

ST JOHN PAYNE

CATHOLIC SCHOOL

KEY STAGE 4 CURRICULUM GUIDE

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INTRODUCTION

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

ART & DESIGN

Qualification: 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

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
- Photography

THREE-DIMENSIONAL DESIGN

Qualification: GCSE

Examination Board: Edexcel

Three-dimensional Design is concerned with the designing, prototyping, modelling or making of functional and aesthetic consumer products, interiors and architecture. Students should engage with appropriate processes, materials and construction techniques, using maquettes, models and working drawings to help take their initial ideas through to realisation. Students will also understand that Three-dimensional Design practitioners may work within a small team environment or work as freelance practitioners. They may be responsible for a particular aspect of the Design or Production process or for the entire design cycle. They will need good communication skills in order to liaise with clients and to promote themselves as three-dimensional designers.

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

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, 3-Dimensional 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 one of the following areas:

Architectural design, Interior design, Product design, Exhibition design, Environmental/landscape design, Sculpture, Design for theatre, film and television, jewellery and body adornment, Ceramics.

ASDAN LIFE SKILLS AWARD SCHEME DEVELOPMENT & ACCREDITATION NETWORK

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.

• Communication • Sport and Leisure • The Environment • Health and Survival • Science & Technology • The Community	• Home Management • Number Handling • World of Work • Wider World • Beliefs and Values • Expressive Arts

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.

BUSINESS

Qualification: GCSE

Examination Board: Edexcel

Examination

Both exams are 1 hour 45 minutes long and are worth 90 marks each. Both papers have three sections. Section A contains shorter answer questions testing pure knowledge of the subject content. In sections B and C stimulus material is provided so that students are able to apply this to short and longer answer essay style questions of which there are three. The highest tariff being 12 marks.

Syllabus Content and description

The course assumes no prior knowledge of Business. However, students need the ability to express themselves clearly with a good standard of English as they are required to write long essay style answers. In addition, a general interest in Business and the Economy is an advantage.

The syllabus is assessed in two parts: Paper 1: Investigating small business (50%) and Paper 2: Building a business (50%)

Theme 1: paper 1

Content overview

- Topic 1.1 Enterprise and entrepreneurship
- Topic 1.2 Spotting a business opportunity
- Topic 1.3 Putting a business idea into practice
- Topic 1.4 Making the business effective
- Topic 1.5 Understanding external influences on business

Theme 1: paper 2

Content overview

- Topic 2.1 Growing the business
- Topic 2.2 Making marketing decisions
- Topic 2.3 Making operational decisions
- Topic 2.4 Making financial decisions
- Topic 2.5 Making human resource decisions

Students wishing to extend their study of business at the end of the GCSE course have the opportunity to take A level Business, A level Economics and BTEC Business Level 3. The GCSE provides an excellent opportunity to embed key business and Economic principals which is a distinct advantage to student wishing to study any of the Business and Economics related A level courses.

Business has direct relevance to accounting, banking, insurance, management, marketing and many other related occupations. In addition, it provides an initial insight into setting up and running a small business.

BTEC AWARD IN ENTERPRISE

Qualification: Pearson BTEC Level 1/Level 2 Tech Award in Enterprise (Equivalent to one GCSE)

Examination Board: Edexcel (Pearson) Graded as Pass, Merit, Distinction.

Content and Description

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

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.

Examination

Learners are required to complete and achieve all the components included in the qualification. The qualification consists of three components that give learners the opportunity to develop broad knowledge and understanding of the enterprise sector, and relevant skills such as research, planning, problem solving and communication at Levels 1 and 2.

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

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

- A Levels as preparation for entry into higher education in a range of subjects
- study of a vocational qualification at Level 3, such as a BTEC National in Enterprise and Entrepreneurship, which prepares them to enter employment or apprenticeships, or to move on to higher education by studying a degree in the business sector.

