



Olive Academies

2021/22

Curriculum

Havering

English Qualification Specifications

This is a **Core** subject

English is a core subject therefore all students are expected to leave Key Stage 4 with a qualification in this subject.

To support our students in achieving these qualifications, at Olive Academy Havering we place great emphasis on Reading. Students are exposed to a range of texts that reflect current local and global issues during coaching time. During this time, students and coaches discuss texts and make links to their academic learning.

Students have continuous access to a new library which is fully stocked with the latest books. The library is also used for regular student book clubs as well as a communal area used for Reflect, Restore and Acknowledge Sessions.

Bespoke interventions are established for students who face challenges when reading. These interventions consist of one-to-one reading and support with answering comprehension questions.

Reading enables a 360-degree growth of an individual. It develops your thought process, expands your viewpoints and keeps your mind active

BENEFITS OF READING

- Sharpens your mind
- Helps in self-discovery
- Improves writing skills
- Improves your language skills
- Builds focus & concentration
- Source of light on dark days
- Evolves you as a human being
- Lets you enjoy the me-time
- Helps to learn the art of empathy
- Boosts your sleep
- Helps to learn new things
- Great source of entertainment

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We encourage all our parents to support our students with their reading.

7 Top Tips to Support Reading at Home

Shared reading is a great way to develop children's language and communication and to boost their reading skills. Regular reading routines can offer lots of opportunities for learning during school closures.

- 1 Concentrate on reading quality (it isn't all about reading lots!)**
Don't worry too much about the 'what' and 'how' of reading each day. Books are great—but leaflets, comics, recipes and instructions on a webpage can all be great too. Following a recipe to make some cupcakes is valuable reading. Be on the lookout for reading, wherever it is!
- 2 Ask your child lots of questions**
All reading matters. Shared reading is about 'reading with', not just 'reading to' (even for older children). So, ask lots of 'Wh' questions, such as: Who? What? When? Where? Why? Try them when talking about books: for example, 'what do you think Harry is feeling?'
- 3 Ask your child to make predictions about what they have read**
If it is a book, look at the front cover—or the last chapter—and talk about what might happen next. Look for clues in the book and be a reading detective! For example, 'can you see the bear on the front cover? Where do you think he will go?'
- 4 Ask your child to summarise what they have read**
When you've finished reading, talk about what happened. Acting out the things that happened in the story or describing the big idea of a chapter is really fun and maximises learning. For example, 'can you remember all the things that happened on the bear hunt?'
- 5 Ask your child to write about what they have read**
Write, or draw pictures, from anything you've read! Big writing and pictures are even more fun. For example, use an old roll of wallpaper to make a treasure map with clues from the stories you've read together.
- 6 Read and discuss reading with friends or family**
Make books a part of the family. Encourage your child to share them with a relative or friend, over a video call. Laugh about them when you are making meals together. For example, 'I hope the tiger doesn't come to tea today!'
- 7 Maintain the motivation to read**
Talk about the joy of reading whenever you can. 'Your child is on an amazing journey to becoming a reader. Put them in the driving seat and have fun on the way! For example, 'choose your favourite story for bedtime tonight.'

Education Endowment Foundation (2018) Preparing for Literacy: Improving Communication, Language and Literacy in the Early Years. Education Endowment Foundation, London. Available online: eef.org.uk/eef-research
Education Endowment Foundation (2019) Improving Literacy in Secondary Schools. Education Endowment Foundation, London. Available online: eef.org.uk/eef-research
Beadmore, H.L., Vardy, E.J., Cunningham, A.J., Keck, R.K.W. & Carroll, J.M. (2019) Literacy Development: Evidence Review. Education Endowment Foundation, London. Available online: eef.org.uk/eef-research

Education Endowment Foundation

Our Key Stage 3 English curriculum offers students the opportunity to consolidate and build upon these reading skills as well as other literary skills. During Key Stage 4, students will draw upon these skills to develop a deeper understanding of English.

