

Key Stage 4 Course and Qualification Guide

Academic Year: 2019—2020



Introduction

In Key Stage 4 students follow both a core and option curriculum. The option curriculum allows students to progress further in areas in which they have a particular interest.

We offer a wide range of qualifications that are in keeping with our school motto of 'preparing for the future'. These include GCSE, BTEC, Functional Skills, Entry Level Certificates, OCR Cambridge National Awards and the Duke of Edinburgh Award.

Subjects	Core or Option	Qualification Type/s
English Language	Core	GCSE Functional Skills
English Literature	Option	GCSE
Maths	Core	GCSE Functional Skills
Science	Core	BTEC First Award Entry Level Certificate
Computing	Core	OCR Cambridge National Functional Skills
Performing Arts	Option	Arts Award
Home Cooking Skills	Option	BTEC
Physical Education	Option	GCSE PE BTEC First Award
Construction	Option	BTEC
Business Studies	Option	BTEC First Award
Art and Design	Option	GCSE Entry Level Certificate
Photography	Option	BTEC Entry 3/Level 1 Award
Martial Arts	Option	Tora Kai Karate Association Sport Karate
Duke of Edinburgh Award	<i>Alt. Ed</i>	Bronze Award Silver Award

Points of Contact

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What are GCSEs?

GCSEs (General Certificates of Secondary Education) are the main qualifications taken by 14-16 year olds in schools and colleges in England, Wales and Northern Ireland. You can however, take them to gain a qualification in a subject you're interested in at any age.

GCSEs are usually studied full time, taking two years to complete. However, adult learners can take evening classes or teach themselves. Short course GCSEs are also available in selected subjects. There are no formal entry requirements and no age limits for GCSEs.

GCSE courses mainly involve studying the theory of a subject combined with some investigative work. Each qualification is at Level 1 or 2 on the National Qualifications Framework, depending on the grade you achieve. Highly valued by schools, colleges and employers GCSEs are the first step towards a range of careers or further study. GCSEs have been used as a benchmark to judge student ability for more than 25 years.

GCSEs are subject-specific qualifications. GCSEs are available in over 40 subjects ranging from Art and Design to Urdu. You can see what GCSE subjects we are able to offer and what each course covers by reading the course details,

We predominantly use Pearson (formerly Edexcel) exam board for our GCSE qualifications. The exceptions to this are Art and Design using AQA and ICT using OCR Cambridge National.

If you require further information please consult the appropriate exam board website.

qualifications.pearson.com

AQA.org.uk

OCR.org.uk

Find out more about qualification frameworks on the gov.uk website.

What are Functional Skills?

Functional Skills are qualifications in English, Mathematics and ICT that are available in **England only** from Entry 1 to Level 2. Suitable for learners of all ages, they are also a mandatory part of all Apprenticeship standards and frameworks in England.

We offer qualifications in English, Maths and ICT that equip learners with the practical skills needed to live, learn and work successfully.

We use the Pearson exam board for accreditation of our Functional Skills programme.

What are BTECs?

A BTEC is a nationally recognised qualification; when you have finished your BTEC course you will receive a certificate. BTECs are usually completed during Year 10 and Year 11; however, some of our BTEC courses are taught in Year 9.

BTEC courses are designed to give you vocational experience; this means that you will be doing work and activities that you may do at college or in a particular job. Many employers and colleges value BTECs because of the vocational experience it gives you.

BTECs at Brandles are taught at Level 1 and Level 2. Your teacher will find the level that's right for you. Don't forget that your work should challenge you enough to make progress as well as learn something new.

BTECs involve assessment just like your other subjects, this may be purely coursework or a combination of coursework and an exam. It is important to check the assessment methods for each BTEC course.

Access Arrangements

Access Arrangements are pre-examination adjustments for candidates based on evidence of need and normal way of working. Access Arrangements fall into two distinct categories: Some arrangements are delegated to centres, others require prior JCQ^{CIC} awarding body approval.