COMPUTER SCIENCE

Qualification: GCSE

Examination Board: AQA

This course inspires students who wish to study Computer Science and gain an insight into related topics. As the course progresses students develop an understanding of current and emerging technologies and how they work, applying them in other contexts. The course covers 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:

- 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.
- Paper 2: Written assessment Written paper 1 ¾ 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.

CREATIVE IMEDIA

Qualification: Cambridge National Certificate Level 1/2

Examining Board: OCR

Content and Description

Assessment

Centre assessed task (2 units) 60%

Written examination (Exam paper) 40%

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 Creative 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 R093 – Creative iMedia in the media industry is an examined unit, consisting of a 90-minute exam. Much of this unit is taught as a practical approach to the subject and covered in depth through the other two units.
- Unit R094 – Visual identity and 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 (selected by the Department)

- R095 – Characters and comics
- R096 – Animation and audio
- R097 - Interactive digital media
- R098 – Visual imaging
- R099 – Digital games.

DRAMA

Qualification: 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 & theoretical understanding of drama, and apply this knowledge to their performances as they develop their practical skills. Students support all practical performance work with written coursework to showcase their creative process and/or to outline their performance intentions. The course concludes with a written exam which gives students the opportunity to study a play text in depth and experience live theatre.

This course is taught through a mixture of practical workshops and theory lessons. Throughout the two-year course students will be required to perform in front of their peers, live audiences and visiting examiners. Students taking this course must be comfortable with this from the onset. This course also requires students to attend theatre trips.

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.
60 marks available – Written Coursework: 40 marks / Performance: 20 marks

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

Students develop and apply theatrical skills in acting 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 skills.
60 marks available – Written Coursework: 20 marks / Performance: 40 marks

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.

80 marks available - Written Exam: 1 hour 30 minutes

ENGLISH & ENGLISH LITERATURE

Qualification: GCSE

Examination Board: AQA

Content and Description

All students 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. 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 (0% weighting)

- 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. 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)

FUNCTIONAL SKILLS ENGLISH & MATHS

Year 10 Students selecting this option will have the opportunity to study Functional Skills in English and Maths. They will have three lessons allocated per week, divided to allow students to work towards obtaining their Functional Skills Qualifications with the relevant Examination Boards (AQA for English and Pearson Edexcel for Mathematics).

The study of Functional Skills in these core subject areas will provide students with the opportunity to develop the key skills they will need to operate with confidence in their education and everyday life, whilst also supporting students' learning in their English and Mathematics GCSEs.

Qualifications: Functional Skills in English and Mathematics Level 1/2

Examination Board: AQA and Edexcel

ENGLISH CONTENT AND OVERVIEW

The course will consist of two externally-assessed papers for both levels, one for Reading and one for Writing. The students would start on Level 1 before progressing to Level 2 upon successfully completing all Level 1 components. These examinations aim to provide students with sources and stimulus materials that reflect real-world scenarios in a way that students will find engaging and accessible.

The speaking, listening and communicating unit will emphasise the wider benefits that speaking and listening skills have for learners. Students will need to participate in discussions as well research, prepare and deliver presentations to their classmates.

The course adopts a skills-based approach, allowing students to apply their learning to a range of texts.

English Assessment structure

The course has three equally-weighted components: Reading, Writing, and Speaking, Listening & Communicating. A "Pass" in all three components is required to secure the qualification at either Level 1 or Level 2. The external exams are modular, with entries possible in all exam series.

English Method of Assessment:

English Paper 1: Reading. 1 Hour Written exam. Level 1: 26 marks. Level 2: 30 Marks.

Students will be provided with three short extracts to read. They will then complete a range of questions based on their understanding of these sources, including multiple choice and short response questions. Students will have access to a dictionary for this exam.

English Paper 2: Writing. 1 Hour Written exam. Level 1: 27 marks. Level 2: 30 marks. 12 marks over the whole paper are awarded for Spelling, Punctuation and Grammar.

Students will need to complete two writing tasks in response to stimulus material. These tasks can cover a range of writing formats Students will not have access to dictionaries or any spelling or grammar aid.

English Non-exam assessment: Speaking, listening and communicating.

