



2018/19

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# THE WHITBY HIGH SCHOOL







# YEAR 8 OPTIONS





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# CREATIVE iMEDIA

LEVEL 1 / 2

## CONTENT

This will be great for students who really enjoy ICT especially the creative and design elements of ICT. The aim of the course is to improve creative media skills such as working with images, text and animation to create a professional media product like advertising materials for a company. Students will use a range of media related software packages such as Serif Draw, Photoplus and Comic Life.

## ASSESSMENT

### Pre-Production Skills

This examination paper will assess students understanding of pre-production skills used in the creative and digital media sector. It will develop their understanding of the client brief, time frames, deadlines and preparation techniques that form part of the planning and creation process.

### Creating Digital Graphics

This controlled assessment consists of a portfolio of work, where students are expected, to understand the basics of digital graphics editing for the creative and digital media sector.

Students will learn where and why digital graphics are used and what techniques are involved in their creation. This unit will develop students' understanding of the client brief, time frames, deadlines and preparation techniques as part of the planning and creation process.

Two additional optional units will be taken which could be on any of the following:

- Story telling with a Comic Strip
- Creating a Multipage Website
- Creating a Digital Animation

## FURTHER OPPORTUNITIES

This Level 1/2 Cambridge National Certificate in Creative iMedia gives students a whole host of transferable skills including a wide range of practical skills related to the media industry. Additionally, students will gain transferable skills such as communication and organisation that will benefit them in the workplace. This course will be ideal for students who want to get better at ICT and Media before making the GCSE options in Year 9





# DRAMA

## CONTENT & ASSESSMENT

### Exploring the Performing Arts

Students will develop their understanding of the performing arts by examining practitioners' work and the processes used to create performance. You will develop knowledge and understanding of a range of performance styles. You will look at elements such as roles, responsibilities and the application of relevant skills and techniques.

### Developing Skills and Techniques in Performing Arts

Working as a performer requires the application of skills, techniques and practices that enable you to produce and interpret performance work. You will communicate intentions to an audience through the discipline of acting. In this unit, you will develop performance skills and techniques. You will take part in workshops and classes where you will develop technical, practical and interpretative skills through the rehearsal and performance process. You will work from existing performing arts repertoire, applying relevant skills and techniques to reproduce the work.

### Performing to a Brief

In this unit, you will have the opportunity to respond to a brief. You will be given a brief that outlines the

performance requirements and that asks you to consider your target audience and to start the creative process by using the given stimulus included in the brief. Working as part of a group, you will develop your ideas for a workshop performance and apply your skills and techniques to communicate your creative intentions to your audience. The work may involve improvisation, vocal work, movement techniques or assisting with audience involvement. The group performance may involve some solo or small-group work or it may be an ensemble piece.

## FURTHER OPPORTUNITIES

Those students who are only taking the subject in Year 9 will be entered for the external examination in Year 9 only. But for those students who are opting to take Drama in Year 10, they will be internally assessed in Year 9 for two units and externally assessed in one.

The course requires drama skills to be developed over time so students who continue with the subject will have the opportunity to refine and develop their work further in Year 10 before being externally assessed again and certificated at the end of the second year of the course. In Year 11 they will be entered for extra qualifications that are accredited by Lamda (London Academy of Music & Dramatic Art.)



# ENTERPRISE

LEVEL 1 / 2

## CONTENT

The OCR Level 1/2 Enterprise and Marketing course is for students who wish to acquire skills through vocational contexts by studying the knowledge, behaviours and skills related to researching, setting up, running and reviewing an enterprise project. The qualification enables students to develop their technical skills, such as market research skills, planning, promotional and financial skills using realistic work scenarios, and personal skills, (such as monitoring own performance, time management and problem solving) through a practical and skills-based approach to learning and assessment.

## ASSESSMENT

This course comprises three components, which will be completed in one year:

### Enterprise and Marketing Concepts

Students explore the techniques businesses use to understand their market and develop products, investigate what makes a product viable and understand how businesses attract and retain customers.

