

West Heath School



Year 9

Options Booklet



Academic Year
2025-2026

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Introduction to the KS4 Curriculum



Key Stage 4 (Year 10 and 11) is an extremely important time for our students as the pathways intend to ensure that all students choose subjects and options that will set them up for life after school and next career steps. West Heath School offers GCSEs, Entry Level and Level 1/ 2 examinations, NCFE and BTEC courses. This booklet has been designed to provide detailed information about the curriculum options offered during these years.

The Key Stage 4 curriculum is divided into two parts: **core** and **optional** subjects.

West Heath School has a strong belief in the value and importance of the **core** curriculum, which combines academic, physical and emotional education. All KS4 students will be expected to engage in the Core Curriculum subjects.

In addition, students will choose a further four subjects to study within the **optional** Curriculum. These may include a wide variety of practical, creative and academic courses.

During the Year 9 Parents' Evening, there is an opportunity for you to learn more about the subjects that are available for study in KS4. This booklet provides detailed information about the full range of subjects on offer. Please look through it carefully with your child and discuss the different possibilities with them.

If your child is considering continuing with a subject from KS3 into KS4, please discuss your choice with the appropriate teacher. Also, if you are interested in any new subjects, please discuss those options with the relevant teachers.

A letter will be sent to all parents / carers confirming option choices. Please note that any future changes to these options can only be agreed after consultation with the relevant teachers and parents / carers. ³

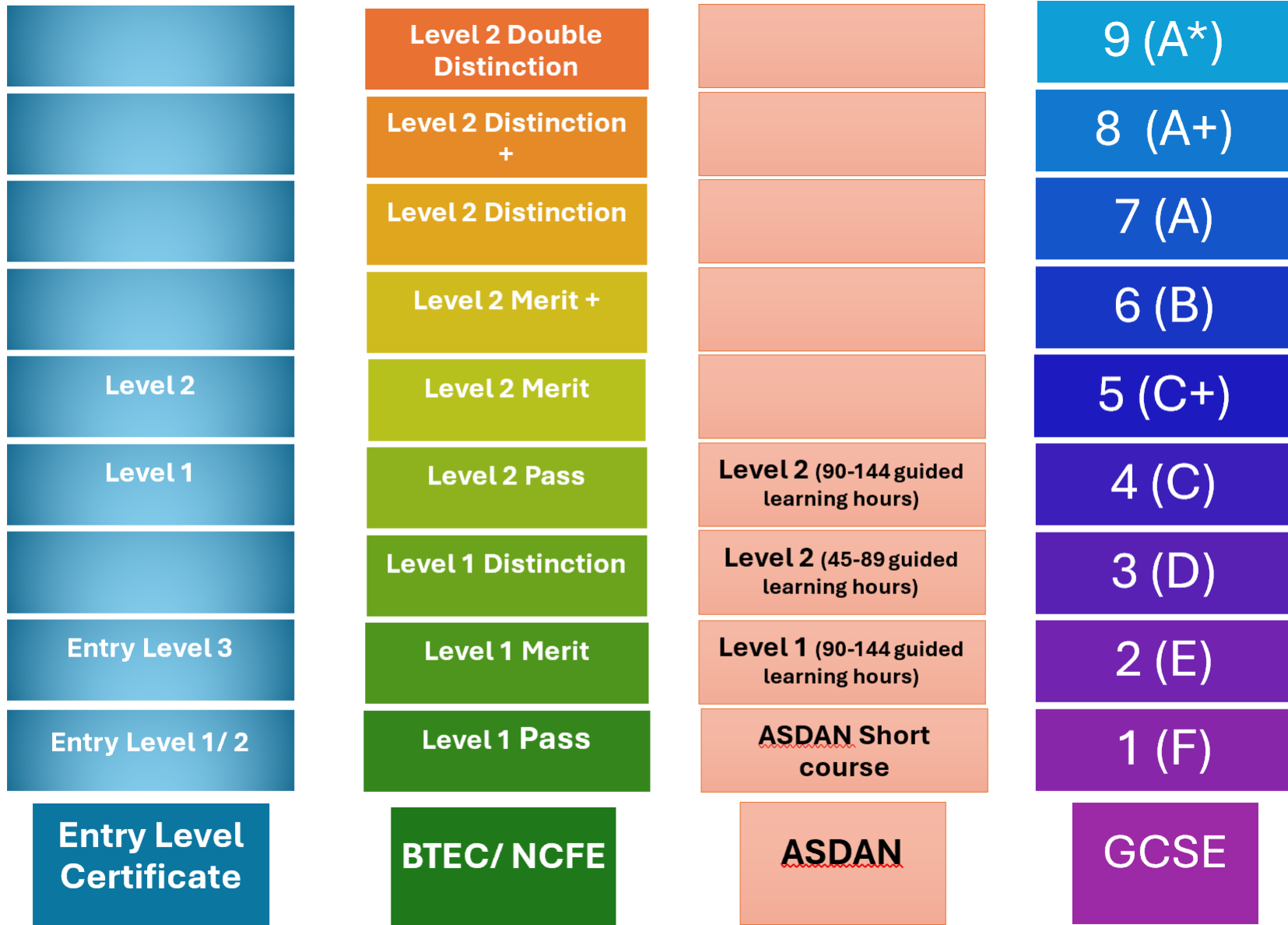
A group of former Year 11 students compiled the following list of factors to consider when choosing your options. This is an application of the CAF thinking tool – part of Edward De Bono's CORT programme. Its purpose is to help you consider all the relevant factors before making your decision.

- Will taking this subject keep your options open?
- Is your choice relevant to your intended job/career?
- Is your choice based on the subject or the others in your group?
- Is this subject something you find interesting and enjoyable?
- Have you got the ability and necessary knowledge to do this subject?
- Have you consulted the teacher to see if your choice is recommended?
- Do you know how the course is assessed? Is it coursework, controlled assessment or examination?
- Do your parents/ carers support your choice?
- Are you confident that you can succeed?
- Are you prepared to do the necessary homework?

Option Subjects at Key Stage 4

Subject	Qualification Type
Art & Design	GCSE
ASDAN	ASDAN
Business Studies	GCSE
Creative Media	BTEC
Duke of Edinburgh Award	Award
English Literature	GCSE
Food and Cookery Skills	NCFE
Hair and Beauty	BTEC
History	GCSE
ICT	NCFE
Music Performance	NCFE
Music Technology	NCFE
Performing Arts	BTEC
Sport Studies	NCFE
Statistics	Edexcel
Textiles	GCSE
Woodland and Conservation	AQA Short Course

Grade Equivalents



Current

Next Steps

Destinations

Entry Level Pathway

- Functional Skills in Maths/ English (Entry Level 1/ 2)
- ASDAN Short Course
- Awards (NCFE/ AQA Unit Awards)

- GCSEs (Grade 1-3)
- Functional Skills (Entry Level 3)
- Level 1 Courses

- West Heath Gate Lodge Provision
- Level 1 Functional Skills
- Supported Internships/ Apprenticeship

Level One Pathway

- GCSEs (Grades 1-3)
- Level 1 Courses

- GCSEs (Grades 4+)
- Level 2 Courses

- A-Levels
- Level 3 College Course
- Supported Internships
- Intermediate Apprenticeship

Level Two Pathway

- GCSEs (Grade 4+)
- Level 2 Courses

- A-Levels
- Level 3 Courses

- University
- Higher Level Apprenticeship
- Degree Level Apprenticeship

*Level 1/2/3 Courses may include, but are not limited to, BTEC, NCFE, Functional Skills and ASDAN courses.

West Heath School 

GCSE Subject Options



GCSE stands for General Certificate of Secondary Education. They are highly valued by schools, colleges and employers and are the highest level of academic qualification offered at KS4 at West Heath School. The qualification mainly involves studying the theory of a subject, with an examination at the end of the course.

Why are GCSEs important?

You'll hear people say 'your GCSEs are so important' a lot over the next few months. Although you may not understand it now, you'll soon realise that these qualifications are extremely important, both in terms of the subjects you choose, and the grades you get. Your GCSEs will have an impact on the decisions you make after you leave school – for example the Sixth Form/college you attend, the subjects you can study at Level 3, the subjects you can study at higher education and university, and the career you can go into.