During English lessons, students will have exposure to:

- Novel study
- Poetry
- Shakespeare
- Drama
- Non-Fiction texts (advertisements, reviews, letters, diaries and blogs, articles)
- Creative extended writing

By the end of Key Stage 4, students will have a selection of qualifications available to them:

| Qualification Title | What does this involve? | Award |
|---|--|---|
| <p>English Language</p> <p>All students will have the opportunity to achieve this qualification.</p> | <p>For the award of the GCSE in English Language students will exhibit the following skills:</p> <ul style="list-style-type: none"> • Explorations in creative reading and writing: Section A: reading a literature fiction text to consider how established writers use narrative and descriptive techniques to capture the interest of readers Section B: writing own creative text, inspired by the topic that students have responded to in section A • Writers' viewpoints and perspectives: Section A: reading two linked sources from different time periods and genres. Section B: producing a written text to a specified audience, purpose and form in which students give their own perspective on the theme that has been introduced to them in section A. • Demonstrate speaking and listening skills. | <p>GCSE (AQA)</p> |
| <p>English Literature</p> | <p>Students will answer questions based on literature that they have studied as well as questions based on unseen Poetry.</p> <ul style="list-style-type: none"> • Paper 1 requires detailed responses to a Shakespearean play and a 19th century novel. • Paper 2 requires detailed responses to Modern texts and Poetry. | <p>GCSE (AQA)</p> |
| <p>Functional Skills: English</p> | <p>Functional skills qualifications provide students with the knowledge and skills in English which they can apply to real-life situations in work, study, and to their personal life.</p> <p>Students will be expected to:</p> <ul style="list-style-type: none"> • Contribute to discussions. • Present information. | <p>AQA Functional Skills pass certificate; no grades are awarded.</p> |

| | | |
|---------------------------|--|---------------------------------|
| | <ul style="list-style-type: none"> • Understand pieces of writing, compare them, and use them to form opinions and make arguments. • Create pieces of writing to get ideas across clearly and persuasively. | |
| Step Up to English | <p>The qualification offers non-exam assessment (NEA).</p> <p>The assessment comprises of two components which each assess reading and writing. Spoken language is included in Component 1 and contributes to the overall mark.</p> <ul style="list-style-type: none"> • Component 1: Literacy Topics; students will be expected to complete several tasks based around a theme. • Component 2: Creative Reading and Writing. Students will be asked to respond to excerpts from literary and literary non-fiction texts and write creatively. | AQA for Entry Level Certificate |



GCSE Mathematics – Pearson Edexcel Specification

This is a **Core** subject

Course content

Every pupil will study Mathematics during Key Stage 4. Pupils will sit one of two tiers (Higher or Foundation). The Higher paper will assess grades 4-9 and the Foundation paper will assess grades 1-5.

Mathematics GCSE introduces pupils to a variety of topics at varying levels. The content has been organised into broad topic areas:

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

Our aims are to enable pupils to access a wide range of Mathematics-based problems which develop their understanding of Maths as well as their problem solving skills.

How will the course be assessed?

Progress is continually monitored through classwork and homework. Formal assessments will take place each term, to determine the level of entry to the GCSE exam.

The course is 100% exam and will comprise 3 papers, as detailed below:

Exam (1 hour 30 minutes) – Paper 1 (33⅓%) – Non-calculator

- Written paper consisting of 80 marks
 - Content from any part of the specification may be assessed
 - A mix of question styles, from short, single-mark questions to multi-step problems.
- The mathematical demand increases as a pupil progresses through the paper.

Exam (1 hour 30 minutes) – Paper 2 (33⅓%) – Calculator

- Written paper consisting of 80 marks
 - Content from any part of the specification may be assessed
 - A mix of question styles, from short, single-mark questions to multi-step problems.
- The mathematical demand increases as a pupil progresses through the paper.

