



Saint John Payne Catholic School

Key Stage 4  
Curriculum Guide

This guide is for students starting Year 10 in  
September 2021

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Welcome to the Saint John Payne Key Stage 4 Curriculum Guide, containing details of all of the subjects offered throughout Years 10 & 11.

### **How should I choose my Key Stage 4 options?**

There's no 'right' way to choose your Key Stage 4 options, but it does help if you think about your future when making your decisions.

### **What career do I want to have?**

You should also consider whether your chosen career will require you to get more qualifications in the future. For example, in order to become a doctor, you'll also need to have A-Levels and then go on to study medicine at university. Although it may seem like a long way away, you might want to consider what qualifications you'll need to get into university (if that's your plan) because the subjects you take at Key Stage 4 could have an impact.

### **Should I keep my Key Stage 4 options open?**

If you don't have a clue what career you want in the future (like most students in Year 9, 10 and 11), then you should probably aim to keep your options open. Studying a range of subjects will provide you with a good overview of different topics and different ways of studying, which can help you identify what subjects you're best at.

### **Should I take the same Key Stage 4 subjects as my friends?**

A lot of students make the mistake of choosing the same subjects as their friends. Although being in the same classes as your friends has its advantages, you should bear in mind that everybody is different and everyone has subjects that they're better at than others. Just because your friends are taking a certain subject, that doesn't mean that you should take it too. In addition, there is no guarantee that you would be in the same class as your friends even if you did choose the same subjects as each other.

### **Should I choose my Key Stage 4 subjects based on my teachers?**

Although it can be tempting to choose your subjects based on what teacher you might get, we suggest that you resist. Everyone has their favourite teachers but there's no guarantee of who you'll have as a teacher. You should base your decisions on the subject itself rather than the teacher who will be teaching you.

Mr P. Marsh  
Assistant Headteacher  
January 2021

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# Art & Design

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## Qualification Available

GCSE

## Examination Board

EDEXCEL

Art and Design equips students with the skills to enjoy, produce and creatively engage with the visual arts throughout their lives, and it has immense value as a GCSE subject. It provides the opportunity for students to:

- actively engage in the creative process of art, craft and design in order to develop as effective and independent learners, and as critical and reflective thinkers with enquiring minds
- develop creative, imaginative and intuitive capabilities when exploring and making images, artefacts and products
- become confident in taking risks and learn from experience when exploring and experimenting with ideas, processes, media, materials and techniques
- develop critical understanding through investigative, analytical, experimental, practical, technical and expressive skills
- develop and refine ideas and proposals, personal outcomes or solutions with increasing independence
- acquire and develop technical skills through working with a broad range of media, materials, techniques, processes and technologies with purpose and intent
- develop knowledge and understanding of art, craft and design in historical and contemporary contexts, societies and cultures
- develop an awareness of the different roles and individual work practices evident in the production of art, craft and design in the creative and cultural industries
- develop an awareness of the purposes, intentions and functions of art, craft and design in a variety of contexts and as appropriate to students' own work

Art and Design also develops transferable skills

Students will learn to:

- apply a creative approach to problem solving
- consider and develop original ideas from initiation to realisation
- analyse critically their own work and the work of others
- express individual thoughts and choices confidently
- take risks, experiment and learn from mistakes.

At GCSE, Art and Design consists of two internally assessed and externally moderated components.

\* Component 1: Personal Portfolio (internally set). 60% of the qualification

\* Component 2: Externally Set Assignment. 40% of the qualification.

Students will be expected to experience, experiment and develop skills in at least two of the following areas:

\* Fine Art

\* Graphic Communication

\* Textile Design

\* Three Dimensional Design

\* Photography

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# ASDAN Life Skills

Award Scheme Development & Accreditation Network

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ASDAN is an organisation that creates courses for people to learn about different areas of everyday life, allowing the students to develop and recognise a range of skills invaluable when they start work and begin living independent lives: teamwork, Independent Learning, Coping with Problems, and using maths, English & ICT. Different ASDAN courses are aimed at different levels for different abilities.

Students work on the Bronze Award, choosing from the following topics to gain the required 6 credits. Students need to complete credits, showing evidence of action planning.

<ul style="list-style-type: none"><li>• Communication</li><li>• Sport and Leisure</li><li>• The Environment</li><li>• Health and Survival</li><li>• Science &amp; Technology</li><li>• The Community</li></ul>	<ul style="list-style-type: none"><li>• Home Management</li><li>• Number Handling</li><li>• World of Work</li><li>• Wider World</li><li>• Beliefs and Values</li><li>• Expressive Arts</li></ul>
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Work and evidence is organised into portfolios that demonstrate awareness at that level and that document the completion of activities. Completed portfolios are moderated and unit certificates awarded.

