

Year 8

OPTIONS 2019

GCSE

BTEC

CAMBRIDGE NATIONAL

GREEN Pathway



Subjects:

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Core Curriculum:

All students study mathematics, English, combined science, guidance (which combines RE and PSHE) and core PE.

Options:

Students and parents / carers can choose three options from:

- Art and Design
- Design and Technology
- Drama
- Enterprise - *BTEC Tech Award*
- Food Preparation and Nutrition
- Geography
- Health and Social Care - *BTEC Tech Award*
- History
- iMedia – *Cambridge National*
- Music - *BTEC Tech Award*
- Religious Studies
- Sports Science – *Cambridge National* *

* In order to study Sports Science you must have a good performance level in at least one sport.

The Options Process

All the information you and your child need is available on our website, under the "Y8 Options" tab.

This includes:

- An in-depth guide to each option subject in the Options Booklet.
- The online options selection tool.
- A guide to using the online options selection tool.

The deadline for making your choices on the online options selection tool is **Thursday 14th February**. We will inform parents of any unviable subjects by **15th March** and send a letter confirming all student's option subjects by the end of March.

COURSE HIGHLIGHTS

The course is designed to offer our students a wide range of creative, exciting and stimulating opportunities. Students will be encouraged to actively engage in the process of Art and Design, in developing effective and independent learning, critical and reflective thinking skills.

COURSE CONTENT

The Specification that we follow is:

AQA GCSE Art and Design – Fine Art.

The course consists of:

Component 1: Portfolio (60%).

A portfolio shows explicit coverage of the four assessment objectives. It includes:

- 1) One main sustained project, evidencing the journey from initial engagement to the realisation of intentions.
- 2) A selection of further work undertaken during the student's course of study.

In year 9, students will develop and build on skills that compliment and feed into coursework completed in years 10 and 11. They will produce work on units: 'Image and Text'; 'Landscape' and 'Human Figure'. Year 9 work will compliment and build on Component 1: Portfolio.

In year 10, students will build on year 9 skills in more depth. They will produce their project – 'Colour - Landscapes'. They will look at colour theory and painting techniques in particular. They will study a number of artists whose work is colour based and landscape orientated. Artists studied include Henri Matisse, Andre Derain, Edward Hopper and Laura Oldfield Ford. Their work will be mostly drawing and painting but students will also be expected to produce written artist analysis to explain their thinking and development.

Beginning in year 10 and running into year 11, students will begin their main sustained project: 'The Human Figure'. This will be looking in particular at expression of the human figure in Art. Students will develop work in a variety of media, studying artists including: 'Guy Denning', 'Voka' and Kathe Kollwitz'.

In the October of year 11, students will begin preparation for their mock exam, based on the work of illustrator Gabriel Moreno. The mock exam takes place over 10 hours. This will not only be assessed as an internal exam but will act as an important piece of coursework to further build on their portfolio.

Component 2: Externally Assessed Assignment (40%).

Externally set exam papers will be handed out at the beginning of January in year 11.

Students respond to their chosen starting point from a choice of 7, evidencing coverage of all four assessment objectives.

Students will be given full support in their research and development and they will produce preparation work leading up to their external exam.

External exam takes place over 10 hours (2 days) in the Art rooms, usually in early May.

HOW YOU WILL BE ASSESSED

The Portfolio (coursework) is internally set and produced under controlled assessment conditions. The final selection of work includes one main unit of work and a portfolio to include a variety of tasks. Coursework represents 60% of the final mark. The other 40% is an externally set task by AQA, a period of preparation time is followed by a 10 hour period of sustained focused study, which is held under exam conditions.

Component 1: Portfolio.

- No time limit
- 96 marks
- 60% of GCSE

Component 2: Externally Assessed Assignment.

- Preparatory period followed by 10 hours of supervised time
- 96 marks
- 40% of GCSE

OTHER INFORMATION

The Art and Design Portfolio is an important element of this course as it counts for 60% of the final mark. Students will produce a portfolio of work developed from set starting points. All work produced by students from the first lesson of the course in year 8 will count towards their coursework. The students will develop their ideas through investigations informed by contextual and other sources, demonstrating analytical and cultural understanding. The students will refine their ideas through experimenting and selecting appropriate resources, media, materials, techniques and processes. They will record ideas, observations and insights relevant to their intentions in visual and other forms. These explorations will inform the students' personal response in realising a final outcome for their unit of work. Both external exam and coursework are assessed through four learning objectives.

