

St John Fisher Catholic Voluntary Academy

Key Stage 4

**Courses
Booklet**

2015-2017

Key Stage 4 2015-2017
Information Evening: 15th January 2015
Preference Blocks

Core Subjects	Block A	Block B	Block C	Block D Chosen in Y9
RE English Mathematics Science PE PSHCE	Business	Art	Food	Art
	Computer Science	French	Media	Business
	Geography	Health and Social Care	PE	Computer Science
	History	History	Product design	Creative iMedia
	Separate Sciences	Separate Sciences	Resistant Materials	Further Maths
			Separate Sciences	Music
			Sport	
			Textiles	
			Collegiate courses: Construction Hair and Beauty Dance	

The Preference Blocks have been prepared using data gathered from the "Preference Pilot" which took place last term.

In response to the reforms in education introduced by the government, and to give our students the greatest opportunities in the future, our Governors have decided that approximately 50% of students will study Separate Sciences as part of their core curriculum. This means that they will study separate GCSE's in Biology, Chemistry and Physics. These students must also study **at least one** subject from **History, Geography, French, Spanish and Computer Science. We strongly recommend that students study a Modern Foreign Language.**

The majority of pupils who are not required to study Separate Sciences will study the GCSE Core and Additional Science course which is worth 2 GCSE's. A smaller number of students will study the Cambridge Nationals Science course which will give students the equivalent of two good GCSE grades. Students who are not studying Separate Sciences will be required to study **at least TWO** subjects from **History, Geography, French, Spanish and Computer Science.**

Please note that whilst Block D is shown above to illustrate the full programme of study that students will be undertaking, students have already made these choices and have begun their studies in these subjects. There is no opportunity to change the choices in Block D.

It is extremely important that students follow a relevant curriculum that meets their own needs. Therefore, whilst we endeavour to give students as much choice as possible, some students may be directed to spend more time on subjects such as English and Maths, during the course of their Key Stage 4 programme.

The relevant form for your child is enclosed with this information and should be returned directly to the Main School Office no later than Monday 26th January.

Late forms may mean that a pupil cannot access their first preferences. In the unfortunate event of a pupil being unable to attend the Information Evening, a form may be collected from Friday 16th January onwards, from the Year 9 Director of Study, Mr Shepherd.

Students need to think hard about their choices, linking them wherever possible to future career plans, and preferred styles of learning. Changes of mind later on often lead to disappointment. This can happen where decisions are made because of friendship groups rather than suitable subject choices.

The listing of a course in the table above is not a guarantee that the course will run. Very small groups will not go ahead, but any students affected will be given preference in their second choice. Some courses are only able to provide one group, where there are limitations on staffing or specialist rooms; others will be organised in more than one group.

Collegiates

St John Fisher's has been a key supporter of the Collegiate programme over the years. This programme has allowed pupils from all over Kirklees to access courses at other institutions.

Changes to government policy and funding led to a severe reduction in courses offered, and most courses are now offered in Huddersfield rather than Dewsbury. It is not anticipated that the situation will improve this year. Further, travel problems over the last two years suggest that sending our pupils to Huddersfield for half a day is not a realistic option.

It is possible that we could arrange for a small number of pupils to access a course in **Hair and Beauty** at in-House Training in Ravensthorpe.

Pupils who wish to do one of these courses should choose it as a first preference in Block C.

Last year, some of the schools in the Dewsbury Learning Partnership (ourselves, Westborough and Thornhill) tried to continue the good work established by Collegiates, and opened their "Block C" options to each other. Courses for which limited places may be available are:

BTEC Dance
BTEC Construction

It is possible that, where a subject cannot be run at St John Fisher's, pupils may be able to access that subject at one of the local schools in the Dewsbury Learning Partnership. In particular, provision can be made for the small number of pupils who wish to study Dance. They should choose this as a first preference in Block C.

Work Based Learning and Young Apprenticeships

As with the Collegiates programme, it may not be possible to access these courses this year. Where possibilities arise, suitable students will be approached by Mr Shepherd.

Supported Study

We expect pupils to study a curriculum that is appropriate for their ability and aspirations and some students may find it difficult to cope with the demands of 4 option subjects. For these students, there is the possibility of 'Supported Study' to allow some extra time on their other subjects.

GCSE Religious Studies

Religious studies is part of the Core Curriculum, all students study it and benefit from it.

Aims

The course aims to give students opportunities to:

- Adopt an enquiring, critical and reflective approach to the study of religion.
- Explore religions and beliefs, reflect on fundamental questions, and engage with them intellectually and respond personally.
- Enhance their spiritual and moral development and contribute to their health and well being.
- Enhance their personal, social and cultural development, their understanding of different cultures locally, nationally and in the wider world and contribute to social and community cohesion.
- Develop their interest in, and enthusiasm for, the study of religions and relate it to the wider world.
- Reflect on and develop their own values, options and attitudes in light of their learning.

Course Structure

Students study for a full GCSE qualification in the following way:

Unit 3 Religion and Life Based on a study of Roman Catholic Christianity

Unit 8 Christianity & Islam

Course Content

The following topics will be studied in Unit 3:

Agnosticism	Abortion	Adultery	Community Cohesion
Atheism	Assisted Suicide	Civil Partnership	Discrimination
Conversion	Euthanasia	Cohabitation	Ethnic Minority
Free Will	Inter Faith Marriages	Miracles	Near Death Experience
Faithfulness	Multi Ethnic Society	Moral Evil	Non-Voluntary
Homosexuality	Multi Faith Society	Natural Evil	Euthanasia
Nuclear Family	Prejudice	Numinous	Paranormal
Pre-marital Sex	Racial Harmony	Omni-benevolent	Quality of Life
Procreation	Racism	Omnipotent	Reincarnation
Promiscuity	Religious Freedom	Omniscient	Resurrection
Re-constituted Family		Religious Pluralism	Prayer
Sanctity of Life	Re-marriage	Sexism	Voluntary Euthanasia
Immortality of the Soul	Contraception		

The following topics will be studied in Unit 8:

Addiction	Aggression	Artificial Insemination	Bible
Bullying	Capital Punishment	Church	Conflict Resolution
Conscience	Conservation	Creatism	Crime
Democratic Processes	Deterrence	Electoral Processes	Embryo
Environment	Exploitation	Forgiveness	Global Warming
Human Rights	Infertility	In-vitro fertilisation	Judgement
Just War	Justice	Law	Natural Resources
Organ Transplantation	Pacifism	Political Party	Pressure Group
Reconciliation	Reform	Rehabilitation	Respect
Responsibility	Sin	Situation Ethics	Social Change
Stewardship	Surrogacy	The Decalogue	The Golden Rule
The United Nations	Weapons of Mass Destruction	World Peace	

Assessment

Two written papers: Both at the end of Yr 11

Unit 3 Religion and Life based on a study of Roman Catholic Christianity
100%
1 hour 30 minutes examination

Unit 8 Christianity & Islam
100%
1 hour 30 minutes examination

There is one tier of assessment in the examination papers.

The full range of GCSE grades A* to G will be available on one single tier.

Further Study/Employment

Students can continue their studies at Advanced Level in the Sixth Form. Religious studies complements most advanced subjects.

