



# Year 8 Curriculum Choices Spring 2018



## The Key Stage 4 Programme

All students in Year 8 embark on their Key Stage 4 GCSE/Vocational programme in Year 9. The Key Stage 4 curriculum is designed to build upon the knowledge and skills acquired in years 7 and 8. It provides the opportunity for students to follow a purely academic programme of study or a balance of academic and vocational study dependent upon the aspirations, needs and interests of the individual student. The programme also seeks to prepare students for post 16 progression into sixth form, college, apprenticeship or work.

When students embark on a Key Stage 4 curriculum, they are faced with some important choices. We are proud of the broad and balanced curriculum that we have on offer at Wilmington that meets the needs of all of our learners. There are more subjects available for them to study in key stage 4, some of which they have never been offered before, and unfortunately, they cannot choose to study all of them.

**Compulsory** subjects are:

- English language and literature
- Mathematics
- Combined Science
- History or Geography
- Physical Education

Others are optional and these are grouped into three blocks. Students can study **one subject** from each of the blocks because all subjects in a given block are timetabled to take place at the same time. Careful consideration should be given to option choices in close consultation between parents/carers, staff and students.

**Optional** subjects are:

- GCSE Citizenship
- GCSE Computing
- GCSE Photography
- GCSE Product Design
- GCSE French, German or Spanish
- CIDA - Certificate in Digital Applications (IT)
- Btec Art
- Btec Business Studies
- Btec Creative Media
- Btec Tech Performing Arts: Acting Route
- Btec Tech Performing Arts: Dance Route
- Btec Engineering
- Btec Health and Social Care
- WJEC Hospitality and Catering
- IFS Financial Studies
- Btec Music
- Btec Sport
- Btec Travel and Tourism

This booklet is designed to help our students and parents/carers understand the Key Stage 4 curriculum and to help with the decisions that must be made to ensure that they study an appropriate balance of subjects. As always, should questions arise from this booklet or the options process, please do not hesitate to contact your son / daughter's form tutor or subject teacher, who will be only too happy to help.

## The Key Stage 4 Programme

Students are required to study a mixture of compulsory and optional subjects. The National Curriculum

broadly regulates the compulsory subjects. The Key Stage 4 compulsory subjects are as follows:

- English language and literature
- Mathematics
- Combined Science
- History or Geography
- Physical Education (non-examined)

The subjects are grouped into three blocks, as detailed below. Students will study **one subject** from each block. Every effort will be made to run the courses on offer, however, those subjects that are chosen by only a small number of students will be deemed unviable and may not run. If a subject is oversubscribed we will liaise with individuals to select an alternative option. To avoid this we have placed some subjects in more than one option block.

Parents and students are advised to make their choices after consulting with staff; teachers, the Senior Leadership Team, form tutors. Subject teachers are all able to offer sound advice, which may assist in choosing the most appropriate options. Students are advised to choose subjects that they enjoy and in which they are likely to succeed.

### Assessment in key stage 4

- **GCSE** (academic) courses are assessed via examinations at the end of year 11. Subjects will have at least two linear examinations. It is important to work steadily throughout these courses, revise thoroughly for the examinations and be well prepared. Last minute cramming will not produce good grades. There is no coursework.
- **Btec/WJEC/IFS** (vocational) courses are assessed via controlled coursework assignments and unit examinations. The grade achieved in the unit examinations determines the overall grade awarded, so it is important to revise thoroughly and be well prepared. Last minute cramming will not produce good grades. Thorough preparation for the controlled coursework assignments is also necessary if good grades are to be achieved.

## Compulsory Subjects

### GCSE English Language

Pearson Edexcel GCSE English Language

This is a linear course consisting of two externally examined components and one endorsement for Spoken Language (graded separately).

**Component 1** assesses students' ability to read for meaning and select and comment on the writer's use of language for effect. This component is unseen, however the reading text will be from texts of the 19<sup>th</sup> Century. The second section of the examination assesses students' ability to write imaginatively and to choose words for effect. The writing tasks will be closely linked to the reading extracts from section 1.

**Component 2** assesses students' ability to develop skills to analyse, evaluate and compare non-fiction extracts. Section A of this examination is also unseen, but students will have access to a range of non-fiction extracts in their lessons covering the 20<sup>th</sup> and 21<sup>st</sup> Centuries. Section B of the examination is a transactional (functional) writing task, which is also linked to the reading extracts from section A.

In Year 9 students will study a range of fiction and non-fiction texts in order to develop their analysis and appreciation of language. They will also have the opportunity to write for a variety of audiences and in a range of forms.

Further information about the course is available at [www.edexcel.org.uk](http://www.edexcel.org.uk).

### GCSE English Literature

Pearson Edexcel English Literature

This consists of two externally examined components. English Literature is an exciting new course, which has been carefully considered by the English Faculty.

**Component 1** - Students will study a Shakespeare play and either a British novel or play. This unit assesses students' ability to analyse how the language, form, structure and context of texts can create meanings and effects. The choice of Shakespeare text and play / novel will be at the teacher's discretion and the ability of the class.

