



St Bede's

Roman Catholic High School

KEY STAGE 4

# Curriculum Brochure 2020





The St Bede's mission:

To guide and inspire success,  
with belief all things are possible



Please find enclosed our 'Key Stage 4' brochure for pupils who will be starting examination courses in September 2020.

Can I suggest that you do take the time to read the brochure and discuss with your son or daughter its contents, so that as a family, you are fully aware of what needs to be completed and the dates and times of upcoming information evenings.

Choosing examination courses can be an anxious time but I can reassure you that every effort will be made to accommodate each pupil so that they can look forward to the next academic year, in the knowledge that they are fully aware of what is involved.

As a school we constantly seek to improve examination performance for all pupils regardless of ability. To do this, requires a joint effort by you the parents, the staff and each pupil working towards achieving the highest academic standards possible.

If you are aware of what is involved for your son or daughter, you will be more able to support them through their GCSE/BTEC courses.

Your son/daughter will receive every support and encouragement from the staff. I would be grateful if you could note the key dates outlined in this brochure.

**Mr D J Callaghan**  
Headteacher

## Important Dates

**Tuesday**  
**4th February**

Pathways Forms sent home

**Thursday**  
**6th February**

Parents' Options Briefing,  
6pm - 7.30pm

**Thursday**  
**13th February**

Year 9 Parents' Evening,  
4pm - 7pm

**Monday**  
**9th March**

Deadline for Option Forms  
to be returned



# The English Baccalaureate

## What is the English Baccalaureate (EBacc) and how does it affect Year 9 Options?

The Ebacc was introduced by the Government in October 2010 in the belief that schools should offer students a broad range of academic qualifications. The EBacc promotes this aspiration.

The Ebacc will cover achievement in English, Mathematics, Sciences, a Modern or Ancient Foreign Language and either Geography or History.

Leading universities have identified these subjects as “facilitating” subjects and they are becoming increasingly desirable for gaining entry.

At St Bede’s, in order to qualify for the EBacc, a pupil must study Spanish and either Geography or History.

The Government’s educational vision is that 75% of pupils will study for the EBacc by 2022. Whilst currently, St Bede’s does not necessarily consider the EBacc a suitable pathway for all pupils, every child, should they wish to do so, will have the opportunity to study for the EBacc qualification.

However, the school does consider the EBacc a suitable and necessary qualification if our pupils are to aspire to the highest academic standards post 16. As such, some pupils will be directed to study the EBacc qualification but it is important to note, that apart from those who have been selected and choose to study separate science, all pupils will still have the opportunity to study an artistic, technological or physical education qualification should they wish to do so.



# Compulsory Subjects

All pupils will study the following compulsory subjects:

- Religious Studies GCSE
- English Language GCSE
- English Literature GCSE
- Mathematics GCSE
- Science GCSE
- PE

# Religious Studies

All KS4 pupils study GCSE RE. The course followed is Edexcel Specification A, which has three areas of study:

- Catholic Christianity – beliefs and teachings, practices, sources of authority and the expression of faith through art, architecture, music and drama. (50%)
- Judaism – beliefs, teachings and practices. (25%)
- Philosophy and Ethics – arguments for the existence of God and religious teachings on relationships and families in the twenty-first century. (25%)

## Assessment

Assessment is by examination only:

- Paper 1: Catholic Christianity (1 hour 45 minutes, 50% of overall grade)
- Paper 2: Judaism (50 minutes, 25% of overall grade)
- Paper 3: Philosophy and Ethics (50 minutes, 25% of overall grade)

## Career possibilities

The study of religion is a central part of the educational experience of all pupils in a Catholic school. The GCSE course assists pupils in their overall academic development, especially higher-level reading and writing skills, and the focus on discussion and debate in lessons develops critical thinking, evaluation and communications skills. Its concern with moral issues, values and ethics makes it highly regarded by employers in many occupations and possible career opportunities include: Law, Police, Social Services, Teaching, Nursing and Medicine.

# English Literature

This is a compulsory course for all Key Stage 4 pupils. We follow the AQA GCSE course where pupils will build on their understanding and skills developed in the Key Stage 3 programme of study for English. Pupils' literary understanding is assessed in the following two examination papers:

## Paper 1:

### Shakespeare and the 19th Century Novel

- Shakespeare: One Shakespeare play will be studied. Pupils will answer one question on their studied Shakespeare play. They will be required to write in detail about an extract from the play and then write about the play as a whole.
- 19th Century Novel: One 19th Century Novel will be studied. Pupils will answer one question on their studied novel. They will be required to write in detail about an extract from the novel and then write about it as a whole.

