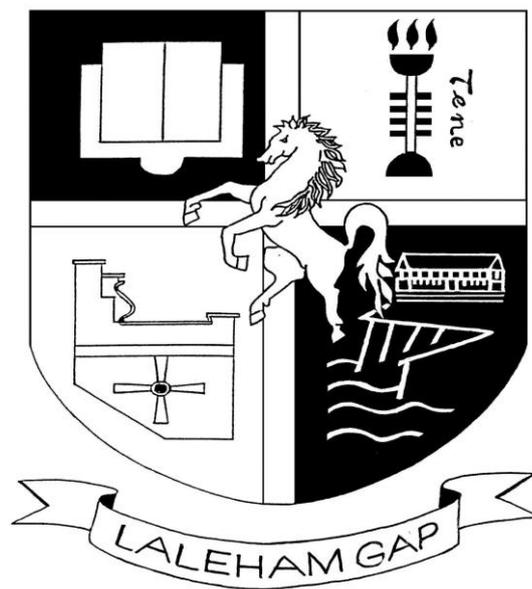


Student and Parent Guide



to
Year 9 Options
2016

This booklet presents a brief parent/guardian guide to the curriculum in Year 10, and the study options for our students.

As an overview it is intended to provide background information to help you understand the work your son or daughter will be undertaking. It is also hoped that it will further enable you to support his or her work in the home environment.

We would recommend that you prioritise parents' evening bookings with the teachers and subject areas that you are keen for your child to undertake throughout years 10 and 11. If you require clarification or further information, please do not hesitate to contact the subject coordinators, who are listed below.

Mrs Helen Schroepfer	English
Ms Briony Care	Mathematics
Mr Shaun O'Brien	Science
Mr Sean Lithman	Art
Mr Stuart Clements	Drama
Miss Kay Johnson	Food Technology
Mr Keith Guilder	ICT
Mr A Welsh	PE
Mr S Parkin	LEAP and Construction
Mr Ady Young	Deputy Head Teacher
Mrs L O'Keeffe	Assistant Headteacher/SENCo
Miss C Pugh	Speech & Language Therapy

Year 10 Curriculum and Option choices

In Years 10 and 11 we maintain our core subjects, taking several “stepping stone” qualifications en route to taking GCSE or equivalent accredited outcomes. In essence, your child will continue to study English, Maths, Science, ICT, PE and PHSE.

We have two main pathways and direct students toward a preferred pathway depending on their ability and skills set. These pathways are tried and tested to enable the students to continue to make progress in their academic studies and to support their independence for life after Laleham Gap. Pathway One students commit to studying fewer subjects at higher levels while Pathway Two offers a broad learning experience more geared to functional skills.

Pathway One (GCSE or Equivalent) choosing one subject in each option

Option 1	Skills Studio (Construction) <input type="checkbox"/>	Drama <input type="checkbox"/>
Option 2	Food Technology <input type="checkbox"/>	Art, Craft and Design <input type="checkbox"/>
Option 3	Fine Art <input type="checkbox"/>	Art, Craft and Design <input type="checkbox"/>

Pathway Two (Combination of Entry Level, Functional Skills, and some GCSE) all options studied in this pathway

Option 1	Fine Art
Option 2	East Kent College (LEAP)
Option 3	Drama (Level 1)
Option 4	Food Technology (Entry Levels)
Option 5	Art, Craft and Design (Applied Arts)

MATHEMATICS



AQA GCSE Mathematics (8300) Linear Course

This course is taught over the two years 10 and 11 with pupils sitting three terminal papers in the June of their final year at school.

Each paper is 1 hour and 30 minutes long: one non-calculator and 2 calculator papers, each worth 33.3% of the overall assessment.

There are two levels: Foundation (grades 1-5) and Higher (grades 4-9)

There is NO coursework for this examination

AQA Mathematical Functional Skills

This course is for pupils who need to support their GCSE grade and/or will not be studying the GCSE course. The qualifications will be chosen on an individual needs basis and start from Entry Level 1 through to Functional Skills Level 2.

Stages of Assessment:

Entry Level 1 (1:1 guided assessment)

Entry Level 2 (1:1 guided assessment)

Entry Level 3 (Classroom based examination)

Functional Skills Level 1 (Formal exam, compares to current G-D grades)

Functional Skills Level 2 (Formal exam, compares to current C-A grades)

There is NO coursework for these examinations

ENGLISH DEPARTMENT

KEY STAGE 4

All pupils in years 10 and 11 will follow the AQA Board **GCSE** English Specification at Foundation Level or the **Entry Level Certificate**, which offers our students a skills-based approach to the study of English and allows them to demonstrate their ability in functional English.

The **GCSE** course will consist of the following elements and assessment criteria:

Unit 1: Understanding and producing non-fiction texts

(External examination of 2 hours / 40% of the total GCSE marks / 20% Reading, 20% Writing)

Candidates will be required to read and understand a range of non-fiction texts, identifying the writers' crafts and transferring these skills into their own writing for a range of genres, audiences and purposes.

The **functional elements** of English reading and writing are embedded within this unit, allowing pupils to demonstrate that they are competent readers and writers in their daily lives.

