

Saint John Payne School

Key Stage 4 Curriculum Guide



This guide is for students that will be starting Year 10
in September 2018



- 1 Contents
- 2 Introduction
- 3 Art & Design - **Ms D. Clark**
- 4 Asdan - **Ms J. Keary**
- 5 Business Studies - **Mr J. Emeny**
- 6 Citizenship & PSHE- **Mr S. MacConville**
- 7 Computer Studies - **Mr C. Farmery**
- 8 Design and Technology – **Mr A. De Wet**
- 9 English & English Literature - **Ms. R. Iciek**
- 11 Food Preparation & Nutrition – **Ms J. Lansdell**
- 12 Geography - **Mr G. Master-Jewitt**
- 13 History - **Ms S. Grant**
- 14 ICT – Creative iMedia - **Mr C. Farmery**
- 15 Mathematics - **Ms C O’Leary**
- 16 Modern Foreign Languages (French and German) - **Ms F. Giles**
- 17 Music - **Mr D. Healey**
- 18 Physical Education (Core, GCSE and Sport & Fitness) - **Ms Peach**
- 22 Personal Social Development Qualifications (PSDs) - **Ms. M. West**
- 23 Religious Education - **Ms G. Semambo**
- 24 Science –**Mr P. Bartlett Rawlings**
- 25 Sociology – **Mr Head**

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 2018

Art & Design

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

ASDAN 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.

<ul style="list-style-type: none">• Communication• Sport and Leisure• The Environment• Health and Survival• Science & Technology• The Community	<ul style="list-style-type: none">• 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 externally moderated.

Business Studies

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.

Citizenship & PSHE

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.

Computer Studies

Qualification Available

GCSE

Examination Board

AQA

Introduction

This course will inspire students who wish to study Computing 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 Scratch, Python, HTML, CSS and Visual Basic. Other programming languages may be used from time to time.

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

- i) Paper1: Computational thinking and problem solving Written paper 1 ½ hours A mix of multiple choice, short-answer and longer-answer questions assessing a student's practical problem solving and computational thinking skills.
- ii) Paper 2: Written assessment Written paper 1 ½ hours A mix of multiple choice, short-answer, longer-answer and extended response questions assessing a student's theoretical knowledge.
- iii) Programming project-Report Non-exam assessment Controlled Assessment 20 hours The development of a computer program along with the computer programming code itself which has been designed, written and tested by a student to solve a problem.

Resources

The school has excellent ICT/Computing resources. Every lesson will be in a dedicated ICT/Computing room and taught by an ICT/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 ICT or A Level Computer Studies courses. Students who opt for this subject will need to meet certain entry requirements and have a good ability in mathematics and science.

Design and Technology

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 Technology curriculum.

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

The course 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.

Component 1 - 50% Written examination: 1 hour and 45 minutes.

The students will be expected to be able to apply their knowledge of a range of different processes and materials in the working, forming and joining of metals, polymers, textiles, timbers, paper and boards and smart materials. They will have to demonstrate their awareness of new and emerging technologies and address the moral, social, ethical and sustainable impact of the design of new products.

They will be expected to be able to answer a mixture of different question styles, including open-response, graphical, calculation and extended open-response questions.

Maths skills are fundamental to Design and Technology. These skills will be embedded in the examination for this qualification.

Component 2 - 50% Non-examined assessment

The students will undertake a design and make project based on a theme which is released by the exam board each year.

This project will test the students' ability and skill in investigating a given problem and designing and accurately making a prototype solution. They will then need to evaluate both the prototype they have made and the materials and processes that they chose to make it from.

English and English Literature

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)

Qualification Available

GCSE

Examination Board

AQA

Course content and description

GCSE Food Preparation and Nutrition sets out the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating.

The majority of the course is delivered through preparation and making activities. Students must be able to make the connections between theory and practice and apply their understanding of food and nutrition to practical preparation. The topics covered are: nutrition and health, food science, food safety, food choice, food provenance, food preparation and cooking techniques. The range of food and ingredients studied reflects the recommended guidelines for a healthy diet.

The overall GCSE grade is awarded on the basis of:

Written exam: 1 hour 45 minutes (100 marks) - 50% of GCSE

Food investigation task: To include food experiments showing functional and working properties of ingredients (30 marks) - 15% of GCSE

Practical examination: Food preparation of a final menu of three dishes (3 hours long - 70 marks) - 35% of GCSE

Upon completion of this course, students will be qualified to go on to further study, or embark on an apprenticeship or full time career in the catering or food industries.

Geography

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
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 most probably on the South Coast of the UK. This will probably take place in the first half of the summer term in Year 10 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 £290 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.

History

Qualification Available

GCSE

Examination Board

EDEXCEL History B (Schools History Project)

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, c1835–c1895.