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# Business Studies

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## Qualification Available

GCSE

## Examination Board

AQA

## Content and Description

The course develops knowledge and understanding of business objectives, decisions and activities, along with affecting influences. It broadens students' awareness of the roles and behaviours of people both within and outside business. Students apply their knowledge and understanding to a variety of business contexts and are encouraged to explore the social and political outcome of economic events.

The course assumes no prior knowledge of Business Studies. However, students need the ability to express themselves clearly with a good standard of English as they are required to write essay style answers.

## Examination

Both exams are 1 hour 45 minutes long and are worth 90 marks each. Both papers have a combination of multiple choice questions (worth 20 marks) and two case studies/data response stimuli with questions (worth 70 marks).

The course teaches students the purpose of business activity, the role of business enterprise and entrepreneurship, and the dynamic nature of business. They will study the importance of external influences on business and how businesses change in response to these influences.

Paper 1: Influences of operations and HRM on business activity (50%)

Students will learn the purpose of operations management and Human Resource Management, their roles within business and how the functional areas influence business activity. Students need to be aware of the impact business in the real world has on business operations and human resources.

Paper 2: Influences of marketing and finance on business activity (50%)

Students will learn the purpose of marketing and finance, their roles within business and how the functional areas influence business activity. Students need to be aware of the impact business in the real world has on marketing and finance within business.

Students wishing to extend their study of business subjects at the end of the GCSE course have the opportunity to take GCSE Advanced Subsidiary to Advanced Business Studies and/or Economics. Recent exam results have been excellent, with many GCSE students opting to take the subject at A Level.

Business Studies has direct relevance to accounting, banking, insurance, management, marketing and many other related occupations.

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# Citizenship & PSHE

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The PSHE curriculum supports and nurtures the growth and development of the whole person and is delivered by the Form Teacher.

Students gain knowledge and skills that will support them in their personal and social, political and public lives and in the choices they make regarding future education, training and employment.

## **PSHE**

The course allows students to gain experience in decision making and co-operation, exploring a wide range of social issues. The programme facilitates growth in confidence and development of inter-personal, social and communication skills, underpinning the school's pastoral system and expressing our ethos.

## **Citizenship**

Citizenship is incorporated into the PSHE curriculum in accordance with the National Curriculum requirements. Students are enabled to:

- Become more informed citizens.
- Develop skills of enquiry and communication.
- Develop skills of participation and responsibility.

The three main areas addressed are social and moral responsibility, political literacy and community involvement.

## **Careers Education**

During Year 9 students continue the Careers Education and Guidance Programme. They have the opportunity to attend a careers guidance session with Wendy Hindes, our impartial Careers Advisor.

Careers education is ongoing throughout Years 10 and 11. Students are given guidance during Years 10 and 11 regarding Post-16 options. To this end we have introduced a Careers Information Evening in conjunction with The Rayleigh Careers Guidance Company with a wide variety of local providers in attendance.

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# Computer Science

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## Qualification Available

GCSE

## Examination Board

AQA

## Introduction

This course will inspire students who wish to study Computer Science and gain an insight into related topics. As the course progresses students will develop an understanding of current and emerging technologies and how they work, applying them in other contexts. The course covers topics such as computer systems, binary logic, hardware, software, input and output devices, databases, networks, the Internet and writing computer programs.

Technical skills will be acquired and the students will be able to work independently, as well as developing skills to work collaboratively in order to solve problems. Computer programs will be developed and a range of languages will be used. The programs vary in complexity and may include the use of Python, HTML, CSS and Visual Basic. Other programming languages may be used from time to time.

The course consists of two parts and the marks are allocated as follows:

- i) Paper1: Computational thinking and programming skills, Written paper 2 hours, A mix of multiple choice, short-answer and longer-answer questions assessing a student's practical problem solving and computational thinking skills. 50% of the GCSE.
- ii) Paper 2: Written assessment Written paper 1  $\frac{3}{4}$  hours A mix of multiple choice, short-answer, longer-answer and extended response questions assessing SQL programming skills and theoretical knowledge. 50% of the GCSE.

## Resources

The school has excellent IT/Computing resources. Every lesson will be in a dedicated Computing room and taught by an IT/Computing specialist. Apart from using the computers students will have access to PG Online's latest software. Additional resources will be available including a set of Raspberry Pi devices for use in programming. The latter will have accessory kits to go with them.

