



GCSE Art, Craft & Design, Photography, Textiles

GCSE Art & Design

- Student attendance at extra-curricular sessions is essential.
- It is expected that every student should be completing a minimum of 2 hours of work at home each week in order to complete preparation work for coursework.
- Prior to the examination, all students must attend the organised Gallery visit.

GCSE Photography

- Student attendance at extra-curricular sessions is essential.

GCSE Textiles

- It is expected that every student should be completing a minimum of 2 hours of work at home each week in order to complete preparation work for coursework.



GCSE Business

The Exam:

Paper 1 – Influences of Operations and HRM on Business Activity (methods of production, quality, delivering good customer service, organisational structures, recruitment and selection and motivation.)

Paper 2 – Influences of Marketing and Finance on Business Activity (Understanding customer needs, market research and the 4ps of the marketing mix, sources of finance, cash flow and analysing business performance)

Help with revision:

BBC bitesize has a page dedicated to business students at this level - here is the link:
www.bbc.co.uk/bitesize/subjects/zpsvr82

Key term link:

www.aqa.org.uk/resources/business/gcse/business/teach/subject-specific-vocabulary



WJEC Level 1/2 Award in **Constructing the Built Environment**

The Course

- **Unit 1:** Safety and Security in Construction: 25% of the final mark
- **Unit 2:** Practical Construction Skills: 50% of the final mark
- **Unit 3:** Planning Construction Projects: 25% of the final mark

How can you help?

Test students on the information in the revision books; health and safety legislation and the HSE are topics students often find particularly hard to remember. Encourage them to talk about the construction topics they see in everyday life: types of construction signs, fire extinguishers, hazards on construction sites and how risks can be reduced. Maths for construction is part of unit 3 so get them to work out areas and perimeters around the home, calculate costs, percentages and ratios for everyday situations. If you have experience of the construction industry, talking to students about career opportunities and the roles and responsibilities of construction employees will help with unit 3.

Help with Revision

There are revision guides for the exam topics which include everything they need to know on 'Show my Homework.' There are questions to go with these linked to the topics. More questions are available when these are all complete.

Videos produced by WJEC specifically for the course are available on YouTube:
www.youtube.com/playlist?list=UUQSczLjBUv8ZWcf9mluYv-Q

BTEC Tech Award in Creative Media Products

A brief summary of content in the component 3 externally set task:

A Developing ideas in response to a brief

- A1 Responding to a brief
- A2 Generating ideas

B Developing planning materials in response to a brief

- B1 Planning materials
- B2 Managing the production process

C Apply media production skills and techniques to the creation of a media product

- C1 Monitor and review the outcomes of the production process
- C2 Production skills and techniques
- C3 Combining and refining content
- C4 Testing and exporting for distribution

How can you help?

Ask students to tell you about their coursework and how it is progressing. Support them to prepare for their component 3 externally set task in March - do they need to collect assets - what images or photographs do they need to take? How are they managing their time in the lessons?

Help with revision

Full details of the specification can be found at:

www.qualifications.pearson.com/en/qualifications/btec-tech-awards/creative-media-production.html

NCFE CACHE Level 2 Technical Award

Child Development and Care

Key facts: Weighting of the exam and coursework:

Unit 1: 12.5% of the qualification's grade (coursework)

Unit 2: 37.5% of the qualification's grade (coursework)

Unit 3: 50% of the qualification's grade (exam – synoptic assessment based on knowledge from unit 1 and 2 coursework)

To achieve this unit and the Award you will need to be successful in a scenario based short answer examination. You will need to be sure that you are confident about everything you have learned in Unit 1 and Unit 2. This unit will support you in your preparation for the scenario based short answer examination.

Unit 1: An introduction to working with children aged 0-5 years

Unit 2: Development and well-being 0-5 years

How can you help?

Ensure students have completed their coursework from Years 9

and 10 to the best of their ability as the exam questions are based on the knowledge from these two units. Proof read assignments with students. Encourage them to attend intervention when available. These will focus on coursework and examination in P6s throughout the year. Test them on exam content using specification and class booklets.

Coursework can be completed and improved at home. Encourage students to use their coursework to check key facts.

P6 sessions available to support completion of these.

Many students struggle with timing – regular timed exam practice is the key here. Students should be completing at least one exam question every week, in addition to what they do in class. Please can you ensure these are done in timed conditions? A minute per mark is the rule.