It is useful for careers in:

Journalism	Psychology	Nursing	Social Work
Teaching	Religious Life	Banking	Medicine

Grade Description:

A	<p>Candidates demonstrate detailed knowledge and thorough understanding of religion to describe, explain and analyse the significance and impact of beliefs, teachings, sources, practices, ways of life and forms of expressing meaning. They interpret, draw out and explain the meaning and importance of the beliefs and practices of the religion(s) and/or beliefs studied, and assess the impact of these on the lives of believers. They explain, where appropriate, how differences in belief lead to differences of religious response. They understand and use accurately and appropriately a range of specialist vocabulary.</p> <p>They use reasoned argument supported by a range of evidence to respond to religious beliefs, moral issues and ultimate questions, recognising the complexity of issues. They demonstrate informed insight in evaluating different points of view to reach evidenced judgements about these beliefs, issues and questions.</p>
C	<p>Candidates demonstrate sound knowledge and understanding of religion to describe and explain the significance and impact of beliefs, teachings, sources, practices, ways of life and forms of expressing meaning. They show awareness of the meaning and importance of the beliefs and practices of the religion(s) and/or beliefs studied, and can describe the impact of these on the lives of believers. They recognise how differences in belief lead to differences of religious response. They communicate their ideas using specialist vocabulary appropriately.</p> <p>They use argument supported by relevant evidence to express and evaluate different responses to issues studied. They refer to different points of view in making judgements about these issues.</p>
F	<p>Candidates demonstrate basic knowledge and understanding of religion to describe, with some reasons, the significance and impact of beliefs, teachings, sources, practices, ways of life and forms of expressing meaning. They show some awareness of the meaning and importance of the religion(s) and/or beliefs studied, sometimes recognising and making simple connections between religion and people's lives. They communicate their ideas using everyday language.</p> <p>They present reasons in support of an opinion about the issue studied, and show some understanding of the complexity of the issues by describing different points of view.</p>

P.S.H.C.E.

Year 10

Topics:	Citizenship	<ul style="list-style-type: none">- Economic Awareness- Effects of Anti-social behaviour and solutions- Rights and responsibilities
	Health Education	<ul style="list-style-type: none">- Drugs Education- Emotional health
	Careers Education	<ul style="list-style-type: none">- Enterprise- Post-16 Options- Target Setting

Visiting Speakers and Visits out of school

Year 11

Topics:	Citizenship	<ul style="list-style-type: none">- Economic Awareness- Human Rights- Terrorism
	Careers	<ul style="list-style-type: none">- Enterprise- Personal Statements- Curriculum Vitae- Mock interviews
	Health Education	<ul style="list-style-type: none">- Independent Living
	Connexions Advisor -	<ul style="list-style-type: none">- Individual and group interviews- Applications for apprenticeships

GCSE English & English Literature

Overview

English and English Literature are two separate GCSEs taught during Years 10 and 11.

At GCSE the course will develop the skills that you have learnt during your school career, teaching you to analyse, review, explain, inform, narrate – as well as many other skills you will need in the work place. Whilst English Literature teaches you to focus on analysing texts and commenting on the choices that writers make, English also helps you to develop your ability to express yourself in non-fiction areas.

All assessment in English and English Literature towards your final grade is through exams.

English Language



Paper 1: Explorations in Creative Reading and Writing

1 hour 45 minutes

80 marks

50% of GCSE

Reading

One single literature fiction text

Four questions to answer

Writing

One extended descriptive or narrative writing task.

Paper 2: Writers' Viewpoints and Perspectives

1 hour 45 minutes

80 marks

50% of GCSE

Reading

One non-fiction and one literary non-fiction text

Four questions to answer

Writing

One extended piece of writing to express a viewpoint.

Speaking and Listening

This is also assessed and given a separate mark; however, it will not count towards the final GCSE grade.

English Literature



Paper 1: Shakespeare and the 19th Century novel

1 hour 45 minutes

64 marks

40% of GCSE

Section A - Shakespeare

One question on a play of choice (chosen by the school), writing about a section of the play and then the play as a whole.

Section B – the 19th century novel

One question on a novel of choice (chosen by the school), writing about a section of the novel and then the novel as a whole.

Paper 2: Modern texts and poetry

2 hours and 15 minutes

96 marks

60% of GCSE

Section A – Modern texts

Students answer one essay question from a choice of two on the studied modern drama or prose text.

Section B – Poetry

Students will answer one comparative question on one named poem and one other poem from their anthology cluster.

Section C – Unseen poetry

Students will answer one question on an unseen poem and one question comparing this poem with a second unseen poem.

GCSE Mathematics

Key Stage 4 Information

In Years 10 and 11, pupils study for their GCSE Mathematics examination. A non-calculator and 2 calculator linear examinations will be sat at the end of the 2 year course. The assessment objectives below define the types of question that are set in the exam:

Assessment objective	What it is	What this means	% of marks in the exam - Foundation	% of marks in the exam - Higher
A01	Recall and use knowledge of the prescribed content: Number, Algebra, Geometry and Statistics and Probability	Standard questions testing your knowledge of each topic.	50%	40%
A02	Select and apply mathematical methods in a range of contexts.	Deciding what method you need to use to get to the correct solution to a contextualised problem.	25%	30%
A03	Interpret and analyse problems and generate strategies to solve them.	Solving problems by deciding how and explaining why.	25%	30%

20% - 30% of the marks in the final examination will also include a functional element. Functional maths is about being able to apply maths in everyday, real-life situations.

There will be marks in the exam for showing your working 'properly' and explaining clearly. In the exam paper, such questions will be marked with a star (*). You need to:

- Use the correct mathematical notation and vocabulary, to show that you can communicate effectively;
- Organise the relevant information logically.

Candidates will be required to use a **pair of compasses, ruler, protractor and calculator** during the examination. **It is very important that pupils own the above equipment and bring it to class** where they will be taught to use the appropriate item efficiently.

Pupils will also be given practice in, and encouraged to, complete mental computations. One of the two written papers is taken without a calculator and many marks are awarded for correct methods seen.

The course allows two tiers of entry, Higher tier and Foundation tier. The Higher tier provides students with the possibility of scoring grades 9 to 4, whilst Foundation tier entry provides possibilities for scoring grades 5 to 1.

Course Assessment

Throughout the 2 year course pupils will take end of chapter tests and sit a range of assessments to help them prepare for the single GCSE examination that will be administered at the end of year 11.

Key Grade Descriptors

1. Grade 8

To achieve grade 8, candidates will be able to:

- perform procedures accurately
- interpret and communicate complex information accurately
- make deductions and inferences and draw conclusions
- construct substantial chains of reasoning, including convincing arguments and formal proofs
- generate efficient strategies to solve complex mathematical and non-mathematical problems by translating them into a series of mathematical processes
- make and use connections, which may not be immediately obvious, between different parts of mathematics
- interpret results in the context of the given problem
- critically evaluate methods, arguments, results and the assumptions made

2. Grade 5

To achieve grade 5, candidates will be able to:

- perform routine single- and multi-step procedures effectively by recalling, applying and interpreting notation, terminology, facts, definitions and formulae
- interpret and communicate information effectively
- make deductions, inferences and draw conclusions
- construct chains of reasoning, including arguments
- generate strategies to solve mathematical and non-mathematical problems by translating them into mathematical processes, realising connections between different parts of mathematics
- interpret results in the context of the given problem
- evaluate methods and results

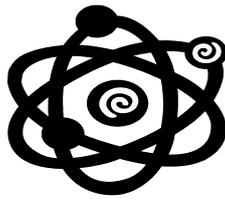
3. Grade 2

To achieve grade 2, candidates will be able to:

- recall and use notation, terminology, facts and definitions; perform routine procedures, including some multi-step procedures
- interpret and communicate basic information; make deductions and use reasoning to obtain results
- solve problems by translating simple mathematical and non-mathematical problems into mathematical processes
- provide basic evaluation of methods or results
- interpret results in the context of the given problem



GCSE and BTEC Science



Science is a core subject of the National Curriculum.