The course prepares candidates to make informed decisions for further learning and career choices such as Cambridge Technical IT or A Level Computer Science courses. Students who opt for this subject will need to meet certain entry requirements and have a good ability in mathematics and science.

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# Design and Technology

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## Qualification Available

GCSE

## Examination Board

Edexcel

## Content and Description

Design and Technology covers a range of activities based upon designing and making products that are manufactured using a range of materials. It continues to build on the elements of design, manufacture and knowledge and understanding that are covered in the Key Stage 3 Design and Technology curriculum.

Students continue to develop their basic making skills whilst using a range of industrial processes to shape and form materials into functioning products. During the two years students develop a range of creative designing and making skills such as problem solving and time management by completing various mini Projects with each focusing on a different aspect of the NEA.

The course includes the use of Computer Aided Design and Manufacturing equipment, which students use to enhance their coursework.

The content is delivered through a combination of demonstrations, design exercises, experiments, projects, theory, ICT, Computer Aided Design and Computer Aided Manufacture.

Importance is placed upon the quality of presentation and communication of the design folder that supports the practical work.

## A summary of the qualification.

### Component 1 (\*Paper code: 1DT0/ 1E, 1F)

**Written examination: 1 hour and 45 minutes = 50% of the qualification (100 marks)**

### Content overview

1 – Core content and any one from the following material categories:

6 – Textiles

7 – Timbers

### Assessment overview

The paper consists of two sections. Section A is assessed on the core content and Section B is assessed on the material category students have chosen.

1DT0/1E – Textiles, 1DT0/1F – Timbers

**Section A: Core** This section is 40 marks and contains a mixture of different question styles, including open-response, graphical, calculation and extended-open-response questions. There will be 10 marks of calculation questions in Section A.

#### **Section B: Material categories**

This section is 60 marks and contains a mixture of different question styles, including open-response, graphical, calculation and extended-open-response questions.

There will be 5 marks of calculation questions in Section B.

## Component 2 (Paper code: 1DT0/02)

**Non-examined assessment = 50% of the qualification (100 marks)**

### Content overview

There are four parts to the assessment:

#### **1 – Investigate**

This includes investigation of needs and research, and a product specification

#### **2 – Design**

This includes producing different design ideas, review of initial ideas, development of design ideas into a chosen design, communication of design ideas and review of the chosen design

#### **3 – Make**

This includes manufacture, and quality and accuracy

#### **4 – Evaluate**

This includes testing and evaluation.

### Assessment overview

- Students will undertake a project based on a contextual challenge released by us a year before certification.
- This will be released on 1st June and will be available on our website.
- The project will test students' skills in investigating, designing, making and evaluating a prototype of a product.
- Task will be internally assessed and externally moderated.
- The marks are awarded for each part as follows.
  - 1 – **Investigate** (16 marks)
  - 2 – **Design** (42 marks)
  - 3 – **Make** (36 marks)
  - 4 – **Evaluate** (6 marks)

**Design and Technology** gives you the opportunity to be creative and solve real life problems through investigation and designs.

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# Drama

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## **Qualification Available**

GCSE

## **Examination Board**

OCR

## **Content and Description**

This exciting specification gives students the opportunity to explore Drama from a range of perspectives by devising their own original work; by bringing to life the work of a playwright; as theatre reviewers, developing their own thoughts on what makes drama and theatre successful; and as creative artists building and bringing a character to life through exploration and rehearsal. Students gain a practical understanding of drama, and apply this knowledge to their performances as they develop their practical skills. Students can choose to be a performer or can take on the role of designer in lighting, sound, set or costume.

### **Component 01/02: Devising drama 30% of the GCSE Grade**

Students research and explore a stimulus, work collaboratively and create their own devised drama. They complete a portfolio of evidence during the devising process, give a final performance of their drama, and write an evaluation of their own work.

### **Component 03: Presenting and performing texts 30% of the GCSE Grade**

Students develop and apply theatrical skills in acting or design by presenting a showcase of two extracts from a performance text. The chosen extracts allow sufficient exploration of dialogue, plot and/or subplot, and characterisation for students to work in depth on their acting or design skills.

### **Component 04: Drama: Performance and response 40% of the GCSE Grade**

Students explore practically a whole performance text, and demonstrate their knowledge and understanding of how drama is developed, performed and responded to. They also analyse and evaluate a live theatre performance.