You can support your son/daughter by testing their

knowledge. Students have all of the content in their notes so testing recall would be useful.

Create perfect answers. Students should use their previous exam answers to create a model answer that they can then revise from, using the past papers, mark schemes and class notes.

Help with revision

<https://www.qualhub.co.uk/qualification-search/qualification-detail/ncfe-cache-level-2-technical-award-in-child-development-and-care-563#SupportMaterials>

Past paper questions and revision booklets are accessible via the Academy Y11 Website

They have also been given a pre-prepared word document that gives example and 'what a good one looks like' answers to revise



RSL Level 2 Certificate in **Creative and Performing Arts: Acting**

Course assessments:

Students will undertake 2 units of study throughout the course. These units consist of 1 externally assessed unit and 1 internally assessed. Both units have practical and written elements, completed as coursework.

- **Unit 201:** Live Performance (Externally assessed)
 - **LO1:** Be able to plan for a live performance
 - **LO2:** Be able to demonstrate the skills for a live performance
 - **LO3:** Be able to reflect on their performance
- **Unit 212:** Exploration of text: Classic and Modern (Internally assessed)
Students will undertake 3 learning outcomes for this unit:
 - **LO1:** Understand how to analyse and interpret text in modern and classic dramatic writing
 - **LO2:** Perform dialogue from modern and classic texts
 - **LO3:** Evaluate their performance

How can you help?

Speaking with students to establish current coursework activities. Students will need to apply self-management skills to ensure both written and practical coursework is up to date and completed to a high standard.

Help with revision:

Whilst there is no formal examination undertaken as part of this course, students undertake regular performance assessments and as such it is important that students are learning and practicing their lines. When completing practical assessments, it is important that students are 'off script' as soon as possible in order to develop their acting techniques and so they have freedom of movement in rehearsals.

GCSE Design Technology

Course assessments:

GCSE Design and Technology will prepare students to participate confidently and successfully in an increasingly technological world. Students will gain awareness and learn from wider influences on Design and Technology including historical, social, cultural, environmental and economic factors. Students will get the opportunity to work creatively when designing and making and apply technical and practical expertise.

Assessments

Paper 1

What's assessed

- Core technical principles
- Specialist technical principles
- Designing and making principles

How's it assessed

- Written exam: 2 hours
- 100 marks
- 50% of GCSE

Paper 1

What's assessed?

Practical application of:

- Core technical principles
- Specialist technical principles
- Designing and making principles

How's it assessed

- Non-exam assessment (NEA): 30–35 hours approx
- 100 marks
- 50% of GCSE

Help with revision:

GCSE Design and Technology - AQA - BBC Bitesize
Seneca - Learn 2x Faster ([senecalearning.com](https://www.senecalearning.com))



GCSE Economics

The Exams:

Paper 1 – How markets work (microeconomics: economic foundations; resource allocation; how prices are determined; production, costs, revenue and profit; competitive and concentrated markets; market failure)

Paper 2 – How the economy works (macroeconomics: introduction to the national economy; government objectives; how the government manages the economy; international trade and the global economy; the role of money and financial markets)

The Exam:

There are a variety of resources to support with the different question types. Multiple-choice: <https://www.tutor2u.net/economics/reference/gcse-economics-100-multi-choice-revision-questions>

Short videos which explain key topics:

<https://www.tutor2u.net/economics/reference/revision-videos>

(students need to search for the topic they wish to revise)

Key macroeconomics revision YouTube: https://www.youtube.com/watch?v=kTgo_5UWKI4

Key microeconomics revision YouTube: <https://www.youtube.com/watch?v=mzLUHBKJnUI>

Mixed microeconomics topics: <https://www.youtube.com/watch?v=3tlfCKo4B0s>

Help with revision:

<https://www.aqa.org.uk/resources/economics/gcse/economics/teach/subject-specific-vocabulary>



BTEC Enterprise

The Exams:

Component 3 - Promotion and Finance for Enterprise. There are 60 marks in this synoptic assessment and it will build on knowledge that has been taught in component 1 and component 2. The duration of the paper is 2 hours. Monday 3rd February 2020 is the date for Component 3- Promotion and Finance for Enterprise assessment.