**Component 2** - Students will study a 19<sup>th</sup> Century novel and a selection of poetry from the Edexcel Anthology. The key aims for this component are to develop students' critical reading and comparison skills. The cluster from the poetry anthology will be decided at the teacher's discretion as will the choice of novel.

In Year 9 students will study a range of fiction and poetry in order to develop their critical reading and comparison skills.

Further information about the course is available at [www.edexcel.org.uk](http://www.edexcel.org.uk).

### **GCSE Mathematics**

Edexcel (Higher tier), AQA (Foundation tier)

Teaching and assessment will cover the following content headings:

- Number
- Algebra
- Ratio, proportion and rates of change
- Geometry and measures
- Probability
- Statistics

Two tiers are available: Foundation and Higher (content is defined for each tier). Each student is permitted to take assessments in either the Foundation tier or Higher tier. The qualification consists of three equally weighted written examination papers at either Foundation tier or Higher tier. All three papers must be at the same tier of entry and must be completed in the same assessment series.

**Paper 1** is a non-calculator assessment. 1 hour 30 minutes. 80 marks

**Paper 2** and **Paper 3** a calculator is allowed. 1 hour 30 minutes per paper. 80 marks per paper.

Each paper will cover all Assessment Objectives, in the percentages outlined for each tier as per below table.

Tier	Topic area	Weighting
Foundation	Number	22 - 28%
	Algebra	17 - 23%
	Ratio, Proportion and Rates of change	22 - 28%
	Geometry and Measures	12 - 18%
	Statistics & Probability	12 - 18%
Higher	Number	12 - 18%
	Algebra	27 - 33%
	Ratio, Proportion and Rates of change	17 - 23%
	Geometry and Measures	17 - 23%
	Statistics & Probability	12 - 18%

Each paper has a range of question types; some questions will be set in both mathematical and non-mathematical contexts. The qualification will be graded and certificated on a nine-grade scale from 9 to 1 using the total mark across all three papers where 9 is the highest grade. Individual papers are not

graded. Foundation tier: grades 1 to 5. Higher tier: grades 4 to 9.

Further information about the course is available at [www.edexcel.org.uk](http://www.edexcel.org.uk) and [www.aqa.org.uk](http://www.aqa.org.uk)

### **GCSE Combined Science**

OCR Gateway Combined Science - Double Award

All students will be entered on the course, which is a double award and therefore counts as 2 GCSEs. The specification is divided into topics, each covering different key concepts of biology, chemistry and physics, providing the foundation for understanding the material world. Teaching of practical skills is integrated with the theoretical topics and they are assessed through the written papers. This course will be examined at two levels and students will be targeted towards the level where they are most likely to achieve their highest grade.

#### **Assessment**

Students will sit six written exams - two for biology, two for chemistry and two for physics. Each are weighted at 16.7% and each last 1hr 10mins. Revision guides are available at cost via Parent Pay.

Further information about the course is available at [www.ocr.org.uk](http://www.ocr.org.uk).

**Students must choose either geography or history. The performance in the Year 8 examinations is a good indicator of success in these subjects.**

### **GCSE Geography**

AQA Syllabus A is a linear course made up of three components:

#### **Paper 1: Living with the Physical Environment**

A 1 hour 30 minute external examination paper based on three physical units and Geographical skill  
35% - 88 marks

#### **Paper 2: Challenges in the Human Environment**

A 1 hour 30 minute external examination paper based on three human units and Geographical skill  
35% - 88 marks

#### **Paper 3: Geographical Applications**

A 1 hour and 15 minute external examination paper based on Issue Evaluation, Fieldwork and Geographical Skills  
30% - 76 marks

During the course, pupils will also gain a range of geographical skills including data collection and analysis, numerical manipulation, graphical and cartography skills, problem solving, and literacy and numeracy. Such skills will equip them with not only a sound geographical base on which to pursue further education in Geography, but will also provide a knowledge which can be applied to other subjects to enhance their learning. The course also involves a Field Study, so pupils will get the chance to put their geographical skills to great use.

Further information about the course is available at [www.aqa.org.uk](http://www.aqa.org.uk)

### **GCSE History**

Edexcel GCSE History Specification

The course is comprised of four units, with three examinations at the end of Year 11. The proposed units include: Cold War 1943-1991, Germany, 1918-1939, Anglo-Saxon and Norman England c1060-1088 and Medicine in Britain c1250-present and The British sector of the Western Front 1914-18, injuries, treatment and the trenches. As a result of recent subject reforms, there will no longer be any coursework/controlled assessment in History at GCSE.