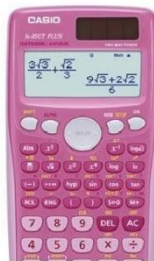
Exam (1 hour 30 minutes) – Paper 3 (33⅓%) – Calculator

- Written paper consisting of 80 marks
 - Content from any part of the specification may be assessed
 - A mix of question styles, from short, single-mark questions to multi-step problems.
- The mathematical demand increases as a pupil progresses through the paper.

Pupils are expected to know the necessary formulae as they are no longer given formulae sheets. These will be signposted by teachers during the course and displayed in the corridor and in classrooms.

Mapping Mathematics across KS4

Throughout Years 9 to 11 pupils will study a range of Mathematical topics. Topics taught in each year will build on knowledge, skills and understanding from earlier years. Pupils will also practise topics by applying them to real life situations which will help them in their future lives and careers.



GCSE – AQA Biology Specification

This is a **Core** subject

Course Content

Every pupil will study Biology during Key Stage 4. Pupils will sit one of two tiers (Higher or Foundation). The Higher paper will assess grades 4-9 and the Foundation paper will assess grades 1-5.

Biology GCSE introduces pupils to a variety of topics at varying levels. The content has been organised into 7 topic areas:

1. Cell biology
2. Organisation
3. Infection and response
4. Bioenergetics
5. Homeostasis and response
6. Inheritance, variation and evolution
7. Ecology

How will the course be assessed?

Progress is continually monitored through classwork and homework. Formal assessments will take place each term, to determine the level of entry to the GCSE exam.

The course is 100% exam and will comprise 2 papers, as detailed below:

| Paper 1 | Paper 2 |
|--|--|
| What's assessed: Topics 1 – 4: Cell biology; Organisation; Infection and response; and Bioenergetics. | What's assessed: Topics 5 – 7: Homeostasis and response; Inheritance, variation and evolution; and Ecology. |
| How it's assessed <ul style="list-style-type: none">•• Written exam: 1 hour 45 minutes•• Foundation and Higher Tier•• 100 marks•• 50 % of GCSE | How it's assessed <ul style="list-style-type: none">•• Written exam: 1 hour 45 minutes•• Foundation and Higher Tier•• 100 marks•• 50 % of GCSE |
| Questions Multiple choice, structured, closed short answer and open response. | Questions Multiple choice, structured, closed short answer and open response. |

Mapping Biology across KS4

Through years, 10 and 11 students will work sequentially from topic 1 – Cell Biology through to topic 7 – Ecology. Each of the topics will cover the necessary content, practical elements and skills to develop the students' knowledge to equip them to confidently, take the exams.



GCSE PE – OCR Entry Level Qualification

SCOSL Pathway

OCR's Entry Level Certificate in Physical Education consists of two elements that are internally-assessed by the centre and externally moderated by OCR.

| | |
|---|--|
| Practical Performance | |
| 80% of total marks 80 marks (20 marks per activity) | Four activities are completed. This can be four as a performer, or three as a performer with one as a leader. If a learner chooses to lead they may also perform in this sport. |
| Analysing performance task | |
| 20% of total marks 20 marks | Learner watches a performance of themselves or of a peer and answers questions (verbally or written) as to the strengths and weaknesses of the performance and how it could be improved. |

Assessment objectives (AO)

There are three Assessment Objectives in OCR Entry Level Certificate in Physical Education. These are detailed in the table below. Learners are expected to demonstrate their ability to:

| | Assessment Objective |
|------------|--|
| AO1 | Demonstrate and apply relevant skills and techniques in individual physical activity and sport |
| AO2 | Demonstrate and apply relevant skills and techniques in team physical activity and sport |
| AO3 | Analyse and evaluate performance |



Princes Trust – KS4

SCOSL Pathway

Prince's Trust Qualifications seek to:

- Ensure young people have every opportunity to gain formal recognition of their skills and achievements
- Develop qualifications that offer flexibility, choice and pathways to progression
- Provide excellent support and service to our partners to ensure they are best placed to support young people.

