

Oasis Academy Brightstowe

Options Information Pack

2023-24



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Changes to GCSEs and approved qualifications

What are the changes to GCSEs and approved qualifications?

GCSEs and other qualifications have changed considerably over the past few years, with new specifications, new assessments and new grading systems. This booklet will hopefully explain to you these changes.

What are the new GCSEs and approved qualifications?

New GCSEs and approved qualifications began in 2015 and have now been rolled out across all subjects. This means that the subjects studied have new specifications, which can be very challenging. These new specifications tend to have more exams and less coursework/controlled assessments (although this is not always the case – please see the subject information for more details about this). They are also graded differently. Students no longer get a letter from A*-G, they now get a number from 9-1 (please see the diagram for a comparison the old and new grading systems). Most exams take place in the Summer term of year 11, unless stated otherwise in the booklet.

| New GCSE Grading Structure | | | | | | | | | |
|----------------------------|---|---|---|-----------|---|---|---|---|---|
| 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | U |
| | | | | ← 4 = C → | | | | | |
| A* | | A | B | C | D | E | F | G | U |

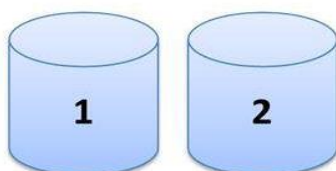
What is Progress 8?

Progress 8 is the new assessment measure set out by the government. Schools and students are no longer judged on whether they achieve 5 or more GCSEs at Grade C or above, but on their progress across students best 8 subjects. Progress 8 requires students to have:

- Grades for English and Maths (which each are double weighted and count as 2 subjects for Progress 8 purposes).
- 3 subjects from the “EBACC group” (Sciences, History, Geography, Modern Foreign Languages e.g. French or Spanish, and Computer Science).
- 3 subjects from the “open group”, which must be selected from the Department of Education’s list of approved qualifications (which also includes EBACC subjects that have not already been used in the “EBACC option”).

From this, a score is calculated which measures students’ progress since primary school. For example, a Progress 8 score of 0 would mean a pupil made expected progress; a score of 1 would mean a pupil made an average of 1 grade of progress across their subjects.

Progress 8 measure



English
Double-weighted*

Maths
Double-weighted



EBacc qualifications
(sciences, computer science, geography, history and languages)



‘Open group’
Remaining EBacc qualifications and other approved qualifications
(GCSEs and other approved academic, arts or vocational qualifications)

*Higher score of English Language or English Literature double-weighted if a student has taken both qualifications

Our option blocks are designed to give students the best chance of getting their best Progress 8 score, whilst meeting the government’s curriculum requirements. **All** of the subjects we offer (not just GCSEs!) are approved and count towards this score. As well as the more academic GCSEs, we offer a range of vocational courses that are more practical based to support all our students towards their futures.

The options process at Oasis Brightstowe

The option choices here at Oasis Brightstowe reflect the need for the students to achieve a minimum of 8 good qualifications based on the Progress 8 measures and will give students the choice to continue their studies post 16 and have a full range of choices for their future, including Sixth Form, College, University and Apprenticeships.

The table below outlines the compulsory subjects and the options:

| | | |
|----------|------------------|--|
| 1 | English | Compulsory |
| 2 | Maths | Compulsory |
| 3 | Combined Science | Compulsory |
| 4 | PE | Compulsory |
| 5 | EBACC subjects | <ul style="list-style-type: none"> • History • Geography • Spanish • Triple Science (Separate Sciences) |
| 6 | Other options | <ul style="list-style-type: none"> • Art • Sports Studies • Business Studies • Drama • Health and Social Care • Hospitality and Catering • Music Practice • Digital IT • Photography • Religious Studies |

The process for selecting options remains online, using a survey from the link on the next page. This must be completed by Friday 1st March 2024.

Once selections are made, we will begin generating class lists and timetables for next year, which will then be discussed with Subject Leaders and the Year 9 Pastoral Team to ensure students are on the courses that give them the best chance of success.

Whilst we cannot guarantee that all students will get their first choices in all areas, we do our very best to give students the options they have selected. Once options are confirmed and checked, students and parents will then be informed of the subjects that students have been enrolled onto and should receive this information in June. If you do have any further questions, please contact Daniel Matson, Head of Year 9, via the school number (0117 316 7330) or via email (dan.matson@oasisbrightstowe.org).

How to make your options online

1. Click on this link, which will be emailed out to parents: <https://forms.office.com/e/rCqdi3JDzL>
2. Enter your child's IT **username** and **password** to access the sheet.
3. Select one option from each question number and enter comments/feedback if appropriate.
4. This must be completed by **Friday 1st March 2024**

English Literature, English Language and Spoken Language (GCSE)

Aims of the English Literature, English Language and Spoken Language Courses

As **readers**, students will be able to:

- 1: Read for meaning, identifying, and summarising important aspects of plot, character, themes and ideas.
- 2: Understand how texts can shape how we see the world.
- 3: Know the shades of meaning in the very best vocabulary in the English language; and how it excites and surprises.
- 4: Understand how and why a writer makes choices about language and structure.
- 5: Understand how texts can be shaped and influenced by social, historical, personal, and literary contexts.
- 6: Use evidence to support their ideas and understanding.
- 7: Compare the content, construction, and impact of different text types.
- 8: Know that reading makes us powerful: that it provides us with knowledge and gives us control over our destiny.

As **writers**, students will be able to:

- 1: Create imaginatively: building their own voice to shape how they – and we – see the world.
- 2: Use vocabulary purposefully.
- 3: Understand the relationship grammar has with meaning and use it creatively and accurately.
- 4: Communicate, choosing and using a wide range of language and structural techniques for different purposes.
- 5: Create works with layered meanings, referring to and exploring influence by social, historical, personal, and literary contexts.
- 6: Know that writing makes us powerful: it gives us control over our voice and destiny.

As **speakers**, students will be able to:

- 1: Have the confidence to use, question and critique patterns they see and know.
- 2: Use their voice to express their opinion confidently on issues that affect the global and local community.

Exam Board

AQA (9-1).

Topics

Literature:

- Shakespeare's Macbeth
- Dickens' A Christmas Carol
- Priestley's An Inspector Calls
- Power and Conflict Poetry Anthology
- Poetry

Language:

- Creative and rhetorical writing.
- Unseen structural, language, comparative, and critical analysis.



Spoken Language Endorsement:

- Speech delivered to peers.

Skills Required

Ability to read and comment on a range of complex texts and concepts.

Examinations

Literature:

Paper 1: written exam (1 hour 45 minutes; 40% of overall grade)

- Section A: essay on Shakespeare's Macbeth
- Section B: essay on the 19th Century Novel – Dickens' A Christmas Carol

Paper 2: written exam (2 hour 15 minutes; 60% of overall grade)

- Section A: closed book essay Priestley's An Inspector Calls
- Section B: closed book essay on Power and Conflict Poetry
- Section C: unseen poetry essay and unseen poetry comparison

Language:

Paper 1: written exam (1 hour 45 minutes; 50% of overall grade)

- Section A (reading): one literature fiction text
- Section B (writing): descriptive or narrative writing

Paper 2: written exam (1 hour 45 minutes; 50% of overall grade)

- Section A (reading): one non-fiction text and one literary non-fiction text
- Section B (writing): writing to present a viewpoint

Spoken Language Endorsement:

Spoken exam: one speech delivered to a group of peers (100% of overall grade)

- Performed in Year 10.