Art and Design is a creative subject and many students study Art alongside other expressive Art and Technology subjects such as Dance, Drama, Music and Product Design. Students develop skills in independent research and learn to question and explore the world around them. The subject is very diverse and therefore compliments many subjects. Visual and spatial skills are well balanced with physics and maths for careers in Architecture, but Art remains the key requirement for Architectural Design. The study of Art and Design encourages and equips students with the ability to be creative problem solvers, use initiative, create ideas and be an imaginative dynamic individual ready to make a difference in the working world.

Students can go on to take higher education in Art and Design, then aim to join the world of Architecture, Advertising, Graphics Design, Illustration, Typography, Painting, Sculpture, Textile Design, Fashion Design, Interior Design, Photography, Film and Television, Animation, Games Design, Theatre Design, Costume Design, Set Design, Fine Art and Ceramics.

Please see **Mr. Miles** or **Miss. Walton** to discuss this course.

COURSE HIGHLIGHTS

During the three-year course you will study a wide range of materials including papers and boards, timber, metals, polymers, and textile fibres and fabrics. You will also develop an understanding of systems, programmable components, and mechanisms to support any potential design solutions you may develop later. You will also learn about wider design principles and the effect of design on users and the world we live in. You will then develop a deeper knowledge and understanding of specific materials and related techniques and processes to help you construct working models and prototypes. You will complete an iterative design challenge where you will 'explore' real needs and contexts, 'create' solutions and 'evaluate' how well the needs have been met and the problem solved.

COURSE CONTENT

The Specification that we follow is: OCR GCSE Design and Technology (9-1) J310

The content of OCR's new GCSE (9-1) Design and Technology qualification has been set out in sections to offer clarity and allow for progression. These are:

- identifying requirements
- learning from existing products and practice
- implications of wider issues - design thinking and communication
- material considerations
- technical understanding
- manufacturing processes and techniques
- viability of design solutions.

This specification will help you to understand and appreciate the design and manufacture of existing products, making you a more discriminating purchaser. It will help you to be creative in your approach to work, develop sketching ability and use of digital technologies in designing and creating products. You will learn about iterative design practices and strategies used by the creative, engineering and manufacturing industries. You will learn about important issues that affect design in the wider world such as sustainability, global issues, and user-centred design. You will learn about a range of materials and components that can be used to create products including smart materials that respond to changes in light, temperature, or pressure.

HOW YOU WILL BE ASSESSED

The Iterative Design Challenge is a single task that is worth 50% of the qualification. OCR will release contextual challenges. There will be three open and real-world contexts for learners to interpret and explore, creating iterations when designing and making through the processes of 'explore, create and evaluate'. The other 50% of the qualification covers the principles of design and technology in an examination. This is a single examination component with questions covering both 'core' and 'in-depth' content. This examination is 2 hours and questions offer full access to all learners regardless of their practical experiences in the subject.

OTHER INFORMATION

What are the benefits?

- you will gain skills useful in a wide range of jobs, in further study of design or engineering and in your personal life develop decision making skills, including the planning and organisation of time and resources when managing a project

- you will become an independent and critical thinker who can adapt your technical knowledge and understanding to different design situations
- you will learn to be ambitious and open to explore and take design risks to stretch the development of design proposals
- you will develop an awareness of implications of the costs, commercial viability and marketing of products.

Where can the qualification take me?

The study of design and technology can lead to future careers in product design, engineering, architecture, fashion, and graphic design. A variety of materials are studied, and your skills will be developed through working with the appropriate materials and technologies for the task. This mirrors the world of real design and leads to further specialism at AS and A level through one of the endorsed titles on offer: Product Design, Fashion and Textiles or Design Engineering.

Please see **Mrs. Taylor** to discuss this course.

COURSE HIGHLIGHTS

By the end of Year 8 Drama, you will have established skills and understanding in the crucial building blocks of Drama. The highlight of Year 9 Drama is that you will now be in much more control of how your work is developed and staged – including making crucial decisions about the kind of characters that are developed and how stage lighting, music, sound effects and special effects are used. At the same time, you will also experience new and exciting styles and techniques that really help you expand your imagination and your precision – whether you prefer performing, or writing and directing, or both. There will be no holding you back!