Access Arrangements allow candidates/learners with special educational needs, disabilities or temporary injuries to access the assessment without changing the demands of the assessment; for example providing, readers, scribes and/or Braille question papers. In this way Awarding Bodies will comply with the duty of the Equality Act 2010 to make 'reasonable adjustments'.

More information can be found at:

<https://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration>

Alternatively please make an appointment to speak to the school SENCo, Miss Wilsher.

What do the different levels and grades mean?

GCSE	BTEC
9	Level 2 Distinction*
8	
7	Level 2 Distinction
6	Level 2 Merit
5	
4	Level 2 Pass
3	Level 1 Distinction
2	Level 1 Merit
1	Level 1 Pass
	Entry Level 3
	Entry Level 2
	Entry Level 1

What is expected of me?

Colleges and employers value well qualified people. It is important that you try your best and put as much effort into your studies as possible.

You will be expected to produce your own work using your own ideas as well as work with others and share ideas. All students are expected to cooperate with other students and teachers. It is your qualification so it is your responsibility to make sure the work you produce is to a good standard. Your teacher will let you know if enough work has been completed.

Any homework that you receive from your teacher will be given to you for a reason; if that work is not completed then that means you will have important work missing from your portfolio. All students are expected to complete the work that has been set for them.

Your attendance must be good to enable you to achieve the best you can; if you miss lots of sessions then catching up can become very difficult.

What should I expect from my teacher?

Your teachers are trained to deliver and assess in the subject that they teach; all of your teachers have to attend special training events and take special tests to prove that they know the subject well and that they can help you to do your best.

All of your coursework is marked by your teacher and then it is verified by another teacher. Teachers cannot mark work that has not been produced; if there is no evidence of your work then you will fail.

Your teacher will help you to do the best that you can do; you will receive regular feedback from your teacher on how well you are doing in your course.

Your teacher will give you an assignment brief at the start of each topic; this will let you know what you have to do and what evidence you have to provide. Your teacher will not set any work that is not relevant or important to the course or give you any homework if it is not necessary.

English Overview & Functional Skills

English Entry Level/Level 1 and 2 Functional Skills

At Key Stage 4 students are prepared for GCSE English Language, Functional Skills English at Entry level and Level 1 and 2. GCSE English Literature is an optional course. At Brandles we use Edexcel for both GCSE and Functional Skills exams.

Summary of Functional Skills

Functional Skills offer accreditation in a range of English skills in real-life settings, so students can use these in a functional way throughout life. They have flexible assessment structure that can be adapted to meet the needs of individual learners. They provide a progression route through to higher achievement at college and apprenticeships.

Entry Level

Components	Component content	Notes on assessment
Speaking, Listening and Communicating	E1 - 10 minute assessment E2 - 15 minute assessment E3 - 20 minute assessment	Paper based. Dictionary permitted at all levels.
Reading	45 minute assessment at all levels	Paper based. Dictionary permitted at all levels.
Writing	50 minute assessment at all levels	Paper based No dictionary permitted

Level 1 and 2

Components	Component content	Notes on assessment
Speaking, Listening and Communicating	1 discussion and a presentation is required.	Level 1 - 3 minute talk and questions and answer session. 10 minute discussion. Level 2 - 5 minute presentation and questions and answer session. 15 minute discussion.
Reading	60 - minute on-line exam. 60 minutes at Level 2	Dictionary permitted at all levels.
Writing	75 - minute on-line exam. 60 minutes at Level 2	No dictionary permitted at all levels.

GCSE English Language

Summary of GCSE English Language

Employers say that one of the most valuable things they look for in the people who work for them is good communication skills and this means writing and presentation, as well as talking. Being able to write a good cover letter, which is error free, can also be key to getting a job. Essentially, whenever you need to persuade, inform or connect with someone, English is the tool that you require.

Paper 1: Fiction and Imaginative Writing. Externally assessed. 40% of the total GCSE

Overview of content

Study selections from a range of prose fiction.