- **GCSEs can determine the sixth form/college you go to:** All Sixth Form forms and Colleges have entry requirements. These are minimum grades that you must achieve in order to go on to study at that place. They use entry requirements and your GCSE results as an indicator of how well you will do in your A Level or other advanced studies, and as you may go to a sixth form/college that you've never been to before, this will be the only information they have about you.
- **GCSEs can affect which subjects you are able to study in further education:** For some further education courses, you must have already studied specific subjects at GCSE – e.g. you need to have taken GCSE French to do a French A level. This is to ensure you have the right amount of knowledge in the subject, to begin the next level of teaching. Some Sixth Forms and Colleges will specify the grade you must have got at GCSE in order to do it at A Level too.
- **GCSEs are used to assess whether you are suitable for a higher education course:** Universities and higher education providers will look at your GCSE or other results when deciding if you have the academic ability to succeed on one of their courses. Most higher education providers will look for at least a 4/5 grade in English and Maths; and some will specify the grade you must have got in a specific subject at GCSE, in order to study with them.
- **GCSEs can affect the career that you end up doing:** Once you've finished your A Levels and/or completed your degree, employers will sometimes still look at your GCSEs. They are part of your educational journey, and are therefore sometimes included on CVs and applications.



History GCSE Option



GCSE History builds upon many of the skills and concepts that will have been developed during Key Stage 3.

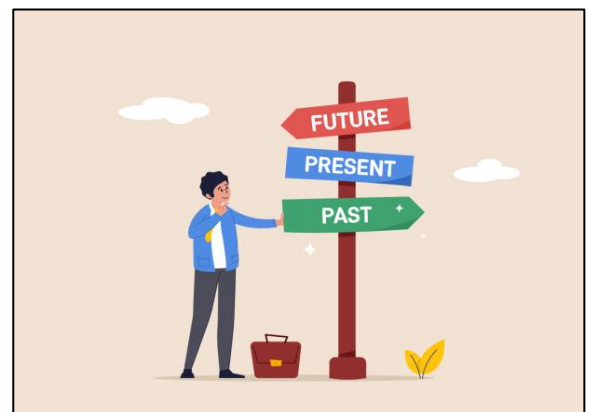
History GCSE has been known to help students develop the following skills for future careers:

- Critical reasoning and analytical skills, including solving problems and thinking creatively.
- The ability to conduct detailed research.
- Ability to construct an argument and communicate findings in a clear and persuasive manner.
- Ability to discuss ideas in groups, and to negotiate, question and summarize, to think objectively and approach problems and new situations with an open mind.
- Appreciation of the different factors that influence the activities of groups and individuals in society.

We are currently studying the new GCSE AQA History syllabus. This involves four main sections:

Year 10

1. **Period Study** - Germany 1890 – 1945.
2. **Wider World Depth Study Conflict and Tension**, focusing on Inter-War Period 1918 – 1939.



Year 11



3. **Thematic Study** - Britain: Migration, Empires and the people, focusing on 790 – the present day.
4. **British Depth Study** – Restoration England 1660 – 1685, including an Historic Environment.



Paper 1: Understanding the modern world

What's assessed

In Section A there is a choice of **four** period studies, each with a focus on two key developments in a country's history over at least a 50 year period.

In Section B there is a choice of **five** wider world depth studies. These focus on international conflict and tension.

How it's assessed

- Written exam: 2 hours
- 84 marks (including 4 marks for spelling, punctuation and grammar)
- 50% of GCSE

Questions

- Section A – six compulsory questions (40 marks)
- Section B – four compulsory questions (40 marks)
- Plus 4 marks for spelling, punctuation and grammar

Paper 2: Shaping the nation

What's assessed

In Section A there is a choice of **three** thematic studies, which look at key developments in Britain over a long period.

In Section B there is a choice of **four** British depth studies incorporating the study of a specific historic environment.

How it's assessed

- Written exam: 2 hours
- 84 marks (including 4 marks for spelling, punctuation and grammar)
- 50% of GCSE

Questions

- Section A – four compulsory questions (40 marks)
- Section B – four compulsory questions (40 marks)
- Plus 4 marks for spelling, punctuation and grammar



Art and Design GCSE Option



If you decide that you would like to study Art and Design, you will be taking the unendorsed AQA GCSE option. This means that you will have the opportunity to study a wide range of 2D and 3D subjects depending very much on your own preferences and creative ability. The subjects you can study will include:

- Sketching techniques/ illustration.
- Drawing from observation and imagination.
- Painting using water colour, acrylic, oil and ink.
- Printing techniques including screen-printing, etching, mono-printing, stencilling, lino-printing, and collagraphy.
- Digital photography.
- Mixed Media.
- 3D Design.
- Sculpture using wire, clay, found materials, latex and plaster.



Assessment	Your work will be marked by continuous assessment of your portfolio. This will be out of 60% of the total marks for the exam.
Controlled Assessment	40% of the marks are from the controlled assessment, which is held over two days. You will be asked to select one question out of seven from the question paper which will be given to you four weeks before the exam. This gives you the opportunity to work on your ideas and research before completing your final piece.

The Art Room and Design Studio are both very well equipped. Every student is given the opportunity to learn and develop their art and craft skills, in a very creative environment to their individual maximum potential.



Each student is encouraged to develop an appreciation of the world around them; to identify objects, artists, movement and cultures which really interest them and which give them the inspiration to demonstrate their own increasing visual awareness and creative skills.

Art and Design students must develop an integrated approach to the critical, practical and theoretical study of art, craft and design, which include first-hand experience of original work. Trips are arranged to visit galleries, exhibitions, studios, and places of interest. Internal and external workshops are also arranged with practising creatives to give students experience of many diverse materials and techniques.

To be happy and successful Art and Design student you need to:



- Show how your art reflects your interest and feeling and what or who has inspired you.
 - Demonstrate all the different methods and materials you have decided to use in your artwork.
 - Be prepared to experiment and to make mistakes and learn from them. Show what you think of your artwork and move on from pieces which you think are good or not so good. Make short notes.
- Ask for and take advice on making full use of the facilities and materials in the Art Room and Design Studio. Experiment with methods and materials which other artists or crafts people have used, in many movements and cultures, together with ones you invent yourself.
 - Use galleries, libraries and the internet to research other artists who have been interested in similar areas and who have inspired you.
 - Develop the very important habit of using your sketch book as a work journal to record ideas, observations and research and to develop sketching techniques.

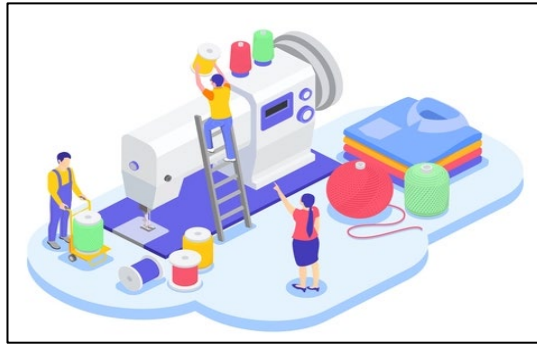
REMEMBER:

You have the freedom and flexibility to work on a range of 2D and 3D projects of your own choice which you will enjoy and which will demonstrate your own interests and creative skills to the full.





Textiles GCSE Option



Textiles and art have a close relationship, with textiles giving students the opportunity to work with fibres and fabrics more extensively and to look at incorporating modelling and 3D into their work. It is an excellent subject for realising creativity and developing resilience and patience in. There is no written exam, instead a practical exam will take place.

Textile design is the creation of designs and products for woven, knitted, stitched, printed or decorative textiles. This can include 2D or 3D and you will have the opportunity to create art pieces like wall hangings or fashion pieces which can be exhibited on the catwalk. As part of AQA GCSE this course will encourage students to explore and be introduced to a variety of experiences exploring various textiles media, techniques and processes both traditional and new technologies.





The AQA textile design course is broken up into two sections. There is the first module which is 60% coursework, running from September in year 10 until the December in year 11.

In year 10 students will have the opportunity to learn how to use the sewing machine, embellisher, loom and heat press. Students will develop skills in applique, reverse applique and free motion embroidery through a structured project about nature. Students will create a portfolio, normally in the form of a book experimenting with different techniques. Students will get to choose from a wall hanging or a fashion garment for their outcome for this project. This first project will be due to be completed in the May/June. The second project will be a run for the student to choose what they want to do after a discussion with the teacher. It is encouraged that this second project is about the student's interests and about themselves.

