



Ministerium Tuum Imple Love Serve Do the best that is possible

KS4 Curriculum Information Booklet (What you will be studying in Years 10 and 11)



Introduction

This booklet contains information regarding the courses in Year 10 and 11 and is designed to give you an insight into what your child is studying in KS4. Your child will not be taking all the courses in this document so please refer only to the pages that are relevant. If you are unsure which course your child is taking, as there are some that are similar, please refer to their timetable.

In order to support your child at home we would like you to:

- Ensure they keep reading daily. They will have to write about unseen texts in exams so the more exposure they have to story and other written texts the more successful they will be.
- Expect and encourage concentration on tasks over a sustained period of time. Just like athletes train their muscles for competition so the brain needs training for concentrating for exams that last three hours.
- Memorising and learning. We will be working with the pupils on techniques and they will be required to revise for tests frequently. This is to ensure that they remember as they go along and that they don't need to revise two years of content at the end of Year 11. We want them to revise the bits they don't know.

We hope you find this information helpful.

Religious Education

Head of Department: Mrs Laura Maw

We believe RE is a life enriching experience that will help to shape all aspects of pupils' lives.

We emphasise that no matter what talent a person has, everyone has a God-given vocation.

We provide an academically sound curriculum for our pupils and aim to foster and develop an interest in religion and the effects of religion on believers and society as a whole. We do this through the provision of lessons that are interesting, relevant and challenging.

We aim to provide opportunities and an environment where pupils are able to grow in their own personal faith, whatever it may be, and to develop considered personal responses to religious, spiritual and moral issues that affect them in everyday life.

We aim to provide pupils with the skills necessary to discuss important issues in a focused and intelligent way. Pupils are taught from an early stage to support all their views with evidence and examples, and to understand and appreciate the opposing views of others.

Exam Board and syllabus:

Edexcel spec A Catholic Christianity, Judaism and Philosophy and Ethics

How Your Child Will Be Examined:

The course is divided into three areas of study:

Area of study 1: Catholic Christianity

Area of study 2: Study of Religion: Judaism

Area of study 3: Philosophy and Ethics

Pupils will sit three exams, one in each area of study at the end of year 11.

What Your Child Will Be Studying in Year 10:

Advent Term

Area of study Paper 1 Catholic Christianity: Beliefs and Teachings

Area of study Paper 1 Catholic Christianity: Practices

Lent Term

Area of study Paper 3 Relationships and Families in the 21st Century

Pentecost Term

Area of study Paper 1 Catholic Christianity: Forms of Expression and ways of life

What Your Child Will Be Studying in Year 11:

Advent Term

Area of study Paper 1 Catholic Christianity: Sources of Wisdom and Authority

Lent Term

Area of study Paper 3 Arguments for the Existence of God.

Pentecost Term

Revision for Exams.

How You Can Support Your Child:

- Pupils will be asked to complete revision materials at home each week which teachers will collate and store. Support your pupils with this and test them on the material that they cover.
- Pupils will have homework and regular assessments each week please encourage pupils to revise and prepare for these.
- Help to encourage the use of Its Learning at home.
- Purchase a revision guide from the RE Department to help support their learning.

Geography

Head of Department: Mrs Elizabeth Underwood

Geography is an extraordinarily dynamic subject; as the world evolves, so does Geography. Students will develop an understanding of the world in which we live; the interactions that take place between people and the environment and learn to appreciate that we are not always in control. As a response to this, geographers will develop decision making skills that will not only support them in everyday life but also in a variety of management roles and careers. Geography students can expect to have a diverse range of skills that tap into a variety of other subjects and be the 'Jack of all trades' rather than a master of only one. Geographers use this breadth of skills and their enquiring minds to see 'the bigger picture' which supports their decision making and understanding of how the world functions. Geography is relevant to all aspects of life; every day we create the Geography of the world; it is our past, present and future.

Exam Board and syllabus:

AQA - <https://www.aqa.org.uk/subjects/geography/gcse/geography-8035>

What Your Child Will Be Studying in Year 10:

Advent Term

- Ecosystems with a focus on tropical rainforests
- UK landscapes with a focus on coasts

Lent Term

- Urban challenges and opportunities with a case study on Lagos
- Revision of hazards including climate change

Pentecost Term

- Urban issues and challenges in London
- In addition, during this half term all students will have the opportunity to deepen their Geographical knowledge on ecosystems and urban areas through fieldwork. * *this includes a compulsory fieldwork trip*

What Your Child Will Be Studying in Year 11:

Advent Term

- Development, including case studies on Nigeria and the UK
- Ongoing revision and exam skills with a focus on physical geography (Paper 1 - ecosystems, hazards, UK landscapes)

Lent Term

- Ongoing revision and exam skills with a focus on human geography (Paper 2 – development, urban geography and resources)

- Pre-release topic (topic available 12 weeks before Paper 3 exam)

How You Can Support Your Child:

- Watching the news and documentaries about the world in which we live to keep abreast of current affairs. Watching weather reports.
- Real life experiences such as visiting local parks and observing the changes for example rivers over the seasons or rainfall events, visiting coastal environments, growing plants to understand seasons and so on.
- Wider reading around the topics using the internet, subscriptions to geographical magazines, purchasing revision guides.
- Checking books for assessment point stamps to see what students do well and what to do next.

History

Head of Department: Mr Jonathan Woodward

'To be ignorant of what occurred before you were born is to remain always a child'

Marcus Cicero - Roman historian and philosopher (1st Century AD)

The study of History has captured the imagination of civilisations from the earliest known communities. There is a clear value in understanding and appreciating our individual and collective past, and in evaluating why certain events have occurred. It can be argued that we can only understand the present through a study of the past.

The History department at St Paul's Catholic School has three key aims. Firstly, pupils should view history as a fun and interesting subject. All teachers within the department love and value the study of the past, and we want pupils to match this passion, generating an interest in the past that will remain with them for life. Secondly, we wish to transmit knowledge and understanding of the past, both within the United Kingdom and of the wider world so that pupils will have an informed understanding of how the world we live in has been shaped by the past. Finally, it is our aim that students continuously develop life skills such as thinking, analysing, evaluating, empathizing and communicating as there are very few careers in the modern world that do not require these skills.

Simply knowing that events happened is not enough for us a department so taking the themes of progress, revolution, liberty and terror as our starting point; we want to build inquisitive minds as we journey together from 1066 to the present day.

Exam Board and syllabus:

AQA

<http://www.aqa.org.uk/subjects/history/gcse/history-8145>

How Your Child Will Be Examined:

There are TWO exam papers each worth 50% of the total GCSE:

Paper 1: Understanding the Modern World (1 hour and 45 minutes)

- **Paper 1: USA 1920-1973; Inequality and opportunity**
- **Paper 1: Conflict and tension in Asia, 1950-1975 (Korean and Vietnam)**

Paper 2: Shaping the British Nation (1 hour and 45 minutes)

- **Paper 2: Britain: Health and the people C1000 to the present day**
- **Paper 2: Norman England c1066 to c1100**

Both exams contain a mixture of source work, analysing interpretations and short essay writing.

What Your Child Will Be Studying in Year 10:

Advent Term

- Paper 1: Conflict and tension in Asia, 1950-1975 (Korean and Vietnam)
- Paper 2: Britain: Health and the people C1000 to the present day

Lent Term

- Paper 2: Britain: Health and the people C1000 to the present day

Pentecost Term

- Paper 2: Britain: Health and the people C1000 to the present day

What Your Child Will Be Studying in Year 11:

Advent Term

- Paper 2: Norman England c1066 to c1100
- Paper 1: USA 1920-1973; Inequality and opportunity (Independent revision)

Lent Term

- Paper 2: Norman England c1066 to c1100 – Historic environment study
- Paper 1: USA 1920-1973; Inequality and opportunity (Class based revision)

Pentecost Term - GCSE EXAM REVISION

- Paper 1: Conflict and tension in Asia, 1950-1975 (Korean and Vietnam)
- Paper 2: Britain: Health and the people C1000 to the present day

How You Can Support Your Child:

- Check that all their History Independent learning/revision (homework) is completed on time and to a good standard using the planner and the History homework schedule in the back of their exercise books.
- Provide a range of resources which they can use to produce a range of revision materials and notes. Ask them to show the revision materials to you and explain them (see below*)
- *Ask them to explain what the key words are, who the key individuals were and what were the main causes, events and consequences of the periods of History they are studying.

English

Head of Department: Mrs Sue Jagger

“.....words strain,
Crack and sometimes break, under the burden,
Under the tension slip, slide, perish,
Decay with imprecision and will not stay in place,
Will not stay still.”

From *Burnt Norton*

TS Elliot

Our task as teachers of English is to help our pupils attain as precise a use of words as possible, to enable them to be fluent speakers, accurate listeners, proficient writers and committed readers.

The department philosophy is therefore to help our pupils use language for all its purposes; from the communication of the practicalities of life to a deep understanding of the role of language in recording, reflecting and commenting on the world and human nature; from the accurate use of language for transactional use from the humble shopping list to letters of application, to an appreciation of its affective role, from the creation of limericks to a knowledge and love of the art of our writers of plays, novels and verse.