## Paper 2:

### Modern Texts and Poetry

- Modern Text: One Modern text will be studied. Pupils will answer one essay question from a choice of two on their studied modern text.
- Poetry Anthology: 15 poems will be studied from an anthology based on the themes of Power and Conflict. Pupils will answer one comparative question on one named poem printed on the paper and one other chosen poem from the anthology cluster.
- Unseen Poetry: Pupils will answer two questions based on unseen poetry.

## Examination

The course is assessed by examination only (100%). There are two examination papers that are taken at the end of the English Literature course.

## Grading

Pupils will gain two GCSE qualifications in English – English Literature and English Language. English Literature will be graded and certified on a nine-grade scale, where 9 is the highest grade.

## Career possibilities

English Literature has many transferable skills which would aid progress towards further education qualifications and occupations in areas such as Broadcasting, Teaching, Law, Journalism, Publishing, Business, Philosophy, Historian, Politics, Theology and most professions which are people centred.

# English Language

This is a compulsory course for all Key Stage 4 pupils. We follow the AQA GCSE course where pupils will build on their understanding and skills developed in the Key Stage 3 programme of study for English. Pupils' reading and writing skills are assessed in two examination papers:

## Fiction Paper 1:

Explorations in Creative Reading and Writing Pupils will analyse and evaluate writers' fictional texts and produce their own creative writing

## Non-Fiction Paper 2:

Writers' Viewpoints and Perspectives

Pupils will critique factual writing and produce their own non-fiction writing. All reading texts are unseen.

## Examination

The course is assessed by examination only (100%). There are two 1 hour and 45 minute examination papers that are taken at the end of the English Language course.

## Grading

Pupils will gain two GCSE qualifications in English – English Language and English Literature. English Language will be graded and certified on a nine-grade scale, where 9 is the highest grade.

## Spoken language

Pupils will also undertake a compulsory non-examination assessment in which they will be assessed in class to ensure they leave school with functional skills in the following areas:

- Presenting Information and ideas
- Responding to questions and feedback
- Use of Standard English

This will appear separately on pupils' GCSE Certificates as a nationally recognised qualification in Spoken Language.

## Career possibilities

English Language is an essential qualification to ensure progression towards all further education courses and occupations.





# Mathematics

We follow the Edexcel Linear GCSE course. This covers the following content headings:

1. Number
2. Algebra
3. Ratio, proportion and rates of change
4. Geometry and measures
5. Probability
6. Statistics

The qualification builds on the content, knowledge and skills developed in the Key Stage 3 Programme of Study for Mathematics.

## Assessment

There are two tiers available, Foundation and Higher. Each tier consists of three equally weighted written examination papers. Paper 1 is a non-calculator assessment. A calculator is allowed for paper 2 and paper 3. Each paper is 1 hour and 30 minutes long. The content outlined for each tier will be assessed across all three papers. Both tiers will be examined at the end of year 11.

## Grading

The qualification will be graded and certified on a nine-grade scale from 9 to 1 using the total mark across all three papers where 9 is the highest grade. Foundation tier covers grades 1 to 5 and Higher tier covers grades 4-9.

## Career possibilities

Accountant, engineer, electrician, bricklayer, plumber, banking, business, commerce, architecture, engineering, construction, civil engineering, mechanical engineering, electrical engineering, catering, hotel management, retailing, teaching, estate agents, armed services.

# Science

In years 10 and 11 the majority of pupils will study the AQA Combined Science course. This is a new course which is equivalent to two GCSE qualifications in science. This new qualification has no controlled assessment tasks. Instead, the new examinations will test pupils on both scientific knowledge and understanding but also practical skills. Pupils will study all three sciences and be examined at the end of year 11.

A small number of the most able pupils in science will be given the opportunity to study the three sciences: Biology, Chemistry and Physics separately which would lead to three separate GCSE's. Once again there is no controlled assessment so exams will assess course content and practical skills. All examinations will be at the end of year 11.