### Design a Business Proposal

Students are presented with a business challenge from which they create a researched and costed business proposal. They will carry out market research, present data, use idea generation tools, seek and act on feedback and cost their proposals. In their work on this unit they will develop their self-assessment, collaborative working, creativity, numeracy, research and evaluative skills.

### Market and Pitch a Business Proposal

Students prepare for and pitch the business proposal that they developed in the previous unit. They develop a brand identity and investigate how best to promote their product and then plan, practice and deliver their pitch. Afterward they review both their performance and their business proposal. This will help develop their analysis and self-evaluative skills as well as those relating to self-presentation.

## FURTHER OPPORTUNITIES

This course will be a very useful pre-cursor to the Level 2 and/or Level 3 Business and Economics courses that are offered in Key Stage 4 and 5 at The Whitby High School.





# TRAVEL & TOURISM

LEVEL 1 / 2

## CONTENT

The Pearson BTEC Tech Award (Level 1/2) in Travel and Tourism is a course designed for students who want to acquire knowledge and technical skills through vocational contexts by exploring the aims of different travel and tourism organisations. The course focuses on different features of tourist destinations, how organisations meet customer requirements and the influences on global travel and tourism.

## ASSESSMENT

The course comprises of three units:

- Travel and Tourism Organisations and Destinations
- Influences on Global Travel and Tourism
- Customer Needs in Travel and Tourism

The course consists mainly of coursework elements, which are marked and moderated within school (this is worth 60 per cent of the total qualification). There is also one exam in this course, which is 40 per cent of the total qualification.

## FURTHER OPPORTUNITIES

Why study Travel and Tourism?

- The chance to join a rapidly growing industry (260 million jobs globally, or one in 12 of all jobs on the planet).
- There is a skill shortage (despite the huge growth in the industry, recent reports have highlighted the lack of skilled staff to fill the vacancies).
- Opportunities for trips (This includes trips in Year 10/11)
- Transferable skills (E.g. business skills)
- Cross curricular (Travel is a good subject to study alongside Geography, Business, ICT etc.)



# FOOD & COOKING SKILLS

## LEVEL 2

### CONTENT

WJEC Level 2 Vocational Awards enable students to gain knowledge, understanding and skills relating to the hospitality and catering industry. The hospitality and catering sector includes all businesses that provide food, beverages, and/or accommodation services.

In this qualification, students will have the opportunity to develop a wide range of food preparation and cooking skills as well as transferable skills of problem solving, organisation and time management, planning and communication.

The qualification has been designed to develop students knowledge and understanding related to food products, ingredients and catering equipment. Also looking at a range of hospitality and catering providers; how they operate and what they have to take into account to be successful.

There is the opportunity to learn about issues related to nutrition and food safety and how they affect successful hospitality and catering operations.

### ASSESSMENT

#### The Hospitality and Catering Industry:

This unit is assessed through a written exam. This exam can be attempted twice, once at the end of year 10 and again at the end of year 11 and is worth 50% of the overall grade.

