

Let me know clearly

Lord,
Let me know clearly
the work which you are calling me to do in life.
And grant me every grace I need
to answer your call with courage
and love and lasting dedication to your will,
Amen

Making Decisions

Lord,
I am about to make an important decision
and the day before me is charged with uncertainty.
Enable me to sense Your presence
and to feel Your undergirding power,
to be assured of Your guiding concern.
Amen

*I know the plans I
have for you, plans for
peace and not disaster,
reserving a future full
of hope for you.*

Prophet Jeremiah 29:1

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Dear Parents

GCSE and Option Choices

From the beginning of Year 9 your son/daughter will be studying the subjects they will eventually take as public examinations at GCSE or BTEC in Year 11.

From Year 9 onwards, your child may take three option courses. In the coming days students will receive a wealth of guidance to enable them to choose the courses that create the most suitable programme, taking into account their ability, current progress, interests and possible future careers.

Students will be following the newly reformed syllabuses in all of their qualifications. The grading for these GCSEs will be:

New Grade	(grades previously)
9	A ^{XX}
8	A ^X
7	A
6	B
5 (strong pass)	C
4 (pass)	C
3	D
2	E
1	F

I recommend that you familiarise yourself with the contents of this booklet before you attend the online consultation meeting as there is a lot to take in!

Thursday 4th February, 3.30pm-6.00pm

At this meeting your child's teachers will be able to offer advice about his/her progress in individual subjects. **Online Choice Forms will be sent out to parents on Monday 1st February and must be returned by Friday 12th February 2021 please.**

Please be aware that it is not always possible to give everyone the three options of their preference. All students must be prepared to accept at least one second choice.

If you have any further queries, please speak to:

Mrs Biddles, Head of Year 8,

Mr Calen, Vice Principal,

or your child's subject teacher directly.

We look forward to seeing you at the online consultation meeting and thank you for your support.

Yours sincerely,



Marius Carney
Principal



KEY STAGE 4 QUALIFICATIONS

All students study:

English and English Literature 2 GCSEs
Mathematics 1 GCSE
Biology, Chemistry, Physics 3 GCSEs
Religious Education 1 GCSE
Careers
Citizenship
Physical Education

Students take 3 option subjects, one from each block.

OPTION A	OPTION B	OPTION C
Geography GCSE	Geography GCSE	Geography GCSE
History GCSE	History GCSE	History GCSE
French GCSE	French GCSE	French GCSE
Textiles GCSE	Art GCSE	Business Studies GCSE
Drama GCSE	Technology BTEC 1st Award	Music GCSE
Hospitality & Catering Tech Level 1 & 2	Media BTEC 1st Award	I.C.T. BTEC 1st Award
I.C.T. BTEC 1st Award	Dance BTEC 1st Award	Sport BTEC 1st Award
Sport BTEC 1st Award		

English and Mathematics

Very few careers require students to choose specific option subjects but success in core GCSEs such as English and Mathematics is crucial for many careers.

English Baccalaureate

All students must choose at least one subject from History, Geography and French. We would strongly advise all students to select French and either History or Geography to proceed to Sixth Form.

Examinations and Coursework

GCSE subjects no longer have coursework although some do have controlled assessments where students complete written work in class. Some GCSEs also require students to complete practical work e.g. Art and Drama.

Tiers of Entry

In some subjects there are two tiers of examination entry (one covers Grades 1 to 5 and the other covers grades 4 to 8), and in some subjects there is a single tier of examination entry (covering grades 1 to 9).

BTEC Courses

For BTEC courses (such as ICT, Media, Dance, Sport and Technology) a student's grade is mainly determined by coursework. Each BTEC has one exam.

A BTEC award is equivalent to a GCSE:

BTEC PASS	-	equivalent to a grade 4 at GCSE
BTEC MERIT	-	equivalent to a grade 6 at GCSE
BTEC DISTINCTION	-	equivalent to a grade 7 at GCSE
BTEC DISTINCTION*	-	equivalent to a grade 8 at GCSE

Making Choices

Staff will be talking to students about the range of subjects available to them.

When students choose option subjects they should take into account a variety of factors, including:

- Current attainment in the subject and progress made in year 8
- Method of assessment - some students excel in examinations and some excel in coursework
- Their enjoyment of particular subjects

GCSE AND BTEC AWARDS ARE DEMANDING.