We aim to fulfil the needs of all our pupils to maximise their potential. We are also committed to delivering an English Curriculum that satisfies the demands of National Curriculum, the GCSE and AS and A Level Examinations and A Level Film Studies.

As a department in a Catholic school we are committed to the school's mission statement enshrined in the school motto "Ministerium Tuum Imple" and we will seek ways to support all pupils in doing the best that is possible.

Exam Board and syllabus:

AQA - <http://www.aqa.org.uk/subjects/english>

How Your Child Will Be Examined:

Both English Language and English Literature comprise of two papers which will be sat in June.

There is also a Spoken Language Assessment which will take place over the two years. It is necessary to undertake and pass this assessment although it does not contribute to the GCSE grade.

What Your Child Will Be Studying in Year 10:

Advent Term

- The Dickensian Christmas – A Christmas Carol – *Charles Dickens*

- English Language – skills-based development of language analysis

Lent Term

- Voices of History and Spoken Language
- Power and Conflict Poetry: Identity and Community
- English Language – skills-based development of language analysis

Pentecost Term

- Society and Scandal: An Inspector Calls – J.B. Priestley
- Approaching Unseen Poetry: Love and Relationships
- Focus on revision and exam skills

How You Can Support Your Child:

Parents should ensure that their children are regularly reading in order to promote language acquisition and continue to develop a conceptual understanding of writers' methods and ideas. Parents can also use the 'itslearning Platform' to review and discuss their child's reading. Moreover, parents can encourage their children to discuss their language and literary study and extend their learning through developed and detailed independent learning and any extended research and additional reading.

Modern Foreign Languages

Head of Department: Mrs Alison Woodward

Language teaching at St Paul's is based on our belief that pupils learn best when they see language in action, and when they use it with meaning and purpose to make things happen. Visitors to the department will see pupils actively involved in a variety of activities.

We aim to create an environment in which respect, tolerance, concern and interest in others are paramount. Competence in a language is a valuable life skill that enhances job prospects. At St Paul's we believe that when lessons create a sense of enjoyment and fun, and where language is seen to be relevant, all pupils can succeed.

All pupils study a language throughout their time at St Paul's and will take a GCSE in this language in Year 11.

Exam Board and Syllabus:

AQA <http://www.aqa.org.uk/subjects/languages/gcse>

How Your Child Will Be Examined:

Pupils will sit one exam for each of the four skills of their Modern Foreign Language:

Paper 1: Listening – variety of questions based on what they hear in a recording

Paper 2: Speaking – role play task, photo card & general conversation questions

Paper 3: Reading - variety of questions based on passages in the foreign language

Paper 4: Writing – different tasks to show their ability to write in the foreign language

Each element represents 25% of the examination.

What Your Child Will Be Studying in Year 10:

Advent Term

- Holidays
- Healthy Lifestyles

Lent Term

- Education Post-16
- Jobs & career choices

Pentecost Term

- My studies
- Life at school

What Your Child Will Be Studying in Year 11:

Advent Term

- Theme 1 revision: family & friends, technology, free-time & festivals
- Theme 2 revision: home & town, healthy living, global issues & holidays

Lent Term

- Final preparation for speaking exam – Themes 1, 2 & 3

How You Can Support Your Child:

You can help your child by ensuring that they learn their vocabulary regularly. Ask questions about their independent learning such as, 'What does that sentence mean?' Also, encourage pupils to go back over language done in previous topics and weave it into their written work.

Art and Design

Head of Department: Mrs Ines Reeve

In Art and Design pupils work on a range of projects aimed at broadening their knowledge and experience of a wide range of styles, techniques and processes. They have the opportunity to experiment with different media and are encouraged to be creative, take risks and explore alternative ways to resolve their ideas, both independently and collaboratively.

A GCSE in Art and Design is offered as an option within the Faculty of Expressive Arts. Throughout Year 10 pupils develop their understanding of the assessment objectives laid out by the exam board and in Year 11 pupils build on their strengths in order to produce a strong portfolio of exciting work, culminating with an externally set exam.

Upon successful completion of GCSE Art and Design it is possible to continue onto an A level course in Art and/or Photography. The course is designed to develop individual's skills and enable them to pursue their ideas independently. Most pupils who undertake this qualification go on to study an area within the field of Art and Design at university.

Exam Board and syllabus:

Edexcel Art and Design www.edexcel.co.uk

How Your Child Will Be Examined:

The coursework element consists of two units of work that are produced during Year 10 and Year 11. In the January of year 11 pupils begin work on the externally set assignment from the exam board. This is approximately eight weeks work plus a final outcome produced in 10 hours in exam conditions.

