

St John Fisher Catholic Voluntary Academy

Key Stage 4

Courses Booklet

2018-2020



Key Stage 4 - 2018-2020
Information Evening: 8th March 2018
Preference Blocks

Core Subjects	Block A	Block B	Block C
RE English Mathematics Science PE PSHCE	Art	French	Art
	Business	Geography	Media
	Computer Science	Health and Social Care	Food
	Geography	History	History
	History	Business	Music
	ICT	Spanish	PE
			Product design
			Resistant Materials
	Sport		
		Textiles	

- If you are intending to go to university then you need a very good reason for not studying *French or Spanish and History or Geography*.
- All students are required to study at least one of *History, Geography, French or Spanish* and are strongly advised to study at least 2.

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 will be distributed on the evening and should be returned directly to the Main School Office no later than Friday 23rd March 2018.

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 9th March onwards, from the Year 9 Director of Study, Mr Saunders.

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.



GCSE Religious Studies

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

Subject Content

Qualification aims and objectives

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

- Develop students' knowledge and understanding of religions and non-religious beliefs, such as atheism and humanism.
- Develop student's knowledge and understanding of religious beliefs, teachings and sources of wisdom and authority, including through their reading of key religious texts, other texts and scriptures of the religions they are studying.
- Develop learners ability to construct well argued, well informed, balanced and structured written arguments, demonstrating their depth and breadth of understanding of the subject
- Provides opportunities for learners to engage with questions of belief, value, meaning, purpose, truth, and their influence on human life.
- Challenges learners to reflect on and develop their own values, beliefs and attitudes in the light of what they have learnt and contributes to their preparation for adult life in a pluralistic society and global community

Following this specification will enable learners to:

- Deepen their understanding of the relationship between people
- Become informed about common and divergent views within traditions in the way beliefs and teachings are understood and expressed
- Demonstrate knowledge and understanding of the fact that religious traditions of Great Britain are, in the main, Christian
- Understand that religious traditions in Great Britain are diverse and include the following religions: Christianity, Buddhism, Hinduism, Islam, Judaism and Sikhism, as well as non-religious beliefs, such as atheism and humanism

Content and Assessment Overview

Paper 1 – Foundational Catholic Theology - Written Examination: 1 hour 30 minutes & 37.5% of qualification

Candidates will study the following two themes. All questions are compulsory. This component will be assessed by compulsory questions focusing on knowledge, understanding and evaluation of the identified themes.

Theme 1: Origins and Meaning

Theme 2: Good & Evil

Paper 2 – Applied Catholic Theology - Written examination: 1 hour 30 minutes & 37.5% of qualification

Candidates will study the following two themes. All questions are compulsory and this component will be assessed by compulsory questions focusing on knowledge, understanding and evaluation of the identified themes.

Theme 1: Life & Death

Theme 2: Sin and Forgiveness

Paper 3 – Study of a World Faith - Written examination: 1 hour & 25% of qualification

Candidates will study the beliefs, teaching and practices of Judaism. This component will be assessed by compulsory questions focusing on knowledge, understanding and evaluation of the subject content.



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 & 15 minutes - 96 marks - 60% of GCSE

Section A – Modern texts

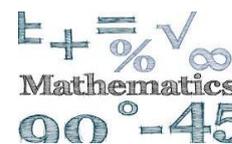
Students answer one essay question from a choice of two on the studied modern drama or prose text.

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	Foundation	Higher
			% of marks in the exam	% of marks in the exam
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:

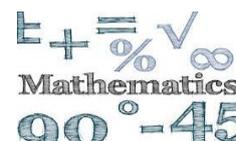
- Use the correct mathematical notation and vocabulary, to show that you can communicate effectively;
- Organise the relevant information logically.

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 three 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 3, 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.



GCSE Mathematics

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 Science

Science is a core subject of the National Curriculum.

Science attempts to explain the world in which we live. It provides technologies that have had a great impact on our society and the environment. Scientists try to explain phenomena and solve problems using evidence. The data to be used as evidence must be reliable and valid, as only then can appropriate conclusions be made.