The assessment structure for the course is:

- Paper 1 - Thematic Study and Historic Environment (1hr 15mins/30% of overall grade)  
Medicine in Britain c1250 - present and The British sector of the Western Front 1914-18, injuries, treatment and the trenches
- Paper 2 - Period Study and British Depth Study (1hr 45mins/40% of overall grade)  
Anglo-Saxon England c1060-88 & Cold War 1943-91
- Paper 3 - Modern Depth Study (1hr 20mins/30% of overall grade)  
Germany 1918-39

The History course aims to develop students' skills in research and investigation, source analysis, presentation and producing structured writing. History is a popular choice at GCSE and is highly valued by employers and Higher Education providers, especially now as it forms part of the English Baccalaureate.

Further information about the course is available at [www.edexcel.org.uk](http://www.edexcel.org.uk).

## **Optional GCSE subjects**

### **GCSE Citizenship**

AQA Syllabus is a linear course made up of two exam components that students will sit at the end of the course.

The Citizenship GCSE provides an opportunity to explore the world around us. Are you interested in looking into the issues that really matter? Do you want to gain a deeper understanding of your society? Do you want to build the skills to challenge and make changes to your community? If yes then the Citizenship GCSE is right for you.

The students will study/undertaking the following:

1. Active Citizenship investigation
2. Politics and participation
3. Life in modern Britain
4. Rights and responsibilities

These will be assessed by:

Paper 1 - Written exam: 1 hour 45 minutes

- Section A: Active citizenship questions: questions on the citizenship action of others and questions on the students taking citizenship action investigation **(40 marks)**
- Section B: Politics and participation question types: multiple-choice, short answer, source-based questions, extended answer **(40 marks)**
- 80 marks
- 50% of GCSE

Paper 2 - Written exam: 1 hour 45 minutes

- Section A: Life in modern Britain questions **(40 marks)**
- Section B: Rights and responsibilities questions **(40 marks)**

- Question types: multiple-choice, short answer, source-based questions, extended answer
- 80 marks
- 50% of GCSE

Further information about the course is available at [www.aqa.org.uk](http://www.aqa.org.uk).

## **GCSE Computing**

AQA Computer Science (9-1) J276

This is a specialist course that encourages students to develop their understanding and application of the core concepts in computer science. Students also analyse problems in computational terms and devise creative solutions by designing, writing, testing and evaluating programs.

Entry Requirement: Level 5+ in Y8 Computing and agreement from Mr Reffold.

This is a demanding course that requires a clear interest in programming, logical thinking and problem solving

### **Component 01: Computer systems**

Introduces students to the central processing unit (CPU), computer memory and storage, wired and wireless networks, network topologies, system security and system software. It also looks at ethical, legal, cultural and environmental concerns associated with computer science.

### **Component 02: Computational thinking, algorithms and programming**

Students apply knowledge and understanding gained in component 01. They develop skills and understanding in computational thinking: algorithms, programming techniques, producing robust programs, computational logic, translators and data representation. The skills and knowledge developed within this component will support the learner when completing the Programming Project.

### **Programming Project**

Students use OCR Programming Project tasks to develop their practical ability in the skills developed in components 01 and 02. They will have the opportunity to define success criteria from a given problem, and then create suitable algorithms to achieve the success criteria. Students then code their solutions in a suitable programming language, and check its functionality using a suitable and documented test plan. Finally they will evaluate the success of their solution and reflect on potential developments for the future.

Assessment

Component 01 and Component 02: 1 ½ hour exams

Programming Project: 20 hours of Controlled assessment

Please note that the programming project is currently under review by OFQUAL

For more information: <http://www.ocr.org.uk/qualifications/gcse-computer-science-j276-from-2016/>

## **GCSE Digital Photography**

AQA

**Components 1 and 2** students are required to work in one or more area(s) of photography, such as: portraiture, location photography (working from the built or natural environment), studio photography, documentary photography, photojournalism, experimental imagery, installation and fashion photography.

During year nine students will learn how to use digital photographic techniques and processes linked to both photography and art, appropriate to their personal intentions, as well as how to use relevant media and materials, for example:

- Lighting
- Viewpoint
- Aperture
- Depth of field
- Shutter speed and movement
- Digital processes
- Digital media, programs and related technologies

Both components involve written work through annotation of ideas and research into artists.

Students will be required to maintain a portfolio of work that shows thoughts, working process and skills for each component through the use of sketchbooks. A high level of independent work is also required during lesson time and outside of school. This portfolio and their final pieces of work produced during years ten and eleven will make up the coursework.

### **Component 1: Portfolio of Work 60% of the marks**

Students will produce a portfolio of work based around a variety of themes within sketchbooks. Student's work for the portfolio is carried out under informal supervision, that is, under a sufficient level of supervision to ensure that the contribution of candidates can be recorded accurately, that work can be authenticated and that plagiarism does not take place. Students are guided to carefully select, organise and present materials, which show work carried out during their course of study. They are expected to provide evidence of meeting all four-assessment objectives:

- AO1: Develop ideas through investigations, demonstrating critical understanding of sources.
- AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.
- AO3: Record ideas, observations and insights relevant to intentions as work progresses.
- AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

### **Component 2: Externally Set Task 40% of marks**

Question papers are issued from January 2<sup>nd</sup> in year eleven. Having selected their preferred assignment, students then have unlimited preparation time, followed by a 10 hour exam in April/May. All work is marked by the Academy and moderated by AQA.