What Your Child Will Be Studying in Year 10:

Advent Term

- Continuing to work on a project entitled "Vanitas"

Lent Term

- Completing previous project and beginning a new project which will be the theme set by the exam board for the current year 11s. (At present this is unknown)

Pentecost Term

- Continuing with the fore-mentioned project.

How You Can Support Your Child:

Pupils need to be able to research the work of others and gather images to help inspire their ideas. It is beneficial for them to have photos they have taken themselves in order to make their work more personal. Trips to art galleries and places of interest often help students to get a broader range of ideas.

Drama

Head of Department: Miss Kim O'Sullivan

Drama at St Paul's offers pupils the opportunity to experience a collaborative and creative learning environment that has practical drama experience at the heart of all that is done. With a purpose built theatre and a drama studio, pupils are encouraged to work with a variety of people, resources and stimuli. Drama is a subject like no other and builds pupils' confidence and creativity; allowing them to apply a variety of strategies and styles to a range of texts and issues. The fundamental learning talent that is developed and finely tuned in Drama is collaboration. Whilst there are opportunities for solo work and independent written reflection, it is the ability to bounce ideas off others that is vital. This is a skill that is essential for all pupils regardless of their aspirations.

We use plays, poetry, newspaper articles, social issues, pictures, objects and films to inspire and stimulate imaginative use of the drama medium. Specific stylistic techniques are taught and then applied to original work. These techniques include still image, physical theatre, cross cutting, thought tracking, mime and use of mask. Links are made to established theatre practitioners and theatre companies and there are opportunities to visit the theatre both locally and in London's West End. The Drama Department is a thriving community that allows for creative expression and there are often pupils rehearsing pieces at lunch times and after school. There are numerous performances that take place for an outside audience by GCSE and A level students and of course there is the opportunity to be involved in the annual school production. Recent productions have enabled pupils to share their talents with the wider community and to be an integral part of a truly rewarding experience.

Exam Board and syllabus:

Edexcel GCSE in Drama (1DR0)

<http://qualifications.pearson.com/en/qualifications/edexcel-gcses/drama-2016.html>

How Your Child Will Be Examined:

Students complete 3 components:

Component 1: Devising (40% of the GCSE)

The intention is to complete this unit by the end of Yr10

Component 2: Performance from Text (20% of the GCSE)

To be externally assessed between Jan and March

Component 3: Theatre Makers in Practice. 1hour 30min exam (40% of the GCSE)

Examined in summer

What Your Child Will Be Studying in Year 10:

Advent Term

Throughout this term students will be focusing on their devising skills (in preparation for Component 1). Stimuli include images, music and texts based around the themes of revenge and of Celebrity. Students will create a devised performance which will be assessed. They will also complete a 2000 word portfolio based on their work.

Lent Term

Preparation for Component 3: Students will be exploring the play *An Inspector Calls* by developing presentation work that considers characterisation, interpretation, performance, direction and design. This will be both practical and theoretical with the concept of *audience* at the heart of it. In the second half term, students will explore a range of theatre practitioners and apply their methodologies to improvisations that focus on impact on audience.

Pentecost Term

This term will be spent exploring approaches to Component 1: Devising. Students will use the given stimuli to provoke performance ideas and apply theatrical conventions. Students will develop these ideas into a substantial piece of drama to be performed and marked out of 15. Students will complete a 2000 word portfolio which will be marked out of 45. This half term will also be used for ongoing examination preparation – writing as a performer, director and designer.

What Your Child Will Be Studying in Year 11:

Advent Term

Students will have feedback from their portfolios and will be developing their responses to ensure they maximise their potential. Then students will revisit the text *An Inspector Calls* and use extracts from the play to learn and perform as preparation for Component 2. They will be assessed on their performance and will also complete mock exam questions which is preparation for Component 3. Before Christmas, students will be assigned their groups and texts for Component 2 where they will be assessed on performance of two extracts from the same play (a combination of monologue/ duologue/ group piece).

Lent Term

During this term students will be completing their Component 2 exam and lessons will be spent refining and rehearsing their two play extracts. Alongside this, students will be developing their analysis and evaluation skills in response to live theatre, for the Component 3 exam. This will include re-watching key scenes from the National Theatre production.

Pentecost Term

This half term will be spent preparing for the Component 3 written exam and completing exam technique activities. They will finalise their 500 words of notes to take into the exam under supervision from staff and they will answer past paper questions on *An Inspector Calls* and live theatre. Model answers and revision resources will be used to support this work.

