

**KINVER**  
HIGH SCHOOL



ENGAGE, SUCCEED, ASPIRE TO LEAD

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# **YEAR 9 OPTIONS BOOKLET 2022**

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# KINVER HIGH SCHOOL



ENGAGE, SUCCEED, ASPIRE TO LEAD

## **OUR CURRICULUM INTENT**

*We have high expectations of everyone; each member of our school community is nurtured and supported to develop academically, socially, emotionally and morally to be the best they can be. Every interaction between its members is well planned, deliberate and meaningful.*

*Learning happens everywhere in our school, in a variety of different ways and together with our curriculum, we ensure that all students, regardless of starting points or barriers, enjoy learning and leave school equipped with the learning behaviours, acumen and skills to achieve academic success.*

*We engender our students into lifelong learners who progress onto positive destinations, fulfil their high aspirations and make a positive contribution to society.*

# THE CURRICULUM - KEY STAGE 4

All students will follow a **COMMON CORE** of subjects comprising:

- GCSE English and English Literature
- GCSE Mathematics
- GCSE Combined Science / Separate Science (Biology/Chemistry/Physics)
- Physical Education (core)
- Key Skills (including Forensic Reading/RSHE/Metacognition Skills)

## OPTIONS

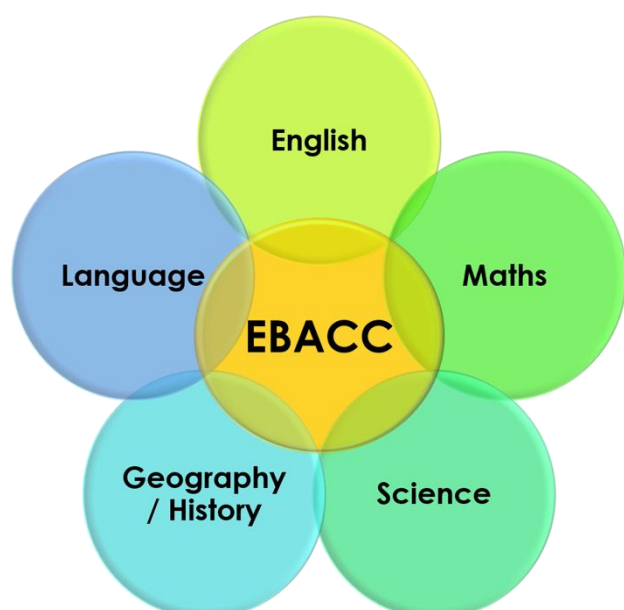
Students will choose **four subjects in total** and one additional subject as a backup.

Students must take **at least one** GCSE from the following:

- GCSE Geography
- GCSE History

They will then be able to choose three additional subjects from the list below. They will also choose one “back-up” subject.

- GCSE Geography
- GCSE History
- GCSE French
- GCSE Spanish
- GCSE Art and Design
- GCSE Business Studies
- GCSE Design & Technology
- GCSE Food Preparation and Nutrition
- GCSE Media
- GCSE Religious Education
- GCSE Physical Education
- Level 1/2 Cambridge National Sports Studies
- Level 1/2 Cambridge National Certificate in Engineering Design
- Level 1/2 Cambridge National Certificate in Child Development
- Level 1/2 Cambridge National Certificate in Creative iMedia
- BTEC Level 2 Tech Award in Performing Arts



If students wish to follow the EBACC route, then they should study a humanity subject (History or Geography) **and** a European Language (French, Spanish or any other European language). These subjects would be in addition to your Core subjects: English Language and English Literature, Mathematics and Science.

# THINKING ABOUT YOUR OPTIONS

The optional subjects students follow during the next two years will influence their future in significant ways. It is therefore important that decisions are made with care.

Here are some of the common dos and don'ts for choosing options subjects:

## **Do...**

- Choose a subject because you enjoy it.
- Choose a subject that will help you on your career path.
- Choose a subject that will help you develop skills you are already good at.

## **Don't...**

- Choose a subject because your friends are doing it
- Choose a subject because you like the teacher – you may have a different one
- Choose a subject because you think it is easy – all KS4 subjects are challenging in different ways.

If you have a clear career goal, you should seek advice to see if there are any subjects that are an essential qualification.

## **Will you get all of your choices?**

At Kinver High School, all KS4 options are rooted on the principle of 'choice' and all decisions are always made in the best interests of students. We always do 'the right things for the right reasons' and our curriculum decisions follow the same principles.

Having students on the right course for them means that they will be more engaged and will make more successful learners.

However, we also have to ensure that we provide a viable curriculum offer that supports the needs of all our learners. We must remember that some subjects will have a maximum / minimum group size.

Students will have an 'Option Choice' interview; ensuring the most appropriate and ambitious pathway for them.

In the meantime, if you have any further questions, there is a list of people you can contact for support:

- Assistant Headteacher – Mrs Mouzer ([n.mouzer@kinverhigh.co.uk](mailto:n.mouzer@kinverhigh.co.uk))
- Assistant Headteacher – Mr Davies ([o.davies@kinverhigh.co.uk](mailto:o.davies@kinverhigh.co.uk))
- Head of Middle School – Mr Wallis ([mwallis@kinverhigh.co.uk](mailto:mwallis@kinverhigh.co.uk))
- Form Tutors
- Subject teachers
- Careers Research – Students can use their Unifrog account for future careers research and a list of useful websites can be found on our website.

# **KINVER CAMPUS AT** **INVICTUS SIXTH FORM**

Sixth Form study might seem a fair while away; however, it is important to be considering Post 16 education with the selection and commencing of GCSE study. GCSEs influence the path and direction a student's life will take.

When choosing your subjects, there are a number of things you should consider; Will you enjoy studying each subject for two years? Do the subjects you've chosen meet any career goals you have? Are you doing well enough in these subjects to give you a chance of success at GCSE? If further educational study is the aim upon the completion of your GCSEs then Kinver Sixth Form offers an exciting prospect for study, working in partnership with the Invictus Sixth Form Trust.

Each year more and more students choose to continue their Post 16 education at Kinver, and since 2018 we have been ranked as the number one post-16 educational provider in South Staffordshire, Dudley, Kidderminster and Wolverhampton due to the outstanding grades our students achieve, and the quality of the teaching and learning they are receiving in their lessons too. Most recently, we have received an ALPS grade 1 for outcomes. This puts us in the top 1% of Post-16 provision nationally.

We are an inclusive Sixth Form seeking to meet the demands of a wide range of students. Working in conjunction with other Invictus Sixth Forms, Kinver is an excellent location for students to choose as a base, and through our partnership with other schools inside the Multi Academy Trust, we can now offer a wider range of post 16 courses than ever before, in order to suit all students' needs.