Develop skills to analyse and evaluate 19th-century fiction extracts.

Develop imaginative writing skills to engage the reader.

Use spelling, punctuation and grammar accurately.

Overview of assessment

Section A – Reading: questions on an unseen 19th-century fiction extract.

Section B – Writing: a choice of two writing tasks. The tasks are linked by a theme to the reading extract.

The total number of marks available is 64. Assessment duration 1 hour and 45 minutes.

Paper 2: Non-fiction and Transactional Writing. Externally assessed. 60% of the total GCSE

Overview of content

Study a range of 20th- and 21st-century non-fiction texts (including literary non-fiction).

Develop skills to analyse, evaluate and compare non-fiction extracts.

Develop transactional writing skills for a variety of forms, purposes and audiences.

Use spelling, punctuation and grammar accurately

Overview of assessment

Section A – Reading: questions on two thematically linked, unseen non-fiction extracts.

Section B – Writing: a choice of two writing tasks. The tasks are linked by a theme to the reading extracts.

The total number of marks available is 96.

Assessment duration: 2 hours and 5 minutes.

GCSE English Literature (Option)

Summary of English Literature

Studying English literature helps to sharpen your analytical skills. If you can take a text and find the themes plus connect it with other texts, theories and historical events, you are showing that you can handle complex ideas, search for patterns and interpret information in a wider context.

You will also develop your planning and research skills as well as gain knowledge of history and culture.

Paper 1: Shakespeare and Post-1914 Literature. 50% of the total GCSE

Overview of content

Develop skills to analyse how the language, form, structure and context of texts can create meanings and effects. Develop skills to maintain a critical style and an informed personal response.

Overview of assessment

Section A – Shakespeare: a two-part question, with the first task focused on an extract of approximately 30 lines. The second task is focused on how a theme reflected in the extract is explored elsewhere in the play. We will be studying *Much Ado About Nothing*

Section B – Post-1914 British play or novel: ONE essay question. We will be studying *The Women in Black* by Susan Hill.

The total number of marks available is 80.

Assessment duration: 1 hour and 45 minutes. Closed book (texts are not allowed in the examination).

Paper 2: 19th-century Novel and Poetry since 1789. 50% of the total GCSE.

Overview of content

Study a 19th-century novel and a poetry collection from the Pearson Poetry Anthology.

Develop skills to analyse how the language, form, structure and context of texts can create meanings and effects. Develop skills to maintain a critical style and informed personal response. Develop comparison skills.

Overview of assessment

Section A – 19th-century novel: a two-part question, with the first part focussed on an extract of approximately 400 words. The second part is an essay question exploring the whole text. We will be studying 'A Christmas Carol'.

Section B – Part 1: ONE question comparing a named poem from the Pearson Poetry Anthology collection to another poem from that collection. We will be looking at 'Time and Place' anthology. The named poem will be shown in the question paper. Part 2: ONE question comparing two unseen contemporary poems.

The total number of marks available is 80.

Assessment duration: 2 hours and 15 minutes.

Closed book (texts are not allowed in the examination).

GCSE in Mathematics

The assessments will cover the following content headings:

- Number
- Algebra
- Ratio, proportion and rates of change
- Geometry and measures
- Probability
- Statistics

Two tiers are available: **Foundation** and **Higher** (content is defined for each tier).

Each student is permitted to take assessments in either the Foundation tier or Higher tier.

The qualification consists of three equally weighted written examination papers at either Foundation tier or Higher tier.

All three papers must be at the same tier of entry and must be completed in the same assessment series.

Paper 1 is a non-calculator assessment; a calculator is allowed for Paper 2 and Paper 3.

Each paper is 1 hour and 30 minutes long.

Each paper has 80 marks.

The content outlined for each tier will be assessed across all three papers.

Each paper has a range of question types; some questions will be set in both mathematical and non-mathematical contexts.