Further information about the course is available at [www.aqa.org.uk](http://www.aqa.org.uk).

### **GCSE Product Design**

AQA GCSE Design and Technology (code 8852)



This course offers the potential to prepare learners for employment in several vocational sectors, including product design, architecture, graphic design, industrial design and fashion/textiles. It is also the recommended pathway to continue to study the subject further through the IBCP programme in Post 16. It is a single award GCSE.

The course is ideal preparation for those wishing to follow in the footsteps of design innovators such as James Dyson, responsible for the Dyson vacuum cleaners, or Jonathan Ive, the designer at Apple responsible for the iPod and iPhone among other iconic designs.

Students will work with a range of materials including plastics, woods, metals, smart/modern materials and various modelling materials. They will develop many of their designs using CAD/CAM (computer-aided design and computer-aided manufacture).

The qualification is made up of two parts, a single coursework project worth 50% of the overall grade, with a two-hour exam accounting for the remaining 50%. The coursework project is chosen from a range of 'design and make' tasks set by the exam board, completing a substantial design and make portfolio, which is assessed through identifying and investigating design possibilities, producing design brief and specification, generating design ideas, developing design ideas, realising design ideas and analysing and evaluating.

Further information about the course is available at [www.aqa.org.uk](http://www.aqa.org.uk)

## **GCSE Modern Foreign Languages**

AQA French, German or Spanish

Why is learning a foreign language important? Currently universities and businesses are seeking applicants who can demonstrate they can speak a foreign language; knowing a foreign language opens doors and opportunities. To give our students the best possible chance to compete in the ever-changing world, the academy is dedicated to the teaching of foreign languages. The GCSE course follows the new AQA specification. It prepares students to understand written and spoken language and to communicate their own ideas when speaking and writing over a wide range of contexts. Translation is a new skill, which will be assessed. In the reading exam, texts will be extracted from famous French, Spanish or German novels. The new specifications will give the students a wider cultural knowledge.

Students will be examined in the skills of:

Listening (25%)

Speaking (25%)

Reading (25%)

Writing (25%).

The writing, listening, and reading elements are exam based. The speaking is led by teachers but externally marked. During the course pupils are given opportunities to develop their knowledge of grammar and expression in these languages and are encouraged to use every opportunity to apply this knowledge. Teaching also focuses on the variety of different countries and communities where the languages taught are spoken.

Further information about the course is available at [www.aqa.org.uk](http://www.aqa.org.uk).

# Optional Vocational subjects

## BTEC Art & Design

The Edexcel BTEC Level 1/ Level 2 First Award in Art has been designed to build on learning from Key Stage 3, for those who may wish to explore a vocational route throughout Key Stage 4.

Core units will include:

**Unit 1:** Introduction to Specialist Pathways in Art and Design and will be assessed internally. Learning aims:

- Use specialist materials, techniques, equipment and processes in response to specialist briefs.
- Record formal elements within specialist pathways

**Unit 2:** Creative Project in Art and Design and will be assessed externally.

Learners will complete an externally set assessment, which will be released on the Edexcel website in January each year. The assessment is externally set, internally marked and externally moderated. Learning aims:

- Develop creative ideas, skills and intentions in response to a project brief.
- Produce final outcomes that meet the requirements of the brief.

Optional Specialist Units they will cover are:

**Unit 4:** Communicating Ideas in 3D and will be internally assessed. Learning aims:

- Explore 3D visual language and working practices
- Investigate how artists, craftspeople and designers communicate in 3D
- Communicate ideas using 3D knowledge and skills in response to a brief.

**Unit 6:** Investigating Contextual References in Art and Design and will be internally assessed. Learning aims:

- Investigate historical and contemporary art, craft and design practice
- Explore art, craft and design examples relevant to your own work.

The course includes both practical and theory elements in lessons to be supported with homework, marks are awarded through completion of units. The Creative Project in Art and Design unit is externally assessed. The external assessment will be carried out in 10 hours, under controlled supervised conditions. It will be marked using the same grading as all other units.

Further information about the course is available at [www.edexcel.org.uk](http://www.edexcel.org.uk).

## Edexcel Btec Business

What is a business and what does it do? The term 'business' can cover anything from a sole trader in a local market to a multinational corporation selling products to millions of people all over the world. This course introduces you to the language and terminology used in business. It explores what businesses do, trends that affect them, how they operate and the factors that influence their success. There are a number of units that students cover on a variety of topics. There are both mandatory and optional units that students will need to complete to show fully rounded knowledge and understanding of the subject.

Compulsory topics include:

**Unit 1, Enterprise in the Business World**– this unit covers the legal issues and practical aspects of setting up and running a successful business as well as looking and the economic climate and the impact

this has on business.

**Unit 2, Finance for Business** – you will explore the types of costs and revenues that businesses have, from the initial start-up costs and running costs to turnover and profit a business makes as well as examining how businesses plan for success.