Average class sizes are typically in the range of 5-20 students, and these smaller class sizes allow for closer individual attention and support. Students are closely monitored and provided with guidance, using a comprehensive pastoral support system that allows for any concerns regarding progress to be identified and addressed.

Kinver Sixth Form provides students with excellent study facilities. Notably a selection of computer suites, library access and a purpose-built common room with sports and leisure opportunities. In addition, by September 2021, students will have access to the brand-new facilities available in our new Sports Hall. An ethos of hard work is engendered through the use of supervised study, supported by an engaging enrichment programme that ensures the holistic development of the student.





Our Sporting and Performing Arts Academies allow students to pursue their passions in their enrichment, whilst also gaining qualifications and experiences that help support them with their future career or university applications. Being coached and trained by professionals in each specific field really do give students a unique experience that helps support them in their learning journey.

One of the strengths of the Sixth Form is its tutor system. Each student has a tutor who provides support and guidance. The tutor helps to ensure that each student is making appropriate progress, and also helps with applications for university and employment. There are termly reports/consultations to ensure that both students and parents are well informed.

Choosing Kinver Sixth Form will be the first step towards academic success. Students will be opting for high quality lessons, comprehensive pastoral support, exciting enrichment opportunities, and independence within a supportive framework.

For further information, please request a Sixth Form Prospectus from the School Office or check out the Invictus Sixth website - <https://www.invictussixth.co.uk>

## Contact Information

Mr A Fox – Head of Upper School  
[a.fox@kinverhigh.co.uk](mailto:a.fox@kinverhigh.co.uk)



# GCSE ENGLISH LANGUAGE AND GCSE ENGLISH LITERATURE

## **Course Content**

Both GCSEs assess students' reading and writing skills. The new GCSEs in English Language and English Literature encourage students of all abilities to develop the skills they need to read, understand and analyse a wide range of different texts covering the 19th, 20th and 21st centuries. We also teach students to write with clarity, creativity and accuracy.

In **GCSE English Language**, students are taught to write narrative texts descriptively and to write transactional texts to express a point of view. Key skills of spelling, punctuation and grammar are taught alongside planning and creative crafting techniques. We read and analyse a range of fiction from a variety of time periods to influence students' own descriptive writing. We also develop students' skills in understanding and creating non-fiction texts.

In **GCSE English Literature**, students will enjoy a varied range of poetry, prose and drama. This will include Shakespeare's *Macbeth* and a 19th century novel such as Stevenson's *Strange Case of Dr Jekyll and Mr Hyde*. Students will also study a modern text, such as Priestley's *An Inspector Calls*. Power and conflict poetry is explored in the form of an anthology collection of both literary heritage and contemporary poems. Students also face the challenge of analysing unseen poetry.



Spoken Language is embedded within the GCSE English courses. We actively encourage the development of speaking and listening skills through group discussions and role plays as part of our English Language and English Literature teaching.

## **Assessment**

We follow the AQA specification and all students sit two separate GCSEs in English Language and English Literature. After preparation at key stage three, these two GCSEs are taught alongside each other over the two years of key stage four.

For both GCSE English Language and GCSE English Literature, students are assessed through examinations at the end of the linear two-year course. Each GCSE culminates in two examinations which together are worth 100% of each qualification; there is no coursework or controlled assessment component. There is only one examination tier and all the examinations are closed book. Students are awarded using the 1-9 grading system.

For the Spoken Language assessment, every student will give an individual presentation at the end of Year 9 to begin GCSE English Language. This presentation will be assessed and recognised with Spoken Language certification and Pass, Merit or Distinction grading.



## **Future Pathways**

Along with GCSE Maths, the English GCSEs are threshold qualifications required by many further education institutions and employers. GCSE English Language and GCSE English Literature also prepare students for any career where communication and literacy are important! Students who are interested in journalism, design, writing, editing, the media, performing arts and teaching will benefit from the links between these careers and the content of the two English GCSEs.

## **Contact Information**

Miss L Goldsmith

Head of English

[lgoldsmith@kinverhigh.co.uk](mailto:lgoldsmith@kinverhigh.co.uk)

# GCSE MATHEMATICS

The Edexcel GCSE in Mathematics 9 - 1 is a linear qualification:

- Externally Assessed
- Availability: June and November (post 16 only)

## **Course content/Main topics covered**

1. Number
2. Algebra
3. Geometry
4. Measures
5. Statistics
6. Probability

## **Assessment**

- Three written papers: each contributes 33.3 % of the final grade.
- Tiered Papers
  - Foundation Tier grades 1 - 5
  - Higher Tier grades 4 - 9
- Three 1 hour 30 minutes (Foundation papers)
- Three 1 hour 30 minutes (Higher papers)
- 80 marks on each paper
- Paper 1F and 1H: Non-calculator
- Paper 2F, 3F and 2H, 3H: Calculator allowed
- The functional elements of mathematics are assessed on each paper:
  - 50% of the Foundation Tier papers.
  - 60% of the Higher Tier papers.



## **Future pathways/careers**

Mathematics is applicable to nearly every industry today, mathematics is an essential element in many industries ranging from science and technology, business, retail, healthcare and more. Professionals with qualifications in mathematics are considered to be highly desirable for their mastery of certain skills, specifically for their problem-solving skills and critical thinking.

## **Contact information**

Mr A Harper  
Head of KS3 Mathematics  
[aharper1@kinverhigh.co.uk](mailto:aharper1@kinverhigh.co.uk)

Mr T Orszulan  
Head of KS4 Mathematics  
[torszulan@kinverhigh.co.uk](mailto:torszulan@kinverhigh.co.uk)

# GCSE SCIENCE

In September 2016, the Science curriculum was changed in line with the move from A\*-U grades to 9-1 grades. Throughout Year 9, students revisit, re-enforce and enhance their understanding of the fundamental concepts in Science before embarking on their full GCSE topics in Year 10.

There are two pathways that can be taken in GCSE Science:

## **Separate Sciences (GCSE Biology, GCSE Chemistry and GCSE Physics)**

This is where students study each of the science subjects (Biology, Chemistry and Physics) as separate GCSEs and gain one grade for each subject – three grades in total. Studying the separate Science subjects tend to support students that are planning to take a more academic route through Science, with a vision of completing A-Levels and continuing in STEM (Science, Technology, Engineering and Maths) fields beyond their education.



### **Assessment**

There will be two 1hr 45min examinations for each GCSE in Year 11. Each examination is worth 50% of that subject. This is a total of six examinations for the three GCSE qualifications. There is no controlled assessment, but students will have to undertake "Required Practicals" throughout the course. These will be assessed as part of the written examination papers.