Exam content - Due to the synoptic nature of the assessment, there is a broad range of content covered in the paper:

- Learners will be provided with a case study of a small to medium enterprise (SME) and a series of tasks to complete in the assessment. These will include:
- **Elements of promotional mix and their purposes** - Methods businesses can use to promote their products and services and the factors that may affect these.
- **Financial documents** - The range of documents businesses use in transactions and legal documents used for reporting financial outcomes.
- **Financial forecasting** - Using and creating cash flow forecasts and break even analysis.
- **Sources of finance** - Learners will need to consider the relevance of a range of finance options available to a business.

Help with revision:

BBC bitesize has a page dedicated to business students at this level - here is the link:
<https://www.bbc.co.uk/bitesize/subjects/zpsvr82>

The revision guide will be sold in school.

GCSE Film Studies

The Exams:

There are 2 exams in the Film GCSE, alongside coursework on creating a screenplay and/or a short film. Both exams are 1 hour and 30 minutes.

Paper 1 - Component 1: Key Developments in US Film (35%)

Section A: US film comparative study – REBEL WITHOUT A CAUSE & FERRIS BUELLER'S DAY OFF

Section B: Key developments in film and film technology

Section C: US independent film – JUNO

Paper 2 Global Film: Narrative, Representation and Film Style (35%)

Section A: one stepped question on one global English language film – **ATTACK THE BLOCK**

Section B: one stepped question on one global non-English language film - **TSOTSI**

Section C: one stepped question on one contemporary UK film – **DISTRICT 9**

Component 3 – Non-exam Assessment (30%)

This component assesses the ability to apply knowledge and understanding of film to a production and its accompanying evaluative analysis. Learners produce:

- one genre-based film extract (either from a film or from a screenplay)
- one evaluative analysis of the production, where learners analyse and evaluate their production in relation to comparable, professionally-produced films or screenplays.

How can you help?

Ask students to tell you about their key films by recalling character names, storylines and key foci for the Paper 2 components. Ensure that students can tell you what each exam is on and their ideas about what they think about the film using film language. Use the knowledge organisers and guides students have been given to ask students the meaning of key words or ask them to describe and explain the key features from each film. Work with students to use the revision flashcards created in class. Ask students questions from the Timeline revision quizzes students have been given. Sit and watch the films with students and consider watching the extra, recommended films that students have listed in their revision guides.

Help with revision

1. Key clips from the films students will be examined on can be found here:
<https://www.youtube.com/@FilmStudiesFundamentals>
2. Watch the revision videos in the videos that are relevant to the films our students have studied:
<https://youtube.com/playlist?list=PLTRklu8quMKx6Icevxd8-DHLIzPmoyDm&si=AAyjdDK43uPWZ5Vu>
3. Each student has access to every question asked in the GCSE exams and should practice these.



GCSE Geography

The Exams:

There are 3 exams in your GCSE Geography. All of your exams are 1 hour and 30 minutes.

Paper 1 - Physical Geography (37.5%) (UK landscapes, coasts, rivers, weather and climate, ecosystems)

Paper 2 - Human Geography (37.5%) (Changing cities, resource management, energy)

Paper 3 - Geographical investigations (25%) (Fieldwork to an urban area – Sheffield and to a river landscape - Burbage Brook.)

How can you help?

Ask students to tell you about their case studies and place examples. Make sure they know what each exam tests. Get them to tell you what the exam command words mean. Use the revision guides to ask them the meaning of key words or ask them to describe and explain the maps, graphs and tables that are in the book. Encourage them to watch the news, it helps so much with background geographical knowledge.

Help with revision:

BBC bitesize has a page dedicated to Edexcel Geography. The link is:

www.bbc.co.uk/bitesize/examspecs/zsytxsg

<https://timeforgeography.co.uk/> (use the videos section).

GCSE German

The Exams:

There are 4 papers, each worth 25% of the final grade.

These are Listening, Reading, Speaking and Writing.

Speaking Exam

What's in the exam?

- 1 – Role Play (15 marks)
- 2 – Photo Card (15marks)
- 3 – General Conversation (30 marks)

How can you help?

Test the students on the English meanings of the role play and photo card phrases.

Listen to students reciting a range of General Conversation answers and prompt them with the next word if they're stuck (don't worry, you don't have to understand what they're saying!)

Listening and Reading Exams

What's in the exam?

Listening - a range of questions in English and German testing their comprehension of spoken material. Reading - a range of questions in English and German testing their comprehension of written material.

How can you help?

Encourage students to revise for weekly vocabulary tests. Test them on vocabulary by showing them the English and asking them to tell you the German and vice-versa.