Qualification Structures

Award Qualification Structure

The rules of combination detailed below need to be met before Prince's Trust Qualifications can award any of the Award sized qualifications.

| | |
|--|----|
| Minimum number of units to be achieved | 2 |
| Minimum number of credits to be achieved | 6 |
| Maximum number of credits to be achieved | 18 |

Assessment of Qualifications

Grading

The Personal Development and Employability Skills qualifications are 100% centre assessed using portfolios of evidence and are graded as pass or fail. The portfolios are internally assessed and externally moderated.

The assessment process is as follows:

- Activities are internally set by the centre to meet the requirements detailed in the unit assessment criteria
- The learners are assessed internally at the centre by an Assessor whilst they engage in activities
- The learner's evidence is collated into a portfolio, which is referenced using a unit Tracking Sheet
- The centre undertakes internal quality assurance activities which includes sampling portfolios assessed by each Assessor.
- A further sample of portfolios is then externally moderated by Prince's Trust Qualifications



Prince's Trust

BTEC Level 1 and 2 Awards in Home Cooking Skills – Pearson Edexcel

STEMV Pathway

Course Content

The Pearson BTEC Level 1 and Level 2 Awards in Home Cooking Skills have been developed to give learners the opportunity to develop:

- The knowledge, understanding and confidence to cook meals at home
- An understanding of how to economise when planning a meal
- An ability to transfer skills learned to different recipes
- An ability to inspire others by transferring that knowledge.

Learners who have achieved the BTEC Level 1 Award in Home Cooking Skills can progress on to the BTEC Level 2 Award in Home Cooking Skills. Pupils will start the level 1 course in year 10 and progress onto the level 2 course in year 11.

How will the course be assessed?

The students are required to complete a series of practical tasks and demonstrate knowledge of food preparation and cooking techniques based on internally devised tasks that meet the requirements of the course.

Throughout the course students will build up a portfolio of evidence demonstrating the skills and knowledge they acquire along the way. This will be evidenced through photographs of students completing activities and worksheets that demonstrate their understanding of a particular skill, technique, nutritional value or ingredient requirement.

Assignment – follow a recipe to prepare ingredients and cook a dish, demonstrating food safety and hygiene.

Assessment – be able to use cooking skills to make home-cooked food using basic ingredients (learning outcome 1)

Assessment – understand the value of passing on information about home cooking (learning outcome 2).

Mapping BTEC Home Cooking Skills across KS4

Through years, 10 and 11 students will work sequentially from BTEC level 1 to BTEC level 2 home cooking making sure that they meet all of the requirements and build up their knowledge and skills until they are able to competently demonstrate them at the end of year 11 by preparing a 2 course meal.



BTEC Level 1 Introductory Award in Construction BTEC Level 1 Introductory Certificate in Construction

What is the purpose of these qualifications? The Pearson BTEC Level 1 Introductory Award and Certificate in Construction are designed around practical skills and tasks that place an emphasis on learners demonstrating what they can do rather than what they know in theory. The qualifications give learners the opportunity to acquire and develop generic, transferable and sector-specific skills in order to complete tasks and demonstrate a level of achievement that enables them to progress to further learning.

The Award offers a basic introduction to the construction sector and could be studied alongside other subjects. The Certificate offers an introduction to the construction sector and could be studied alongside other subjects in a study programme.

Pearson BTEC Level 1 Introductory Award in Construction

Two units must be achieved, one of which must be Developing a Personal Progression Plan (Group A) and one unit from the sector options (Group B)

| Pearson BTEC Level 1 Introductory Award in Construction | | | |
|---|--|-----|--------|
| Unit reference | Unit title | GLH | Type |
| Core Group A units – learners must complete one unit | | | |
| A2 | Developing a Personal Progression Plan | 30 | Core |
| Sector Group B units – learners must complete one unit | | | |
| CON5 | Drawing a Plan of a Room | 40 | Sector |
| CON6 | Building a Simple Wall | 40 | Sector |
| CON7 | Making Carpentry Joints | 40 | Sector |
| CON8 | Fixing a Water Pipe | 40 | Sector |
| CON9 | Costing a Small Repair Job | 40 | Sector |
| CON10 | Making Minor Repairs in a House | 40 | Sector |
| CON11 | Decorating an Inside Wall | 40 | Sector |
| CON12 | Making an Electrical Circuit | 40 | Sector |
| CON13 | Developing Plastering Skills | 40 | Sector |
| CON14 | Developing Building Maintenance Skills | 40 | Sector |