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# English and English Literature

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## Qualification Available

GCSE

## Examination Board

AQA

## Content and Description

All students will study English and English Literature. These are now two discrete subjects and there is no shared content. English Literature holds as much weight as English Language as a GCSE subject. Pupils are assessed by terminal exams which are sat in the summer term of Year 11. There is no coursework or controlled assessment.

### English Language (8700)

The GCSE specification offers a skills-based approach to the study of English Language in an untiered context. The specification enables students of all abilities to develop the skills they need to read, understand and analyse a wide range of different texts covering the 19th, 20th and 21st century time periods, as well as to write clearly, coherently and accurately, using a range of vocabulary and sentence structures.

Paper 1: Explorations in Creative Reading and Writing (1 hour 45 minutes. 50% of GCSE)

- Section A Reading: one literature fiction text (40 marks.)
- Section B Writing : descriptive or narrative writing (40 marks)

Paper 2: Writers' Viewpoints and Perspectives (1 hour 45 minutes. 50 % of GCSE)

- Section A Reading: one non-fiction text and one literary non-fiction text (40 marks.)
- Section B Writing: writing to present a view (40 marks.)

Non- examination assessment Spoken Language

Separate endorsement (0% weighting)

What's assessed:

- Presenting
- Responding to questions and feedback
- Use of Standard English

## English Literature (8702)

The specification takes a skills-based approach to the study of English Literature that is consistent across the genres. Exam papers are not tiered. Students will be tested on their comprehension of the studied texts and they will be asked to write about them critically and analytically. They should demonstrate skills of inference and be able to evaluate how writers use language, structure and form to convey ideas. Skills of comparison will also be tested, as well as understanding of the significance of contexts. Students' written accuracy is also tested.

Paper 1: Shakespeare and the 19th-century novel (1 hour and 45 minutes. 40% of GCSE)

Section A: Shakespeare (30 + 4 marks)

Section B: 19th century novel (30 marks)

Paper 2: Modern texts and poetry ( 2 hours 15 minutes. 60% of GCSE)

Section A: Modern texts (30+ 4 marks)

Section B: Poetry (studied and unseen) (30+24+8 marks)

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# Geography

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## Qualification Available

GCSE

## Examination Board

EDUCAS Specification B

## Syllabus Content

The syllabus provides a balanced coverage of physical and human aspects of the subject and will, through a range of exemplars, highlight the interaction between these.

The syllabus is assessed in three parts which are shown in the Assessment Matrix below.

Assessment Units	Nature of Assessment
<b>Unit 1 Investigating Geographical Issues</b>	Written Examination: 1 hour 45 minutes 40% of qualification Three structured data response questions. The final part of each question will require an extended response. Question 1 will assess aspects of Theme 1, Changing Places - Changing Economies. Question 2 will assess aspects of Theme 2, Changing Environments. Question 3 will assess aspects of Theme 3, Environmental Challenges.
<b>Unit 2: Problem Solving Geography</b>	Written Examination: 1 hour 30 minutes 30% of qualification This component will assess content from across the themes using a variety of structured data response questions. Part A will introduce an issue and set the geographical context. Part B will outline a number of possible solutions to the issue. Part C will provide an opportunity for the candidates to choose a solution and justify their choice in an extended response.
<b>Unit 3 Applied Fieldwork</b>	Written Examination: 1 hour 30 minutes 30% of qualification A written examination in three parts using a variety of structured data response questions some of which will require extended responses. Part A will assess approaches to fieldwork methodology, representation and analysis. Part B will assess how fieldwork enquiry may be used to investigate geography's conceptual frameworks. Part C will assess the application of broad geographical concepts to a wider UK context and assess the ability to make and justify a decision.

All students are given the opportunity to participate in local fieldwork exercises as well as a residential course over four days at the world heritage Jurassic Coast on the South of England. This will take place in May, the first half of the summer term in Year 10 and is compulsory to the course. It is a government legal requirement that all departments offering Geography GCSE provide at least a two day fieldwork experience for pupils. The cost will be in the region of £310 and subsistence is available for pupils eligible for pupil premium. The field work offers students not only a valuable academic but also excellent social learning experience.