## Assessment

### Combined Science

There will be six examinations to undertake at the end of Year 11. Two of these papers will broadly examine the Biology content, two of these papers will examine the Chemistry content and the final two papers will examine the Physics content. All exams are 1 hour 15 minutes in duration. The total marks achieved from all six papers will give a combined science double grade.

### Separate Sciences

Each GCSE comprises of 2 examinations with 50% weighting in each. Both examinations cover all content studied during the two year course. Each exam is 1 hour 45 minutes in duration.

## Grading

All science qualifications will be graded and certified on a nine-graded scale using 1 to 9 with 9 being the highest grade and 1 being the lowest. For combined science a double grade will be awarded from a combined score of all six papers e.g. 6-6 or 6-5. Separate science students will be awarded three individual grades for biology, chemistry and physics.

## Career possibilities

Engineering, doctor, pharmacist, dentist, nurse, midwifery, biomedical scientist, scientific researcher, neuroscientist, astronomer, astronaut and many others.

# PE

Those pupils who choose PE in their option will undertake either OCR GCSE PE or Level 2 Cambridge National (CNAT) in Sports Studies. The PE staff will decide the course that pupils undertake depending on which they feel they will be most successful.

## GCSE PE

Pupils selected for GCSE PE will follow an OCR course and this is assessed through a combination of practical (40%) and theoretical (60%) methods.

Practical marks are allocated for performance in three different sports (30% of practical mark) to include one individual sport, one team sport and one additional from either category. Pupils will be expected to show their knowledge and understanding of tactics and strategies in one sport through Analysing and Evaluating Performance (10% of practical mark).

Theory marks are awarded through two one-hour written exams at the end of the course. The written exams will cover the two theoretical modules:

- Physical Factors Affecting Performance (30% of theoretical marks)
- Socio-Cultural Issues and Sports Psychology (30% of theoretical marks)

## Level 2 CNAT Sport Studies

For pupils selected for Sports Studies the course is made up of four units each worth 25% of the total grade. There are two compulsory units and two optional units (These will be selected by school).

Unit 1: Contemporary issues in Sport. This is an external one hour examination. the examination will be taken in year 10 and there is potential to re-sit the exam if required.

Unit 2: Developing Sports Skills This is a practical unit and pupils undertake different roles in both team and individual sports

Two more units from

Unit 3: Sports Leadership

Unit 4: Sport and the Media

Unit 5: Working in the Sports Industry

Unit 6: Developing Knowledge and Skills in Outdoor Activities

Units 2, 3, 4, 5 and 6 are internally assessed and externally moderated

## Core PE

Those pupils who do not choose PE as an option will still undertake the compulsory two hours core PE every week. Core PE will involve looking at healthy active lifestyles, fitness, leadership, officiating and coaching.





# Option Subjects

- Art
- Computing
- Design & Technology
- Drama
- Geography
- History
- Music
- Performing Arts
- Spanish

The following pages provide a brief overview of the courses that each subject is offering at Key Stage 4. There will be a subject “Carousel” at the Curriculum Briefing on Wednesday 6th February 2019.

All Year 9 pupils have been streamed into one of five Key Stage 4 pathways based on their projected Year 10 English set and will receive a bespoke Key Stage 4 Options form. They can then choose from the options stated within each section of their form.

#### Constraints on choices:

1. Pupils are not allowed to duplicate their choice.
2. The availability of all courses is subject to demand. A lack of sufficient demand may lead to some courses, initially offered, being withdrawn.
3. For Health and Safety reasons, there is a strict limit on the size of groups in some subject. Numbers sometimes exceed places available and whilst every effort will be made to allow a student to follow a particular course, sometimes reserve choices have to be followed. Therefore, pupils must select a reserve choice of subject if stated on their options form.

#### Consideration before selecting subjects:

Generally speaking there are three choices available to you when you leave St Bede’s at the end of Year 11.

- Continue your full time education.
- Seek full-time employment (with training).
- Join a Training Scheme or Apprenticeship.

When choosing your Key Stage 4 option you should have in mind which of these paths you might follow; your particular interests, abilities and strengths.

Your subject teachers are best placed to advise you on the courses offered in their subject area and provide detail on which particular areas you will be studying.

#### Some good reasons for choosing a subject are:

- You have achieved strong results in a subject.
- You are interested in a particular subject.
- You enjoy a subject.
- The subject may help you in your chosen career.