The Science GCSE curriculum is designed to allow pupils to:

- develop their knowledge and understanding of the material, physical and living worlds
- develop their understanding of the nature of science and its applications and the interrelationships between science and society
- develop an understanding of the importance of scale in science
- develop and apply their knowledge and understanding of the scientific process through hypotheses, theories and concepts
- develop their understanding of the relationships between hypotheses, evidence, theories and explanations
- develop their awareness of risk and the ability to assess potential risk in the context of potential benefits
- develop and apply their observational, practical, enquiry and problem-solving skills and understanding in laboratory, field and other learning environments
- develop their ability to evaluate claims based on science through critical analysis of the methodology, evidence and conclusions
- develop their skills in communication, mathematics and the use of technology in scientific contexts.

The course is split into two parts. In Year 10, students will study the core element of the National Curriculum which leads to one GCSE in Core Science. In Year 11, the students will study Additional Science where the science learnt in the Core will be developed and enhanced to explain the underlying principles supporting scientific ideas. The completion of the Additional Science course will lead to a second GCSE in Science.

Pupils will sit all examinations linked to the Core GCSE in June of Year 10 and achieve a grade for this qualification; the examinations for Additional Science will be completed in June of Year 11.

However, any student who achieves a Level 6 or above in their KS3 work is encouraged to choose to study the three separate sciences: Biology, Chemistry and Physics. This leads to the award of one GCSE in each discipline at the end of Year 11. The programme of study in each discipline is exactly the same as that studied for Core and Additional GCSEs in Science but an extra, more complex, unit is studied in greater depth, for each separate science.

The examinations for the Biology, Chemistry and Physics GCSEs will all take place in the summer term of Year 11.

Each GCSE, Core, Additional, Biology, Chemistry and Physics, has a unit that is assessed by up to two ISAs. Students will be required to plan and undertake a scientific investigation relevant to the content taught in year 10 and 11. This will make up 25% of the total grade with the other 75% being made up by 3 exams for each Science.

A number of students will undertake the Level 2 Cambridge Nationals Science in Year 10 and if successfully completed then a further Level 2 Cambridge Nationals Science in the Workplace in Year 11, which is being offered through the exam board OCR.

The Level 2 Cambridge Nationals Science leads to an award which has equivalence to 1 GCSE. The Level 2 Cambridge Nationals Science also leads to an award which has equivalence to 1 GCSE, a Level 2 Pass is equivalent to a 'C' grade; Level 2 Merit is equivalent to a 'B' grade; Level 2 Distinction is equivalent to an 'A' grade. For those students who are unable to fully achieve the Level 2 qualification there is the possibility of a Level 1 qualification in Science being awarded.

The course is assessed by a completed portfolio of work over two years. There are two external examinations, one in Science (R072) and one in Science in the Workplace (R075). Excellent attendance is essential due to the continuous assessment approach this course offers.

The course helps to provide technical and employable skills, knowledge and understanding which are transferable and will enable students to meet changing circumstances. The Level 2 Cambridge Nationals qualifications are recognised by employers and education institutions and offer a good progression route to more advanced qualifications.

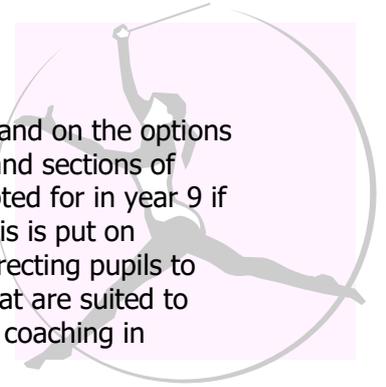
Other than students choosing the separate sciences as an option, all other students will be assigned to either a GCSE class or a Cambridge National class based on past performance and the professional judgement of teaching staff to allow them to progress on the route that will allow them to achieve. Some students may complete the Core GCSE and then progress to an alternative qualification in Year 11; this will be based upon results and achievement in Year 10.

What now?

If you want to study separate GCSEs in Biology Chemistry and Physics you need to select 'Separate Science' in one of the available option blocks.

If you do not want to study separate science GCSEs you will be assigned to a GCSE or Cambridge National class as appropriate.

PHYSICAL EDUCATION



In Key stage 4 PE more responsibility is given to pupils. In year 10 our pupils expand on the options from year 9 and start to develop their leadership further by leading small groups and sections of lessons. Pupils have the opportunity to re-evaluate the choice of pathway they opted for in year 9 if they feel they would be better suited to learning in a different way. More emphasis is put on developing pupil's self-management and organisational skills in key stage 4 and directing pupils to lifelong involvement in physical activity by providing opportunities and activities that are suited to individual groups. Pupils are introduced to more detailed points of leadership and coaching in preparation for the Level 1 Leadership Award in year 11.

Sport for Life

Pupils are involved in a variety of activities that promote a Healthy Active Lifestyle and encourage lifelong physical activity. Pupils will accurately replicate actions, phrases and sequences through activities such as Dance and aerobics and understand what it means to be fit and healthy through HRF. Pupils still experience games activities but with more emphasis on pupils development of skill and playing, rather than tactical appreciation.

Performance

Pupils are involved in activities that promote problem solving and are encouraged to think tactically in individual and group scenarios to outwit opponents. This route has a more game based focus and aims to develop pupil's awareness of their strengths and to identify opponent's weaknesses as a strategy for success. Pupils who study GCSE PE as one of their option subjects are encouraged to follow this route.

Both routes allow pupils to work at their maximum level and aim to develop pupil's speeds, strength, stamina and suppleness through a range of activities. Pupils will draw on and further develop the range of skills and knowledge they developed in key stage 3.

Example Year 10 Physical Education Programme			
TUESDAY PERIODS 5&6			
Boys		Girls	
Sport For Life	Performance	Sport For Life	Performance
2nd September – 27th September (4 lessons)			
Outwitting Opponents (S.Hall)	Athletics	Dance	Athletics
30th September- September – 25th October (4 lessons)			
Outwitting Opponents (Astro)	Outwitting Opponents (S.Hall)	Gym	Outwitting Opponents (Courts)
4th November– 22nd November (3 lessons)			
HRF	Outwitting Opponents (Fields)	Sport Ed	Outwitting Opponents (S.Hall)
25th November– 13th December (3 lessons)			
Gym	Outwitting Opponents (Astro)	Outwitting Opponents (S.Hall)	Outwitting Opponents (Astro)
16th – 20th December – House Competition			
6th January – 24th January (3 lessons)			
Indoor Option (S.Hall)	Outdoor Option	Outwitting Opponents (Astro)	HRF
27th January – 14th February (3 lessons)			

Outwitting Opponents (Courts)	Outwitting Opponents (S.Hall)	HRF	Sport Ed
17th February – 14th March (3 lessons)			
Outdoor Option	HRF	Outwitting Opponents (Astro)	Outwitting Opponents (S.Hall)
17th March – 4th April (3 lessons)			
HRF	Sport Ed	Indoor Option (S.Hall)	Outwitting Opponents (Astro)
7th April – 9th May (3 lessons)			
Outwitting Opponents (Astro)	Non Traditional Option (Fields)	Aerobics	Indoor Option (S.Hall)
12th May - 6th June (3 lessons)			
Outwitting Opponents (Fields)	Outwitting Opponents (Astro)	Outwitting Opponents (Courts)	Aerobics
9th June – 27th June (3 lessons)			
Athletics	Athletics	S and F	S and F
30th June - 18th July (3 lessons)			
S and F	S and F	Athletics	Athletics

In year 11 our key focus is leadership. Pupils complete the Level 1 Sports Leadership Award. There are a number of key units that pupils complete and develop evidence for. Every 6 weeks pupils move on to a new unit delivered by a different member of the PE department in order to cover the depth and range of level 1 award. Pupils develop their leadership through a range of different activities and tasks. The aim is to provide pupils with the skills and confidence to be able to demonstrate one hour of independent leadership in an activity of their choice, with their peers, by the end of the year. This is done through smaller leadership tasks, teaching of key skills and group delivery throughout the year.