PARENTS CAN HELP BY:

- *providing a quiet place for homework*
- *taking a continual supportive interest in current studies in all subjects*
- *checking homework assignments and seeing that they are completed*
- *reading completed homework and offering encouragement and praise.*

INCLUSION

The Inclusion Faculty works in partnership with staff and students to facilitate access to the curriculum and prepare students for public examinations.

Support is provided by teachers and may also be provided by teaching assistants, who work alongside students in class. Small groups may be created for short or longer periods of time. These groups can help students to focus on particular skills which may need reinforcement. Individual support with course work assignments may also be provided.

Support may also be provided through the Morning Interventions which operate some mornings during registration. Students can take advantage of this support without missing any lesson time. Sixth form students are available to give advice about coursework, study skills and examination revision.

Students with an Education Health Care Plan and those who are placed on the special educational needs register continue to benefit from support and advice from a variety of outside agencies. It is possible to apply for special arrangements for examinations for students with particular needs. The Inclusion department works with students to ensure that the necessary detailed information is provided to support concession applications. If you feel that your child may be eligible for examination concession, please contact Mrs Webster as soon as possible.

Contact Mrs Webster, Director of Inclusion, should you wish to discuss any of the information above.

KEY FEATURES OF THE COURSE

All students study a full GCSE in Religious Studies. This allows them to combine practice of faith as it is experienced in the school, with academic study of a well-respected subject. Students study AQA Religious Studies B: Catholic Christianity.

METHOD OF ASSESSMENT

50% of the course covers the beliefs and teachings of Roman Catholic Christianity.

25% of the course studies the beliefs and teachings of Judaism.

The final 25% of the course involves a study of Catholic teaching on Family Relationships and Peace and Conflict.

EXAMINATION

Two exams will be taken at the end of year 11 and each exam will last for 1 hour and 45 minutes.

As well as requiring knowledge, the exam tests skills in explaining, evaluating and arguing a point of view.

ENGLISH LANGUAGE and ENGLISH LITERATURE

KEY FEATURE OF THE COURSE

Our aims are to develop the ability of students to communicate effectively in speech as well as in writing, and to appreciate, analyse and compare a wide range of texts.

Students should develop a sensitive and informed personal response to a variety of material. We hope to enhance both their understanding of what lies below the surface meaning of texts, and their appreciation of the ways in which writers, including themselves, use language and structure to create impact. Their own writing skills in a variety of genres are thereby improved.

METHOD OF ASSESSMENT

English Language

- 100% terminal examination consisting of two papers, each lasting two hours, to test reading of previously unseen material and writing.
Controlled assessment of speaking in a formal situation.

English Literature

- 100% terminal examination consisting of two papers, each lasting two hours. Together these test responses to two novels, one Shakespeare play and a collection of poems from different centuries. Students will also write about some material they have not previously studied.

KEY FEATURES OF THE COURSE

We aim to provide students with an interesting experience of mathematics which fosters a core of expression through Mathematics as well as preparing students for their next steps in education and life.

The subject content is:

- A01 Multistep questions – greater fluency mathematically to develop skills and build confidence
- A02 Mathematical Reasoning and Communication to develop problem solving
- A03 Making connections between different concepts of Mathematics

The Foundation is more challenging than in previous years with brand new topics such as Quadratics, Trigonometry, Surds, Gradients of $y=mx + c$ etc.

The Higher content now takes on additional topics such as geometric sequences, equation of circles, Growth & Decay problems, Turning points of quadratic equations, functions, Tangents on a curve, rates of change, Outliers to name a few.

METHOD OF ASSESSMENT

The grading system covers U (unclassified) and 1 to 9

Foundation tiers covers grades 1-5 and Higher tier covers grades 3 -9

The new grade 4 is broadly equivalent to the current grade C and grade 7 is equivalent to the current grade A. The new top grade is grade 9.

The GCSE is examined by 3 terminal examination at the end of Year 11.

There are 3 papers - Paper 1 (non-calculator) and paper 2 and 3 are calculator papers.

All work is supported by new teaching resources, ICT resources, exam practise as well as independent work by our students.

KEY FEATURES OF THE COURSE

All students at English Martyrs study Biology, Chemistry and Physics. In Year 11, some students will be entered for Separate Sciences and some will be entered for Combined Science.