The Science department will decide which students do the triple (separate Sciences) or trilogy course based on their academic achievement.

## **GCSE Combined Science: Trilogy**

This course is worth two GCSEs and is a combination of Biology, Chemistry and Physics. Students will study all three disciplines and will receive a double grade that combines their performance across the subject.

### **Assessment**

There will be two 1hr15min papers for each subject each worth 16.7% of the GCSE. This is a total of six papers. There is no controlled assessment, but students will have to undertake "Required Practicals" throughout the course. These will be assessed as part of the written examination papers.

### **Future Pathways/Careers**

Science prepares all students for life in a scientific and technologically based society. GCSE science offers valuable support to those going on to study A Level science, applied science, social sciences such as criminology, sociology and vocational courses such as animal care.

### **Contact Information**

Mr M Lee  
Head of Science  
[mlee@kinverhigh.co.uk](mailto:mlee@kinverhigh.co.uk)

# PHYSICAL EDUCATION (CORE)

## Subject Content

At KS4 students will be allocated to an activity pathway which will influence the curriculum they receive. The exam PE pathway focuses on assessed sports from the GCSE specification with an emphasis on skill development and competitive practice. The core PE pathway focuses on broadening students experience of PE in order to encourage lifelong participation in sport and physical activity post 16. It is important to note that students will be allocated to a pathway which best suits their needs therefore it would not be necessary for a student to study examination PE to partake in the exam pathway and vice versa for core PE.

Both pathways will deliver **Health Related Fitness** modules using our new **gym**. Being healthy and having a good level of fitness is important for a long and happy life. During this module they will learn about different types of training and begin to develop an understanding of how they can improve their health and fitness outside school. They will also learn how to exercise safely and effectively in a gym environment, essential knowledge given that the gym provides one of the main forms of participation physical activity for British adults.

In addition to the various options for participation the KS4 curriculum also aims to develop leadership skills to allow students an insight to an involvement in sport other than that of performer.

## Sports Leader Award

This module will be completed in Year 10. During the unit students will develop the essential skills that are required to become a good leader in different sporting environments. Students will learn how to organise and deliver coaching sessions and organise an event in which they will invite primary school students to participate in. They will also have the opportunity to sign up to an official Sport Leader award via the schools' period 7 enrichment programme.



## Officiating

This module will be completed in Year 11. During the unit students will develop the skills that are required to officiate in a selected sport – generally football or netball. Students will further their knowledge of the laws of the game and practice their application in a competitive environment, officiating matches between peers. Students who perform well or show a keen interest in officiating will be directed to external courses that can lead to them achieving an accredited qualification and paid work as an official.

## Contact Information

Mr J Mouzer  
Head of Physical Education  
[j.mouzer@kinverhigh.co.uk](mailto:j.mouzer@kinverhigh.co.uk)

# GCSE GEOGRAPHY

## **Why choose this course?**

Geography helps you to make sense of the world around you. It's hands on, relevant, and fun. Geography is a broad-based academic subject which will open up options for you in your future. Employers and universities see Geography as a robust academic subject rich in skills, knowledge and understanding. This specification draws upon content that is up-to-date and relevant, such as current natural disasters, poverty and globalisation.

## **Course content**

The specification is AQA Geography (8035) and covers the following units:

### **Unit 1: Living with the physical environment**

1A: The challenge of natural hazards

1B: The living world (hot deserts and rainforests)

1C: Physical landscapes in the UK (rivers and coasts)

### **Unit 2: Challenges in the human environment**

2A: Urban issues and challenges

2B: The changing economic world

2C: The challenge of resource management (energy)

### **Unit 3: Geographical applications**

3A: Issue evaluation

3B: Fieldwork and geographical skills (students must complete at least two visits to complete fieldwork studies)

## **Assessment**

Assessment is all written external examinations at the end of Year 11.

- Paper 1: 1 hour 30 minutes, 88 marks (including 3 marks for spelling, punctuation, grammar and specialist terminology (SPaG) 35% of final GCSE
- Paper 2: 1 hour 30 minutes, 88 marks (including 3 marks for spelling, punctuation, grammar and specialist terminology (SPaG) 35% of final GCSE
- Paper 3: 1 hour 15 minutes, 76 marks (including 6 marks for SPaG), pre-release resources booklet made available 12 weeks before Paper 3 exam, 30% of final GCSE.

Question types: multiple-choice, short answer, levels of response, extended prose.



### **Future pathways/careers**

There has never been a more important time to use geographical knowledge and skills to pursue a career. None of the changes and challenges facing the UK and the world in the 21st century, including climate change, energy security, migration, urbanisation and globalisation, can be properly understood, let alone tackled, without Geography. Future careers could involve the environmental sector, business, education, the natural or social sciences, the media, in geospatial industries or in travel.

### **Contact information**

Mrs E Strangward

Second in Humanities

[estrangward@kinverhigh.co.uk](mailto:estrangward@kinverhigh.co.uk)

# GCSE HISTORY

## **Why choose this course?**

GCSE History offers students a hugely exciting and interesting exploration of human civilisation. Through the study of major events across nearly one thousand years of history, students will hone and develop highly desirable academic and employability skills such as evidence analysis, chronological awareness, extended and evaluative writing.

## **Course Content/Main Topics Studied?**

The course follows the OCR Syllabus *History J411 – School's History Project B*. There are three sections covered by the OCR course, with two consisting of two parts, whilst the final section is a site study on which students are examined separately.

### **Section 1: British Historical studies**

- Thematic Study: ***The People's Health c.1250 - Present Day***

*Synopsis:* This study examines the health of people in Britain. There are four eras studied; The Middle Ages, the Renaissance, the Industrial Revolution and the 20<sup>th</sup> Century. It focuses on; changes in lifestyle, improving or declining living standards, the epidemics that defined each era, and the way in which governments responded to these and other health issues. This is studied in the Autumn Term of Year 10.

- Depth Study: ***Norman England, 1065 – 1087***

*Synopsis:* Students will study the arrival of the Normans and the establishment of their rule. The depth study will focus on major aspects of Norman rule, considered from economic, religious, political, social and cultural standpoints of this period and arising contemporary and historical controversies. Key topics included are the Norman Conquest, the development of feudalism, and the Harrying of the North. This is studied in the Spring Term of Year 10.

### **Section 2: World History**

- Thematic Study: ***The Making of America, 1789–1900***

*Synopsis:* This period study focuses on the development of America during a turbulent century of change. It was a period of expansion and consolidation – the expansion to the west and consolidation of the United States as a nation. Key topics included are Indian society, Indian-American relations and the American Civil War. This is studied in the Autumn Term of Year 11.