A scientifically literate citizen should, amongst other things, be equipped to question, and engage in debate on, the evidence used in decision-making. The reliability of evidence refers to how much we trust the data. The validity of the evidence depends on the reproducibility of the data, as well as whether the research answers the question. If the data is not reproducible then the research cannot be valid.

The aims of the science courses offered at St John Fisher are to encourage students to:

- develop their interest in, and enthusiasm for the science;
- develop a critical approach to scientific evidence and methods;
- acquire and apply skills, knowledge and understanding of how the individual science subjects work and their essential role in society;
- acquire scientific skills, knowledge and understanding necessary for progression to further learning.

The GCSE's include the following ideas put together under the heading **Thinking Scientifically**. This will be emphasised in all practical work and investigations and will be tested in the written papers. There are a number of required practical experiments that must be carried out over the two years and the method and understanding could be assessed in the final examinations.

- The thinking behind the doing.
- Fundamental ideas.
- Observation as a stimulus to investigation.
- Designing an investigation.
- Making measurements.
- Presenting data.
- Using data to draw conclusions and evaluate quality of evidence.
- Societal aspects of scientific evidence.
- Limitations of scientific evidence.

Assessment

All of the exams take place at the end of Year 11 and there are two exams for each of Biology, Chemistry and Physics. These exams can be taken at Foundation or Higher tier and the final decision for this will be made towards the end of the course.



GCSE Art & Design

Students are required to develop knowledge, understanding and skills relevant to their chosen title through integrated practical, critical and contextual study that encourages direct engagement with original works and practice.

Students may work in any medium or combination of media. They can work entirely in digital media or entirely non-digital media, or in a mixture of both, provided the aims and assessment objectives are met. Students must learn through practical experience and demonstrate knowledge and understanding of sources that inform their creative intentions. Intentions should be realised through purposeful engagement with visual language, visual concepts, media, materials and the application of appropriate techniques and working methods.

Students must develop and apply relevant subject-specific skills in order to use visual language to communicate personal ideas, meanings and responses.

Students must, over time, reflect critically upon their creative journey and its effectiveness in relation to the realisation of personal intentions.

The following definitions of art, craft and design highlight the distinguishing characteristics of each domain. These domains can be addressed separately or in an integrated way depending upon the intentions and purposes of work undertaken.

Art based study can be defined as practice that involves the development of personal work and lines of enquiry determined by the need to explore an idea, convey an experience or respond to a theme or issue.

Craft based study can be defined as practice that involves making activities that draw upon knowledge of tools, materials and processes, and associated intellectual, creative and practical skills.

Design based study can be defined as practice that involves developing a response to a specific need, brief or starting point, taking account of established requirements, constraints and/or parameters.

Portfolio

Each student must select and present a portfolio representative of their course of study. The portfolio must include both: 1 A sustained project developed in response to a subject, theme, task or brief evidencing the journey from initial engagement with an idea(s) to the realisation of intentions. This will give students the opportunity to demonstrate, through an extended creative response, their ability to draw together different areas of knowledge, skills and/or understanding from across their course of study. 2 A selection of further work resulting from activities such as trials and experiments; skills-based workshops; mini and/or foundation projects; responses to gallery, museum or site visits; work placements; independent study and evidence of the student's specific role in any group work undertaken



GCSE Art & Design

What's Assessed?

A portfolio that in total shows explicit coverage of the four assessment objectives. It must include a sustained project evidencing the journey from initial engagement to the realisation of intentions and a selection of further work undertaken during the student's course of study.

How it's assessed

- No time limit
- 96 marks - 60% of GCSE

PLUS

Externally set assignment

Students respond to their chosen starting point from an externally set assignment paper relating to their subject title, evidencing coverage of all four assessment objectives.

The externally set assignment provides students with the opportunity to demonstrate, through an extended creative response, their ability to draw together different areas of knowledge, skills and/or understanding in response to their selected starting point.

The extended creative response must explicitly evidence students' ability to draw together different areas of knowledge, skill and/or understanding from initial engagement with their selected starting point through to their realisation of intentions in the 10 hours of supervised time.

How it's assessed

- Preparatory period followed by 10 hours of supervised time
- 96 marks - 40% of GCSE

Assessment objectives

- AO1: Develop ideas through investigations, demonstrating critical understanding of sources.
- AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.
- AO3: Record ideas, observations and insights relevant to intentions as work progresses.
- AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language

GCSE Business

What will I learn?