We begin the foundations for these courses in Year 9 and the curriculum is designed to promote the development of knowledge and understanding through opportunities to work scientifically. There is a great deal of practical content and students will get the opportunity to carry out experiments throughout their GCSEs.

A broad scientific education is vital to allow students to contribute to what is an increasingly scientific and technological world and equip them to make informed, evidence based decisions about their lives, and lifestyles, as well as preparing them for further studies in scientific subjects.

METHOD OF ASSESSMENT

The Biology, Chemistry, Physics and Combined Science courses are administered by the AQA exam board.

The courses will be examined terminally at the end of Year 11, there is no internal assessment or coursework.

The examinations are available at 2 tiers:

- Foundation tier allows access to grades 1-5.
- Higher tier gives access to grades 4-9.

Final decisions about which tier a student will be entered for will be made following the mock exams in December of Year 11.

Each course will have 2 examinations, up to 1 hour 45 minutes long. These exam papers will comprise a combination of multiple choice, structured, closed short answer and open response questions.

PHYSICAL EDUCATION

Non Examination

KEY FEATURES OF THE COURSE

Physical Education builds upon the previous skills learnt. Students are encouraged not only to develop their standard of performance, but also their ability to analyse and evaluate their performance and the performance of others.

Physical Education makes a distinctive contribution to the ethos of our school.

The Core PE programme will provide many opportunities to:

Create successful learners

PE helps students acquire the knowledge; skills and understanding they need to participate successfully in, and enjoy, physical activities both now and in the future. Students will also develop analytical and evaluation skills by deciding how to improve the quality of their own and others' work.

Develop confident individuals

It will develop competence in physical education and the sense of enjoyment brought about by being active and successful, engendering a sense of confidence and self-esteem in the pupils and enabling them to become increasingly independent. This confidence will encourage them to get involved in physical activity for its own sake and as part of a healthy active lifestyle.

Become responsible citizens

PE encourages students to be enterprising and work cooperatively and effectively with others. Taking on the roles of leader or official helps develop a sense of respect for others and the ability to apply rules fairly and act with integrity. PE will encourage students to make regular physical activity part of their lives and to get involved in healthy physical activity, sport and dance regularly both in school and in the community.

KEY FEATURES OF THE COURSE

This course asks for a great deal of commitment and personal response to a variety of themes. Methods of working include drawing and painting, printmaking, mixed media and photography. If you are thinking "I really enjoyed my art lessons, but I can't draw!" think again... you are here to learn, aren't you!!!

Preparatory studies and research for themes are very important. Such research may, at first, be tutor led, but students are expected to become more independent as they progress through the course and complete preparatory work and research as homework. This will include collecting source material and taking photographs of high quality.

METHOD OF ASSESSMENT / REQUIREMENTS

Portfolio (Coursework) - 60%

More than one project, covering all four assessment objectives. Evidence of drawing and some written annotation are essential.

Coursework will take the form of projects and all the work produced will be coursework. However, there is now an emphasis on selection of strongest work which displays fulfillment of all the assessment objectives at the end of the course. This must include evidence of more than one project. This is called the Portfolio.

Students must record from observation by learning how to draw and paint what they can see. Students must also develop the ability to analyse their own images along with the work of other artists and this will allow them to see their work in a wider context. They will need to use the influence of the artists' work they study to help them develop their own work.

Students must also show that not only can they control a range of different materials and techniques, but that they can employ them with skill, use them appropriately and without waste. The project should be completed and presented with a major piece as a clearly outlined unit supported by written statements as appropriate. Any such written work must display a good standard of written English. Art club is available to all students throughout the course for one hour a week after school and students are encouraged to come along to complete their homework or catch up on any incomplete work or any pieces in need of development.

Externally Set Assignment (Examination) - 40%

One practical paper of 10 hours - spread over two sessions of 5 hours per session.

The examination paper is issued several weeks in advance to enable research and preparatory studies to take place. These studies (which are usually drawings, colour studies, experiments with a variety of media, practices for the exam piece and photographs taken by the student) are brought into the examination room for reference. The examination also demands that students work to the same four assessment objectives as in the coursework. In essence, the examination takes the form of another coursework project, although completed in less time and with the final outcome being created under examination conditions. The work completed during the preparatory period starting in January of Year 11 will account for most of the marks, so a focused approach is necessary.

COURSEWORK DEADLINES

Projects require completion and presentation by the end of December/beginning of January in Year 11.