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# History

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## Qualification Available

GCSE

## Examination Board

EDEXCEL History B

## Content and Description

The aims and objectives of this qualification are to enable students to:

- Develop and extend their knowledge and understanding of specified key events, periods and societies in local, British, and wider world history; and of the wide diversity of human experience.
- Engage in historical enquiry to develop as independent learners and as critical and reflective thinkers.
- Develop the ability to ask relevant questions about the past, to investigate issues critically and to make valid historical claims by using a range of sources in their historical context.
- Develop an awareness of why people, events and developments have been accorded historical significance and how and why different interpretations have been constructed about them.
- Organise and communicate their historical knowledge and understanding in different ways and reach substantiated conclusions.

The course has 5 elements which are examined in 3 exam papers.

Paper 1: Thematic study and historic environment – 30%

- Medicine in Britain, c1250–present
- The British sector of the Western Front, 1914–18: injuries, treatment and the trenches.

Paper 2: Period study and British depth study – 40%

- The reigns of King Richard I and King John, 1189–1216
- British America, 1713-1783.

Paper 3: Modern depth study – 30%

- Weimar and Nazi Germany, 1918–39

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# Hospitality and Catering

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## Qualification Available

Level 1/2 Award in Hospitality and Catering

## Examining Board

WJEC

## Content and Description

This award supports pupils who want to learn about this vocational sector and the potential it can offer them for their careers.

Learners will gain an overview of the hospitality and catering industry and the type of job roles that may be available to assist them in making choices about progression. It will also equip learners with the knowledge, understanding and skills required to cook and prepare food, it will also allow them to apply the principles of nutrition, sustainability and healthy eating.

Following this qualification will encourage learners to cook and enable them to make informed decisions about food, nutrition and budgeting to allow them to be able to feed themselves and others affordably and nutritiously, now and in later life. It will also allow students to explore sustainability issues related to food issues, including seasonality, food miles and availability, fairtrade and freedom foods.

## Assessment

### Unit 1:

The Hospitality and Catering Industry. External assessment;  
Written examination 90 minutes.  
40% of qualification.

### Unit 2:

Hospitality and Catering in Action.  
Internal assessment, External modification;  
Non-Examination Assessment.  
Research, prepare, cook and present dishes.  
9 hours (including 4-hour practical assessment) 60% of qualification.

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# iMedia

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## **Qualification Available**

Cambridge National Certificate – Level 1/2

## **Examining Board**

OCR

## **Content and Description**

### Assessment

Centre assessed task (3 units - 25% each) 75%

Written examination (Exam paper) 25%

### Course content

This is a qualification that takes an engaging, practical and inspiring approach to learning and assessment. The everyday use of ICT, from PCs to smartphones, now impacts all of our lives. This new Cambridge National in iMedia reflects this and will equip learners with a range of skills and provide opportunities to develop, in context, transferable skills such as research, planning, and review, working with others and communicating creative concepts effectively. The hands on approach has strong relevance to the way young people use the technology required in creative media.

### Compulsory units

Unit R081 – Pre-production skills is an examined unit, consisting of a 75-minute exam. Much of this unit is taught as a practical approach to the subject and covered in depth through the other three units.

Unit R082 – Creating digital graphics is based on a given scenario. Students will research, design, make and evaluate the graphic product taking a systematic approach to its creation.

### Optional units

R085 – Creating a multi-page website, R086 – Creating a digital animation, R087 - Creating interactive multimedia products, R088 - Creating digital sound sequences and R089 – Creating digital video sequences. The department will select 2 of these units, each unit being centre assessed and worth 25%.

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# Mathematics

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## Qualification Available

GCSE

## Examination Board

EDEXCEL

## Content and Description

The government has brought in a new Maths syllabus at GCSE level. The course has changed significantly from previous decades, and will be more challenging in terms of difficulty and content, at 'nearly twice the size'. It is referred to within education circles as 'Big Maths'.

Maths will be taught in 2-tiers: Higher (grades 5 to 9) and Foundation (grades 1 to 5). Students will be put into Higher or Foundation sets based on their end of Year 9 exams and performance over Years 7-9. There are no lettered grades anymore.

There is no coursework in GCSE Mathematics and students will be given regular homework throughout the course.

Students will have 4 lessons per week.

The Mathematics content covers work in the areas of Number, Algebra, Ratio/Proportion & Rates of change, Geometry & Measures, Probability & Statistics.

## Examination

All students take their examinations at the end of Year 11.

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# Functional Skills Mathematics

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## Qualifications Available

Functional Skills in mathematics	Entry Level 1-3
	Level 1
	Level 2

## Examination Board

EDEXCEL

## Content and Description

Our Edexcel Functional Skills mathematics qualifications are designed to equip learners with the basic skills they need to operate confidently, effectively and independently in education, work and everyday life.