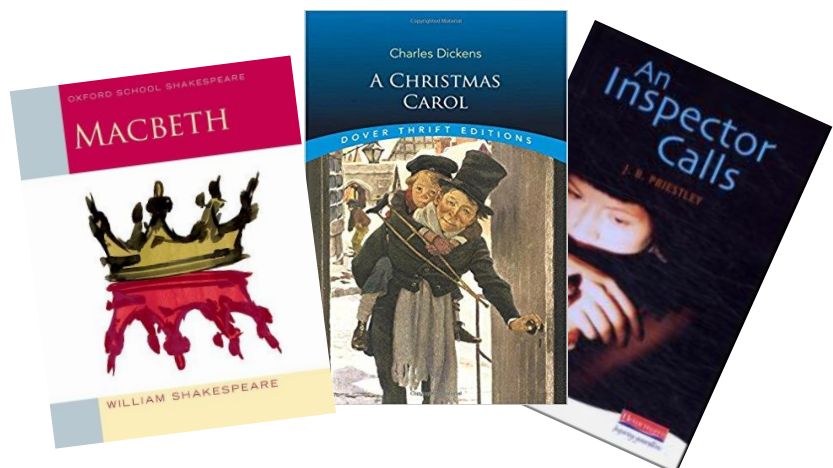
Useful Resources

See teachers for revision guides and core texts.

Read everything, all the time: books, poems, and newspapers. See teachers for age related reading lists.

Future Pathways

- Script writer
- Advertising
- Poet
- Media print / screen
- Director
- Spy
- Blogger
- Foreign Office
- Journalism
- Law
- Copywriter
- Creative designer
- Writer



Mathematics (GCSE)

Aims of the course

GCSE Maths aims to give students a clear understanding of concepts in maths and use the skills that they have learnt in a variety of real-world applications. Problem solving and reasoning are vital to success in the course and will help set students up for their future careers.

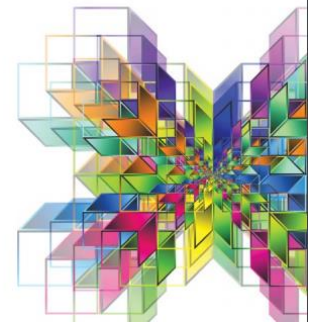
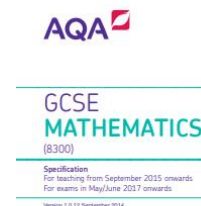
Exam board

AQA (foundation or higher).

Skills required

Maths requires a range of skills that fall into three categories:

- Computational skills: remembering facts, formulas and calculating sums.
- Reasoning: explaining *why* an answer is, or is not, correct.
- Problem solving: applying what you know to real world situations.



Topics

The course is split into 5 topic areas (although more challenging questions can involve more than one topic area at a time):

- Number
- Ratio and Proportion
- Algebra
- Geometry
- Probability and Statistics

Examinations

One non-calculator exam: written exam (1 hour 30 minutes; 33.3% of overall grade)

Two calculator exams: written exams (1 hour 30 minutes; each are worth 33.3% of overall grade)

The exams have no other requirements – any topic could come up in each of the exams!

Useful resources

We provide Sparx maths as an online service for homework and independent study which can be accessed through any device with internet and BBC bite size remains an excellent source of information. CGP revision guides have also been an excellent resource for independent revision.

Future pathways

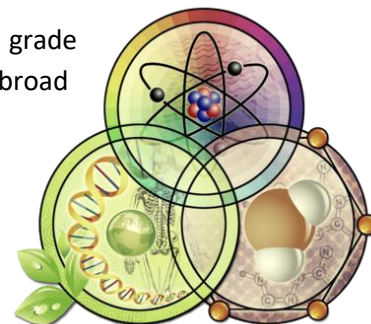
Most jobs require a GCSE in mathematics and many 6th forms only accept students who have passed (with at least a grade 4). The higher paper prepares students to study maths at A level.

Careers closely linked to Maths include:

- | | |
|-----------------------|--------------|
| • Engineer | • Accountant |
| • Computer programmer | • Architect |
| • Doctor | • Scientist |
| • Banker | • Teacher |

Science (Combined GCSE)

Combined Science is a double award, so you get two GCSE qualifications. Your final grade will be awarded as two numbers from 1-1 to 9-9. The course aims to give a broad understanding of the three disciplines of science: biology, chemistry and physics.



Exam board

AQA Trilogy (foundation or higher)

Overview and Skills

GCSE Combined Science gives you access to knowledge and concepts that explain how living things work, what the world around us is made of and how we can change it. Combining the content covered in class, with additional work and study outside of class will open your eyes to the beautiful complexity that science has revealed about the invisible particles and processes that shape the universe.

GCSE Combined Science has a “required practical” element which will be completed during lesson time. The development of practical skills is a fundamental part of the study of science, and will not only help you with your understanding of the subject, but is also vital preparation for your exams as these practical skills and techniques are assessed through written questions (at least 15% of the total marks will come from questions relating to practicals). You will also learn to apply your maths skills in real contexts to see the mathematical basis that underpins real processes. This will also be reflected in exams with physics containing 30% maths, chemistry 20% and biology 10%.

Biology: The biology part of the course is based on the big idea that all living things are made of cells. Ideas of organ systems, reproduction, health and disease are developed in depth through the study of plant and human biology with topics including:

- Cell structure and function
- Organisation of living things
- Human body systems and processes
- Plant processes
- Ecology and biodiversity
- Homeostasis and the nervous system
- Inheritance, variation, and evolution

Chemistry: The chemistry part of the course focuses on the big idea of what the materials all around us are made of and how that affects their properties. You will also learn about the chemical reactions that drive changes all around us with topics including:

- Atomic structure and the periodic table
- Bonding and properties of matter
- Chemical calculations
- Chemical reactions
- Electrolysis
- Endothermic and exothermic reactions
- Rate of reaction
- Organic chemistry
- Chemical analysis
- Chemistry of the environment and the atmosphere
- Using the Earth’s resources

Physics: The physics part of the course will give you access to the key ideas of physics. It focuses on the big ideas of how forces and energy drive changes and movement, how sound and light spread information and will give you a really deep understanding of how electricity actually powers the modern world.

You will explore topics like:

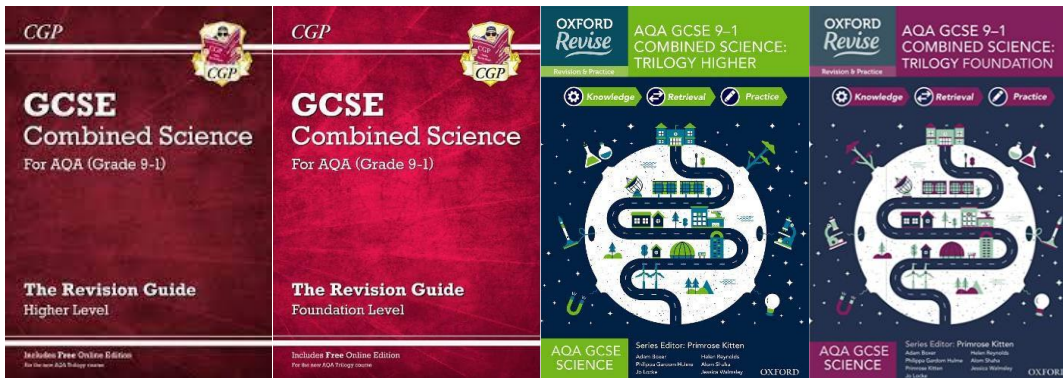
- Energy
- Electricity
- The particle model of matter
- Atomic structure and radioactivity
- Forces
- Waves
- Magnetism and electromagnetism

Examinations

Students are awarded a double grade based on their overall performance across six exams – two exams for each of chemistry, biology and physics. Each exam is 1 hour 15 minutes long, and is 70 marks.

Useful Resources

Students are strongly encouraged to purchase a CGP or Oxford revision guide. We provide regular knowledge quizzing resources and use senecalearning.com as a free, online revision tool. BBC bitesize is also an excellent source of information, as are YouTube channels “Free Science Lessons” and “Primrose Kitten”.



Future Pathways

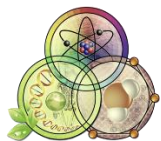
Most jobs with a practical or mathematical aspect require a GCSE in science.