BUSINESS STUDIES - GCSE

KEY FEATURES OF THE COURSE

Business is a dynamic subject that is of use and interest to all students. As most of us will enter the world of work at some stage, GCSE business can form an important part of succeeding in this highly competitive arena.

We start in year 9 when amongst other topics students will enjoy assessing the actual value of money and its importance to themselves as well as to businesses and the UK economy.

The course requires to use their knowledge and understanding to:

- Use business terms to identify and explain business activity.
- Develop problem solving and decision making skills relevant to business.
- Investigate, analyse and evaluate business opportunities and issues.

METHOD OF ASSESSMENT

Paper 1: Influences of operation and Human Resource Management on business activity

What is assessed?

- Business in the real world
- Influences on business
- Business operation
- Human resources

How is it assessed?

- Written examination: 1 hour 45minutes
- 90 marks
- 50% of GCSE

Paper 2: Influences of marketing and finance on business activity

What is assessed?

- Business in the real world
- Influences on business
- Marketing
- Finance

How is it assessed?

- Written examination: 1 hour 45minutes
- 90 marks
- 50% of GCSE

EXAM BOARD: AQA

16 The qualification is linear. This means that students will sit all of their exams at the end of year 11.

KEY FEATURES OF THE COURSE

An interactive and topical course which enhances students' career choices by giving them an awareness of French culture and lifestyle, while also developing their ability to understand and communicate in French through the balanced study of four skills:

LISTENING

SPEAKING

READING

WRITING

Students' skills in the language are developed in a variety of ways including:

- ★ **use of authentic reading materials** from up-to-date magazines, brochures and websites.
- ★ **use of recorded live material** of native French speakers.
- ★ **More relevant, engaging and condensed context** arranged in three separate contexts.
- ★ **Less stressful** speaking assessments with new subject criteria.
- ★ **Use of** on-line learning materials and apps for vocabulary and learning
- ★ **Questions** in Listening and Reading papers in English and French.

TOPIC AREAS

Students study all of the following themes on which the assessments are based

Theme 1: Identity and Culture

- Me, my friends and family.
- Technology in everyday life.
- Free-time activities.
- Customs and festivals

Theme 2: Local, National, International and Global Areas of Interest

- Home, town and region
- Social issues
- Global issues
- Travel and tourism

Theme 3: Current and Future Study and Employment

- My studies
- Life at school / college
- Education post-16
- Jobs, career choices and ambitions

METHOD OF ASSESSMENT**Paper 1: Listening**

Examination - 25%

Foundation tier

35 minutes

Higher tier

45 minutes

Paper 2: Speaking

Examination - 25%

Foundation tier

7-9 minutes (plus preparation time)

Higher tier

10-12 minutes (plus preparation time)

Paper 3: Reading

Examination - 25%

Foundation tier

45 minutes

Higher tier

1 hour

Paper 4: Writing

Examination - 25%

Foundation tier

1 hour

Higher tier

1 hour 15 minutes

GEOGRAPHY - GCSE

KEY FEATURES OF THE COURSE

The world is always changing. Geography gives you the chance to learn about these changes. There are three units to study:

Unit 1: Living with the physical environment

This unit is based on physical geography and you will learn about the following:

- Global Hazards – how can we predict, plan & protect ourselves against extreme weather, earthquakes and volcanoes?
- Changing Climate – are we really to blame?
- Distinctive Landscapes – beautiful Britain?
- Sustaining Ecosystems – why should they matter to us?
- Geographical Skills & Fieldwork - **This will involve at least a day's fieldwork outside school.**

Unit 2: Challenges in human environment

This unit is based on human geography and you will learn about the following:

- Urban Futures – why are cities Mega?
- Dynamic Development – why are some countries richer than others?
- UK in the 21st Century – is the UK losing its global significance?
- Resource Reliance – can we feed 9 billion people by 2050?
- Geographical Skills & Fieldwork - **This will involve at least a day's fieldwork outside school.**

Unit 3: Geographical applications

This unit allows you to apply your understanding of Units 1 & 2 in the following ways:

- Using your Geographical Skills
- Making Decisions

The knowledge and transferable skills gained from this course will prepare you for A Level studies and employment. It will also help you achieve the English Baccalaureate.