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

### What are Functional Skills qualifications?

Functional Skills qualifications provide reliable evidence of a learner's achievements against demanding content that is relevant to the workplace. The qualifications assess learners' underpinning subject knowledge and their ability to apply this knowledge to different contexts. They provide a foundation for progression to employment and further technical education, and they help learners to develop skills for everyday life.

### Pearson Edexcel Functional Skills Qualification in Mathematics at Level 1

The Pearson Edexcel Functional Skills Qualification in Mathematics at Level 1 consists of one externally assessed assessment.

Each assessment comprises two sections – a **non-calculator section** (calculator prohibited) and a **calculator section** (calculator permitted).

The assessments are available as paper-based and onscreen, on-demand assessment. The papers can be taken at any time during the 2 year course thus allowing the students to make progress through the entry level, level one and level two qualifications at their own pace.

### Assessment structure

#### Duration

Section A: Non-calculator 25 minutes      Section B: Calculator 1 hour 30 minutes

#### Content areas

Using numbers and the number system – whole numbers, fractions, decimals and percentages. Using common measures, shapes and space. Handling information and data.

**This course works alongside the GCSE content and the study of Function skills maths has been seen to improve the student's final Maths GCSE grade.**

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# Modern Foreign Languages

## French & German

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### Qualification Available

GCSE

### Examination Board

EDEXCEL

### Content and Description

The course covers the following topic areas:

- Identity and culture
- Local, national and international areas of interest
- Current and future study and employment

#### **Attainment Target 1: Listening and Responding (25%)**

From recorded material candidates will be required to identify and note main points, sometimes in the target language (TL), showing understanding of familiar language in unfamiliar contexts in past, present and future tenses.

#### **Attainment Target 2: Speaking (25%)**

The exam will comprise role-play tasks, picture based discussion and topic based conversation in the target language on any of the following topics: accommodation, applying for a job, social activities, school, shopping and services, café/restaurant, reporting or dealing with a problem, tourist requirements or travel arrangements.

#### **Attainment Target 3: Reading and Responding (25%)**

This paper involve texts such as adverts, emails, letters, articles and literary texts which could include short stories, poems, novels, plays AND a translation from the TL into English. The type of response required will be as for Attainment Target 1.

#### **Attainment Target 4: Writing (25%)**

For this skill, students will complete a number of writing tasks as well as translation into the TL.

All students embarking on these courses should provide their own bilingual dictionary for use in the classroom and for homework. Suitable editions will be recommended at the beginning of the course.

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# Music

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## Qualification Available

GCSE

## Examination Board

EDU QAS

## Content and Description

This specification enables learners to develop knowledge and understanding of music through four interrelated areas of study:

- Area of study 1: Musical Forms and Devices
- Area of study 2: Music for Ensemble
- Area of study 3: Film Music
- Area of study 4: Popular Music.

The specification has three components based on the three skills of performing, composing and appraising. An integrated approach to the three skills is encouraged through each area of study and serves to highlight the importance of the relationship between composer, performer and audience.

Knowledge and understanding of each area of study is assessed explicitly in Component 3. However, learners are also required to perform and compose music using conventions, styles or idioms linked to at least one area of study. Learners may choose the same or different areas of study for Components 1 and 2. Learners will also have the opportunity to follow their own musical interests in composition and performance.

### Component 1: Performing (30%)

A minimum of two pieces, one of which must be an ensemble performance of at least one minute duration. The other piece(s) may be either solo and/or ensemble. One of the pieces performed must link to an area of study of the learner's choice. Total duration of performances: 4-6 minutes

### Component 2: Composition (30%)

Two compositions, one of which must be in response to a brief set. Learners will choose one brief from a choice of four, each one linked to a different area of study. The briefs will be released during the first week of September in the academic year in which the assessment is to be taken. The second composition is a free composition for which learners set their own brief. Total duration of compositions: 3-6 minutes

### Component 3: Appraising (40%) Written examination: 1 hour 15 minutes (approximately)

This component is assessed via a listening examination. Eight questions in total, two on each of the four areas of study.

- Area of study 1: Musical Forms and Devices
- Area of study 2: Music for Ensemble
- Area of study 3: Film Music
- Area of study 4: Popular Music

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# Physical Education

## Core

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### **Content and Description:**

The PE Curriculum at Key Stage 4 includes opportunities for all students to gain experience in decision-making, leadership and co-operation as well as covering physical and perceptive skills and their application to games and individual activities. Students are given greater opportunity and responsibility in Years 10 and 11 because they are able to choose which activities they would like to do. Although an element of choice is given, all students will still fulfil the requirements as set out by the National Curriculum. At Key Stage 4 we believe that Sport should be something for everyone to enjoy, bearing in mind that we want people to continue to participate in sport and recreation after they have left school.

