Cardinal Newman Catholic School

Holy Cross Catholic Multi Academy Company

YEAR 9 into YEAR 10

MADE FOR GREATNESS

Options Baseline Assessment Preparation Booklet

Name:

"Knowledge through the light of faith"

CARDINAL NEWMAN CATHOLIC SCHOOL

Assessment Letter

Dear Parents/Carers and students

Re: Options Baseline Assessments

The start of Year 10 marks the official beginning of Key Stage Four. Whilst students will continue to study core GCSE subjects (English, Maths, Science, RE) they will also begin studying their selected option subjects.

To support with the transition, students will complete baseline assessments in all of their selected option subjects. These assessments will be used by teachers to identity strengths and to swiftly identity any support that may be needed as they commence their studies.

Students will not be graded on these assessments, instead they will receive a report which details their percentage outcomes for each subject alongside the average percentage outcome of each subject.

Departments have prepared introductory revision materials for over the summer holidays that will support students with the transition into their chosen subjects ahead of their baseline assessments.

This booklet will support students with their transition into Year 10 by:

- Offering an overview of their chosen course content
- Outlining key introductory content to revise ahead of their baseline assessments
- Signposting to additional course materials

If you need any further support, guidance or information please do not hesitate in contacting us. You can find contact details for our Heads of Department on the relevant subject pages.

We would also like to take this opportunity to thank you for your continued support and we wish you a very happy Summer holiday.

Yours faithfully

Sam McDonnell
Assistant Headteacher
Sam.mcdonnell@cncs.school

Emma O'Connor
Headteacher
Emma.French@cncs.school

Assessment Timetable

All assessments are taking place in the classroom

Subject	Date	Period
History/Geography		
Option A		
Option B		

Your teachers will inform you of your assessment date/period before the Summer holiday. Please make a note here.

Course Overview

Geography

Exam Board: EDEXCEL B

AN INTRODUCTION TO THE COURSE

Studying GCSE Geography gives students the opportunity to understand more about the world, the challenges it faces and their place within it. The course will deepen understanding of geographical processes, illuminate the impact of change and of complex people and environment interactions. Geography enables young people to become globally and environmentally informed and thoughtful, enquiring citizens. Students have experienced and are being taught key geographical knowledge and case studies of Paper One: Global Geographical Issues in Y9 to strengthen their existing knowledge.

WHAT THE COURSE INVOLVES

Paper 1: **Global Geographical Issues**
Hazardous Earth (Climatic & Tectonic Hazards) (USA, The Philippines, Japan, Haiti).
Development Dynamics – India
Challenges Of An Urbanising World – Megacity Mumbai

Paper 2: **UK Geographical Issues**
The UK's Evolving Physical Landscape – Geology, Glaciation, Coasts & Rivers.
The UK's Evolving Human Landscape – Dynamic Cities: Birmingham & London
Geographical Investigation – Fieldwork: Two **Compulsory** Geography Trips: **UK City**: Birmingham or London. **UK Coastline**: Hunstanton or Skegness.

Paper 3: **People & Environment Issues—Making Geographical Decisions**
People & The Biosphere
Forests Under Threat – Tropical Rainforest vs. The Taiga
Consuming Energy Resources

HOW THE COURSE IS ASSESSED

Students are studying the Edexcel B specification and will be assessed through a combination of short and longer extended writing questions. Paper One & Two contain 3 8-mark essay questions each, with the rest of the questions ranging from 1-4 marks. Paper Three contains 2 8-mark essay questions and one 12-mark decision-making question, with the rest of the questions ranging from 1-4 marks with a resource booklet to support students with knowledge of locations. In Paper Two, students must reflect on their fieldtrips, particularly the strengths and weaknesses of their fieldwork.

FINAL EXAMINATIONS

3 examinations at the end of Year 11

Paper 1: Global Geographical Issues (Topics 1-3): 1hr 30-minute examination (/94)	37.5%
Paper 2: UK Geographical Issues (Topics 4-6): 1hr 30-minute examination (/94)	37.5%
Paper 3: People & Environmental Issues (Topics 7-9): 1hr 30-minute examination (/64)	25%

WHERE MIGHT THIS COURSE TAKE ME?

GCSE Geography is a well-respected, flexible qualification which is becoming increasingly more popular in schools, as well as for employability purposes in fields such as education, commerce, trade, industry, transport, tourism and many public sector based jobs, with many transferable skills that are attractive to employers from the business, law and financial sectors of the workforce.

For further information, please contact:
luke.miller@cncs.school – Head of Geography

Baseline Assessment Overview

Geography

Baseline Assessment Content

Y10 Content – Paper Two & Paper Three Focus

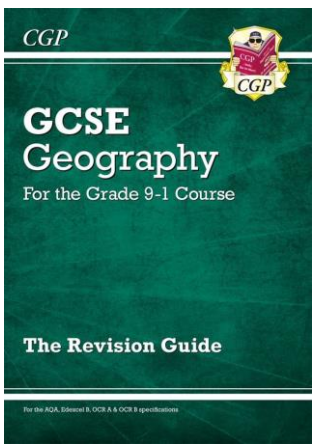
Term 1.1: River Processes & Pressures.
Term 1.2: UK Evolving Human Landscapes.
Term 2.1: UK Dynamic Cities & Urban Fieldwork - Birmingham.
Term 2.2: Consuming Energy Resources.
Term 3.1: Coastal Change & Conflict.
Term 3.2: Coastal Fieldwork – Hunstanton.

Assessment Style – September 2023

Multiple Choice Assessment (10-15 Questions Per Topic)

- ✓ Key term comprehension.
- ✓ Knowledge of the Y10 topics.
- ✓ Locational awareness e.g., Cities/Coastlines/Rivers etc.
- ✓ Comprehension of physical and human activities.
- ✓ Application of figures/sources for geographical interpretation.
- ✓ Effective use of maps to measure location/change overtime.

Supporting Revision Resouces & Summer Tasks



Educake

YouTube

Student Email

Mr. Miller (LMR) will provide revision materials via student email, including providing Educake quizzes, YouTube video clips and supporting resources for content revision.

Baseline Assessment Revision Material

Geography

Key Word & Knowledge Bank – Y10 GCSE Geography Content

Term 1.1 - Rivers

1. **Drainage Basin**
2. **Upper Course Landforms**: Source, V-Shaped Valley, Interlocking Spurs, Waterfall.
3. **Middle Course Landforms**: Tributary, Confluence, Meander, Ox-Bow Lake, Floodplain.
4. **Lower Course Landforms**: Delta, Estuary & Mouth.
5. **Mass Movement** (Soil Creep & Slumping).
6. **Weathering** (Biological Chemical & Physical)
7. **Erosion** (**HACA** – Hydraulic Action, Abrasion, Corrosion & Attrition).
8. **Transportation** (**SSST** – Saltation, Solution, Suspension & Traction).
9. **River Characteristics** (Width, Depth, Gradient, Discharge & Velocity).
10. **Storm Hydrograph Calculations**: Rising Limb, Falling Limb, Lag-Time.
11. **Processes Affecting Storm Hydrographs**: Geology, Permeable & Impermeable, Infiltration, Afforestation, Antecedent Conditions.
12. **Flood Causes**: Jet Stream, Low Pressure System, Soil Saturation, Climate Change, Global Warming.
13. **Engineering Defences**: Hard Engineering: Embankments & Flood Walls. Soft Engineering: Floodplain Retention & River Restoration.

Terms 1.2 & 2.1 - UK Evolving Human Landscapes & UK Cities/Fieldwork

1. **Landscapes**: Urban vs. Rural.
2. **UK Regional Differences**: Population Density, Demographics (Age), Economic Sectors (Primary, Secondary, Tertiary & Quaternary), Settlement Type (Highrise, Residential, Industrial, Commerical).
3. **UK Migration**: Rural-Urban Migration, Counter-Urbanisation, Depopulation etc.
4. **UK Economic Change**: Globalisation, Privatisation, Free Trade, Foreign Direct Investment (FDI), Transnational Corporation's (TNC's).
5. **Birmingham – Site & Situation: Site:** South-Facing Sandstone Ridge, River Rea, Primary Sector Work., **Situation**: Central Canal Network, Railways, Motorways etc.
6. **Birmingham Global Importance:** UK Manufacturing Hub, International Conference Centre, High-Quality Regeneration Projects (Bullring/Restaurants), Multiple Universities,
7. **Urban Structure:** CBD, Inner City, Suburbs & Rural-Urban Fringe – Features.
8. **Birmingham Inequality:** Deprived Housing, Deindustrialisation, Globalisation, Migration, Discrimination, Economic Recession etc.
9. **Urban Decline vs. Growth**: **Decline**: Slum Cleanrance, Transport Issues, Job Loss & Decentralisation vs. **Growth**: Trade, Gentrification & Studentification.
10. **Regeneration & Rebranding**: Birmingham's East Side Project & Sustainable Methods – Recycling, Public Transport, Green Spaces.

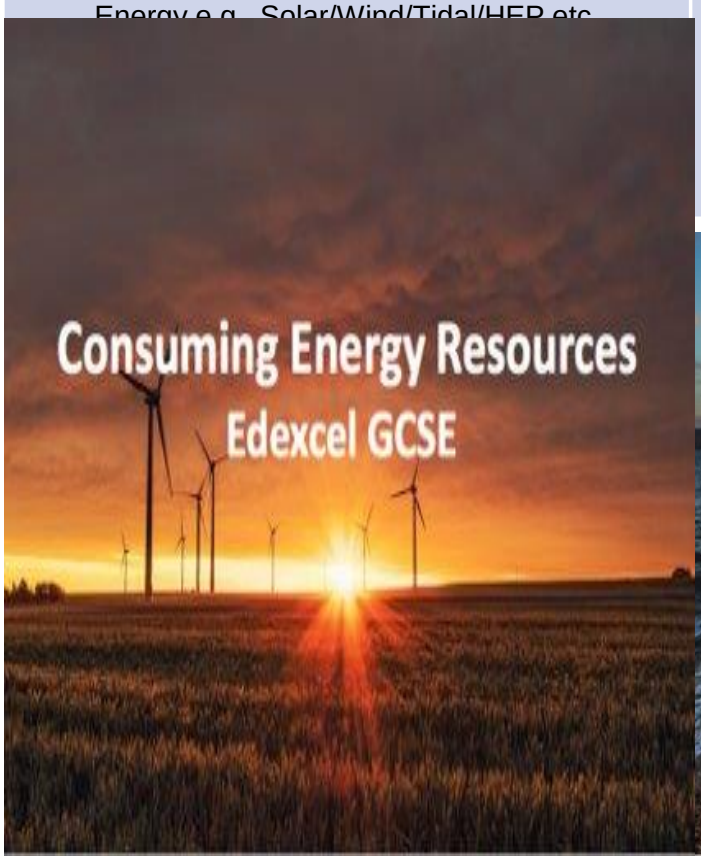
Baseline Assessment Revision Material

Geography

Key Word & Knowledge Bank – Y10 GCSE Geography Content

Term 2.2 - Consuming Energy Resources

1. **Energy Type**: Renewable, Recyclable & Non-Renewable – Classifying Types.
2. **Reasons For Energy Distribution**: Geology, Relief, Climate & Accessibility.
3. **Global Oil Consumer Distribution**: China, USA & Russia – Top Three Producers etc.
4. **Global Oil Producer Distribution**: Middle East: Kuwait, UAE, Saudi Arabia, Iran & Iraq
5. **Factors Affecting Supply/Price Of Oil**: Economic Recessions, Industrialisation, War/Conflict, Natural Disasters, OPEC etc.
6. **ESPO – East Sibera Pacific Ocean - Geopolitics**: Asian Oil Pipeline.
7. **Athabasca Tar Sands (Canada)** - Extracting Tar Sands/Bitumen.
8. **Energy Efficiency:** Low Carbon Homes, Energy-Efficiency Transport Schemes (Paris & London), Reducing Carbon Footprint.
9. **Cost-Benefit Analysis** – Renewable Energy e.g. Solar/Wind/Tidal/HEP etc.



Terms 3.1 & 3.2 - Coastal Change & Conflict + Hunstanton Fieldwork

1. **Geology**: Sedimentary, Metamorphic & Igneous Rock – Features & Formations.
2. **Waves**: Construction & Destructive.
3. **Mass Movement** (Sliding, Slumping, Rock Fall).
4. **Weathering** (Biological Chemical & Physical)
5. **Erosion** (**HACA** – Hydraulic Action, Abrasion, Corrosion & Attrition).
6. **Transportation** (**SSST** – Saltation, Solution, Suspension & Traction).
7. **Longshore Drift**: Causes & Effects.
8. **Coastline Type**: Concordant & Discordant.
9. **Erosional Coastal Landform Formation**: Cave; Natural Arch; Stack; Stump.
10. **Depositional Coastal Landform Formation**: Beaches/Berms, Spit, Saltmarsh, Bar, Tombolo, Lagoon.
11. **Human Activities Causing Erosion**: Tourism, Settlements, Infrastructure, Construction & Agriculture.
12. **Climate Change**: Causes & Consequences – Sea Level Rise & Storm Surges.
13. **Coastal Engineering**: Hard – Groynes, Rock Armour/Rip-Rap, Revetments, Sea Wall. Soft - Dune Stabilization, Beach Replenishment, Salt Marsh, Offshore Breakwaters.

Course Overview

History

Exam Board: AQA

AN INTRODUCTION TO THE COURSE

GCSE History aims to encourage an interest in the past and to show the links that exist between the past and the present day.
The skills which lie at the heart of the subject are useful not only in a wide variety of careers but also in everyday life. Students will develop their enquiry skills through studying historical evidence and discussions and debates reaching conclusions about the past not only on their own but also working with other students.

GCSE History is thought provoking, rewarding, relevant and fun. Lessons are delivered in a creative and challenging environment. GCSE History is a subject that is highly valued by colleges, universities and employers as students develop a variety of key skills.

WHAT THE COURSE INVOLVES

The outline of the course is:
Paper 1: Understanding the modern world
Paper 2: Shaping the nation

Subject content
The GCSE History content comprises the following elements:

- one period study
- one thematic study
- one wider world depth study
- one British depth study including the historic environment.

Paper 1: Understanding the modern world
Section A: Period studies:
American, 1920-1973: Opportunity and inequality
Section B: Wider world depth studies:
Conflict and Tension: 1918-1939
Paper 2: Shaping the nation
Section A: Thematic studies
Britain: Health and the People: c1000 to the present day
Section B: British depth studies including the historic environment
Elizabethan England, c1568-1603

For further information, please contact:
jackie.good@cncs.school

HOW THE COURSE IS ASSESSED

GCSE History students will sit 2 exam papers at the end of the course. There is no coursework in GCSE History.

WHERE MIGHT THIS COURSE TAKE ME?

Law	Journalism	Museum/Gallery Curator	
Police	Librarian	Archaeologist	
Teaching	Government/Politics	Diplomacy	Gaming Design

Baseline Assessment Overview

History

What am I being assessed on?

You will be completing an assessment on all the Key terms across this and the next pages for Britain, Health and the People.

MEDIEVAL TERMS

Medieval Key Term	Definition
Apothecary	A medieval pharmacist or chemist
Astrology	Study of the planets and their effect on humans
Autopsy/ Dissection	To cut open a human and examine the insides /look for the cause of death
Barber Surgeon	Untrained surgeon, but done apprenticeship, who practised basic surgery
Black Death	A term to describe the bubonic plague
Cauterise	To burn a wound with a heated instrument or caustic substance to stop bleeding or prevent infection
Cupping	Using glass cups to draw blood to the surface
Epidemic	A widespread outbreak of a disease
Fasting	To avoid eating or drinking
Leeching	The use of leeches for bloodletting
Miasma	Bad air which was blamed for spreading disease
Physician	A male medically trained doctor
Pilgrimage	A journey to a religious shrine to cure an illness
Purging	To rid the body of an 'excess' like blood or vomit
Superstition	A belief, not based on knowledge, but on the supernatural. For example, witchcraft or astrology
Trepanning	Cutting a hole in the skull to release pressure
Urine Chart	Used to examine urine to define an illness
Wise Woman	A female healer, who used folk medicine and herbal remedies

RENAISSANCE TERMS

Renaissance Key Term	Definition
Anatomy	The study of the human body and how it works
An Essay on Health and Long Life	George Cheyene published in 1724 and argued that people should take responsibility for their own health.
Continuity	Things or ideas that stayed the same over time
Inoculation	Introducing a mild form of disease through a small scratch on the body to make the person immune to that disease.
Laissez-Faire	Style of government. To not interfere in people's lives
London Treacle	A medicine that was solve to cure the Plague. It contained herbs, spices, honey and opium
Mortality Bill	A document in each parish in London which recorded who had died and what had killed them.
Pesthouse	A hospital for people suffering from infectious diseases, e.g. the Plague.
Physiology	The workings of the body
Quack	Sold medicines fully understanding they did not do what they said they would.
Renaissance	– this was a time of change (re-birth) when people became interested in all things Greek and Roman.
Royal College of surgeons	Had to have a licence to practise surgery, you couldn't practise within 7 miles of London without one. Marks the start of the regulation of surgeons.
Royal Society	A group of people interested in science who met weekly. They had a laboratory with microscopes. King Charles II was a patron.
The King	People still believed that the King could cure diseases such as scrofula (a skin disease). Being touched by the King was as close as you could get to being touched by God.
The Midwives Book	Written by Jane Sharp Combined medical knowledge with an argument that only women should be midwives
The Printing Press	Introduced to England by William Caxton enabled the more rapid spread of ideas across Britain.
Vaccination	Injection of a mild form of disease to give immunity to that disease

History

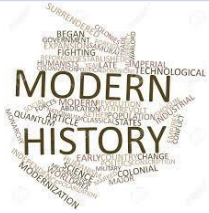
INDUSTRIAL TERMS

Industrial Key Term	Definition
Anaesthetic	Drugs given to make someone unconscious
Antiseptic	Chemicals used to destroy bacteria and prevent infection
Aseptic surgery	prevent contamination from pathogens. strict rules to minimize the risk of infection
Cholera	A bacterial infection caused by dirty water
Chloroform	A liquid whose vapour acts as an anaesthetic and produces unconsciousness
Contagion	The passing of disease from one person to another
Dispensary	A place where medicines are given out
Epidemic	A widespread outbreak of a disease
Germ Theory	The theory that germs cause disease rather than the prevalent belief that disease causes germs.
Medical Officer	A person appointed to look after the public health of an area
Public Health	When the government takes measures to prevent diseases spreading and to help the population become healthier.
Sanitation	Providing disposal of human waste and dispensing clean water to improve public health
Sterile	Totally clean; free from bacteria or other living organisms
Voluntary hospital	Hospitals supported by charitable donation
Workhouses	Accommodation for poor people who could not afford to pay for rent and food.

History

MODERN TERMS

Modern Key Term	Definition
Alternative medicine	Yoga, homeopathy, acupuncture. No chemical intervention given. All about balance.
Chemotherapy	Treatment of disease by the use of chemical substances.
Dialysis	Technology that replaces the kidneys
DNA	Deoxyribonucleic acid – molecule that genes are made of
Electron microscope	Developed 1931. Allowed close examination of cells.
Gene therapy	Replace defective genes in DNA with normal ones
Magic bullets	Chemical that kills a particular bacteria, nothing else.
National Health Service	Government run healthcare for all people.
Penicillin	First mass produced antibiotic.
Polio	Contagious disease. Causes paralysis or death.
Radiotherapy	Treatment of disease, especially cancer, using radiation.
Shell shock	Psychological condition caused by exposure to war. Today called PTSD
Skin graft	Taking skin from one area of the body to cover another.
Superbugs	Antibiotic resistant bacteria e.g. MRSA
Transfusion	Transferring donated blood, blood products, or other fluid into the circulatory system of a person
Transplant	Replacing a damaged organ with one from another body.
X-Ray	Light rays used to locate items within the body e.g. bullets. Used in WW1



Course Overview

Business

Exam Board: OCR

For further information, please contact:
nina.bassett@cncs.school

AN INTRODUCTION TO THE COURSE

Would you like....

- To be your own boss running your own business?
- To understand just what goes on in the world of work?
- To know what businesses look for when they recruit staff?
- To see how a business gets its money to operate?
- To know why so many adverts are aimed at teenagers?
- To understand why the same big businesses operate around the world?

GCSE Business is the course to take if you want the answers to these and many other questions.

So why should you choose GCSE Business as an option?

- You will be able to understand the business world, which you will enter after finishing school/college/university.
- You will be able to make informed decisions and put forward arguments to persuade others. You will have the knowledge to help you set up a business of your own.
- The skills you learn such as evaluation and problem solving will be useful in a number of other subjects.
- Business can lead on to many vocational qualifications and is a good stepping-stone for you in A Level subjects, especially economics, accountancy and of course A Level Business.

WHAT THE COURSE INVOLVES

- Marketing, including advertising, development of products, setting the best price. Recruitment, including how businesses get the right staff and keep them working well. Business structures, including the different ways to set up a business.
- Finance, including how businesses get the money to set up and operate and how they make a profit.
- 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.

HOW THE COURSE IS ASSESSED

- Two exams at the end of the course, each 90 minutes long. There is no controlled assessment.
- Some questions will be multiple choice; some will be extended writing to test your ability to explain why you made a particular decision.

WHERE MIGHT THIS COURSE TAKE ME?

Suitable higher education courses include business management, accountancy and finance, marketing, tourism management and international business. Business students can also progress to a wide range of careers, such as banking, sales, product management and general management, to working in public sector organisations or charities.

Baseline Assessment Overview

Business

What am I being assessed on?

You will be assessed on the first topic of Business Activity. This topic looks at the following areas:

- How businesses are started
- Why people set up their own business
- How businesses set aims and objectives to help them to achieve
- The stakeholders who have an interest in the business
- How businesses grow

How am I being assessed?

You will complete the assessment in lesson using a mixture of multiple-choice questions, open and closed questions to check your knowledge and understanding.

This will be completed in lesson time, but you will be expected to prepare for the baseline assessment over the summer using the information on the next page

What additional resources can help me prepare for the course?

Key words as identified on the next page
Using the following link -
https://www.bbc.co.uk/bitesize/examspecs/zhrphbk
This will provide you with further information on Business Activity

Baseline Assessment Revision Material

Business

Key term	Definition
Entrepreneur	A person who takes the risk of starting and running a business enterprise
Spotting an opportunity	The ability to see the need for a particular product or service customers needs
Characteristics of an entrepreneur	The features of an entrepreneur which include determination, creativity, ability and confidence to take risks
Rewards	The benefits an entrepreneur receives from starting up and running a business
Risks	The possible losses that an entrepreneur may suffer from starting up and running a business
Aims and Objectives	Statements of what the business is trying to achieve such as grow larger or make a profit
Business plan	A simple plan which sets out details of the product or service being sold and how it will be financed, marketed and details of market research findings
Finance	A business word used instead of money. The finance needed to start a business is the money required to buy the resources needed
Markets	Where a business sells goods or services
Resources	The things a business needs to make it work including staff and materials
Operate	How a business works
Success	For a business it can be making a profit, surviving and providing a good service to customers
Partnership	A business owned by 2—20 people
Sole trader	A business owned by one person
Deed of partnership	A document stating who owns the partnership, how much each partner invested and their role in the business
Private Limited Company (Ltd)	A smaller business that can sell shares to invited people only
Public Limited Company (PLC)	It can sell shares to anyone who wants to buy them through the stock exchange
Share	Part ownership of a business
Assets	Items owned by the business such as stock, building and vehicles as well as less tangible items such as having a good reputation
Established business	A business that has been trading for some time
Start-ups	New businesses that are just beginning
Business objectives	These are the aims of a business and can include survival, profit, growth and providing a service
Evolving	How a business changes over time
External stakeholders	The local community, suppliers, customer and government
Internal stakeholders	The business owners and the people who work in the business
Stakeholders	Groups or individuals who have an interest in a business
Benefits of business activity	For stakeholders these include profits, jobs and incomes, goods and services, sales, taxes and prosperity
Problems caused by business activity	For stakeholders could be financial losses, redundancy, poor goods, late payments, bad publicity and negative impacts on the local environment and community
Business failure	This can be shown by losses, low sales, poor quality goods and services, as well as a negative impact on the local community
Business success	This may be measured in terms of profit, growth, sales, returning customers and a positive contribution to the local community
Capacity	How much output a business can produce
Organic growth	The internal growth of a business
Backward vertical growth	When a business merges or takes over a business that supplies it with goods or services
Diversification	When a business merges with or takes over another business with which it has no connection
External growth	The growth of a business by merger or take over
Forward vertical growth	When a business merges or takes over a business that it supplies goods or services too
Horizontal growth	A merger or takeover where the two businesses are involved in a similar operation
Merger	Where two or more businesses agree to join together to become one business
Takeover	Where a business takes a controlling interest in another business by buying more than 50% of their shares

GCSE ART & DESIGN

For further information, please contact:
claudia.windley@cncs.school

Exam Board: OCR

AN INTRODUCTION TO THE COURSE

Art & Design at GCSE is the central course for the full range of careers and further study in the visual arts. We aim to develop student skills in a range of visual media from drawing and the traditional art media to digital photography and digital art creation. The creative industries represent significant career opportunities from architecture to game design and from fashion and textiles to photography. All of these seek GCSE Art skills as the basis for progression to study at degree level.

WHAT THE COURSE INVOLVES

In Years 10 and 11 the GCSE Art & Design Course will consist of two assessed components. The Portfolio Project and the Exam Unit. Both units involve the students creating work in sketchpads in response to imaginative starting points. At the end of this work they will produce 2 or 3 dimensional final pieces of work.

Students will work in a variety of materials and styles including acrylic painting, sculpture and digital photographic techniques. In each unit students will keep a sketch-book of preparatory work. This will include drawings form observation, photographs, colour-studies, cuttings from newspapers, magazines and written notes.

HOW THE COURSE IS ASSESSED

Each unit is assessed using the GCSE criteria so that students and parents can monitor progress over the two years. At the end of this period the candidates will submit a Controlled Assessment project and the marks are added to an examination mark to give the final grade.

WHERE MIGHT THIS COURSE TAKE ME?

The Art and Design course is ideal for you if you are interested in architecture, fashion, interior design, illustration, printing/publishing, art teaching, gallery museum work, freelance designer, theatre set design, graphic design, technical graphics, fashion/textiles, design illustration, model maker, film/media, art direction, animation design and website design. You will explore your own creativity in many different ways preparing you for the business and commercial aspects of the creative industry.

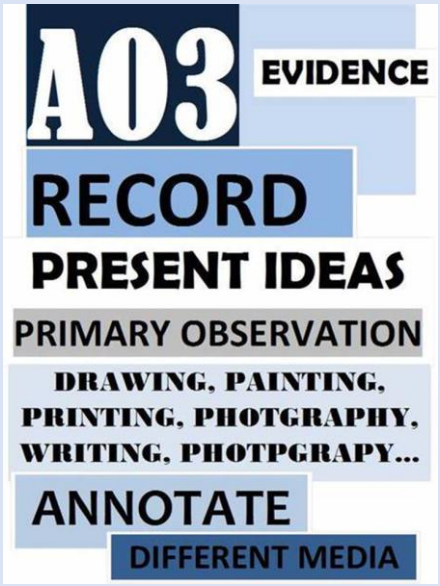
Baseline Assessment Overview

Art

What am I being assessed on?

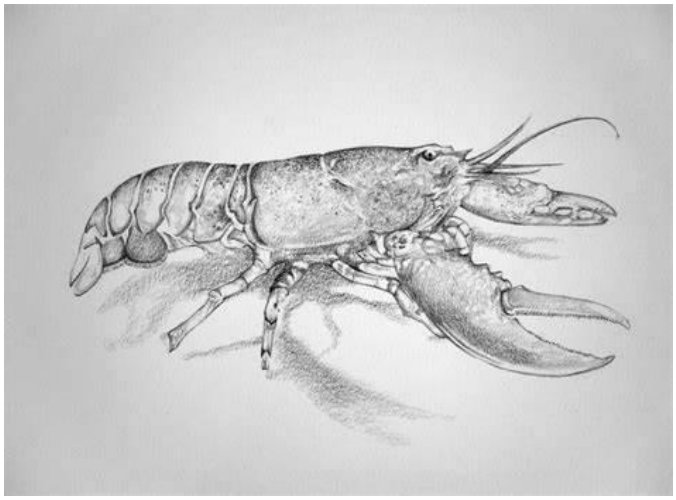
In art you will be assessed on how well you can draw an image related to the theme Aquatic life.
We will be assessing the drawing for the correct application of observational techniques and the use of shading, texture and detail.

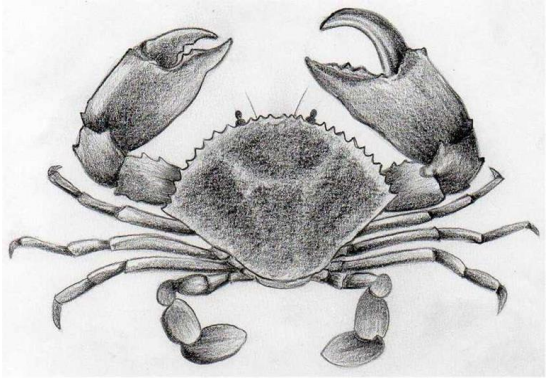
Equipment required pencil, ruler, eraser, sharpener.

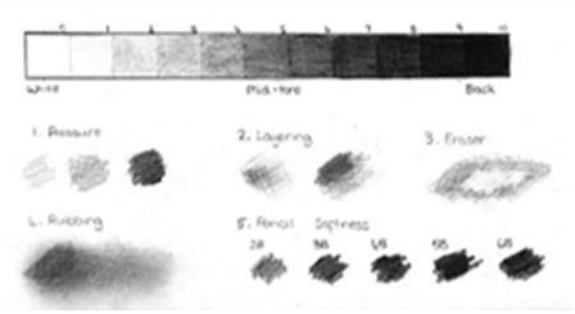


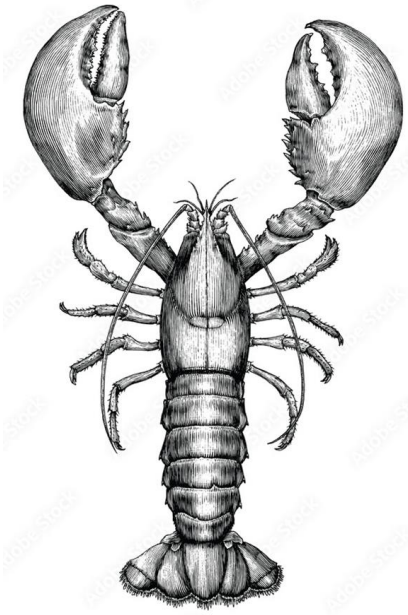
What additional resources can help me prepare for the course?

Practice drawing from these images









GCSE ART & DESIGN (PHOTOGRAPHY)

For further information, please contact:
claudia.windley@cncs.school

Exam Board: OCR

AN INTRODUCTION TO THE COURSE

Art & Design Photography at GCSE is the central course for the full range of careers and further study in the visual digital arts. We aim to develop student skills in a range of digital photography and digital art creation. The creative industries represent significant career opportunities from architecture to game design and from fashion and textiles to photography.

WHAT THE COURSE INVOLVES

Learners are required to work in one or more area(s) of Photography, such as those listed below. Combinations of these areas are also possible:

- Documentary photography
- Photo-journalism
- Studio photography
- Location photography
- Experimental imagery
- Installation
- Moving image

The course consists of two assessed components. The Portfolio Project and the exam unit. Both projects involve students responding to imaginative starting points.

HOW THE COURSE IS ASSESSED

Each unit is assessed using the GCSE criteria so that students and parents can monitor progress over the two years. At the end of this period the candidates will submit a Controlled Assessment project and the marks are added to an examination mark to give the final grade.

WHERE MIGHT THIS COURSE TAKE ME?

The Art and Design Photography course is ideal for you if you are interested in architecture, fashion, interior design, illustration, printing/publishing, art teaching, gallery museum work, freelance designer, theatre set design, graphic design, technical graphics, fashion/textiles, design illustration, model maker, film/media, art direction, animation design and website design. You will explore your own creativity in many different ways preparing you for the business and commercial aspects of the creative industry.

Baseline Assessment Overview

Photography

What am I being assessed on?

You will be asked to analyse a photograph. You will be assessed on your understanding of composition, use of colour, angles and subject matter. You will be expected to write in full sentences explaining what you can see in the photograph and consider the meanings and links the photographer was trying to capture in the image.

How am I being assessed?

Analysing a Photograph

Description of the Photograph

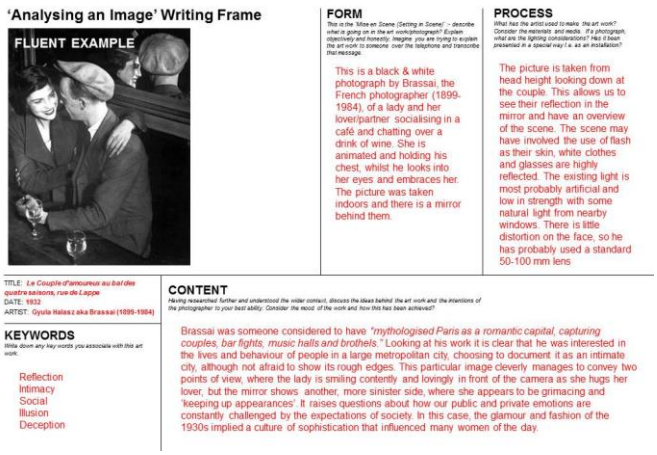
- What is the subject matter?
- Is it black & white or colour?
- What type of photograph is it? (Landscape, Fashion, Portrait, News etc.)
- What are the colours like? Do any colours dominate?

Visual Analysis

- What is your eye drawn to first?
- How is your eye led around the frame?
- How can the photograph be divided into areas; foreground and background?
- What light has been used? Artificial or natural, bright or dark?

Personal Analysis

- What were your feelings when you first looked at the photograph?
- How did your reaction to the image change after looking at it for a while?
- How does the photograph capture a mood or feeling?
- What are the hidden meanings in the photograph?
- Does the photograph tell a story?
- What message was the photographer trying to communicate?
- Why did you choose this particular photograph?


'Analysing an Image' Writing Frame

FLUENT EXAMPLE

FORM

This is a black & white photograph by Brassai, the French photographer (1899-1984), of a lady and her lover/partner socialising in a café and chatting over a drink of wine. She is animated and holding his chest, whilst he looks into her eyes and embraces her. The picture was taken indoors and there is a mirror behind them.

PROCESS

The picture is taken from head height looking down at the couple. This allows us to see their reflection in the mirror and have an overview of the scene. The scene may have involved the use of flash as their skin, white clothes and glasses are highly reflected. The existing light is most probably artificial and low in strength with some natural light from nearby windows. There is little distortion on the face, so he has probably used a standard 50-100 mm lens

TITLE: *Le Couple d'amoureux au bal des quatre saisons, rue de Lappe*
DATE: 1932
ARTIST: Gyula Halasz aka Brassai (1899-1984)

KEYWORDS

Reflection
Intimacy
Social
Illusion
Deception

CONTENT

Brassai was someone considered to have *"mythologised Paris as a romantic capital, capturing couples, bar fights, music halls and brothels."* Looking at his work it is clear that he was interested in the lives and behaviour of people in a large metropolitan city, choosing to document it as an intimate city, although not afraid to show its rough edges. This particular image cleverly manages to convey two points of view, where the lady is smiling contently and lovingly in front of the camera as she hugs her lover, but the mirror shows another, more sinister side, where she appears to be grimacing and 'keeping up appearances'. It raises questions about how our public and private emotions are constantly challenged by the expectations of society. In this case, the glamour and fashion of the 1930s implied a culture of sophistication that influenced many women of the day.

What additional resources can help me prepare for the course?

You could look at these websites to help you understand ways to anaylse photography:

https://photographyproject.uk/a-level/how-to-analyse-a-photograph/

http://photographygcse.weebly.com/analysing-photos.html

Course Overview

Food & Nutrition

Exam Board: EDUQAS

For further information, please contact:
martina.byrne@cncs.school

AN INTRODUCTION TO THE COURSE

This GCSE Food Preparation and Nutrition is an exciting and creative course which focuses on practical cooking skills to ensure students develop a thorough understanding of nutrition, food provenance and the working characteristics of food materials. At its heart, this qualification focuses on nurturing students' practical cookery skills to give them a strong understanding of nutrition.

WHAT THE COURSE INVOLVES

Food preparation skills are integrated into five core topics:

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

HOW THE COURSE IS ASSESSED

Component 1 Theoretical knowledge of food preparation and nutrition from Sections 1 to 5.
Written exam: 1 hour 45 minutes
100 marks
50% of GCSE

Component 2 is 2 non-examined assessment worth 50% of the qualification:

NEA Task 1: Food investigation (30 marks)
Students' understanding of the working characteristics, functional and chemical properties of ingredients.
Practical investigations are a compulsory element of this NEA task.

NEA Task 2: Food preparation assessment (70 marks)
Students' knowledge, skills and understanding in relation to the planning, preparation, cooking, presentation of food and application of nutrition related to the chosen task.
Students will prepare, cook and present a final menu of three dishes within a single period of no more than three hours, planning in advance how this will be achieved.
Practical investigations are a compulsory element of this NEA task.

WHERE MIGHT THIS COURSE TAKE ME?

Nutritionist, Food Writer, Food Industry Professional, Chef, Clinical Dietetics, Public Health Worker, Weight Management Professional, Teacher.

Baseline Assessment Overview

Food & Nutrition

What am I being assessed on?

You will be tested on the Food and Nutrition knowledge.
There will be a range of questions on:

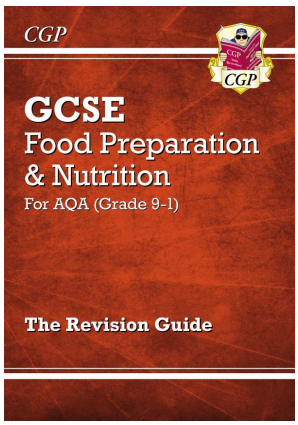
- Equipment
- Health and safety
- Key word definition
- Nutrition

How am I being assessed?

You will complete the assessment in lesson using a mixture of multiple-choice questions, open and closed questions to check your knowledge and understanding.

This will be completed in lesson time, but you will be expected to prepare for the baseline assessment over the summer using the information on the next page

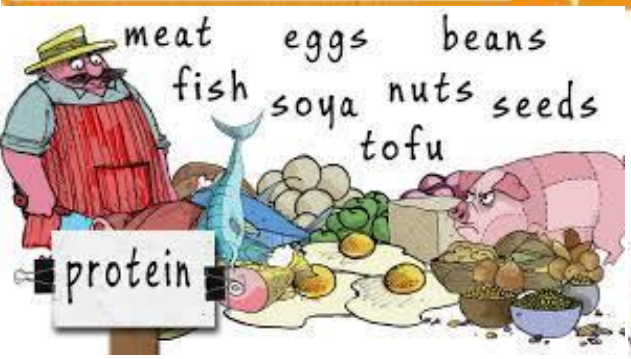
What additional resources can help me prepare for the course?

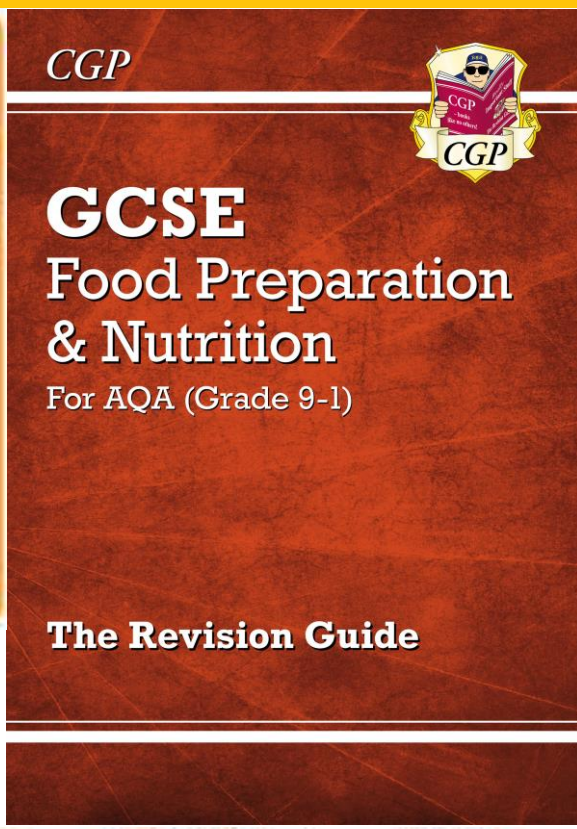


https://www.bbc.co.uk/bitesize/topics/znthy9q

Baseline Assessment Revision Material

Food & Nutrition





Areas for revision:

- Equipment
- Health and safety
- Key word definition
- Nutrition

https://www.bbc.co.uk/bitesize/topics/znthy9q

Course Overview

Timbers

(previously GCSE Resistant Materials)

For further information, please contact:
martina.byrne@cncs.school

Exam Board: EDEXCEL

AN INTRODUCTION TO THE COURSE

The GCSE in Design and Technology is a carefully structured qualification that allows you to continue to specialise as far as is possible under the new government requirements – there are six possible material areas of which Timbers is one of the replacement for Resistant Materials. 80% of the assessment will focus on this specialism, with the other 20% based on general Design and Technology knowledge and understanding. The qualification enables students to use creativity and imagination to design and make prototypes that solve real and relevant problems, considering their own and others' needs, wants and values. It also gives students opportunities to apply knowledge from other disciplines, including mathematics, science, art and design, computing and the humanities.

WHAT THE COURSE INVOLVES

The aims and objectives of the qualification enable students to:

- demonstrate their understanding that all design and technological activity takes place in contexts that influence the outcomes of design practice
- develop realistic design proposals as a result of the exploration of design opportunities and users' needs, wants and values
- use imagination, experimentation and combine ideas when designing
- develop the skills to critique and refine their own ideas while designing and making
- communicate their design ideas and decisions using different media and techniques
- develop decision-making skills, including the planning and organisation of time and resources when managing their own project work
- develop a broad knowledge of materials, components, technologies and practical skills to develop high-quality, imaginative and functional prototypes
- be ambitious and open to explore and take design risks
- consider the costs, commercial viability and marketing of products
- demonstrate safe working practices in design and technology
- use key design and technology terminology

HOW THE COURSE IS ASSESSED

The GCSE (9–1) in Design and Technology consists of 2 components.
Component 1 is an externally-examined paper worth 50% and consists of two sections.
Section A: is assessed on the core content. This section is worth 40 marks.
Section B: is assessed on the chosen specialism of timbers. This section is worth 60 marks.
Component 2 is a non-examined assessment is worth 50% of the qualification (100 marks)

WHERE MIGHT THIS COURSE TAKE ME?

Graphic Designer, Product Designer, Interior Design, Architecture, Teaching, Engineering, Packaging Technology, Computer Games Design, Printing.

Baseline Assessment Overview

Timbers

What am I being assessed on?

You will be tested on the core and timber knowledge you have learnt within years 7-9.
There will be a range of questions on;

- materials,
- tools and equipment
- Key word definition
- Material origin

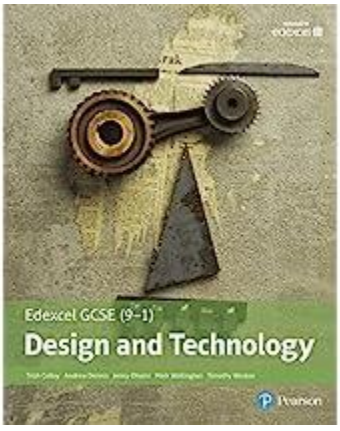
How am I being assessed?

You will complete the assessment in lesson using a mixture of multiple-choice questions, open and closed questions to check your knowledge and understanding.

This will be completed in lesson time, but you will be expected to prepare for the baseline assessment over the summer using the information on the next page

What additional resources can help me prepare for the course?

Edexcel Design Technology Textbook



Timbers

Timbers Revision

Hazard - A potential source of harm
Accurately - To do something in a way that is correct or exact
Marking Out - To plan out the details of something
Quality Control - Checking a product as it is being made
Aesthetics - How something looks

Tennon Saw		Used to cut straight lines in timber
Bench Hook		Used to hold small pieces of timber while we are cutting
Try Square		Used to draw a line at 90° from the edge of the material.
Glass paper		Used to smooth the surface of timber
Vice		Used to hold materials so that they do not move when being worked on

Natural Timbers

Wood is an organic material that is the main substance in the trunk and branches of a tree. Wood prepared for use in building and carpentry is known as *timber*.

Most hardwoods come from broad-leaved, deciduous trees (trees that shed their leaves annually). They are generally slow growing and are therefore usually more scarce and expensive than softwoods.

Beech
- hard, tough, strong & finishes well
- warps easily
- close, straight grain
- expensive
- pinkish-brown

Uses: flooring, furniture, tool handles

Oak
- very strong, heavy, durable & hard
- grain varies but is generally open
- over 400 species
- light brown

Uses: flooring, furniture, barrels

Mahogany
- hard, strong, easy to work & resistant to rot
- fine, straight grain
- some species are protected
- reddish-brown

Uses: flooring, fine furniture, instruments

Balsa
- very light & soft, but has great strength-to-weight ratio
- straight grain with distinct velvety feel
- pale cream to white

Uses: surfboards, construction & aircraft models

Other hardwoods include ash, birch, maple and willow.

Softwoods come from coniferous trees that have long needle-like leaves and are generally found in cold climates. They are quick growing and can therefore be replaced quicker than hardwoods.

Cedar
- contains a chemical that makes it durable & resistant to weather
- short, notable grain
- light cream to reddish-brown

Uses: outdoor furniture, cupboards, fencing

Scots Pine
- easy to work with, reasonably strong & lightweight
- straight grain with lots of knots
- pale to reddish-brown

Uses: furniture, construction, door frames

Larch
- tough & strong, but easy to work
- resistant to rot, but prone to splitting
- yellow to reddish-brown

Uses: decking, cladding, fencing

Spruce
- good strength-to-weight ratio
- can contain small knots
- creamy white to pinkish-brown

Uses: construction, stringed musical instruments

Other softwoods include Douglas fir, yew and western hemlock.

Remember: Not all hardwoods are hard, and not all softwoods are soft.

Environment

The development of new products has both positive and negative effects on the environment.

Sustainability

New and emerging technologies have led to the development of sustainable products and manufacturing processes.

Life Cycle Assessment

A **life cycle assessment (LCA)** is used to assess the environmental impacts of a product at every stage of its life: from obtaining the raw materials to the eventual disposal of the product.

1	Extracting, Producing and Processing Raw Materials	• How much energy is needed to extract or produce and process the raw materials? • Does extraction or production damage the environment? • Do raw materials adhere to environmental standards, (e.g. FSC wood)?
2	Manufacture	• How much energy is needed to process materials into the final product? • How much waste or pollution will manufacturing produce?
3	Distribution and Packaging	• What materials are used in packaging? • How much packaging is required? Is it unnecessarily bulky? • How much pollution will distribution cause?
4	Use	• How will using the product affect the environment? • Will the product consume a lot of energy? • Does the product produce waste or polluting substances?
5	Disposal	• How easy will it be to dispose of the product at the end of its life? • How much waste or pollution will be produced as a result of disposal?

Pollution and Global Warming

During the manufacture of many new products, fossil fuels are burned for energy production and transportation of materials. This releases greenhouse gases, such as CO_2, which many people believe cause global warming.

Warmer global temperatures are causing glaciers to melt, leading to rising sea levels and increased risk of flooding in coastal areas. Many plant and animal species are becoming extinct as their habitats are altered by rising temperatures, and severe drought is also causing famine in certain countries.

When a product is manufactured, resources are consumed. Therefore, when developing a new product, designers must consider the sustainability of the resources used.

Finite Resources

Finite resources are non-renewable. They cannot be replenished as fast as they are consumed and are therefore unsustainable.

Non-Finite Resources

Non-finite resources are renewable. They can be replenished faster than they are consumed and are therefore sustainable.

Waste Disposal

Once a product comes to the end of its life, it must be disposed of. Historically, most waste was buried at **landfill sites**, but decaying waste can cause pollution by contaminating the local land and water supply and generating greenhouse gases.

To try and reduce the amount of waste going to landfill, people are being encouraged to recycle their waste. However, only certain materials (e.g. paper, plastic, metal) can be recycled. Food waste can be recycled for fertiliser and to generate biofuels.

Waste can also be incinerated (burned) to reduce the volume of waste going to landfill. However, this generates significant greenhouse gas emissions causing more pollution.

The 6 Rs

The 6 Rs help designers to analyse the potential environmental impact and sustainability of new products. The 6 Rs also help consumers evaluate their impact on the environment.

Rethink: Consider how the product can be made in a more sustainable way using sustainable resources and be more sustainable itself.

Reduce: We can limit the amount of resources and energy used when creating, using and disposing of products.

Refuse: We can refuse to use unsustainable and unethical resources, processes and products.

Recycle: Consider how the product can be made from recyclable materials and whether all or part of it can be recycled at the end of its life.

Repair: We can create products that are easy to repair so that their life cycle can be extended.

Reuse: Consider how the product can be used again or in other ways once it has served its function.

Course Overview

Spanish

AN INTRODUCTION TO THE COURSE:

Reasons to do a language

- Another language will always be useful, no matter what you do.
- In class, you get to study a wide range of topics all about different people and cultures, not just how to speak.
- You can start to watch films, listen to songs and read books in their native language - and understand them too!
- Languages mean business - being able to speak a language will make you really stand out – they're good for you!
- It's really impressive to be able to speak a foreign language. It's a real achievement that your friends will envy and employers will love!
- You can understand and talk to lots more people when you go abroad.
- Learning languages really improves your communication skills

WHAT THE COURSE INVOLVES

The following areas of interest are covered:

1. Identity and Culture: my family and friends, technology and free time.
2. Local area, travel and holidays
3. My studies and school life.
4. Future aspirations, study and work.
5. Social and global issues.

For further information, please contact:
olga.cordero-nieto@cncs.school

HOW THE COURSE IS ASSESSED

In both French and Spanish, we follow the AQA Specification.
There are 2 tiers of entry: Foundation and Higher. Each individual skill is weighted at 25% and they are all exam-based. Exams take place at the end of Yr11.

- LISTENING: Exam 25%
- SPEAKING: Exam 25%
- READING: Exam 25%
- WRITING: Exam 25%

WHERE MIGHT THIS COURSE TAKE ME?

To improve your communication and presentation skills

- Universities value languages not only for the fact of being able to speak another language, but also because language learning develops a different type of thinking skills that will be useful in your future career.
- The "Russell Group" that represents 24 UK leading universities, consider Modern Foreign Languages one of the subjects that will open more doors and a qualification in MFL is valued by the admission tutors
- To develop advanced memory skills
- Careers wise: Marketing, Game design, Logistics, Journalism, Diplomacy, Banking, Teaching, International companies

Exam Board: AQA

Baseline Assessment Overview

Spanish

What am I being assessed on?

You will be assessed on:

- How to form the different tenses: present, past and future – The rules to form these tenses will be in class charts and your teacher will give you a booklet with the information.

- Knowledge of basic vocabulary done in year 9: opinions, free time: types of films, what you do with your computer, school subjects and facilities, jobs and adjectives. You have a copy of the vocabulary in your Spanish book and in Class Chart.

How am I being assessed?

You will complete the assessment in lesson using a mixture of multiple-choice questions, open and closed questions to check your knowledge and understanding.

This will be completed in lesson time, but you will be expected to prepare for the baseline assessment over the summer using the information on the next pages and the vocabulary in your books

What additional resources can help me prepare for the course?

To prepare well:

- Learn the vocabulary of every topic: How? Take a topic/ section at a time look at the Spanish, cover the English and write/ say the meaning. Then, do it the other way, look at the English, cover the Spanish, and write/ say the meaning.
- Read the rules of the tenses in the next few pages to understand how they work. Then, use Seneca to practise and master the tenses and also complete the tasks your teacher has set for you.
- Use Duolingo to practise vocabulary: https://www.duolingo.com/course/es/en/Learn-Spanish
- In languages is better to do short revision sessions, but very often.

Baseline Assessment Revision Material

Spanish

PRESENT TENSE

We use the present tense to talk about things we usually/ generally do.

In Spanish to form the present tense, I need a verb (doing word) ending in –AR, -ER or –IR; then I take off the –AR, - ER or –IR; and then I add the correct ending depending on who I am talking about (I, she, he we…)

The endings are as follow:

		AR	ER	IR
I	yo	-o	-o	-o
You sing	Tú	-as	-es	-es
He/she	Él/ ella	-a	-e	-e
We	Nosotros	-amos	-emos	-imos
You plural	Vosotros	-áis	-eis	-is
they	ellos	-an	-en	-en

E.g. If I want to say **we visit –** I need the Spanish verb **visitar,**
Then I **take off the ar** – so I would have **visit** – ; then check the table and to say we I need to add the ending **–amos**.
So we visit = **nosotros visitamos**

Practising the present tense:

Use in the information above to do the following verbs in Spanish:

e.g. They visit (visitar) = ellos visitan (visit +an)

- We relax (descansar) =
- she rides (montar) =
- He goes out (salir) =
- They eat (comer) =
- we drink (beber) =
- he meets (conocer) =
- She takes photos (sacar)=
- I sell (vender)
- I buy (comprar)=

Presente: Irregular verbs:

Unfortunately, some verbs in the present do not follow the rule above. See below and learn them, at least the form for "I"

		Ir (to go)	Ser (to be)	Hacer (to do)	Tener (to have)
I	yo	voy (I go)	soy (I am)	hago (I do)	tengo (I have)
You sing	tú	vas (you sing go)	eres (you sing are)	haces (you sing do)	tienes (you sing have)
He/she	Él/ ella	va (he/she goes)	es (he/she/ it is)	hace (he/she does)	tiene (he/she has)
We	nosotros	vamos (we go)	somos (we are)	hacemos (we do)	tenemos (we have)
You plural	vosotros	vais (you pl. go)	sois (you pl. are)	hacéis (you pl. do)	tenéis (you pl. have)
they	ellos	van (they go)	son (they are)	hacen (they do)	tienen (they have)

Complete the sentences with the correct form of the irregular verb in the present**.**

Use the table above to help

1 E.g. Normalmente nosotros (tener) _____ una fiesta. – normalmente tenemos una fiesta

2 ÉL (*ir*) _____ al estadio de fútbol.

3 El martes ella (*hacer*) _____ natación por la tarde.

4 Yo (*hacer*) _____ deporte con mis amigos.

5 Nosotros (*ir*) _____ al parque.

6 Ellos (*tener*) _____ muchos instrumentos de música diferentes.

7 Mi hermano (él) no (hacer) _____ los deberes.

8 Yo (ir) _____ a conciertos de música clásica.

9 Nosotros (hacer) _____ equitación en verano.

PAST TENSE

We use the past tense to talk about things we did.

In Spanish to form the past tense, I need a verb (doing word) ending in –AR, -ER or –IR; then I take off the –AR, - ER or –IR; and then I add the correct ending depending on who I am talking about (she, we, they…..)

		AR	ER	IR
I	yo	-é	-í	-í
You sing	tú	-aste	-iste	-iste
He/she	Él/ ella	-ó	-ió	-ió
We	nosotros	-amos	-imos	-imos
You plural	vosotros	-asteis	-isteis	-isteis
they	ellos	-aron	-ieron	-ieron

E.g. If I want to say **I ate –** I need the Spanish verb **comer,**
Then I **take off the er** – so I would have **com** – ; then check the table and to say I ate, I need to add the ending **–í**.
So I ate = **you comí**

Practising the past tense:

Use in the information above to do the following verbs in Spanish:

e.g. He visited (visitar) = él visitó (visit+ó)

- I relaxed (descansar) =
- she rode (montar) =
- We went out (salir) =
- They ate (comer) =
- I drank (beber) =
- we met (conocer) =
- we took photos (sacar)=
- I read (leer)
- she sold (vender)=

EL FUTURO PRÓXIMO (Future)

This is used to state things that are going to happen in the future:
i.e. I am going to see / We are going to eat etc.
The way we form the near future tense is simple:

Verb IR + A + INF

IR = to go (I am going…)	**a**	**infinitive***
yo voy (I am going)		
tú vas (you are going) (singular)	**a**	**Infinitivo**
él/ ella va (he/ she is going)	**(to)**	**(Infinitive)**
nosotros vamos (we are going)		**Infintive is a Spanish verb ending in AR/ER or IR**
vosotros vais (you are going) plural		
ellos/ellas van (they are going)		**e.g. comer = to eat**

VOCABULARIO:

el año que viene/ próximo : next year **la semana próxima : next week** **el próximo fin de semana: next weekend**	**mañana: tomorrow**

Escribe el inglés. (write in English)

a) Yo voy a salir con mis amigos mañana.

b) Nosotros vamos a comer una hamburguesa.

c) Mi amigo va a montar en bicicleta la semana próxima.

NOW translate the following sentences into Spanish

1. I am going to play rugby tomorrow.
2. I am going to listen to music next weekend.
3. Next week we are going to watch a film.
4. Next year she is going to visit Spain.
5. Tomorrow we are going to eat in McDonalds.

Course Overview

French

AN INTRODUCTION TO THE COURSE:

Reasons to do a language

- Another language will always be useful, no matter what you do.
- In class, you get to study a wide range of topics all about different people and cultures, not just how to speak.
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- To develop advanced memory skills
- Careers wise: Marketing, Game design, Logistics, Journalism, Diplomacy, Banking, Teaching, International companies

Exam Board: AQA

Baseline Assessment Overview

French

What am I being assessed on?

You will be assessed on: How to form the different tenses:

- Present tense ER verbs
- Present tense IR and RE verbs
- Verbs Avoir and être
- Verbs Aller and Faire
- The Perfect Tense 1 (with avoir)
- The Perfect Tense 2 (with être)
- The Near Future Tense

How am I being assessed?

You will complete the assessment in lesson using a mixture of multiple-choice questions, open and closed questions to check your knowledge and understanding.

This will be completed in lesson time, but you will be expected to prepare for the baseline assessment over the summer using the information on the booklet your teacher gave you in lesson.

What additional resources can help me prepare for the course?

To prepare well:

- Read the rules of the tenses in the next few pages to understand how they work. Then, use Seneca to practise and master the tenses and also complete the tasks your teacher has set for you.

- Learn the vocabulary of every topic: How? Take a topic/ section at a time look at the French, cover the English and write/ say the meaning. Then, do it the other way, look at the English, cover the French, and write/ say the meaning
- Use Duolingo to practise vocabulary: https://www.duolingo.com/course/es/en/Learn-French

- In languages is better to do short revision sessions, but very often.

Course Overview

BTEC Health and Social Care

Exam Board: PEARSONS EDEXCEL

For further information, please contact: elaine.donohue@cncs.school

AN INTRODUCTION TO THE COURSE

Health and social care is one of the fastest growing sectors in the UK with demand for both health and social care employees continuously rising.

WHAT THE COURSE INVOLVES

Students will have the opportunity to develop applied knowledge and skills in the following areas:

- The life stages and key characteristics in the physical, intellectual, emotional and social (PIES) development classifications and the different factors that can affect an individual's growth and development
- Different life events and how individuals can adapt or be supported through changes caused by life events
- Health and social care conditions, how they can be managed by the individual and the different health and social care services that are available
- How factors can affect an individual's current health and wellbeing
- how physiological indicators and an individual's lifestyle choices determine physical health
- The use of the person-centred approach
- Recommendations and actions to improving health and wellbeing and the barriers or obstacles individuals may face when following recommendations and the support available to overcome.

HOW THE COURSE IS ASSESSED

The assessment approach of the course allows for learners to receive feedback on their progress throughout the course as they provide evidence towards the grading criteria.
The three components of the course give learners the opportunity to develop applied knowledge and understanding of the health and social care sector

The three units of study are:

Component number	Component title	How it is assessed
1	Human Lifespan Development	Internal assessment (non-exam)
2	Health and Social Care Services and Values	Internal assessment (non-exam)
3	Health and Wellbeing	External synoptic assessment

HOW IS THE COURSE GRADED?

The BTEC Tech Award is graded on a seven grade scale from Level 2 Distinction* to Level 1 Pass.

WHERE MIGHT THIS COURSE TAKE ME?

Study of this sector at Key Stage 4 will complement GCSE study through providing an opportunity for practical application alongside conceptual study. There are also strong opportunities for post-16 progression in this important sector.
Healthcare employees, such as doctors, pharmacists, nurses, midwives, healthcare assistants and physiotherapists, work with individuals to enhance their quality of life by improving their health.
Learners who generally achieve at Level 2 across their Key Stage 4 learning might consider progression to:

- A Levels as preparation for entry to higher education in a range of subjects
- Study of a vocational qualification at Level 3, such as a BTEC National in Health and Social Care, which prepares learners to enter employment or apprenticeships, or to move on to higher education by studying a degree in the health or social care sector.

Baseline Assessment Overview

BTEC Health and Social Care

What am I being assessed on?

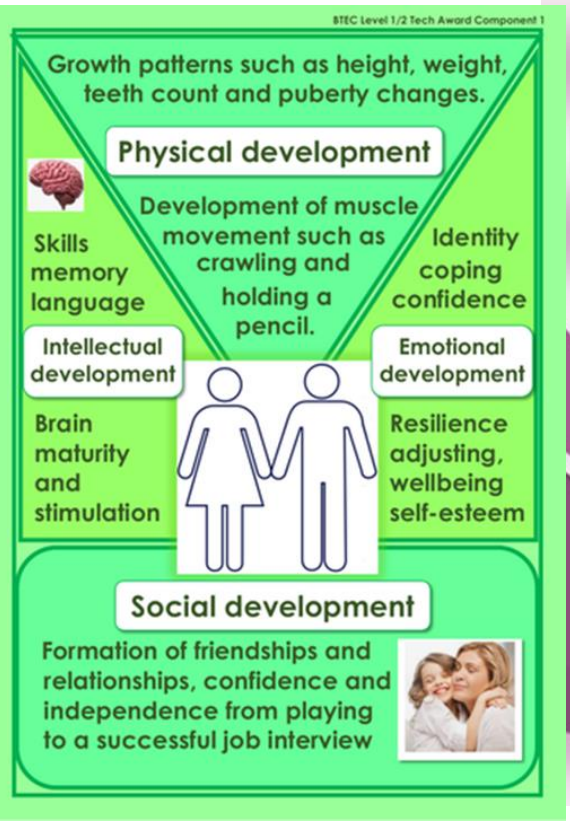
Component 1: Human Lifespan Development

Learning outcomes

A Understand human growth and development across life stages and the factors that affect it

You will first be learning and exploring e different aspects of growth and development and the factors that can affect this across the life stages and the different events that can impact on individuals' physical, intellectual, emotional and social (PIES) development and how individuals cope with and are supported through changes caused by life events

Each life stage many changes take place



What additional resources can help me prepare for the course?

How can I successfully revise?

1.Create your own poster/ revision resource to illustrate growth and development through the different life stages

2.Use key term revision cards, , mind maps etc and test yourself. You could even get a friend or family member to help

3. Make links to **PIES** growth and development and **key changes** that occur during each stage, using images to recall key information

4. Break the words and definitions down into chunks (don't try learning them all at once!) and link to the 6 different life stages and PIES development

5.Refer to the key terms glossary sheet

BTEC Health and Social Care

Key word	Definition
Life stage	Life stages are the ages and stages we go through as we learn and grow,
Physical development	Physical development is the growth and achievement of developmental milestones, such as walking along with external maturation, such as the changes in puberty
Intellectual development	Intellectual development changes a person's thinking, memory, problem solving and language skills, occurring in every life stage
Emotional Development	Emotional development is concerned with people's feelings. This is a lifelong process that includes becoming aware of your feelings and sense of self, along with developing a personal identity
Social Development	Social development is concerned with the relationships we create with others, the social skills we develop and with socialisation (the process of learning the attitudes, values and way of life of a society).
Holistic Development	All round development of all PIES
Growth	Increase in physical size, height, weight and any other measurable areas
Development	Increase in skills , abilities gained over time
Gross motor skills	Using large muscles such as : infant can start to control larger muscles Crawling/Walking
Fine motor skills	Using smaller muscles - control smaller muscles – holding a spoon
Puberty	Puberty is the time in life when a boy or girl becomes sexually mature.
Menopause	The menopause is when a woman stops having periods and is no longer able to get pregnant naturally.
Cognitive skills	Cognitive skills are the core abilities of your brain demonstrated through your memory, reasoning, attention span, problem solving, thinking, reading and learning
Resilience	The capacity to withstand or to recover quickly from difficulties
Self- esteem	Self-esteem is how we value and perceive ourselves.
Life choices	Examples include decisions about a career change, health , diet , social activities , moving, buying or selling a house, ending or beginning a relationship, placing loved ones in a full-time care facility, adopting a child, retirement and many more.

Key words and definitions that you must learn and familiarise yourself with

Course Overview

Media

Exam Board: EDUQAS

AN INTRODUCTION TO THE COURSE

To be successful in GCSE Media Studies you need to have a good mix between **creativity** and the ability to **analyse** and **write essays.** The coursework element requires you to be **organised** and complete creative tasks such as photoshoots outside of lesson. All of which requires good **time management.** Media Studies is quite an **independent** subject and therefore you must be able to **express your own opinions** and back them up with evidence. You will explore media industries and how they are run, academic theory and criticism.

WHAT THE COURSE INVOLVES

There are three components of study that make up the course:

Component 1: Exploring the Media
Section A: Media Language & Representation which explores how the media communicates with its audience and how certain groups of people are portrayed. Newspapers, Magazines and Advertising and Marketing products are studied here.
Section B: Exploring Industries & Audiences which explores how and why a particular product appeals to its audience. The areas of focus are: Newspapers, Advertising and Marketing, Radio, Video Games and Film.

Component 2: Understanding Media Forms and Products: This component consists of an in-depth study covering all areas of the theoretical framework: Media language, Representation, Media industries, Audiences and Media contexts that will be studied in the following areas:
Section A: Television – Crime Dramas
Section B: Music Videos and Online Media

Component 3: Creating Media Products: This is the only practical component of the course. Students will individually make content for one of the following areas set by the exam board: *Advertising and Marketing: Music, Advertising and Marketing: Film, Magazines* OR *Television.*

HOW THE COURSE IS ASSESSED

Component 1: **Exploring the Media**: Written examination: 1 hour 30 minutes, 40% of qualification, 80 marks
Component 2: **Understanding Media Forms and Products**: Written examination: 1 hour 30 minutes 30% of qualification, 60 marks
Component 3: **Creating Media Products:** Non-exam assessment: internally assessed and externally moderated by WJEC, 30% of qualification, 60 marks.

WHERE MIGHT THIS COURSE TAKE ME?

Media Studies will prepare you to work in a range of areas, such as: performing arts, broadcast media, publishing and journalism, advertising and marketing, arts, crafts and design and many more.

For further information, please contact:
Emily.cunningham@cncs.school

Baseline Assessment Overview

Media

What am I being assessed on?

To prepare you for the sheer amount of terminology you need to know for Media Studies, your baseline assessment is going to be terminology test. Learn **ALL 35** terms and definitions – you will be assessed on them all.

1. **ACTION CODE** Something that happens in the narrative that tells the audience that some action will follow, for example in a scene from a soap opera, a couple are intimate in a bedroom and the camera shows the audience the husband's car pulling up at the front of the house.
2. **AUDIENCE INTERPRETATION** The way in which audiences 'read' the meanings in, and make sense of, media products.
3. **CONNOTATION** The suggested meanings attached to a sign, e.g., the red car in the advert suggests speed and power.
4. **CONVENTIONS** What the audience expects to see in a particular media text, for example the conventions of science fiction films may include: aliens, scientists, other worlds, gadgets, representations of good and evil. Useful headings to discuss conventions are: characters, setting, iconography, narrative, technical codes and representation.
5. **COVER LINES** These suggest the content to the reader and often contain teasers and rhetorical questions. These relate to the genre of the magazine.
6. **DENOTATION** The description of what you can see/hear in a media text, e.g. the car in the advert is red.
7. **DIEGETIC SOUND** Sound that comes from the fictional world and can be seen, for example the sound of a gun firing, the cereal being poured into the bowl in an advert, etc.
8. **ENCODING AND DECODING** Media producers encode messages and meanings in products that are decoded, or interpreted, by audiences.
9. **ENIGMA CODE** A narrative device which increases tension and audience interest by only releasing bits of information, for example teasers in a film trailer. Narrative strands that are set up at the beginning of a drama/film that makes the audience ask questions; part of a restricted narrative.
10. **FRANCHISE** An entire series of, for example, a film including the original film and all those that follow.
11. **GENRE** Media texts can be grouped into genres that all share similar conventions. Science fiction is a genre, as are teenage magazines, etc.
12. **ICONOGRAPHY** The props, costumes, objects and backgrounds associated with a particular genre; for example, in a police series you would expect to see, uniforms, blue flashing lights, scene of crime tape and police radios.
13. **INTERTEXTUALITY** Where one media product references another text, for example a music video recreating visual codes that have been used in a film.
14. **LAYOUT AND DESIGN** The way in which a page has been designed to attract the target audience. This includes the font styles used, the positioning of text and images and the use of colour.
15. **MAINSTREAM** These are media products that are the most popular at the time and tend to be the most conventional.
16. **MARKETING** This is the way in which an organisation tells its audience about a product. It will use different ways in order to do this, for example a film company will produce trailers and posters to promote a new film. It will also make sure that the stars appear on chat shows and give interviews just before the release of the film.
17. **MASTHEAD** This is the title and design of the title of the magazine. The name and font style may give a clue to the genre.
18. **MEDIA LANGUAGE** The specific elements of a media product that communicate meanings to audiences, e.g. visual codes, audio codes, technical codes, language.
19. **MEDIATION** The way in which a media text is constructed in order to represent the producer of the text's version of reality; constructed through selection, organisation and focus.

Baseline Assessment Revision Material

Media

20. MISE-EN-SCENE In analysis of moving image products, how the combination of images in the frame creates meaning; how individual shots in a film or photograph have been composed.
21. **MISREPRESENTATION** Certain social groups (usually minority groups) may be represented in a way that is inappropriate and not based on reality.
22. MODE OF ADDRESS The way in which a media text 'speaks to' its target audience. For example, teenage magazines have a chatty informal mode of address; the news has a more formal mode of address.
23. NARRATIVE The 'story' that is told by the media text. All media texts, not just fictional texts, have a narrative. For example, magazines have a clear beginning, middle and end. Most narratives are linear and follow a specific structure (Todorov).
24. NICHE AUDIENCE A relatively small audience with specialised interests, tastes, and backgrounds.
25. NON-DIEGETIC SOUND Sound that is out of the shot, for example a voiceover or romantic mood music.
26. PRODUCTION The process by which media products are constructed
27, **MEDIA PRODUCTS** Media texts, including television programmes, magazines, video games, newspapers etc. as well as online, social and participatory platforms
28. REALISM A style of presentation that claims to portray 'real life' accurately and authentically
29. R**EGULATOR** A person or body that supervises a particular industry
30. **REPRESENTATION** The way in which key sections of society are presented by the media, e.g. gender, race, age, the family, etc. One important example in the media is how women are represented in magazines.
31. **SIGN/CODE** Something which communicates meaning, e.g., colours, sounds. The meaning of the sign may change according to the context, e.g., the colour red can mean passion, love, danger or speed depending on how and where it is used.
32. **STEREOTYPE** An exaggerated representation of someone or something. It is also where a certain group are associated with a certain set of characteristics, for example all Scotsmen are mean, blondes are dumb, etc. Stereotypes can be quick ways of communicating information in adverts and dramas, e.g. the rebellious teenager in a soap opera, as they are easily recognisable to audiences.
33. **TABLOID** Refers to the dimensions of a newspaper; a tabloid is smaller and more compact in size. However, there are further connotations attached to the term and it also tends to refer to a newspaper whose content focuses on lighter news, for example celebrity gossip, sport and television.
34. **UNDERREPRESENTATION** Certain social groups (usually minority groups) may be rarely represented or be completely absent from media products
35. **VIEWPOINTS** Different perspectives in relation to values, attitudes, beliefs or ideologies

How can I successfully revise?

1. Use flash cards, mind maps etc and test yourself. You could even get a friend or family member to help
2. Try putting each word into a sentence
3. Break the words and definitions down into chunks (don't try learning them all at once!)
4. Do a mix and match activity – write down all the terms and definitions on paper/flash cards and match them to the correct term

Course Overview

Computer Science

Exam Board: OCR

AN INTRODUCTION TO THE COURSE

Computer Science is the fourth Science option on the English Baccalaureate. It will enable students to develop their understanding of current and emerging technologies work and apply this knowledge and understanding to a range of contexts. From problem solving to programming code, computer science will produce a new generation of digital makers as opposed to digital users. Students will enjoy solving problems by producing program code and investigating computer systems.

WHAT THE COURSE INVOLVES

Pupils will learn about and explore the effectiveness of computer programming and the impact that this has in today's society. The course gives a real, in-depth insight into how computer technology works. Pupils will be encouraged to understand and apply the fundamental principles and concepts of computer science including abstraction, decomposition, logic, algorithms and data representation. They will understand the impact of digital technology on the individual and wider society and will be encouraged to think creatively, innovatively, analytically, logically and critically.

HOW THE COURSE IS ASSESSED

Component 1: Computer Systems 50% of total GCSE
Written paper 1 hour and 30 minutes.

Component 2 - Computational thinking, algorithms and programming 50% of total GCSE
Written paper 1 hour and 30 minutes.

Practical Programming
All students will undertake a programming task set by exam board, either to a specification or to solve a problem (or problems), during their course of study. Students may draw on some of the content in both components when engaged in Practical Programming.

Students selecting this option must have a good grasp of mathematics (and therefore must be in either set 1 or 2 for maths with at least a 4+ (4a) in their KS2 SATS.)

WHERE MIGHT THIS COURSE TAKE ME?

The course provides excellent preparation for higher study and employment in the field of computer science. Students who have taken a GCSE in Computing and who then progress to study the subject at A Level or university will have an advantage over others.

Careers: Software developer, games developer, programmer, cyber security, robotics, analyst, computer engineer, network engineer, database design.

Baseline Assessment Overview

Computer Science

What am I being assessed on?

You will be assessed on key words and definitions in the following areas:

- Systems architecture which involves computer components and devices
- Memory and storage which includes the different types of storage and
- Computer networks
- Network security and prevention measures
- Systems software and the difference between interfaces and
- Ethical, legal, cultural and environmental impacts of digital technology
- Programming fundamentals

How am I being assessed?

The assessment will consist of mixture of multiple-choice questions, short and long written questions to check your knowledge and understanding.

This will be completed in lesson time, but you will be expected to prepare for the baseline assessment over the summer using the information on the next page

What additional resources can help me prepare for the course?

