

KS4 Pathways 2017 Subject Pages

Contents



Core Subjects

GCSE English Language GCSE English Literature GCSE Mathematics

GCSE Science (Double Award)

EBacc Subjects

GCSE French GCSE Geography GCSE History

Option Choices

GCSE Art

GCSE Computer Science

GCSE Dance

GCSE Design - Food Technology

GCSE Design Technology/Technical Award Materials Technology

GCSE Drama

GCSE Music

GCSE Philosophy & Ethics

GCSE Physical Education/BTEC Sport

GCSE Science (Triple Award)

BTEC First Award in Business

BTEC First Award in Creative Digital Media Production

BTEC First Award in Information and Creative Technology

TECHNICAL AWARD: Textiles

TECHNICAL AWARD: Visual Communication

GCSE English Language (Core)



Overview

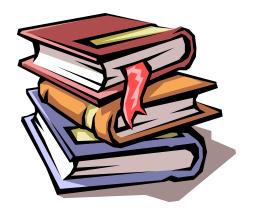
All students will study the new specification for GCSE English Language.

The English Language course offers a range of opportunities for students to develop the necessary literacy skills for the 21st Century.

Course Requirements

Students will be required to read and create a range of non-fiction and fiction material, write a text to a specific purpose, audience and format. Students will explore a range of literary fiction and literary non-fiction extracts. They will also participate in a speaking and listening activity.





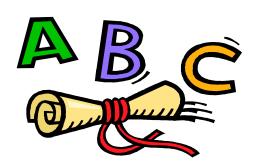
Method of Assessment

Students will be constantly assessed over the two year course. The Speaking and Listening task will be completed in school under controlled conditions; other elements of the course will be tested by external examinations.

Course Content

Units for these courses will include:

- Explorations in creative reading and writing.
- Understanding a writer's viewpoints and perspectives.



For more information speak to Miss Ellis

GCSE English Literature (Core)

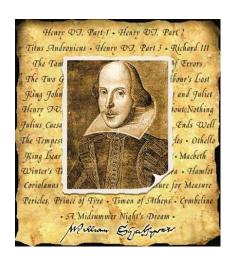


Overview

This course will help students to appreciate, analyse and explore a wide range of contemporary and heritage texts. These texts will include poetry, prose and drama.

Course Requirements

All students will take the course. Students will be required to analyse, interpret and compare a variety of texts.





Course Content

Units for this course will include:

- 19th Century Prose The Sign of Four, or A Christmas Carol
- Shakespeare Macbeth
- Poetry Love and Relationships or Power and Conflict.
- Modern Text An Inspector Calls

For more information speak to Miss Ellis

GCSE Maths (Core)

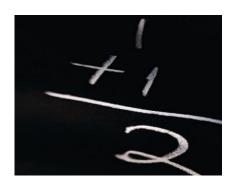


Overview

In Year 10, students will continue to follow the new AQA 9-1 GCSE course with the tier of entry being determined by the results obtained up to the end of Year 9. This will be reviewed on a regular basis through assessment and monitoring of progress. In year 11 they will complete their studies and results will be solely based on the terminal examination in the Summer of Year 11.

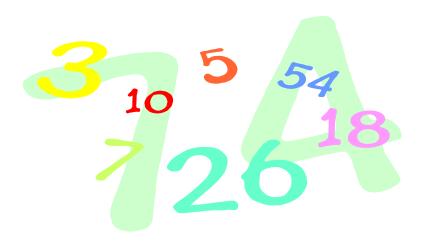
Course Content

All students will be taught the topics relating to the areas of shape, algebra, number, proportion and statistics. A scientific calculator and maths set is required for all lessons.



Method of Assessment

There will be an examination in May or June of year 11. This will consist of 3 papers two of which are calculator papers and one non-calculator paper. Each paper has an equal weighting and last for 1 hour 30 minutes. Students will be entered for the appropriate tier in discussion with the teacher. There is no coursework.



For more information, speak to Mr Wall

GCSE Science Double Award (Core)



Overview

All students must study Science in Years 10 and 11.