- Depth Study: ***Living Under Nazi Rule, 1933-45***

*Synopsis:* Students will examine the way in which the Nazi government in Germany changed people's lives before and during the Second World War. This module focuses on; Nazi propaganda and the systems of control, opposition to Nazi Rule, how Nazi policy impacted on ordinary lives, as well as considering the Second World War and the Holocaust. This is studied in the Spring Term of Year 11.

### **Section 3: Site study**

Students study the industrial town of Coalbrookdale and the way in the site has changed. This includes a visit to the town, as well as an in depth look at sources describing Coalbrookdale and the changes it has undertaken since it was founded by Abraham Darby. This is studied in the Summer Term of Year 10.

### **Assessment**

Sections 1 & 2 are examined in two papers (two hours for both papers) worth 40% of the GCSE each. Section 3 is a one-hour exam on the site study, accounting for 20% of the GCSE.

### **Future Pathways/Careers**

GCSE History is a stepping stone, academically, to advanced or university study in history, archaeology, classics, sociology, politics, or law. Careers that are linked to an understanding of history, or to historical skills, are those such as teacher, researcher, librarian, solicitor, curator, archaeologist, heritage conservationist, journalist, civil servant, or politician.

### **Contact Information**

Mr O Davies

Assistant Headteacher

[o.davies@kinverhigh.co.uk](mailto:o.davies@kinverhigh.co.uk)

# **MODERN FOREIGN LANGUAGES**

## **GCSE FRENCH OR SPANISH**

### **Why choose this course?**

Foreign languages play an increasingly important role in our lives today, whether for work or for pleasure. We firmly believe that any student who has an aptitude and enthusiasm for languages should develop it to the full.

The GCSE course aims to develop students' ability to communicate confidently and coherently in the target language in speech and writing, conveying what they want to say with increasing accuracy, to express and develop thoughts and ideas spontaneously and fluently. Students are exposed to a wide range of authentic spoken and written material including literary texts and given the skills to be able to understand and deduce meaning. Through the acquisition and application of grammar and vocabulary students will deepen their knowledge about how language works in order to creatively experiment with the foreign language and write or speak at length independently.

A foreign language is a distinct advantage when applying for jobs and highly favoured by Russell Group Universities. It also forms part of the **EBacc qualification** alongside History or Geography and is the academic pathway of most undergraduates.

### **Course Content/Main Topics Studied**

The course builds on the knowledge of topics covered at KS3 and is split into 5 themes:

Theme 1: Identity and culture

Theme 2: Local area, holiday and travel

Theme 3: School

Theme 4: Future aspirations, study and work

Theme 5: International and global dimension

### **Assessment**

We follow the Edexcel specification. The weighting of the four skills is:  
Speaking 25%, Writing 25%, Listening 25%, Reading 25%.

Writing, reading and listening are all assessed by final examination at the end of Year 11. The speaking exam is conducted by the student's class teacher (also at the end of Year 11) and is then assessed by the exam board.

## **Future Pathways/Careers**

As well as careers related directly to languages, such as a translator, an interpreter or a teacher, there are many careers where knowledge of foreign languages is advantageous and improves employability and earning potential. In sectors such as customer services, international marketing, transport industries and some areas of law and finance knowledge of a language is desirable. Languages can also be vital in areas of the public sector such as security, armed services, Civil Service and European Union.

Many modern language degree programmes offer a year studying or working abroad. If you choose to undertake a work placement during this year, this provides an opportunity to gain valuable work experience as well as honing your proficiency in the language.

## **Contact Information**

Miss L Goldsmith

Head of Communications

[lgoldsmith@kinverhigh.co.uk](mailto:lgoldsmith@kinverhigh.co.uk)



# GCSE ART, CRAFT AND DESIGN

## **Why choose this course?**

If you enjoy being creative, want to develop your practical skills and improve your thinking, communication and research abilities, Art and Design is a great choice. The skills you gain make it a great complement to other subjects and teaches you how to really see the world. You will develop your independence throughout the course which prepares you well for a career in the creative arts industry.



## **Course Content/Main Topics Studies**

**Unit 1:** In year 10, students respond to a set theme and complete a practise coursework unit of work. This is supported through a series of skills building masterclass workshops. Workshops include advanced drawing, watercolour/ acrylic/oil painting, print making, photography and ceramics/3D. All work is supported with relevant art theory and art history, making this a rigorous course. Work is documented in a large sketchbook, supporting sheet and models.

**Unit 2:** We then begin the 60% GCSE Portfolio in year 10 and continue in year 11. Students have a new theme to work within but choose different options to suit their skills and preferences. There is an emphasis on primary research, and students are expected to visit museums, art galleries, local sites of interest to collect suitable research and photographic research. School trips support this process. As the course progresses students are encouraged to work in two chosen specialisms (drawing, acrylic painting, printing, 3D etc...) to allow them to achieve their full potential. The coursework portfolio is supported by written studies and annotation which effectively documents their understanding of the art world. A final sketchbook, 2D and 3D final piece is completed for this unit.

**Unit 3:** OCR set an external task is worth 40% of the GCSE. This involves choosing a theme, producing a sketchbook similar to the coursework sketchbook and a final 10 hour GCSE exam. Students complete this sketchbook in the final term of year 11 and the exam is at the end of the course. Students are guided and supported in the production of the sketchbook and well prepared for the final 10 hour exam.

Homework is set weekly and marked alongside classwork. We provide lots of example work and support via our learning platform EDGE. Students are expected to complete artwork at home.

## **Essential equipment**

- A3 Sketchbook and folder –with cartridge paper (can be purchased from school)
- Sketching pencils, colour pencils, coloured and black pens, acrylic paints, watercolour paints, chalk pastels, oil pastels etc. Canvas/ watercolour paper.
- Access to a phone or digital camera.

## Assessment

Classwork and homework tasks are marked on a regular basis in students sketchbooks. Students then have the opportunity to improve work. Self and peer assessment are often used to support learning in lessons.

Coursework portfolio: 60% of the final grade

OCR set task 40%; this includes the preparation sketchbook and final 10 hour exam.

All work is marked by the centre then moderated by OCR at the end of the course.

## Future Pathways/Careers

Studying Art and Design helps you to develop *transferable skills* including verbal, written and visual communication, research skills, critical analysis skills. These will support you in a wide range of career paths, for example in the beauty industry, hospitality and catering and retail.

Your *creativity* can support you in building your own creative business, you would have good photography skills that would be used when advertising your own brand.