The syllabus is designed to develop generic leadership skills that can be applied to a variety of sports and/or recreational situations as well as contributing to the personal development of the learner. The award is a nationally recognised qualification and teaches leadership skills, organisation, planning, communication and teamwork through sport.

Unit Title and Outline	Guided Learning Hours	Notional Learning Time	Average Learning Time	Credit Value
<p>Plan, lead and review a sport/activity This unit will provide learners with a practical overview of the factors that should be considered when planning and leading a sports activity. Learners must also complete one hour of leadership demonstration as part of this unit</p>	12 hours	8 hours	20 hours	2
<p>Developing leadership skills Learners will investigate the skills, qualities and values that a good leader will need, as well as learning how to motivate and manage participant behaviour.</p>	3 hours	3 hours	6 hours	1
<p>Lead activities that promote a healthy lifestyle</p>	5 hours	5 hours	10 hours	1

Through practical application this unit will teach what is meant by a 'healthy lifestyle', and how to lead sessions that may contribute to this.				
Fair play in sport This unit looks at what is meant by 'fair play', why it is important, and how a Sports Leader may encourage this ideal.	5 hours	2 hours	7 hours	1
The role of the official Gives learners an opportunity to investigate the role that different officials play in sport, and to take on this role for themselves.	5 hours	2 hours	7 hours	1
Opportunities in sport and recreation Learners will investigate the opportunities available to them within the local community. They will identify how they might continue to develop as Sports Leaders once they have completed their qualification.	3 hours	3 hours	6 hours	1
TOTAL	33	23	56	7

GCSE Physical Education

Year 10

Topics

Citizenship

Finance
Effects of Anti-Social behaviour and solutions
Rights and responsibilities

Health Education

Drugs Education
Emotional health
Sexual Exploitation

Visiting Speakers

Year 11

Topics

Citizenship

Finance
Human Rights
Terrorism
Politics – Formation of the UK government
The EU

Careers

Enterprise
Personal Statements
Curriculum Vitae
Mock Interviews

Health Education

Independent Living
Drug Education

Connexions Advisor

Individual and group interviews
Applications for apprenticeships



Art & Design

Art & Design offers an exciting, challenging GCSE for all those students that enjoy being creative and experimenting with different Art processes.

The course gives students the opportunity to explore the work of a range of artists and use different mediums and techniques to develop their own artistic style.

These include:

- Fine Art (drawing, painting & printmaking)
- Graphic Communication
- Textiles Design
- Three-Dimensional Design
- Photography, Lens-based and light based media



Course Outline

Coursework is 60% of the overall GCSE.

In the coursework students will study three units over a five term period.

Each unit of study is based around two or three artists and will include: research sheets, initial ideas, development work & final outcome/outcomes in a chosen medium/mediums.

Exam 40% Of the overall GCSE

The exam board sets eight topics/questions - the students are to choose one of them to answer.

Students will be have 4 weeks prior to the exam to research & develop their ideas/response to one of the exam questions. The work may be presented in sketchbooks or mounted sheets depending on the student's preference.

The supervised exam time will focus on producing a final piece or pieces of work that follows on from the original development. (work done in the build up to the exam)

All work submitted for all units will be marked as a whole and must cover all four assessment objectives.

Assessment Objectives

A01 Develop ideas that make links with Artist work

A02 Refine work using different materials review / modify

A03 Gather drawings or photographs for research

A04 Make a personal response. Make links with artists work

Art and Design Experience

Students will be given the opportunity to take part in cultural trips to experience Art from first hand observations. This will enable the students to broaden their understanding and use their knowledge within their course work.

GCSE Art & Design Further Education Opportunities:

AS/A Level Art & Design, BTEC Art & Design & Foundation studies Art & Design.
All of the above could lead on to a BA Hons Degree.

Career Suggestions

Animator, costume designer, fashion/clothing designer, fine artist, florist, jeweller, stage/set designer, ceramic/pottery maker, landscape architect, architect, graphic designer, illustrator, photographer, web designer.

If you have any queries contact the Art & Design Staff Mr H Edwards, Mrs C Middleton or Mr M Sandhu.

Grade Descriptions

Grade A

Candidates combine their knowledge, skills and understanding in resourceful, discriminating and purposeful ways and sensitively and skilfully record and interpret observations and experiences. They present ideas and the results of thorough research and enquiry in forms that clearly relate to and facilitate the realisation of intentions. Candidates perceptively and effectively analyse and evaluate images, objects and artefacts. Responses, interpretations and subsequent developments are clearly informed by an understanding of context. Candidates creatively develop and explore ideas and sustain related activity. They confidently manipulate and exploit appropriate media, processes and resources. Significant relationships are established between process and product and work is subjected to continuing review, modification and refinement as it progresses. Candidates present imaginative and personal responses and intentions are realised in a coherent and competent manner. They make perceptive and informed connections between personal lines of enquiry and the work of others.

Grade C

Candidates combine their knowledge, skills and understanding in a generally appropriate manner. They record and respond to observations and experiences and present ideas and results of their research and enquiry in forms that are consistent with intentions. Candidates analyse and evaluate images, objects and artefacts with a sense of purpose. They demonstrate understanding of contexts when developing response. Candidates effectively develop and explore ideas. They select and employ media, processes and resources appropriately, understand the relationship between process and product and demonstrate an ability to review, modify and refine their work as it progresses. Candidates make connections with the work of others, which inform personal responses and support the realisation of intentions.

Grade F

Candidates demonstrate some ability to combine the knowledge, skills and understanding they have developed; they select and record observations and draw upon their experiences and present idea with some understanding of the links between form and intention. Candidates make an attempt to analyse and evaluate images, objects and artefacts and, in their responses, evidence modest understanding of context. They develop and explore ideas and use media, processes and resources with some control and understanding and make an attempt to review, modify and refine their work as it progresses. Candidates make a personal response when endeavouring to realise intentions and seek to make connections between their own work and that of others.

Student Needs

It is expected that each student provide themselves with the essential artists' supplies such as a set of drawing pencils, a good quality A3 sketch pad and some colours for homework and an A2 portfolio with which students can transport and keep their work.

Further Education and Employment

Having successfully gained the required higher grades, students can follow a one year course leading to AS Art & Design or a two year course leading to A-level Art and Design.

The "Arts" is one of the major employers in the country, standing at over 40%. There are many outlets for the artist. These can range from fine art, antique trade, leisure industry – television, advertising, publishing and printing, illustration, graphic design, industrial design, fashion, theatre design, photography, computer graphics, architecture and interior design... the list is almost endless.

Business Studies

What will I learn?

You will be introduced to the world of small businesses and will look at what makes someone a successful business person. You will find out how to develop an idea and spot an opportunity, and turn that into a successful business. You will understand how to make a business effective and manage money. You will also see how the world around us affects small businesses and all the people involved.

Unit 1: Introduction to Small Business 25% of GCSE

This unit contains five topics:

- spotting a business opportunity
- showing enterprise
- putting a business idea into practice
- making the start-up effective
- understanding the economic context.

Unit 2: Investigating Small Business 25% of GCSE

For this Unit you will complete internally assessed controlled piece of work. You will selection 1 out of 5 questions set by the Examination Board.