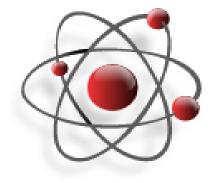
All students who do not pick triple science will complete GCSE Core Science in Year 10 and Year 11 to achieve a grade between 9-1. From 2016 GCSE Science will run in a linear style, with all exams coming at the end of year 11. Science will continue to be awarded as **TWO** GCSE grades.





Method of Assessment

100% External examinations Compulsory investigations to be completed during the course



Course Content

The GCSE Science courses are each made up of units of Chemistry, Biology and Physics.

For more information speak to Mr Coe or Mrs Cook

GCSE French



Why study French?

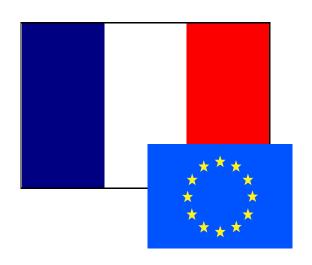
Learning a foreign language is a great thing to do. Languages are about having fun, getting to know new people and different ways of life.

Why should you take a foreign language at GCSE?

- You will be able to share your interests and opinions with other people.
- You will learn about the countries where the language is spoken.
- You will add an international dimension to your portfolio of qualifications, which many future employers and higher education providers are looking for.
- You will improve you communication skills as well as your confidence to speak in public and your problem-solving skills will be enhanced – skills which are useful in a wide range of careers.

Course Content

In Key Stage 4 you will further explore some topics you touched on in Key Stage 3 and you will meet a number of new topics. The 3 main themes are 1) Identity and Culture 2) Local, national and international areas of interest and 3) Current and future study and employment.



Method of Assessment

You will have the opportunity to take French to GCSE level in all four skills areas – listening, speaking, reading and writing – just as you have been assessed throughout Key Stage 3. <u>Most of the grammar required for GCSE has been learnt by the end of Year 9.</u>

The new specification starts in 2016 and first examinations will be in 2018. It does not include any controlled assessments. 100% of the course is exam based. The breakdown is as follows:

•	Listening exam	25%
•	Speaking exam	25%
•	Reading exam	25%
•	Writing exam	25%



For more information speak to Mr Hockey or Mrs West

GCSE Geography



Why Study this?

If you have an interest in the world you live in, the challenges it faces and your place within it then read on. This modern and exciting course will deepen your understanding of geographical processes and illuminate the links between people and places. Geography enables young people to become globally and environmentally informed whilst also equipping them with a range of skills to support them in their further studies and career.

Course Requirements

- The main requirement is that you have an interest in this subject.
- Secondly, that you are hardworking, keen and committed to this course.



Method of Assessment

There are 3 assessments at the end of the 2 year course, paper 1 and 2 are both worth 37.5% each and paper 3 is worth 25% of your total GCSE:

- Paper 1: Global Geographical Issues
- Paper 2: UK Geographical Issues
- Paper 3: People and Environment issues

Course Content

<u>Topic 1 – Global Geographical Issues</u>

This will look at the challenges facing our planet such as hazardous events and climate change, poverty and development, urbanisation and megacities.

Topic 2 – UK Geographical Issues

This will look at the physical and human processes which have shaped the country in which we live such as the evolving landscape and the changes to our rural and urban areas. You will complete independent research and a fieldwork study of an area.

Topic 3- People and Environment Issues

A decision making and synoptic topic which develops your knowledge and understanding of the interactions between people and environment on a variety of levels. You will be asked to reach your own justified conclusions about geographical issues.

For more information speak to Miss Allen or Mr Tamkin

GCSE History

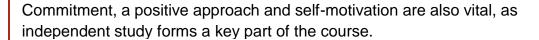


Why Study this?

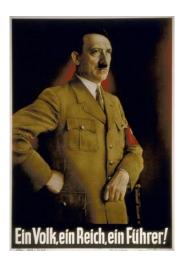
At GCSE we build aim on prior knowledge and skills built up in KS3 and extend students' understanding of History throughout a wide range of time periods and topics. These topics include Weimar and Nazi Germany 1918-1939 and Medicine through Time. In addition, you will learn about the power of Kingship in the early medieval period and the settlement of the American West in the 19th Century.