The other 40% of the grade is created in the textiles exam. Students will be given a paper in the January of year 11 with 6 project titles to choose from. They should choose one of these to set their project on. This could be 'history' or 'people and places.' Students then use from January till April to create a project based on their chosen title, creating a portfolio (book) of work developing ideas and experimenting with techniques with the help of the teacher. In May, the students will be expected to work independently for 10 hours divided over 2-4 sessions to create a final piece. This will be invigilated in the textiles room.

Students will Study:

Students will have the opportunity to work in one or more areas:

- Fashion/costume.
- Printed and dyed materials.
- Domestic textiles.
- Constructed and applied textiles.
- Constructed/stitched and embellished textiles.

Knowledge




Students will explore various textiles methods such as fabric printing, tie-dye, batik, spraying, transfer, stitching and felting to name but a few! Students will take on an approach to critical, practical and theory of textiles using art, craft and design.



Outside Visits and Workshops

These are an important part of the course and give students the opportunity to explore the work of other artists. Visits and workshops have included V&A Museum, Natural History Museum, British Museum and screen-printing workshops.



Unit 1- Portfolio/ Coursework	Assessment
<p>A portfolio that shows outstanding coverage in all four assessment areas. This one portfolio should give evidence of the journey from start to finish with a selection of techniques as guided by the teacher. Student can select a portfolio subject of either Architecture or myself. This will work alongside Mark Making exploration this is finding out about different techniques</p>	<ul style="list-style-type: none"> • No time limit. • 96 marks. • 60% of GCSE
Unit 2- Exam	Assessment
<p>Students will respond to one question from the externally set exam paper. They will use this question to complete a portfolio of work, covering all four assessments. They will complete the work under exam conditions.</p>	 <ul style="list-style-type: none"> • Preparatory period followed by 10 hours of supervised time (exam). Over two days. • 96 Marks. • 40% of GCSE.

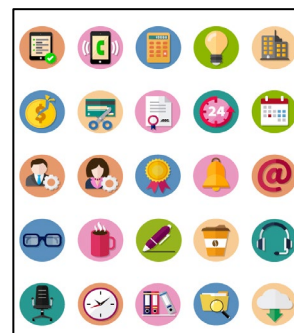
Business Studies GCSE Option



This is an *academic* course where there will be research and self-motivated study along-side directed units of study. To be able to access the course, students will need to have secure English skills.

Students will have the opportunity to explore real business issues and investigate how businesses work. Knowledge and understanding can be applied to different business contexts ranging from small enterprises to large multinationals and businesses operating in local, national and global contexts.

Students develop an understanding of how these contexts impact on business behaviour. Case studies will be conducted and visits to local businesses will be arranged for real-life examples and contextualised learning.



What will I study?

Students will be led through units and will apply their knowledge and understanding to business decision making including:

- the interdependent nature of business activity
- influences on businesses - internal and external factors
- business operations
- finance
- marketing
- human resources
- the use and limitation of quantitative and qualitative data in making business decisions.



What skills will I learn and use?

Students are required to draw on the knowledge and understanding to:

- Use business terminology to identify and explain business activity.
- Apply business concepts to familiar and unfamiliar contexts.
- Develop problem solving and decision-making skills relevant to business.
- Investigate, analyse and evaluate business opportunities and issues.
- Make justified decisions using both qualitative and quantitative data including its selection, interpretation, analysis and evaluation, and the application of appropriate quantitative skills.

Assessment Criteria

Paper 1: Influences of operations and HRM on business activity
What's assessed <ul style="list-style-type: none">• Business in the real world• Influences on business• Business operations• Human resources
How it's assessed <ul style="list-style-type: none">• Written exam: 1 hour 45 minutes• 90 marks• 50% of GCSE
Questions <ul style="list-style-type: none">• Section A has multiple choice questions and short answer questions worth 20 marks.• Section B has one case study/data response stimuli with questions worth approximately 34 marks.• Section C has one case study/data response stimuli with questions worth approximately 36 marks.

Paper 2: Influences of marketing and finance on business activity
What's assessed <ul style="list-style-type: none">• Business in the real world• Influences on business• Marketing• Finance
How it's assessed <ul style="list-style-type: none">• Written exam: 1 hour 45 minutes• 90 marks• 50% of GCSE
Questions <ul style="list-style-type: none">• Section A has multiple choice questions and short answer questions worth 20 marks.• Section B has one case study/data response stimuli with questions worth approximately 34 marks.• Section C has one case study/data response stimuli with questions worth approximately 36 marks.



Statistics GCSE Option



The Edexcel GCSE Statistics course provides students with a comprehensive introduction to the principles and techniques of statistical analysis. Covering key concepts such as data representation, probability, and hypothesis testing, students will develop a solid foundation in statistical reasoning and application.

Practical skills are honed through hands-on activities, enabling students to collect, analyse, and interpret data effectively. Emphasis is placed on real-world applications, fostering a deeper understanding of how statistics impacts various fields.

By the end of the course, students will have acquired essential statistical knowledge and skills, preparing them for further studies or practical applications in diverse fields.

GCSE Statistics extends the statistical concepts from GCSE Maths, including Averages (mean, median, and mode), Statistical Diagrams (Bar Charts, Pie Charts, Histograms, etc.), and Probability (Theoretical Probability, Tree Diagrams, Venn Diagrams, etc.). This deepens understanding by exploring practical applications in real-life situations and introducing variations not covered in GCSE Maths, such as the Geometric Mean. Additionally, it delves into advanced techniques like calculating Spearman's Rank Correlation Coefficient for precise correlation values beyond simple identification on a scatter graph.

Assessment

The course is entirely assessed by exams. These will be at the end of the course, where you will take two written papers, both calculator and both one and a half



Key Skills

You will develop the following skills:

- **Data Interpretation:** Students develop the skills of interpreting and analysing various types of data, including numerical and graphical representations.
- **Real-life Applications:** The course focuses on the practical application of statistical skills in real-life scenarios, enabling students to understand how statistics are used in various fields and situations.
- **Advanced Statistical Methods:** Edexcel GCSE Statistics introduces advanced statistical methods, going beyond the basics covered in GCSE Maths.
- **Critical Thinking:** Students develop critical thinking skills by analysing data critically, making informed decisions, and drawing conclusions based on statistical evidence. This skill is valuable for problem-solving and decision-making in a wide range of contexts.

Where can it take me?

The skills you learn will really help you in your normal mathematics, as well as letting you see how mathematics is used in the real world. The knowledge acquired, is highly transferable to other subjects, being useful for A Level courses such as Mathematics, Geography, Business Studies and Economics.

The course contains four key areas:

- Planning and Data Collection
- Processing and Representing
- Reasoning and Interpreting
- Probability

Students will also be given the opportunity to take qualifications such as:

- Edexcel Award Number and Measure Level 1 and/or 2
- Edexcel Award Algebra Level 2 and/or 3
- Extended Mathematics Certificate Level 2
- Maths in Context Level 3



English Literature GCSE Option



By studying GCSE English Literature, students will come to appreciate words and the power they can hold for years after they have been written. The texts that are studied will allow students to travel to other realms and times, learning about earlier British civilisation and the way people used to live. As students learn to consider multiple viewpoints, they will comprehend the changes and complexity of human nature.

Reading texts from the genres of prose, poetry and drama, students will analyse the themes, characters and literary techniques, considering the social and cultural contexts in which they were written. In reading about a wide range of cultures and intellectual traditions, students will be challenged to think critically about complex topics from different perspectives.

In studying the set texts students should have the opportunity to develop the following skills.

- **Literal and inferential comprehension:** exploring aspects of plot, characterisation, events and settings.
- **Critical reading:** identifying and distinguishing between themes; supporting a point of view by referring to evidence in the text; recognising the possibility of and evaluating different responses to a text; using understanding of writers' social, historical and cultural contexts to inform evaluation.
- **Reading comprehension and reading critically.**





Evaluation of a writer's choice of vocabulary, grammatical and structural features: analysing and evaluating how language, structure, form and presentation contribute to quality and impact.

- **Comparing texts:** comparing and contrasting texts studied, referring where relevant to theme, characterisation, context, style and literary quality; comparing two texts critically with respect to the above.



Writing

• **Producing clear and coherent text: writing about Literature for a range**

of purposes, such as: to describe, explain, summarise, argue, analyse and evaluate; discussing and maintaining a point of view; selecting and emphasising key points; using relevant quotation and using detailed textual references.