Pearson BTEC Level 1 Introductory Certificate in Construction

Learners must complete both core units and three sector units.

| Pearson BTEC Level 1 Introductory Certificate in Construction | | | |
|--|--|-----|--------|
| Unit reference | Unit title | GLH | Type |
| Core Group A units – learners must complete both units | | | |
| A1 | Being Organised | 30 | Core |
| A2 | Developing a Personal Progression Plan | 30 | Core |
| Sector Group B units – learners must complete three units | | | |
| CON5 | Drawing a Plan of a Room | 40 | Sector |
| CON6 | Building a Simple Wall | 40 | Sector |
| CON7 | Making Carpentry Joints | 40 | Sector |
| CON8 | Fixing a Water Pipe | 40 | Sector |
| CON9 | Costing a Small Repair Job | 40 | Sector |
| CON10 | Making Minor Repairs in a House | 40 | Sector |
| CON11 | Decorating an Inside Wall | 40 | Sector |
| CON12 | Making an Electrical Circuit | 40 | Sector |
| CON13 | Developing Plastering Skills | 40 | Sector |
| CON14 | Developing Building Maintenance Skills | 40 | Sector |



BTEC Level 1 Tech Award in Enterprise

The Pearson BTEC Level 1/Level 2 Tech Award in Enterprise (603/1916/1), is for learners who wish to acquire knowledge and skills through vocational contexts by studying the knowledge, behaviours and skills related to researching, planning, pitching and reviewing an enterprise idea as part of their Key Stage 4 learning. The qualification enables learners 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.

Learners will acquire knowledge, understanding and skills to underpin their practical activities in assessment, which will complement their GCSEs. The qualification will broaden their experience and understanding of the varied progression options available to them. The Award gives learners the opportunity to develop sector-specific knowledge and skills in a practical learning environment. The main focus is on the knowledge, understanding and skills required to research, plan, pitch and review an enterprise idea that includes:

- development of key skills that prove aptitude in planning an enterprise activity, including market research, planning, carrying out financial transactions, communication and problem solving
 - knowledge that underpins effective use of skills, such as the features and characteristics of enterprises and entrepreneurs, and the internal and external factors that can affect the performance of an enterprise
- attitudes and ways of working that are considered most important for enterprise, including monitoring and reflecting on performance of an enterprise idea and own use of skills.

This Award complements the learning in other GCSE programmes such as GCSE Business. It requires learners to apply their knowledge in practical ways, through activities that will enable them to develop their ideas, for example researching an idea for a small enterprise.

| Pearson BTEC Level 1/Level 2 Tech Award in Enterprise | | | | |
|---|--|-----|-------|-------------------|
| Component number | Component title | GLH | Level | How assessed |
| 1 | Exploring Enterprises | 36 | 1/2 | Internal |
| 2 | Planning for and Pitching an Enterprise Activity | 36 | 1/2 | Internal |
| 3 | Promotion and Finance for Enterprise | 48 | 1/2 | External Synoptic |

The qualification has three components that focus on the assessment of knowledge, skills and practices. These are all essential to developing a basis for progression and therefore learners need to demonstrate attainment across all components in order to achieve the qualification.



Arts Award Qualification Specifications

Language, Communication & Arts Pathway

The Arts Award qualifications (awarded by Trinity College London) are designed to support and encourage learners of all levels and abilities to engage and participate in the arts. Through Arts Award, learners will achieve a national qualification that will build confidence through nurturing their individual interests, while also equipping them with life skills that will support their education and future employment.