Careers closely linked to science include:

- Doctor (and many other NHS jobs)
- Engineer
- CSI: Forensic scientist
- Nurse
- Science broadcasting and outreach
- Space science
- Food industry
- Vet
- Environmental or climate science
- Research and development (medicines, plastics, fuels, drugs)



Triple Science (Separate Science GCSE)



What is Triple Science?

Triple Science consists of three single award Science subjects, so you get three GCSE qualifications. Your final grade will be awarded as three separate GCSE's in biology, chemistry and physics, numbers from 1-9. The course aims to give an in depth understanding of the three disciplines of science: biology, chemistry and physics. The course is delivered in core Combined Science time, plus an option.

Why choose Triple Science as an option?

Though all students must study Combined Science as a core subject, Triple Science gives you the opportunity to study the subject in more depth. If you are interested in following Science A Levels or BTECS in post 16 studies, or an apprenticeship in a scientific career, or are just passionate about science, Triple Science is the opportunity to explore the subject in more depth and gain an advantage for a science related career. The topics studied are the same as for Combined Science, but with additional content, adding to your depth of knowledge. Additionally, some of this additional content is the more conceptually difficult work, so a commitment and enjoyment of the subject is recommended. That said, if you enjoy and are interested in science, this is the opportunity to immerse yourself in the subject.

Exam board

AQA Trilogy (foundation or higher)

Overview and Skills

GCSE Science gives you access to knowledge and concepts that explain how living things work, what the world around us is made of and how we can change it. Combining the content covered in class, with additional work and study outside of class will open your eyes to the beautiful complexity that science has revealed about the invisible particles and processes that shape the universe.

GCSE Sciences have a "required practical" element which will be completed during lesson time. The development of practical skills is a fundamental part of the study of science, and will not only help you with your understanding of the subject, but is also vital preparation for your exams as these practical skills and techniques are assessed through written questions (at least 15% of the total marks will come from questions relating to practicals). You will also learn to apply your maths skills in real contexts to see the mathematical basis that underpins real processes. This will also be reflected in exams with physics containing 30% maths, chemistry 20% and biology 10%.

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You will explore topics like:

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Future Pathways

Most jobs with a practical or mathematical aspect require a GCSE in science.

Careers closely linked to science include:

- Doctor (and many other NHS jobs)
- Engineer
- CSI: Forensic scientist
- Nurse
- Science broadcasting and outreach
- Space science
- Food industry
- Vet
- Environmental or climate science
- Research and development (medicines, plastics, fuels, drugs)

Geography (GCSE)

Aims of the course

This exciting and relevant course studies geography in a balanced framework of physical and human themes and investigates the link between them. Students will travel the world from their classroom, exploring case studies in the United Kingdom (UK), higher income countries (HICs), newly emerging economies (NEEs) and lower income countries (LICs). Topics of study include climate change, poverty, deprivation, global shifts in economic power and the challenge of sustainable resource use. Students are also encouraged to understand their role in society, by considering different viewpoints, values and attitudes.

Exam board

AQA Geography (9-1).

Skills required

The geography specification builds on literacy and numeracy skills throughout. The course also helps to develop key geographical skills which are used for assessment, including decision-making, analysis and evaluation skills.

Examination and topics

Paper 1 - Living with the physical environment

Written exam: 1 hour 30 minutes, 88 marks, 35% of GCSE

- A: The challenge of natural hazards
- B: The living world
- C: Physical landscapes in the UK

Paper 2 - Challenges in the human environment

Written exam: 1 hour 30 minutes, 88 marks, 35% of GCSE

- A: Urban issues and challenges
- B: The changing economic world
- C: The challenge of resource management

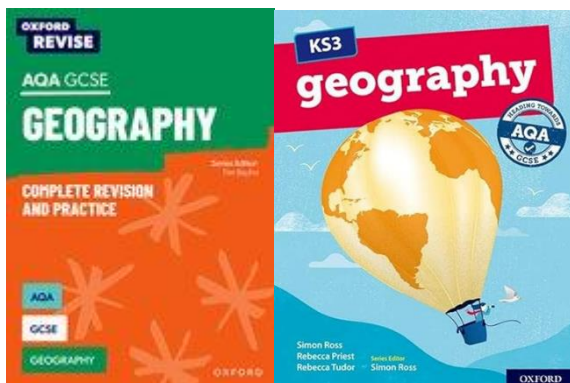
Paper 3 - Geographical applications

Written exam: 1 hour 15 minutes, 76 marks, 30% of GCSE

- A: Issue evaluation
- B: Fieldwork

Useful resources

Textbooks and revision resources will be available to support learning



Exciting opportunities

Students will have the opportunity to complete compulsory physical and human fieldwork during the course. In addition, there will be opportunities for further fieldwork. Last year, students visited Iceland!

Future pathways

The GCSE course supports progression to A Level, as the compulsory and optional topic content gives students the opportunity to lay a foundation of knowledge and understanding that can be further developed at A Level. It also provides skills which can be further developed on BTEC National courses such as Travel and Tourism or can be used in other vocational or work based placements.

Geography provides a solid foundation in a range of different skills, which are highly valued by employers and can therefore lead to a wide range of job opportunities.

History GCSE

Aims of the Course

GCSE History is an integral subject for any pupil wishing to further their knowledge of the world we live in today. Students will develop a critical understanding of both past and present, by addressing and answering some of the most important questions of the past, such as 'Why did the people of Germany vote Hitler into power?' or 'Why did Britain change its attitude towards migrants throughout time?'

From verbal contributions to written responses, to analytical skills and critical evaluations of the past, pupils will be consistently challenged throughout their two years studying History, setting them up well for further and higher education.

The History Department at Brightstowe want students to develop a rigorous understanding of history, to gain skills that allow them to be successful in the future and to enjoy learning a subject that will increase their understanding of why life is the way we see it today. As such, it is the ideal subject for anyone looking for a challenge and hoping to be interested by their GCSE options!

Exam Board:

Edexcel (9-1).

Skills required:

The most important thing to consider when deciding whether you are going to choose to take GCSE History is whether you enjoy the subject. Having said this, there are some key skills that you will need to be a successful historian. Historians should have the ability to ask big questions about events that they have studied, as well as question the sources that they use. You need to be prepared to both practice revision skills and the skills that allow you to put that knowledge into practice; reading and writing! It is vital that you are prepared to put your clever ideas into lots of words; each paper includes essays varying from 8 to 16 marks!

Examinations and Topics:

Paper 1: Thematic study and Historic Environment: Written Exam (1 hour 15 minutes; 30% of overall grade).

- Migrants in Britain, c800-present
- Notting Hill c1948-c1970

Paper 2: Period study and British Depth study: Written Exam (1 hour 45 minutes; 40% of overall grade).

- Early Elizabethan England 1558-1588
- Superpower relations and the Cold War, 1941-91

Paper 3: Modern Depth study: Written Exam (1 hour 20 minutes; 30% of overall grade).

- Weimar and Nazi Germany 1918-39





Useful Resources

Throughout the GCSE course, students will be given weekly resources to help with their learning. As year 11 approaches, students will be given revision guides for each of the topics studied. These revision guides are carefully tailored to suit the needs of individual classes, and to encourage independent revision amongst students. Additionally, there are online and application resources that can further support your child's learning, and teachers will provide students with access to these.

We will recommend fiction and non-fiction books frequently throughout the study, such as *Maus* by Art Spiegelman and *Tinker, Tailor, Soldier, Spy* by John Le Carre.

Film is also a valuable way to encourage students' interest in the topic.

The *Rise of Evil* is a valuable mini-series showing a timeline of Hitler's life, and there are two feature films about Elizabeth I called *Elizabeth* and *Elizabeth: The Golden Age* that detail her reign.