### **Sporting Activities:**

Athletics, Badminton, Basketball, Cricket, Cross Country, Dance, Gymnastics, Health & Fitness Classes, Football, Hand Ball, Hockey, Netball, Rounders, Rugby, Softball, Table Tennis, Tennis, Volleyball.

### **Clubs and courses**

Various sporting clubs are available afterschool and are open to all, plus students have the opportunity to take on other sport related options including refereeing, umpiring and first aid courses. We also try to encourage older students to coach the younger students and help run various inter-house activities and junior teams.

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# Physical Education

## GCSE

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### Qualification Available

GCSE

### Examining Board

AQA Physical Education

### Content and Description

GCSE Physical Education provides students with the knowledge and understanding of how to live a healthy and active lifestyle, enabling them to make informed choices about their own physical development. Students can choose from a variety of roles and activities in which to participate in physical activity.

The GCSE Physical Education subject is offered as an addition to core PE. Students have two lessons of theory and one lesson of practical each week, as well as two core P.E. lessons. Below outlines the breakdown of the GCSE Physical Education Course.

The two year course involves:

Paper 1: Theory (60%)

The subject content students will be studying covers seven different physical education: These areas are:

- Applied anatomy and physiology
- Movement analysis
- Physical training
- Use of data
- Sports psychology
- Socio-cultural influences
- Health, fitness and well-being

### Assessments

After studying the seven areas, students will be required to sit two examinations:

Paper 1 (30%) – The human body and movement in physical activity and sport

Paper 2 (30%) – Socio-cultural influences and well-being in physical activity and sport.

Practical Assessment Skills (40%)

Students are assessed in three different physical activities and these sports (one in a team activity, one in an individual activity and a third in either team or an individual activity).

Students can ONLY be assessed as a player / performer.

Students will also be required to do a written piece of coursework (10%), which has to demonstrate their ability to analyse a performance in one of their three chosen physical activities.

**The sports that can be used are listed below:**

Team Activity List:

Association Football	Lacrosse	Badminton
Netball	Basketball	Rowing
Camogie	Rugby League & Union	Cricket
Squash	Dance	Table Tennis
Gaelic Football	Handball	Tennis
Hockey	Volleyball	Hurling

Individual Activity List:

Amateur Boxing	Rock Climbing	Athletics
Sculling	Badminton	Skiing
Canoeing/Kayaking	Snowboarding	Cycling
Squash	Dance	Swimming
Diving	Table Tennis	Golf
Tennis	Gymnastics	Trampolining
Equestrian		

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# **PSD PERSONAL & SOCIAL DEVELOPMENT QUALIFICATION**

The Personal and Social Development Qualification (PSD) offers challenges which will help you to improve your knowledge and understanding of personal and social issues. You will take part in practical activities, grow in confidence, take on responsibility and work towards independent living. The course is portfolio based with an external moderation.

The Personal and Social Development Course supports young people in:

- Becoming confident individuals who are physically, emotionally and socially healthy
- Being responsible citizens who can make a positive contribution to society and embrace change
- Developing skills which prepare the individual for independence and working life
- Managing risk together with their own wellbeing

The qualifications offer:

- Nationally recognised certification
- 100% portfolio moderation qualifications

Qualification requirements

Students select units to gain credits towards the Certificate. They produce a portfolio of evidence to meet the assessment criteria for these units.

The PSD student books contain challenges that assist students in providing this evidence.

Units:

- Community Action
- Managing Money
- Environmental Awareness
- Healthy Living
- Parenting Awareness
- Use of Technology in the Home & Community
- Preparation for work
- Making the most of Leisure Time
- Personal Safety in the Home & Community

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# Religious Education

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**Qualification**  
**GCSE**

## **Examination Board**

Edexcel A

You will study three different topics:

Topic 1 – Catholic Christianity: The study of Catholic beliefs, teachings and practices: Written exam; 1hour 45mins.

Topic 2- A systematic study of Judaism; Beliefs, practices and teachings; Written exam; 50 minutes

Topic 3 – Christian Ethical study: different topical issues looking at Catholic views; Written exam; 50 minutes

There are two topics covered in Ethical Study:

Arguments for the existence of God – Revelation, religious experience, solutions to the problem of suffering.