Unit 2: Speaking and Listening

(Controlled Assessment / 20% of the total GCSE marks)

In this unit, candidates will be assessed on **three** Speaking and Listening tasks, although they will be doing more than one performance of each activity throughout the course. They will be assessed on **one** activity in each of the following categories:

- Presenting
- Discussing and Listening
- Role playing

Unit 3: Understanding and Producing Creative Texts

(Controlled assessment: 40% of the total marks (a) 20% Understanding creative texts (literary reading), (b) 20% Producing creative texts)

Part (a) candidates will submit **three** written responses to tasks based on their study of the following texts:

- A play by Shakespeare (Macbeth)
- A text from the English Literary Heritage (Of Mice and Men)
- A text from a different culture or tradition

Part (b) candidates will submit **two** pieces of writing prepared under controlled conditions from a bank of topics in the unit.

ENTRY LEVEL CERTIFICATE IN ENGLISH

The **Entry Level Certificate Course** will consist of the following elements and assessment criteria:

This course is designed to meet the needs of our students who are working at levels 1-3 of the National Curriculum and are considered unlikely to be able to cope with the pace, pressure and content of the GCSE course. To be eligible for award, candidates will submit their assessment evidence from **five** units.

Assessment Objectives:

In **Speaking and Listening**, candidates will learn to listen with understanding, to participate in discussion and adapt their talk for different audiences and purposes.

Candidates will submit **one** unit, which will be externally-set.

In **Reading**, they will respond to basic texts, read for information, read and understand a range of texts and use a range of reading strategies.

Candidates will submit evidence for **two** units. The reading includes both literary and non-literary material and at least one of the units will be externally-set.

In **Writing**, students will use basic writing conventions and adapt their writing for various purposes and audiences.

Candidates will submit **two** units. At least one of the units will be externally-set.

Three levels of award are available:

Entry 1 / Entry 2 / Entry 3

Throughout the course, the students will also be developing their knowledge of Functional skills in English.

FUNCTIONAL SKILLS IN ENGLISH

In addition to the GCSE and Entry Level Certificate we also give our students the opportunity to demonstrate their ability in Functional Skills. The current AQA qualifications are incremental (From Entry Level 1/2/3 to Level 1/2), allowing students to progress at their own pace towards the highest possible level. Level 1 provides a valuable bridge between Entry Level work and the extended, independent work expected with a GCSE.

Functional English Level 1 and 2 are the equivalent of GCSE grades C-G and give students practical skills for the modern world. They are also a clear indicator for post-16 employers/educational settings. The AQA specification aims to ensure students have good communication skills in reading, writing, speaking and listening. It assesses whether students can use these skills in everyday situations. All levels follow a similar specification to the GCSE and ELC in English; however, they are individually assessed, allowing students to focus on one skill strand at a time.

Component 1: Reading

Entry 1, 2 and 3: this is a *controlled assessment* in class (in examination conditions)

Level 1 and 2 are assessed through an externally set examination that lasts one hour (making them great preparation for the final GCSE exam in the Summer).

AQA's reading tests include multiple choice questions. This means that candidates' reading abilities are assessed separately from their writing abilities. (Example task: Identify the qualifications and experience required to apply for this college course using the webpage provided.)

Component 2: Writing

Entry 1, 2 and 3: this is a *controlled assessment* in class (in examination conditions)

Level 1 and 2 are assessed through an externally set examination that lasts one hour (making them great preparation for the final GCSE exam in the Summer).

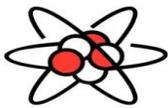
AQA's writing tasks allow candidates to demonstrate their ability to write for different audiences and purposes in various types of writing they will have to do at home, in educational contexts or at work. (Example task: Write a formal email complaining about a faulty purchase from SportsUnited.com.)

Component 3: Speaking, Listening and Communication

Always a *controlled assessment* in class. Depending on the level, tasks include conversations, discussions and presentation with both familiar and unfamiliar people across a spectrum of formal and informal settings. (Example task: Telephone your Work Experience manager to clarify the details of your placement.)

KEY WORDS IN ENGLISH

Alliteration	Repeating consonants which sound the same at the beginning of words or stressed syllables for effect.
Argument	The meaning a writer wants to convey in a piece of writing.
Brainstorming	Writing down all the various possible meanings and associations you can think of.
Colloquialism	An informal word, phrase or piece of English you might use when chatting (i.e. <i>saying spud instead of potato</i>).
Dialogue	Conversation between characters.
Emotive Language	Words or phrases which arouse an emotional response in the reader, e.g. the poor, defenceless animal.
Empathy	Understanding a person and that person's situation; feeling with that person, not feeling for (sympathy).
Figure of Speech	Where the meaning of a particular expression is not the same as the literal meaning of the words e.g. <i>she was over the moon</i> .
Irony	Using language to express the opposite to what you mean or feel.
Metaphor	Describing something by saying it is another thing e.g. <i>she is an ogre</i> .
Narrative style	How the author tells a story in a piece of writing.
Onomatopoeia	The making of a word from the sound associated with it e.g. <i>crash</i>
Personification	Giving things or ideas human characteristics e.g. <i>fear gripped him</i> .
Prose	Writing in continuous sentences, as in novels and newspapers.
Simile	Describing something by saying it is <i>like</i> or <i>as</i> something else e.g. <i>I've been working like a dog</i> .
Soliloquy	A speech spoken by an actor alone on stage, designed to reveal the character's innermost thoughts and feelings.
Standard English	English which conforms to a widely accepted practice, using defined systems of grammar and expression.
Stanza	A poem is usually divided into lines grouped together called <i>stanzas</i> (not verses).