METHOD OF ASSESSMENT

Unit	Weighting	Explanation
1 Living in the physical environment	35%	1 ½ hour exam to test how well you have learnt your physical geography topics and skills.
2 Challenges in the human environment	35%	1 ½ hour exam to test how well you have learnt your human geography topics and skills
3 Geographical applications	30%	1 ½ hour exam to apply your geographical skills and make decisions

Units 1, 2 and 3 will be all taken at the end of Year 11. There is no course work; however, there will be at least two days fieldwork which will be examined in Unit 3.

There are no Higher or Foundation tiers for these new examinations though questions are carefully scaffolded to allow students to achieve their best.

The new specifications have a greater focus on written communication skills and numeracy. Students will need to have a good grasp of English and Mathematics to access the higher Levels of this qualification.

KEY FEATURES OF THE COURSE

History GCSE is a lively, stimulating subject that encourages a deeper understanding of the world which we inhabit today, as well as promoting an enquiring and critical mind-set which ultimately develops a much deeper way of thinking about all aspects of life. The new and exciting Edexcel syllabus is taught through a variety of media including source material, film, fieldwork, art, music and oral communication. Each topic is set in the style of an investigative enquiry, which promotes independent thought through individual and collaborative learning techniques.

The Department offers a visit to Berlin in Year 10 to develop and deepen learning about the International Relations, Cold War and Germany Depth Study units. Whilst there, we encounter many of the key features which are studied over the GCSE, such as the Reichstag, Sachsenhausen concentration camp, the site of the Potsdam Conference, and the Holocaust Memorial.

In History we offer a support system to help students as they meet challenges in the course. A variety of expert resources and advice are on hand from the start of your studies to give you all the help you need in the final year of the course before undertaking exams. We follow the new Edexcel History course, which is divided into three examination papers:

- Warfare and British Society c1250-present and Depth Study of London and the Second World War, 1939-45; which includes studies of battles like Agincourt, Naseby and Waterloo, as well as the impact of the changing nature of warfare on society, and a depth study on the Blitz in WW2.
- Superpower relations and the Cold War 1941-91; focusing on the start of the Cold War, the Berlin crises, the Berlin Wall, the Cuban Missile Crisis, the war in Afghanistan, and the Reagan / Gorbachev relationship which ended the Cold War. The second half of this is on Early Elizabethan England; which includes Elizabeth's religious changes, the threats from both Puritans and Catholics, the Revolt of the Northern Earls, and the continuing conflict with Spain, and the Spanish Armada.
- Weimar and Nazi Germany 1918-39; focusing on Weimar attempts to create a democratic Germany, the rise of the Nazis, the steps to a Nazi dictatorship, and the experience of different groups of people living in Nazi Germany.

GCSE History is a popular subject which is enjoyed by pupils. Indeed, a number of our pupils have decided to opt for A-Level History in the Sixth Form because they have found the subject so rewarding and enjoyable. The GCSE History course gives students grounding in British, European and World history in preparation for progression to the AS and A2 course the department offers.

All students are encouraged to work to their limits and undertake all the examination papers which lead to grades being awarded ranging from 9-1.

WHAT CAREERS COULD A HISTORY GCSE LEAD TO?

22 Law Journalism Research Media Education Literature Politics
Military Police Management Museum and Archive work Archaeology

KEY FEATURES OF THE COURSE

This course is for anyone who loves music and wants to develop their knowledge and skills. GCSE Music is ideally suited to those who are interested in understanding how music is put together, through theory knowledge, performance and composition. In the course you will study set works and continue to improve your theory skills. You must be prepared to take part in choirs, ensembles, rehearsals and performances outside timetabled lessons.

It is helpful to study GCSE music if you currently study a musical instrument or sing regularly. Individual lessons in instruments / voice for GCSE music are provided free of charge by the school.

METHOD OF ASSESSMENT

Unit 1: **Listening to and Appraising Music** - 40%

In this unit you will study music from the 1600s to today and analyse its features. You will study music theory to be able to use the correct terminology for the exam.

Unit 2: **Composing Music** - 30%

In this unit you will compose two pieces of music based around a brief, one set by EDEXCEL and one set by you. You will notate your composition in a score.

Unit 3: **Performing Music** - 30%

In this unit you will perform two different pieces of music on your specialist instrument: one individual and one as an ensemble.

COURSE REQUIREMENTS

- Study an instrument in addition to classroom lessons.
- Enjoy making music!
- An understanding that the course is practical but also requires the skills of music analysis and composing.