Students then answer the question completing the following work:

- Conduct research/investigation– approximately two weeks of curriculum of time (a maximum of six hours).
- Analysis/evaluation of task (final write-up) – approximately one week of curriculum time (a maximum of three hours).
- The task is internally marked by teachers and moderated by Edexcel.

Unit 3: Building a Business 50% of GCSE

This unit contains five topics:

- marketing
- meeting customer needs
- effective financial management
- effective people management
- the wider world affecting business

Qualification results:

Qualification grades are *A A B C D E F G

Progression:

You can study Business at AS/A level in the sixth form at St John Fisher Catholic Voluntary Academy and then progress onto University to study at degree level in subjects such as Business Management, Marketing and Accountancy. Business can also allow you to progress into a wide range of employment opportunities.

GCSE Design and Technology

Design and Technology is an essential aspect of our lives as it is a major aspect of today's environment. All products are designed and manufactured and they are produced to enrich and improve society. You have the opportunity to choose one of the following Design and Technology subjects:

- FOOD TECHNOLOGY**
- PRODUCT DESIGN**
- RESISTANT MATERIALS**
- TEXTILES TECHNOLOGY**

All courses cover the following assessment criteria.

The assessment will consist of **TWO** components, a **TERMINAL EXAM**, which is allocated **40%** of the **GCSE marks**, and a **COURSEWORK PROJECT**, which is allocated **60%** of the **GCSE marks**.

The examination will be set in two levels:

- **FOUNDATION** **Grades G-C**
- **HIGHER** **Grades C-A***

The **COURSEWORK** project should be completed within **40 HOURS** of teacher supervised class time and this will be mainly concentrated upon in Year 11.

Choosing the correct Design and Technology GCSE subject

Making the right choice is very important, as you will be studying your subject choice for the next TWO years. Read all of this information very carefully, ask advice and guidance from Design and Technology teaching staff.

Summary of Design and Technology GCSE Courses

Food Technology

In Food Technology you will have the opportunity to improve your practical cooking skills and develop and design new food products, and it also allows you to understand and appreciate the design and manufacture of one of life's most important elements – food.

During the course in **Year 10** you will complete a range of projects to build on your knowledge and understanding of Food Technology. This will be preparation for coursework that will be completed in Year 11. Some of the practice projects will include Bread, Cook Chill meals and luxury products for Christmas. You will develop skills in producing food safely and ready for production in quantity.

In **Year 11** you will choose your own project – which takes up the majority of Year 11. There will be clear guidance and deadlines given for completion of work and it will be your responsibility to successfully complete a wide range of practical work. To study this course you need to be highly organised, enthusiastic, committed, have the ability to plan ahead; all these skills can be used in a wealth of career opportunities.

Product Design

Product Design is an exciting new GCSE Design and Technology subject that allows pupils to design and manufacture products such as packaging units, MP3 players, docking stations, hand held computer devices, digital cameras, etc...

In Year 10 you will cover minor practice project and exam theory work. This year is for developing your design and making awareness and skill.

In Year 11 you will select to design a working Docking Station. Clear guidance and deadlines are given for completing all set project work. To study this course you need to have a passion for new technological products. Numerous career and educational opportunities are available to you including AS/A2 being offered in Sixth Form.

Resistant Materials

We live in a world where manufacturing plays a key role in society. The designing and making of items such as tin openers to computers are vital to improving the quality of life and economic success.

Resistant Materials is a very "hands-on" practical course. It allows pupils to combine their designing and making skills with knowledge and understanding to produce high quality product outcomes in a variety of materials, including plastics, metal and wood.

Throughout the two-year course, pupils' skills will be developed through a sense of focused tasks and project work where they can showcase their flair for practical and portfolio work.

The outcomes produced will enable pupils to express their aesthetic and creative skills. Where appropriate pupils will be encouraged to make effective use of ICT within their work. Many opportunities are open to Resistant Material pupils including the opportunity to study Product Design at AS and A2 level.

Textiles Technology

Studying Textiles at GCSE offers you the exciting opportunity to develop both your practical skills and knowledge of textile uses and manufacture.

In Year 10 you will complete two designs and make projects that allow you to learn new manufacturing and decorative techniques. In this year you will develop a high standard of design and written work. You will develop skills in colouring fabrics, hand and machine stitching, embellishment and pattern making. You will have the opportunity to work individually, in pairs and team working.

In Year 11 you will choose your own project focussing on Fashion, Interiors, Costume or Accessories. There will be clear guidance and deadlines given for completion of work. To study this course you will need to be highly organised, enthusiastic and enjoy creating and making. Successful candidates can use these skills in many careers or further education opportunities. Textiles and Design is currently offered at AS and A2 level.

General Grade Descriptors

Grade A

Pupils will acquire a high degree of Design and Making knowledge and understanding which will be reflected both on project coursework and theory examinations. High quality work reflects sound subject understanding and design appreciation, high levels can only be achieved by good time management, hard work and commitment. Pupils will produce an outstanding project coursework.

Grade C

Pupils will acquire a good degree of Design and Making knowledge and understanding which will be reflected both on project coursework and theory examinations. A grade C is achieved by covering all assessment criteria covered on the project coursework and theory exam. Appropriate use of design processes is required on the products of project coursework.

Grade F

Pupils will only acquire a basic degree of Design and Making knowledge and understanding which will be reflected both on project coursework and theory examinations. A grade F is achieved by fulfilling some of the assessment criteria of the course and areas of coursework project.

Geography

"Geography is a subject which holds the key to our future".

Qualification

GCSE

Assessment

External exam: 75%
Controlled assessment: 25%

Topics we might study:

- **Physical Topics** (Rivers, Coast, Tectonics & Water Management)
- **Human Topics** (Settlements, Economic activity, Population & Migration)

This includes the following:

Urban areas including cities – What's good and bad about urban areas? Problems and solutions to the issues.

Development – Looking at how countries improve themselves and the problems they face.

Water – Looking at rivers, flooding and issues surrounding water shortages around the world.

Coasts – Looking at how we can protect coastal homes from collapsing into the sea.

Lessons

Lessons will be mixed including mini-projects, library work, games, using play-doh and model making, drawing, writing and singing (yes you've read that right!). The more interesting the lesson – the more you'll remember but it all depends on your attitude & behaviour!

Career/16+ Pathways

Geography is ideal for anyone interested in the world, environment and current affairs. This subject is offered at A Level and Degree and could help you study other subjects like Leisure, Travel and Tourism, Environmental Studies and many others.

It is a broad subject which is offered at university and is highly valued by employers as they understand the importance of people gaining an understanding of the world around them. If you are interested in becoming a manager or a similar job, the decision making skills you learn in the subject will be an asset to you.

Jobs that are linked to Geography include:

- Travel agent
- Estate agent
- Tourist Information Centre

Reasons to choose this course

Geography is an exciting subject which looks in detail at the world we live in. Geography enables us to understand change, conflict and the key issues which impact our futures, tomorrow.

This course is for anyone who is interested in where they come from, where they are now and where they are going to in the future. Field work is an essential part of the course, we have in the past travelled to the Yorkshire Dales, The East Coast and could even go further next year.

Why should I take Geography?



Those who are interested in the world we live in, our environment and people, should consider Geography.

So...

If any of the below sound like you, then consider Geography because it helps you;

- To understand the environment at local and global scales
- To know your world through fieldwork
- To make wise decisions that balance the environment and development concerns
- To develop a wide range of skills such as presenting arguments or map skills
- To use computers and other technology for analysis / presentation
- To understand other cultures in UK and throughout the world
- To know where places in the world are

If you enjoy studying geography-carry on studying it! You are more likely to obtain your best results in a subject you enjoy.