**Optional units** are more varied in content with titles including: Recruitment, Selection and Employment, Promoting and Branding and Principles of Customer Service.

**Assessment** – 3 internally assessed units of work, 1 externally assessed examination.

It is imperative that students have a good aptitude to study and a willingness to succeed, as there is a lot of written assessment and coursework involved. There is an expectation that students are following the news on a regular basis, whether it is through watching the news on TV or reading the latest newspaper articles and/or surfing the internet. Having knowledge of current affairs is essential for this subject.

Further information about the course is available at [www.edexcel.org.uk](http://www.edexcel.org.uk).

### **CIDA (Certificate in Digital Applications)**

This qualification is aimed at creative learners with a passion for digital applications. Tailor-made to meet the needs of today's creative industries, we will cover web authoring and developing digital graphics.

#### **Key Skills**

- Self motivation
- Ability to learn from mistakes and develop ideas from feedback
- Flexibility
- A creative mindset
- Being self reflective

Full Title: Edexcel Level 2 Certificate in Digital Applications

#### **Aims**

This qualification aims to:

- equip young people with the knowledge, understanding and skills they need to design and make, effective digital products for others to use
- enable young people to use digital tools as a means of expression to inform, persuade and entertain
- foster young people's creativity and develop their independent learning skills
- challenge young people to reflect on what they produce and strive for excellence
- increase young people's awareness of their responsibilities in the digital world and their respect of other people's rights
- equip young people with professional, real-world skills in planning, project management and communication
- give young people the knowledge, understanding and skills they need to support future learning and exploit the creative digital industries.

There are 2 Units:

**Unit 1:** Developing Web Products; using html, web-authoring software and studying aspects of design.

**Unit 3:** Artwork and Imaging; demonstrate that you can plan creative designs use the Adobe Creative Suite to develop your products and respond to a client brief.

#### **Assessment**

**Unit 1:** Practical Exam: You will demonstrate your ability to design, build and test a web product in a practical computer-based examination set by Pearson. (2 ½ hour exam)

**Unit 3:** Summative project: A series of linked tasks set by Pearson where you will be expected to plan, create and evaluate Digital Graphical Products independently and showcase your work in an e-portfolio. Time allowed: 30 hours

Further information about the course is available at  
<https://qualifications.pearson.com/en/qualifications/digital-applications-cida-dida/cida-2012.html>

### Edexcel BTEC Creative Digital Media Production

Creative Digital Media Production will inspire and enthuse learners to consider a career in the creative digital media sectors. It is designed to give learners the opportunity to gain a broad knowledge and understanding of, and develop skills in, the creative digital media industry, e.g. moving image, audio production, games design, website design and publishing. The course consists of two core, one mandatory and three optional units.

#### Key Skills:

- Ability to plan and work independently
- Meet deadlines
- Develop original, creative ideas
- Foster an interest in film and game production
- Need to work successfully in a group
- Unit 2 requires you to give a presentation in front of others that will be videoed

**Unit 1: Digital Media Sectors and Audiences (Core) externally assessed** – Learners will understand digital media sectors, products and platforms. Understand and explore how audiences engage with digital media products.

**Unit 2: Planning and Pitching a Digital Media Product (Core)** – Learners will understand how to develop ideas for a digital media product, pitch ideas and produce planning for a digital media product.

**Unit 3: Digital Moving Image Production (Optional)** – In this unit, you will explore the construction of different types of moving image productions: fictional, factual and promotional. You will focus on camerawork as key to the 'language' of visual communication but will also explore mise-en-scène (setting, locations, props, costumes and make-up), sound and editing which are all necessary components of a finished product.

**Unit 7: Digital Games Production (Optional)** In this unit you will find out about the production process of making either a 2D or 3D game. You will create pre-visuals to show what your game will look like as well as a detailed document that explains all aspects of your game and what the player actually does. You will then go on to create a portion of your game, creating the component assets to be placed in a games engine. Especially in this unit you will create either 2D or 3D graphics with animation and interaction to make it playable.

Further information about the course is available at [www.edexcel.org.uk](http://www.edexcel.org.uk).

### Edexcel BTEC TECH: Performing Arts: Acting Route

The qualification consists of three components that give learners the opportunity to develop broad knowledge and understanding of the performing arts industry and specialist skills and techniques in acting.

The course is made up of three components:

- **Component 1** – Exploring the Performing Arts (*Internally Assessed*)
- **Component 2** – Developing Skills and Techniques in Performing Arts (*Internally Assessed*)
- **Component 3** – Performing to a brief *Internally (Assessed)*

### **Exploring the Performing Arts - 30% of Total Mark**

To develop as a performer you will need a broad understanding of performance work and influences. You will learn about the skills and techniques of acting. This component will help you to understand the requirements of being an actor, across a range of performances and performance styles. You will look at elements such as roles, responsibilities and the application of relevant skills and techniques. You will broaden your knowledge through observing existing repertoire and by learning about the approaches of practitioners, and how they create and influence performance material.