TEXTILES - GCSE

KEY FEATURES OF THE COURSE

Textile Design includes the creation of designs and products for woven, knitted, stitched or printed fabrics and involves an understanding of fibres, yarns and fabrics.

Students undertaking this subject are required to demonstrate knowledge, skills and understanding through areas of study relevant to each project title.

Areas of study include:

- Constructed textiles
- Digital textiles
- Dyed fabrics
- Printed fabrics
- Fashion design
- Installed textiles
- Soft furnishings
- Stitched and/or embellished textiles.

METHOD OF ASSESSMENT

The qualification consists of two components:

Component 1: Portfolio (Coursework)

60% of qualification: 120 marks

This component includes a major practical portfolio and outcome/s to be based on internally set themes and subject matter developed from personal and/or given starting points. This component will be set and assessed in school.

Component 2: Externally Set Assignment (Exam)

40% of qualification: 80 marks

Practical 10 hour exam - spread over two sessions of 5 hours per session.

The examination paper is issued several weeks in advance to enable research and preparatory studies to take place. These studies are brought into the examination room for reference. The work completed during the preparatory period starting in January of Year 11 will account for most of the marks for the exam, so a focused approach is necessary.

BTEC LEVEL 1 / LEVEL 2 TECHNICAL AWARD IN PERFORMING ARTS - Dance

KEY FEATURES OF THE COURSE

Do you enjoy dance? Are you seriously considering performing, choreographing or teaching as a career? This is a good basic course for you to see if you've got what it takes.

This highly practical course is an introduction to developing performance skills in dance. You will need:

- A keen interest in different styles of Dance.
- A willingness to try different things and work in groups, pairs, or on your own.
- Creativity, dedication, self-discipline, the ability to meet deadlines, teamwork and an open mind.
- Good skills in English to allow you to write evaluations and reflect on your work.

What is a BTEC?

A vocational course will provide you with the skills you need to continue this subject into the real world after school.

A BTEC course is not easier than a GCSE! In fact it is the equivalent to, and at the same level of one GCSE!

The course is mainly coursework and marked by your teacher, with only one task that is marked by the exam board. This is in the form of a controlled assessment. BTECs are recognised and valued by colleges, Universities and employers

ABOUT THE COURSE

The course combines practical and theoretical assignments and is heavily based upon performance. You will be required to work in groups as well as working independently on various assignments. You will also be expected to provide creative input within lessons and rehearsals.

You will cover three units over the course;

Component 1: Exploring the performing Arts

- This unit gives you a broad understanding of performance work and influences, looking at how practitioners create their work and the process they take from creation, developments and performance.
- You will study three professional works each of a different style both theoretically and practically.
- You will present a written report to show your findings from your research.

BTEC LEVEL 1 / LEVEL 2 FIRST AWARD IN PERFORMING ARTS - *Dance continued*

Component 2: Developing Skills and Techniques in the Performing Arts

- This unit assesses your ability as a dancer and your technical and interpretive skills. You will explore a chosen style of dance and participate in regular technique and creative classes in this style.
- This unit also requires you to study an already existing piece of work in the chosen dance style to replicate.
- You will focus on your physical and interpretive skills, setting yourself targets and reviewing these regularly to understand and improve your performance.
- Finally you will apply these skills in a final performance to a live audience.

Component 3: Performing to a Brief

- This unit is externally marked by the exam board.
- You will be able to work in small groups of 3 – 7 dancers.
- The exam board will provide you with a stimulus on which you must choreograph a group performance lasting between 10-15 minutes.
- Your performance must respond appropriately to the given stimulus and communicate your ideas clearly to a target audience of your choice.
- Finally you will evaluate your creative process which will be completed in controlled assessment conditions.

METHOD OF ASSESSMENT

You will be continually assessed throughout the course through a series of practical performance and work related assignments.

Two units are assessed internally and one unit is assessed externally by an examiner.

You are graded at either a level 1 or level 2, Pass, Merit or Distinction over the two year course.

ADDITIONAL OPPORTUNITIES

Usually during Year 11 our groups visit Pineapple Dance Studios in London and participate in a workshop with a professional dancer from the industry. You will have lots of opportunities to perform and your practical coursework will feature in the annual BTEC Dance Showcase and also the end of year school dance show.