Course Requirements

To be successful, you will need an enthusiasm for History. Excellent reading and writing skills are also essential. During the course, you will be building on your existing skills, with an increased focus on source analysis and evaluating historical fact and opinion. An inquisitive mind is a useful attribute!





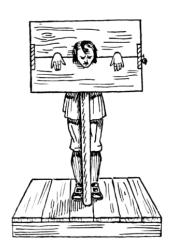


Method of Assessment

There are three examination papers:

Paper 1: 1 hour 15 minutesPaper 2: 1 hour 45 minutes

• Paper 3: 1 hour 20 minutes



Course Content

<u>Paper 1 - Medicine in Britain, c1250-present (Thematic Study) and The British sector of the Western Front, 1914–18: injuries, treatment and the trenches (Historic Environment Study).</u>

The changing nature of Crime, Law, Order and Punishment from the medieval era through to present times. In-depth look at the East End of London around the time of Jack the Ripper.

<u>Paper 2 – The American West (Period Study) and The Reigns of King Richard I and King John, 1189-1216 (British Depth Study)</u>

Early settlement of the American west, plains Indians and conflict/Kingship and power in early medieval England including the crusades.

Paper 3 – Weimar and Nazi Germany, 1918-39 (Modern Depth Study)

Crisis in Germany after WW1, the rise of Hitler and life in Germany under Nazi control.

For more information speak to your History Teacher

GCSE Art



Why Study this?

Creative thinking is a transferable skill and viewed favourably by any employer, no matter what the career area. Studying GCSE Art will provide you with a broad awareness of the relationship between Art & society in addition to enhanced fine motor skills, imaginative processes, aesthetic awareness, communication skills and problem solving qualities. These skills are vital in so very many roles, from Chef to Architect, Games Designer, Wedding Planner, Fashion Photographer... Creativity shows us how to think in new ways, be original and be valued. GCSE Art at Latimer has creativity embedded at the core and makes Art education a fun way to expand your knowledge and skills.

Course Requirements

Learners must be motivated, committed and have an enjoyment of the subject. The workload is substantial and fast paced and requires independent thinking, but those who enjoy creativity and risk taking will really enjoy what the course has to offer.



Method of Assessment

The portfolio of coursework constitutes 60% of the overall grade, the final exam establishing the other 40%. All submitted work is assessed internally by teaching staff and then moderated by a visiting member of the Exam awarding body.

Course Content

Students spend Year 10 building up a portfolio of coursework, encompassing some extended and some shorter units of work, in addition to experimental workshops and skills based lessons. Units of work may focus on particular Art styles/movements/cultures, nominated artists or simply embrace materials, processes and techniques. Contact with a wide range of 2D and 3D media such as painting, drawing, printmaking and sculpture will be offered. Students will become involved with independent research and enquiry throughout the course.

For more information speak to Mrs Ashcroft or Miss Skelton

GCSE Computer Science





Concept 3

evelopment

Why Study this?

Computing and computer technology are part of just about everything that touches our lives from the cars we drive, to the movies we watch, to the ways businesses and governments deal with us.

GCSE Computer Science explores the principles of digital technology and way of working that's called 'computational thinking', with coding as a core part of the course. You've got to be able to think logically, solve puzzles and be tenacious when the going gets tough. But it is also really creative and you'll experience a real buzz out of getting something to work yourself, especially when programming.

Course Content

Unit 1: Computer systems

- Systems Architecture
- Memory/Storage
- Wired and wireless networks
- Network topologies, protocols and layers
- System security
- System software
- Ethical, legal, cultural and environmental concerns

Unit 2: Computational thinking, algorithms and programming

- Algorithms
- Programming techniques
- Producing robust programs
- Computational logic
- Translators and facilities of languages
- Data representation

Unit 3 Programming Project

Learners will need to create suitable algorithms which will provide a solution to the problems identified in the task. They will then code their solutions in a suitable programming language. The solutions must be tested at each stage to ensure they solve the stated problem and learners must use a suitable test plan with appropriate test data.