Edexcel GCSE (9-1) Combined Science

The new Edexcel GCSE (9-1) in Combined Science encourages students to be inspired, motivated and challenged by following a broad, coherent, practical, satisfying and worthwhile course of study. It provides insight into and experience of how science works, stimulating students' curiosity and encouraging them to engage with science in their everyday lives and to make informed choices about further study and career choices.

Edexcel GCSE Combined Science is equivalent to 2 GCSEs. It is divided into 6 units: Biology 1 & 2; Chemistry 1 & 2; and Physics 1 & 2. The content overview of each unit will be readily available from Science staff during parents' consultation evening.

Overview of assessment:

Each unit (B1 & B2, C1 & C2 and P1 & P2) is assessed through a 1 hour 10 minute, 60 mark, tiered written examination, containing six questions. There is a Foundation paper: grades 1-5 or a Higher paper: grades 4-9

The 6 unit examinations are externally assessed and each is 16.67% of the total GCSE. Students will be entered for either the Foundation or Higher paper depending upon their ability. This GCSE follows a linear programme of assessment (*In a linear qualification, the examinations are taken at the end of the course.*)

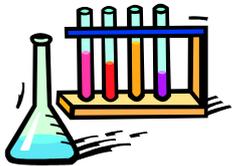
The Unit examinations include three types of question parts:

1. **Objective questions** – used only where this will provide credible evidence of knowledge and skills.
2. **Structured short answers** – for maths, How Science Works, or theory.
3. **Longer answers** worth 6 marks – to help provide stretch and challenge.

During the duration of the GCSE course, students will undertake 18 mandatory core practicals; these will be completed in class. Knowledge and understanding of these practical techniques and procedures will be assessed in the 6 terminal papers in May/June 2018. It is essential that students complete all 18 core practicals.

Further information: <http://www.edexcel.com/quals/gcse/GCSE-Combined Science-2016>

Recommended reading: CGP GCSE Core Science (Edexcel) The Revision Guide (Foundation/Higher)



SCIENCE



Edexcel Entry Level Science

The Edexcel Entry Level Certificate in Science enables students to acquire a body of basic scientific knowledge and an understanding of some important scientific ideas, whilst developing basic experimental and investigative skills.

To ensure students have the opportunity to fulfil their potential, the topics are aligned to content in the Edexcel 2014 GCSE in Science. This ensures that students can either start to gain GCSE foundation tier knowledge but then drop back to Entry level if the GCSE is too demanding, or complete the Entry Level qualification and then build on their knowledge by attempting to learn the GCSE foundation tier knowledge.

There are nine topics which focus on the following areas of the Key Stage 4 Programme of Study:

1. Classification and variation
2. Changes in humans and plants
3. Drugs and bacteria
4. The Earth, its atmosphere and chemical reactions
5. Acids and metals
6. Fuels
7. Waves and radiation
8. Earth and space
9. Electricity and energy

Assessment:

The Entry Level Certificate in Science is awarded at one of three levels: Entry 1, Entry 2 and Entry 3, with Entry 1 being the lowest level of achievement and Entry 3 the highest. For each level, assessment is based on two components:

- **Topic tests** (15 marks each- internally marked, externally set and moderated).
- **Assignments** (20 marks each -internally marked, externally set and moderated).

Topic tests are worth 60% of the overall mark; Assignments are worth 40% of the overall mark. The best 6 Topic Test marks are submitted and the best 3 Assignment marks are submitted. Tests and assignments are completed during the 2 year course.

Different types of question are used in the topic tests, including some of the following:

- Single word response
- Multiple-choice questions
- Word boxes in various forms
- Simple arithmetic
- Simple free response.

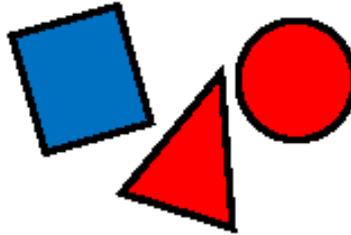
Further information: <http://qualifications.pearson.com/content/dam/pdf/Entry>

Recommended reading: CGP GCSE Core Science (Edexcel) The Revision Guide (Foundation/The basics)

Command Words

Suggest Evaluate Discuss

Compare



What is the same and what is different?