Alongside the regular timetable you will also get the opportunity to become involved in the IDTA Street Dance examination group working towards your Bronze, Silver and Gold Awards. You will also get the opportunity to audition and be part of a group that will compete in the UDO National Schools Championship Competition.

WHO IS THE COURSE FOR?

Students with a basic understanding of dance styles and those wishing to pursue a career in the Performing Arts as a professional dancer, choreographer, Dance critic/ dance journalist, Physiotherapist, Stage Management, or a Teacher.

BTEC LEVEL 1 / LEVEL 2 TECH AWARD IN DIGITAL INFORMATION TECHNOLOGY

KEY FEATURES OF THE COURSE

The Award gives students the opportunity to develop sector-specific knowledge and skills in a practical learning environment. It includes the development of key skills, processes and knowledge in a variety of key areas such as project planning, designing and creating user interfaces, creating dashboards to present and interpret data, cyber security, virtual teams, legal and ethical codes of conduct.

The course is made up of 3 components over 3 years of study. The components are:

Component 1: Exploring User Interface Design Principles and Project Planning Techniques (Internally assessed)

Students develop their understanding of what makes an effective user interface and how to effectively manage a project. Students will use this understanding to plan, design and create a user interface.

Component 2: Collecting, Presenting and Interpreting Data (Internally assessed)

Students will understand the characteristics of data and information and how they help organisations in decision making. Students will use data manipulation methods to create a dashboard to present and draw conclusions from information.

Component 3: Effective Digital Working Practices (Externally assessed)

Students will explore how organisations use digital systems and the wider implications associated with their use.

Method of Assessment:

Components 1 and 2 are internally set with approved assignments created by the examination board. Component 3 is an externally set examination completed in Year 11.

Coursework requirements:

The coursework is demanding and students must have access to a computer with suitable software and the internet. All this is provided in school so students may need to arrange to work in the study club after school hours if required. Office365 is used within lessons to issue and submit student work and files needed. This can also be used at home, there for there is no need to purchase any software or hardware to study this course.

BTEC TECH AWARD IN CREATIVE MEDIA

KEY FEATURES OF THE COURSE

With the new BTEC Tech Award in Creative Media Production, you will get the chance to develop valuable skills and techniques in different disciplines, produce a practical response to a digital media brief, and explore potential careers in the industry.

As the BTEC Tech Award in Creative Media Production is a practical introduction to life and work in the industry, your students can explore the sector while:

- developing technical skills and techniques
- producing a digital media product in response to a brief
- reviewing and reflecting on the process and outcome.

METHOD OF ASSESSMENT

The course has two internally assessed components, and one that's externally assessed:

How the course works...

These components build on each other to motivate your students by helping them put what they've learned into practice and grow in confidence.

During Component 1, you will explore:

- content and purpose of digital media products
- style and the use of digital design principles
- idea generation and the production process
- industry regulations and professional practices.

During Component 2, you will:

- experiment with a variety of media production skills and techniques
- apply the technical skills that they learn
- reflect on their progress and use of skills, as well as how they could improve.

Component 3

- Create a media product in response to a brief
Weighting: 40%
Aim: apply digital skills and techniques by responding to a digital media brief.

Assessment: externally assessed task where students respond to a brief to create a media product.

WHERE THE COURSE CAN LEAD

With a BTEC Tech Award in Creative Media Production, your students are able to explore, challenge and realise their potential.

During the course, students can see whether the industry is one they want to be in, where they could go, and gain the knowledge and skills they need to succeed in their next steps. After completing the course, your students can continue on to further vocational and academic study at level 2 and level 3, as well as apprenticeships and traineeships. What's more, the transferable skills your students master during their studies such as self-reflection, communication, teamwork and problem solving will also support their progress in the present and future.

TECHNICAL AWARD LEVEL 1 / 2 AWARD IN HOSPITALITY AND CATERING

KEY FEATURES OF THE COURSE

This course concentrates on the hospitality and catering industry. You will develop the knowledge and understanding related to a range of hospitality and catering providers and businesses - how they operate and what they have to take into account to be successful? You will have the opportunity to learn about issues related to nutrition, and food safety and how they affect successful hospitality and catering operations. In this qualification, you will also develop food preparation and cooking skills as well as transferable skills of problem solving, organisation and time management.