COURSE CONTENT

The Specification that we follow is: OCR

As throughout Years 7 and 8, you will build upon your skills in Devising drama; interpreting a given story, idea or images and creating your own material. Devising skills are an important section of GCSE learning and assessment, giving you the confidence and the creativity to explore all kinds of drama, including seeing professional work and being able to explain clearly what makes it effective – and even how it could be improved.

Script work will help you understand how writers build meaning, mood and atmosphere to make an impact on an audience. This helps you unlock these skills of creating meaning and power – so benefitting your study of texts in English Literature too. Of course, when performing a section of script, you are pushing and challenging yourself as a performer, literally bringing characters to life, so this will also benefit your studies in English Literature.

As for stage and film design, here you can make excellent links to Art. The impact of set, lighting, make up and costume can never be under-estimated – think of the originality and creativity in films by Tim Burton or Wes Anderson, or the times you have almost believed in the gory injuries in thriller or horror movies....

HOW YOU WILL BE ASSESSED

Planning, research and scripting of devised drama; learners will research and explore a stimulus, work collaboratively and create their own drama. Marks are for planning and research, performance and a written evaluation of performance. 30% of the total GCSE.

Performing scripted drama; learners explore a theatrical text to analyse and perform two scripted extracts. 30% of the total GCSE.

Written examination paper: explaining how to act or direct specific scenes in a whole play studied in class; explaining the effectiveness of a live, professional performance seen on a school visit. 40% of the total GCSE.

OTHER INFORMATION

Drama is not for people with closed minds – which is why it suits Bournville students so well! We all know there is dignity in hard work and effort... and also in pushing yourself beyond the comfort zone, sometimes making a little bit of a fool of yourself, but always enjoying learning and always progressing.

Please see **Ms Brown** or **Miss Gray** to discuss this course

COURSE HIGHLIGHTS

Business education provides all students with a range of knowledge and skills that support almost any career path that students may take. The concepts, strategies and application students experience are valuable to students in their future studies of business and other subjects as well as being essential to success in their working lives and careers.

In this new BTEC Tech award students will learn about a range of different business types and then create their own, unique enterprise model that can be a success in modern 21st century Britain. The business environment is constantly changing and students are already well placed to make effective choices but they must make sure that these choices are also supported by research and evidence from a range of sources. In developing their micro-enterprise idea and plan students will develop leadership and problem solving skills that will support their future careers in further and higher education and then beyond in whatever career they choose.

Finance, promotion and branding are integral to success for businesses large and small. In learning about these elements and being able to apply their knowledge to a range of situations students will develop valuable business skills. In their developing understanding of promotion and branding students will also become more effective consumers.

Few other subject areas allow students to explore so much of the modern world within their own ideas.

COURSE CONTENT

The Specification that we follow is:

BTEC Level 1 / 2 Tech Award in Enterprise

Component 1: Exploring Enterprises

In this component, you will have the opportunity to develop knowledge and understanding of the different types of enterprise and their ownership, looking at the characteristics of small and medium enterprises (SMEs) and entrepreneurs with reasons for levels of success. You will understand the importance of having a clear focus on the customer and the importance of meeting their needs. Enterprises can struggle if they do not carry out market research. It is important for you to develop relevant skills in market research and to analyse and be able to interpret your findings to support your understanding of customers and competitors.

You will explore why enterprises are successful, looking at the impact of factors both inside and outside the control of the enterprise, and investigate ways in which situational analysis can be used to support decision making. You will discover how success can be monitored in an SME.

Component 2: Planning for, and running an enterprise

If you are going to succeed as an entrepreneur or as an innovator in business, you need to have great ideas and plan how you are going to put them into practice. Any enterprise needs to plan how it will succeed through working out how it can harness physical, financial and human resources – which means the skills that you and others bring.

In this component, you will use the research knowledge gained from Component 1 to develop a viable micro-enterprise idea. You have the opportunity to plan how best to set up the enterprise and how to fund it. You will pitch your developed idea and comment on the ideas of others. You will then work with others to set up and run a micro-enterprise activity, using your knowledge of entrepreneurial characteristics and qualities. You will need to take responsibility for putting a plan into practice, working

and communicating with others to deliver the intended solutions. You will develop your own leadership and problem-solving skills as you face issues that perhaps you had not foreseen at the planning stage. In the final part of the component, you can reflect on your learning and identify how the experience relates to the requirements of enterprise more generally.