### **Developing Skills and Techniques in Performing Arts - 30% of Total Mark**

In this component, you will develop performance skills and techniques. You will take part in workshops and classes where you will develop technical, practical and interpretative skills through the rehearsal and performance process. You will work from existing performing arts repertoire, applying relevant skills and techniques to reproduce the work. Throughout your development, you will review your own progress and consider how to make improvements.

### **Performing to a brief - 40% of Total Mark**

You will be given a brief that outlines the performance requirements and that asks you to consider your target audience and to start the creative process by using the given stimulus included in the brief. You will develop your ideas for a workshop performance and apply your skills and techniques to communicate your creative intentions to your audience. The group performance may involve some solo or small-group work or it may be an ensemble piece. You will have the opportunity to inform the performance using existing or newly developed skills, adapting them to suit the performance.

## **Edexcel BTEC TECH: Performing Arts: Dance Route**

This is a practical, work-related course. Students will learn by completing projects and assignments that are based on realistic workplace situations and activities learning how to take on both performance and technical roles within the performing arts industry and presenting work to a live invited audience.

The course is made up of three units:-

- **Unit 1** – Exploring the Performing Arts - **Internal**
- **Unit 2** – Developing Skills and Techniques in Performing Arts: Dance route-**Internal**
- **Unit 3** – Performing to a brief-**External**

Core units include:

### **Unit 1: Exploring the performing Arts- Dance Internally assessed (30%)**

To develop as a performer you will need a broad understanding of performance work and influences. You will learn about the skills and techniques of a dancer.

This component will help you to understand the requirements of being a dancer, across a range of performances and performance styles. You will look at elements such as roles, responsibilities and the application of relevant skills and techniques.

You will broaden your knowledge through observing existing repertoire and by learning about the approaches of practitioners, and how they create and influence performance material.

### **Unit 2: Developing Skills and techniques in performing arts (Dance)-Internally assessed (30%)**

In this component, you will develop dance performance skills and techniques. You will take part in workshops and classes where you will develop technical, practical and interpretative skills through the rehearsal and performance process.

You will work from existing performing arts repertoire, applying relevant skills and techniques to reproduce the work. Throughout your development, you will review your own progress and consider how to make improvements

### **Unit 3: Performing to a brief/ individual showcase – externally assessed unit (40%)**

You will be given a brief that outlines the performance requirements and that asks you to consider your target audience and to start the creative process by using the given stimulus included in the brief.

You will develop your ideas for a dance performance and apply your skills and techniques to communicate your creative intentions to your audience. The group performance may involve some solo or small-group work or it may be a large group piece. You will have the opportunity to inform the performance using existing or newly developed skills, adapting them to suit the performance.

## **Edexcel Btec Engineering**

This course offers the potential to prepare learners for employment in the appropriate vocational sector or to study further as a post 16 course. It is equivalent to a single GCSE. The Btec consists of 90 guided learning hours of practical and theoretical coursework, as well as 30 guided learning hours preparation for a 1 hour online exam and comprises:

- The key skills required to work in the industry
- The key concepts and principles related to the world of engineering.
- The opportunity to enter employment in the engineering sector or to progress to vocational qualifications such as the Edexcel Level 3 BTEC Nationals in Manufacturing Engineering or Mechanical Engineering.
- The opportunity to develop a range of skills and techniques, personal skills and attributes essential for successful performance in working life.

There are two mandatory units plus optional units that provide for a combined total of 120 guided learning hours. Each unit consists of 30 guided learning hours (GLH). The first two units below are mandatory, with a further two taken from the remaining six available units:

<b>Unit 1: The Engineered World</b>	(Externally assessed online exam)
<b>Unit 2: Investigating an Engineering Product</b>	(Internally assessed coursework)
<b>Unit 5: Engineering Materials</b>	(Internally assessed coursework)
<b>Unit 7: Machining Techniques</b>	(Internally assessed coursework)

Over the three years at Key Stage 4, students will design and make their own usable screwdriver, a working remote control car and an electronic solar boat. They will also develop their CAD CAM, computer aided design and computer aided manufacturing skills using the 3D computer modelling software 'Solidworks,' which is used in industry today.

Further information about the course is available at [www.edexcel.org.uk](http://www.edexcel.org.uk).

## **IFS Certificate in Financial Education**

The Certificate in Financial Education (CeFE) provides an introduction to public finance and the economy, financial management skills and enterprise. Through developing this knowledge and a valuable range of applied and transferable skills, CeFE provides a foundation for further study in business and finance-related disciplines, as well as a wide range of other fields. When considering this course it is worth noting the close ties between both business studies and citizenship as these are fundamental to the way the economy works and how people manage their money effectively. Key topics include:

**Public finance and the economy**, including how these relate to:

- social, political and cultural factors,
- political institutions and processes,
- impacts on individuals, businesses and society

**Financial management**, including:

- financial planning,
- budgeting and financial management tools for managing money,
- spending and borrowing.