You will start by exploring the world of small businesses through the lens of an entrepreneur. How and why do business ideas come about? What makes a successful business? You'll learn how to develop an idea, spot an opportunity, how to make a business effective, manage money. You will investigate business growth. Learn about key concepts and issues and decisions you need to make when growing a business. You will learn about meeting customer needs, making marketing, operational, financial and human resourcing decisions and you will explore how the wider world impacts the business as it grows.

Theme 1: Investigating Small Business 50% of the GCSE

This unit contains five topics:

- Enterprise and entrepreneurship
- Spotting a business opportunity
- Putting a business idea into practice
- Making the business effective
- Understanding external influences on business.



Theme 2: Building a Business 50% of the GCSE

This unit contains five topics:

- Growing the business
- Making marketing decisions
- Making operational decisions
- Making financial decisions
- Making human resource decisions

Qualification results:

Qualification grades are 9 8 7 6 5 4 3 2 1

Theme 1

Examination - 50% of the Total GCSE – 90 minutes

Theme 2

Examination - 50% of the Total GCSE – 90 minutes

Please note all business formulae **MUST** be learnt, they **will not** be provided in the examination.

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 & Technology

Design and Technology is a well-respected subject at St John Fisher Voluntary Academy which consistently achieves high quality GCSE results. Design and Technology is a preference subject, but it is a subject of ever growing importance in the Technological society that we now live in. The course aims to develop creativity, enquiry, independence and the design and practical skills to produce workable products.

You have the opportunity to choose one of the following Design and Technology subjects:

Specialising in one of the following material areas;

GCSE DESIGN AND TECHNOLOGY

PRODUCT DESIGN/GRAPHICS

RESISTANT MATERIALS

TEXTILES TECHNOLOGY

OR

GCSE FOOD PREPERATION & NUTRITION

Product Design, Resistant Materials & Textiles Technology cover the following assessment criteria:

The assessment will consist of **TWO** components, **ONE TERMINAL EXAM – 2 hours** which covers **50%** of the **GCSE marks**, and a **CONTROLLED ASSESSMENT / COURSEWORK PROJECT**, which is allocated **50%** of the **GCSE marks**.

The examinations are **SINGLE** levelled and written for all pupils to achieve.

The **CONTROLLED ASSESSMENT/COURSEWORK** project should be completed within **30-35 HOURS** within teacher supervised class time and this will be mainly concentrated upon in Year 11.

Food Preparation & Nutrition covers the following assessment criteria:

50% exam 1 hour 45 minutes

50% Food investigation

Students will prepare, cook and present a final menu of 3 dishes within 3 hours. Write a 1500-2000 word report with evidence of the practical investigation. Subject content will cover 5 sections Food, Nutrition & Health, Food Science, Food Safety, Food Choice, Food Provenance.

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 and pupils who are already studying the course from Year 10 & 11.





Summary of Design and Technology GCSE Courses

GCSE Food Preparation & Nutrition

In year 10 we will cover a range of skills including a range of preparation techniques and life skills to produce a wide array of products to help prepare you for the food investigation. This will include numerous practical's that will support and underpin learning. In year 11 we will be prepping and planning for the food investigation. This will include understanding the science of ingredients used to help with the making of the final menu of 3 dishes.

GCSE Design and Technology GCSE

Design and Technology – Specialising in Product Design/Graphics

Product Design is an exciting GCSE Design and Technology subject that allows pupils to design and manufacture products that shape the modern world, items such as Mobile Phones, MP3 players, Docking Stations, Hand Held Gaming Devices, etc... You will design and style the possible products of the future using Workshop skills, ICT software and machines such as Laser Cutters, 3D Printers, Vinyl Cutters and CNC Milling Machines.

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. You will mainly cover the materials of paper / card, plastics, metals and wood.

In Year 11 you will select a project from a set design context which will be issued in June of Year 10. 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 A2 Product Design being offered in Sixth Form.

Design and Technology – Specialising in Resistant Materials

We live in a world where manufacturing plays a key role in society. The designing and making of products 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 A2 level.