- Programming techniques
- Analysis
- Design
- Development
- Testing and evaluation and conclusions





Unit 1 - Computer Systems: Written Paper (1½ hours) 40% of total GCSE grade

Unit 2 - Computational thinking, algorithms & programming: Written Paper (1½ hours) 40%

Unit 3 - Programming Project: Practical coursework, controlled assessment (20 hours) 20%

For more information speak to Miss Brooks

GCSE Dance



Why study this?

"It can speed up your heart rate, it can enliven your being, it can change your life".

Richard Alston CBE

Dance is a powerful & expressive subject which will help develop creative, imaginative, physical, emotional and intellectual capacities. It will also help to:

- develop skills in performance, choreography and critical appreciation
- develop confidence and self-esteem
- promote fitness and well-being
- support learning across a range of subjects.

Course Content and Assessment

There are two components in Dance GCSE



Component 1: Performance and choreography (60%)

All work for this component is assessed by your teacher and moderated by an external examiner.

Performance (30%)

- You will perform three set phrases (set by the exam board) through a 1 minute **solo** performance.
- You will also dance in a duet/trio performance lasting 3½ 5 minutes. This will be choreographed in collaboration with your teacher.

Choreography (30%)

- You will choreograph **either** a solo or group dance where you must respond to an externally set stimulus and keep a choreographic log alongside a programme note about your dance.
- Solo (2-2 ½ mins) Group (3-3 ½ mins)

Component 2: Dance appreciation (40%)

The Future:

GCSE Dance shows a prospective employer, school or college that you are a well-rounded individual with a wide variety of interests, who is able to work co-operatively and sensitively as part of a team. You will prove yourself to be a creative thinker and this qualification might lead you into studying A Level Dance.

For more information speak to Miss Gallon or Mrs Ilersic

GCSE Design: Food Preparation and Nutrition



Why Study this?

This is a new and engaging course that provides students with the opportunity to be inspired and excited about food whilst discovering more about food traditions, nutrition and diet. The course consists of an equal balance between practical cookery lessons and ICT based theory lessons. Learners must be motivated, committed and have an enjoyment of all aspects the subject.

Course Requirements

- Learners must have a knowledge of good health and safety practice.
- They must be able to demonstrate competence in a range of practical food skills, methods and processes to produce quality outcomes.
- Good time management and personal organisation skills are essential if course deadlines are to be met successfully.



Method of Assessment

- **Paper 1**: A written exam paper on theoretical knowledge of food preparation and nutrition accounts for 50% of the overall GCSE mark.
- **Non-Exam Assessment**: A written report and electronic portfolio of practical work will account for the other 50% of the GCSE.



Course Content

The course covers the broad field of food science and students will learn about the functional and nutritional properties of ingredients. Some of this learning will be carried out in a practical kitchen environment where students will have the facilities to investigate and experiment with recipes, techniques and processes.

The learning of food preparation skills will be integrated into five core topics:

- Food, nutrition and health
- Food science
- Food safety
- Food choice
- Food provenance

To reduce costs and meet food safety standards, the College will initially order the ingredients centrally for practical lessons. As students begin the project for the non-exam assessment, they will be required to provide some of their own ingredients and recipes for practical lessons.

For more information please speak to Mrs Ashcroft

Design & Technology

Why Study a Design course?



A Design and Technology course will prepare students to participate confidently and successfully in an increasingly technological world. Students will get the opportunity to work creatively when designing and making and will apply technical and practical expertise. Following receipt of your application Mrs Ashcroft and the Design team will help you to decide which the best qualification for you is.

GCSE Design & Technology

Course Requirements



An interest in designing is essential, with the ability to produce high quality graphic and practical work. An aptitude to learn to work with design computer packages and a positive approach to independent study and the learning of theory content is essential.

Course Content

- Become proficient using CAD/CAM to produce designs and 3D models.
- Study various aspects of designing Materials and Components, Applications, Design and Market Influences, Processes and Manufacturing, etc.

Method of Assessment

- Unit 1: A written paper is worth 50% of the GCSE mark.
- Unit 2: A portfolio of work including manufactured pieces, worth 50% of the GCSE mark.