The qualification will be graded and certificated on a nine-grade scale from 9 to 1 using the total mark across all three papers where 9 is the highest grade. Individual papers are not graded.

Foundation tier: grades 1 to 5.

Higher tier: grades 4 to 9 (grade 3 allowed).

Functional Skills Mathematics

Functional Skills Mathematics qualifications are designed to give learners the skills to operate confidently, effectively and independently in education, work and everyday life. They have been created in response to employers' perceptions that many learners are not achieving a sufficiently firm grounding in the basics.

The aims of these qualifications are to develop learner understanding and skills in:

- Representing – selecting the mathematics and information to model a situation.
- Analysing – processing and using mathematics.
- Interpreting – interpreting and communicating the results of the analysis.

Assessment is via a 1 hour exam that is internally assessed.

Science

BTEC Level 1/2 Award in Applied Science

The Principles of Applied Science Award has been designed to deliver the Key Stage 4 Programme of Study for Science by covering the key scientific principles vital for both scientists and citizens of the future. The qualification is appropriate for learners of all abilities who will benefit from a practical and applied approach to learning in a vocational context. It has been developed to:

- exemplify scientific principles in vocational contexts, leading to an understanding of how those principles are applied in practice, and can facilitate a move either onto further periods of study or into employment.
- give learners the opportunity to gain a broad understanding and knowledge of science principles and practice
- give learners the opportunity to develop a range of related skills and techniques that are essential for successful performance in working life
- give opportunities for learners to achieve a nationally recognised level 1 or level 2 science qualification
- support progression into a more specialised level 3 vocational or academic course or into an apprenticeship
- give full-time learners the opportunity to enter potential employment within a wide range of science sectors such as process, industrial, medical, or forensic.

Qualification Structure

Pearson BTEC Level 1/Level 2 First Award in Principles of Applied Science			
Unit	Mandatory Units	Assessment	Guided Learning
1	Principles of Science	External	30
2	Chemistry and Our Earth	Internal	30
3	Energy and Our Universe	Internal	30
4	Biology and Our Environment	Internal	30

Entry Level Certificate in Science

The Entry Level Certificate in Science has specifically been designed to closely match the programme of study and provide a progression route to higher level qualifications. The certificate supports advancement in science by cementing core understanding and maximising engagement with the subject.

Assessment consists of 6 short question papers:

Biology 1A: Cells, genetics, inheritance and modification

Biology 1B – Health, disease and the development of medicines

Chemistry 1A – Atoms, compounds and states of matter

Chemistry 1B – Separating mixtures, breaking down substances, acids and metals

Physics 1A – Forces, movement and energy

Physics 1B – Waves and radiation

Computing

OCR Cambridge National L1/2 Award/Certificate in Creative iMedia

The Cambridge National in Creative iMedia equips students with the wide range of knowledge and skills needed to work in the creative digital media sector. They start at pre-production and develop their skills through practical assignments as they create final multimedia products.

Mandatory Units

RO81: Pre-production Skills

Students are introduced to a range of essential pre-production techniques used in the creative and digital media, including client brief, time frames, deadlines and preparation techniques

Assessment: Written Paper Externally Assessed

RO82: Creating digital graphics

Building on the skills and understanding that they have developed in the previous unit, students explore where and why digital graphics are used and the techniques that are involved in their creation. They apply their skills and knowledge in creating digital graphics against a specific brief.

Assessment: Centre Assessed OCR Moderated

Selection of Optional Units : Centre Assessed

RO84: Storytelling with a comic strip

Students explore different genres of comic strip and how they are created. They plan and create a comic strip to specific requirements and review the final comic against a specific brief.

RO88: Creating a digital sound sequence

Students discover where digital sound sequences are used in the media industry and how these technologies are developed to reach an identified target audience as they plan, create and edit a digital sound sequence and review it against a specific brief.

RO89: Creating a digital video sequence

Students discover where digital video sequences are used in the media industry and how these technologies are developed to reach an identified target audience as they plan, create and edit a digital video sequence and review it against a specific brief.