Design and Technology – Specialising in Textiles Technology

Studying Textiles at GCSE offers you the exciting opportunity to develop both your practical skills and knowledge of textile uses and manufacture. The course aims to prepare you as a young textile designer, to participate confidently and successfully in an increasingly technological world.

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 understand technological advances in modern and smart materials and the use of electronics in textile products. You will have the opportunity to work individually, in pairs and team working. You will gain awareness and learn from wider influences in textiles design including historical, social, cultural, environmental and economic factors. Successful candidates can use these skills in many careers or further education opportunities. Textiles and Design is currently offered as a two year A Level course in our sixth form and many students have gone on to successfully complete degree courses in Textile related subjects.

Any more information or questions can be asked to any of the Design and Technology Staff:

Mr Killoury, Mrs Gavaghan, Mrs Wayman, Mrs Dobson, Mrs Dyson & Mrs Greenwell



Cambridge National in Health and Social Care

About the course

Cambridge Nationals in Health and Social Care will equip learners with sound specialist knowledge and skills for everyday use. They will also challenge all learners, including high attaining learners, by introducing them to demanding material and skills; encouraging independence and creativity; providing tasks that engage with the most taxing aspects of the National Curriculum (including Values of Care and the current legislation requirements and the importance of softer skills such as communication skills to ensure individuals right to independence and dignity)

What will I learn?

The course is made up of four units, Unit 1 is assessed by examination and the other 3 are internally assessed by coursework and externally moderated.

UNIT 1 - Essential values of care for use with individuals in care settings (exam)

UNIT 2 - Communicating and working with individuals in health, social care and early years settings (coursework)

UNIT 3 - Understanding life stages

UNIT 4 - Using basic first aid procedures

Qualification results:

Qualification grades are Distinction* / Distinction / Merit / Pass

Progression:

You can study Health and Social Care Cambridge Technical at level 3 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, teaching or Midwifery. Health and Social Care can also allow you to progress into a wide range of employment opportunities.



GCSE Geography

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

Qualification	Assessment	Exam Board
GCSE	External exam: 100% (3 exams)	Eduqas (WJEC) Spec B

Topics we will be studying include:

- Changing Economies, Rural and Urban change in the UK
- Urban and rural processes and change in the UK
- Landscape - coasts and coastal management, rivers and river management
- Weather and climate

Assessment: 3 examinations

1. Investigating Geographical Issues: 1 hour 45 minutes 40% of qualification. Looks at all topics. Questions include knowledge, multiple choice, data response, short open response and extended responses

2. Problem Solving Geography: 1 hour 30 minutes 30% of qualification: A problem solving paper in three parts assessing content from across the three themes by looking at a chosen solution and justifying the decision.

3. Applied Fieldwork Enquiry: 1 hour 30 minutes.

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.

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.

Fieldwork – 30% examination element

You will do **2** days of fieldwork over the course of the GCSE in contrasting environments - Human geography (e.g. town centre changes) and one focusing on Physical geography (e.g. coastal erosion). Pupils will analysis and assess the results found and will submit a project style work to be teacher assessed.

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 Studios 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
- Police force



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 Descriptions

Grade 9

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 6

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 3

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.



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.

AQA GCSE includes

- Health and the people C/1000 to the present day
- Germany 1890 – 1945 (including world war 1 & optional battlefields tour)
- Causes and Events of World War 1
- Norman England – 1066 – 1100 (medieval study)

Grade Descriptions

Grade 9

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 4

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 2

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.



GCSE History

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.