• **Accurate Standard English:** accurate spelling, punctuation and grammar.

Assessment Criteria

Paper 1: Shakespeare and the 19th-century novel
What's assessed <ul style="list-style-type: none">• Shakespeare plays• The 19th-century novel
How it's assessed <ul style="list-style-type: none">• written exam: 1 hour 45 minutes• 64 marks• 40% of GCSE
Questions <p>Section A Shakespeare: students will answer one question on their play of choice. They will be required to write in detail about an extract from the play and then to write about the play as a whole.</p> <p>Section B The 19th-century novel: students will answer one question on their novel of choice. They will be required to write in detail about an extract from the novel and then to write about the novel as a whole.</p>

Paper 2: Modern texts and poetry
What's assessed <ul style="list-style-type: none">• Modern prose or drama texts• The poetry anthology• Unseen poetry
How it's assessed <ul style="list-style-type: none">• written exam: 2 hour 15 minutes• 96 marks• 60% of GCSE
Questions <p>Section A Modern texts: students will answer one essay question from a choice of two on their studied modern prose or drama text.</p> <p>Section B Poetry: students will answer one comparative question on one named poem printed on the paper and one other poem from their chosen anthology cluster.</p> <p>Section C Unseen poetry: Students will answer one question on one unseen poem and one question comparing this poem with a second unseen poem.</p>

West Heath School 

Technical/ Vocational Subject Options



Technical (vocational) qualifications offer a mix of practical and theoretical learning that is often directly related to a specific area of employment. These qualification types are often predominantly coursework based.

Why Choose Technical Subjects?

Some schools offer technical qualifications alongside GCSEs. Technical (these courses are also sometimes referred to as vocational qualifications) offer a mix of practical and theoretical learning which is often directly related to a specific area of employment. These work-related courses can be a good option if you have a job sector in mind or if you would like to gain employability skills linked to a particular type of work. By applying learning to real-life situations, these qualifications offer a more practical approach than traditional courses. They are also particularly suited to students who prefer the practical side of learning, rather than sitting in a classroom and studying predominantly for examinations. However, some courses have an examination element to ensure they maintain their academic rigour.

Students have to undertake a number of units for which they present evidence based on real-life work and studies. This allows them to demonstrate their skills and knowledge in practical situations. If you think your child would succeed better working in this way, then the NCFE or BTEC route may be the one to investigate.

In addition to BTECs and NCFEs, there are a very small number of GCSEs in vocational subjects that might be a choice worth considering, such as Business Studies. These GCSEs can be a first step on the ladder to a specific career and can lead on to further vocationally focused study or training.



The key benefits of studying a vocational course:

Hands on Approach

If you know what industry you would like to go into e.g. Hair & Beauty, you will be taking part in practical lessons and when you finish your course you will be ready to go straight into employment.

Increased Employability

You will develop skills and knowledge that employers want increasing the likelihood of finding a job. You will also take part in compulsory work experience, which is a great added bonus for your CV.



A Route to University

Alongside A Levels they are the most widely recognised qualification for admission to higher education. For example, a two-year BTEC Level 3 Extended Diploma is the equivalent to studying three A Levels; units are graded as Pass, Merit or Distinction.

Develop Transferable Skills



Many vocational qualifications are set up to enable participants to develop transferable skills in people management, team-work and time-keeping which are beneficial to many other careers.

Demonstrate practical skills

Vocational qualifications offer important means for demonstrating practical knowledge of theoretical ideas e.g. knowing and understanding the theory of Health and Safety procedures in the events industry is one thing, but being able to apply this to a real-life event is a great skill to have.



ASDAN Option



What are they?

ASDAN Short Courses are flexible, portfolio-based programmes designed to accredit up to 60 hours of activity and skills development across a range of topics and curriculum areas. Students can choose bespoke topics and activities that they find engaging and decide how they want to be assessed and examined.

Who are they for?

Short Courses are widely used in formal and non-formal settings by 13-19 year olds. Because they are multi-level, the focus is on completing challenges and skills development according to individual ability, although we expect learners to be working at Entry level 3 to Level 1.




Facts and Figures

- Flexible, multi-level award.
- Internally moderated.
- Accredits 10-60 hours of activities.
- Also offers progression to higher level 1 and 2 awards such as **Award of Personal Effectiveness** and **Wider Key Skills**.

Example Courses

- Animal Care Short Course
- Football Skills Short Course
- Enterprise Short Course
- Gardening Short Course
- Sports and Fitness Short Course
- Peer Mentoring Short Course
- Leadership Short Course
- Careers and Experiencing Work Short Course



West Heath School 

Outdoor Education Subject Options



Duke of Edinburgh Award Option



The Duke of Edinburgh's (DofE) Award Scheme is a programme of practical activities which aims to encourage young people to take part in new and challenging activities. In Year 10 students will achieve the Bronze Award and in Year 11 they will achieve the Silver Award.

There are four different sections of The Award:

- 1. Physical Section** - Any sporting activity, dance or fitness. Examples chosen by previous participants to include archery, bowling and high ropes.
- 2. Skills Section** - Covers almost any hobby, skill or interest. Examples chosen by previous participants to include first aid course, cookery and snooker.
- 3. Volunteering Section** - Helping other people in participants took part in fund raising activities, litter picking in the local area, visiting residents of a local residential home and running their library for an afternoon and dog walking.
- 4. Expedition Section** - For the Bronze Award students will plan a 2-day, 1 night expedition which will include a walk of at least 7 miles per day. For the Silver Award students will plan a 3-day, 2-night expedition with a walk of at least 10 miles per day. Students will learn to map read, write route cards, cook on a Trangia stove and basic campcraft.



To complete each section, participants need to partake for a minimum time period, for some sections this is a minimum of three months, while other sections require a minimum of six months' work.

Students can choose their own activities for each section from a wide selection available, this must be a group decision.



Parental/ carer consent is needed termly to cover the activities.

The majority of the DofE Award is practical, although some lessons are classroom-based. The group will also be expected to take part in a variety of outdoor challenges and team building activities, some of which would incur additional costs.

The DofE Award aims to encourage independence, a sense of responsibility, increase self-confidence and improve organisation skills. It is a widely recognised award and a valuable addition to any C.V.



If you choose the Duke of Edinburgh Award you need to:

- Be interested in outdoor activities.
- Be willing to try new activities.
- Have a genuine interest in The Duke of Edinburgh's Award scheme.
- Show commitment to The Award.
- Complete all 4 sections.
- Be willing to learn new concepts such as map reading.
- Have a sense of adventure.



Woodland Skills and Conservation Award Option (AQA Unit Award Scheme)



Using the AQA Unit Award Scheme, we have created a course in Woodland Skills and Conservation. This is due to a firm belief that in order to foster a desire to look after our environment we must develop a love and respect for it. We cannot do this inside a classroom.

Students choosing this option have often developed a love for Forest School at Key Stage 3 and have experienced the benefits it has for their mental health. If they are new to the school, the students will have an appreciation for nature and the outdoors.



Split into individual units, this course allows students to develop outdoor practical skills, enjoy outdoor activities, look after elements of our own wild environment onsite, whilst also developing a deeper appreciation of nature. Though there will be some classroom work, the aim to keep this to minimum and focus on hands on skills and wildlife identification.



We also visit nature reserves, country parks and wildlife parks/sanctuaries to experience how others are contributing to nature conservation.

The AQA Unit Award Scheme (UAS) allows all students to engage with learning and have their achievements recognised.



Students are rewarded with a certificate each time they successfully complete a unit of learning. They can build up a portfolio of certificates to evidence their skills, knowledge and experience.

Not all units need to be completed, but obviously, the more students complete, the more evidence of learning they have for their portfolio.

It should be noted that this is not a formal qualification.

Examples of units

INTRODUCTION TO WOODLAND MANAGEMENT FOR NATURE CONSERVATION

Level: Level Two

In successfully completing this unit, the learner will have	Evidence needed
shown knowledge of 1. the vertical and horizontal structure of the woodland	Student completed work
2. at least three reasons why woodlands need to be actively managed	Student completed work
3. three features of woodland that are valuable to wildlife, eg deadwood, species variety, glades, varied structure	Student completed work
4. three health and safety issues relevant to practical woodland management work, eg PPE, lone working arrangements, biological hazards, equipment safety	Summary sheet
demonstrated the ability to 5. state at least three ways woodland management can be modified to benefit wildlife	Summary sheet
experienced 6. participating in one practical woodland management session	Summary sheet
acquired an understanding of 7. how to manage woodland within the context of a management plan.	Summary sheet



West Heath School 
NCFE Subject Options



Students are assessed using project-based, non-examination, assessments to give students the opportunity to achieve based on their skills as well as their knowledge.