Many new businesses face similar issues to those that you will face during this activity. How you respond to these issues and challenges will depend on you and your own character.

Component 3: Promotion and Finance for Enterprise

The performance of an enterprise can be affected by both internal and external factors. To monitor and improve an enterprise's performance, you need to be aware of the impact of these factors and the strategies you can use to make the most of opportunities and minimise any threats.

In this component, you will assess and analyse financial information in an enterprise context to monitor the performance of an enterprise and strategies to improve its performance. You will investigate cash flow forecasts and statements, exploring the effects that positive and negative cash flow can have on an enterprise, and suggesting ways to improve them. You will consider the different elements of the promotional mix in order to be able to identify target markets and put forward strategies that enterprises can use to increase their success in the future.

HOW YOU WILL BE ASSESSED

50 % portfolio assessed (Components 1 and 2)

50% external examination (students are able to attempt this more than once and this examination is taken on-line but still under full examination conditions)

(Component 3)

OTHER INFORMATION

Business education can benefit students in a wide range of ways. It provides a solid basis for students wishing to study Business at Level 3 and then on to Higher Education.

Business students gain a range of knowledge and skills that are highly transferable with Business Education students going on to complete careers in a range of Business and public sector organisations.

Business is a respected and popular academic subject that is recognised by employers with a high number of students going on to complete a degree in either Business Studies or to specialise in one of the functional areas covered in this course.

Given the portfolio assessment for the course students must be committed and hardworking. The majority of work that students complete during their lessons will directly contribute to their final grade. Clear and concise literacy is necessary to produce business style reports that fully justify decisions based on a thorough analysis of information from a range of sources.

Please see **Mr Wade or Miss Poole** to discuss this course

COURSE HIGHLIGHTS

The course will include varied practical and theory lessons to prepare for the practical controlled tasks and the exam paper. Opportunities will be given to research the controlled practical tasks which are set by the exam board.

There is a focus on practical food skills, listening, literacy skills, independent research and how to communicate effectively using different techniques.

ICT skills are used throughout the course to present work in a professional format and to research topics.

Component 1: Principles of food preparation and nutrition

Component 2: Food preparation and nutrition in action

These components concentrate on the food preparation and service aspect of the hospitality and catering industry.

COURSE CONTENT

The Specification that we follow is: GCSE Food Preparation and Nutrition WJEC Eduqas

Areas of study:

- Food commodities
- Principles of nutrition
- Diet and good health
- The science of food
- Where food comes from
- Cooking and food preparation

HOW YOU WILL BE ASSESSED

COMPONENT 1: Principles of food preparation and nutrition. Written examination, 50% marks (1hr 45mins). One paper which will be externally set and marked. All questions are compulsory and targeted at the full range of GCSE grades. The paper will contain short-answer, structured and free response questions drawn from the catering content.

COMPONENT 2: Non-examination assessment, (Coursework) 50% marks *.

* 15% marks - food investigation assessment

35% marks - food preparation assessment

OTHER INFORMATION

Students develop a keen interest in choosing and bringing in ingredients for practical work and food related skills and issues. They will develop an interest and enthusiasm for practical food work.

Students must be willing to work independently and in teams.

Career Pathways available from this course:

This course is intended to offer opportunities for progression through a variety of routes in further education (e.g. Advanced Level GCE, Diplomas), training (e.g. Modern Apprenticeships) or employment.

Progression into further education or further training for employment:

- NVQ's in Catering and hospitality and Hotel Management related courses.
- BTEC level 3 courses in Catering and Hospitality related courses.

Useful for careers in Food and Drink service:

- Restaurant Management.
- Head Chef, Chefs-Assistant (Commis) etc.

Please see **Mrs Muir** to discuss this course

COURSE HIGHLIGHTS

Geography is a diverse subject that is constantly developing along with our ever-changing world. It is a well-respected subject that universities like to see. Geography promotes an interest in the world around you. It is about people and places, local and global issues as well as current events that you see on the news. Geography fosters a range of skills that are an asset in any job, including enquiry, analysis and evaluation.