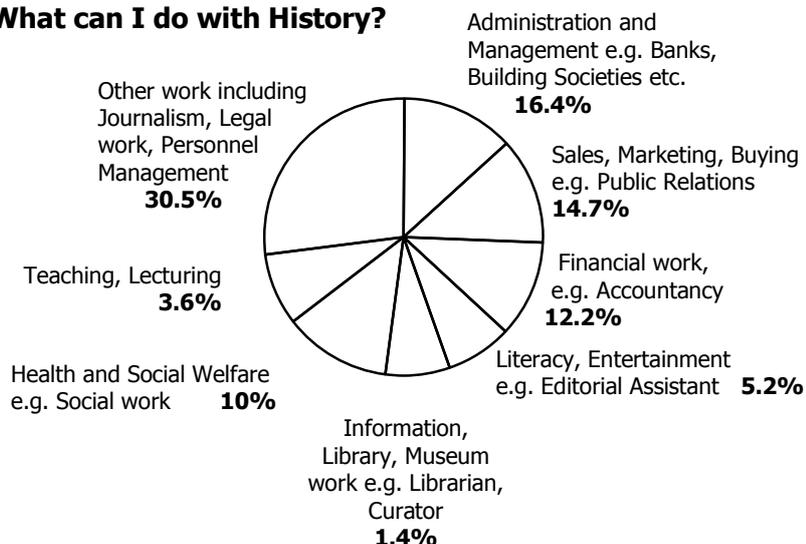
During Year 11 the department runs voluntary after school support sessions and lunchtime/after school study group for those pupils who wish to improve their grades.

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.

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.



ICT & GCSE Computing

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 **Level 2 Certificate for IT User Skills in Open Systems and Enterprise** or **GCSE Computer Science**.

Level 2 Certificate for IT User Skills in Open Systems and Enterprise

This qualification will assess the application of creative IT 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 and creativity in using IT. The course will equip you with a range of creative IT 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 IT products. The course 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 today's workplace.

In this course, you study for 5 coursework assessment units and one exam unit as follows:

Microsoft Office Specialist Units (x3)

You will complete the Microsoft Office Specialist units in Word, Excel and Powerpoint. This not only has the advantage of preparing you for the world of work where over 90% of business organisations use the Microsoft Office suite of tools, but will also give you Microsoft endorsed and globally recognised certification in using the three areas mentioned above – a win-win situation!

Improving Productivity using IT

This project-based piece of work will allow to showcase your IT skills in a number of areas and will generate work in the same way as you would in the real world: from looking at initial ideas, to planning and creating a solution, then testing and reviewing what you have created.

IT Security

This piece of work will allow you to show that you understand the importance of IT Security in today's technology-heavy society. You will look at what threats to computer systems exist and how to overcome them. You will also look at why it is important to back up data.

Exam unit

This unit brings together work from the above units to ensure you have a deeper understanding of IT and the importance of it in today's society.

GCSE Computer Science

GCSE Computer Science 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 is one controlled assessment unit and two exam units as follows:

Computer systems (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

Computational Thinking, Algorithms and Programming (exam unit)

This unit is focused on computational thinking and algorithms. Students will be tested on the elements of computational thinking and logic. They are principally assessed as to their ability to write, correct and improve algorithms.

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 Level 2 Certificate for IT User Skills in Open Systems and Enterprise and Computer Science 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



GCSE Media Studies offers students an interactive and engaging course that aims to broaden students' minds. You'll cover all aspects of media including language, representations, industries and audiences, giving students both an overall and in-depth understanding of how media represents the world.

The new topics offer a broad overview of the subject as well as a more detailed study of relevant and contemporary content. Media Studies relies on understanding of key concepts. The course centres on teaching these concepts to students:

1. Media Language
2. Media representations
3. Media industries
4. Media audiences

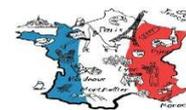
The new GCSE course will be divided into 30% non-exam assessment (coursework) and 70% exam. Students will study products from across all media platforms: moving image, print & e-media.

Historical and modern day products are placed side by side to give a holistic view of the Media Industry.

Students final Grade will be divided between:

- Paper 1 = 35%
- Paper 2 = 35%
- Non-Exam Assessment = 30%

Please see Miss Brown for further information.



GCSE Modern Languages

Scope of study:

Listening: understand and respond to spoken language

Students are expected to be able to:

- demonstrate general and specific understanding of different types of spoken language
- follow and understand clear standard speech using familiar language across a range of specified contexts
- identify the overall message, key points, details and opinions in a variety of short and longer spoken passages, involving some more complex language, recognising the relationship between past, present and future events
- deduce meaning from a variety of short and longer spoken texts, involving some complex language and more abstract material, including short narratives and authentic material addressing a wide range of contemporary and cultural themes
- recognise and respond to key information, important themes and ideas in more extended spoken text, including authentic sources, adapted and abridged, as appropriate, by being able to answer questions, extract information, evaluate and draw conclusions.