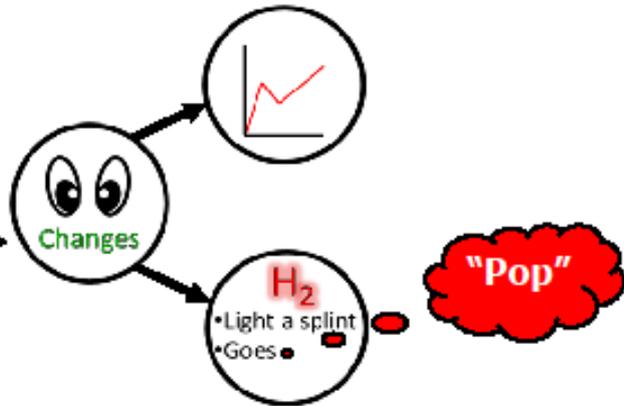
How or why. Give a reason for.....

Explain?

Granite has big crystals because...

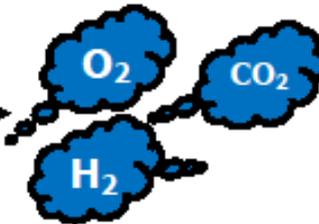
What do you see happening? Or link information together. Describe how to test for hydrogen gas.

Describe



Similar to state

Identify



Identify which gas turns limewater milky.

Give more information

State

State the meaning of.....



Think of a simple piece of information

Recall or Give

Granite



Carnivore





Revision - Taking responsibility for your own learning

There are many different ways to **revise** for an exam and you have to find the way that best suits the way that **you learn**. Here are just a few ideas to think about.

- 1). Use **Mnemonics** to help you remember facts → **MRS GREN** to remember the characteristics of life: **M**ovement, **R**espiration, **S**ensitivity, **G**rowth, **R**eproduction, **E**xcretion & **N**utrition.



Good People Never Kick Dogs' Food Bowls

This is a good one for remembering the different **fractions** in crude oil.

- 2). Record your voice reading from the **CGP revision guide**. You could make your own **"Revision Blog"**.

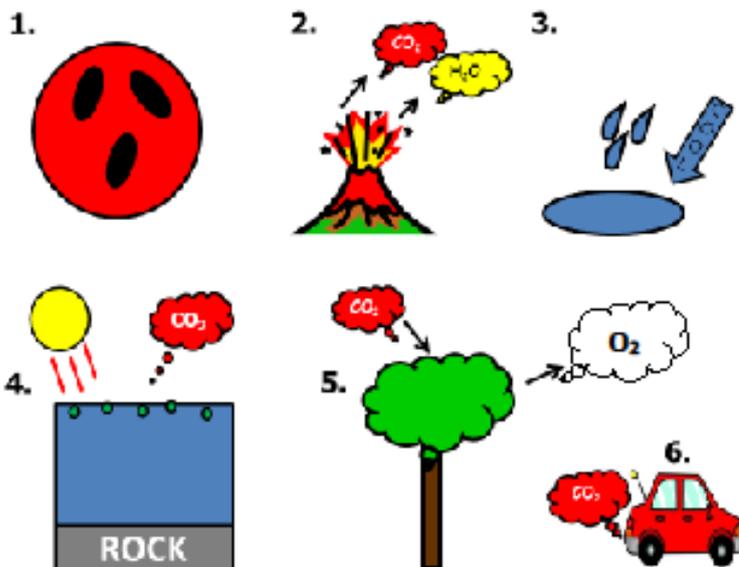


- 3). Use **"Flash Cards"** → write the **learning statement** on one side and the **answer** on the other side of the flash card.

6.3). Recall some of the uses of radioactivity.

Smoke alarms,
Sterilization of
Surgical equipment &
Cancer treatment.

- 4). Use **Visual "Big Ideas"** to help **embed** Science knowledge → **THE FACTS**



Now use **past papers** to **practise** using the **Skills/Command Words**

L ***LINK Application**

A **Analyse**

E **Explain**

D **Describe**

I **Identify**

Explain why carbon dioxide levels went down as the Earth's atmosphere evolved (changed). **PAST PAPER QUESTION**

ICT



Cambridge National Certificate in ICT (Levels 1 & 2)

The **Cambridge National Certificate in ICT (Level 1/2)** consists of four units of work and is equivalent to up to one GCSE qualification. The qualification is awarded at Pass, Merit, Distinction and Distinction* levels. The compulsory unit - Understanding computer systems - is tested by a one hour written exam paper. The other three units are assessed by an independent timed practical task that is marked internally, against set criteria, with a representative sample then being sent to the exam board for final moderation.

The four units of work we will cover will equip students with a solid foundation for understanding and applying Information Communication Technology (ICT) in their future working lives. The four modules will be:

R001 Understanding Computer Systems (*compulsory unit - one hour written exam*)

The unit will include systems used at home, school and in a business setting. Students will also consider the implications of working with data to create content within a commercial environment. The content includes: an understanding of how ICT can be used to meet business needs; how to work with information and data to meet specific business needs; how ICT can be used to support business working practices; an understanding of the legal, ethical, safety and security issues that affect how computers should be used.

R002 Using ICT To Create Business Solutions (*compulsory unit—assessed independent coursework*)

Students will use a wide range of applications that are commonly used in the workplace and in further and higher education. They will develop an understanding of how to select the most appropriate software and to use tools to meet specific business requirements while developing skills to enhance documents of a variety of file types. They will also learn techniques to search for, seek and store information in a variety of contexts and how to choose the tools and techniques to communicate information and solve problems. The content will give students the skills to: use techniques to search for, store and share information; select and use software to handle data; select and use software to communicate information for a business purpose; use software tools to format documents.