Please do not make the mistake of choosing a subject just because your friend is doing so. There is no guarantee that you will be in the same class and you are less likely to succeed. Options are personal to you and should reflect your own interests, abilities and aspirations.



# Art

Students will explore practical and critical/contextual work through a range of 2D exercises using differing media and techniques. Students can work in appropriate art, craft and design materials and techniques, including both traditional and new technologies. Knowledge and understanding should be developed through research, the development of ideas and the making activities working from first-hand experience and, where appropriate, secondary source materials.

## Specification

### Unit 1: Controlled Assessment

This is started in Year 10 and completed by Christmas in Year 11. This is worth 60% of the final grade. Each portfolio must include more than one project and we therefore focus the pupil's work around the themes of portraiture and landscapes.

### Unit 2: Externally Set Task

This contributes 40% towards the final grade. After preparation time, students complete 10 hours of sustained focused study.

## Career possibilities

A wide choice of careers involving visual communication, aesthetics, presentations, drawing, use of colour and art knowledge. Design/display work, media and printing industries, advertising/public relations. Education work - nursery nurse, primary teaching, beauty work/hairdressing, fashion and allied industries, museum work, modelling and realisation, leisure and entertainment industry.



# Computing

Students will undertake the Level 1 / 2 BTEC Tech in Digital Applications.

The Award gives learners the opportunity to develop sector-specific knowledge and skills in a practical learning environment, including:

- Development of key skills that prove their aptitude in digital information technology, such as project planning, designing and creating user interfaces, creating dashboards to present and interpret data.
- Processes that underpin effective ways of working, such as project planning, the iterative design process, cyber security, and virtual teams, legal and ethical codes of conduct
- Knowledge that underpins effective use of skills, processes and attitudes in the sector, such as how different user interfaces meet user needs, how organisations collect and use data to make decisions, virtual workplaces, cyber security and legal and ethical issue.

## Progression

Study of the qualification as part of Key Stage 4 learning will help learners to make more informed choices for further learning either generally or in this sector.

Learners who generally achieve at Level 2 across their Key Stage 4 learning might consider progression to:

- A Levels as preparation for entry to higher education in a range of subjects
- Study of a vocational qualification at Level 3, such as BTEC National in IT, which prepares learners to enter employment or apprenticeships, or to move on to higher education by studying a degree in the digital sector.

## Mandatory units

Students must complete the following units.

1. Exploring User Interface Design Principles and Project Planning Techniques
2. Collecting, Presenting and Interpreting Data
3. Effective Digital Working Practices

## Career possibilities

Learners who generally achieve at Level 1 across their Key Stage 4 learning might consider progression to:

- Study at Level 2 post- 16 in a range of technical routes designed to lead to work, progression to employment, apprenticeships or to further study at Level 3.
- Study of a Technical Certificate in IT Support or Digital Technology post-16





# Design & Technology

GCSE Design and Technology will prepare students to participate confidently and successfully in an increasingly technological world. Students will gain awareness and learn from wider influences on Design and Technology including historical, social, cultural, environmental and economic factors. Students will get the opportunity to work creatively when designing and making and apply technical and practical expertise. The course allows students to study core technical and designing and making principles, including a broad range for design processes, materials techniques and equipment. They will also have the opportunity to study specialist technical principles in greater depth.

This course has 50% Non-Exam Assessment (NEA) in order to recognise the importance of practical work within this subject.

The Non Exam assessment allows the student to independently manage a project from concept through to evaluation. The experience will in turn allow the student to be able to talk confidently about a project that they can call their own.

## Assessments

### Unit 1:

Written Paper 50% of total marks  
2 hours - 100 marks  
Topics covered in written examination consist of - Textiles, Systems and control, Electronics, Smart Materials, Woods, Metals, Polymers and Graphics.

### Unit 2:

Non Exam Assessment 50% of total marks  
Approximately 35 hours - 100 marks  
Consists of a single design and make activity selected from a range of exam board set tasks with the completion of an A3 design Portfolio and final product.

## Career possibilities

Mechanical Engineer, Joiner, Product Designer, Construction, Civil Engineering, Trades Person, Architect, Graphic Designer, CAD Developer and many more

# Drama

The subject content for GCSE Drama is divided into three components:

## 1. Understanding Drama

This is a written examination that focuses on your knowledge and understanding of drama and theatre. You will have to answer questions on your practical exploration of a scripted play and on a live theatre performance that you will go to see. There is also a short multiple choice section. The examination is 1 hour 45 minutes and you are allowed to take a copy of the play studied, without annotations, into the exam. This is worth 40% of your overall GCSE.