RO92: Developing digital games

Students create and test a playable game from an existing design or brief to develop their knowledge and understanding of different types of digital games creation software, hardware and peripherals.

Performing Arts

Arts Award

The awarding body responsible for the Arts Award is Trinity College London.

Arts Award's principles

- To offer learning and qualifications which support individual creative development in any setting
- To place young people at the heart of the Arts Award process
- To increase young people's experience and understanding of arts practitioners and cultural organisations
- To embrace new art forms and technologies
- To reach the widest possible range of young people

Progressing through the levels, young people get to:

- Discover the enjoyment of **creating** and **participating** in arts activities
- Experience **arts events**
- Develop **creative and communication** skills that are essential for success in 21st century life
- Explore the work of **artists and craftspeople** and gain insights into the **professional arts world**
- Gain experience and knowledge to help progress into **further education and employment**.

Bronze Award

Bronze Arts Award: Level 1 Award in the Arts.

Bronze Arts Award is a Level 1 qualification on the Regulated Qualifications Framework (RQF)

To achieve a Bronze Arts Award, young people collect evidence in an individual arts log or portfolio of their experiences of:

- Actively participating in any art form
- Attending at least one arts event and their review of that event
- Researching the career and work of an artist or craftsman
- Passing on an arts skill

Silver Award

Silver Arts Award: Level 2 Award in the Arts.

Silver Arts Award is a Level 2 qualification on the Regulated Qualifications Framework (RQF).

To achieve a Silver Arts Award, young people collect evidence in an individual arts portfolio of their experiences of:

Arts practice and pathways

- Identifying and planning an arts challenge
- Implementing and reviewing their arts challenge
- Reviewing arts events and sharing their views
- Researching future opportunities and careers in the arts

Arts leadership

- Identifying a leadership role and planning the project's aims
- Planning the practical issues
- Being an effective arts leader
- Working effectively with others
- Reviewing their project and leadership role

Home Cooking Skills

BTEC Level 1/Level 2 - Home Cooking Skills qualifications

Cooking is an essential life skill, empowering us to make changes that benefit our health and wellbeing. The BTEC Home Cooking Skills course aims to give every young person the basic skills and knowledge to be able to cook for themselves in a healthy, cost-effective way, as well as gain the confidence to share these skills with friends and family.

Why choose BTEC Home Cooking Skills?

Learning to cook used to be passed down through the generations, but these days our lives are so busy that it can be difficult to prepare meals from scratch after a hard day at work or looking after children. Instead, more people rely on pre-prepared or ready-cooked food, a major cause of the obesity epidemic affecting our nation's health.

This engaging course aims to change all that. For some, it may be the start of a career in cooking; for others, it will help them to learn the basic skills and recipes that will help them to make healthy choices throughout their lives. I also ensure that there are some fun recipes along the way for those special occasions when a treat is needed.

What you will learn?

You will learn essential knowledge and skills such as:

Kitchen basics: What equipment you need and the best way to stock your store cupboard, fridge and freezer

Food safety and hygiene: Knife safety, fridge management and rotation

How to shop cleverly: Shopping lists, seasonal food and planning ahead

Preparing ingredients and understanding confusing food labels.

How are BTEC Home Cooking Skills qualifications structured?

The Home Cooking Skills include two single-unit BTEC qualifications, one at Level 1 and one at Level 2. These are taken over two years.

Year 10 Level 1	4 credits	Focuses on giving all young people the skills to prepare delicious and nutritious home-cooked food using fresh ingredients, as well as an understanding of the value of passing on cooking knowledge.
Year 11 Level 2	6 credits	Develops the student's ability to plan and prepare a series of nutritious home-cooked meals for breakfast, snacks, lunch and dinner and helps them understand how to cook economically.

How is the work assessed?

You will cook a new recipe or two each week. You have to write an evaluation after each practical as this is essential for your records along with photographic evidence. You will have theory lessons to go alongside the practical so that you learn all that is needed to be able to cook in a healthy, hygienic and safe way.