R005 Creating An Interactive Product Using Multimedia Components (*school chosen unit—assessed independent coursework*)

Students will be able to develop and demonstrate their creative flair by combining multimedia components to create a vibrant, energetic or stimulating interactive PowerPoint product. The content will provide students with the skills to: design interactive products; create interactive products containing multimedia components; complete usability testing.

R007 Creating Dynamic Products Using Sound And Vision (*school chosen unit—assessed independent coursework*)

Students can focus on developing their expertise in music, video or animation. They may create products such as a music recording and/or mix, video news clip or animation for a webpage. The content will provide students with the skills to: prepare for the production of dynamic products; create dynamic products; test and evaluate computer programs.

Unit	Assessment	Possible Marks	% Weighting of each element
Understanding computer systems	Written Exam Paper 1 hour	60	25%
Using ICT to create business solutions	Coursework	60	25%
Creating an interactive product using multimedia components	Coursework	60	25%
Creating dynamic products using sound and vision	Coursework	60	25%

ICT CAMBRIDGE NATIONALS (LEVEL 1 & 2) VOCABULARY

INPUT	ITEMS USED TO PUT INFORMATION IN
Keyboard	Types letters and numbers in. Data is keyed in using either full keyboards or specialist overlay keyboards e.g. McDonalds, Tesco and pubs.
Scanner	Scans images or text into computers in digital form.
Mouse	A mouse has one, two or more buttons, used to control the cursor.
Graphics Tablet	Can draw pictures onto the computer.
Digital Camera	Takes pictures and inserts digital images onto computer.
Webcam	See people on the internet, takes digital pictures.
PROCESS	DOING SOMETHING WITH THE INFORMATION
Motherboard	The heart of a machine, all things built onto this—a bit like a 'Lego' base board.
ROM	Data can be read from the chips but cannot be written to them or altered.
RAM	The RAM is the temporary storage, where the programs run. If the power is turned off the work is lost.
Expansion Cards	The cards used to add extra functions e.g. TV cards, sound cards, etc.
Expansion Slots (PCI)	Expansion slots are used to hold expansion cards.
I/O Ports	The I/O ports are where data is transferred e.g. sound and keyboard sockets.
Hard disk drive	Hard disks are used for the permanent storage of programs and data. This storage is measure in gigabytes.
Floppy drive	Takes information on and off a floppy disk.
Central Process Unit (CPU)	The CPU acts as the brain of the computer. The CPU acts upon programmed instructions, carrying out calculations and controlling the transfer of data.
CD-ROM drive	Takes information on computer from a CD.

ICT CAMBRIDGE NATIONALS (LEVEL 1 & 2) VOCABULARY (cont'd)

CD-RW drive	The computer can read information from a CD and save it back onto it.
DVD drive	Plays DVDs.
DVD-RW drive	The computer can read information from a DVD and save it back onto it.
OUTPUT	GETTING SOMETHING OUT
CRT monitor	Old fashioned big glass tubed monitors.
TFT monitor	New monitors which are plasma, thin and create less heat.
Speakers	You listen to music and messages from speakers.
Inkjet Printer	More expensive, better quality colour prints.
Colour Laser Printer	Most expensive type of printer to buy. Very high quality colour or black and white prints.
Modem	Modems are internal and external devices. The name means Mo(dulator), Dem(odulator). It connects to the internet. PC must be on to connect.
Router	This is like a modem. Used to connect to the internet. You can turn the computer off and the router stays connected. Used in networks for shared internet access. Has a firewall for protection from hackers.
Cloud	Storage area for data on a server, somewhere!

CREATIVE ARTS



GCSE Fine Art AQA

In Years 10 and 11 the pupils are going to work towards their Fine Art G.C.S.E. Pupils who are entered for the Fine Art paper will explore a range of materials, processes and techniques used by past and contemporary artists. The final mark is made up of 60% for coursework and 40% for the (Exam) controlled test (which is taken in March/April of their final year).

Fine Art Coursework

The pupils will complete units of coursework which will include sketchbook work and preparatory studies related to their final pieces. The coursework will include practical and critical/contextual work in a range of media which might include drawing and painting, photography, printing, three-dimensional and computer generated work, etc.

Each unit of work will take 2 terms to complete. At the end of the unit the pupils' work will be marked following the assessment criteria set by the exam board AQA.

The units of work to be covered are:

NATURAL FORMS	terms 1&2
SELF PORTRAIT	terms 3&4

Fine Art Controlled Test: terms 5&6

The final exam (controlled test) in this subject requires the pupils to choose from one of the starting points given by the Exam Board (there are usually between 7 and 10 starting points to choose between). Once the pupils have been given their Controlled Test paper (usually in January) they will be given a preparatory period in which to carry out their research and produce studies. During this time the pupils will be expected to develop their own work to resolve their investigations, producing a final piece or pieces based upon material exploration, preparatory studies and research. This is then followed by 10 hours of supervised exam time during which they complete their finalised piece, or pieces, of work.