**Enterprise and business**, including how these relate to:

- financial management,
- benefits to, and consequences for, businesses, individuals and society

This qualification develops initial knowledge, skills and understanding of financial management and enterprise, which are valued in the financial services sector and most industries across the globe.

### **Assessment**

Externally assessed examinations consisting of three units of study. Two units are assessed as e-tests with each consisting of 35 multiple choice questions. The third unit is assessed by a pre-release case study requiring written responses to five associated questions.

It is imperative that students have a good aptitude to study and a willingness to succeed, as there is a lot of exposure to new terminology that will require regular revision. There is an expectation that students are following the news on a regular basis, whether it is through watching the news on TV or reading the latest newspaper articles and/or surfing the internet. Having knowledge of current affairs is essential for this subject.

Further information about the course is available at <http://www.ifslearning.ac.uk>.

### **Edexcel Btec Health and Social Care**

Btec Health and Social Care encourages students to understand aspects of personal development and the health, social care and early-years sectors through investigation and evaluation of a range of services and organisations. They will examine issues, which affect the nature and quality of human life including an appreciation of diversity and cultural issues. Students are encouraged to develop themselves as independent learners and actively engage in the process of analysing a range of health care sectors. Students are introduced and develop an awareness of the influences on an individual's health and well-being and an understanding of the importance of motivation and support when improving health.

This course is suitable for learners who want a vocationally focused introduction to the vast area of study as they will have the opportunity to gain a broad understanding and knowledge of the health and social care sector as a whole. As well as developing a technical understanding of how to interpret data and implement programmes that will improve and support service-users' lifestyle and quality of life.

This course has progression into a more specialised level 3 vocational or academic course or into an apprenticeship for those wishing to pursue a career in this wide-ranging sector.

The course comprises of three components: one external assessment and two internal, written assessments broken down into assignments.

#### **Component 1: Human Lifespan Development** (Internally assessed)

Students will investigate how, in real situations, human development is affected by different factors and

that people deal differently with life events.

### **Component 2: Health and Social Services and Values** (Internally assessed)

Students will study and explore practically, health and social care services and how they meet the needs of real service users. They also develop skills in applying care values.

### **Component 3: Health and Wellbeing** (Externally assessed)

Students will study the factors that affect health and wellbeing, learning about physiological and lifestyle indicators, and how to design a health and wellbeing improvement plan. They will also focus on what it means to be 'healthy', learn to interpret physiological and lifestyle indicators and what they mean for someone's state of health.

Further information about the course is available at: [www.edexcel.org.uk](http://www.edexcel.org.uk).

## **WJEC Hospitality and Catering**

The hospitality and catering sector includes all businesses that provide food, beverages or accommodation services. This includes restaurants, hotels, pubs and bars. It also includes airlines, tourist attractions, hospitals and sports venues; businesses where hospitality and catering is not their primary service but is increasingly important to their success. Students will cook throughout the double lessons, learning skills and techniques using a wide range of commodity groups. The students will gain an awareness of locally sourced products, ethnic and special diets, as well as developing their understanding of how to correctly plan balanced meals.

### **Unit 1: The hospitality and catering industry**

**Coursework (50%)** is based around a title that is given by the exam board, where the students will create their own restaurant. They will be required to plan, cook and serve food from their own menu, that they will design themselves.

There are the 3 practical areas that will be assessed over a 4 hour controlled time

- Task setting
- Task taking
- Task marking

**Written Paper (50%)** – 90 minutes comprising short and extended answer questions, based around applied situations. Learners will be required to use stimulus material, presented in different formats to respond to each question. Externally marked and graded out of 90.

Further information about the course is available at [www.wjec.org.uk](http://www.wjec.org.uk).

## **Edexcel BTEC Music**

Music is a constant in many of our lives and is quite extraordinary in its ability to connect us to each other and to ourselves. It is also extremely enjoyable and a great outlet for expression, creativity and imagination. It also has a variety of other benefits such as increasing academic achievement, relieving stress and anxiety, teaching discipline and improving motor skills.

The Btec course is taught in a highly practical way with an emphasis on performance, composition and ensemble work. This allows students to work together to develop as musicians and as collaborative learners. The coursework portion within the units is used to develop reflective practice.

### **Unit 1: The Music Industry**

Looking at how the music industry operates from the many different roles available to the companies and organisations involved in producing the development of musicians.

1hr Exam



## **Unit 2: Managing a Music Product**

Creating and producing an album or concert. They will be planned, developed and delivered by students, with a focus on promotion of their final product.

Coursework and Observation

## **Unit 4: Introducing Music Composition**

Creating four pieces of music based on four different briefs. Two of these are extended, with one of these made into a full, final piece of music.

Coursework

## **Unit 5: Introducing Music Performance**

Forming bands and ensembles to produce two performances; one song based and one instrumental based.

Performance, Coursework and Observation.

Please consider the performance aspect of this course when making a decision. You will be performing several times over the three years and must be committed to this.

Further information about the course is available at [www.edexcel.org.uk](http://www.edexcel.org.uk).