Your technical art ability can have lots of applications in the world of work. Here are a few examples: Artist, Graphic Designer, Interior Designer, Architect, Animator, Web Designer, Gaming Designer, Tattoo Artist, Florist, Teacher, Lecturer, Technician, Gallery Curator, Illustrator, Fundraising, Fashion Designer, Film Industry, Set Designer, Make-up Artist, Confectioner, Baker.

Pathways include studying A level Art, Art foundation Course at College then a BA Hons Degree. Other pathways include an apprenticeship in chosen career or college BTEC course.

## Contact Details

Mrs K Jarman

Head of Art and Design

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# **GCSE BUSINESS STUDIES**

## **Why choose this course?**

The course provides you with the opportunity to investigate how businesses are set up and how they operate. You will explore the main areas of business and explain where businesses gain their finance from and how they make a profit. These concepts can be related to different areas of work and business to give you a greater insight into the world of entrepreneurs. This is an engaging and inspiring course which reflects the demands of a truly modern and evolving business environment.

## **Course content**

Throughout the course, you will study topics such as-

- How to start a business, including what skills you need & how to raise finance.
- Entrepreneurial skills, including the risk and rewards of starting a business.
- Aims and objectives, including setting suitable aims for different types of business.
- Marketing, including advertising, development of products, setting the best price.
- Business structures, including the different ways to set up a business.
- IT and communications, including how are these used in business.
- Finance, including how businesses get the money to set up and operate and how they make a profit.
- Recruitment, including how businesses get the right staff and keep them working well.
- Interview and application skills, including how to create CV's and application forms.
- Business operations, including how businesses produce the things we buy.
- Influences on businesses, including the environment and how many businesses are operating around the world.

## **Assessment**

Two exams at the end of year 11 which are both 90 minutes long.

Theme 1: Investigating a small business.

Theme 2: Building a business.

Exam question types include multiple choice, short and extended writing.

## **Future Pathways/Careers**

There are several different career options in the field of business including finance, human resource management, sales, marketing, product design and development. Within these different areas are many paths that you can follow. For example, in finance you can work in accounts, in human resource management you could work in recruitment and in marketing you could work in advertising.

## **Contact**

Mr S Hussain

Head of ICT and Computing

shussain1@kinverhigh.co.uk

# GCSE DESIGN AND TECHNOLOGY

## **Why choose this course?**

Everything around us has been designed, from the furniture you sit on, to the games controller you operate, to the latest app on your phone, the latest games and crazes, logos, brands, clothes and jewellery you wear, to the vehicles in which you travel.

The new GCSE Design and Technology has been designed to be a rigorous course that simulates creative professions, in that students are expected to follow the design process, identify and work closely with an identified stakeholder or client and to be reflective improve their work through an iterative process.

## **Course content**

Students create an innovative product which they evidence through a single digital design portfolio. Students are given a design context which they work independently to investigate. Students identify stakeholders and an end user and then create several design iterations responding to user feedback, to go on to produce a final prototype.

Students will need to be focused on their own creative vision and will need a passion to be driven to innovate independently. Students are then able to use a range of processes across the several workshop disciplines that they have studied throughout KS3. These include traditional design methods, Computer Aided Design (CAD) and Computer Aided Manufacture (CAM) including laser cutting, CNC milling and 3D printing, alongside traditional processes such as woodworking, metalworking & plastics, thermoforming, graphic processes, textiles and electronics.

## **Assessment**

### **Non -examined assessment (NEA):**

This takes the form of an electronic portfolio; roughly 25-30 slides. (50%)

- **Explore:** Students explore a creative context, identifying a stakeholder, analyse relevant existing products/systems, to then create a technical specification.
- **Design thinking:** Innovative and creative response to an identified problem using a range of creative design processes and iterations.
- **Design Communication:** Evidence Informal graphics and modelling skills and progression towards final prototype.
- **Creation of prototype:** Use of relevant materials based on properties identified during exploration and design phase to create final prototype.
- **Evaluation and improvements:** Students evaluate throughout the design process based on stakeholder and user feedback. Students identify strengths & weaknesses and respond accordingly.

### **Exam (50%):**

A 2 hour written paper based on core design and technology principles focusing on at least one main category within design & technology. There is a 15% Maths & Science element.

## **Future pathways & careers**

This course is the gateway to a more traditional academic route. Students who study the GCSE have the option to move onto study A Level Design & Technology, which we also offer in the Invictus 6<sup>th</sup> Form. Although the GCSE can also act as a foundation for students wishing to move into Engineering disciplines. The course is a lot more focused on innovation & implementing the design process to create innovative products & systems.

The range of creative professions that students can go into are very broad indeed, from traditional trades such as carpentry, plumber, electrician to engineering, manufacture, architecture, 3D Design, packaging design, product design, product engineering, CNC/CAD operative, systems designers, programmers, set design/prop for theatres/tv, aerospace, civil engineering. The list is exhaustive & goes on.

## **Contact information**

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# GCSE FOOD PREPARATION AND NUTRITION

## **Why choose this course?**

If you enjoy working with food and the topics of nutrition, health, food safety and food science interest you then this would be a suitable option. Studying this course will equip you with the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating. It will encourage you to cook and will enable you to make informed decisions about food and nutrition and will allow you to acquire knowledge and understanding required in order to be able to feed yourselves and others affordably and nutritiously, now and later in life.

## **Course content/main topics studied**

This qualification in Food Preparation and Nutrition will enable you to make connections between theory and practice so that you are able to apply your understanding of food science and nutrition to practical cooking. The content relates to the study of both food and drinks.

Food preparation skills are integrated into five core topics: Food, nutrition and health, Food Science, Food Safety, Food Choice and Food Provenance.

## **The GCSE grade will be awarded as of completing the following components:**

*Component 1:* A single tiered written exam worth 50% of the total marks, which will assess the main areas of the syllabus covered during the course (1 hour 45 minutes).

*Component 2:* Students have to complete 2 assessments set by the exam board, which are assessed internally and externally moderated. These are worth 50% of the total marks.

*Assessment 1* (8 hours): This is a scientific food investigation which will investigate the students' knowledge, skills and understanding in relation to the scientific principles underlying the preparation and cooking of food.

*Assessment 2* (12 hours): Students have to plan, prepare, cook and present 3 dishes and accompaniments which assesses and showcases their practical skills.

This course follows the Eduqas GCSE Food Preparation and Nutrition syllabus

## **Future pathways/careers**

Students who study GCSE Food Preparation and Nutrition can go on to study level 3 Food science and nutrition, thus allowing them to consider careers in hospitality, food research or go on to university to study food science while considering careers in the sporting, medical and leisure industries.