At the end of each year you will be assessed on a recipe of your choice that you are confident in preparing. You will choose the recipe and ingredients as well as preparing and presenting the dishes. This course is hugely engaging and successful for learners of all cooking abilities.

BTEC Physical Education

Pearson BTEC Level 1/Level 2 First Award in Sport

What does the qualification cover?

This course provides an engaging and relevant introduction to the world of sport. It incorporates important aspects of the industry, such as fitness testing and training for sport and exercise, the psychology of sport, practical sports performance and sports leadership. It enables you to develop and apply your knowledge, while also developing a range of relevant practical, communication and technical skills.

You will study three mandatory units, covering the underpinning knowledge and skills required for the sports sector:

- fitness for sport and exercise
- practical performance in sport
- applying the principles of personal training.

You will build on the knowledge gained in the mandatory units by choosing one further unit, covering areas such as:

- the mind and sports performance
- the sports performer in action
- leading sports activities.

Where will this take me?

If you are interested in taking your study of sport further, the subject-specific knowledge and skills outlined above and developed through studying this qualification, will give you a strong foundation for academic or vocational study at Level 3, including apprenticeships.

GCSE Physical Education

Edexcel GCSE in Physical Education (Two-year course)

Qualification at a glance

Content and assessment overview

The Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Physical Education consists of two externally examined papers and two non-examined assessment components.

Component 1: Fitness and Body Systems (*Component code: 1PE0/01)

Written examination: 1 hour and 45 minutes 36% of the qualification 90 marks

Content overview

- Topic 1: Applied anatomy and physiology
- Topic 2: Movement analysis
- Topic 3: Physical training
- Topic 4: Use of data

Assessment overview

The assessment consists of multiple-choice, short-answer, and extended writing questions.

GCSE Physical Education Cont.

Component 2: Health and Performance (*Component code: 1PE0/02)

Written examination: 1 hour and 15 minutes 24% of the qualification 70 marks

Content overview

- Topic 1: Health, fitness and well-being
- Topic 2: Sport psychology
- Topic 3: Socio-cultural influences
- Topic 4: Use of data

Assessment overview

The assessment consists of multiple-choice, short-answer, and extended writing questions.

Component 3: Practical Performance (*Component code: 1PE0/03)

Non-examined assessment: internally marked and externally moderated 30% of the qualification; 105 marks (35 marks per activity)

Content overview

- Skills during individual and team activities
- General performance skills

Assessment overview

The assessment consists of students completing three physical activities from a set list. One must be a team activity, one must be an individual activity and the final activity can be a free choice. Students must participate in three separate activities.

Students will be assessed against set assessment criteria found in the Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Physical Education practical performance assessment criteria document, available on the Edexcel website. Each activity can last up to 12 hours. These will be assessed by the teacher and moderated by Pearson.

Component 4: Personal Exercise Programme (PEP) (*Component code: 1PE0/04)

Non-examined assessment: internally marked and externally moderated 10% of the qualification 20 marks

Content overview

- Aim and planning analysis
- Carrying out and monitoring the PEP
- Evaluation of the PEP

Assessment overview

The assessment consists of students producing a Personal Exercise Programme (PEP), and will require students to analyse and evaluate their performance.

Construction

BTEC Level 1 Award/Certificate in Construction

BTEC Construction is a very practical course; it involves pupils working with their hands to create a product or work on DIY skills.

The course is made up of multiple units which relate to different construction skills. You will create a product or carry out a task in order to show skills and knowledge in a practical area, i.e. Brick wall for Unit 13 Bricklaying. All units are provided as workbooks which are to be completed throughout the design process of each product.

To pass this course pupils need to complete a minimum of three units and be able to work by themselves and follow all health and safety rules in the construction workshop.

Pupils learn the names of tools, develop the skills to use them safely and gain confidence in using them independently. Many students take their skills home and enjoy using their new skills to help with DIY.