Religious Teachings on Relationships and Families in the 21st century – What does marriage mean to Catholics, the importance of family life, the role of men and women.

You will learn about the history, foundation and expression of the Catholic faith today. You will learn about the beliefs, practices and expressions of another worldwide faith; Judaism. You will also think about and debate important ethical issues of today whilst thinking about Catholic and Christian points of view, including scientific perspectives. How can I get the most out of this subject? You should...

- \* Be encouraged to learn more about the foundations of our faith.
- \* Have strong opinions/beliefs that are grounded in a strong ethical foundation.
- \* Feel strongly about what is right and what is wrong?
- \* Want to learn about right and wrong in the eyes of the law and the Catholic faith? How will I be tested?
- \* 3 written exams (100%) at the end of year 11

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# Science

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## Qualification Available

GCSE

## Examination Board

AQA

## Content and Description

The GCSE science course aims to develop an understanding of how science relates to the world around us. Equal time is devoted to all three sciences: biology, chemistry and physics. Each is taught by subject specialist teachers for two periods per week.

### Course Structure

The majority of students at Saint John Payne follow the AQA 'Trilogy' course. This teaches the three sciences – biology, chemistry and physics – separately, and leads to a Double Award GCSE in Combined Science worth two Progress and Attainment 8 GCSE grades.

Saint John Payne also offers two classes per year group of 'Single Subject' science. This is taught in the same timeframe as the Trilogy course but leads to individual GCSE awards in each of biology, chemistry and physics. Because of the compressed nature of this provision – fitting three GCSEs into curriculum time normally allocated to two – students pursuing the Single Subject course must have a proven prior attainment in their science studies as well as a commitment and desire to follow what is a very challenging course.

Students who wish to study Single Subject Science should tick this option on the Year 9 options form. Students accepting an offer of a place this course do so on the understanding that they are prepared to commit to the extra workload it entails.

Science is a practical subject. During both Trilogy and Single Subject Science students will complete 'required practicals' – experiments aimed at deepening students' understanding of each of the science subjects. These are not assessed directly, but working scientifically, use of apparatus and technical skills will be assessed across all papers in the final exam.

On-going progress assessment for both Trilogy and Single Subject science is made by end of unit tests which take place roughly every 7 to 10 lessons. There are also longer tests at the end of Year 10 and Mock Examinations at the end of the first term of Year 11.

Both Trilogy and Single Subject Science offer excellent preparation for the 'A' Level science courses offered by Saint John Payne. Students from both courses who have achieved the required grades are welcome on these post-16 courses.

## Assessment for GCSE Triple Science

### Examinations (100%)

#### Single Subject Sciences – Biology, Chemistry, Physics

\* Two 105 minute exam papers for each of biology, chemistry and physics, each worth 50% of a GCSE leading to three separate GCSE awards. The questions consist of multiple choice, structured, closed short answer and open response questions.

\* Students following the Single Subject syllabus will sit the Higher Tier papers targeting grades 9 to 5.

#### Trilogy Science – (Combined Science)

\* Six 75 minute exam papers, two for each of biology, chemistry and physics and each worth 33% of a GCSE leading to a double award GCSE (one GCSE with two grades). The questions consist of multiple choice, structured, closed short answer and open response questions.

\* Students following the Trilogy Science syllabus will either sit Higher Tier papers targeting grades 9-5 or Foundation Tier papers targeting Grades 5-1.

#### Timing

\* All exams for both courses will be sat in May and June 2022

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# Sociology

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## Qualification Available

GCSE

## Examination Board

AQA

## Content and Description

GCSE Sociology helps students to gain knowledge and understanding of key social structures, processes and issues through the study of families, education, crime and deviance and social stratification.

Students will develop their analytical, assimilation and communication skills by comparing and contrasting perspectives on a variety of social issues, constructing reasoned arguments, making substantiated judgements and drawing reasoned conclusions.

By studying sociology, students will develop transferable skills including how to:

1. Investigate facts and make deductions
2. Develop opinions and new ideas on social issues
3. Analyse and better understand the social world

## Examination

### Paper 1 – The Sociology of Families and Education (50%)

- The sociology of families
- The sociology of education
- Relevant areas of social theory and methodology

Duration: 1 hour 45 mins

### Paper 2 – The Sociology of Crime and Deviance and Social Stratification

- The sociology of crime and deviance
- The sociology of social stratification
- Relevant areas of social theory and methodology

Duration: 1 hour 45 mins