Grade A

Students recall accurate detailed information about places, environments and themes and show a detailed knowledge of location and geographical terminology. They can apply their understanding to analyse unfamiliar contexts. They understand how physical and human processes interact and produce geographical characteristics. They can evaluate and understand complex relationships between people and the environment.

Grade C

Students recall, accurately, information about places, environments and themes and show detailed knowledge of location and terminology. They understand a range of processes, how they interact and how they affect geographical environments. They understand the relationship between people and the environment.

Grade F

Students can recall basic information about places, environments and themes. They display a simple level of knowledge of location and terminology. Students understand some simple geographical ideas and how they affect environments. They understand simple relationships between people and the environment.

Health and Social Care

What will I learn?

GCSE Health and Social Care is an ideal qualification for those pupils who want a board background in Health and Social Care or are considering a career in the care profession. The GCSE Health and Social Care:

- Actively engages students in the processes of Health and Social Care to help them develop as effective and independent learners.
- Encourages students to understand aspects of personal development and the health, social care and early-years sectors through investigation and evaluation of a range of services and organisations.

Unit 1: Understanding Personal Development and Relationships 40% of GCSE

This unit contains five topics:

- the stages and pattern of human growth and development
- the different factors that can affect human growth and development
- the development of self-concept and personal relationships
- major life changes and how people deal with them
- the role of relationships in personal development

Unit 2: Health, Social Care and Early Years Provision – 60% of GCSE

For this Unit you will complete internally assessed controlled piece of work. You will learn about the following topic areas and then produce an assignment under controlled conditions:

- the range of care needs of major client groups
- the types of services that exist to meet client groups needs and how they are organised
- the local and national partnership working to ensure the integration of services
- the ways people can obtain care services and the barriers that can prevent people from access to services
- the principles of care that underpin all care work with clients

Qualification results:

Qualification grades are *A A B C D E F G

Progression:

You can study Health and Social Care at AS/A level in the sixth form at St John Fisher Catholic Voluntary Academy and then progress onto University to study at degree level in subjects such as Nursing or Midwifery. Health and Social Care can also allow you to progress into a wide range of employment opportunities.

GCSE History

- * History is one of the oldest, most respected and proven academic subjects...but just as important, **History is relevant!**
- * Studying Modern World History will help you to understand the important issues that are on the news!
- * Studying History will help you to acquire skills, which will enable you to become more analytical and critical when looking at the media etc. It will enable you to develop an informed opinion, support conclusions and win arguments!
- * A recent survey by the Careers Advisory Service was impressed by the "very wide range of career areas" open to those who have studied History, ie studying History does not mean that you have to end up as a History teacher or an archaeologist! Employers understand and appreciate the skills that History gives you. You can go on to do just about anything.

Edexcel Syllabus A Modern World

The Edexcel History A course is divided into four units:

The course and examination structure is as follows:

Unit 1 1 ¼ hours **25%** of total marks

Peace and War: International Relations

1943-1991 including:

Causes and Development of the Cold War (1943-56)

The Cold War Crises: Berlin, Cuba & Czechoslovakia (c.1957-69)

Why did the Cold War end? From détente to the collapse of the Soviet Union (1991)

Unit 3 1 ¼ hours **25%** of total marks

Modern World Source Enquiry

War and transformation of British society c. 1903-28

Unit 2 1 ¼ hours **25%** of total marks

Modern World Depth Study

Germany 1918-39

Unit 4 **25%** of total marks

Representations of History

Controlled assessment
Vietnam 1960-75

Grade Descriptions

Grade A

Candidates can recall, select, organise and deploy historical knowledge to substantiate arguments and reach judgements. Produce developed and reasoned arguments and explanations. Critically evaluate and use a variety of historical sources to investigate and reach conclusions. Recognise history can be interpreted in different ways and assess the value of different interpretations.

Grade C

Candidates can recall, select, organise and deploy historical knowledge to support their descriptions of events. Produce structured descriptions and explanations. Evaluate and use a range of sources and draw relevant conclusions. Recognise that history can be interpreted in different ways.

Grade F

Candidates can recall, select and organise some historical knowledge. Describe some reasons for, and results of, change. Comprehend some sources of information, take them at face value and begin to assess their usefulness. Identify differences between ways in which people and events have been interpreted.

Teaching

GCSE History is taught via a variety of methods. You will have experienced some of these lower down in the school. All GCSE teachers place great emphasis on the acquisition of skills necessary for GCSE through widespread use of source material. Whilst there is still some weight attached to knowledge, the understanding and use of that knowledge is considered to be equally important.

Resources

- * a wide variety of books and written material
- * videos
- * audio tapes
- * visiting speakers
- * field trips including the World War One Battlefields Trip
- * access to departmental computers in the Humanities ICT suite

All pupils are also given a commercially produced revision book and a revision guide produced by the school.

All pupils studying GCSE History will have an opportunity to join the annual study visit to the World War One Battlefields in October, which has proved to be an extremely popular and useful trip.

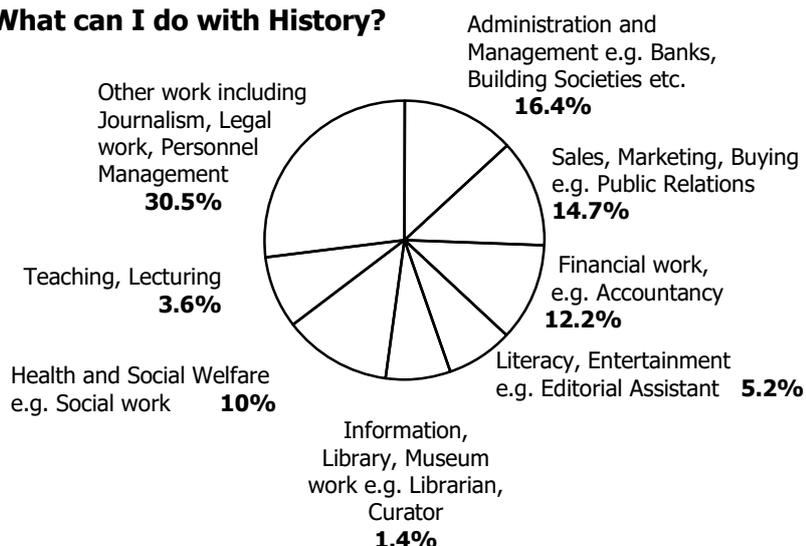
During Year 11 the department runs a voluntary after school controlled assessment support session and lunchtime/after school study group for those pupils who wish to improve their grades.

Where can History take me?

- * **A-levels** GCSE History is an excellent foundation for any A-level subject, especially English, Economics, Geography, (obviously A-level History!), and even Science subjects expect you to collate information and write coherently and logically – the most basic historical skill!
- * **Vocational Courses** GCSE History provides a solid basis for both intermediate and advanced GNVQ and BTEC qualifications. The skills-based approach to History is an excellent foundation for the skills and competency-based GNVQ courses.
- * **Higher Education** GCSE History, allied with A-levels and/or GNVQ BTEC, is an effective and proven route to University or College. History opens the door to a wide variety of higher qualifications.

Careers

What can I do with History?



This chart, showing the destination of History graduates, demonstrates the extremely wide variety of careers that are available to those who have studied History. History does not reduce career opportunities – quite the reverse, it increases your options.

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Information and Communications Technology (ICT) & GCSE Computing at St John Fisher

ICT skills are vital in today's society. No matter what job you want to do, ICT will be needed in some form or another. More and more jobs are requiring you to have studied ICT or Computing to at least GCSE level, and having these skills will open up many career opportunities to you.

At St John Fisher, there are two options available to you at KS4. You can opt to do the **Creative iMedia GCSE** or **GCSE Computing**.

Creative iMedia

This qualification will assess the application of creative media skills through their practical use. They will provide you with essential knowledge, transferable skills and tools to improve your learning and enhance your employability when you leave education. The qualification will encourage independence, creativity and awareness of the digital media sector.

Creative iMedia will equip you with a range of creative media skills and provide opportunities to develop, in context, desirable, transferable skills such as research, planning, and review, working with others and communicating creative concepts effectively.

Through the use of these skills, learners will ultimately be creating fit-for-purpose creative media products. Creative iMedia will offer challenge to all learners, including high attaining learners, by introducing them to demanding material and techniques; encouraging independence and creativity. The 'hands on' approach that will be required for learning has strong relevance to the way young people use the technology required in creative media.

In this course, you study 3 controlled assessment units and one exam unit as follows:

Pre-production skills (exam unit)

This unit will enable you to understand pre-production skills used in the creative and digital media sector. It will develop your understanding of the client brief, time frames, deadlines and preparation techniques that form part of the planning and creation process.

Planning is an essential part of working in the creative and digital media sector. This unit will enable learners to acquire the underpinning knowledge and skills needed to create digital media products and gain an understanding of their application.

Creating digital graphics

The graphic design industry is big business. We live, learn, work and play in a very visual world. Digital images influence our actions and thoughts; with or without words, successful digital images convey their message effectively so that the viewer receives and understands it – and can then act upon it. This unit will enable you to acquire the underpinning knowledge and skills to enable you to create, edit, enhance and save different types of digital image.

You then look at the following areas:

Creating an interactive product using multimedia components

Interactive products are used widely in everyday life: visiting a website, ordering an online product, using mobile phone applications, viewing a presentation or playing computer games. You will be able to develop and demonstrate creative flair by combining multimedia components to create a vibrant, energetic or stimulating webpage or interactive product.

Creating dynamic products using sound and vision

21st century technology such as gaming technologies, mobile phone apps, media marketing technologies and web-based technology make great use of dynamic specialist technologies that differentiate their products for the end user. You can focus on developing your expertise in music, video or animation. You may create products such as a music recording and/or mix, video news clip or animation for a webpage.

GCSE Computing

GCSE Computing encourages candidates to be inspired, moved and challenged by following a coherent, satisfying and worthwhile course of study. The course is designed to give students an insight into related sectors, and prepare them to make informed decisions about further learning opportunities and career choices.

The course enables pupils to:

- develop their understanding of current and emerging technologies, understanding of how they work and apply this knowledge and understanding in a range of contexts
- acquire and apply knowledge, some technical skills and an understanding of the use of algorithms in computer programs to solve problems using programming
- use their knowledge and understanding of computer technology to become independent and discerning users of IT, able to make informed decisions about the use and be aware of the implications of different technologies
- acquire and apply creative and technical skills, knowledge and understanding of IT in a range of contexts
- develop computer programs to solve problems
- develop the skills to work collaboratively
- evaluate the effectiveness of computer programs/solutions and the impact of, and issues related to, the use of computer technology in society.

In this course there are 2 controlled assessment units and one exam unit as follows:

Computer systems and programming (exam unit)

This unit covers the body of knowledge about computer systems on which the examination will be based.

Topics include:

Software

Hardware

Algorithms

Networks

The Internet

Practical Investigation

This unit is designed to provide pupils with an opportunity to carry out a practical investigation into a computing issue and engage them with computing in the real world.

The unit deliberately extends pupils work beyond the topics in the exam unit in order to provide a stimulating experience.

Pupils will study a range of topics and will be expected to carry out practical investigations of topics and any complete any supplementary research necessary to complete these investigations. They will produce a report in which the topic is analysed, justified and evaluated showing evidence of the practical work undertaken.

The research component may well involve some collaboration with other candidates in a group activity. Candidates will be expected to produce a report which will then be assessed under the four headings:

- practical activity
- effectiveness and efficiency of the solution
- technical understanding
- testing, evaluation, judgements and conclusions.

Programming project

The set of tasks within this controlled assessment will provide opportunities for the pupils to demonstrate practical ability to create computer programs to solve given problems. Pupils will need to create suitable algorithms which will provide a solution to the problem, then code their solutions in a suitable programming language. The solutions must be tested at each stage to ensure they solve the stated problem using a suitable test plan with appropriate test data. The language that will be used to develop solutions will be PYTHON.

Both Creative iMedia and Computing are controlled assessment intensive courses that require you to complete set tasks that are based around real world problems. These tasks are set by the exam board.

In order to gain the highest grades in either subject, you need to be able to work well under pressure and, be an excellent independent learner and self-manager – you need to be able to work to set deadlines whilst not needing to have a teacher stood over you the whole time.

GCSE Media Studies

Media Studies has proved very popular and students have enjoyed the chance to analyse texts as well as produce their own.

There is no need to have previous knowledge of Media Studies before opting for it. Indeed you probably already know more than you think you do about the media – hopefully Media Studies will help you to be able to make this knowledge more obvious and useful.

To understand Media Studies you need to learn about four **Key Concepts**. These are:

**Audience
Institutions**

**Media Language
Representation**

You will get the chance to apply these to a mixture of controlled assessments and productions, as well as in the final exam.

Anything else?

- * Media Studies can be taken to A-level (although you don't need it at GCSE for this) and also degree level. As it teaches you to analyse, work in groups, consider an audience and produce texts yourself you can offer employers many different skills.

Assessment

Controlled Assessment

These take up the first year of the course. You will study two different media (for example television, newspapers and film). When you write your essays you need to be able to refer to the Key Concept that you are focusing on and explain how it is addressed.

Practical Production

For the third piece of coursework you will get the chance to create a text of your own (a film extract, advert, newspaper pages, or magazine advert, for example). You can work on your own for this or with classmates. Your finished piece is accompanied by a written explanation of about 700 words. **Together the three pieces of controlled assessment add up to 60% of your total grade.**

Final exam

The final exam is on a pre-set topic. The material is released four weeks before your exam. During this time you can go over it and decide how you want to approach it and what you need to do to answer it. Then four weeks later you sit an exam answering four tasks. **This is 40% of your total grade.**



What is needed for each grade?

Grade A

Use analytical techniques and a wide vocabulary to evaluate media. Show a thorough grasp of the Key Concepts. Demonstrate an understanding of media institutions and the effect they have. Show confidence and ability in production work to use technology and follow the conventions of the medium.



Grade C

Understand a range of media and conventions. Identify the representations offered by the media and their appeal to an audience. Understand the media institutions and the effect they have on texts. Show some ability to use the available technologies to produce texts.

Grade F

Show a basic understanding of media conventions and the ability to describe some representation. Limited awareness of the link between texts and audiences. A basic grasp of how institutions work. Coursework shows some awareness of how to produce a media text and the ability to use some technology.

GCSE Modern Languages

Do I have to study a language?

No, but you are advised either to continue your study of French, or Spanish. Here's what some pupils in Year 10 have to say about French.

"Why did I choose French?"

"That's the question I'd been asking myself since handing my options letter in, but now I'm glad I did! It's a great feeling, to know you could have a conversation with someone in France, and learning a language is very rewarding! Languages resolve conflict and are the key those open doors for vital opportunities in life."

"I chose French because I enjoyed it at KS3. I think it is very interesting and can help with your future."

"I chose French because I've always wanted to have another language and it is very important to have one. It opens up a lot of job opportunities, employers look for them on a C.V, I also took it because I'm good at it, I enjoy it and it's interesting. Learning one language makes learning another easier."