Geography offers a wealth of future prospects in careers such as international development and charity work, business, climate change management, the armed forces and natural disaster relief.

COURSE CONTENT

The Specification that we follow is: AQA Geography 8035.

As detailed below, the course is split into broad categories of physical and human topics, however a major element to Geography is how the physical and human worlds interact. Geographical applications involves content from the physical and human parts of the course.

The challenge of natural hazards: Tectonic hazards such as earthquakes and volcanoes, weather hazards such as hurricanes and winter storms, and climate change.

The living world: Ecosystems, including the relationships between the climate, soil, vegetation and animals. This includes example ecosystems of the tropical rainforest and hot desert, looking at the long-term sustainability of developing these areas.

Physical landscapes in the UK: This unit examines how the rivers and coastlines that make up the UK work, and how they can be managed sustainably, which is increasingly important as sea levels rise.

Urban issues and challenges: Through investigating case studies of two cities in countries of contrasting development, this unit seeks to examine how cities can work for an increasingly urbanised world where the majority of the population live in an urban area.

The changing economic world: This unit explores why different countries are at contrasting levels of development, examining case studies to see how the economy can work into the future.

The challenge of resource management: The ever-growing population of the world requires resources to exist; this unit investigates the essentials of food, water and energy at a global and national level to see how we can continue to thrive sustainably.

HOW YOU WILL BE ASSESSED

There are three exams at the end of year 11:

- Unit 1 – Living with the physical environment (35% of GCSE)
- Unit 2 – Challenges in the human environment (35% of GCSE)
- Unit 3 – Geographical applications (30% of GCSE)

There are a variety of questions on each exam ranging from 1 mark multiple choice to 9 mark continuous prose.

OTHER INFORMATION

Geography could take you places!

As part of the course there will be two field trips that have the potential to be residential if there is enough interest.

Geography is an excellent all round subject that can prepare you for a future in many areas. Universities treat Geography as a trusted academic subject.

Geography gets the royal seal of approval: Prince William completed a degree in Geography, changing from History of Art after his first year.

Geography GCSE leads into Geography A level post 16. This subject opens up a wealth of opportunities; whether you wish to work in business, finance, planning, journalism, tourism, leisure, the environment, international development, the Armed Forces or even teaching.

As climate change takes hold there are many opportunities for those with a Geography background in terms of flood management and engineering.

The wide range of skills and up to date knowledge acquired in this subject is highly valued by employers in any profession. It is also a good subject for those who don't yet know what they want to do for a career.

Please see **Mr Burton, Mrs Field** or your **CLASS TEACHER** to discuss this course

COURSE HIGHLIGHTS

Students enjoy Health and Social Care lessons where there is an emphasis on vocational learning. This course is designed to give an insight into the health and social care sector. Students develop knowledge and understanding through applying their learning to work-related contexts, and gain the skills they need for further study and employment. Students work on computers to complete assignments. Where possible visiting speakers from health care and visits to local organisations delivering health care will be arranged.

COURSE CONTENT

The Specification that we follow is the BTEC Tech Level 2 Award in Health and Social Care. It includes three components:

Component 1: Human Lifespan Development

In this component, you will study how people grow and develop over the course of their life, from infancy to old age, this includes physical, intellectual, emotional and social development, and the different factors that may affect them. An individual's development can be affected by major life events, such as marriage, parenthood or moving house, and you will learn about how people adapt to these changes, as well as the types and sources of support that can help them.

Component 2: Health and Social Care Services and Values - Providing good health and social care services is very important and a set of 'care values' exists to ensure that this happens. Care values are important because they enable people who use health and social care services to get the care they need and to be protected from different sorts of harm.

This component will give you an understanding of health and social care services and will help you develop skills in applying care values that are common across the sector (some of which are transferable to other sectors that involve interactions with clients or customers).

In Component 3: Health and Wellbeing you look at the factors that can have a positive or negative influence on a person's health and wellbeing. You will learn to interpret physiological and lifestyle indicators, and what they mean for someone's state of health. You will learn how to use this information to design an appropriate plan for improving someone's health and wellbeing, including short- and long-term targets. Additionally, you will explore the difficulties an individual may face when trying to make these changes.

HOW YOU WILL BE ASSESSED

Students are assessed through practical tasks rather than written exams. The qualification consists of three components that give learners the opportunity to develop broad knowledge and understanding of health and social care.