Future Pathways

GCSE History supports a progression to A Level by laying a foundation of knowledge and understanding that can easily be further developed.

The skills and knowledge gained from studying History are transferable to a number of occupations and university courses. Pupils that have studied History are equipped with skills that often help them progress into jobs in careers including:

- Journalism
- Law
- Curating
- Business
- Politics
- Archaeology
- Copywriting
- Marketing
- Teaching

Spanish (GCSE)

Aims of the course

Students studying Spanish GCSE at Brightstowe will learn the key vocabulary and structures to allow them to communicate with Spanish speakers in the real world. We want our students to become tolerant of different cultures in addition to being confident communicators. Our aim is for students to be fully equipped to communicate Spanish socially when visiting Spain or Latin America. Additionally, students will be prepared to use their language skills in a professional context to use with potential future clients in the world of work.

Theme 1: People and lifestyle

Theme 1 covers the following three topics:

- Topic 1: Identity and relationships with others
- Topic 2: Healthy living and lifestyle
- Topic 3: Education and work

Theme 2: Popular culture

Theme 2 covers the following three topics:

- Topic 1: Free-time activities
- Topic 2: Customs, festivals and celebrations
- Topic 3: Celebrity culture

Theme 3: Communication and the world around us

Theme 3 covers the following three topics:

- Topic 1: Travel and tourism, including places of interest
- Topic 2: Media and technology
- Topic 3: The environment and where people live

Exam board: AQA GCSE (9-1)

Skills required

This qualification is ideal for students who are looking to develop transferable skills, such as problem solving, being resilient in challenging situations, and having an understanding and a tolerance for different cultures. Learning a language requires a 'can do' attitude, an acceptance that you will make mistakes, and above all a willingness to learn from them.



Examination

Foundation (1-5): Paper 1 Listening - 35 minutes, (worth 25%), Paper 2 Speaking - 7 minutes, (worth 25%), Paper 3 Reading – 45 minutes, (worth 25%), and Paper 4 Writing - one hour (worth 25%)

Higher (4-9): Paper 1 Listening - 45 minutes, (worth 25%), Paper 2 Speaking – 10 minutes, (worth 25%), Paper 3 Reading - one hour, (worth 25%), and Paper 4 Writing - one hour 15 minutes, (worth 25%)

Useful Resources

- At GCSE, all pupils are given a login to an online platform called Quizlet to support their vocabulary learning.
- Students will be given knowledge organisers for all vocabulary and grammar covered in the course.
- Students will be provided with KateLanguages exam revision booklets for each of the 4 skills (listening, speaking, reading and writing).
- We also recommend the AQA GCSE Spanish Revision workbook, which has GCSE exam questions for students to practice reading and listening.

Quizlet

Future pathways

Having a strong pass mark in an international language is looked upon favourably by admissions teams for both sixth forms and Russell Group universities. This is because candidates with proficiency in two or more languages are in high demand in today's globalised economy; there are not enough people with language skills to fill the job posts available right now in the UK. Having a qualification in an additional language will be of particular benefit in the following sectors: Banking and Finance; Sales; Speech and Language Therapy; Engineering; Travel and Tourism; Human Resources; Education and Research; and Translation and Interpreting.

Art and Design (GCSE)

Aims of the course

The GCSE Art and Design course has been designed to provide students with the opportunity to engage in the creative process of making art. The course allows students to develop their knowledge, skills and understanding of Art and Design, building on skills from key stage 3. It is suitable for students who wish to develop their skills and interest in Art and Design and lays the foundation for post 16 studies.

Exam board

AQA Art and Design (Fine Art)

Skills required

- An enthusiasm for the subject.
- The capacity to explore, investigate and develop ideas.
- The ability to develop artistic skills in a range of materials and different techniques.
- Independence, self-motivation and resilience is important
- An interest in seeing works of art at first hand.
- The ability to meet deadlines and manage time effectively.
- The literacy skills necessary to present written ideas, although we can support with this.



Coursework and examinations

All students work from a given theme, which will initially be explored together, working from observation, researching artists, exploring materials and new techniques. Students then develop their own ideas inspired by the theme, finishing in a refined piece or series of work. Over the course, two projects are completed. Year 10 begins with material-based workshops followed by a project on a theme. Year 11 begins with a mock exam project Sept- Dec, followed by their externally set assignment Jan- April. Hardworking, creative, enthusiastic, and open-minded students are welcomed onto this course.

Component 1: Portfolio:

- 60% of the overall grade, Marked out of 96.
- Starts at the beginning of Year 10 until December of Year 11.
- Portfolio of work set and marked by the centre and moderated by AQA.

Component 2: Externally Set Assignment:

- 40% of the overall grade, Marked out of 96.
- Question paper with 7 starting points given out in January. Students select a starting point and make work towards an outcome by exploring artists, techniques, and art materials.
- 10 hours practical exam- completed in the art classroom, students will produce a personal response following on from the work completed from the starting point.
- Work produced will be marked by the centre and moderated by AQA.



Throughout these assessment units, the following assessment objectives (AOs) will be examined:

- AO1: Develop ideas through investigations, demonstrating critical understanding of sources.
- AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.
- AO3: Record ideas, observations and insights relevant to intentions as work progresses.
- AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

Key Content

Students will be learning to use a range of materials and processes including- drawing, painting, photography, textiles, mixed media, ceramics, and print making.

Sketchbooks are used to record, analyse and to develop students' personal ideas which will inform a range of finalised outcomes across a range of materials.

We will use photography to make personal responses to the world around us and develop those photos into art pieces.

Why Art?

This course helps to build independence and encourages students to make choices about their art and design. Students will engage with the work of artists, craftspeople and designers and learn to form opinions and make choices based on what they like. This allows students to develop knowledge about themselves and the world around them.

Students will develop creative thinking skills to explore ideas, techniques, and ways of working. Students will learn to solve problems and develop practical and intuitive solutions, working with improvisation as well as careful planning.

Students will improve their art and design skills working with a range of materials, techniques, and processes. They will build fine motor skills and understand how to bring different elements and ideas together.

Future pathways

Many students go on to study A level Art, photography or BTEC Art Courses before completing an Art Foundation course followed by a degree in a specialist area.

Anyone wanting a career in fine art, fashion and textile design, graphic design, communications, architecture, product and industrial design, interior design, web and new media design, photography, illustration, merchandising, theatre, and film design would benefit from this course as a basic grounding in art and design. The creative industries in the U.K are rapidly growing. They contribute £92 billion to the economy and employ over 3 million people. People with creative skills are highly valued in a rapidly changing world of work.

Possible careers include:

- Set Designer
- Artist
- Curator
- Art Director
- Animator
- Textile design
- Product design
- Photography
- Graphic design
- Fashion
- Costume design
- Marketing/ Advertising



BTEC Sport (Vocational)

Aims of the course

This course aims to prepare students for a career in sport or sports science. Students study the key areas of sport science, including: anatomy and physiology linked to fitness, health, injury and performance, the science of training and application of training principles and sports nutrition.

Exam board

Pearson BTEC Tech Award Level 1/Level 2 First Award in Sport

Skills required

Analysis and evaluation skills, independent researching skills and the ability to present knowledge in a range of formats (PowerPoint, Word etc.). A passion and enthusiasm for sport

Key content

Component 1: Preparing to Take Part in Sport and Physical Activity

Component 2: Taking Part and Improving Other Participants' Sporting Performance

Component 3: Developing Fitness to Improve Other Participants' Performance in Sport and Physical Activity

Coursework and examinations

Component 1: Preparing to Take Part in Sport and Physical Activity and Component 2: Taking Part and Improving Other Participants' Sporting Performance are internally assessed, completed by undertaking coursework. Students will complete their coursework in lessons, both practically and within the classroom. They will submit their assignments by specified dates. Following the submission date if a student is required to make changes/improvements to their work, these can be made and resubmitted before a specified resubmission date.