#### Hospitality and Catering in Action:

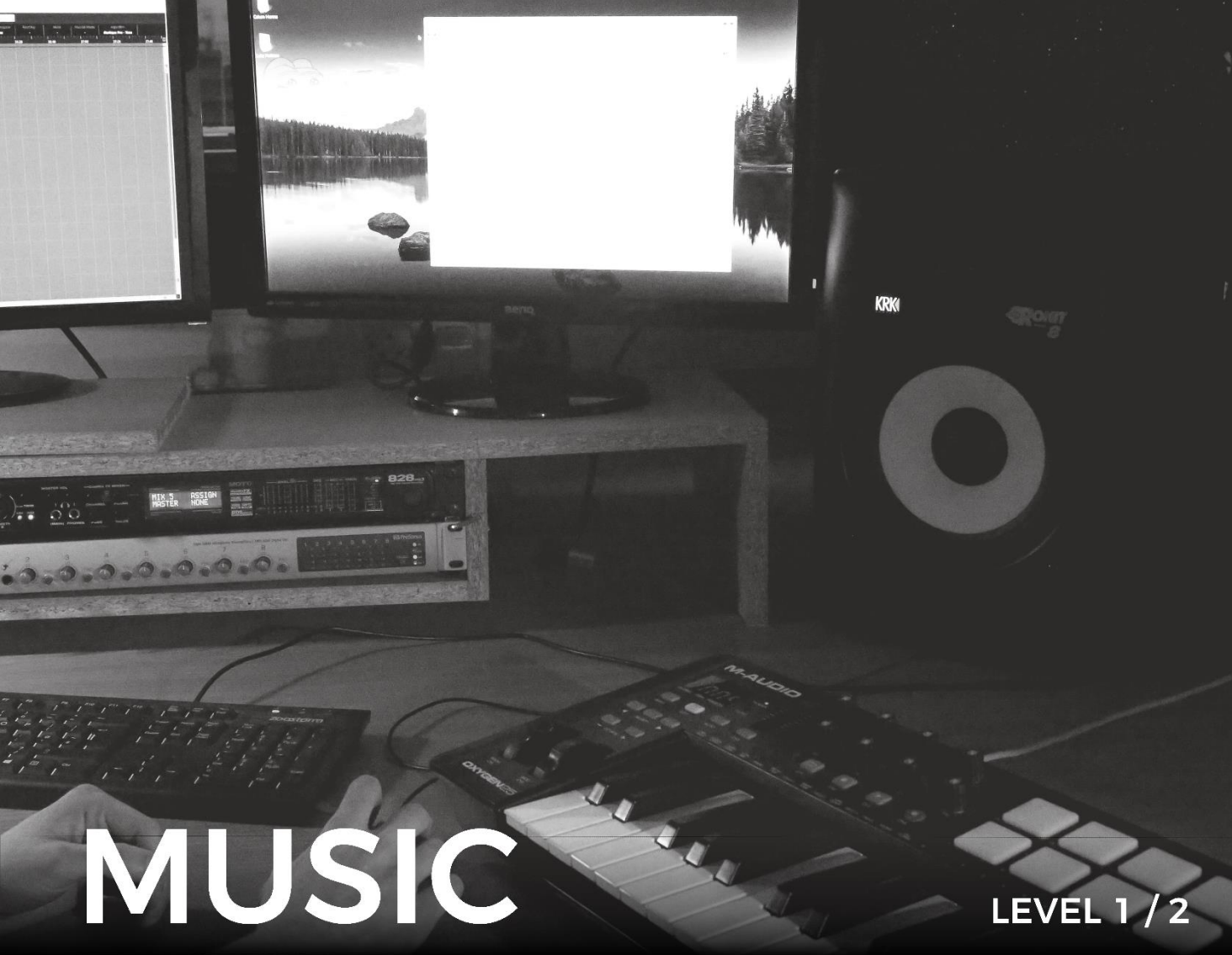
This unit is a controlled assessment including a practical cooking exam to be taken within an assessment week. Students will be expected to produce a two course meal, with accompaniment to suit a given brief. This is also worth 50% of the overall grade.

Students will be cooking in lessons at least once per week. We also have guest chefs and suppliers in to discuss their job roles and responsibilities. There is also the opportunity to learn outside of the classroom including visits to The BBC Good Food show and Stockley Farm.

### FURTHER OPPORTUNITIES

Students have gone on to study Food Studies at The Whitby Sixth Form.





# MUSIC

LEVEL 1 / 2

## CONTENT

This course will be suitable for students who want to learn about working in the creative industries such as music, performing and visual arts, film, TV and radio. Students will also be able to develop their own music skills in performing, sequencing or composing.

## ASSESSMENT

### The Music Industry

You will look into the organisations, agencies and service companies that work together within the Music Industry including venue management, agents, promoters and music producers to name a few, plus a wide range of other jobs including the performance roles. During the course there will be a one hour written examination which is externally assessed.