## **Contact:**

Mrs T Barry  
Food Technology Teacher  
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# GCSE MEDIA STUDIES

## **Why Choose Media Studies?**

This qualification is for learners who wish to develop a knowledge and understanding of the theoretical framework surrounding Media Studies. The GCSE will enable students to study and gain a knowledge of media industries, audiences and contexts of the media products they are constantly exposed to within society. Students will gain experience in analysing the hidden meanings behind a range of media texts and exploring how texts are produced to reflect their intended audiences.

## **Course Content**

GCSE Media is about:

- Developing skills of analysis, enquiry and critical thinking
- Acquiring knowledge and understanding of a range of media issues
- Developing understanding of the role of the media historically and currently in society
- Appreciating a theoretical understanding
- Developing practical skills for creative media production

The course is split in to three parts:

30% non-exam assessment (coursework) and two examinations worth 35% each.

## **Examination**

Paper 1 is a 90 minutes assessment focusing on "Exploring the Media" which includes questions on students' study of: advertising, film promotion, magazines, radio, video games and newspapers.

Paper 2 is a 90 minutes assessment which examines students' ability to analyse media products they will have studied in lessons including: *Luther* and *The Sweeney* or *Friends* and *The IT Crowd*; Katy Perry, *Roar*; Bruno Mars, *Uptown Funk*; and TLC *Waterfalls*.

## **Non-exam assessment (NEA)**

Students must independently create a media product in response to a brief set by the exam board. Examples include: **Television** - Create a sequence from a new television programme or a website to promote a new television programme. **Advertising and Marketing: Music** - Create a music video or a website to promote a new artist/band. **Advertising and Marketing: Film** - Print-based marketing material for a new film. **Magazines** - Create a new print or online magazine. Students will research, plan and create a product.

## **What will I gain from this course?**

Media Studies is no longer a practical subject but is more theoretical. You may benefit from this course if you are considering a career in media, design or journalism. You must already enjoy different media such as film, music or video games.

You need to be a confident and creative person to take part in the course. You need to be prepared for group work as well as independent work in and out of school.

### **Future Pathways/Careers**

GCSE Media Studies is an academic qualification that leads to a variety of career pathways. Media Studies will prepare students for future careers such as digital marketing, journalism, tv production and many more.

### **Contact Information**

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# **GCSE RELIGIOUS STUDIES**

## **Why choose this course?**

Students will study AQA Religious Studies.

This course aims to build upon the foundation skills acquired at Key Stage 3 and develop these further to allow students to think critically and evaluate their own views and those of Christianity and Sikhism.

It allows students to:

- Develop their knowledge and understanding of religions and non-religious beliefs, such as atheism and humanism
- Develop their knowledge and understanding of religious beliefs, teachings and sources of wisdom and authority, including through their reading of key religious texts, other texts and scriptures of the religions they are studying
- Develop their ability to construct well-argued, well-informed, balanced and structured written arguments, demonstrating their depth and breadth of understanding of the subject
- Reflect on and develop their own values, belief, meaning, purpose, truth and their influence on human life
- Reflect on and develop their own values, beliefs and attitudes in the light of what they have learnt and contribute to their preparation for adult life in a pluralistic society and global community.

## **Course content**

### **Component 1: Paper 1: The study of religions: beliefs, teachings and practices.**

Students will study religious beliefs, teachings and practices of Christianity and Sikhism.

### **Component 2: Paper 2: Thematic studies**

Students will study four Religious, philosophical and ethical studies themes:

- Relationships and families.
- Religion and life.
- Religion, peace and conflict.
- Religion, crime and punishment.

## **Assessment**

- 2 written exams - Paper 1: The study of Religion and Paper 2: Thematic Studies
- 1 hour 45 minutes for each paper.
- 96 marks (plus 3 marks for Spelling, punctuation and grammar (SPaG)) per paper
- 100% exam

### **Future Pathways/Careers**

The study of RE at GCSE can lead students into A- Level study of Religious Studies and Philosophy. It also complements the study of Psychology, Sociology and Law. Analytical and evaluative skills from RE are transferrable to a number of A Level choices that require rational thinking and essay-based writing.

The study of religion and moral issues can lead to a wide range of careers. Typical roles associated with RE may include work in journalism or broadcasting, with possibilities of reporting on religious affairs.

Many people may choose vocations concerning the care profession, such as education, social services and youth work.

RE can lead to careers such as PR, advertising, sales, marketing, media and non-profit organisations and charity work.

### **Contact Information**

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# EXAMINATION PE

## GCSE PE OR CAMBRIDGE NATIONAL SPORTS STUDIES

### What is examination PE?

- Examination PE refers to the study of physical education as an examination subject with a focus on learning about the theory behind physical education and sport, combined with practical performance.
- At Kinver we offer two routes for students who are interested in examination PE - GCSE PE or a vocational course. Presently the specifications of vocational course in sport are under review and as such a final decision on the selected course is yet to be finalised, however it is expected we will offer the Cambridge National Sports Studies course as outlined overleaf.
- **Students will be guided to the pathway that will allow them to achieve their maximum potential.**

### Why should I Choose Examination PE?

- Do you enjoy all aspects of sport and are interested in studying the theoretical concepts of sport such as anatomy and physiology, sports psychology and sociology of sport?
- Do you want to choose a course that will provide you with the foundation for further academic studies and progression into a career in sport?



**The specific content of both the GCSE Physical Education and Cambridge National sports studies course are explained overleaf.**

### Future Pathways/Careers

You will have the option to study A-Level Physical Education or BTEC Sport and Exercise Science at sixth form. You will have numerous options to continue your studies at university. Traditional courses such as Sport and Exercise Science open the door to a wide range of sporting careers or you can choose more specialist courses such as Sport Coaching or Sport Management degrees for those who wish to be a coach or sports agent. You may also have the option to progress into a sport-based apprenticeship.

Successful students are well positioned to gain access to careers in Physiotherapy; Physical Education; Sports agent: Referees/Umpires; Sports Managers; Sports Medics; Fitness instructors; Personal Trainers, Dietician/Nutritionists; Coaches; Lecturers; Choreographers; Sports Administrators; Sports Psychologists; Professional Sportspersons; Sports Journalists; Biomechanists; Sports Photographers; Marketing (Leisure or Sport); Healthcare professionals; Massage Therapists and many more.

### Contact information

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# GCSE PHYSICAL EDUCATION

## **Theory Assessment (60% of final grade)**

### **Exam Paper 1: The human body and movement in physical activity and sport**

#### **What's assessed:**

- Applied anatomy and physiology
- Movement analysis
- Physical training
- Use of data

#### **How it's assessed:**

- Written exam: 1 hour 15 minutes
- 78 marks
- 30% of GCSE

#### **Questions**

A mixture of multiple choice/objective test questions, short answer questions and extended answer questions.