Paper 3: Modern depth study – 30%

* Weimar and Nazi Germany, 1918–39

ICT – Creative iMedia

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 - 1 hr) 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 1 hour 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 of a film festival. 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%.

Mathematics

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 4). 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.

French & German

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.

Music

Qualification Available

GCSE

Examination Board

EDEXCEL

Content and Description

Paper 1 (30%) Solo Performing

Candidates perform a solo piece. This may be entirely solo, with piano accompaniment or to a backing track.

In addition, candidates will perform an ensemble piece consisting of two or more people performing independent parts.

Combined duration four minutes minimum.

Paper 2 (30%) Composition

Students compose two compositions, of at least three minutes' combined duration

One composition to a brief set by Pearson, of at least one minute in duration.

Briefs relate to the 4 areas of study: Instrumental Music 1700-1800, Vocal Music, Music for Stage and Screen, Fusions

One free composition set by the student, of at least one minute in duration.

Paper 3 (40%) Appraising

Students sit a listening and appraising paper in the final year of the course.

· Section A – Areas of Study, dictation, and unfamiliar pieces (68 marks). 6 questions related to six of the eight set works, one short melody/rhythm exercise, one question on an unfamiliar piece based on the musical elements, contexts and musical language.

· Section B – Extended response comparison between a set work and one unfamiliar piece (12 marks)

Written Paper lasting 1 hour 45 minutes.

Candidates answer questions on a wide range of musical examples through the study of eight set works from four Areas of Study. There will also be a dictation question (completion of a short melody and rhythm exercise and unfamiliar listening of pieces relating to the set works).

The Edexcel GCSE in Music is designed to allow the study of music through the integration of performing, composing, listening and appraising with opportunities to use music technology. The four Areas of Study are

· Instrumental Music 1700 – 1820

- Vocal Music
- Music for Stage and Screen
- Fusions

This flexibly structured course allows students to capitalise on their different interests and the work is designed to facilitate progress to further study.

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

GCSE

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		

Physical Education

Sport and Fitness

Qualification Available

Asdan Short Course

Content and Description

The Sports and Fitness Short Course accredits up to 60 hours of involvement in various sporting activities.

The flexibility of ASDAN's Short Courses means they can be carried out in a variety of settings, over a time period to suit the individual or co-ordinating centre. Challenge descriptions can be interpreted and adapted according to the situation.

Requirements

Students present a portfolio of evidence of their activities.

This portfolio will contain:

- completed Sports and Fitness Short Course book and evidence of challenges completed
- planning and reviewing documents
- record of progress
- summary of achievement, identifying skills development

This Short Course comprises seven modules:

- Sports Participation
- Health, Fitness and Nutrition
- Researching Sport
- Sport in the Community
- Coaching and Officiating
- The Environment
- Working in Sport

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

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; 1 hour 45 mins.

Topic 2- A systematic study of Judaism; Beliefs, practices and teachings; Written exam; 1 hour

Topic 3 – Christian Ethical study: different topical issues looking at Catholic views; Written exam; 1 hour

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 Available

GCSE

Examination Board

AQA

Content and Description

Science aims to produce students with 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 specialists. There is a short test at the end of each topic. This course gives the students a full GCSE in each of the three separate subjects and provides an excellent foundation for studying any or all of the three Sciences at A level.

Topics covered include: Cell biology, Organisation, Infection and response, Bioenergetics, Homeostasis and response, Inheritance, variation and evolution, and Ecology in GCSE Biology. Atomic structure and the periodic table, Bonding, structure and the properties of matter, Quantitative chemistry, Chemical changes, Energy changes, The rate and extent of chemical change, Organic chemistry, Chemical analysis, Chemistry of the atmosphere and Using resources in GCSE Chemistry. Forces, Energy, Waves, Electricity, Magnetism and electromagnetism, Particle model of matter, Atomic structure, Space physics in GCSE Physics.

Assessment

Students will complete the three single science qualifications in Biology, Chemistry and Physics. Each science is taught as topics which cover the full breadth of that science. The topics are designed to lead to a deeper understanding of the subject.

Assessment for GCSE Triple Science

Science is a practical subject. During the course students will complete 12 required practicals for each science. These are not assessed directly, but working scientifically, use of apparatus and technical skills will be assessed across all papers in the final exam.

Examinations (100%)

* Two 105 minute exam papers for each subject, each worth 50% of a GCSE. The questions consist of multiple choice, structured, closed short answer and open response questions.

* These are taken in June in year 11.

* Higher tier targets grades 9 to 4 and Foundation grades 5 to 1.

* It is possible to sit a different tier for each science but both exams in that science must be the same tier

Sociology

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