### Managing a Music Product

This is a group-based project where students are required to design, produce, promote and evaluate a product such as a CD or Concert. The work is submitted in portfolio format and internally assessed.

Two other units will be completed from the following areas that develop more practical skills:

- Music Performance
- Composition
- Sequencing
- Live Sound

This course provides opportunities to enrich your music education through playing, organising events, working in the studio and following your own interests. Music lessons are available in a wide range of instruments. You will be given many opportunities to perform and be involved in making music at the Whitby High School.

## FURTHER OPPORTUNITIES

This award in Music gives students the opportunity to take their music practical skills further and be involved in performances. It will also develop the 'plan, do, review' approach to learning which mirrors many work-related activities. This qualification will provide students with opportunities to access the Level 3 Music course and many other qualifications in the creative industries.

A black and white photograph of five students (three boys and two girls) standing in a row against a light-colored brick wall. They are all smiling and wearing various sports-related clothing. From left to right: a boy in a dark polo shirt with 'GoGo' and 'WILSON' logos; a girl in a dark tank top; a girl in a dark tank top with 'KUKRI' on it; a boy in a dark t-shirt with 'adidas' and 'GCSE PE' logos, holding a soccer ball; and a girl in a dark and light striped long-sleeved shirt. The text 'PHYSICAL EDUCATION' is overlaid in large white letters across the middle of the image.

# PHYSICAL EDUCATION

LEVEL 1 / 2

## CONTENT

This course is for students with a real passion sport, who are probably involved in some form of physical activity within school and in the wider community. Students will study the BTEC First Award in Sport, which has been developed to give students a stimulating and engaging introduction into the world of sport. The BTEC qualification includes a combination of theory and practical study, in which students can gain knowledge, skills and understanding through classroom learning and practical participation in a range of sport, exercise, and health-related fitness activities.

## ASSESSMENT

Presently, students cover the following units:

- Fitness for Sport and Exercise
- Practical Sport
- Training for Personal Fitness
- Leading Sports Activities

The method of assessment suits a wider-range of students because it involves a leadership element as a fundamental aspect of the course. This means that students opting to study BTEC are not required to be outstanding athletes in several sports; however, it is an expectation they have an interest and passion for Physical Education.

## FURTHER OPPORTUNITIES

The BTEC First will enable students who obtain the required grades to progress to A Levels, BTEC Nationals and various other Post-16 PE and Sport qualifications. This course is the ideal platform for students to become familiar with the language, skills and processes required to work in the sport and leisure industry. Additionally, students in Year 10 can also choose to study the BTEC Technical Award in Sport, Activity and Fitness; this has a different method of assessment and covers different content that is relevant in the sports and fitness industry.





# 3D DESIGN

LEVEL 1 / 2

## CONTENT

This course would be an ideal bridge for students wanting to study Technology in Year 10 to gain knowledge and improve on the skills gained in the first two years. Students would design and create projects using a number of different materials and techniques. It is a hands on course developing on skills to improve their presentation and knowledge to further enhance their abilities in an ever changing educational environment.

An emphasis is placed on understanding and applying the design process. Students will use their creativity and imagination to design and make prototypes that solve real and relevant problems, considering their own and others' needs, wants and values

## ASSESSMENT

There is no written exam for the course, instead students will complete a ten hour exam creating a response to a given brief.

### Skills Development

Students should produce two elements: A portfolio of practical work showing their personal response to

either a starting point, brief, scenario or stimulus, devised and provided by the student or centre.

### Externally Set Task

The early release paper will be issued in March and will provide students with a number of themes, each with a range of written and visual starting points, briefs and stimuli. A response should be based on one of these options.

## FURTHER OPPORTUNITIES

As marked under the Art specification, if a students selects 3D Design they will not be able to study Art at GCSE. The course doesn't prevent them from selecting Design Technology in year 10 though.

The knowledge and experience gained from the course will help anyone selecting the Design Technology at GCSE. It is a great stepping stone for students as they will gain a number of transferable skills including a wide range of practical skills.



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