Please be aware that although the course involves practical cooking, and therefore a financial element, there is still theory and written work which has to be completed and assessed in order to achieve the qualification. Students will be entered for the unit 1 exam in year 10, giving you an opportunity to get it 'out of the way' before year 11, however you may also have a second entry in year 11 depending on the grade achieved at the first attempt.

Employment in the hospitality and catering industry can range from waiting staff, receptionists and catering assistants to chefs, hotel and bar managers and food technologists in food manufacturing and this vocational qualification can help students to develop essential employability skills as well as an introduction to the skills and knowledge required to run your own food business. In addition students will have the opportunity to gain their Level 2 food safety certificate. Students will actively participate in the school's hospitality team which will enable them to acquire work experience of real event scenarios including both preparing, cooking and serving food and drinks.

METHOD OF ASSESSMENT

The qualification is made up of two units:-

Unit 1 – The Hospitality and Catering Industry (40% of qualification)
Externally assessed either on screen or paper (90 minutes)

Unit 2 – Hospitality and Catering in Action (60% of qualification)
Internally assessed and externally moderated (one controlled assessment, including a 4 hour practical assessment)

Exam Board: WJEC

BTEC LEVEL 1 & 2 INTECHNICAL AWARD IN ART AND DESIGN PRACTICE

KEY FEATURES OF THE COURSE

This course will enable you to develop many vocational craft, design and technological skills. You will use a variety of *tools* and *materials* to respond to a brief you will be given.

The work you make might be linked to the schools performing Arts specialist status. You will be designing and constructing props and scenery for shows, as well as other products and objects.

The course will be very 'Hands on' and you need to be prepared to work hard on the written elements of the work as well as the practical. You will also acquire *research* skills and explore *enterprise* opportunities.

HOW IT IS ASSESSED

The course consists of 3 mandatory components of work. You must achieve at least a Pass in ALL 3 units, to achieve your Level 2 certificate.

Unit Number	Unit Name	Assessment
Component 1 :	Generating Ideas in Art and Design	Internally assessed Portfolio of evidence.
Component 2 :	Develop Practical Skills in Art and Design	Internally assessed Portfolio of evidence.
Component 3 :	Respond to a Client Brief.	Externally assessed assignment.

WHAT CAN IT LEAD TO?

There is an immense breadth of jobs within the performing arts industry that require design and making skills. The skills and knowledge developed are suited for further study in Product design, Furniture design, Interior architecture, retail design.

KEY FEATURES OF THE COURSE

If you have an interest in the World of Sport and Physical Exercise then this is the course for you! Students that choose to study BTEC Sport receive a wide range of learning opportunities that compliment their Physical Education lessons at English Martyrs.

In this popular course, we will provide you with the opportunity to develop your skills, knowledge and understanding of the sporting world, and to gain a nationally recognised vocationally specific qualification to enter employment in the sport sector or to progress into further education.

THROUGHOUT THE TWO YEARS YOU WILL FOLLOW FOUR UNITS:

- Fitness in exercise and sport (examination)
- Practical sport (coursework and practical assessment of two sports)
- Planning and leading sports activities (coursework)
- Applying the principles of Personal Training (synoptic internal assessment)

METHOD OF ASSESSMENT

- Continual assessment in both a mixture of practical, written assignments and a 75 minute computer based examination.
- Approximately three or four assignments set per unit.

THE NEXT STEP

An online choice form for options at Key Stage 4 will be emailed to each parent on **Monday 1st February**. It should be completed and submitted online by **Friday 12th February**. If forms are returned after 12th February, it may well affect the range of subjects available.

All staff will be only too pleased to help with any problems that arise, but you may find the following staff particularly useful.

FORM TEACHERS:

<i>Mr Underwood</i>	8	Campion
<i>Mr Islania</i>	8	Clitheroe
<i>Mr Allsop</i>	8	Fisher
<i>Mr Gonzalo</i>	8	More
<i>Mrs Chatterson</i>	8	Sherwin
<i>Miss Goodings</i>	8	Ward

HEAD OF YEAR 8:

Mrs Biddles

VICE PRINCIPAL:

Mr Calen

DIRECTOR OF INCLUSION:

Mrs Webster

LEAD TEACHER FOR MORE ABLE STUDENTS :

Mrs Singh

LEAD TEACHER FOR PUPIL PREMIUM STUDENTS :

Mr Manger

IMPORTANT DATES:

Thursday 4th February - Year 8 consultation meeting

Friday 12th February - Online choice forms must be submitted by this date