OF

TECHNICAL AWARD: Materials Technology

Course Requirements

An aptitude for practical work, a good imagination, confident creative thinking and a keen interest in Workshop based skills is essential.

Method of Assessment

Learners will complete three mandatory units (one externally assessed and two internally assessed), spread across 120 guided learning hours.

Course Content

- **Unit 1: Skills demonstration:** Learners undertake a number of mini projects that will allow them to be assessed against 12 practical skills. 30% of the GCSE mark.
- **Unit 2: Extended making project:** Learners will produce a made outcome in addition to a small portfolio to evidence the planning, development, testing and evaluation stages. Worth 30%.
- Unit 3: Fundamentals of Materials Technology: Written exam: 1 hour 30 minutes. Worth 40%.

For more information about either of these courses speak to Mrs Ashcroft

GCSE Drama



Why Study this?

Studying Drama is not just about acting and theatre; many employers in very different areas of work are encouraged by qualifications in Drama as the skills, developed through practical work, transfer well to all aspects of professional life. Self-confidence, presentation skills and the ability to work in groups are all transferable to the world of work. The GCSE Drama course is fun, challenging and a brilliant way to express your opinions through one of the most accessible performing arts.



Course Content and Assessment

Component 1: Understanding Drama

Through the study of this unit, Drama students will learn and develop a range of key skills and strategies to assist them as they study and explore a play from a choice of six texts. Students will also analyse and evaluate the work of live theatre makers and will see live theatre as part of the course. This unit is assessed through an open book written examination and is worth 40% of the GCSE.

Component 2: Devising Drama

This unit explores the process of creating devised drama. Students will create original pieces for a performance. Practical workshops that explore different styles and practitioners, from Stanislavski to Frantic Assembly, will be undertaken. Students will work in groups to create their original piece and a devising log book will be created to support the practical work. This is an exciting and creative aspect of the course. This unit is assessed through a performance and is worth 40% of the GCSE.

Component 3: Text in Practise

This unit focuses on performance skills. Students will explore a play text and perform 2 extracts of this play for examination. The focus is on acting and performance, with an option to do design rather than acting if more desirable to the individual. This unit uses all of the skills gained over the course and is a really interesting and creative unit. This unit is assessed through performance and is worth 20% of the GCSE.



The Future

The GCSE Drama course is the perfect preparation for further education within the Performing Arts. It focuses on confidence, performance and presentation skills which are fully cross curricular and develops transferable skills which are relevant to many occupations.

For more information speak to Mrs Jaremczenko-Dye

GCSE Music

LatimerArts College

Why Study this?

This course is for you if:

- You enjoy performing music.
- You have an enquiring mind.
- You enjoy composing your own music.
- You like working individually, in a small group and as a larger ensemble.
- You like understanding and recognising a wide range of music.
- You like to use music technology to record and develop your ideas.



Course Requirements

You need to be able to perform musically and fluently. This can be on <u>any</u> instrument from voice to keyboard, clarinet to drums and all the rest in between!



Method of Assessment

- Controlled conditions coursework (composing and performing)
- A listening exam 1 hour 30 minutes.

Course Content

Areas of Study:

AoS1 - My Music

AoS2 - The Concerto through Time

AoS3 - Rhythms of the World

AoS4 – Film music

AoS5 - Conventions of Pop

Integrated Portfolio 30%	Practical Component 30%	Listening and Appraising Exam 40%
Coursework	Coursework	Exam
A performance and composition chosen by the student.	Perform in a group. Produce compositions based on externally set briefs	A listening exam (using a CD), assessing knowledge and understanding from AoS2, 3, 4 and 5

For more information speak to a member of the Music Department

GCSE Philosophy and Ethics



Why Study this?

Philosophy and Ethics is a rich and diverse subject celebrating the beliefs, values and traditions of our multi-cultural society. The subject gives young people the opportunity to question the way they live and challenges the decisions they have to make; it is important for everyone, irrespective of personal beliefs. The course is designed to promote the spiritual, moral, cultural and social dimensions of the whole self.