## 2. Devising Drama (practical)

You will create a devised piece of drama in a small group from a starting point that is given to you by your teacher. The material given to you will enable you to create interesting and exciting theatre. You will be expected to perform your work in front of an audience and a visiting examiner. You will also have to keep a detailed log book about the devising process. This is worth 40% of your overall GCSE.

## 3. Texts in Practice (practical)

You will rehearse and perform two extracts from one play as part of a small group, the play studied must be different from the play you will write about in the theory exam. This will be performed in front of a live audience and a visiting examiner. This is worth 20% of your overall GCSE.

## Awarding grades

GCSE Drama will be graded on a nine point scale: 1 to 9 - where 9 is the highest grade that you can achieve.

## Career possibilities

Drama helps provide personal, social and communication skills that are of value in many areas of work, especially jobs which require team work, creativity, decision making and contact with the public. Drama can also help you find work in the arts and entertainment industries. As well as acting/dance (which are very competitive) there is backstage and technical work, design, publicity, management and a wide variety of related occupations.





# Geography

## Geography GCSE AQA

### Unit 1: Physical Environment

Topics include: Tectonics (volcanoes and earthquakes); Extreme weather and climate change; Rivers; Coasts; Ecosystems (tropical rainforests and extreme cold environments)

### Unit 2: Human Environment

Urban environments; Population; Development; Resource management (water and energy)

## Examination

100% Examination

There are 3 examination papers, consisting of:

- Physical geography exam paper (1 hour 30 minutes) – 35% of GCSE
- Human geography exam paper (1 hour 30 minutes) – 35% of GCSE
- Geographical skills (1 hour 15 minutes) – 30% of GCSE

## Grading

This GCSE will no longer be graded from the traditional marks of A\* to G. It will take on the new style grading of 1 to 9 with a grade 9 being the highest grade obtainable.

## Fieldtrips

Fieldtrips are an important part of Geography. Pupils will complete two fieldtrip investigations that are compulsory and are examined in the Geographical skills paper. We also hope to offer an overseas visit, which will be optional.

## Relevance of Geography

Geography is a relevant up to date subject that challenges issues of our world now and in the future. Geography is constantly in the news with issues of natural disasters, wars, energy and sustainability issues. Geography will make students aware of these issues and current world affairs.

## Career possibilities

Geography opens the door to any career opportunities as it is an academic and challenging subject. But here are some specific jobs related to the subject: environmental agency, teacher, cartographer, town planner, civil service, meteorology, armed forces, water engineer, landscape architect, geologist, tourism, air hostess, journalism, television, logistics, law, transport, structural engineer.



# History

## History GCSE AQA

The GCSE History content comprises the following elements:

- One wider world depth study
- One depth study
- One thematic study
- One British depth study, including the historic environment.

### Paper 1:

#### Understanding the Modern World

- Section A:  
America 1920-1973 Opportunity and Inequality  
Topics include: the roaring 1920s, jazz and cinema, prohibition and organised crime e.g. gangsters such as Al Capone, flappers, racism and the Ku Klux Klan, the Wall Street Crash, the Depression and the New Deal, McCarthyism, rock and roll, the Civil Rights movement including Martin Luther King and Malcolm X.
- Section B:  
Conflict and Tension 1894-1918  
Topics include: the alliance system, the arms race, the assassination of Franz Ferdinand, the Schlieffen Plan, key First World War battles e.g. the Somme, military tactics, trench warfare the armistice.

### Paper 2:

#### Shaping the Nation

- Section A:  
Britain: Power and the people:  
c1170 to the present day  
Topics include: King John and Magna Carta, the Peasants Revolt, the Pilgrimage of Grace, the English Revolution, Chartism, the anti-slavery movement, the campaign for female suffrage, post war race relations.

- Section B:  
Elizabethan England c.1568-1603  
Topic include: difficulties of a female ruler, the Golden Age, exploration, the religious settlement, Mary Queen of Scots, conflict with Spain including the Spanish Armada. This unit will also feature a study of an historic site e.g. a Tudor house.