Components 1 and 2 are assessed through internal assessment. The components focus on:

- knowledge and understanding of human growth and development
- knowledge and understanding of how people deal with major life events
- knowledge and understanding of health and social care services
- practical demonstration of care values, together with the ability to reflect on own performance.

Internal assessment is through assignments that are subject to external standards verification.

There is one external assessment, Component 3, which provides the main synoptic assessment for the qualification. Component 3 builds directly on Components 1 and 2 and enables learning to be brought together and related to a real-life situation.

Component 3: Health and Wellbeing requires learners to assess an individual's health and wellbeing and use this assessment to create a health and wellbeing improvement plan.

OTHER INFORMATION

Health and Social Care students work on computers to create coursework units of work. Successful students are self-motivated and able to meet deadlines. Literacy is an important skill as you will be expected to write formally to provide your evidence for the external verifier. About 3 million people currently work in health and social care and with care demand rising this is likely to increase. Study of this sector at Key Stage 4 can prepare students for work in Health and Social Care. There are also strong opportunities for post-16 progression in this important sector.

Please see **Mr Wade or Miss Poole** to discuss this course

COURSE HIGHLIGHTS

History is an interesting GCSE option to take as you get to study a variety of countries and parts of their history. In addition we cover both modern history as well as much older medieval periods, which should mean you remain intrigued by your studies.

Studying history allows you to first learn about the past and then make comparisons to the modern world today. Are we still making the same mistakes that our ancestors made? Also, history is down to your interpretation, which means there is no right or wrong answer about why events occurred. Your views are welcomed by the examiners.

If you enjoyed studying the Kings and Queens of Britain in year 7 there will be more of this to come in greater detail. Also, in year 8 you will begin to explore the causes of World War One and Two and at GCSE we will dig deeper. But, if you want to study more than British history rest assured you will get this with our studies of Europe.

We endeavour to run visits to historical sites in the local area, museums or theatre productions as long as we gain enough interest from students. If you are willing to go we will arrange extra-curricular visits for you!

COURSE CONTENT

The specification that we follow: AQA History

Firstly, students will study '**Britain: Health and the people**' for their thematic study. This will involve learning about the change and continuity in treatments and beliefs, about the cause of disease, from the medieval period to the present day.

Secondly, a period study of '**Germany: 1890-1945**' will be taught. Pupils will learn about the key events and developments in society, including the rise of the Nazis.

Thirdly, students will have to learn about '**Elizabethan England, 1568-1603**' during the Tudor period for their British depth study. This was a time when Britain faced a severe threat of invasion from the surrounding Catholic nations and students will learn about the political and military causes.

Finally, we will teach a wider world depth study on '**Conflict and tension, 1918-1939**' looking at how the Treaty of Versailles, and other factors in the Inter-War Period, sowed the seeds for a Second World War.

HOW YOU WILL BE ASSESSED

AQA require students to sit two exams, at the end of year 11, lasting 3.5 hours in total.

Paper 1 will test you on **Germany** and **Conflict and Tension**. The exam is 1 hour 45 minutes in length.

Paper 2 will test you on **Britain: Health and the People** and **Elizabethan England**. This exam is also 1 hour 45 minutes in length.

OTHER INFORMATION

Since you are examined by written papers this course requires you to develop good quality writing skills. Most of the activities you will do in lessons will therefore be written based. You will also need to be prepared to do homework to support your learning in the classroom.

History is a well-respected academic subject that employers and further education providers will recognise when you apply elsewhere throughout your life. The skills you will learn are of use in a wide range of jobs including Law, Accountancy, Politics, Education, Journalism, Publishing and the Arts, Government Research, Industry and Commerce as well as Travel and Tourism.

Please see **Mr Lowe** or your **CLASS TEACHER** to discuss this course

COURSE HIGHLIGHTS

This qualification will assess the application of creative media skills through the practical use. It will provide learners with essential knowledge, transferable skills and tools to improve their learning in other subjects with the aims of enhancing their employ ability when they leave education, contributing to their personal development and future economic well-being. The qualification will encourage independence, creativity and awareness of the digital media sector. The Cambridge Nationals in Creative iMedia will equip learners with a range of creative media skills and provide opportunities to develop, in context, desirable, transferable skills such as research, planning, and review, working with others and communicating creative concepts effectively. Through the use of these skills, learners will ultimately be creating fit-for-purpose creative media products.