### **Exam Paper 2: Socio-cultural influences and well-being in physical activity and sport**

#### **What's assessed:**

- Sports psychology
- Socio-cultural influences
- Health, fitness and well-being
- Use of data

#### **How it's assessed**

- Written exam: 1 hour 15 minutes
- 78 marks
- 30% of GCSE

#### **Questions**

A mixture of multiple choice/objective test questions, short answer questions and extended answer questions.

## **Practical Assessment (40% of final grade)**

#### **What's assessed:**

- Practical performance in three different physical activities in the role of player/performer (one in a team activity, one in an individual activity and a third in either a team or in an individual activity). For example: a student can be assessed in rugby and basketball as 2 team activities as well as badminton for their individual activity.
- Analysis and evaluation of performance to bring about improvement in one activity.

#### **How it's assessed**

- Assessed by teachers
- Moderated by AQA
- 100 marks
- 40% of GCSE



## Questions

For each of their three activities, students will be assessed in skills in progressive drills (10 marks per activity) and in the full context (15 marks per activity).

Students will be assessed on their analysis (15 marks) and evaluation (10 marks) of performance to bring about improvement in one activity.

<u>Team Activity List</u>	<u>Individual Activity List</u>
Association football	Amateur boxing
Badminton	Athletics
Basketball	Badminton
Camogie	Canoeing/kayaking (slalom)
Cricket	Canoeing/kayaking (sprint)
Dance	Cycling Track or road cycling only
Gaelic football	Dance
Handball	Diving (Platform diving only)
Hockey	Golf
Hurling	Gymnastics (artistic) Floor routines and apparatus only.
Lacrosse	Rock climbing
Netball	Sculling
Rowing	Skiing
Rugby League	Snowboarding
Rugby Union	Squash
Squash	Swimming
Table tennis	Table tennis
Tennis	Tennis
Volleyball	Trampolining
	Equestrian

# **Level 1/2 CAMBRIDGE NATIONAL SPORTS STUDIES**

## **40% external examination**

### **Mandatory unit 1: Contemporary issues in sport**

#### **What's assessed:**

- Issues which affect participation in sport
- The role of sport in promoting values
- The implications of hosting a major sporting event for a city or country
- The role National Governing Bodies (NGBs) play in the development of their sport
- The use of technology in sport

#### **How it's assessed:**

- Written exam: 1 hour 15 minutes
- 70 marks
- 40% of course

#### **Questions**

A mixture of multiple choice/objective test questions, short answer questions and extended answer questions.

## **60% Non-examination assessment (coursework)**

### **Mandatory unit 2: Performance and leadership in sports activities**

#### **What's assessed:**

- Key components of performance
- Applying practice methods to support improvement in a sporting activity
- Organising and planning a sports activity session o Leading a sports activity session
- Reviewing your own performance in planning and leading a sports activity session.

#### **How it's assessed**

- Written assignment
- Performance as participant and leader

### **Optional unit 1: Sports and the media**

#### **What's assessed:**

- The different sources of media that cover sport
- Positive effects of the media in sport
- Negative effects of the media in sport
- Key components of performance

#### **How it's assessed**

- Written assignment

### **Optional unit 2: Increasing awareness of Outdoor and Adventurous Activities**

#### **What's assessed:**

- Provision for different types of outdoor and adventurous activities in the UK
- Equipment, clothing and safety aspects of participating in outdoor and adventurous activities
- Plan for and be able to participate in an outdoor and adventurous activity
- Evaluate participation in an outdoor and adventurous activity

#### **How it's assessed**

- Written assignment

# LEVEL 1/2 CAMBRIDGE NATIONAL CERTIFICATE IN ENGINEERING DESIGN

## **Why choose this course?**

Engineering is so huge that it's often hard to define, however most know it to be is the practical application of Maths, Science and design disciplines (STEM) and is massively relevant in our ever-changing world. The Engineering, manufacturing and creative industries make up roughly £400 billion of the UK economy, which equates to roughly 25%. This course has been designed and tailored by Engineers and has proved a choice popular with students since its implementation at Kinver, as students are able to succeed at every level and the course provides several clear pathways into further education, training and apprenticeships.

## **Course content**

Students create 2 distinct digital portfolios & a 1 hour 15-minute exam that contributes to their final mark.

### **R038 Principles of Engineering Design (1hr 15mins exam) 40%**

Students explore the theory of design principles including design strategies, methods including prototyping & Computer Aided Design and how this relates to the processing of Engineering materials and its impact on the sustainable production of Engineered products.



### **R039: Communicating Designs NEA 30%**

Students develop their knowledge and skills in *communicating 2D and 3D design ideas*, including traditional sketching methods, using effective annotation and labelling. They develop detailed rendering as well as computer-based presentation techniques and use Computer-Aided Design (CAD) software. Students learn the principles of engineering drawings including orthographic, sectional & exploded drawings and learn how to annotate these effectively using both traditional technique & CAD.

**R040: Design Evaluation & modelling NEA 30%** Students disassemble products and from their analysis, go on to construct a product which must consist of several parts. Students demonstrate how to plan for manufacture and respond to relevant health & safety considerations

## **Assessment**

Student work towards a level 1 award or level 2 certificate (GCSE equivalent). The qualification is Nationally recognised and contributes to school league tables. A Level 2 Distinction star is the equivalent to an A\*\* at GCSE.

## **Future pathways/Careers**

At Kinver we have links to Engineering training providers & this qualification can also be built on at every level at college, guaranteeing students success.

From the level 2 certificate students can go on to study a level 3 Engineering Technical Award, this is the equivalent to an A Level, providing students also get a pass in Maths & Science. Likewise, Invictus also offer the option of studying Design & Technology at A Level, and many of our students who achieve a good pass in Engineering Design opt to carry on their studies at the Invictus 6<sup>th</sup> Form.

The push for Engineers in the UK has never been so relevant with many employers looking to pay the best talent alongside completing an apprenticeship or training.

At a glance: Employers in Engineering, starting at 'A' are: Airbus, Arup, Aston Martin, Atkins, Babcock, BBC, BAE systems, Balfour Beatty, BMW Group...

The list goes on...

## **Contact information**

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# **LEVEL 1/2 CAMBRIDGE NATIONAL CERTIFICATE IN** **CHILD DEVELOPMENT**

## **Why choose this course?**

This is the Level 1/2 Cambridge National Certificate in Child Development  
This qualification is for learners aged 14-16 who wish to develop applied knowledge and practical skills in child development. This course mixes assignment-based work with external assessments.