## Assessment

Both examination papers are worth 50% of the overall GCSE. Each examination is 1 hour and 45 minutes.

## Grading

GCSE History will be numerically graded from 1-9, with a grade 9 being the highest grade obtainable.

## Career possibilities

History gives you lots of vital transferable skills, such as using evidence, constructing arguments, reaching judgements. It is very well regarded by universities and employers alike and can be a really useful subject to take for many different careers. Examples include: law, civil service, armed services, nursing, government, tourism, archaeology, restoration work, librarian, local history libraries, museums, auctioneer, antiques, design, politics, broadcasting, journalism, personnel, police, service industries, teaching and most occupations which deal with people.



# Music

## GCSE - Eduqas

Music GCSE is made up of 3 components;

- Performing
- Composing
- Appraising

### Component 1:

#### Performing music (30% of the GCSE marks)

What is assessed

- Music performance as an instrumentalist and/or vocalist

You are required to prepare two performance pieces.

- Performance 1: Solo performance
- Performance 2: Ensemble performance

A minimum of four minutes and a maximum of six minutes of performance in total is required, of which a minimum of one minute must be the ensemble performance. These pieces are not recorded under performance exam conditions, therefore if mistakes are made, pupils can continue to perform until they are happy with their final recording!

Both performances will be internally marked by teachers and externally moderated by Eduqas.

### Component 2:

#### Composing Music (30% of the GCSE marks)

What is assessed

- Composition

You are required to compose two pieces of music

- Composition 1: Composition to a brief
- Composition 2: Free composition

A minimum of three minutes and a maximum of six minutes of music in total is required. Composition lessons can take place in whichever format the student chooses. Some pupils are happier using technology and software packages whilst others are more comfortable composing using their own instruments and recording a live performance of their piece. There are no restrictions in the way that pupils wish to write their own music and they are actively encouraged to explore their creativity in whichever way they choose.

Both compositions will be internally marked by teachers and externally moderated by Eduqas.

### Component 3:

#### Appraising (40% of the GCSE marks)

This is a written exam lasting approximately 1 hour and 15 minutes. The exam will assess knowledge and understanding of music through the following four areas of study.

- 1: Musical forms and devices
- 2: Music for ensemble
- 3: Film music
- 4: Popular music

The listening and appraising exam is marked externally by Eduqas

The GCSE Music course is linear, which means that students will sit the exam and submit all their non-exam assessment towards the end of the course. The grades for the course have changed from A\* - G to the points system of 9-1, 9 being the highest result possible.

# Music

## BTEC Level 2, First Certificate

Btec Music is a fantastic course for those pupils who enjoy music in Year 9, as much of the course is spent developing skills on rock instruments and performing in a band. The standard of performance expected does not need to be as high as that required at GCSE and pupils can succeed at Btec level without needing to be an established instrumentalist/vocalist or a fluent reader of music.

Btec Music is made up of 4 units:

- Unit 5: Introducing Performance (completed in Year 10)
- Unit 1: The Music Industry (completed in Year 10)
- Unit 2: Managing a Music Product (completed in Year 11)
- Unit 4: Introducing Composition (completed in Year 11)

### Introducing Performance

Aims - To improve your standard of performance on your chosen instrument

Assessment - Internally assessed performance and log book reviews

During this unit, learners are encouraged to develop skills on their chosen instrument or vocals. They learn about musical interpretation as well as developing their techniques and stage presence. They are required to document their progress throughout their unit and perform two songs as either a soloist or a band.

### The Music Industry

Aims - to learn about the different types of organisations and job roles within the music industry.

Assessment - Externally assessed written exam (1 hour)

During this unit, learners will develop their knowledge on different organisations within the music industry and what each one is responsible for. They will also learn about the different job roles and how each job role and organisation interrelate with each other to create the final product eg, CD, concert, tour etc.

### Managing a Music Product

Aims - To plan, develop and deliver a CD with ongoing progress reviews

Assessment - Internally assessed unit

During this unit, learners are required to work in their groups to plan, develop and deliver a CD containing covers of songs they have recorded themselves. They also learn how to go about promoting and marketing their CD effectively. They must also complete an ongoing review, making references to the strengths and weaknesses of both the management process and the product itself.

### Introducing Composition

In this unit, learners are taught how to use rhythm, melody, chords and technology in order to create a short piece of music to a given brief. They must first create four short musical 'ideas', develop two of them and then finish one. The final piece can be submitted as a musical score using software or as a recorded performance with an annotated lead sheet.