The Cambridge Nationals in Creative iMedia will also challenge all learners, including high attaining learners, by introducing them to demanding material and techniques; encouraging independence and creativity and providing tasks that engage with the most taxing aspects of the National Curriculum.

COURSE CONTENT

The Specification that we follow is: OCR's Cambridge National Certificate in Creative iMedia

Students must complete **two mandatory** units plus **two optional units**.

The mandatory (Exam) unit is externally assessed.

Unit R081: Pre-Production Skills, it is one hour and fifteen minutes exam. 60 marks (25%)

The mandatory (Coursework) unit is centre assessed

Unit R082: Creating Digital Graphics, it is approximately 10 hours centre assessed. 60 marks (25%)

The optional units are internally assessed unit. Approximately 10 hours centre assessed 60 marks and 25% each unit.

Students will complete two of the following units:

R083: *Creating 2D and 3D digital characters*

R084: *Storytelling with a comic strip*

R085: *Creating a multipage website*

R086: *Creating a digital animation*

R087: *Creating interactive multimedia products*

R088: *Creating a digital sound sequence*

R089: *Creating a digital video sequence*

R090: *Digital Photography*

R091: *Designing a game concept*

R092: *Developing digital games*

HOW YOU WILL BE ASSESSED

The Creative iMedia is equivalent to one GCSE. It includes an external assessment which comprises 25% of the total assessment for the qualification.

R081: Pre-Production Skills

During the external assessment, learners will be expected to demonstrate their understanding through questions that require the skills of analysis and evaluation in particular contexts.

The external assessment takes the form of an exam taken twice a year in January and June.

R082: Creating digital graphics

The centre assessed tasks: will be practical tasks in the context of an assignment, selected from the OCR bank of model assignments.

Students are also required to complete two optional coursework unit which comprises 25 % each of the total assessment.

OTHER INFORMATION

OCR's Cambridge National Certificate in Creative iMedia will develop students' knowledge and understanding of the IT sector. It will also provide students with a sound basis for progressing to academic or vocational qualifications at level 3, or an apprenticeship. Students will also develop transferable technical, creative and practical skills in communication (including analytical writing skills and writing for audience and purpose), research and project management, including structure and presentation through the use of storyboards, and use of sound and video.

Please see **Miss Haji** or **Mr Chilton** to discuss this course

COURSE HIGHLIGHTS

BTEC Music can help you take your first steps towards a career in the music industry. You'll learn essential skills from performing and composing to producing, and creating a music product. The course provides a fantastic opportunity to learn the skills needed to be successful in the music industry.

COURSE CONTENT

The Specification that we follow is the BTEC Tech Award in Music (Level 2). This course is equivalent to a GCSE.

The course comprises of three components:

Component 1: Exploring the music industry. In this component, students will:

- Explore different styles and genres of music.
- Take part in practical workshops to understand the music creation process.
- Learn about the different roles within the music industry.
- Investigate relationships between different areas of the music industry.

Component 2: Developing music skills. In this component, students will:

- Reflect on their progress, and on areas for improvement.
- Choose a job role and explore the skills needed to fulfil it.
- Develop a range of skills.
- Apply skills and techniques in a music performance, creation or production.

Component 3: Responding to a music brief. In this component, students will:

- Choose an area of the industry that excites them (composer, performer, or producer).
 - Explore the brief and come up with possible responses and ideas.
 - Use relevant resources, skills and techniques to develop and refine musical material.
 - Present their final response (solo or in a group).
 - Review and reflect their approach to the brief and their final outcome.
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HOW YOU WILL BE ASSESSED

Component 1: This unit is internally assessed and worth 30% of the course. Students will produce coursework to be assessed.

Component 2: This unit is internally assessed and worth 30% of the course. Students will produce coursework to be assessed.

Component 3: This unit is externally assessed and worth 40% of the course. Students will respond to a brief to either perform or compose a piece of music.

Students will be awarded a final grade at the end of the course, which takes into consideration the grades from each component.

OTHER INFORMATION

The BTEC Music course is perfect for students with a passion for music and ideal preparation for students who would like to pursue a career in music.