## **Course content/Main Topics studied**

All students will study three mandatory topics as follows:

- Health and well-being for child development.
- Create a safe environment and understand the nutritional needs of children from birth to five years.
- Understand the development of a child from birth to five years.

The first unit of study underpins all of the other learning in this qualification. Students will develop the essential knowledge and understanding in child development. In this unit, students will learn about the importance of both pre-conception health and creating conditions in which a child can thrive, including the prevention and management of childhood illnesses and creating a safe environment.

In the second unit of study, students will gain knowledge of the equipment needs of babies and young. Students will learn how to create a safe environment for children from birth to five years in childcare settings. They will investigate and choose equipment that is both suitable and safe for use and will learn about their nutrition and dietary needs.

In the third Unit of study, students will gain an understanding of the development norms from birth to five years and the stages and benefits of play. They will use observation, research techniques and skills to investigate these development norms and explore their findings. Students will also learn the importance of creating plans and providing different play activities to support children in their development.

## **Assessment**

It consists of three units: one 70-mark exam (a written paper 1 hour and 15 minutes long) unit and two internally assessed sets of assignments that are externally moderated.

## **Future pathways/Careers**

This course is designed with both practical and theoretical elements, which will prepare students for further qualifications in Child Care, Health and Social Care, Psychology, Sociology and Biology.

## **Contact details**

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# LEVEL 1/2 CAMBRIDGE NATIONAL CERTIFICATE IN CREATIVE iMEDIA

## **Why Choose this course?**

If you like creating things on the computer, then Creative iMedia is the course you might choose. Creative iMedia is a media sector-focused course, including graphics, web development and project management. It has four units, three of them are based on your coursework in making and changing images using Photoshop, making webpages, and creating an interactive multimedia product. One unit has a written exam to do, which is completed in January of Year 10, but may be retaken if needed. All the four units are worth 25% of the overall grade each.

## **Aims**

Equip young people with the knowledge of pre-productions documents and their use in the design aspects of creating a multimedia product.

Equip young people with the knowledge, understanding and skills they need to design and make, effective digital products for others to use.

Enable young people to use digital tools as a means of expression to inform, persuade and entertain.

Foster young people's creativity and develop their independent learning skills.  
Increase young people's awareness of their responsibilities in the digital world and their respect of other people's rights.  
Equip young people with professional, real-world skills in planning, project management and communication.  
Give young people the knowledge, understanding and skills they need to support future learning and exploit the creative digital industries.



## **Course Content and Assessment**

- **R081: Pre-production skills (Year 10)**

This is a mandatory unit, based on all aspects of planning projects from Mood boards to Gantt Charts. It will also develop student understanding of a client brief, time frames, deadlines and preparation techniques that form part of the planning and creation process. For the assessment of this unit, the students will be entered for an exam in January of Year 10, which may be retaken if needed in January the following year.

- **R082: Creating digital graphics (Year 10)**

This is also a mandatory unit, in which Photoshop is used to edit photographs and images to suit given scenario. For the assessment of this unit, students will complete a 10-hour controlled assessment, which is marked by the teaching staff and externally moderated. This moderation can take place in June of Year 11. The project consists of planning through to reviewing stages.

- **R085: Creating a multi-page website (Year 11)**

In this unit, students will have the opportunity to understand the basics of creating multi-page website through this unit. They will also be able to demonstrate their creativity by combining components to create a functional, intuitive, and aesthetically pleasing website using Adobe Muse. For the assessment of this unit, students will complete a 10-hour controlled assessment, which is marked by the teaching staff and externally moderated. This moderation can take place in June of Year 11.

- **R087: Interactive Multimedia (Year 11)**

In this unit, students will have the opportunity to understand the basics of interactive multimedia products for the creative and digital media sector. They will learn where and why interactive multimedia is used and what features are needed for a given purpose. It will enable them to interpret a client brief, and to use time frames, deadlines, and preparation techniques as part of the planning and creation process when creating an interactive multimedia product.

### **Future Pathways/Careers**

As a marketing executive you can promote a client's product or services. As a graphics designer you could create websites and promotional materials for large organisations. There are many opportunities in film and journalism that require creative skills and qualifications to complete engaging projects.

### **Contact Details**

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# **BTEC LEVEL 2 TECH AWARD IN PERFORMING ARTS**

## **Why choose this course?**

This qualification is for learners who wish to develop applied knowledge and practical skills in the performing arts. As the BTEC Tech Award in Performing Arts is a practical introduction to life and work in the industry, students will explore the sector while developing specific skills and techniques, devising, choreographing and delivering a workshop performance and also analysing, evaluating and enhancing dance and/or drama skills.

## **Course Content/Main Topics Studied**

Learners will complete three mandatory units:

### **Unit 1: Exploring the Performing Arts**

The aim of this component is to give you a taste of what it's like to be a professional actor or dancer across different styles and genres. During this component students will observe and reproduce existing repertoire.

### **Unit 2: Developing Skills and Techniques**

The aim of this component is to develop skills and techniques in the chosen discipline of acting or dancing. This will include actively participating in technique classes in either discipline, demonstrating development and progress over time.

### **Unit 3: Performing to a Brief**

The aim of this component is to consider how practitioners adapt their skills for different contexts and put this into practice in a performance by devising and performing a piece lasting 10-15 minutes to your chosen target audience. The synoptic nature of this unit allows learners to respond to a range of questions designed to assess their knowledge across the performing arts.

## **Assessment**

Unit 1 (Exploring the performing arts) and 2 (Developing skills and techniques) are internally assessed units and are marked out of 60 marks worth 30% of the final grade each.

Unit 3 (Performing to a brief) is externally assessed using a final videoed practical examination and three milestone-controlled assessments (written) and is marked out of 80 marks, worth 40% of the final grade.

## **Future Pathways/Careers**

Learners will research different performing arts disciplines and show/reveal their creativity when developing ideas for a performance and develop the practical skills associated with performing arts. In addition, learners will develop a broad knowledge of creative business practices, including functions and roles, marketing and event management, develop knowledge of how to put on a production and be able to perform effectively in their chosen area.

These areas will give students the knowledge and confidence to peruse a range of careers within performing arts and could lead to further study at Level 3.



Your technical performing arts ability can have lots of applications in the world of work. Here are a few examples: Dancer, Actor, Choreographer, Director, Set Designer, Costume Designer, Teacher, Lecturer, Technician, PR roles, Fundraising, Film Industry

Pathways include studying A level Dance or Drama, BTEC Level 3 performing arts, Performing Arts BA Hons Degree. Scholarships to vocational dance and drama schools and colleges.

### **Contact Information**

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