Writing Exam

What's in the exam?

Foundation

- 1 – Photo (8marks)
- 2 – 40 word task (16marks)
- 3 – Translation (10 marks)
- 4 – 90 word task (16 marks)

Higher

- 1 – 90 word task (16 marks)
- 2 – 150 word task (32 marks)
- 3 – Translation (12 marks)

How can you help?

This exam is testing spelling accuracy. If a student has been revising school, for example, ask them to spell some school subjects, the names of some school buildings and what their uniform looks like.

NCFE CACHE Level 2 Technical Award Health and Social Care

Coursework and related examination questions

Year 9

Unit 1: Introduction to the Health and Social Care sector

- Health and social care provision
- Job roles of health and social care practitioners
- How health and social care services are accessed
- Specific care needs and services accessed by individuals throughout the life stages
- Informal care
- Regulation and inspection in health and social care provision

33.3% of the course content and 18.2% of the qualification's grade

Unit 2: Professional practice and the health and social care practitioner

- The responsibilities of health and social care practitioners
- Health and social care values underpinning practice
- Partnership working in health and social care
- Different career pathways in the health and social care sector

33.3% of the course content and 18.2% of the qualification's grade

Year 10

Unit 3: Human growth and development through the life stages

- Development from conception to birth
- Development across the lifespan
- Influences on human development
- Transitions and significant life events
- The role of care planning in meeting the needs of individuals and promoting well-being

33.3% of the course content and 18.2% of the qualification's grade

Year 11

Examination and coursework improvement

Synoptic Examination

- 1.5 hours
- 84 marks
- Case studies, multiple choice, short and long answer questions
- Covers content from units 1, 2, 3
- Two attempts at the exam: February (results in April), May

100% of the course content and 45.5% of the qualification's grade

How can you help?

Ensure students have completed coursework to the best of their ability. They can use their coursework to revise key content. Students have been provided with learning journeys, knowledge organisers and revision workbooks which contain key facts for them to revise. Lessons incorporate end of topic assessments. Students can revisit their exam answers and the green pen improvements in their revision. Encouraging students to attend P6 sessions will also be extremely valuable. When revising, you could encourage students to tell you what command words mean and to test them on their key words.

Help with Revision

NHS careers and activities/videos – Useful for job roles
www.stepintothenhs.nhs.uk/careers - A - Z

Job profiles e.g. Health Care Assistant/Occupational Therapist Etc
www.stepintothenhs.nhs.uk/application/files/6715/6259/4138/Employee_portraits_presentation_pdf_amends_v1.pdf

Useful vocabulary/ key words
www.stepintothenhs.nhs.uk/application/files/1915/6259/4017/Useful_vocabulary.pdf

Barriers and solutions to access
<https://www.childrenssociety.org.uk/youngcarer/refugee-toolkit/barriers-and-solutions-to-accessing-healthcare>

GCSE Religious Studies

The Exam:

There are 3 exams for GCSE Religious Studies.

• Component 1:

Religious, Philosophical and Ethical Studies in the Modern World.
 Units in this exam: Good and Evil, Relationships, Human Rights, Life and Death.
 Weighting and Time: 50% 2 hours

• Component 2:

Study of Christianity
 Units in this exam: Beliefs and Teachings Practices.
 Weighting and Time: 50% 2 hours

• Component 3:

Study of Judaism.
 Units in this exam: Beliefs and Teachings Practices
 Weighting and Time: 25%, 1 hour

How can you help?

Many parents have also asked for effective strategies for revision for their child. Below are some suggestions that you may find useful in supporting your child in their revision:

1. Use the core textbook to create revision notes. The revision could take the form of mind maps,

cue cards, posters, displays to put up in areas around the home and quizzes to name but a few.

2. Many students struggle with timing – regular timed exam practice is the key here. Students should be completing at least one exam question every week, in addition to what they do in class. Please can you ensure these are done in timed conditions? A minute per mark is the rule.
3. Teach your parent – let them teach you a topic. Once you have completed the topic you could both have a go at the exam question. Some parents have even sent in their answers for us to mark also – let’s see who can get the best result – you or them?!
4. Create perfect answers. Students should use their previous exam answers to create a model answer that they can then revise from.
5. Encourage them to watch the news-this really enhances their knowledge for the course, particularly for the ‘modern world’ exam.
6. Prepare a ‘Top Ten’ of religious teachings for both religion exam papers. Try to use a variety of teachings and make links to different topics.