To achieve their Arts Award, learners take on challenges in an art form, participate in arts activities, experience arts events, get inspired by artists and share their arts skills with others. They create an Arts Log (portfolio) to keep a record of their creative work and progress in a format of their choice. Formats may include a learner's written work, non-written media such as digital, online portfolio or appropriate social platforms. The award is designed as a flexible, personalised learning programme in which those taking part have choice and control. Each Arts Log is internally assessed by a trained adviser, in line with the requirements about what learners should demonstrate through their evidence, the specific evidence requirements and the assessment criteria.

At Olive Academy – Havering, we offer Arts Award: Discover, Arts Award: Explore and Arts Award: Bronze.

| Qualification title | Award | Guided learning hours | Independent learning hours | Total qualification time (TQT) |
|----------------------|---|-----------------------|----------------------------|--------------------------------|
| Arts Award: Discover | Foundation course | - | - | 20 hours |
| Arts Award: Explore | Entry Level Award in the Arts (Entry 3) | 25 | 10 | 35 hours |
| Arts Award: Bronze | Level 1 Award in the Arts | 40 | 20 | 60 hours |

There are no formal prerequisite qualifications and there is no requirement to have passed a particular level to progress to the next. However, the levels represent a system of progression.

All Arts Award qualifications are assigned a total qualification time (TQT). Total qualification time is an estimate of the average time a learner spends with an adviser or adult to support them (guided learning hours) added to the average time spent learning independently. It is recognised that the amount of time needed to complete a qualification will depend on the level of experience of each Learner.

Please see the following pages for individual specifications for each Award on offer.

1. Arts Award: *Discover*

Arts Award Discover provides a foundation level to introduce learners to the arts and is a springboard to other levels of Arts Award.

Arts Award Discover aims to encourage learners to develop a basic understanding of a range of art forms, to commit to taking part in arts activities, and to develop a basic understanding of communication. Learners do this through identifying that a range of art forms make up the arts, taking part in different arts activities, finding out about artists and their work, and sharing their arts discoveries with others.

Learners are required to create an individual Arts Log that demonstrates the following:

| Arts Award section | What learners should demonstrate through their evidence | Evidence required |
|--------------------|---|--|
| Part A: discover | <ul style="list-style-type: none">▶ understanding of how the arts encompasses a range of art forms from the familiar to the unfamiliar▶ participation in arts activities▶ understanding of how art forms connect to their own lives | <ul style="list-style-type: none">▶ a number of art forms identified▶ participation in at least one arts activity |
| Part B: find out | <ul style="list-style-type: none">▶ knowledge of at least one artist and their work | <ul style="list-style-type: none">▶ a record of what they found out about artists and their work |
| Part C: share | <ul style="list-style-type: none">▶ what they enjoyed and learnt through the award▶ how they shared their experience with others | <ul style="list-style-type: none">▶ which parts of their enjoyment and learning were shared and who they shared it with |

Assessors will use evidence from each learner's Arts Log. Evidence within the Arts Log must demonstrate the following areas:

- ▶ basic understanding of a range of art forms
- ▶ commitment in arts activities
- ▶ understanding of communication.

Arts Award: Discover qualifications are not allocated different grades, so each Arts Log will be assessed as either a pass or a below pass.

2. Arts Award: *Explore*

Arts Award Explore aims to enable learners to develop a basic understanding of a range of art forms, artists and arts organisations, to commit to taking part in arts activities and to demonstrate basic communication skills. Learners do this by taking part in different arts activities and recording what inspires them, experiencing the work of artists and arts organisations, creating art work and presenting their exploration to others.