The Controlled Test will be centre assessed and moderated by AQA.

Assessment Criteria

Coursework and the Controlled Test are marked using the assessment criteria set by AQA.

Assessment Objectives:

Pupils will be expected to demonstrate their ability to: develop ideas through investigations, demonstrating critical understanding of sources; refine work by exploring ideas, selecting and experimenting with media, materials, techniques and processes; record ideas, observations and insights relevant to intentions as work progresses; present a personal and meaningful response that realises intentions and demonstrates an understanding of visual language.

This specification has more emphasis on 'written communication to inform ideas'. This is a new specification from September 2016. There is now a requirement to show evidence of drawing skills and written annotation to accompany all work in all the assessment objectives.

Homework

Although there is no formal Art homework in Year 10, pupils will be expected to use their time at home to research the projects they are working on and bring in any relevant information. It would be helpful if parents could support their child in these tasks. Pupils are given the opportunity to borrow equipment if they wish, to continue their coursework, or do extra artwork at home. In Year 11 pupils have a timetabled homework session. Art is scheduled for Wednesday 3.15pm— 4.15pm. Pupils will generally still require support when researching their work in Year 11.

CREATIVE ARTS

GCSE Art Craft and Design AQA



In the Art, Craft and Design GCSE pupils will explore a range of materials, processes and techniques in response to a design brief. The final mark is made up of 60% for the coursework and 40% for the (Exam) controlled test (which is taken in March/April of their final year). There is a strong industry / vocational focus to the Art, Craft and Design endorsement; pupils work to design briefs. Following the Art Craft and Design endorsement gives pupils a sense of Art, Craft and Design and creativity in the real world. During the course they develop their understanding of working to the constraints of a design brief and working for a client. Throughout the course pupils are encouraged and supported to be creative, to develop their decision making skills and higher order thinking skills.

Processes included on the course include:

Enamelling (jewellery making)
Glass fusing
Graphic design

Printmaking
Textile design
3D design

Art Craft and Design Coursework

Pupils will complete units of coursework which will include research, sketchbook work and preparatory designs related to their final pieces. The coursework is to include practical and critical/contextual work in a range of areas that might include drawing, graphics, printing, textiles and three-dimensional, computer generated work etc.

Each unit of coursework will take a term or longer to complete. At the end of the course the pupils' work will be marked following the assessment criteria set by the exam board, AQA.

Art, Craft and Design Controlled Test

The final exam in this subject requires the pupils to choose from one of the starting points given by the Exam Board. Once pupils have been given their Controlled Test paper (usually in January) they will be given a preparatory period in which to carry out their research and produce studies. During this time the pupils will be expected to develop their own work to resolve their investigations, producing a final piece or pieces based upon preparatory studies and research. This is then followed by 10 hours of supervised time during which they complete their final piece, or pieces of work. The Controlled Test will be centre assessed and moderated by AQA.

Assessment Criteria

Coursework and the Controlled Test are marked using the assessment criteria set by AQA.

Assessment Objectives:

Pupils will be expected to demonstrate their ability to: record observations, experiences and ideas in forms that are appropriate to intentions; analyse and evaluate images, objects and artefacts showing understanding of context; develop and explore ideas using media, processes and resources, reviewing, modifying and refining work as it progresses; present a personal response, realising intentions and making informed connections with the work of others. The new specification has more emphasis on 'written communication to inform ideas'.

Homework

Although there is no formal Art homework in Year 10, pupils will be expected to research the projects they are working on and bring in any relevant information. It would be helpful if parents could support their child in these tasks. Pupils are given the opportunity to borrow equipment if they wish, to continue their coursework, or do extra artwork at home. There is a study support session after school once a week for one hour, where pupils can get extra support and advice.

KEY WORDS IN ART

Balance	Matching one thing up against another. There are three main types of balance in design, symmetrical, asymmetrical and radial symmetry.
Symmetrical	Is one that has one half of the design exactly the same as the other half—a mirror image, e.g. leaves, the human body. It can create a sense of poise and repose, stability and strength, e.g. the Parthenon is a classic example of symmetry in architecture.
Asymmetrical	When the visual weight on each side of the composition is equal but not identical. A designer uses asymmetrical balance to show action, restlessness and energy. The image/s are set off-centre, creating a dynamic and energetic look to the page.
Radial	All parts of the design grow outward from the centre, e.g. petals of a daisy, spokes of a wheel. All these are fundamentally symmetrical although the radiating parts create a sense of movement.
Figure and ground	The perception of the division between objects which are perceived to be nearer or farther. The relationship of foreground in relation to background is often interpreted in a drawing as Positive and Negative Space (see Space, Positive and Negative).
Form	A shape translated into 3-dimensional volume (height, width and depth). A circle is a shape. Form in a large sense refers to the completed whole; a successful interweaving of all visual components: theme, mood, technique, function, structure and organisation (see Shape and Function).
Function	The form of an object should be defined by the work it has to do.
Hue	Apparent colour quality, independent of tonal value and colourfulness. The spectral colour difference between redness, yellowness, blueness and violetness.
Line	Line records movement: the mark of pen on paper; path of paint moving in space. Diagrams, drawings, symbols, marks all use line to define and give form to ideas.
Mark-making	The application of any medium using traditional and/or improvised techniques to make marks on any surface. Mark-making may be used as a means of expressing ideas and feelings and interpreting observations and information.
Medium/Media	Matter which is used for making marks. Media may include the creative or conventional use of tools as well as the simple matter (e.g. pen and ink or paper). Media may be used separately or in combination. Work involving more than one medium is referred to as using 'mixed media' or 'multimedia'. (However, 'multimedia' is also used to describe computer-based activity which integrates text, visuals and sound.)
Motif	See Pattern
Motivation	Can be an inner drive, impulse or intention that causes a person to do something or to act in a certain way.
Movement	Actual or indicated, is a powerful design tool in attracting and holding attention. Rhythmic movement may be gained by repeating colours, objects and shapes. The designer consciously places images and objects in a composition to facilitate eye movement.