Help with revision

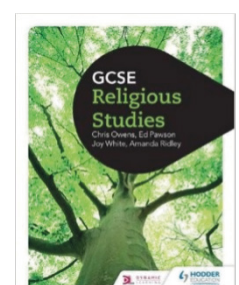
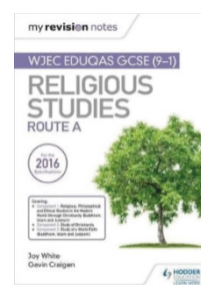
BBC Bitesize has a page dedicated to Eduqas Religious Studies and can be found here.

www.bbc.co.uk/bitesize/examspecs/z68sjhv.

There are many helpful ‘test yourself’ sections for your child to try.

The following publication supports the course and will be very useful for your child to have for their revision (around £21 to buy online). We recommend Amazon as a supplier. This one book covers the entire 3 year course. There will also be the option for the books to be sold back to the RS department once the qualification is completed in Y11. Eduqas GCSE (9-1) Religious Studies Route A (2022 updated edition)

A more cost effective textbook would be the following: My Revision Notes WJEC Eduqas GCSE (9-1) Religious Studies Route A: Covering Christianity, Buddhism, Islam and Judaism. This book is being sold online for around £10 and it contains revision notes for the whole course.





GCSE History

The Exams:

Exam Board – AQA

Paper 1 Topics:

- Germany 1890-1945
- Conflict and Tension 1945-1975

Paper 2 Topics:

- Britain: Health and the people, c1000 to the present day

How can you help?

Use the look, cover, write, check method to learn these key dates in Hitler's rise to power:

- 1923 – Hitler's failed takeover of Munich
- 1929 – The Wall Street Crash in the USA crashes Germany's economy
- 1932 – The Nazi's become the largest party in the Reichstag
- 1933 – Hitler becomes Chancellor of Germany
- 1934 – Hitler becomes Fuhrer, the all-powerful dictator

Help with revision

School resources

Parent Quizzes, Content booklets, blockbuster key term booklets

Revision guides

These are available for all our topics for £2.50 each, half the price they are available for online

Online

YouTube playlists, Seneca and BBC Bitesize links will be shared via SMH



GCSE Combined Science: Trilogy Science

About the course

This course is worth two GCSE grades and contains a huge amount of content. To succeed students will need to identify the techniques that allow them to retain as much content as possible. All students will receive a targeted revision program on key content and its application to exam questions.

The Exams:

In the Summer of 2023 students will take six examinations. The units contained in each exam are:

- Biology Paper 1 – BU1, BU2, BU3, BU4
- Biology Paper 2 – BU5, BU6, BU7
- Chemistry Paper 1 – CU1, CU2, CU3, CU4, CU5
- Chemistry Paper 2 – CU6, CU7, CU8, CU9, CU10
- Physics Paper 1 – PU1, PU2, PU3, PU4
- Physics Paper 2 – PU5, PU6, PU7

Help with revision

Published revision resources – available from our shop

- Revision Guides (F and H tier) - £5.60 - Contains all key content required by students
- Exam Practice Workbooks (F and H tier) - £5.60 - Practice exam questions linked to each unit of work
- '10 minute' Test booklets (F and H tier) - £3.25
- Knowledge Organiser and Retrieval bundle (F and H tier) - £6.50

Online Resources

BBC Bitesize – Excellent content, videos and activities www.bbc.co.uk/bitesize/examspecs/z8r997h

Educake - Students can use the logins provided by school to produce key content revision quizzes
<https://www.educake.co.uk/my-educake>



GCSE Separate Science

About the course

Students take three GCSEs – Biology, Chemistry and Physics. To succeed students will need to identify the techniques that allow them to retain as much content as possible. From February half-term all lesson time will be dedicated to targeted revision schemes of work, concentrating on key content and its application to exam questions.