Component 3: Developing Fitness to Improve Other Participants' Performance in Sport and Physical Activity is assessed through an exam sat near the end of the course. Grading is given as a Level 1 pass through to a Level 2 Distinction depending on the marks achieved.

Useful Resources

- <https://www.topendsports.com/>
- <https://qualifications.pearson.com/en/qualifications/btec-tech-awards/sport-2022.html>

Future pathways

PE can be studied further by selecting A Level PE or BTEC Sport Science. There are also a range of Sport based university degrees. This can lead on to various different careers, such as:

- PE teacher or coach.
- Sports psychologist.
- Sports management.
- Physiotherapist.
- Sports scientist.
- Professional athlete/performer and semi-professional athlete/performer.



BTEC Health and Social Care (Vocational)

Aims of the course

To develop knowledge, understanding, skills and values to work in a health care setting. To develop understanding and knowledge of human growth and development across the full life span from infancy to late adulthood. Also, to develop knowledge, understanding and skills to assess health and well-being of an individual and the ability to create a health and wellbeing action plan to improve health.

Exam board

Pearson BTEC Level 1/Level 2 Tech Award

Skills required

- 1) Interest in the care industry, wanting to work with elderly people, young people, vulnerable people or disabled people.
- 2) Ability to work independently, make detailed notes and use notes reference points for controlled assessments.
- 3) You will also need analysis and evaluation skills, independent researching skills and the ability to present knowledge in a range of formats (PowerPoint, Word, Oral presentation).

Topics

There are **THREE units** that you will cover:

- **Component 1** – Human Lifespan Development

In this unit you will study how people grow and develop physically, intellectually, emotionally and socially over the course of their lives, from infancy to old age. You will also look at the factors that may affect growth and development throughout the lifespan, such as life changing events like accidents, marriage or death of a partner. You will explore how individuals cope with these changes, as well as investigate the types of support available to help them.

- **Component 2** – Health and Social Care Services and Values

This unit is about working in both healthcare and social care settings. You will learn about the range of services available and professions you can work in and how these meet individuals' needs. You will examine the barriers individual face in accessing services and how they may be overcome. You will also study the skills, attributes and values that are required to work in health and social care, and the importance in making sure that the people who use these services get the care they need.

- **Component 3** – Health and Well-being

This unit builds on knowledge learned in Components 1 and 2 and enables you to bring these together and apply to real-life situations. You will explore the factors that can have a positive or negative influence on an individual's health and wellbeing. You will learn about physiological indicators (BMI, blood pressure, resting heart rate, heart rate after exercise) and lifestyle indicators (diet, physical activity, smoking, alcohol, and drugs) and how these influence health and wellbeing. Finally, you will learn about a person-centred approach to make recommendations to improve an individual's health and wellbeing.

Assessment

Component 1 is assessed through coursework completed in a controlled assessment window called the Pearson Set Assignment (PSA). This will take approximately 6 hours and is worth 30% of your final grade.

Component 2 is assessed through coursework completed in a controlled assessment window called the Pearson Set Assignment (PSA). This will take approximately 6 hours and is worth 30% of your final grade.

Component 3 is assessed through a 2 hour exam and counts towards 40% of your final grade.

Useful resources

- BTEC Tech Award Health and Social Care Level 1/ 2 student book.
- Revise BTEC Tech Award Health and Social Care Revision Guide.
- Wider reading and watching the news on health care services, TV documentaries about health care, life events
- [NHS website - \(www.nhs.uk\)](http://www.nhs.uk)
- [Health and Social Care Career Paths \(successatschool.org\)](http://successatschool.org)



Future pathways

BTEC Health & Social Care can be used to gain access, through study at Further Education and Higher Education, to the following careers:

- Healthcare
- Nursery worker
- Nursing (all types)
- Social Worker
- Youth worker
- Counsellor
- Community carer
- Allied Health Professional:
 - Dietician
 - Speech and Language therapist
 - Paramedic
 - Art therapist
 - Occupational therapist

Level 1/2 Technical Award in Business and Enterprise

Aim of the course

The Level 1/2 Technical Award in Business and Enterprise is designed for learners who want an introduction to business and enterprise that includes a vocational and project-based element. The qualification will appeal to learners who wish to pursue a career in the business and enterprise sector or progress onto further study. You will also develop as an enterprising individual with the ability to think commercially and creatively to draw on evidence to make informed business decisions. You will weigh up arguments to make judgemental conclusions and solve problems using calculations and analytical skills in various business contexts.

Exam board

Skills required

NCFE Level 1/2¹ Technical Award

Students will need to demonstrate communication skills, problem solving, critical thinking, numeracy, analytical and evaluation skills. Students will also need to be able to manage their time effectively during the coursework element.



Top

- Entrepreneurship, business organisation and stakeholders
- Market research, market types and orientation and marketing mix
- Human resource requirements for business and enterprise
- Operations management
- Business growth
- Sources of enterprise funding and business finance
- The impact of the external environment on business and enterprise
- Business and enterprise planning

Assessment

Coursework – 21hr Synoptic Project to write a business plan. Worth 60% of final grade.

Exam – 1 x 90 minute written exam. Worth 40% of final grade.

Overall qualification grades: L1P, L1M, L1D, L2P, L2M, L2D, L2D*

Future pathways

The Level 1/2 Business course will help you prepare for further vocational and academic study, as well as apprenticeships and traineeships. The skills developed will also prepare you for A-Level study. You will develop the required skills to make decisions, solve problems, understand finance, communicate and work as part of a team.

It may also lead eventually to work in a business and/or economics related profession, such as:

- Accountancy
- Law
- Business management
- Investment
- Project management
- Banking

Hospitality and Catering (Vocational)

Aim of the course

Ever wondered what it takes to work in a top hotel or restaurant? Does food and discovering new flavours in the kitchen inspire you? Maybe you're interested in developing the skills you need to work front of house? If so, it's time to uncover your potential!

Exam board

Eduqas (WJEC)

This qualification is made up of two units:

Unit 1: The Hospitality and Catering Industry

Top You will

- Learn about the hospitality and catering industry, the types of hospitality and catering providers and about working in the industry.
- Learn about health and safety, and food safety in hospitality and catering as well as food related causes of ill health.

Unit 2: Hospitality and Catering in Action

- Learn about the importance of nutrition and how cooking methods can impact on nutritional value.
- Learn how to plan, nutritional menus as well as factors which affect menu planning. You will learn the skills and techniques needed to prepare, cook and present dishes as well as learning how to review your work effectively.

What skills will I develop

You will develop a range of skills which are attractive to employers, colleges and universities including:

- Communication
- Confidence
- Learning independently
- Organisation
- Problem solving
- Research
- Self-discipline

Assessment

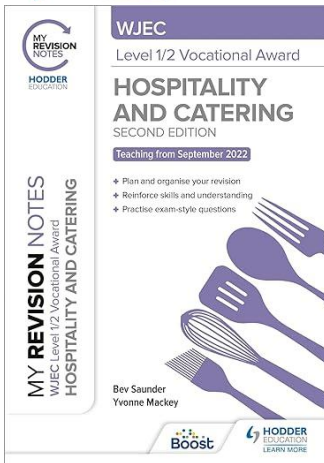
- Stamina
- Taking on responsibility
- Time Management

You will be assessed through a written examination and an assignment.

Unit 1 will be assessed through an exam, which is worth 40% of your qualification.

In Unit 2 you will complete an assignment where you will plan and prepare a menu in response to a brief.

This will be worth 60% of your qualification and will take 12 hours.



Students are strongly encouraged to purchase a revision guide, you can do this through Amazon or through the Catering department. Students will also be provided with knowledge organisers and a revision pack to help with the examination content.