Students will need to complete two tasks. One of these is a presentation task, in which students will need to deliver a presentation and then respond to questions on a topic of their choice (topic to be approved in advance by the class teacher). Students must also complete one discussion task, demonstrating their ability to participate in a group discussion, following conventions of turn-taking and making relevant contributions.

Both tasks will be assessed in school using specific pass criteria provided by AQA.

MATHEMATICS CONTENT AND DESCRIPTION

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.

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.

Mathematics Assessment structure

Duration

Section A: Non-calculator 25 minutesSection 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.

GEOGRAPHY

Qualification: 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
Unit 1 Investigating Geographical Issues	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.
Unit 2: Problem Solving Geography	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.
Unit 3 Applied Fieldwork	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.

HEALTH AND SOCIAL CARE

Qualification: BTEC Tech Award in Health and Social Care

Examination Board: Pearson BTEC

Content and Description

The BTEC Level 2 Tech Award is equivalent to a GCSE over a two-year qualification. You will have the opportunity to learn about both health care and social care services, jobs and the behaviours professionals should use, when dealing with people.

During the BTEC Level 2 Tech Award you will taught about the many changes that happen during a life time, such as physical growth or puberty, learning about 'people' of all ages. This covers topics such as inherited health conditions, disabilities and physical and mental health. You will gain an understanding about the impact of life events, such as starting school, divorce, parenthood and getting a new job or house.

Examination

There are THREE units that you will be covering, two coursework units in Year 10 (60%) and one exam in Year 11(40%)

These are:

- Component 1 – Human Lifespan Development (Learning from Sept – January then coursework)
- Component 2 – Service and Values in HSC (Learning May-July and Sept to October – December/January coursework)
- Component 3 – Health and Well-being (Exam

HISTORY

Qualification: 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
- The American West c.1835 - 1895.

Paper 3: Modern depth study – 30%

- Weimar and Nazi Germany, 1918–39

LIVING INDEPENDENTLY SHORT COURSE

The Living Independently Short Course helps you to improve your knowledge and understanding of how to live independently. 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 internal moderation.

- The Living Independently Course supports young people in:
- Becoming confident individuals who are physically, emotionally and socially healthy
- Being financial responsible
- 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:

• 100% portfolio-based work

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 Living Independently student books contain challenges that assist students in providing this evidence.

Units:

- Earning and spending money
- Keeping track of your money
- Making financial choices
- A place of your own
- Health and wellbeing
- Cooking on a budget
- Practical cooking skills
- Career management
- Preparing for the world of work

HOSPITALITY AND CATERING

Qualification: 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. Businesses which make up the hospitality sector are varied and include hotels, restaurants, coffee shops, bars, leisure parks, and visitor attractions. Employment can range from waiting staff, receptionists and catering assistants to chefs, hotel and bar managers, and food technologists working for supermarket chains. 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.

Following this qualification enables learners to gain and develop a comprehensive knowledge and understanding of the hospitality and catering industry including provision, health and safety and food safety and how the industry adapts to satisfy the everchanging customer-climate. Lessons will be both practical and theory based. Learners will cook a variety of dishes and demonstrate informed decisions for all choices made.

Assessment

Unit 1:

The Hospitality and Catering Industry.

- Written examination 80 minutes
- 40% of qualification. 80 marks

Unit 2:

Hospitality and catering in action. Internal assessment:

- An assignment brief will be provided by WJEC which will include a scenario and several tasks.
- Internally assessed 12 hours, both written and practical work.

60% of qualification, 120 marks.

MATHEMATICS

Qualification: 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.

MODERN LANGUAGES: FRENCH & GERMAN

Qualification: 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 involves 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.

MUSIC

Qualification: GCSE

Examination Board: EDUQAS

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

PHYSICAL EDUCATION: CORE

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.

PHYSICAL EDUCATION

Qualification: 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.

A wide range of sports can be assessed for individual and team performance. Please speak with your PE teacher if you would wish to be assessed in a particular sport that you pursue outside of school.

PSHE & RSE

The PSHE & RSE 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.