Philosophy and Ethics deals very much with people and ideas and this helps where relationships are concerned throughout all aspects of life, e.g. school, home, work. The subject is particularly useful for careers involving working with people, not least medicine, teaching, social work and the emergency services. It can also open up areas of art, music, literature, film and drama which cannot be fully appreciated without an understanding of religion and diverse cultures and beliefs.

Course Requirements

Students should be prepared to listen to others and see things from other people's points of view. Students should also be prepared to give their own justified opinion and construct a reasoned argument.

Method of Assessment

Students will study units where religion can come into conflict with various aspects of life. There are three exams in Year 11. **There is no coursework.**

Course Content

Students will study three exams.

Component 1: Christianity Component 2: Philosophy and Ethics Component 3: Islam

Students will study a wide variety of topics that involve questioning the world that we live in.

Some of the questions we will investigate are:

- Is abortion, euthanasia, suicide or animal experimentation wrong?
- When does life begin?
- Do we have the right to end life?
- Should marriage be forever?
- Can people justify divorce?
- Should contraception be allowed?
- Does God exist?
- What happens when we die?
- Is war always wrong?
- How should we treat criminals?
- Is the death penalty morally acceptable?
- Why is there suffering in the world?
- · What is evil?

If you have any questions, please speak to Mrs Murdoch or Mr Corrigan for more information

GCSE PE and BTEC SPORT



Why Study these courses?

Both courses offers exciting opportunities to be involved in a range of physical activities from team games to individual activities, allowing you the opportunity to demonstrate your performance whilst also learning the key theory concepts. Following receipt of your application, Mr Hallett and the PE team will help you to decide the best qualification for you.

GCSE Physical Education (PE)

Course Requirements

This course is best suited to students who have an **excellent** practical ability across a range of sports and have a keen interest to learn about the theory of the world of sport.

Course Content

Theory work covers health, fitness, training, diet, body systems and the benefits of exercise. The teaching and learning of these topics is done both in the classroom and practically, allowing you to understand ideas such as methods of training for improvement in sports.

Method of Assessment

The practical element of the course makes up 40% of your marks and your three best marks will be submitted. One of these must be from a team sport and one from an individual sport. You will also submit an analysis and evaluation piece of coursework on your own performance. 60% of marks are from two theory exams taken at the end of Year 11.

OR

BTEC First Award in Sport



Course Requirements

This will suit anyone with an interest in the world of sport who is well motivated. Students also need to have an interest in learning about the theory behind successful performance.

Course Content

Theory work covers a wide variety of topics including fitness testing, psychology of sport, leadership and practical sport looking at the skills, techniques and tactics involved in performance.

Method of Assessment

One unit is externally assessed (1 hour Online exam). The other three units are coursework based. You will undertake a number of assignments working towards a Pass, Merit or Distinction. The assignments will be both practical and theory.

For more information about either course speak to Mr Hallett

GCSE Science Triple Award



Why Study this?

Due to the demands and content of this course, this pathway will only be offered to students who:

- Have excelled in Science throughout Key Stage 3.
- Have a genuine aim of studying one or more Science subjects at A Level.
- Have ambitions of undertaking a career in a Science-based area.

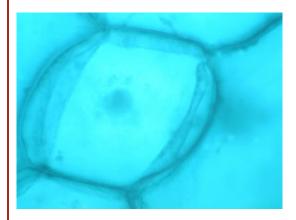
By taking Triple Science, students study the individual subjects of Biology, Chemistry and Physics and will gain 3 GCSEs.

Course requirements

Students will be invited to study Triple Science via a letter from their Science teacher if they are suitable for this course.

If pupils take up the invitation, it will count as one of their preferences from the pathways available to them.





Method of Assessment

Triple award will result in the students obtaining separate GCSEs in Chemistry, Biology and Physics. Each of these GCSEs is made up of:

- 100% External examinations
- With compulsory scientific investigations in lessons.

Course Content

Each of the separate GCSEs is broken down into a number of subject-specific units to be completed over the two years of study. See your Science teacher for more details about these units.

Triple award scientists will use their Double Science time from the core column and must state a preference for Triple Science in the option column.