KEY WORDS IN ART continued

Movement (continued)	Line is the most effective device in leading the eye along a path. Rhythmic movement can be introduced by repeating colours, objects and shapes.
Negative Space	The area between shapes (see Space and Positive Space).
Pattern	(or Motif) Repetition of a chosen visual theme within a composition is used to develop rhythm. Squares with squares, circles with circles. Recurring shapes, lines and colours create a linked rhythm. A model or template from which something can be copied and made or a decorative design/pattern on a surface such as an ornamental pattern in needlework.
Colour	The subjective interpretation of sensations in the eye by the reception of the visible energy (of the waveband 380 to 760 nanometres). (see Primary Colour, Secondary Colour, Complementary Colour)
Complementary Colour	Colours which, by additive or subtractive mixture, combine to produce a neutral white, grey or black.
Design Process	Basic problem solving. It is an active, dynamic interaction between the designer, the problem at hand, the material and the solution. Process means physical manipulation of materials and skilfully using appropriate tools. Eye-hand co-ordination and the learning of specific, essential techniques are necessary to a designer. (see Design Sheet)
Design Sheet	A work-sheet showing different ideas on one theme. It can include drawings, colour studies, fabric samples, etc. (see Design Process)
Drawing	To make a picture. A direct way of communicating information or ideas. Involves transferring information about Form from somewhere to somewhere else, using Line, Tone and/or Texture. It could be a diagram, a cartoon, a plan or a sketch. (see Form, Line, Tone, Texture)
Emphasis	The creation of visual importance through the use of selected stress. Emphasis can be achieved through contrast, e.g. a long line with shorter ones; a sudden dark shape near softer values; coarse texture near smooth. The eye tends to focus on emphasised parts of a design, hence you should select shapes, lines etc. to be given importance. Varying degrees of emphasis attract and guide the viewers' attention.
Expression	Basically describes any outward, visible expression of an inward condition, feeling or mood. It is a way of communicating a visual idea.
Perspective	An illusion of depth created by drawn lines in which the artist's eye-level line is related to an imaginary construction of diagonal lines converging in one or more 'vanishing points'. 'Parallel' perspective employs only one vanishing point; 'angular' perspective employs two or more.
Pigment	Any coloured, powdered substance which, when mixed with suitable liquids, forms, paints, dyes glazes enamels.
Positive space	The area occupied by shapes (see Space and Negative Space).
Primary colours	Fundamental or unitary hues from which other colours may be derived by mixture but which themselves cannot be imitated exactly by mixture. (See Colour, Secondary Colour).
Process	See Design Process.

PERFORMING ARTS



BTEC Level 1 in Performing Arts

The BTEC Level 1 Certificate is broadly equivalent to two GCSEs at Grade E

The BTEC Level 1 Certificate in Performing Arts is made up of units which have varying credit ratings. 13 credits must be achieved to pass this course.

Units

Introduction to the Performing Arts
Exploring Technical Support for Stage Performance
Taking Part in a Performance
Performing Arts Individual Repertoire and Showcase
Promoting a Performing Arts Event
Preparing Performing Arts Work
Presenting Performing Arts Work

BTEC Level 1/2 Award in Performing Arts

The **BTEC Level 1/2 Award** offers a specialist qualification that focuses on particular aspects of employment within the appropriate vocational sector.

The BTEC Level 2 Award is broadly equivalent to one GCSE (A-C)

The Level 2 Award is made up of three units: two Core units, and one Specialist unit.

This is over a one year period.

The **Core units** are:

Individual Showcase, and
Preparation, Performance and Production

The **Specialist Unit** will be Acting Skills

Pass, Merit and Distinction are the three levels of grade which can be achieved on this course. If the required level is not reached for a Pass, then a Level 1 is awarded.

These are achieved through the successful completion of assignments.

KEY WORDS IN DRAMA

Still image	An actor positions themselves in a pose and freezes in that position to create a still image or frozen picture.
Thought tracking	An actor is stopped in a role-play activity and then asked to reveal their thoughts at that particular moment.
Narrating	A story is spoken or read out aloud while actors act out the scene or action.
Role-play	An actor pretends to be someone else, trying to imagine what the person may say, think and feel.
Marking The Moment	Actor or actors freeze at a significant moment to highlight a particular emotion or event. This may also be done using lighting, sound etc.
Forum Theatre	An actor may be replaced by another actor to assist with characterisation or emotion.
Improvisation	To act without the use of a script.
Devised Piece	Actors produce a piece of work following a specific theme which may include acting, dance, singing, poetry, improvisation or scripted work.
Characterisation	The ways in which an actor portrays physical, vocal and emotional attributes.
Hot-seating	An actor is questioned—put in the ‘hot seat’; they have to answer as though they are the character they are acting.