The Exams:

In the Summer of 2023 students will take six examinations. The units contained in each exam are:-

- Biology Paper 1 – BU1, BU2, BU3, BU4
- Biology Paper 2 – BU5, BU6, BU7
- Chemistry Paper 1 – CU1, CU2, CU3, CU4, CU5
- Chemistry Paper 2 – CU6, CU7, CU8, CU9, CU10
- Physics Paper 1 – PU1, PU2, PU3, PU4
- Physics Paper 2 – PU5, PU6, PU7, PU8

Help with revision

Published revision resources – available from our shop

- Revision Guides - £2.85 - Contains all key content required by students
- Exam Practice Workbooks (F and H tier) - £2.85 - Practice exam questions linked to each unit of work
- '10 minute' Test booklets (F and H tier) - £3.25

Online Resources

BBC Bitesize – Excellent content, videos and activities www.bbc.co.uk/bitesize/examspecs/z8r997h

Educake - Students can use the logins provided by school to produce key content revision quizzes
<https://www.educake.co.uk/my-educake>



BTEC LI/2 Travel and Tourism

Course assessments:

Component 1: Travel and Tourism Organisations and Destinations (controlled assessment)

There are many organisations involved with different aspects of travel and tourism, including travel agents, tour operators, transport and accommodation providers and visitor attractions. In this component, you will learn about the wide range of different travel and tourism organisations and their aims such as making a profit, providing services, promoting a cause or contributing to the community. You will explore how different travel and tourism organisations work with each other to offer products and services, and the importance of the travel and tourism sector to the UK economy, including direct and indirect contributions.

Component 2: Customer Needs in Travel and Tourism (controlled assessment)

The travel and tourism sector has to meet the needs and preferences of many different types of customer. This can include customer needs such as wanting a holiday at a certain time of year or within a certain budget, and preferences such as individuals wanting an adventure holiday and families wanting a beach to visit and activities for young children. In this component, you will investigate how market research is used by travel and tourism organisations to identify travel and tourism trends such as types of holiday taken, when they are taken and where. You will consider the different ways organisations may respond to the trends identified. You will learn about the general and specific needs of different types of customer and how travel and tourism organisations meet these needs and preferences by offering a variety of products and services. In this component,

you will consider how organisations use research to identify and respond to travel and tourism trends and consider how travel and tourism organisations meet customer needs and preferences. You will research information and plan a holiday for a specified customer

Component 3: Influences on Global Travel and Tourism (examination)

You will explore the different factors that may influence global travel and tourism, and how travel and tourism organisations and destinations respond to these factors. During this unit, you will examine the potential impacts of tourism at global destinations and how destinations can manage the impacts of tourism and control tourism development to achieve sustainable tourism. Tourism can have a positive and a negative impact on local communities, the economy and the environment, and the issue of sustainability is a concern for many destinations, organisations and governments.

The Exam:

The exam: Key content is on pages 35-44 of the specification: **Specification - Pearson BTEC Level 1/Level 2 Tech Award in Travel and Tourism 2022**

Help with revision:

Revision_Guide_T-T.pptx (live.com)



Pearson Btec Tech Award Level 1/2 in Performing Arts: Drama

Course assessments:

Students will undertake 3 units of study throughout the course. These units consist of 1 externally assessed unit and 2 internally assessed. These units have practical and written elements, completed as coursework.

Component 1: Exploring the Performing Arts (Internally assessed) September- June of Year 10/ Re-take opportunity September- December of Year 11

- **LOA:** Investigate how professional performance or production work is created
- **LOB:** Demonstrate understanding of the skills, techniques and approaches used by professionals to create performance/production work.

Component 2: Developing Skills and Techniques in the Performing Arts (Internally assessed) -September – December of Year 11

- Students will undertake 3 learning outcomes for this unit:
- **LOA:** Use rehearsal or production/design processes
- **LOB:** Apply skills and techniques in performance or realisation
- **LOC:** Review own development and application of performance or design skills.

Component 3: Responding to a Brief (Externally Assessed) January – May of Year 11

- AO1 Understand how to respond to a brief
- AO2 Select and develop skills and techniques in response to a brief
- AO3 Apply skills and techniques in a workshop performance in response to a brief
- AO4 Evaluate the development process and outcome in response to a brief

How can you help?

Speaking with students to establish current coursework activities. Students will need to apply self-management skills to ensure both written and practical coursework is up to date and completed to a high standard.

Help with revision:

Whilst there is no formal examination undertaken as part of this course, students undertake regular performance assessments and as such it is important that students are learning and practicing their lines. When completing practical assessments, it is important that students are 'off script' as soon as possible in order to develop their acting techniques and so they have freedom of movement in rehearsals.

Pearson Btec Tech Award Level 1/2 in Performing Arts: Dance

Course assessments:

Students will undertake 3 units of study throughout the course. These units consist of 1 externally assessed unit and 2 internally assessed. Both units have practical and written elements, completed as coursework.