Learners are required to create an individual Arts Log that demonstrates the following:

| Arts Award section | What learners should demonstrate through their evidence | Evidence required |
|--------------------|---|--|
| Part A: inspire | <ul style="list-style-type: none"> participation in at least two arts activities an understanding of how the activities inspired them | <ul style="list-style-type: none"> a record of taking part in more than one arts activity identification of what inspired them about taking part |
| Part B: explore | <ul style="list-style-type: none"> participation in exploration of the work of at least one artist participation in exploration of the work of at least one arts organisation | <ul style="list-style-type: none"> a record of what they found out about the work of artists a record of what they found out about the work of arts organisations |
| Part C: create | <ul style="list-style-type: none"> participation in an arts activity, leading to the creation of art work application of arts skills | <ul style="list-style-type: none"> a record of the process of creating their art work a record of their final art work |
| Part D: present | <ul style="list-style-type: none"> identification of enjoyment and/or achievements communication to others through the chosen medium | <ul style="list-style-type: none"> identification of what has been enjoyed and/or achieved through completing the award a record of what was presented and how it was shared |

Arts Award Explore assesses learners at Entry Level (Entry 3) on the Regulated Qualifications Framework (RQF). Evidence within the Arts Log must demonstrate the following areas:

- ▶ Art form knowledge and understanding
- ▶ Creativity
- ▶ Communication

Arts Award Explore qualifications are not allocated different grades or pass levels, so each Arts Log will be assessed as either a pass or a below pass.

Arts Award Explore is externally moderated.

3. Arts Award: *Bronze*

Bronze Arts Award aims to enable learners to develop an understanding of arts practice and some knowledge of arts provision in the community. Learners need to commit to taking part in creative activities and to demonstrate effective, basic communication skills and an ability to convey information.

Learners do this by taking an active part in arts activities as well as experiencing the arts as audience members. They research an artist/craftsperson who inspires them and develop their leadership skills through passing on their arts skills to others.

Learners are required to create an individual Arts Log that demonstrates the following:

| Arts Award section | What learners should demonstrate through their evidence | Evidence required |
|--|---|---|
| Part A: explore the arts as a participant | <ul style="list-style-type: none"> participation in any art form improvement in personal arts practice | <ul style="list-style-type: none"> a description of their arts activity evidence of participating in their arts activity (eg through written/recorded diary logs, annotated photographs, notes, comments or feedback) A summary of what they have learnt and how their interests, knowledge and skills have developed |
| Part B: explore the arts as an audience member | <ul style="list-style-type: none"> experience of one or more arts events reflection on personal enjoyment and quality of the arts event(s) participation in discussion about the arts event(s) | <ul style="list-style-type: none"> evidence of at least one arts event, eg programme, postcards, photographs, CDs or DVDs evidence of personal reflection on the event and its creative impact, eg written or recorded comments evidence of communicating personal reflection/sharing with one or more people, eg photographs, comments from adviser, recorded reflection, CDs or DVDs |
| Part C: arts inspiration | <ul style="list-style-type: none"> simple research into, and appreciation of, the work of an artist, craftsperson or arts practitioner what they have learnt from the research into the person's arts career, life and work | <ul style="list-style-type: none"> evidence of their research, eg notes, photographs or recordings a summary, in any format that others can understand, of what they have found out, why the person was chosen and what they learnt about that person's arts career, life and work |
| Part D: arts skills share – passing on arts skills to others | <ul style="list-style-type: none"> discussion with their adviser or another arts professional about the plans for their arts skills share delivery of their arts skills share how well they passed on their skills | <ul style="list-style-type: none"> an explanation of their activity, why they chose it, and the plans they've made evidence of the activity and how they passed on their skills to others reflection on how well they passed on their skills |

Assessment Bronze Arts Award assesses learners at Level 1 on the Regulated Qualifications Framework (RQF). Evidence within the Arts Log must demonstrate the following areas:

- Art form knowledge and understanding
- Creativity
- Communication

Arts Award Bronze qualifications are not allocated different grades or pass levels, so each Arts Log or portfolio will be assessed as either a pass or a below pass.

Bronze Arts Award is externally moderated.

Once having successfully completed their chosen programme of study, Learners will be awarded a certificate for their achievement.