The Btec grading system uses Pass, Merit, Distinction, and Distinction\*. Below are the GCSE equivalent grades.

Btec Pass = GCSE grade 4

Btec Merit = GCSE grade 5.5

Btec Distinction = GCSE grade 7

Btec Distinction\* = GCSE grade 8.5





# Performing Arts

## BTEC Technical Award in Performing Arts – Level 1/2

The course will be suitable for those pupils who wish to acquire technical skills through vocational contexts by studying acting, dance or musical theatre. It will broaden pupil's experience and understanding of the varied progression options in the performing arts industry. Pupils must be conscientious and enthusiastic performers and be prepared to work as part of a team.

The qualification is made up of the following components:

### Component 1 – Exploring the Performing Arts – Internally Assessed

Pupils will examine professional practitioner's work and develop their understanding of performance work and influences. They will gain a realistic overview of the performing arts repertoire and learn about the skills and techniques of singing, dancing, and acting, including the necessary requirements to become a successful performer. Assessment is through practical workshops, extended writing pieces, log books and teacher observations.

### Component 2 - Developing Skills and Techniques within Performing Arts – Internally Assessed

Pupils will develop their performing arts skills and techniques through the reproduction of acting, dance and/or musical theatre repertoire. They will have the opportunity to specialise in one or more of disciplines. They will also take part in workshops and classes where they will develop technical, practical and interpretive skills, through the rehearsal and performance process. This will give pupils the opportunity to consider their aptitude and enjoyment for performing arts. Assessment is through a practical examination based on existing repertoire.

### Component 3 – Performing to a Brief – Externally Set and Assessed

This is an externally assessed performance which will be based on an assignment set by the examining body in January of Year 11. Pupils will develop ideas for and produce a workshop style performance based on a particular theme. There is a set time frame for assessment to take place and all pupils must provide written evidence along with a recording of their workshop performance to an audience. This is then submitted to the exam board to be assessed.

The BTEC Technical Award in Performing Arts will provide pupils with the opportunity for practical exploration and application that will enable them to progress onto Level2/3 qualifications in performing arts post – 16.

### Career possibilities

BTEC Performing Arts enables you to continue your studies or find employment within the same or related area.

It also provides you with the skills that you will need to work individually and as part of a team. You will become a more confident creative thinker, reflective learner and self manager.

# Spanish

### GCSE (AQA – Spanish)

The GCSE course for Spanish builds on the foundations laid in foreign language learning at Key Stage 3. Pupils are able to extend their knowledge of language through an emphasis on oral/aural skills as well as reading and writing.

### Examination paper

Pupils study either foundation or higher level papers in all four of the following skills..

- **Listening (25%)**  
50 minutes paper in which students are required to respond to multiple-response and short-answer open questions based on a recording featuring native speakers.
- **Reading (25%)**  
50 minutes paper in which students are required to respond to multiple-response and short-answer questions.
- **Writing (25%)**  
One hour and 20 min paper in which students are required to do two extended response questions and one translation into the foreign language.
- **Speaking (25%)**  
Students are required to complete three tasks: a role play, a conversation and a picture discussion. This assessment will be conducted by their teacher.

They must have a bi-lingual dictionary at the start of the course.

### Cultural activities

At Key Stage 4 there will be opportunities to use the language outside of the classroom. There will be Skype conferences with students in Spain to practise the language learned in the classroom. Some other activities will be confirmed at a later date (trip to Spain).

### Career possibilities

Apart from careers such as interpreting, teaching languages and translating, where knowledge of a foreign language is a primary requirement, there are an increasing number of careers where knowledge of a foreign language combined with another skill such as engineering, business and technological skill or marketing is required.

Employers and educational institutions all value a GCSE in a foreign language, and some insist on it.



Be excited  
Be responsible  
Be confident  
Be independent  
Be humble  
Be creative  
Be curious  
Be respectful  
Be brave  
Be ambitious  
Be challenged  
Be prepared  
Be supported  
Be positive  
Be safe  
Be honest  
Be determined  
Be caring  
Be dedicated  
Be fair  
Be inspired  
Be understanding  
Be proud  
Be thankful  
Be happy  
Be remembered  
Believe all things are possible