Year 9 teachers will discuss with individual students the most appropriate route for them. However, <u>only students that are invited to study Triple Science will be eligible for this option.</u>

For more information speak to Mr Coe or Mrs Cook

BTEC (Level 2) First Award in Business



Why Study this?

This course will provide an engaging and stimulating introduction to the world of Business. Learners will develop key enterprise and financial skills and knowledge necessary to enable them to understand how businesses recognise opportunities and build on them to succeed. Learners will understand how a business makes and manages its money and plans for the future. This course will encourage learners to develop their people, communication, planning and team-working skills, all of which are essential skills when working in a business environment.



Course Requirements



Students who opt for this course believing it is "easy" will have a huge shock. There will be a huge amount of pressure on students to meet strict deadlines and to complete work in their own time.

Students who choose this course must show a high level of commitment and dedication; they must have a strong interest in the Business world and how businesses are run; they must also have an interest in keeping up to date with current affairs by reading newspapers and watching the news.

Method of Assessment

This is a vocational qualification where learners develop knowledge and understanding by applying their learning and skills in a work-related context.

Three out of the four units will be assessed in the form of written assignments, made up of a combination of written work, presentations, role plays and practical assessment.

The fourth unit will take the form of an online assessment where students will be tested on their financial knowledge.



Course Content

In Unit 1, you will plan an idea for a realistic business start-up in your local area, based on research. You will then present the business model and plan.

In Unit 2, you will explore the types of cost that businesses incur, from start-up to running costs. You will then explore the ways in which the sales of products and services generate revenue so you can develop your understanding of profit.

For more information speak to Mr Arnold

BTEC Creative Digital Media Production



Why Study this?

We are bombarded with images and a huge variety of information through media such as TV, social networking, film, advertising and music. This course enables you to understand this language, to become empowered and aware. This course is designed to make you think more deeply about how media texts affect us all.

You will study a variety of digital media sectors such as Publishing, Websites and Moving Image, discovering how they shape opinion and influence audiences.

The aims of the course:

- Help you to understand the influences that various media industries have on our lives, to realise
 how digital media sectors operate and the "tricks" they use to make audiences consume their
 products and buy into lifestyles.
- Develop analytical skills and critical thinking by looking at issues and texts that are relevant to you and to the world in which you live.
- Develop practical skills by using a range of technical equipment, including movie cameras and a variety of computer software.
- Develop your creativity and your ideas and give you the opportunity to make your ideas become a reality.

Method of Assessment

Each Unit is worth 25% and the qualification is made up of 4 units, 2 Core and 2 Optional.

COURSE CONTENT

Digital Media Sectors and Audiences – in this unit, learners will explore the digital media industry and all five key sectors that fall under it (Digital Moving Image, Digital Audio Production, Digital Publishing, Website Production and Digital Games Production). They will also explore the different types of audiences and how audiences can engage with each sector.

Planning and Pitching a Digital Media Product – in this unit, learners will use their verbal, written and visual communication skills to enable them to formulate, develop and pitch ideas of a product that they then plan to produce.

Digital Moving Image Production – in this unit, learners will investigate key features of digital moving image productions, including structures, generic conventions and audience address, in preparation for the making of a film or video.

Digital Publishing Production – in this unit, learners will gain the knowledge and skills required for the design and development of digital publishing products. They will also have an overview of how to source materials and then combine them. Learners will organise and manage the production of a digital publishing product.

For more information speak to Miss Mistry

BTEC First in Information and Creative Technology



Why Study this?

The study of ICT provides an insight into the significance and relevance of computers, applications and communications in the work environment and everyday life. ICT is used in areas as diverse as manufacturing, education and medicine, and ICT skills are valued in virtually all areas of business and society.

Course Content

Unit 1: The Online World

How do websites work? How do emails reach your computer? How does the use of computer applications affect your daily life? This unit provides an introduction to the modern online world. This unit will help learners understand the main technologies and processes behind the internet. You will explore a range of digital devices such as smart phones and digital music players and consider the technology that enables these devices to share and exchange information. The unit is essential if you are considering a career in the IT sector.