Relationship and Sex Education (RSE)

Catholic schools, like all other schools in England, are required to deliver RSE in school, as a Catholic School we deliver this in accordance with the teaching of the Church. This approach is compatible with the guidance issued by the DfE.

RSE is part of the mission of Catholic schools to educate the whole person. It should be carried out as part of the holistic education which seeks to form as well as inform young people in preparation for adult life.

What does RSE in SJP look like? In order for Catholic RSE to be fully effective it needs to:

- Be faithful to the Church's vision of human wholeness whilst recognising the contemporary context in which we live today;
- Involve parents as they are primary educators of their child;
- Provide a positive view of human sexuality and dignity of the human person;
- Equip young people with the ability to make practical judgments about the right thing to do in particular circumstances;
- Explore and promote virtues which are essential to promoting respect and dignity;
- Be delivered in an age-appropriate way which reflects the development of the child;
- Be part of the cross-curricular work in both primary and secondary schools;
- Be sensitive to the needs of the individual pupil and recognise the mix of pupils with different sexual orientations, genders and family backgrounds in each class;
- Be taken seriously by governors and teachers as an integrated part of the broad and balanced curriculum that Catholic schools offer;
- Be delivered by competent professionals who understand the Church's teaching.

At SJP, we deliver our lessons via a company called Ten Ten - this is taught through videos that promote and encourage discussion. Each student is provided with a workbook to note answers and questions. Ten Ten is a leading provider of faith-based resources for Catholic schools. working with tens of thousands of children, teachers and parents throughout the UK

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.

PSYCHOLOGY

Qualification: GCSE

Examination Board: AQA

Content and Description

GCSE Psychology helps students to gain knowledge and understanding of the fundamentals of psychology, developing critical analysis, independent thinking and research skills.

Students will learn about how the mind works, and why people behave the way they do. Students will learn about how memory works, how we perceive what is happening around us, how the brain develops from childhood and how we research these developments. We also study the influence of others on our behaviour, how we develop language and communication skills, the functions of the parts of the brain and problems associated with brain development. Students will be assessed at the end of year 11 through two exam papers, each worth 50% of their overall grade for 1hr 45 minutes each paper. These exams will involve multiple choice, short answer and extended writing questions.

Students will also be expected to carry out practical research activities, so will learn about associated risks and use of information and communication technology.

Examination

Paper 1 – Cognition and behaviour (50%)

- Memory
- Perception
- Development
- Research methods

Duration: 1 hour 45 mins

Paper 2 – Social context and behaviour

- Social influence
- Language, thought and communication
- Brain and neuropsychology
- Psychological problems

Duration: 1 hour 45 mins

RELIGIOUS EDUCATION

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

SCIENCE

Qualification: GCSE

Examination Board: AQA

GCSE science 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 for Combined Science and three periods per week for Separate Subject Science.

The majority of students at Saint John Payne follow the AQA Combined Science 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 'Separate Subject Science' leading to individual GCSEs in the three sciences. Each of Biology, Chemistry and Physics is taught for three periods per week and the net extra three science lessons per week means that students studying Separate Subject Science will have one less option subject. The Separate Subject Science courses are particularly challenging requiring an extra level of commitment on the part of the students following them. As a result, students will be invited to follow the Separate Subject Science course based on their prior attainment and behaviour for learning in Year 9. Numbers will be strictly limited to 56 students per year.

Science is a practical subject. During both Combined Science and Separate 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 Combined Science and Separate Subject science is made by end of unit tests which take place roughly every 7 to 10 lessons. There are also Mock Examinations at the end of the first term of Year 11.

Both Combined Science and Separate 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%)

Separate 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 Separate Subject syllabus will sit the Higher Tier papers targeting grades 9 to 5.

Combined Science

- Six 75-minute exam papers, two for each of biology, chemistry and physics and each worth 16.7% 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 Combined Science syllabus will either sit Higher Tier papers targeting grades 9-5 or Foundation Tier papers targeting Grades 5-1.

SOCIOLOGY

Qualification:
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


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