Level 1 Certificate in Sport Option

ncfe.

This qualification is for learners aged pre-16 and above and is suitable for use within a Study Programme. This qualification aims to help support the learner's personal development through acquiring skills and knowledge in sport, exercise and fitness.

We will follow the syllabus set by NFCE. This qualification aims to help support the learner's within sport and allows learners to gain personal transferable skills that can be applied to the workplace or further study.

Course Duration	2 academic years
Course Assessment	Pass/ Merit/ Distinction Award Qualification
Assessment Requirements	Internally assessed and externally moderated portfolio of evidence (coursework based)
Units Studied	<ul style="list-style-type: none"> • Taking Part in Sport • Personal Exercise and Fitness • Effect of Exercise on Human Body Systems • Strength and Conditioning • Health and Nutrition

Portfolio Based Assessment

This way of assessment means the learner will not have to retain information throughout the year and have to sit an exam. We create work packs for each unit and store the student's work in a portfolio, which then will be marked by an external verifier. We support all individual needs and the students can manage their workload whilst being supported throughout.

LIFESTYLE QUESTIONNAIRE
 Name Blossom Jones Date 4.6.18
 General Instructions: Please fill out this form as accurately as possible. If you have any questions, ask for assistance.

Physical Activity

1. In the last 12 months how often have you participated in some kind of exercise? (Please circle)

- 3 to 4 times per week
- 1 to 2 times per week
- 1 to 2 times per month
- Not at all i.e. may have been due to pregnancy or ill health

2. What sport or activity has worked for you in the past?

Short high intensity classes, group fitness classes, Bootcamp classes, functional training/circuit training.

3. What type of exercise do you enjoy and where do you go to take exercise?

My local leisure centre - functional training circuit.



Essential Skills

While undertaking this qualification, learners will develop the knowledge, understanding and essential skills employers look for in employees. These range from familiar key skills such as team working, independent learning and problem solving to more tricky-to-measure skills such as:

- An appreciation for appropriate behaviour and dress.
- Appropriate interpersonal skills.
- Communicating with professional colleagues and peers.
- Supporting other learners and team work.



The objectives of this qualification are to help learners to:

- Gain an understanding of sport, exercise and anatomy.
- Study areas of particular interest.
- Encourage learners to adopt a healthier lifestyle.
- Enjoy the course and develop students' understanding of the 4Rs.



Q1

Feedback is gained from a variety of sources, how can you use feedback from colleagues to improve your performance?

Get feedback from your colleagues to reviews you and ratings you out of 10. It is important so your colleagues give you different feedback way? your colleagues have different feedback from different angle. why else? this will improve all areas of coaches

4.4

Q1

Identify ways in which you aim to improve your coaching practice and give a timeframe for these improvements to be made.

Improvement 1	Action Plan	Date of completion
Demonstration	Praties Demonstration more	6 weeks
Improvement 2	Action Plan asked little mean everything thing	Date of completion 6 weeks
Improvement 3 comp people	Action Plan Praties Demonstration more	Date of completion 6 weeks



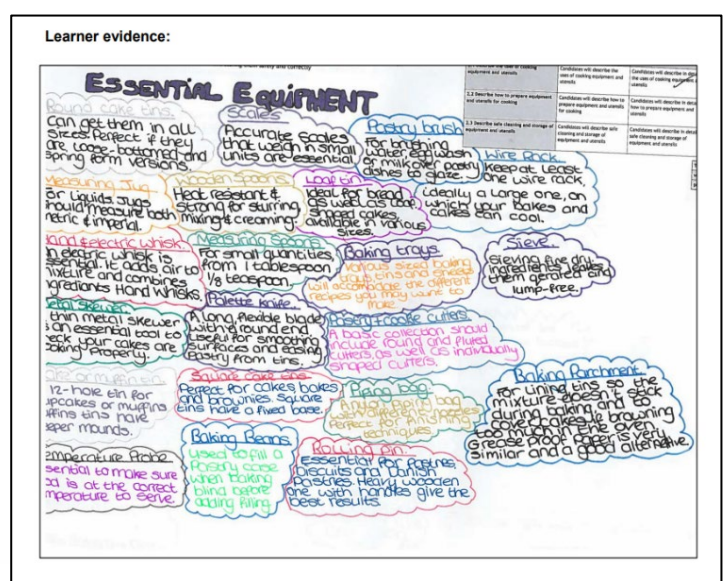
ncfe.

This qualification is designed for learners with an interest in food and cookery. It will provide learners with experience of using different cooking skills and methods to enable them to use these within further education or apprenticeships. It will give them a basic understanding of the skills required for a career in food.

Course Duration	2 academic years
Assessment	Pass/ Merit/ Distinction Course
Assessment Requirements	Internally assessed and externally moderated portfolio of evidence (coursework based)
Units Studied	<ul style="list-style-type: none"> • Preparing to Cook • Understanding Food • Exploring Balanced Diets • Plan and Produce Dishes in Response to a Brief

Portfolio based assessment

This way of assessment means the learner will not have to retain information throughout the year and have to sit an exam. We create work packs for each unit and store the student's work in a portfolio which then will be marked by an external verifier. We support all individual needs and the students can manage their workload whilst being supported throughout.





How is the course composed?

Students will complete a two-year course comprising of 3 periods of study per week: one double and one single lesson. They will complete a number of practical projects in Years 10 and 11.

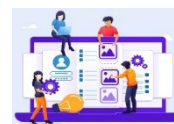
Learner evidence:

The image shows a student's handwritten assignment for 'Italian Meatballs in Tomato Sauce'. The page is filled with notes and diagrams. On the left, a cloud-shaped box titled 'Functions of Ingredients' lists: Garlic - adds flavour; Egg - binds ingredients; Tomatoes - Adds flavour and texture; Onion - Add flavour & Vitamin & mineral content; Mince beef - Source of protein for growth & repair; Cumin - Adds flavour; Oregano & Parsley - Adds color and flavour; Artificial Sweetener - Adds sweetness but keeps sugar content low. At the top, a cloud box 'Name of Dish' points to the title 'Italian Meatballs in Tomato Sauce'. To the right, a cloud box 'Purpose of recipe' says 'Give clear instructions Step by step on how to make meat balls and tomato sauce.' Below the title is a photo of the dish. To the right of the photo, a cloud box 'Main stage of recipe' lists: 'Explains how to make dish' with arrows pointing to 'making meat balls', 'making tomato sauce', 'Dividing mixture evenly', and 'Cooking times'. At the bottom, a cloud box 'Skills needed' lists: weighing, measuring, boiling, simmering, chopping, and slicing. At the bottom left, a cloud box 'Health & Safety checks' lists: 1. Wash hands, 2. Wear a clean apron, 3. Tie hair back, 4. Remove jewellery, 5. Clean surfaces and equipment in hot soapy water, 6. Store raw ingredients in fridge at 5°C. The background shows a printed recipe card with a table for 'Name of dish', 'Ingredients in a recipe', 'No. of portions', 'No. of lessons', 'Preparation time', 'Cooking time', and 'Type of dish'.

What can parents/ carers do to support their child's learning?

- Ingredients for practical lessons are provided by West Heath and purchased for all students. Students may be offered some minor adaptations to recipes to ensure the practical work will be enjoyed by the whole family. We can accommodate any dietary restriction. This will be treated sensitively and confidentially.
- A suitable container (plastic or tin container) to transport finished dishes from school is also provided.
- Sharing recipes, practice of food preparation and cooking skills at home are actively encouraged by the food teachers.
- Ask your child to explain the meaning of the scientific vocabulary that is new to each topic.
- Encourage your child to discuss what they have learnt each week as they progress through each unit.
- Look out for articles in newspapers or television and discuss them with your child.
- Encourage an interest in food and healthy eating.

Level 1 Certificate in IT User Skills (ITQ) Option



ncfe.