FOOD TECHNOLOGY



GCSE Food Technology (AQA)

This qualification consists of two components:

1st component—coursework worth 60% of final mark.

2nd component—written exam worth 40% of final mark.

Pupils will be expected to design and make a product to gain an understanding of industrial practices within the food industry.

Entry Level Food Technology (AQA)

An alternative to the GCSE, which is mostly practical-based.

It consists of 4 units of work, 2 of which are compulsory units.

Compulsory	Unit 1 Hygiene and Safety
Compulsory	Unit 2 Evaluating existing products
	Unit 4 Food handling and preparation
	Unit 5 Preparing food for a specific function

There is no final examination.

The work is externally graded.

The award is based upon the 4 units of work completed.

KEY WORDS in FOOD TECHNOLOGY

(helpful when giving reasons for choices made)

Accompaniment	Making
Attractive	Nutritional
Balanced	Piping
Colourful	Protein
Contrast	Sauce
Crisp	Savoury
Cutting	Shaping
Decorating	Size
Different equipment	Skills
Even	Suitable
Handling	Sweet
Icing	Texture
Interesting	Variety
Lining tin	Vitamins

BTEC Level 1 Certificate in Construction

What is it?

Edexcel's BTEC Level 1 Certificate in Construction is designed to help learners understand aspects of the construction industry and the skills required to work successfully in the industry. By allowing the exploration of skills, knowledge and understanding, they encourage learners to develop greater confidence in their studies and gain a better sense of direction for their future careers.

Learners are then able to progress within education by accessing further study, such as a BTEC Level 2 qualification.

Where?

The course will be delivered at the **Thanet Skills Studio** and the class will be taught as a discrete group with the support of Laleham Gap staff.

What areas will we cover?

We are hoping to offer activities such as plumbing, bricklaying, carpentry, plastering, electrical installation, home improvement, painting and decorating, building maintenance and some taster sessions in the Motor Vehicle Department.

What about GCSEs?

The Level 1 Certificate in Vocational Studies has a point equivalency of 1 GCSE at grade E.

East Kent College Group Studying LEAP

(Qualification currently under review and is subject to a possible change to an improved course - studying similar outcomes to those stated below).

LASER's Learning, Employability and Progression (LEAP) suite of qualifications offer a wide variety of personal development and vocational taster units.

LEAP has been designed with flexibility in mind. The suite of qualifications provides centres with the autonomy and freedom to select units and combinations of units that suit learners' particular needs. The qualifications are ideal for those who require a truly individualised curriculum.

Level = Entry Level 3

Year 10 – Work towards an **Award** 6 credits
Year 11 – Work Towards a **Certificate** 20 credits

Tasters may include: Cooking, Enterprise, Gardening, Motor Vehicle, Hairdressing/Barbering, Community Skills and more.

The course will be delivered at **East Kent College** and the class will be taught as a discrete group with the support of Laleham Gap staff.

Progression Routes may include:

Entry Level 2 course in Independent Living Skills

Entry Level 3 course working towards a Diploma (37 credits)

Level 1 course in a specific vocational area

BTEC Level 1 Certificate in Sport and Active Leisure

Pupils will complete the qualification throughout year 10 and year 11.

Pupils will have three lessons per week. Two will be based in the classroom as theory lessons. The aim of these lessons is to assist pupils in completing coursework. The coursework will go towards their final grade. The third BTEC lesson of the week will be a practical.

Pupils will complete **four** units. These are:

1. How the Body Works

This unit investigates how the main body systems work and the effect physical activity has on them.

2. Taking Part in Sport

This unit allows pupils the opportunity to participate in a number of different sports, developing their individual skills and effectiveness to compete. Pupils will also evaluate their own strengths and weaknesses in each sport and identify how they could improve.

3. Assisting a Leader of Sport or Active Leisure Activities to Plan and Deliver an Activity

Pupils will learn about factors which make up a successful physical activity session. They will then use this knowledge to plan, deliver and evaluate their own physical activity lesson.

4. Planning Own Fitness Programme

Pupils will learn about factors which make up a successful fitness programme. They will then use this knowledge to plan, deliver and evaluate their own fitness programme.

Assessment of the stated units will take the form of a mixture of written assignments, written diary, information booklets/posters, video diary and PowerPoint presentation.

Where time allows, alongside the BTEC course there will be the opportunity to complete a coaching/leadership qualification/s.

Pupils will also have two core P.E lessons a week where they will take part with the rest of their year group. These lessons are not linked to the BTEC.

The BTEC Level 1 Certificate is broadly equivalent to two GCSEs at Grade E.

On completion of this course pupils may choose to move onto higher BTECs in Sport or GCSE P.E.