For the theory aspects of the assessment use the following link to revise:
https://www.bbc.co.uk/bitesize/examspecs/zhrphbk
For the programming fundamentals component of the test Key words as identified on the next page:
https://www.codecademy.com/learn/learn-python-3

Computer Science

Key term	Definition
Fetch-execute Cycle	Instructions are fetched one by one from main memory, decoded, and then executed by the processor. This cycle repeats until the program is complete
CPU (Central Processing Unit)	A chip within the computer which controls the operation of all parts of the computer and decodes then executes program instructions.
ALU (Arithmetic Logic Unit)	The part of the CPU responsible for arithmetic and logical operations.
Processor Cache	High speed memory built into the CPU. Instructions are copied to cache memory allowing them to be accessed more quickly and therefore increasing the speed of the CPU.
Register	A small area of memory within the CPU where data is stored temporarily to avoid the delay in copying to and from main memory,
Von Neumann Architecture	The design on which most computers are based. It defines several registers along with the fetch-execute cycle and how the CPU interacts with main memory.
Clock Speed	How many instruction cycles the CPU can deal with in a second. Measured in MHz or GHz. Faster is better.
Cache Size	The larger the amount of cache the CPU has the more instructions it can store without having to transfer to main memory and therefore the faster it will perform.
Cores	Some CPUs have more than one core, each containing its own ALU and registers and therefore capable of carrying out instructions independently. The more cores, the more instructions the CPU can process at once and therefore the faster it performs.
Primary Storage	Also known as memory. Holds the data, programs and instructions currently in use.
RAM	Random Access Memory. Stores programs and data before they are processed by the CPU. Read/write memory, meaning the contents can be changed. The contents are lost when the computer is turned off.
ROM	Read Only Memory. Data can be retrieved but not changed and the contents are not lost when the computer is turned off. Used to store programs for embedded system
Volatile Memory	Data stored in volatile memory is lost when the computer is turned off.
No-Volatile Memory	Data stored in non-volatile memory is not lost when the computer is turned off.
Optical Storage	A type of secondary storage which stores data on a spinning plastic or metal disk. Data is read from and written to the disk using a laser.
Magnetic	A type of secondary storage which uses magnetic fields to store data. A read/write head reads and writes data from the media.
Solid State Storage	A type of secondary storage which uses flash memory to store data. They have no moving parts and are much faster than optical or magnetic storage.
HDD (Hard Disk Drive)	A magnetic storage drive which can store large amounts of data and is often the main method of secondary storage in personal computers. The drive contains a number of internal disks and a read/write head used to read and write data.
DVD (Digital Versatile Disk)	A high capacity optical storage disk commonly used for video storage. A range of capacities are available up to 17GB
CD (Compact Disk)	An optical storage disk often used to store music. Capacity is usually around 800mb
SSD (Solid State Drive)	A solid state storage drive which carries out the function of a traditional HDD. They are much faster than HDDs and less easy to damage as they have no moving parts. They are also more expensive and usually lower capacity.

Computer Science

Keyword	Definition
Binary	A number system used by computers. It contains only two symbols, 0 and 1 and is also known as base 2.
Denary	The number system most often used by people. It uses the digits 0 to 9 and is also known as base 10 or decimal.
Integer	A whole number without a decimal point or fraction. E.g. 1, 100 or 88122
Overflow Error	This happens when not enough space has been allocated to store the results of a calculation. For example, if one byte has been allocated but the result is 9 bits long.
Character	A single symbol, for example a letter, number or punctuation mark.
Character Set	A system for representing characters in binary, each character is assigned a unique binary number.
ASCII	American Standard Code for Information Interchange. A 7 bit character set used to represent characters.
Unicode	A much larger character set created to overcome the limited number of characters available in ASCII. It includes many different language characters as well as other symbols such emojis.
Pixel	Short for Picture Element. Pictures on a computer are divided into a grid, with each square in the grid being one pixel which can be a single colour.
Metadata	Additional data about a file such as when it was created or who created it. Commonly used with photos to store things like the make of camera or location the photo was taken.
Colour Depth	The amount of bits available for colours in an image. The higher the colour depth the more colours available and therefore the more realistic the image will appear.
Resolution	The number of pixels an image is divided into. The higher the resolution, the more pixels in the image and the clearer it will be.
Sample Rate	The number of samples taken in one second. This is measured in hertz (Hz), 1Hz is one sample per second. The higher the sample rate, the more samples per second and therefore the higher the quality of the file.
Bit Depth	The number of bits available for each sample. The higher the bit depth, the more bits available and therefore the better the quality.
Analogue	A continuously varying signal, usually represented as a curved line. Examples include sound or temperature recordings.
Compression	A way of reducing the size of a file. It is often used with photos, music and video files.
Lossy Compression	A compression method which reduces the file size by removing certain data. The original file cannot be restored from the compressed version but the file is reduced by more than with lossless compression.
Lossless Compression	A compression method which reduces the file size without losing any data. The original file can be restored from the compressed version, but the file size is not reduced by as much.

Baseline Assessment Revision Material

Computer Science

Keyword	Definition
Network	Two or more computers connected together for the purposes of sharing data or resources.
LAN (Local Area Network)	A network which covers a small geographic area such as a single building.
WAN (Wide Area Network)	A network which covers a large geographic area.
Client - Server	A network setup where resources or processing are carried out by a central computer (called a server) with other devices (called clients) accessing resources via the network.
Peer to Peer	A network setup where all computers have an equal status and function as both client and server.
Wireless Access Point	Uses a wireless radio to allow devices to connect wirelessly to an existing network.
Router	A device which connects two or more different networks together allowing them to communicate with one another.
Switch	A device which provides computers and other devices with a wired connection to a network.
NIC (Network Interface Card)	A component within a computer or other device which allow it to connect to a network. The card provides the physical connection to the network
The Cloud	A term for accessing storage or other resources remotely across The Internet.
Web Server	A server which hosts web sites and pages for users to access, usually via The Internet.
Network	The way in which computers and other network devices are connected together.
Bandwidth	The amount of data which can be transferred via a network in any given time. More bandwidth allows more data to travel across the network at the same time resulting in faster transfer speeds.
The Internet	A global network connecting millions of computers and other devices.
URL	Uniform Resource Locator. A human readable name given to websites and other Internet resources. DNS is used to translate the URL into the IP of the web server.
Client	A computer or other device which accesses data from a central server.
Ethernet	A physical copper cable used to connect devices on a network. The term also refers to the protocols and standards used to control how data is sent and received on the cable.
Wi-Fi	A technology which uses wireless signals to connect network devices.
Bluetooth	A short range wireless networking technology. It has relatively low range and speeds and is most often used for peripheral devices such as mice or headsets.
Encryption	The process of converting data so that it cannot be easily read or understood without first being decrypted. It is often used to keep important data secure when sharing it over a network.
Malware	A term for any software which is designed with malicious intent. Malware may damage the computer, monitor user activity and files or delete or damage data. There are many different types of malware which behave in different ways.
Social Engineering	Attempting to gain access to computer systems by targeting the people using the system instead of using technical measures to attack the system itself. People are often the weakest security point in a computer system and examples such as watching someone enter their password or pretending to be their boss and telling them to do something urgently aim to take advantage of this fact.
Phishing	Attempting to trick someone in to revealing information such as their password, financial, or other private information by pretending to be someone else. Phishing usually takes place by email, and involves sending an email which pretends to have come from the user's bank or other trusted organisation or person.
Brute-force attack	Attempting to guess a code or password by trying every possible solution until the correct one is found. The attack may work through a list of common passwords or dictionary words, or simply start with a code of 0000, followed by 0001 etc.
Denial of Service Attack	Attempting to send more traffic or data to a computer system than it is able to handle. If successful, this results in parts of the system, or even the whole system, being unable to process the data is receiving and failing.
Data Interception	Attempting to access data whilst it is being transferred between devices, usually over a network. The victim usually has no idea that their data has been stolen, and the attacker may access usernames and passwords or whole files.
Anti-Malware Software	Software which attempts to detect, prevent and remove malware on a computer system. Anti-Virus software is a common example of anti-malware software.
Firewall	A network security device which checks traffic passing through it against a set of rules, only traffic which meets the rules is allowed through. This prevents traffic from unauthorised devices or using unauthorised protocols from passing through.

Computer Science

Keyword	Definition
User Access Level	Controlling which aspects of a system or network users can access. Users are allowed access only to the parts of the system the need, preventing them from accidentally or deliberately damaging sensitive parts of the system or accessing sensitive data.
Encryption	The process of converting data so that it cannot be easily read or understood without first being decrypted. It is often used to keep important data secure when sharing it over a network.
Operating System (OS)	Controls the operation of all aspects of the computer and provides an interface by which a user can interact with the computer.
User Interface	A part of the operating system or other software which allows the user to interact with and control it. They usually comprise of a graphical component which the user can see on a monitor or other display hardware, and way for the user to interact with the system, either by typing commands, or clicking items with a mouse or touchscreen.
Memory Management	The function of the Operating System which manages the computer's memory, controlling how the memory is used and which applications can access it.
Multitasking	The ability for an operating system to run more than one task or application at the same time.
Peripheral Management	The ability of an operating system to control and manage hardware devices such as printers, mice or speakers which are connected to the computer.
User Management	A function of the operating system which manages user accounts. In many cases, multiple user accounts can exist with their own username, password and access rights allowing more than one person to use the same computer.
File Management	A function of the operating system which manages files and folders stored on either the computer's internal storage, or external storage devices such as a USB Stick.
Access Rights	A function of the operating system which manages the access that different users and applications have to the system. It allows different user accounts or applications to be granted access to different parts of the system.
Ethical	The idea of right and wrong by which people should behave. This is not the same as what is legal or illegal, but the idea of always doing the right thing.
Legal	A set of rules which lay out behaviours which are not allowed and the punishments for breaking these rules. Laws vary from country to country, with new laws being made and existing ones being updated.
Cultural	A set of behaviours and expectations which people accept as being normal and expected within their daily lives. These are not enforced by any laws, and don't always have to do with right and wrong, but are how people expect things should be. An example might be colouring a delete button red, or ordering items starting at the top left of the screen.
Environmental	Matters relating to the natural world around us and making sure we take good care of things like animals, the atmosphere and the planet as a whole.
Software License	The right for an organisation or user to use a piece of computer software. The license is an agreement between the person or organisation who made the software and those using it and lays out any rules or restrictions associated with use. The user may have to pay either a one time or yearly fee for the license.
Open Source Software	Software where the code is made available to the public to view or edit as they wish. Open source software is usually free for anyone to use.
Proprietary Software	Software where the source code is owned by a person or organisation and is not available to the public.

Course Overview

Creative iMedia

Exam Board: OCR Cambridge Nationals L2

AN INTRODUCTION TO THE COURSE

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. This is a course centre on the use of computers and software work on the creative side of the digital industry.

WHAT THE COURSE INVOLVES

This qualification equips learners with a range of creative media skills and provide opportunities to develop, in context, desirable, transferable skills such as research, planning, and review, working with others and communicating creative concepts effectively. Through the use of these skills, learners will ultimately be creating fit-for-purpose creative media products. The 'hands on' approach that will be required for both teaching and learning has strong relevance to the way young people use the technology required in creative media. The qualification design, will allow learners the freedom to explore the areas of creative media that interest them as well as providing good opportunities to enhance their learning in a range of curriculum areas.

HOW THE COURSE IS ASSESSED

Unit R093: Creative iMedia in the media industry: Pre-production skills. Students will develop their understanding of the client brief, time frames, deadlines and preparation techniques that form part of the planning and creation process. This is an externally assessed unit.

Unit R094: Visual identity and digital graphics: Creating digital graphics. Students will develop their understanding of the basics of digital graphics editing for the creative and digital media sector. This will be assessed internally.

Unit R097: Interactive digital media: In this unit students will learn to design and create interactive digital media products for chosen platforms. They learn to select, edit and repurpose multimedia content of different kinds and create the structure and interactive elements necessary for an effective user experience. Completing this unit will provide them with the basic skills for further study or a range of creative and technical job roles within the media industry.

WHERE MIGHT THIS COURSE TAKE ME?

Learners who generally achieve at Level 2 across their Key Stage 4 learning might consider progression to:

- A Levels as preparation for entry to higher education in a range of subjects
- Study of a vocational qualification at Level 3, such as a BTEC National in IT, which prepares learners to enter employment or apprenticeships, or to move on to higher education by studying a degree in the digital sector.

Baseline Assessment Overview

Creative iMedia

What am I being assessed on?

You will be assessed on the key terminology needed across the course surrounding the creative digital media sector.

How am I being assessed?

The assessment will consist of mixture of multiple-choice questions, short and long written questions to check your knowledge and understanding. This will be completed in lesson time, but you will be expected to prepare for the baseline assessment over the summer using the information on the next page

What additional resources can help me prepare for the course?

Research the different sectors of the media industry such as Traditional media, film, television, radio, print publishing.