The construction course involves working on several elements of construction including:

- Woodwork
- Painting and decorating
- Wallpapering
- Bricklaying
- Plastering
- Plumbing
- Basic DIY

You will be assessed whilst you are working; making sure you are adhering to all of the health and safety rules, along with the completed work within each unit workbook. Your teacher will also collect photographic evidence to put in your workbook.

Business Studies

Pearson BTEC Level 2 Award in Business

This course is a general business qualification designed to provide you with a solid understanding of business and the additional skills needed to progress to the next level or secure employment. During this course, you will develop the skills that employers are really looking for, such as communication, numeracy, presentation skills, analysis, interpretation, application and the evaluation of information.

What will I study?

The list below contains a snapshot of the core and additional units you will study:

Enterprise in the business world (Core)

Finance for business (Core)

Customer service

Promoting a brand

Work experience

So you can complete the Customer Service section of the course you will have the opportunity to complete a work placement in an employment field you are interested in.

Employability

The course is designed to improve your employability skills through the successful completion of the main qualification, meeting guest speakers and attending enrichment trips and work experience.

How long is the course?

This is a 2 year course and on completion you will receive a BTEC Level 2 Award.

How will I learn and how will I be assessed?

All learning is based on real-life vocational experiences. Three of the assessments are coursework based, but the Finance for business unit will be examination assessed.

How will I know how I am doing?

Feedback will be verbal, written and electronic, with each being specifically designed to support you on your course and to ensure that you know exactly what you need to do to achieve a pass, merit or distinction.

What can I do next?

Students who achieve a distinction in the course will have the opportunity to progress onto a Level 3 Extended Diploma in Business. Many students who have completed this qualification have continued their studies by gaining places on the Diploma in IT or Travel and Tourism. Achievement on this course can also help you to get the job you want.

What are my career options?

This course will prepare you to set up your own business, or for a job in Business Administration or Retail. Alternatively, you may wish to consider an apprenticeship or employment in a different field.

Art and Design

AQA Art and Design (Fine Art) GCSE

This qualification is run over Year 10 and Year 11.

It will be made up of two components which will both be assessed on 4 assessment objectives:

AO1 Developing ideas through investigations, demonstrating an understanding of sources.

AO2 Refining work by exploring ideas & experimenting with different media, materials and techniques.

AO3 Recording ideas through observations and written annotation relevant to the work progression.

AO4 Presenting a personal and meaningful response that realises intentions showing understanding of visual language.

Component 1 - Portfolio

Is completed from September of Year 10 through to the December of Year 11.

It will be two portfolios; one main topic (example topic Natural Forms), one smaller topic (example topic Identity or Close Ups)

The two portfolios will be worth 60% of the overall mark

There will be a 5-hour mock exam over 2 days in the Autumn term of Year 11.

Component 2 – Externally set Exam

Students will be given an exam paper in January and will choose a starting point which they will base their portfolio prep on and then finish off with a final piece or series of final pieces in the 10-hour exam.

This is made up of a portfolio of preparation and then a 10-hour exam over 3 days.

The preparation period starts in the January of Year 11 and runs until May.

The exam is normally held in Mid May.

The exam is a GCSE exam.

The preparation portfolio and final 10-hour exam is worth 40% of the overall mark.

Photography

BTEC Entry Level/Level 1 Award in Creative Media Production

The Pearson BTEC Entry Level (Entry 3) (QCF) and Pearson BTEC Level 1 Award in Creative Media Production have been developed to give learners the opportunity to:

- Engage in learning which is relevant to them and will provide opportunities to develop a range of skills and techniques, personal skills and attributes essential for successful performance in working life
- Achieve a nationally recognised Entry or Level 1 vocationally related qualification
- Prepare for employment in a particular vocational sector
- Progress to related general and/or vocational qualifications.

The course will consist of two units:

Unit 7: Developing Video Products

Unit 8: Exploring Digital Photography

Unit 7: Developing Video Products

The aim of this unit is to provide learners with knowledge of the basic techniques and technology of video production and the skills required.

The main emphasis of this unit is on the processes involved in video production work. The unit is likely to be delivered using digital systems. After an initial investigation of video production techniques learners will work through the three stages of pre-production, production and post-production, to produce a video product. Learners could be encouraged to work as part of a team.

Assignment Task 1 – generating ideas, planning, storyboard/scripting, shot choices.

Assignment Task 2 – filming, capturing footage, basic editing and exporting including daily log of learner work.

Unit 8: Exploring Digital Photography

This unit is an introduction to digital photography and is intended to enable learners to explore basic techniques, equipment and materials in order to produce digital photographs.

Photography has a wide range of applications within the media sector, including photo-journalism, advertising and fashion photography, as well as applications such as wedding and portrait photography. Learners will explore the processes involved in digital photography and will develop ideas for their own photographic work inspired by an agreed theme. This will encourage them to create a range of photographic images. They will then review their work.

Introduction to assignment – Plan and produce a series of photographs for an exhibition promoting the local area based on the theme 'old meets new'.

Assignment work:

Planning, sketching ideas and deciding locations and resources.

Taking photographs.

Choosing, cropping, editing and printing final images & exhibiting work.

Group discussion with peers and tutor to receive feedback and comment on work.

Martial Arts

Martial Arts

We are fortunate at Brandles School to be able to offer Martial Arts as part of the curriculum. We are sponsored by a professional Martial Arts Academy and are able to grade the students using their system.

Martial Arts at Brandles is aimed at building essential life skills in the students such as:

Good discipline

Respect for yourself and others

Good sportsmanship

Teamwork

Honesty

Courtesy

Getting out of difficult situations without being aggressive

How is it delivered?

Over the years we have developed specialised programmes for all ages and abilities and we have been able to take the techniques passed down by the traditional masters of yesterday and teach them in a way that is fun to learn and inspirational to our students.

This includes lots of games and drills to promote life skills as well as martial arts techniques.

What can you expect from teachers?

Teachers (Called a Sensei in martial arts) are totally committed to developing the students' techniques, but more importantly, they are committed to developing the positive life skills the martial arts have to offer.

Our aim is simple, to provide quality martial arts tuition in a safe, friendly and enjoyable environment.

How is it graded?

Students grade in exactly the same way as students being taught Martial Arts out of school. The students will grade for different coloured belts several times throughout the year. Where possible, Senior instructors will be brought in from outside to deliver the gradings, or students may be taken to a professional Martial Arts training centre to be graded.

Duke of Edinburgh Award

Your D of E programme is a real adventure. It doesn't matter who you are or where you're from. You just need to be aged between 14 and 24.

You can do D of E programmes at three levels:

Bronze (aged 14+)

Silver (aged 15+)

Gold (aged 16+)

**Currently we run both the Bronze and Silver Award via The Hub*

You achieve an Award by completing a personal programme of activities in four sections:

Volunteering: Undertaking service to individuals or the community.

Physical: Improving in an area of sport, dance or fitness activities.

Skills: Developing practical and social skills as well as personal interests.

Expedition: Planning, training for and completion of an adventurous journey in the UK or abroad.

Bronze Award Requirements

Volunteering	Physical	Skills	Expedition
3 months	3 months	3 months	Plan, train for and complete a 2 day, 1 night expedition

*All participants must undertake a **further** 3 months in the Volunteering, Physical or Skills section.*

Silver Award Requirements

Volunteering	Physical	Skills	Expedition
6 months	One section for 6 months and the other section for 3 months		Plan, train for and complete a 3 day, 2 night expedition

*Direct entrants must undertake a **further** 6 months in the Volunteering or the **longer** of the Physical or Skills sections.*

There is a massive choice of activities that count towards D of E programmes. You can select practically any activity you want – as long as it's legal and morally acceptable.