Useful resources

This course is an excellent starting point if you want to study Food Science and Nutrition at Level 3 or Hospitality and Catering at college. The hospitality industry offers a wide range of exciting opportunities which include:

Future pathways

- Chef de partie
- Commis chef
- Concierge
- Executive chef
- Front of house manager
- Head waiter
- Housekeeper
- Maître d'hôte
- Pastry chef
- Receptionist
- Sous chef
- Food writer
- Nutritionist
- Environmental Health officer
- Food Analyst
- Product development

Examples of food products and skills learned during the course:



For more information about this course please email Abigail.martin@oasisbrightstowe.org

Music (BTEC Tech Award Music Practice)

Aim of the course

The BTEC Tech Award in Music Practice is a specialist music industry vocational qualification with a practical focus. The aim of this qualification is to provide you with the knowledge and range of skills needed to become a successful music performer and producer. The course is equivalent to GCSE and fully accredited by OfQual and DfES.

Exam board

Pearson

Key Learning

- You will develop knowledge and understanding of styles and genres of music.
- Explore techniques used to create music products.
- Explore professional and commercial skills for the music industry.
- Apply and develop individual musical skills and techniques.
- Perform stylistically accurate cover versions.
- Create original music using existing stylistic frameworks and traits.

Component 1: Exploring Music Products and Styles- 30%- Internally Assessed.

Learners will explore the techniques used in the creation of different musical products and investigate the key features of different musical styles.

Styles that will be researched for the portfolio will include:

- Popular music
- World music and fusion.
- Music for media: film, TV or computer games
- Western classical styles of music, e.g. romantic, orchestral, leitmotif, minimalism.
- Jazz and blues, e.g. bebop, big band.

Component 2: Music Skills Development- 30%- Internally Assessed.

Learners will have the opportunity to develop two musical disciplines through engagement in practical tasks, while documenting their progress and planning for further improvement.

As a performer, producer or creator in the music industry, you need to continually develop your skills and technique. In this component, you will participate in workshops and classes where you will develop technical, practical, personal and professional skills and specialise in at least two of the following areas: music performance, creating original music, music production.

Component 3: Responding to a Music Brief- 40%- Externally Assessed- Submitted in Year 11

Learners will be given the opportunity to develop and present music in response to a given music brief. Component 3 takes the form of a timed assessment under controlled conditions based on an assignment set and marked by Pearson.

This course is 100% practical with no written exams.

Skills Required

- **Enthusiasm for music!** Whether you perform, create and/or listen. Music has to be important to YOU!!
- **Instrument Skills** If you already play an instrument or sing, you can further develop your existing skills. If you don't play an instrument or sing yet, take this opportunity to learn new skills to stay with you for life! You will need to commit to regular practise to develop your skills for this qualification.
- **Ability to work to a deadline.** Most of the course is producing portfolios of evidence showing what you are learning. These need to be kept up-to-date.
- **Teamwork.** You will need to work with the others in class to produce ensemble performances. The personal and professional skills that are learnt in a music BTEC classroom are greatly valued by all employers. They truly are aware how BTEC Music produces confident, organised individuals with great communication skills.

Why Music

Music can also provide opportunities for personal development and can improve your wellbeing both independently and as part of a wider community. Creativity is a key skill to develop for future employment. This means that by studying a creative subject, like music, you can develop the skills and knowledge to succeed, whatever your ambitions.

Studying music will give you opportunities for higher order thinking, by considering ideas which go beyond language. This is great brain-training which will help you in other areas and subjects too.

You will develop transferable and employability skills such as responding to a brief, self-development, planning, time management and communication.

You will learn what it is like to work in the Music sector – a vibrant, exciting and competitive industry that offers many different and exciting new work opportunities, whether in composing, performing, or producing music. This course allows learners to explore the sector, and to learn and try out new skills, techniques and styles, allowing them to make an informed decision about their future learning and career.

Future Pathways

The possibilities are endless. Music will enable you to demonstrate a multitude of skills which employers, colleges and universities are looking for. It can also provide you with opportunities to travel and meet new people.

The BTEC Music Qualification could lead to a career in Performance, Recording, Music Production, Music Business, Band Management, Music Journalism, Music Therapy, Teaching and many more careers.

The BTEC Music Qualification allows you to progress to, Level 3 RSL and BTEC courses, A Level Music and Music Technology courses, and higher education courses such as degrees in Music, Popular Music, Music Technology and Music Business.

Religious Studies (GCSE)

Aims of the course

Religious Studies gives students the opportunity to explore and respond to questions about meaning, purpose, beliefs and values. Students will also gain an appreciation of how religion, philosophy and ethics form the basis of our culture. This will enable them to reflect on and develop their own attitude to ethical and religious issues. Religious Studies students will develop skills such as empathy, as they need to be able to understand responses to a variety of moral issues from different viewpoints other than their own. They will also develop analytical and critical thinking skills by looking at the relative merits of different arguments. Religious Studies students become skilled in arguing, reasoning and critical analysis of their beliefs and the beliefs of others around them.



Exam board

Eduqas

Skills required

- An enthusiasm for the subject.
- The capacity to explore, investigate and develop ideas.
- The literacy skills necessary to present written ideas.

Topics

Paper 1: Philosophical and Ethical Issues in the Modern

World includes:

Issues of Good and Evil; crime and punishment, the problem of evil, the death penalty.

Issues of Life and Death; abortion, euthanasia, the sanctity of life.

Issues of Relationships; family and relationships, sex outside of marriage

Issues of Human Rights; prejudice and discrimination, money, freedom of speech.



Paper 2: Christianity includes:

Christianity – Beliefs; The nature of God, Jesus, Sacraments, The afterlife

Christianity – Practises; Worship, prayer, pilgrimage

Paper 3: Islam includes:

Islam – Beliefs; The nature of Allah, Prohethood, Angels, The Afterlife.

Islam – Practises; The 5 pillars, Jihad, Pilgrimage



Examinations

The course is assessed through 3 exams at the end of Year 11

Paper 1: Philosophical and Ethical Issues in the Modern World – 2 hours = 50%

Paper 2: Christianity – 1 hour = 25%

Paper 3: Islam – 1 hour = 25%

Where can it take you?

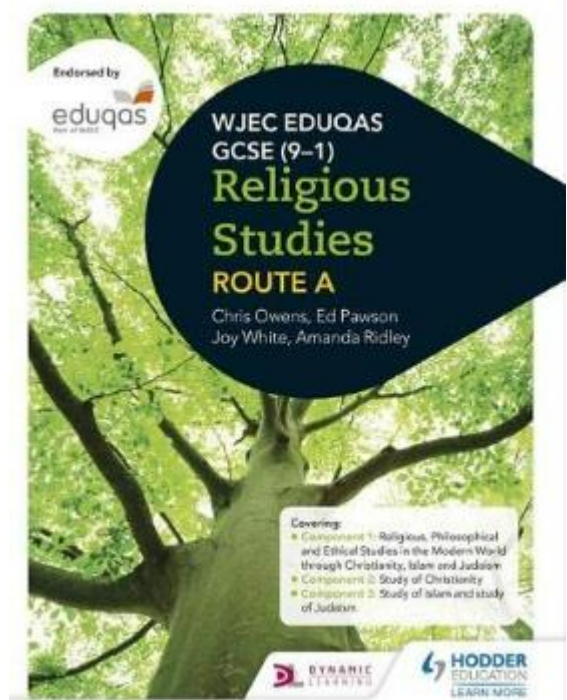
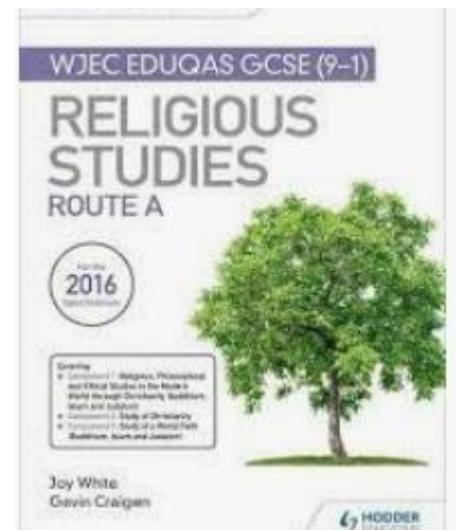
A GCSE in Religious Studies is a well-regarded qualification and is perfect for students wishing to continue their education at A-Level.