Speaking: communicate and interact in speech

Students are expected to be able to:

- communicate and interact effectively in speech for a variety of purposes across a range of specified contexts
- take part in a short conversation, asking and answering questions, and exchanging opinions
- convey information and narrate events coherently and confidently, using and adapting language for new purposes
- speak spontaneously, responding to unexpected questions, points of view or situations, sustaining communication by using rephrasing or repair strategies, as appropriate
- initiate and develop conversations and discussion, producing extended sequences of speech
- make appropriate and accurate use of a variety of vocabulary and grammatical structures, including some more complex forms, with reference to past, present and future events
- make creative and more complex use of the language, as appropriate, to express and justify their own thoughts and points of view
- use accurate pronunciation and intonation to be understood by a native speaker.

Reading: understand and respond to written language

Students are expected to be able to:

- understand and respond to different types of written language
- understand general and specific details within texts using high frequency familiar language across a range of contexts
- identify the overall message, key points, details and opinions in a variety of short and longer written passages, involving some more complex language, recognising the relationship between past, present and future events
- deduce meaning from a variety of short and longer written texts from a range of specified contexts, including authentic sources involving some complex language and unfamiliar material, as well as short narratives and authentic material addressing a wide range of relevant contemporary and cultural themes
- recognise and respond to key information, important themes and ideas in more extended written text and authentic sources, including some extracts from relevant abridged or adapted literary texts
- demonstrate understanding by being able to scan for particular information, organise and present relevant details, draw inferences in context and recognise implicit meaning where appropriate
- translate a short passage from Spanish into English.



Hola!

GCSE Modern Languages

Writing: communicate in writing

Students are expected to be able to:

- communicate effectively in writing for a variety of purposes across a range of specified contexts
- write short texts, using simple sentences and familiar language accurately to convey meaning and exchange information
- produce clear and coherent text of extended length to present facts and express ideas and opinions appropriately for different purposes and in different settings
- make accurate use of a variety of vocabulary and grammatical structures, including some more complex forms, to describe and narrate with reference to past, present and future events
- manipulate the language, using and adapting a variety of structures and vocabulary with increasing accuracy and fluency for new purposes, including using appropriate style and register
- make independent, creative and more complex use of the language, as appropriate, to note down key points, express and justify individual thoughts and points of view, in order to interest, inform or convince
- translate sentences and short texts from English into French or Spanish to convey key messages accurately and to apply grammatical knowledge of language and structures in context.

Facilities

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

- **French & Spanish Assistants**
- **Newspapers & Magazines**
- **MFL Club**
- **Computers in C3**

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 Europe, it is essential that we are able to compete for jobs with our European counterparts. 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.



GCSE Modern Languages

1.1 To achieve Grade 8 candidates will be able to:

Listening - respond effectively to spoken language including more complex and extended passages, extracting information, identifying opinions and drawing conclusions

Speaking - initiate and sustain detailed conversations manipulating language mostly accurately, expressing ideas and justifying opinions and responding effectively to unpredictable questions use mostly accurate pronunciation and intonation

Reading - respond effectively to written language including more complex and extended texts, identifying opinions and inferring meaning

Writing - write effectively for different purposes explaining ideas, expressing and justifying opinions and manipulating vocabulary and grammar, including some more complex language, mostly accurately

2.1 To achieve Grade 5 candidates will be able to:

Listening - respond appropriately to spoken language including some more extended passages, identifying overall messages, key points, details and opinions

Speaking - develop conversations manipulating language with reasonable accuracy, expressing opinions and responding appropriately to unpredictable questions use generally accurate pronunciation and intonation

Reading - respond appropriately to written language including some more extended texts, identifying overall messages, key points, details and opinions

Writing - write clearly for different purposes, expressing ideas and opinions and manipulating vocabulary and grammar with reasonable accuracy

3.1 To achieve Grade 2 candidates will be able to:

Listening - respond to basic and familiar spoken language, identifying key points, and some details

Speaking - participate in conversations expressing simple opinions and using a limited range of language with some accuracy use mainly understandable pronunciation and intonation

Reading - respond to familiar language in straightforward texts, identifying key points and some details

Writing- convey meaning and express simple opinions in familiar contexts using a limited range of language with some accuracy



GCSE Physical Education

The new GCSE Physical Education course is assessed through two written exams which contribute to 60% of the final grade 40% of the final grade comes from their performance in 3 practical sports (which must come from both individual & team sports) and written course work focusing on "Analysing and Evaluating Performance". The written exams are both out of 60 and last 1 hour each, with a range of short (1-3 marks) questions and longer (4-6 mark) questions which will assess their knowledge, understanding and ability to apply and analyse the subject content.