## **Edexcel BTEC Sport**

Btec Sport is mainly an assignment based, written course with 1 unit assessed via an online exam. In 3 more units students provide evidence in a variety of ways both written and practically. When choosing Btec Sport it is essential that students are committed to PE and Sport, have an interest in Sport/PE outside of school, either playing or watching, and have an interest in health and fitness. Students should endeavour to have an interest in more than one sport, as they will need to have an understanding of the background of many sports and link coursework to a range of sports performers and events. They should be comfortable taking part practically in a range of sports activities in mixed groups.

Students should also be aware that there are coursework, written requirements and at least one theory lesson a week. They also need to be confident in their scientific understanding as much of the course relates to the human body. Practical lessons will be linked to the theoretical side of the course and rarely are 'games' lessons.

Students will complete assignments based on real life situations which will develop their all round knowledge of sport. The coursework-based assignments will require both written work and practical demonstrations applying what has been learned. Units include:

### **Unit 1: Fitness for Sport and Exercise - Exam Unit (compulsory unit)**

- Learning aim A: Know about the components of fitness and the principles of training.
- Learning aim B: Explore different fitness training methods.
- Learning aim C: Investigate fitness testing to determine fitness levels.

### **Unit 2: Practical Sports Performance - (compulsory unit)**

- Learning aim A: Understand the rules, regulations and scoring systems for selected sports.
- Learning aim B: Practically demonstrate skills, techniques and tactics in selected sports.
- Learning aim C: Be able to review sports performance.

### **Unit 4: The Sports Performer in Action**

- Learning aim A: Know about the short and long term adaptations of the body to exercise
- Learning aim B: Know about the different energy systems used during sports performance

## **Unit 6: Leading Sports Activities**

- Learning aim A: Know the attributes associated with successful sports leadership.
- Learning aim B: Undertake the planning and leading of sports activities.
- Learning aim C: Review the planning and leading of sports activities.

### **Assessment**

- One online exam on the core Unit 1: Fitness for Sport and Exercise which will be sat in year 10 and will last 1 hour.
- For the other units, students will complete a folder of written evidence based on assignments studied over the two years, which will be assessed against the specification grading criteria.
- The quality of your work will determine the grade you will receive.

Further information about the course is available at [www.edexcel.org.uk](http://www.edexcel.org.uk).

## **Edexcel Btec Travel and Tourism**

Whether travelling into the UK from abroad, going on holiday or a business trip overseas, or visiting friends and relatives or taking a short break domestically, many industries work together to provide tourists and travellers with the products and services they need. On this course, students will gain an understanding of the range of organisations involved with different types of tourism in the UK, including their roles, how they work together and how they use technology to meet changing customer needs.

There are a number of units that students cover on a variety of topics. There are both compulsory and optional units that students will need to complete to show fully rounded knowledge and understanding of the subject.

### **Compulsory topics include:**

**Unit 1 - The UK Travel and Tourism Sector** - this unit covers the main types of tourism in the UK, the contribution that travel and tourism makes to the UK economy and the different component industries that make up the UK travel and tourism sector.

**Unit 2 - UK Travel and Tourism Destinations** - this unit covers the different types of destinations on offer in the UK, as well as locating tourist UK destinations and routes.

**Optional units** are more varied in content with titles including:

- International Travel and Tourism Destinations
- Factors Affecting Worldwide Travel and Tourism
- Travel and Tourism Customer Experience.

**Assessment** – 3 internally assessed units of work, 1 externally assessed examination.

Further information about the course is available at [www.edexcel.org.uk](http://www.edexcel.org.uk).



## YEAR 8 CURRICULUM CHOICES 2018

Name:

Tutor Group:

Tutor:

1. This form should be returned to the **Apollo, Minerva or Jupiter College Office** no later than **30 March**.
2. Please note options will **not** be allocated on a first come first served basis.
3. You must enter **a first choice and a second choice** chosen from each of the option blocks below.
4. Write your choices in the table at the bottom of the page.
5. You cannot choose a subject more than **once**.
6. A **second choice** should be made in case your first choice is not available.
7. We will try ensure that you get your first choice but sometimes the group size puts a limit on this.
8. When a subject is oversubscribed decisions will be based on progress and attitude in years.
9. Students will have an interview with their college leadership team to ensure that they have chosen options commensurate with their needs and aspirations.

Option A	Option B	Option C
Computing	CIDA	History
Catering	Engineering	Geography
Product Design	Product Design	
Art	Digital Photography	
Performing arts: Drama	Music	
Business	Business	
Creative Media	Spanish	
French/German	Sport	
Sport	Citizenship	
Performing Arts: Dance	Travel and Tourism	
Financial Studies	Health and Social Care	
Health & Social Care		

Option A	Option B	Option C
1 <sup>st</sup> Choice:	1 <sup>st</sup> Choice:	1 <sup>st</sup> Choice:
2 <sup>nd</sup> Choice:	2 <sup>nd</sup> Choice:	2 <sup>nd</sup> Choice: