

INTRODUCING OPTIONS

Year 8 into Year 9

Summer 2018

W/C Monday 16th April	Introducing options leaflet sent out, with Options letter, Option form and information booklet
Wednesday 2nd May	Parent Evening and Options Event
Tuesday 8th May	Option Assembly with Year 8
Monday 14th May	Deadline for completion of Options Form
W/C Monday 2nd July	Confirmation given to all parents of option choices.

INTRODUCING OPTIONS

In Year 9 your child has to study:

- English
- Maths
- Science
- PE
- History
- Geography
- Spanish

and TWO other subjects from the following list:

- Art
- Catering
- Dance OR Drama
- Music
- ICT
- Media Studies
- Construction
- French

At the end of Year 9 your child will make further choices as to which subjects they will study to GCSE/BTEC level.

HOW SHOULD YOUR CHILD DECIDE?

You and your child need to think about:

1. What subjects do they find interesting?
2. What subjects do they have a particular talent in?
3. Any possible career plans they may have?

But whatever they choose does not stop them doing any course when they leave us at 16 and go to college or on to apprenticeships.

ATTENDANCE

Good attendance is vital for good examination grades. Missing 2 days means missing 3 HOURS of GCSE English and Maths.

An attendance rate of even 90% means your child will be missing 38 GCSE English and Maths lessons in a year.

FINAL CAUTION

1. If your child picks an option very few students pick then we may have to cancel the option and your child will be asked to re-opt.
2. If your child picks an option which is very, very popular the option may be full and your child may have to re-opt.

OPTION CHOICES

ART

Course:	Edexcel GCSE Art and Design
Areas of study:	Students will develop their skills in 2D and 3D techniques such as clay, mixed media, print making, sculpture, painting and drawing using a variety of materials.
Assessment:	For their Art portfolio students will need to produce a minimum of 2 pieces of coursework (2D or 3D) and a number of back up work pieces such as sketchbooks and samples. Students will have a practical exam at the end of the course. Coursework is worth 60% and exam 40% of the final grade.
Important Information:	There will be opportunities to visit museums and art galleries and take part in workshops with visiting artists. There will be a final exhibition of the work at the end of the course.

MUSIC

Course:	RSL is a vocational course and is similar to BTEC in that students will receive a Pass, Merit or Distinction following successful completion of the course. It is the equivalent to a GCSE for students. RSL is more a vocational music course than the traditional GCSE, allowing students with a passion for performing to excel. The course is divided into four units, Live Music Performance, Instrumental Study, Music Rehearsal Skills and Music Style Development.
Assessment:	All units are internally assessed with the exception of Live Music Performance which involves students performing 15 minutes worth of material to an audience as a group, soloist or a combination of both of these.
Important Information:	Students who wish to choose this as an option should be a confident musical performer who would be happy to participate in numerous performances and rehearsals outside the school curriculum.

DANCE and DRAMA

Course:	BTEC Tech Award in Performing Arts
Areas of study:	BTEC Level1/ Level 2 Award in Performing Arts This will consist of three assessment components. Component 1 - Exploring the Performing Arts - this is an internally assessed examination. To develop as a performer you will need a broad understanding of performance work and influences. To gain a realistic overview of performing arts repertoire, you will learn about the skills and techniques of singing, dancing and acting. This component will help you to understand the requirements of being an actor, dance or musical theatre performer across a range of performances and disciplines. You will develop knowledge and understanding of a range of performance styles and disciplines. You will look

at elements such as roles, responsibilities and the application of relevant skills and techniques.

Component 2 - Developing skills and techniques in Performing Arts
Working as a performer requires the application of skills, techniques and practices that enable you to produce and interpret performance work. In this component, you will develop performance skills and techniques. You will have the opportunity to specialise in the following disciplines: dance. You will take part in workshops and classes where you will develop technical, practical and interpretative skills through the rehearsal and performance process.

Component 3 - Performing to a Brief
Live performance can happen in a number of places and for a range of reasons. For example, you may perform in a traditional performance space to an audience, this could be to communicate ideas about a particular theme or issue, or you may be part of a group that tours a performance to a community setting, such as a local school to teach a young audience a safety message. In this component, you will have the opportunity to respond to a brief.

Assessment	Throughout the course, students will be expected to work as a professional dance company, creating and performing pieces in regular showcases. Practical assessment will take place both within lessons and through participation in performance showcases. Written assessments will take the form of technique diaries, in-depth self-evaluations and a 3-hour written assignment.
Important Information:	Students will be expected to perform in front of a range of audiences as part of the assessment process. Students will cover a diverse range of dance styles and must participate in all workshops. All students taking the BTEC dance course will be expected to bring appropriate dance kit to every lesson, this will include leotard and footless tights as well as working bare-footed. If you are not willing to perform in front of an audience, this is not the course for you.

MEDIA STUDIES

Course:	Edugas GCSE Media Studies 1 - 9
Areas of study:	Media is now all set texts that the exam board has set out for students to study and analyse. In the new component strands students look at Quality Street advertising and the This Girl Can marketing campaign. Film Posters – Bond File Spectre. Magazine Analysis GQ & Pride magazine. Crime Drama unit we focus on the first episode of Luther. Within these texts we look at audience, industry issues, Representation, media language and a new historical element to the study.
Assessment:	70% Exam. There will be two exams set. One will be about media language, representation. Exam two will focus on media forms and products. 30% on the course is made up of the coursework element and the details of this is set out by the exam board at the start of the course.
Important Information:	Written work is more extensive than year 9 as textual analysis is at the heart of the course now. Although there is no written essay for coursework the expectation is that you take your learning of this subject into the exam with you. Pupils will need to take their own pictures for their practical work. You are

not allowed to take pictures from the Internet to use, they must be original from the student. This is mandatory and you must take it into consideration before you opt for this subject.

ICT / COMPUTING

Course	Level 1/2 Cambridge National Certificate in ICT
Areas of Study	<p>In unit R002 students will study the computer system on which application software sits and consider the implications of working with data to create content, while in this unit they will work with 'office' applications software to edit and format/create content to meet specified business purposes.</p> <p>R005 will enable students to demonstrate their creative flair by combining multimedia components to create a vibrant, energetic or stimulating www, webpage, or interactive product.</p> <p>R007; 21st century technology such as gaming technologies, mobile phone apps, media marketing technologies and web-based technologies make great use of dynamic specialist technologies to differentiate their products for the end user. This unit will enable learners to develop the knowledge, understanding and skills that would be expected in creative media industries such as advertising, music and online marketing. Students will have the opportunity to learn about dynamic products such as music recordings and/or mixes; video/media news clips and animation for webpages before going on to create their own dynamic product.</p>
Assessment	<p>The OCR Level 1/2 Cambridge National Certificate in ICT consists of four units.</p> <p>R001: Understanding computer systems. This is a written exam paper 1 hour (25% of total marks).</p> <p>R002: Using ICT to create business solutions, this is a controlled assessment, the context is set by the exam board – 60 marks (25% of total marks).</p> <p>R005: Creating an interactive product using multimedia components, this is a controlled assessment, the context is set by the exam board – 60 marks (25% of total marks).</p> <p>R007: Creating dynamic products using sound and vision, this is a controlled assessment, the context is set by the exam board – 60 marks (25% of total marks).</p>

CATERING

Course:	GCSE Food Preparation
Areas of study:	<p>Students will develop skills such as making different types of pastry, cake decorating, baking with rich yeast dough and cooking safely with high risk foods. Students will also learn how to present dishes for a paying customer. This will involve testing flavours, checking consistency and decorations/garnishes.</p>
Assessment:	<p>The GCSE consists of 2 practical exams, the subject of which will be set by the exam board. One exam is 2 hours cooking two courses for two people and the other exam is 4 hours cooking four dishes, two of which pasta and two being rice bases. Coursework is worth 60% and the written exam is worth 40%.</p>

FRENCH

Course: GCSE French

Areas of study:

Speaking – Students will develop their skills by taking part in conversations and longer presentations, using the three tenses and demonstrating good pronunciation.

Reading – Students aims at being able to understand longer passages, picking out the main points, specific details and opinions. They are also expected to work out the meanings of new words and phrases.

Writing – Students learn to write confidently and at length, describing past, present and future events. They also learn how to change phrases to enable them to write about new topics.

Listening – Students can recognise and respond to spoken passages and can pick out the main points and details.

Assessment: Students will be assessed in the four skills mentioned before