GCSE Art

GCSE Art

The WJEC GCSE Art and Design (fine art) consists of two units: Unit 1, the Portfolio 60% of qualification and all of your course work. Unit 2, the exam assignment 40% of qualification

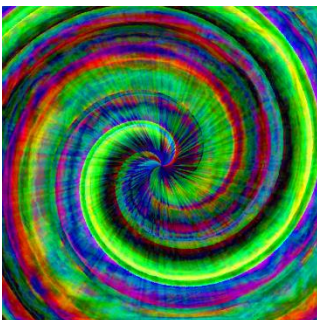
Art and Design (Fine Art) Students undertaking the fine art title are required to demonstrate the knowledge, skills and understanding in • Drawing • Mixed media • Printing • Painting • Sculpture.

Art and design opens the door to lots of exciting careers Try these for starters:

| | |
|-----------------------|--------------------------------|
| • Illustrator | • Publishing |
| • Museum curator | • Interior design |
| • Photographer | • Fashion and media journalism |
| • Architecture | • Hair and make-up design |
| • Product design | • Retail design |
| • Textiles design | • Exhibition design |
| • Ceramics | • Jewellery design |
| • Advertising | • Artist |
| • Visual media | • Teaching |
| • Fashion design | • Graphic design |
| • Theatre designer | • Animator |
| • Video game designer | |

New technologies are creating a whole new range of courses where art is being used in innovative ways. Learning about the arts enriches the experience of studying while at school as well as preparing you for life after school. Arts subjects encourage self-expression and creativity and can build confidence as well as a sense of individual identity. Creativity can also help with wellbeing and improving health and happiness. Studying arts subjects also help you to develop critical thinking and the ability to interpret the world around us.

Art is a fun and pleasurable way to spend time in school, doing something that can give you time to let your imagination run wild!



iDEA

Throughout the year students at Olive will be completing their iDEA award. Inspiring Digital Enterprise Award.

iDEA aspires to be the digital and enterprise equivalent of The Duke of Edinburgh's Award. Bronze is beginner level, Silver intermediate and Gold advanced. The iDEA Bronze Award and iDEA Silver Award are available now, and Gold will be released in due course.

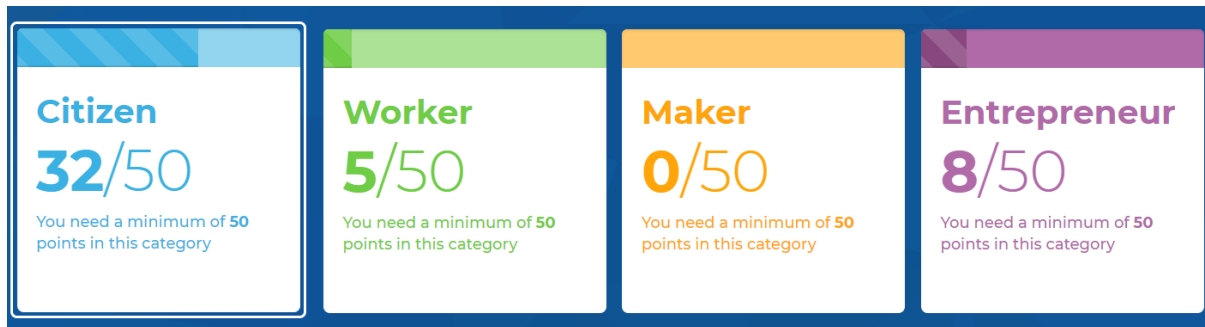
iDEA helps you develop skills and showcase your achievements, regardless of your age or stage. You can download, print and share a portable Record of Achievement as you work towards unlocking Special Achievements and industry-recognised Awards.

iDEA can help you...

- Enhance your skills and knowledge
- Improve your digital literacy
- Learn about staying safe online
- Discover talents you didn't know you had
- Get more confident with technology

For the Bronze award you are expected to earn 250 points across four different categories.

1. Citizen
2. Worker
3. Maker
4. Entrepreneur



You must gain 50 points in each category with a further 50 spread amongst any categories of your choice.