Year 10

Topics

Anatomy & Physiology

Skeletal System, Muscular System, Movement analysis, Cardiovascular and respiratory systems, effects of exercise on the body

Health, Fitness and Wellbeing

Physical, social and emotional wellbeing, diet and nutrition.

Socio-Cultural Influences

Social groups, commercialisation of sport, ethical and socio-cultural issues, Socio-Cultural influences,

Year 11

Topics

Physical Training

Components of fitness, Principles of Training, Injury prevention,

Sports Psychology

Classification of skill, goal setting, mental preparation, guidance and feedback

Analysing & Evaluating Performance

Analysis of practical activity, identifying strengths and weaknesses, action planning to improve performance



Cambridge Nationals Level 1/2 in Sport Studies

Contemporary issues in sport

This unit sets the context of sport within the wider environment and how it reflects society and its values. Students will explore a range of topical and contemporary issues in sport, as well as the promotion of values and ethical behaviour through sport. Students will also learn about the role of high-profile sporting events and national governing bodies in advancing sports' attempts to positively impact upon society and showcase their worth beyond providing entertainment. This unit is externally assessed through an OCR set and marked 1 hour exam.

Developing Sports Skills

Students will develop their skills, techniques and use of tactics/strategies/compositional ideas in both an individual and a team sporting activity. Students will also improve their understanding of the rules to allow them to act in a number of officiating roles within an activity. As well developing sporting skills, students will also develop their transferable skills such as communication, performing under pressure, using initiative to solve problems and making decisions by considering rapidly changing conditions around them. This unit is assessed through an OCR-set task and includes demonstration of students' own practical performance skills and officiating, along with a demonstration of the ways students can improve their own performance.

Sports Leadership

Whether voluntary or professional, the role of the sport leader is imperative in any sport. Adopting the role of coach, manager, teacher or team captain, sport leaders can shape the development of sport by influencing and inspiring those around them to participate and perform in sporting activities. In this unit, students learn more about different leadership roles and styles. They will then go onto to plan and deliver effective and safe sessions and evaluate their own performance. This unit is assessed through an OCR-set task to allow practical demonstration of students' planning and leadership skills.

Developing knowledge and skills in outdoor activities

Organisations increasingly use outdoor and adventurous activities as the basis for team away-days and teambuilding exercises, requiring individuals to work collaboratively and develop their problem-solving and communication skills as a group. Students will develop their knowledge about different outdoor activities, how to plan an outdoor activity and be able to participate in one. They will develop their communication, decision making and leadership skills in challenging scenarios and environments. This unit is assessed through an OCR-set task where students demonstrate their planning skills and participate in an outdoor activity. This unit includes a trip to Huddersfield Climbing Centre.

Ways in which you can be assessed:

- Written coursework
- Verbal feedback
- Practical performance
- Observation
- Witness statements



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. Performances must last at least four minutes in total.

Composing Unit 2 (30%)

This is one of the COURSEWORK parts of GCSE Music. Students compose two pieces of music-one free composition and are composition based on a brief set by the exam board. The two compositions must last at least three minutes in total, with each composition lasting a minimum of one minute.

Listening and Appraising Unit 3 (40%)

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

Instrumental Music 1700 - 1820:

Two sets works are studied by the composers Bach and Beethoven

Vocal Music:

The pieces studied are "**Music for a while**" by Purcell and "**Killer Queen**" by Queen

For stage & Screen: The pieces studied are "**Defying Gravity**" from Wicked and the title music from Star Wars.

Fusions: The pieces studied are "**Samba Em Preludio**" and "**Release**" by Afro Celt Sound System.

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 7 - 9

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 4 - 6

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 2 - 3

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 from 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