Unit 3: Using Digital Tools

You will learn how to create a digital portfolio that includes a series of web pages with links to content you have created. You will learn how to make use of multimedia assets such as images, sound and video to make your portfolio appealing and engaging. For this unit the digital portfolio will have a clear purpose and audience to show them who you are and what you are capable of and a structure that is logical and easy to navigate and in a format that can be uploaded and viewed on the web.

Unit 6: Creating digital Graphics

Graphics are used to communicate messages in every part of our lives, such as advertising, music, fashion, interior design and architecture. You will investigate a range of applications and features of existing graphic products and consider their purpose and audience. You will apply some of what you discover to your own digital graphics products. You will design, create and test graphic products in a similar way to how it is done in industry and be introduced to the technology and techniques used by professionals.

Method of Assessment

Unit 1 The online World: Exam

Unit 3 Digital Portfolio: Coursework unit

Unit 6 Digital Graphics: Coursework unit

Unit 9 Spreadsheet Development: Coursework unit

For more information speak to Miss Brooks

TECHNICAL AWARD: Textiles



Why Study this?

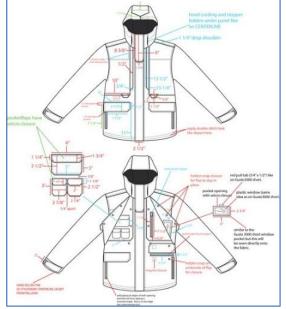
This Level 2 Technical Award will enable learners to develop skills in making high quality products using textile materials. Learners will be expected to make a range of products, prototypes and samples, applying technical and practical expertise to ensure that the product is fit for purpose. They will have the opportunity to use traditional skills and modern technologies. Learners will also gain an understanding of commercial practice and potential career opportunities in the fashion and

textiles industries.

Course Requirements

- An aptitude for practical work
- A good imagination
- Confident creative thinking
- A keen interest in Textiles







Method of Assessment

Learners will complete three mandatory units (one externally assessed and two internally assessed) spread across 120 guided learning hours.

Course Content

Unit 1: 30% Skills demonstration

Learners undertake a number of mini projects that will allow them to be assessed against 12 practical skills.

Unit 2: 30% Extended making project

Learners will produce a made outcome in addition to a small portfolio to evidence the planning, development, testing and evaluation stages.

Unite 3: 40% Fundamentals of Fashion & Textiles

Written exam: 1 hour 30 minutes

Section A: 20 multiple choice questions (20 marks) Section B: Mixture of exam questions (76 marks)

For more information speak to Miss Bull or Mrs Cowley

TECHNICAL AWARD: Visual Communication



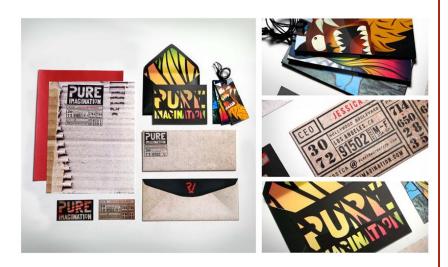
Why Study this?

This Level 2 Technical Award will enable learners to develop skills in making high quality promotional materials, including packaging. Learners will be expected to make a range of products, prototypes and samples, applying technical and practical expertise to ensure that the product is fit for purpose. They will have the opportunity to use traditional skills and modern technologies. Learners will also gain an understanding of commercial practice and potential career opportunities in the industry.

Course Requirements

- An aptitude for practical work
- A good imagination
- Confident creative thinking
- A keen interest in Graphic design





Method of Assessment

Learners will complete three mandatory units (one externally assessed and two internally assessed) spread across 120 guided learning hours.

Course Content

Unit 1: 30% Skills demonstration

Learners undertake a number of mini projects that will allow them to be assessed against 12 practical skills.

Unit 2: 30% Extended making project

Learners will produce a made outcome in addition to a small portfolio to evidence the planning, development, testing and evaluation stages.

Unite 3: 40% Fundamentals of Visual Communication

Written exam: 1 hour 30 minutes

Section A: 20 multiple choice questions (20 marks) Section B: Mixture of exam questions (76 marks)

For more information speak to Mr Weller