Compare the conventions used for layout and colours to the new media including computer games, interactive media, internet, digital publishing.

Produce a magazine cover of your choice using graphics software. You can download free software to do this from: https://www.gimp.org/downloads/

Baseline Assessment Overview

Creative iMedia

Keyword	Description
Assets	Images, logos, and text information are used as part of the digital graphic.
Audience	People who will see, listen or use a creative product.
Bitmap	Graphics An image created from many individual picture elements (pixels).
Branding	See House Style
Brief	See Client Requirements
Censorship	When an artist is prevented from publishing all or parts of their work.
Certification	Process of informing an audience the suitability of content for different audiences.
Client	The person, organisation or company that you are producing the work for.
Client Requirements	A document (or statement) that describes in detail what is required in a product.
CMY(K)	Cyan, Magenta & Yellow - Primary colours used by printers to produce all possible colours (K can be included to add black ink to ensure
Compression	A process of reducing a file size.
Copyright	An automatic legal protection of the ownership of creative media
Create	(Exam questions) You need to draw the answer.
Creative Commons	A licence agreement where the creator allows use of copyright resources.
Describe	(Exam questions)Your answer must include some characteristics in addition to stating what it is. You could use words to express an overall concept, idea or need so that it is clear for the reader/listener.
Dialogue	Words or speech for actors or other characters
Discuss	(Exam questions) Your answer must give both sides of the argument.
Evaluate	(Exam questions) You must apply your knowledge and understanding in order to arrive at an overall judgement that takes into account a number of different factors.
Explain	(Exam questions) Your answer must include comments on the purposes and reasons for your statement. State what and why! (I would use….because….)
File Formats	Electronic files that are specific to software or document types.
Hardware	Devices or equipment used to create products
House Style	The appearance of a product which has design features that are recognisable as relating to the client.
Identify	(Exam questions) Your answer just states what it is.
Improvements	A description of what is needed to make the product better.
Intellectual Property	A piece of work or invention that could be protected by copyright, trademark or patent.
Items	Objects that are on a document.
Justify	(Exam questions) You must give reasons to support your choice of statement.
Legislation	The specific Acts of Parliament that document Laws.
Lossless	A form of compression that does not remove data to reduce file size
Lossy	A form of file compression that permanently removes some data or reduce file size

Baseline Assessment Overview

Creative iMedia

Keyword	Description
Lossy	A form of file compression that permanently removes some data or reduce file size
Mind Maps	A structured way of organising thoughts and ideas visually.
Mood boards	A collection of sample materials and products.
Narrator	A person that tells the story, yet is not seen or is part of the story.
Planning	A process of interpreting the clients requirements prior to beginning production.
Pre-production	All the necessary activities occurring prior to production beginning.
Primary Sources	Information that is obtained directly from the origin of the information.
Production	The process following planning where a product is produced.
Production Schedules	The time available to complete the product.
Properties	The number of pixels, dpi resolution, and file format of the digital graphics.
Purpose	(Exam questions) What it is used for - the reason.
Research	The process of gathering information to assist with the planning of a product.
Resources	The equipment that you will use to create the digital graphics, including both the hardware and the software.
Review	An assessment of work to check it meets the client requirements, quality and accessibility.
RGB	Red, Green & Blue - Primary colours for monitors to produce all possible colours.
Risk Assessment	A process of looking at hazards and establishing the risk for creating harm.
Scripts	A piece of written work for a movie, audio, audio-visual product or screenplay.
Secondary Sources	Information that is obtained indirectly from the source of the information
Software	Computer applications used to create products.
Storyboards	An illustrated sequence of moving images in a timeline
Strengths	The best parts about something, what works really well
Target Audience	The people who are identified prior to the production as the intended customer or viewer of the product
Trademark	They are used to identity a product or organisation to protect a product by law
Vector Graphics	Image created by mathematical formulae
Visualisation Diagrams	A rough drawing or sketch of a static image product
Voiceover	The words spoken by an unseen person in audio or audio visual products
Weaknesses	The worst parts about something; what doesn't work well or could be improved
Work Plans	A structured list of all the tasks and activities needed to complete a product

Course Overview

Music

Exam Board: EDUQAS

AN INTRODUCTION TO THE COURSE

- Develop creativity and sensitivity and increase enjoyment of music.
- Promote cultural development through a wide range and variety of music styles.
- Improve aural perception and analytical skills through a deeper understanding of music.

WHAT THE COURSE INVOLVES

1. Musical devices
2. Music for ensemble
3. Film music
4. Popular music

HOW THE COURSE IS ASSESSED

The three main components of assessment are:

1. Listening Examination 1hr 30 minutes (externally marked) 40%
2. Two recorded performances (one Solo/one Ensemble) (coursework) 30%
3. Two compositions (one to a brief/one free) (coursework) 30%

UNDERSTANDING MUSIC

Students will listen, analyse and answer questions on a variety of music pieces and also demonstrate their contextual understanding through their appraising skills.

COMPOSING

Pupils will need to submit two final compositions with a total duration of between 3 and 4½ minutes which must be recorded in school and accompanied by a written score/annotation and a composition log.
Composition 1 is linked to an externally set brief.
Composition 2 is a free composition.

PERFORMING

Students will need to submit two performances, one solo and one ensemble performance. It is advised that students can play to a grade 3-5 standard. To help prepare for this, all GCSE music students have the option to take instrumental lessons. All students considering taking music will need to attend an AUDITION to assess their musical ability before a place on the course is confirmed.

WHERE MIGHT THIS COURSE TAKE ME?

Music can help you to get into a variety of further pathways. It is seen as a subject that demonstrates high levels of commitment, communication, abstract thinking, creativity, and is therefore valued by higher education institutions and employers in all varieties of industries. It can lead into a variety of music and music technology careers and leads into Key Stage 5 Music and Performing Arts.

For further information, please contact:
sarah.smith@cncs.school

Baseline Assessment Overview

Music

What am I being assessed on?

Notation
Instruments
Styles of music
Musical elements

How am I being assessed?

On Microsoft Forms you will have questions that include:

- Identifying the notes from a picture of a staff
- Identifying instruments from a sound clip
- Describing music using the elements
- Identifying different styles of music

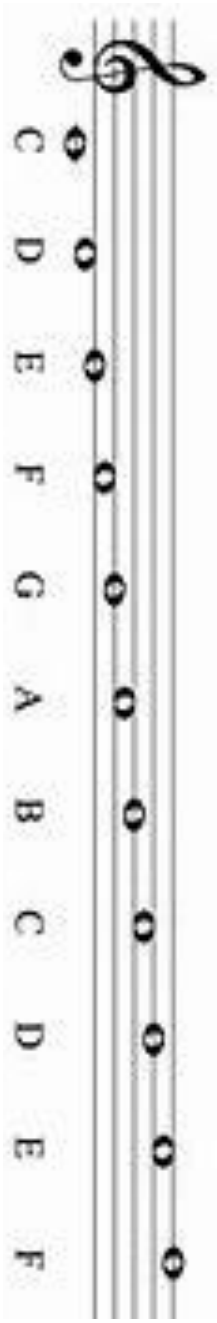
What additional resources can help me prepare for the course?

Teachinggadget.com- our homework site
BBC bitesize
Listening to different styles of music and instruments on Youtube/streaming apps

Musical Elements: Key Terminology

Musical Element	Definition
Timbre	Sound Quality
Pitch	High or low sounds
Texture	How many sounds?
Tempo	Fast or slow?
Duration	Long or short?
Structure	The musical plan
Dynamics	Loud or quiet?

Using YouTube, ensure you familiarise yourself with the sounds created by the musical instruments listed. In your assessment, you will need to distinguish the sounds from one another.



GCSE PE

GCSE PHYSICAL EDUCATION

For further information, please contact:
neil.minshull@cncs.school

Exam Board: PEARSON EDEXCEL

AN INTRODUCTION TO THE COURSE

The aims of the syllabus are to improve the students' ability to plan, perform and evaluate physical activity, increase the students' knowledge and understanding about physical activity and to promote the value of physical exercise as part of healthy living.

WHAT THE COURSE INVOLVES

Part of the course is theory-based and part practical ability. Both theoretical and practical parts are covered in much greater depth than would normally be the case in Key Stage Four Physical Education. **Students should be aware that a commitment to extra-curricular activities will be necessary at all times during this course, which will help with the practical component.**

Following on from GCSE Physical Education it is possible to progress to an 'A' Level in Physical Education and BTEC Level 3 Sport, which may be very appealing to those students who wish to pursue a career in the Sports/Leisure industry, see below for more information on possible routes.

HOW THE COURSE IS ASSESSED

1. **Written Paper**:
   2 separate papers totaling 60% of the course.
   Paper 1 = 36% and Paper 2 = 24%
2. **Practical Activities** - 30%
   Candidates will be required to offer three activities for assessment. At least one team sport and one individual sport must be included. The activities will be taken from National Curriculum areas in PE, please speak to PE staff for the latest list of activities available.
3. **PEP -** 10% (Personal Exercise Programme) – written coursework
   Candidates will be required carry out a training programme relating specifically to analysis of performance in a sport of their choice.

WHERE MIGHT THIS COURSE TAKE ME?

As a qualification geared towards the analysis of performance and physical development, GCSE PE would naturally lead to further studies at post 16 and indeed University. Sport is a rapidly growing area that will lead into a wide range of employment. If you are interested in sport, then GCSE PE can help you take it to the next academic level or turn your interest into a career. Professions such as Leisure attendant, Fitness instructor, Community coach, Sports media, Uniformed services i.e Armed forces, Fire service etc. and Apprenticeships in PE would be natural progressions.

Further study at university would offer opportunities in Leisure Management, Sports analysis, Journalism, Sports marketing, Physiotherapy, Sports psychology, Sports medicine and of course teaching PE. The classroom based aspects of the course would give greater knowledge of nutrition, conditioning, physical studies, psychological preparation and teamwork. Students would experience and develop the skills of planning, ICT, data analysis, report writing and of course further physical and sporting development. All crucial in improving the students' employability potential.

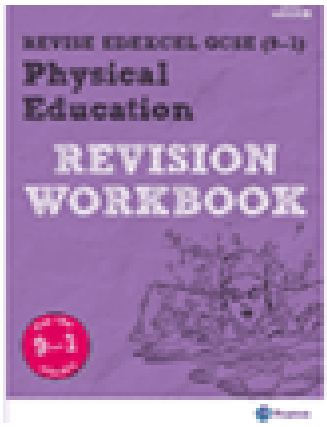
Baseline Assessment Overview

GCSE PE

What am I being assessed on?

You will be tested on the Unit 1 knowledge. You have learnt some of the knowledge within years 7-9.
There will be a range of questions on;

- Muscles
- Skeleton
- Cardiovascular system
- Fitness and exercise adaptions



How am I being assessed?

You will complete the assessment in lesson using a mixture of multiple-choice questions, open and closed questions to check your knowledge and understanding.
This will be completed in lesson time, but you will be expected to prepare for the base line assessment over the summer using the information on the next page and personal research.

What additional resources can help me prepare for the course?

Exam board: https://qualifications.pearson.com/en/subjects/physical-education-and-sport.html
Revision websites:
https://www.brianmac.co.uk/
Advice on topics relating to athletic development, exercise physiology and successful coaching for athletes, sports science students and coaches
BBC Bitesize – GCSE PE
Revision guide and workbook
Available from the Pearson website and other stockists. You can use this alongside the revision booklet. See above picture.

Applied Anatomy and Physiology – Paper 1, Component 1.

Skeletal system: Functions of the skeleton and its role in Sport and Physical Activity (PA)

Bones: Names of the bones in the human body.

Joint classifications: i.e. pivot joint, hinge joint, ball and socket joint, condyloid joint. Examples of where each type can be found in the body – name of joint e.g. Elbow is a hinge joint

Types of movement and joints: i.e. flexion/extension, abduction/adduction, rotation, circumduction, dorsi-flexion/plantar-flexion. Which type of joint allows which type of movement, at which joint those movements take place.

Muscles: Names of key muscles in the human body

Cardiovascular system Functions of the CV system:

i.e. Transport, clotting, temperature regulation. How these relate to sport and PA.

The Heart: Structure of the heart and the route that blood takes through the heart. Main blood vessels in and out, which structures/areas deal with oxygenated/deoxygenated blood.

Blood vessels: i.e. Arteries, capillaries, veins. Which carry oxygenated/deoxygenated blood?

Respiratory system:

The mechanics of breathing: The main structures of the respiratory system and their role in breathing and respiration. Inhalation and exhalation.

Short term effects of exercise: What are the short term effects of exercise on the body. What are the underlying causes of these effects and how do they effect performance.

Long term effects of exercise: Long term effects of exercise on the body and the effect improvements will have on performance of different sportspeople.