FRENCH AT GCSE

There are four main themes to be covered during the course:

1. **Lifestyle**
2. **Leisure**
3. **Home and Environment**
4. **Work and Education**

During the study of these themes:

- a) You will build upon the skills, which you already have; that is, listening, speaking, reading and writing – using a range of topics and extending your knowledge of grammar and vocabulary.
- b) You will learn to use language to communicate in real-life situations that you might come across in French and Spanish-speaking countries.
- c) You will have the chance to become more confident and able to communicate in the language by using it to express what you want to say. You can use the excellent facilities; the language laboratory, CD ROMs, the Internet, satellite TV and the French Language Assistant.
- d) You will have the chance to do more reading in the language eg magazines, cartoons, short stories, as well as developing your dictionary skills.
- e) You will become more aware of Europe and the life and customs in other French and Spanish-speaking countries.

Assessment

There will be an examination at the end of the course in:

Listening	-	20%
Speaking	-	30%
Reading	-	20%

You will also have to produce two small pieces of writing under controlled assessment during the two years, each piece containing 200-300 words - **30%**

Each of the four skills can be assessed at either **Foundation** or **Higher Level**.

SPANISH AT GCSE

All pupils in Year 10 will have the opportunity to continue to learn Spanish if they opted for it in Y9. It will benefit you when you come into contact with Spanish speaking people at home and abroad. You will learn about the culture of countries where Spanish is spoken and will be able to communicate with young people of your own age in these countries. Here's what some students in Year 11 have to say about Spanish:

"I chose Spanish because I wanted to learn about a new culture and language".

"I chose Spanish because it is an interesting language to learn. I also think that having the ability to speak three languages is impressive and will look good when finding a career".

"Learning a new language can be fun!"

Course content

**Lifestyle
Home and Environment**

**Leisure
Work and Education**

Assessment

At GCSE, the course is divided into four skills:

listening 20%
reading 20%

speaking 30% and
writing 30%

You can take these skills at foundation or higher level and you can mix and match levels in the different skills.

Facilities

You will have access to all the facilities in modern languages:

- **CD ROMs**
- **Computers**
- **Language Laboratory**

- **Newspapers & Magazines**
- **Satellite TV**
- **Spanish Club**

What can I do with a language after GCSE?

You can continue to study the language at AS or A2 in the Sixth Form. Later on in life, knowledge of a language can be useful in many professions:

Administration (Secretarial and Personnel)
Management
Au Pair work
Engineering and Scientific work
Financial work (Banking, Accountancy)
Library and Museum work

Sales, Marketing
Teaching and Lecturing (both here and abroad)
Teaching English as a Foreign Language (TEFL)
Translating and Interpreting
Travel and Tourism

Remember that as part of the European Union, it is essential that we are able to compete for jobs in Europe. Therefore knowledge of a language is increasingly viewed by employers as vital. Even if you do not need French or Spanish in your future job, you will always find it easy to transfer your language skills to a new language if required.

General Grade Descriptors

Grade A

Candidates understand gist and identify main points and detail in a variety of types of authentic spoken language and text. They recognise points of view, attitudes and emotions and are able to draw conclusions.

Candidates confidently initiate and develop conversations and discussions. They narrate events, justify ideas and points of view, and produce longer sequences of speech using variety with good pronunciation and intonation. The message is clear although there may still be some errors, especially when candidates use more complex structures.

Candidates give information and narrate events both factually and imaginatively. They express and justify ideas and points of view. They produce longer sentences using a range of vocabulary, structure and verb tenses. Their spelling and grammar are generally accurate, and the style is appropriate to the purpose.

Grade C

Candidates identify and note main points and extract details and points of view from language spoken at normal speed and texts. The spoken texts include past and future events. They are drawn from a variety of topics, which include familiar language in unfamiliar contexts.

Candidates develop conversations and simple discussions, which include past, present and future events, involving the use of different tenses. They express personal opinions and show an ability to deal with some unpredictable elements. Although there may be some errors, they convey a clear message, and their pronunciation and intonation are generally accurate.

Candidates express personal opinions and write about a variety of topics, both factually and imaginatively, including past, present and future events and involving the use of different tenses. They use an appropriate register. The style is basic but despite some errors the writing conveys a clear message.

Grade F

Candidates identify and note main points and extract some details from simple language spoken clearly at near normal speed and from short, simple texts.

Candidates take part in simple conversations showing some ability to substitute words and phrases. Their pronunciation is generally accurate, and although there may be grammatical inaccuracies, the main points are communicated.

Candidates write short sentences, and respond to written texts by substituting words and set phrases. Although there may be mistakes in spelling and grammar, the main points are communicated.

GCSE Music

Performing. Unit 1 (30%)

Most of the course is practical and students have the opportunity to perform on an instrument or sing, as a soloist and as part of a group/band. Students select two pieces for assessment: one solo and one ensemble. These are recorded and assessed by the teacher at any stage during the course.

Composing Unit 2 (30%)

This is one of the COURSEWORK parts of GCSE Music. Students make up their own music and can arrange this for any instruments/voices they wish. They are strongly encouraged to use ICT. At the end of the course, two pieces are recorded and submitted for assessment. The overall length of the whole submission should be two to four minutes.

Listening and Appraising Unit 3 (40%)

Students answer questions in a single written paper, based on extracts of music taken from any of the four Areas of Study. These are:

Western Classical Music 1600 – 1899:

Three set works are studied by the composers Handel, Mozart and Chopin

Music in the 20th Century:

Serialism, experimental music, and musicals

Music in context:

Blues and different styles of pop music

World Music:

Indian music, African music and folk music

Can any student study music GCSE?

It is not necessary to have passed any instrumental exams to do this course.

If you can play an instrument at a reasonable level, then it will be an advantage, but if you can play a little, or sing and enjoy listening to different types of music (and making up your own) then you will find this course interesting.

Students usually find that working in small groups on a practical basis is an enjoyable way of learning.



General Grade Descriptors

Grade A

Students must perform confidently and expressively, with a sense of style. Their compositions must show a satisfying and imaginative development of musical ideas and they must be prepared to make critical judgements about music, using a wide range of musical vocabulary.

Grade C

Students need to perform with control, using appropriate expression. Their compositions must show an ability to develop musical ideas, and explore the potential of different structures and resources. They must be able to use a musical vocabulary to make judgements about music.

Grade F

Students need to perform with some fluency and control. Their compositions must reflect some ability to organise musical ideas and make improvements. They can describe music, using simple musical vocabulary.

Progression

With a higher grade in this subject, there are plenty of opportunities to study further. These are some of the options available:

BTEC Diplomas, A levels and Degree Courses in:

Arts Administration
Media Studies
Music

Performing Arts
Pop Music
Sound Production

Students at St John Fisher have been accepted at universities to combine music with other subjects, including modern languages, maths, philosophy and English.

Career opportunities.

Armed Forces
Broadcasting
Composing
CD Production
Dancing

Journalism
Marketing
Media
Music Retail
Music Therapy

Performing
Publicity
Sound Engineering
Teaching
Theatre

BTEC Sport

The BTEC Sport qualification is a two year course and is ideal for anyone who wishes to pursue a future career in sport.

Pupils study a variety of subjects, all of which are coursework based, with one online exam.

The units covered are:

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

Assessment Methods

Likely assessment methods include:

- Observation
- Questioning if underpinning knowledge – either verbal or written
- Peer assessment and participant feedback.
- Notes or planning work completed during the course.
- Performance of set tasks.
- Simulation.
- Video/photographic evidence.
- Witness statements.