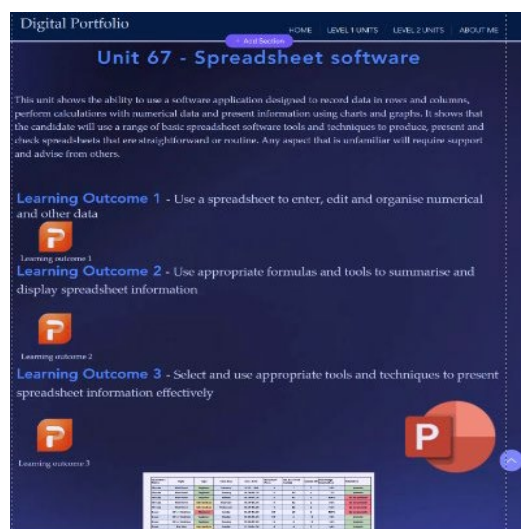
This qualification is suitable for learners who are using IT within their job or plan to pursue a career in a job requiring IT skills. Units can be taken at a variety of levels which gives flexibility to enable the qualification to match job roles. The qualification will allow learners to apply knowledge, understanding and skills to a level recognised by employers, thus proving competency in their job role. This qualification is suitable for learners using IT systems in a wide range of job roles.

This qualification will:

- Focus on the study of IT User Skills within the Information and Communication Technology sector.
- Offer breadth and depth of study, incorporating a key core of knowledge.
- Provide opportunities to acquire a number of technical skills.

Units Covered:

- Improving productivity using IT
- Website Design
- Spreadsheets
- Presentation Software
- Using Email



If you take a Computing qualification and then go on to study the subject at A - Level or university, you'll have an advantage over fellow students who are picking up the subject at these higher levels. The increasing importance of information technologies means there'll be a growing demand for professionals who are qualified in this field. The course is also an excellent preparation if you want to study or work in areas that rely on the skills you'll develop, especially where they're applied to technical problems. These areas include engineering, financial and resource management, science and medicine.



ncfe.



The music and entertainment business is one of the world's biggest industries and employs millions of people around the world. It's not just about getting onto X Factor or playing guitar in a band; behind the scenes are many professionals who are trained to make everything work - recording engineers, producers, stage technicians, film sound recordists and many more. They all have trained to do these jobs and we aim to help you to begin building those skills that will allow you to succeed.

We have regular school concerts, including Summer Chill, where students sing, play instruments and participate in the school bands so you are regularly invited to perform.

IMPORTANT – We teach individual and group lessons each week in singing, guitar, bass, piano and drums. These are subject to a waiting list due to high demand so inform your tutors as soon as possible should you wish to take part. We are also at the beginning of implementing **instrumental grade** and **music theory exams** so we hope you will gain additional qualifications during your time in the music department.

REMEMBER, you can do BOTH the music performance and technology courses if you wish.

Level 1/ 2 Music Technology Option



ncfe.

This qualification provides the opportunity to gain a sound understanding of studio and broadcast technology whilst producing and recording sound sources. Students will improve their communication and ICT skills when using the equipment and have the opportunity to learn the basic principles of music production software and its use to create music. The qualification also provides the opportunity for an introduction to DJ techniques, where learners will set up a DJ rig and use DJ equipment to demonstrate straightforward DJ mixing techniques. This is a non-performance-based Certificate qualification that we expect to last the duration of one academic year.

Course Duration	Level 1- x1 Academic Year Level 2- x1 Academic Year	
Assessment	Pass or Not Yet Achieved	
Assessment Requirements	Internally assessed and externally moderated portfolio of evidence (coursework based)	
Units Studied	Level 1 - Loop Based Sequencing - Microphones in Music - Location Recording - Multi Track Recording	Level 2 - Set up and Operate Audio Music Software - Creative Music Using Audio. Midi Software

Portfolio-based assessment

This way of assessment means the student will not have to retain information throughout the year and have to sit an exam. We create work packs for each unit and store the student's work in a portfolio which then will be marked by an external verifier. We support all individual needs and the students can manage their workload whilst being supported throughout.

Learner Evidence:

Hardware Components of a DAW

Computer

This is an Apple iMac computer.

- * It has a 4-Core, 3.36GHz processor
- * 8GB of RAM
- * 1TB Solid-State drive.

Peripherals/Hardware

OS (Operating System) - Manages the computer hardware and software. Provides a visual interface to allow detailed editing work.

Processor - The processor speed tells me how fast the computer can process data. Some sequencer programmes require a lot of processor speed for operation, especially when using lots of effects.

Hard disk - The computer's OS and software are stored here. It is also where projects are saved or loaded from. Audio loops and sampler instruments are also stored on the hard disk.

RAM (Random Access Memory) - Temporary storage of data that the computer needs quick access to. For example a loaded sampler instrument.

Keyboard and Mouse - Allows the user to control the software. Keyboard shortcuts can be used to quickly operate certain DAW functions such as record or pressing 'F'.

Audio/MIDI Interface

The audio interface is used to connect instruments and/or microphones to your DAW via its XLR/Jack connections.

It has gain controls so you can adjust the input to the desired level.

It also allows you to output sounds to headphones or speakers so you can monitor recording or playback.

It is connected to the computer by a USB cable which transmits audio and MIDI information to the computer.

It also has a MIDI IN connection which allows you to connect a MIDI instrument such as a keyboard or MIDI guitar.

It also has a MIDI OUT connection which allows you to send MIDI data to an external MIDI instrument such as a synthesiser.

MIDI Controller Keyboard

The MIDI controller keyboard allows you to record MIDI data such as the pitch, velocity and length of notes performed on the keyboard.

It has additional controls that allow you to manipulate functions within the DAW such as pitch bend or modulation.

It is connected to the computer by a USB cable which acts as the MIDI interface.



The qualification aims to:

- Provide an introduction to music technology and the recording process.
- Provide an introduction to both the technical and performance attributes of music technology.
- Develop an understanding of the music technology process.
- Enable learners to progress into further study both at Level 1 and above.
- Develop and use ICT, communication, project management, time management and team working skills.
- Provide an opportunity to develop creative and technical skills.
- Increase learners' awareness of the different aspects of music technology.

Learners have the opportunity to develop a basic understanding of the values and principles which underpin all work in this sector. For example, being able to work collaboratively with peers and guests from the music industry, team working skills, reflective learning, self-discipline, having a positive and cooperative attitude, self-assessment of strengths and weaknesses and self-improvement and development.

Next I opened the software instrument Alchemy and loaded up an arpeggio pre-set.

This created a rhythmic synth type sound. Alchemy has a special pad that allows you to blend various synthesiser functions to help create some motion to the sound. I also accessed the ADSR envelope settings (Attack, Decay, Sustain, Release). Using these I was able to change the envelope of the sound making certain notes last longer by increasing the sustain and release settings. These changes were recorded in automation to create a dynamic/evolving synth sound. I also used the filter cut-off and resonance controls to make the synthesiser brighter, or duller and recorded these changes in the automation. This also helped the synthesiser sound less static and more modern.



I recorded some automation so that the controls would change between the different settings during the performance. You can see some of this automation in the following screenshot:



Level 2 Music Technology

This is the GCSE-equivalent progression from the Level 1 Certificate. This course requires a more in-depth version of the evidence portfolio and you will need to be a musician of higher ability, demonstrated throughout the year's performances. We expect this qualification to be completed in one academic year.



Level 1/ 2 Performance Skills Option

ncfe.

The primary purpose of this qualification is to introduce the skills, knowledge and qualities needed in the performing arts sector. This course focuses on your ability to practice and improve your musicianship skills as well as planning and taking part in performances throughout the year. You will create an evidence portfolio that includes footage of your performances so you will be required to be filmed.


Who is this qualification for?

This qualification is ideal for learners who wish to aspire to work within or continue their studies in the performing arts. It supports this by developing knowledge in the principles and process of performance skills.

Course Duration	Level 1- x1 Academic Year Level 2- x1 Academic Year
Assessment	Pass/ Not Yet Achieved
Assessment Requirements	Internally assessed and externally moderated portfolio of evidence (coursework based)
Units Studied	This qualification consists of 4 units

Portfolio based assessment

This way of assessment means the student will not have to retain information throughout the year and have to sit an exam. We create work packs for each unit and store the student's work in a portfolio which then will be marked by an external verifier. We support all individual needs and the students can manage their workload whilst being supported throughout.




TOPIC TITLE: *LO1 – Understand roles in the Performance Industry*
 Lesson 1: The Role and Skills of an Actor Date: 29 October 2018

"To understand the role, responsibilities, skills and qualities of an actor"

Learning Point:
 An actor is a [performing artist](#) who portrays characters on stage and in television shows, commercials, movies and shows at amusement parks. While it is not a gender-specific term—both males and females in this occupation are called "actors"—the word "actor" is often used when talking about a male while "actress" is used to describe a female.

LO1 – Understand roles within the Performance Industry	
1.1 Roles	✓
1.2 Responsibilities	
1.3 Skills	✓
1.4 Qualities	

KEY WORDS
 Accuracy, Actor, Clarity, Concentration, Coordination, Costume, Fluency, Lighting, Projection, Props, Timing.

Agree Learning Outcomes 



This qualification shows learners how to:

- Develop the practical skills required for their chosen art form.
- Develop the understanding and effectiveness of rehearsal processes and performance skills and discipline.
- Understand the essential processes required for staging a performance including all technical and administrative procedures.
- Develop knowledge of costume, prop and set design and production skills.
- Understand employment opportunities within the performing arts industry and the jobs undertaken by those who work in it.

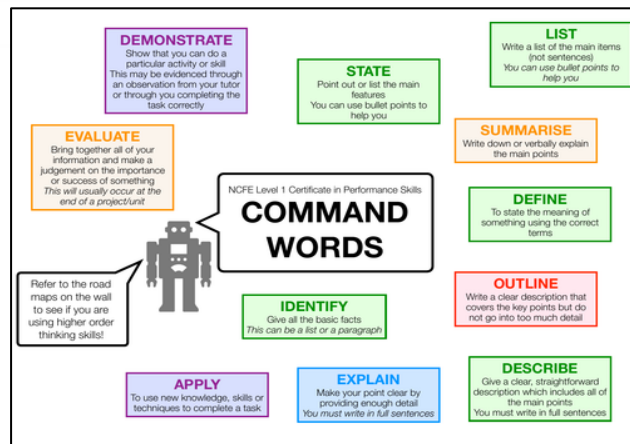
Learners will develop the following knowledge and skills:

- In existing performance skills.
- In fundamental practical skills and performance ability by developing their critical awareness.
- In skills and knowledge relating to the performance industry.

Review

Review Questions:

- **How the project met the brief**
I feel that the project met the brief requirements as I was able to demonstrate my abilities with using a DAW to a successful outcome. I created a piece of contemporary EDM music which made best use of the available technology at my disposal. I targeted all of the required skill areas and did my best to apply these skills in a creative way consistently.
- **Musical Outcome**
I am pleased with the stylistic outcome which paid homage to original garage style sounds, but also incorporated some more modern elements. The use of a modern DAW with synthesisers like Alchemy help to put a modern spin on my piece which helps it sound less dated. Unfortunately, I did not have access to a vocalist and had to rely on loops for the vocal part. This resulted in a rather repetitive vocal line which may start to get a bit boring to the listener after a while. I would have liked to have worked with a vocalist/lyricist to add more variation to my work.
- **My strengths and weaknesses in using a DAW (MIDI, audio, arrangement and editing)**
I have a lot of strengths across DAW use. Where I am struggling (for example playing in parts - audio and MIDI) I make use of the features in the DAW which are designed to help me record technical parts such as the quick-comp feature which I found extremely useful. MIDI editing skills are incredibly useful as I can correct pitch or timing errors by editing the notes directly in the piano roll. The biggest weakness for myself is the reliance on loops, whether these are ready-made or created by myself, they can cause the arrangement to sound repetitive. I did try to counteract this by adding a breakdown section, however the electric guitar did not always complement the EDM style.
As mentioned before, having access to modern synthesisers like Alchemy makes the creative process much easier as you have access to some incredible sounding presets, but also a complete suite of editing tools to help make tailor my sounds to my exact needs, or in the case of this track, adding dynamic/evolving elements to the sounds so that they aren't static.



I need to work on my arranging techniques and how I put different styles together. A lot of this is down to instrumentation choice and a reliance on loops. I need to find new ways of varying my parts, so they don't sound repetitive. I could try copying and pasting and editing the pasted files so that they sound different each time, this would add more variation and make the piece more exciting to listen to. As mentioned above, having access to a vocalist instead of editing a vocal loop, would have helped add more originality and variation, helping to make my composition stand out.

Level 2 Performance Skills

This is the GCSE-equivalent progression from the Level 1 Certificate. This course requires a more in depth version of the evidence portfolio and you will need to be a musician of higher ability, demonstrated throughout the year's performances. We expect this qualification to be completed in one academic

West Heath School



BTEC Subject Options

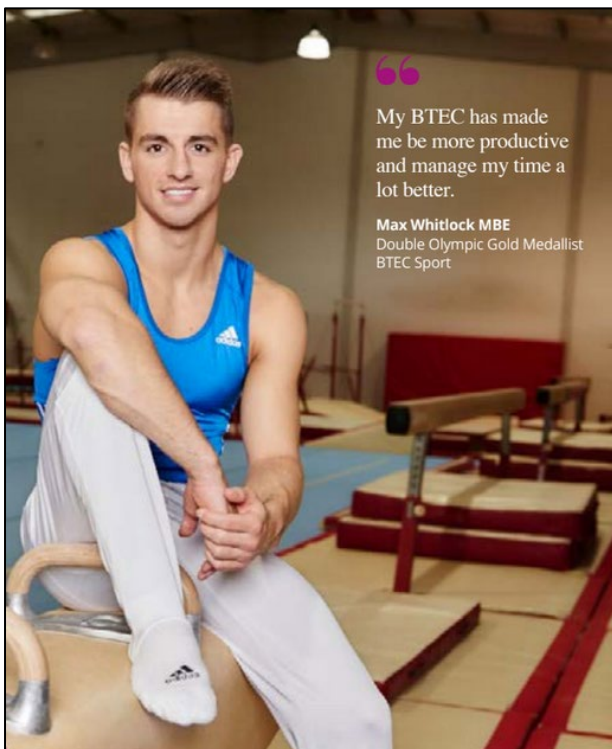


BTEC

Students are assessed using project-based, non-exam assessments to give students the opportunity to achieve based on their skills as well as their knowledge.

BTEC qualifications are a 'hands on' qualification that equip learners with the knowledge, skills and practical experience they need to progress and thrive throughout their academic and professional careers.

- In 2015, over 25% of the students entering University in England did so with a BTEC qualification.
- 90% of BTEC students are employed full time after graduation – Progression Pathways, 2016.
- A Level 3 BTEC qualification can boost your lifetime earnings by £92,000 – London Economics, 2013 .



BTEC works closely with employers to ensure our qualifications and the students who complete them continue to meet their fast-changing needs of today's industries. They work in close consultation with teachers, employers and higher education institutions, both to develop our qualifications and to on an ongoing basis to ensure that they continue to meet the needs of today's educators, employers and learners.

A Pathway to University

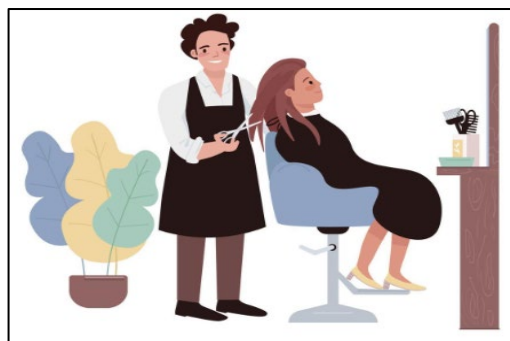
Along with A Levels, BTEC Nationals are the most widely-recognised qualification to get into University. In 2015, 95% of UK universities and colleges accepted students with a BTEC qualifications, including universities.

BTEC has earned a worldwide reputation as a premier applied learning qualification because it provides learners with a clear route into their career. Today's employers are looking for a confident, work ready employees who have practical knowledge and technical skills that are taught when studying a BTEC.