Please see **Mr Thomas** or **Mr Taylor** to discuss this course

COURSE HIGHLIGHTS

This topic gives you a broad understanding of the world and questions why people respond to situations that arise in life in a variety of different ways.

It offers the chance to study deep, philosophical questions such as "Why are we here?" "Is there a God?" "What happens when we die?" "Are people born evil" "Is there a force of evil in the world?"

It also gives the students the opportunity to take part in ethical debates such as, "Is abortion ever acceptable?" "Should euthanasia be made legal in the UK?" "What can be done about world poverty?" "How is religion portrayed in the media?" "Do we live in an equal society?"

In addition to this we will be studying the beliefs, teaching and practices of Christianity. This will include "The Trinity", "The Crucifixion", "The Resurrection", "Miracles", "Parables" and "The Nature of God".

Finally, students will have the chance to study a world faith in depth. The faith we have chosen to focus on is Islam.

COURSE CONTENT

Component 1

Candidates will study the following four themes: **Religious, Philosophical and Ethical Studies in the Modern World**. All questions are compulsory.

Theme 1: Issues of Relationships

Theme 2: Issues of Life and Death

Theme 3: Issues of Good and Evil

Theme 4: Issues of Human Rights

Component 2

Study of Christianity. This component will be assessed by compulsory questions focusing on knowledge, understanding and evaluation of the identified themes.

Candidates will study the beliefs, teachings and practices of Christianity.

Component 3

Study of a world faith. This component will be assessed by compulsory questions

Candidates will study the beliefs, teachings and practices of **one** world faith.

Option 3: Islam - Bournville has opted to do Islam

This component will be assessed by compulsory questions focusing on knowledge, understanding and evaluation of the subject content.

HOW YOU WILL BE ASSESSED:

Component 1: **Religious, Philosophical and Ethical Studies in the Modern World**

Written examination: 2 hours

50% of qualification.

Component 2: **Study of Christianity**

Written examination: 1 hour

25% of qualification.

Component 3: **Study of a World Faith**

Written examination: 1 hour

25% of qualification.

OTHER INFORMATION

Religious studies is a great option to choose if you are looking at working alongside people in roles such as; teaching, social work, policing, law and all areas where you are working with members of the public. This topic leads to culturally aware students with an awareness of the impact of religion in the world.

Since you are examined by written papers this course requires you to develop good quality writing skills. Most of the activities you will do in lessons will therefore be written based. You will also need to be prepared to do homework to support your learning in the classroom.

Please see **Miss Billingham** or **Mrs Meaney** to discuss this course

COURSE HIGHLIGHTS

Studying Sport Science will open your eyes to the work that goes into producing outstanding sporting performances. Sport Science offers students the opportunity to study key areas of sport science including anatomy and physiology linked to fitness, health, injury and performance; the science of training and application of training principles; and nutrition in sport.

COURSE CONTENT

The Specification that we follow is: OCR Cambridge National Certificate (Level 2) in Sport Science. Students will need to complete four units in order to gain this qualification.

R041: Reducing the risk of sports injuries

R042: Applying principles of training

R043: The body's response to physical activity

R045: Sports nutrition

HOW YOU WILL BE ASSESSED

Unit	Assessment	Weighting
R041: Reducing the risk of sports injuries	Exam paper: 1 hour	25%
R042: Applying principles of training	Centre assessed task which is moderated by the exam board.	25%
R043: The body's response to physical activity	Centre assessed task which is moderated by the exam board.	25%
R045: Sports nutrition	Centre assessed task which is moderated by the exam board.	25%

For one unit – R041 Reducing the risk of sports injuries; students will sit a 1 hour external examination. This examination assesses the students' subject knowledge through a range of questions from multiple choice and short answer, to extended responses.

For the other three units, students will have 10 hours, per unit to complete the centre assessed tasks. The tasks will guide students through the creation of their assignments, which will be assessed by their teacher and then sent to the examination board for moderation.

This course is graded Distinction* to Pass and is equivalent to one GCSE. Students will be awarded a final grade which will take into account the grades awarded for individual units.

OTHER INFORMATION

This course offers an exciting and engaging programme of study, which will prepare students for studying a sport related Level 3 qualification.

The course also prepares students for a future career in sport. Career paths include: sports coaching; sports development; physiotherapy; sports therapist, personal trainer and PE teaching.

Please see a member of the **PE Department** for any further information about this course.

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