Some popular options include

- History
- Religious Studies
- Philosophy
- English
- Psychology
- Criminology

Careers which this course can be useful for include

- Teaching
- Law
- Journalism
- Social work
- Media
- Charity sector



Photography (GCSE)

Aims of the course

The GCSE Photography course has been designed to provide students with the opportunity to develop their knowledge, skills and understanding of Photography, building on design skills from key stage 3. It is suitable for students who wish to develop their skills and interest in photography and lays the foundation for post 16 studies.

Exam board

AQA Art and Design Photography, this qualification is listed within the Art, Craft and Design Specification but has a separate code to art GCSE.

Skills required

- An enthusiasm for the subject.
- The capacity to explore, investigate and develop ideas.
- The ability to develop photography skills.
- Independence and self-motivation is vital
- An interest in exploring taking photograph and photographic techniques.
- The ability to meet deadlines and manage time effectively.
- The literacy skills necessary to present written ideas, although we can support with this.



Coursework and examinations

All students work from a given theme, which will initially be explored together, researching photographers, exploring processes and new techniques. Students then develop their own ideas inspired by the theme, finalising in a refined piece or series of work. Over the course, two projects are completed. Year 10 begins with techniques and knowledge-based workshops followed by a project on a theme. Year 11 begins with a mock exam project Sept- Dec, followed by their externally set assignment Jan- April.

Component 1: Portfolio:

- 60% of the overall grade, Marked out of 96.
- Starts at the beginning of Year 10 until December of Year 11.
- Portfolio of work set and marked by the centre and moderated by AQA.

Component 2: Externally Set Assignment:

- 40% of the overall grade, Marked out of 96.
- Question paper with 7 starting points given out in January. Students select a starting point and make work towards an outcome by exploring artists/photographers, techniques, and processes.
- 10 hours practical exam- completed in the art classroom, students will produce a personal response following on from the work completed from the starting point.
- Work produced will be marked by the centre and moderated by AQA.



Throughout these assessment units, the following assessment objectives (AOs) will be examined:

- AO1: Develop ideas through investigations, demonstrating critical understanding of sources.
- AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.
- AO3: Record ideas, observations and insights relevant to intentions as work progresses.
- AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

Key Content

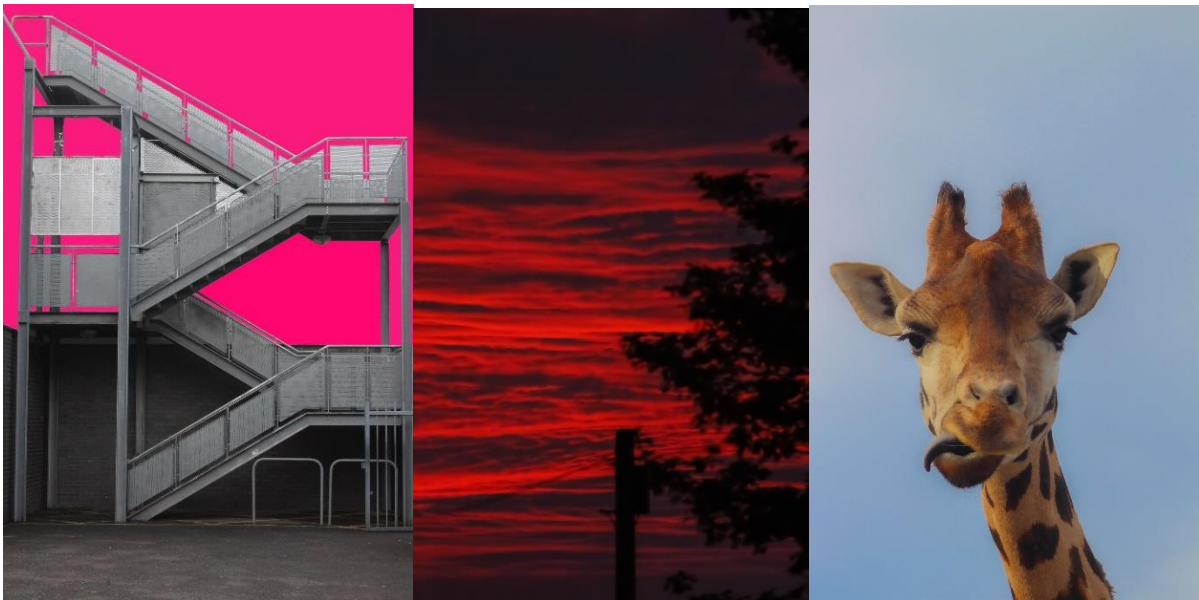
- Students will be working within digital photography using DSLR cameras. They will explore different areas of photography including portraiture, location photography, studio photography, experimental imagery, documentary photography and moving image.
- Students will explore a range of editing techniques using software such as Photoshop. This will develop their digital design skills throughout the course to help the students realise their intentions.
- Students will gain knowledge about the use of lighting, viewpoint, aperture, depth of field and shutter speed. This will include digital and manual techniques as well as exploring the use of camera less photography.

Why Photography?

- Through photography students will significantly improve their digital skills, working with computers and software used in industry. This will support the students in understanding how design-based programs work which will support in a range of careers.
- Students will develop problem solving and planning skills, this will support them in understanding how to work within a team and take on different roles. Students will solve practical problems throughout the course and plan elements within their work which will support with project management skills in the future.
- Students will be encouraged to think creatively about their ideas, makes connections with different sources, reflect on their work and learn from mistakes. Skills which will support careers in any practical based career, whether that be engineering, web/ graphics design, games design, carpentry, photography, product design etc.

Future pathways

Many students go on to study A level Photography or BTEC Photography/ digital Courses before completing an Art Foundation course followed by a degree in a specialist area.



Digital IT (BTEC Tech Award)

Aims of the course:

This course will give you the opportunity to develop knowledge and technical skills in a practical learning environment. You will also develop key skills, such as creating performance or design content for a real vocational scenario.

The BTEC Tech Award in Digital IT gives learners the opportunity to develop sector-specific applied knowledge and skills through realistic vocational contexts. The aim of this qualification is to provide you with the knowledge and range of skills needed to become successful in the field of information technology. The course is equivalent to GCSE and fully accredited by OfQual and DfES.

Exam board

Pearson

Key Learning

- development of key skills that prove your aptitude in digital information technology, such as project planning, designing and creating user interfaces and dashboards as a way to present and interpret data.
- process that underpins effective ways of working in digital information technology, such as project planning, the iterative design process, cyber security, virtual teams, legal and ethical codes of conduct.
- attitudes that are considered most important in digital information technology, including personal management and communication.
- knowledge that underpins effective use of skills, process and attitudes in the sector such as how different user interfaces meet user needs, how organisations collect and use data to make decisions, virtual workplaces, cyber security and legal and ethical issues.

Coursework and assessment-

Component 1- Exploring user interface design principles and project planning techniques - 30% - Internally Assessed

Learners will understand the characteristics of data and information and how they help organisations in decision making. They will use data manipulation methods to create a dashboard to present and draw conclusions from information.

In this component, you will learn different project planning techniques that can be used to plan and deliver a project that meets a set of user requirements. You will learn the different design principles that can be used to design effective user interfaces and apply appropriate project planning techniques to create a user interface that meets user requirements.

Component 2-Collecting, presenting and interpreting data- 30% - Internally Assessed

In this component, you will learn the different data manipulation tools that can be used to change the way that data is presented. You will provide clear summaries of the data and present them in a dashboard that will allow organisations to make effective decisions. You will learn the different presentation features that can be used to ensure that information is understood clearly in an objective

way so that it is not misinterpreted. You will develop your understanding of how to represent information in different ways to give it more meaning.