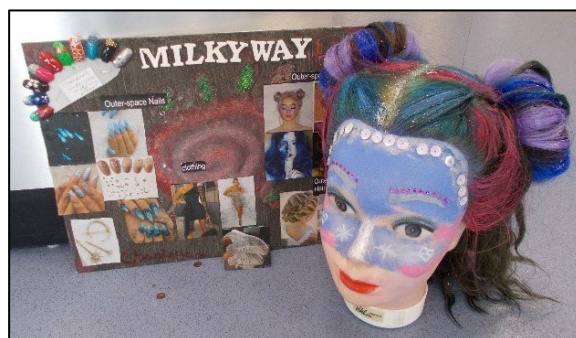




BTEC Hair and Beauty



The Pearson BTEC Level 1 Introductory Award, Certificate and Diploma in Hair and Beauty are designed around practical skills and tasks that place an emphasis on learners demonstrating what they can do rather than what they know in theory. The qualifications give learners the opportunity to acquire and develop generic, transferable and sector-specific skills in order to complete tasks and demonstrate a level of achievement that enables them to progress to further learning. The Award offers a taster of the hair and beauty sector and could be studied alongside other subjects. The Certificate offers an introduction to the hair and beauty sector and could be studied alongside other subjects within a study programme. The Diploma gives learners the opportunity to develop a broader range of skills in the hair and beauty sector.



Portfolio-Based Assessment

This way of assessment means the student will not have to retain information throughout the year and have to sit an exam. We create work packs for each unit and store the student's work in a portfolio which then will be marked by an external verifier. We support all individual needs and the students can manage their workload whilst being supported throughout.



Topics Covered

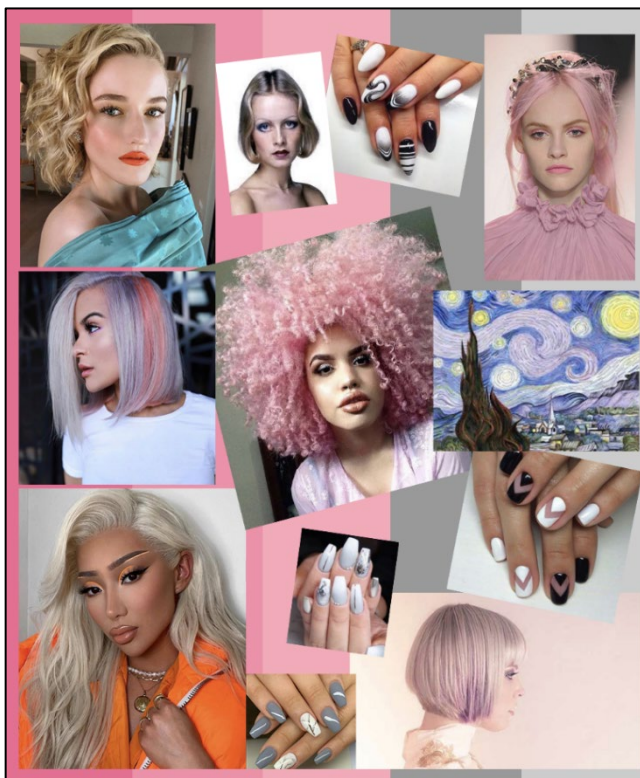
- Being Organised
- Demonstrating Hair Styling
- Demonstrating Nail Art
- Responding to a theme
- Personal Progression Plan



Why Study Hair and Beauty?

Students should study Hair and Beauty because:

- Hair and Beauty helps you to be creative, experiment with different styles and fashions, help others achieve the look they desire, express yourself artistically.
- Hair and Beauty helps you to develop your knowledge of hair styles, hair types and beauty techniques
- Hair and Beauty is a growing industry with a range of job opportunities such as: cosmetology in department stores, cruise ships, writing for magazines, hairdressing, spa therapists, working in film, TV, music and modelling or with celebrities, nail artistry.
- Hair and Beauty is well-known as one of the least stressful jobs.
- Hair and Beauty gives you an opportunity to experience practical hands-on learning.





BTEC Performing Arts



The Importance of Performing Arts

Learning music, dance and drama has wide-reaching benefits for students, providing them with the tools to think creatively, innovate and appreciate diverse cultures and backgrounds. Learning music, dance and drama has wide-reaching benefits for students, providing them with the tools to think creatively, innovate and appreciate diverse cultures and backgrounds.

The Performing Arts encourages students to explore their emotions, expand their imagination and helps them develop their own, unique voice. Each discipline of music, dance and drama engage a student's brain, body and emotions in different ways to encourage their confidence and find joy in self-expression.

We cannot underestimate importance of “emotional intelligence”, developing a creative mind and fostering personalities and imaginations as our students make their journey through school, to become happy and well-rounded individuals.

Portfolio-Based assessment

This way of assessment means the student will not have to retain information throughout the year and have to sit an exam. We create work packs for each unit and store the student's work in a portfolio which then will be marked by an external verifier. We support all individual needs and the students can manage their workload whilst being supported throughout.





Course Duration	Level 1 Award/ Certificate – x2 Academic Years
Assessment	Pass/ Merit/ Distinction
Assessment Requirements	Internally assessed and externally moderated portfolio of evidence (coursework based)
Units Studied	This qualification consists of 3 mandatory units and 3 optional units. Mandatory units: <ul style="list-style-type: none">- Being Organised- Personal Progression Plan- Acting in a Performance- Rehearsing for a Performance- Personal preparation for Performance

The BTEC Level 1 Introductory Award, Certificate and Diploma in Performing Arts are designed around practical skills and tasks that place an emphasis on learners demonstrating what they can do rather than what they know in theory. The qualifications give learners the opportunity to acquire and develop generic, transferable and sector-specific skills in order to complete tasks and demonstrate a level of achievement that enables them to progress to further learning.



BTEC Level 1 Introduction to Digital Media



The Pearson BTEC Level 1 Introductory in Digital Media has been designed primarily for young people who may wish to explore a vocational route throughout Key Stage 4, incorporating learners' interests, ideas and career or progression across the curriculum. It offers physical, hands-on creative activities using professional equipment and computer-based learning. Allowing students to become more confident in taking ownership of and responsibility for their own direction, work and choices.

Digital Media students gain a broad understanding of opportunities within the media sector and the type of skills needed to work in specialist roles within the media industry.

Digital Media also provides a vocational context in which learners can develop the knowledge and skills required for further study. There are no specialist pathways in this subject; this enables and encourages multidisciplinary practice and integration of the relevant skills that learners want to develop such as:

FILM TITLE: The Last Dinosaur

Shot Number: 1	Duration: 3	Shot Number: 2	Duration: 3
Shot Line: EXT. DINO LAND - DAY	Action: DINO LAND - DAY	Shot Line: EXT. DINO LAND - DAY	Action: DINO LAND - DAY
Camera: N/A	Dialogue: N/A	Camera: N/A	Dialogue: N/A
Sound: DINO LAND	Transition: CUT TO	Sound: DINO LAND	Transition: CUT TO
Shot Number: 3	Duration: 2	Shot Number: 4	Duration: 3
Shot Line: EXT. DINO LAND - DAY	Action: DINO LAND - DAY	Shot Line: EXT. DINO LAND - DAY	Action: DINO LAND - DAY
Camera: N/A	Dialogue: N/A	Camera: N/A	Dialogue: N/A
Sound: DINO LAND	Transition: CUT TO	Sound: DINO LAND	Transition: CUT TO



- **Teamwork**
- **Project work**
- **Presentation skill**
- **Analytical skills**
- **Creative development**
- **Developing and monitoring progress towards personal aims**



The BTEC Level 1 Introductory in Digital Media Award, Certificate and Diploma is designed to explore key fundamentals of creative media practice, learning how skills are integrated to create work. Digital Media students carry out the development of a full Creative media project, using creative practices including investigation, ideas communication, practical skills and development using working skills. They then will apply the skills they have developed throughout the programme to produce a proposal and practical response to a creative brief, that demonstrates their ability to manage a creative project, from inception to communication of outcome.



The BTEC Level 1 Introductory in Digital Media Award, Certificate and Diploma can be achieved over a 1 or 2 year course, learners follow the qualification that is most suitable for them.

Units of Study include:

Unit Title	Assignment Title	Assessment
Unit DM8: Layout Design for a Digital Product	Film Poster & Magazine Front Cover	Graded: Pass/Merit/Distinction Internally assessed and externally moderated portfolio of evidence (coursework based)
Unit DM5: Creating a Storyboard	Teaser Trailer Storyboard	
Unit A1: Being Organised	Teaser Trailer Shoot Planner	
Unit DM7: Producing an Advert	Film Teaser Trailer	
Unit A2: Developing a Personal Progression Plan	Next steps in your learning	

Please contact your child's Form Tutor or the Head of Middle School if you have any further questions.