Component 1: Exploring the Performing Arts (Internally assessed) September- June of Year 10/ Re-take opportunity September- December of Year 11

- **LOA:** Investigate how professional performance or production work is created
- **LOB:** Demonstrate understanding of the skills, techniques and approaches used by professionals to create performance/production work.

Component 2: Developing Skills and Techniques in the Performing Arts (Internally assessed) -September – December of Year 11

- Students will undertake 3 learning outcomes for this unit:
- **LOA:** Use rehearsal or production/design processes
- **LOB:** Apply skills and techniques in performance or realisation
- **LOC:** Review own development and application of performance or design skills.

Component 3: Responding to a Brief (Externally Assessed) January – May of Year 11

- **AO1** Understand how to respond to a brief
- **AO2** Select and develop skills and techniques in response to a brief
- **AO3** Apply skills and techniques in a workshop performance in response to a brief
- **AO4** Evaluate the development process and outcome in response to a brief

How can you help?

Speaking with students to establish current coursework activities. Students will need to apply self-management skills to ensure both written and practical coursework is up to date and completed to a high standard.

Help with revision:

Whilst there is no formal examination undertaken as part of this course, students undertake regular performance assessments and as such it is important that students are regularly practicing and developing their dance skills during home learning.



Pearson BTEC Tech Award Level 1/2 in Music Practice

Course assessments:

Students will undertake 3 units of study throughout the course. These units consist of 1 externally assessed unit and 2 internally assessed. These units have practical and written elements, completed as coursework.

- **Component 1:** (Internally Assessed) Students will undertake coursework activities showcasing their knowledge of the Musical Elements used within different styles of Music. Students will also showcase their Performance, Arranging and Compositional skills within these styles.
- **Component 2:** (Internally Assessed) Students will undertake coursework activities that allow them to develop as a musician and songwriter, applying industry standard techniques to prepare students for a career in the music industry.
- **Component 3:** (Externally Assessed) Students will undertake a Pearson set assignment which will aim to showcase the skills developed in both Component 1 and Component 2. This will be a project-based assignment, culminating in a final practical performance of their choice along with written commentary linking to the Theme provided.

How can you help?

Speaking with students to establish current coursework activities. Students will need to apply self-management skills to ensure both written and practical coursework is up to date and completed to a high standard. Regular instrumental practice will also need to be undertaken throughout the course to help develop and refine performance skills.

Help with revision:

Whilst there is no formal examination undertaken as part of this course, students undertake regular performance assessments and as such it is important that students are practicing their instrumental skills at home. Ensuring that this practice is undertaken and completed to a high standard will help to prepare for each of the 3 Components covered within the course. We recommend a minimum of 20 minutes practice at least 3 times a week.

Cambridge Nationals Sports Studies

The Exam:

There is 1 external exam (40%) that lasts 1 hour 15 minutes to be taken January 2024.
 Total of 70 marks

R184 - Contemporary issues in sport:

- **LO1:** Understanding the issues that affect participation in sport.
- **LO2:** Know about the role of sport and promoting values.
- **LO3:** Understanding the importance of hosting major sporting events.
- **LO4:** Know about the roles of National Governing Bodies in Sport.
- **LO5:** The role of technology in sport.

Units covered:

Units Covered:

- **R184:** Contemporary issues in sport (external exam 1 hour 15 minutes —75 marks).
- **R185:** Performance and leadership in sport activities (Practical and assignment-based assessment) - Students must be assessed in 2 sports they can be individual sport or team sport. They will then deliver a sport lesson.
- **R187:** Increasing awareness of Outdoor and Adventurous activities. They will plan to do an outdoor adventurous activity and then be practically assessed

How can you help?

You can help by ensuring students are regularly revising up to their January exam.

Proofread assignments with students. Encourage them to attend intervention when available.

Test them on the exam.

Help with revision

<https://www.hoddereducation.co.uk/subjects/sport-pe/products/general/cambridge-national-level-1-2-sport-studies>

Help with revision

- 3 units (exam is 40% leadership is 40% OAA is 20%)
- 2 are internally assessed based on practical skills and assignments (R185 and R187).
- 1 is assessed through external exam (R184). content using specification and class booklets. If filmed evidence is needed for practical assessment, familiarise yourself with the skills that need filming as well full competition/match (see Specification for details).