Component 3- Responding to a Brief- 40% - Externally synoptic

Learners will explore how organisations use digital systems and the wider implications associated with their use.

This component will give you an opportunity to explore how the developments in technology over recent years have enabled modern organisations to communicate and collaborate more effectively than ever before. The component is designed to allow you to explore the digital systems available to organisations and how their features have an impact on the way organisations operate. You will explore how developments in technology have led to more inclusive and flexible working environments, and how regulation and ethical and security concerns influence the way in which organisations operate. You will analyse information in a range of vocational contexts so that you develop a greater understanding of the use of digital systems by organisations and so that you are able to make reasoned judgements on the systems. In this component, you will learn about how organisations can use technology safely and about the cyber security issues when working in a digital organisation.

Skills required

- To be able to work collaboratively.
- Have an ability to generate, develop and communicate your ideas clearly and creatively.
- Have a passion and enthusiasm for performing and creative arts.
- The ability to be resilience, hard-working and reflective are essential.
- To be able to take on direction or feedback and act on this with an open mind.
- The ability to meet deadlines and manage time effectively.

Future pathways

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

Once you have completed the qualification, you will have developed a practical understanding of the digital sector. You will have built useful skills, which are not generally covered in GCSE courses, and you will have developed a good understanding of whether the IT sector is for you, and if so, which part of it you might want to study further.

If you decide to go on to further study of the IT sector, the best option for you will depend on the grades you have achieved in this and the other qualifications you have taken, and what you enjoy doing. You could progress to a Level 2 Technical Certificate or to a Level 3 programme, such as A Levels, a T Level or a BTEC National, either on its own or in combination with A levels.

Why study digital IT?

The digital sector is a major source of employment in the UK. Despite a turbulent economy in 2020 the Digital sector in the UK advertised 90,000 jobs per week during. Digital skills span all industries, and almost all jobs in the UK today require employees to have a good level of digital literacy. The UK Tech industry as a whole employs over 2.93 million people and has seen 40% growth between 2017-2019. The UK has positioned itself to be the 'Digital capital of Europe' as it continues to invest billions every year in digital skills and commerce. The modern world expects digital skills to be as important as English and maths. Having both technical skills and business understanding is the key to success.

Drama (BTEC Tech Award)

Aims of the course:

The BTEC Tech Award in Performing Arts gives learners the opportunity to develop sector-specific applied knowledge and skills through realistic vocational contexts. The aim of this qualification is to provide you with the knowledge and range of skills needed to become a successful performers, designers, directors, and writers. The course is equivalent to GCSE and fully accredited by OfQual and DfES.

Exam board

Pearson

Key Learning

- Building acting skills by looking at how to use vocal and physical skills to create interesting and believable characters.
- Learn how to use a range of dramatic techniques to create engaging performances.
- Studying key aspects of theatre including lighting, sound, set design, costume and make-up.
- Script study.
- Improvisation.
- Learning about genre, practitioners, and style as well as how to apply this in your own creations.
- Exploring a range of contemporary performance texts that look at many current social, cultural, and political themes.

Coursework and assessment- This course is 100% practical with no written exams.

Component 1- Exploring the Performing Arts- 30% - Internally Assessed

Learners will develop their understanding of the performing arts by examining the work of performing arts professionals and the processes used to create performance.

Learners will gain a practical appreciation of professional work by exploring existing performance material in acting, dance or musical theatre. They will learn how professionals may respond to or treat a particular theme or issue, how they use/interpret/modify a pre-existing style, and how they communicate ideas to their audience through stylistic qualities.

Component 2-Developing Skills and Techniques in the Performing Arts- 30% - Internally Assessed

Learners will develop their performing arts skills and techniques through the reproduction of acting, dance and/or musical theatre repertoire as performers or designers.

In this component, you will develop performing or design skills and techniques. You will have the opportunity to specialise as a performer or designer. You will take part in workshops and classes where you will develop technical, practical and interpretative skills through the rehearsal and performance process. You will work from existing performing arts repertoire, applying relevant skills and techniques to reproduce performance or design elements of the work.

Component 3- Responding to a Brief- 40% - Externally Assessed

Learners will be given the opportunity to work as part of a group to contribute to a workshop performance as either a performer or a designer in response to a brief and stimulus.

In this component, you will have the opportunity to respond to a brief. You will be given a brief that outlines the performance and design requirements and asks you to consider your target audience and to start the creative process by using the stimulus included in the brief. Working as part of a group, you will develop your ideas for a workshop performance and apply your skills and techniques to communicate your creative intentions to your audience.

Skills required

- To be able to work collaboratively.
- Have an ability to generate, develop and communicate your ideas clearly and creatively.
- Have a passion and enthusiasm for performing and creative arts.
- The ability to be resilience, hard-working and reflective are essential.
- To be able to take on direction or feedback and act on this with an open mind.
- The ability to meet deadlines and manage time effectively.

Why drama?

Drama gives you the opportunity to express yourself in an active, energetic, and exciting way. Providing plenty of opportunity for practical ways of working, you will build essential confidence, creativity and communication skills that are transferable to all walks of life.

Once you have completed the qualification, you will have developed a practical understanding of the performing arts industry, and the roles and responsibilities of the people involved in performing arts industries. Because you will be building useful skills, which are not generally covered in GCSE courses, you will have a better understanding of whether the performing arts industry is for you. This will allow you to decide whether this is an area you want to continue to study. The course will also help you to develop specific skills and knowledge, such as self-evaluation and group work, which will benefit you wherever you progress to next.



Future pathways

This course provides strong foundations for courses in Drama, Media Studies, Law, English, Sociology, and the Performing Arts. However, the communication skills focused on in drama are helpful in nearly every form of employment imaginable.

Future career pathways may include:

- Actor/director/designer
- Stage/Lighting/Sound/ Costume manager
- Play/Screen writer
- Advertisement/marketing
- Teacher
- Leadership and management in any industry
- TV personality/presenter
- Lawyer

The performing arts are a major part of the creative and cultural industries in the UK, which between 2017- 2018 were growing at over five times the rate of the wider UK economy, contributing £111 billion a year to the UK economy. There were over 9,000 enterprises in the performing arts industry in 2018, and more than 82,000 people working in a wide range of roles from performers, to designers and directors in 2019. The skills developed through the study of performing arts are integral to roles across the creative industry including film and T.V, theatre, games and advertising.

iPads

At Oasis Community Learning, and across each of our academies we know that our pupils are always learning (both inside the classroom and at home) and that families play an essential part in supporting their educational journey. We also understand the importance of having a dynamic, engaging and outstanding curriculum, taught by our subject experts in the best possible way.

The Oasis Horizons scheme provides every student and their teachers and support staff, with an iPad to give them access to enhanced online learning, no matter where they are. Students and teachers use the devices together in lessons to bring subjects to life and participate in shared learning.

Most courses are dependent on the use of the iPad to complete the learning in the lesson therefore it is vitally important that students bring their iPads fully charged to school every day.

Class charts

At Oasis Academy Brightstowe, we use Class Charts to log positives and negative behaviours, share rewards and communicate with parents. Class Charts will improve communication around your child's successes and behaviour in school, and will support with regular communication regarding school life.



We strongly encourage you to download the free Class Charts Parent app, and you will be given a personalised parent logging to access your child's profile. Your child will also be given their own login which they can use to track their points and spend their positive points in the school Rewards Shop on their Horizon's iPad!

Please do not hesitate to contact your child's tutor if you have any issues login onto the app.

Homework

Homework is set by teachers through class charts for the students. Students and families can see calendars of the homework that has been set along with linked resources and websites.



Social Media

Please follow us on X (Twitter) for more information and to see about events happening in school @OABrightstowe