How You Can Support Your Child:

- Taking opportunities for them to experience professional theatre productions
- Allowing them time to stay in school and rehearse for devised/ scripted performances
- Checking that Independent Learning tasks are completed in detail and on time
- Support with any extra research and planning to be completed outside of school

Music

Head of Department: Ms Lucia McLernon

Music is an active, engaging, challenging and therapeutic subject which plays a large role in the spiritual development of our children. We study Music from key stage 3 all the way up to A-Level. All lessons involve learning the skills of Listening & Appraising, Composing and Performing. Lessons are interactive and encourage a variety of learning methods which allow pupils to work on their own, in a pair or as part of a group. Pupils are able to engage with musical instruments such as keyboards, pianos, ukuleles, drums and guitars, through singing and the use of Music Technology. Many different genres of music from across the world are covered, giving pupils a wide cultural experience.

Pupils are regularly encouraged to engage with others through music making on their chosen instrument and with access to three drum kits, four Clavinova pianos, four practice rooms, electric & acoustic guitars, iMacs equipped with Logic Pro and recording equipment to match, as well as two classrooms equipped with computers set up with *Sibelius* software, it is no wonder that the music block is in constant use by those wishing to use our well-resourced department. With three concerts a year, an annual school production, several choirs and bands including leading worship during school masses, the Music Department is thriving and an exciting place to be.

Exam Board and syllabus:

Eduqas – (Welsh Board as was):

<http://www.eduqas.co.uk/qualifications/music/gcse/>

How Your Child Will Be Examined:

30% - performance lasting a minimum of 4 minutes. 1 minute of this must be an ensemble (group) performance. The exam takes the form of a form recording all in one take.

30% - composition. 2 compositions of 2 different styles.

40% - summer examination of one hour and 15 minutes. Students will do a listening exam in the summer of year 11. They will be asked questions in relation to some pieces of music from a wide variety of styles.

What Your Child Will Be Studying in Year 10:

Advent Term

- Learning **composition** skills; students will be equipped to start a composition by first of all acquiring the skills of composition through lots of short task, predominantly in the classical style.
- **Performing** 1 minute of a performance; students will work on this at home and produce a recording each half term on their chosen instrument.
- **Listening**: students will be introduced to the music of the Baroque, and Classical eras in music. They will learn to identify instruments from these Eras, as well as different types of pieces, structures and basic theory.

Lent Term

- **Composition:** students will make a start on the 'free' composition. This is a composition of their choice but the teacher will encourage them towards a style that is easier to achieve well in.
- **Performing:** 2 minutes of a performance; students will work on this at home and produce a recording each half term on their chosen instrument. They will improve on their previous grade.
- **Listening:** students will be introduced to the music of the Romantic Era following on from Baroque and Classical. They will learn to identify instruments from this Era, as well as different types of pieces, structures and basic theory. They will be introduced to more modern styles of music too, such as minimalism.

Pentecost Term

- **Composition:** students will refine and improve their composition with teacher guidance.
- **Performance:** students will perform a piece with someone else (or their instrument teacher) that will act as their 'ensemble' (group) performance. This will be a minimum of a minute in length.
- **Listening:** students will be introduced to film music and world music. For both these areas they will learn to identify typical features and instruments of these styles.

What Your Child Will Be Studying in Year 11:

Advent Term

- **Composition:** Further developing composition skills; students will continue to develop compositional pieces from year 10, as well as starting new ones using the software Sibelius, GarageBand and Logic Pro on PCs and iMacs. Students will be given a brief from the examination board and must compose to fit that brief.
- **Performance:** Students will focus on rehearsing independently for their performance examination in January. They must perform 4 minutes of music, and 1 of those minutes must be as part of an ensemble.
- **Listening:** Students will study 'Music for ensemble' which covers genres from Jazz to Musical Theatre. They will listen to artists from these genres and identify key musical features that they can hear.

Lent Term

Composition: Continue to develop composition skills using the software Sibelius, GarageBand and Logic Pro on PCs and iMacs. Students will continue to continue to the brief.

Performance: Students will complete their performance examination during this term. This will be recorded and assessed internally by their music teacher before it is sent to the exam board to be assessed again.

Listening: Students will complete practice listening questions and examination papers to support their preparation for the listening and appraising paper.

Pentecost Term

- **Composition:** students will refine their composition with teacher guidance, before completing for moderation.
- **Listening:** students will continue to complete practice listening questions and examination papers to support their preparation for the listening and appraising paper.

How You Can Support Your Child:

Music is a difficult subject. To supplement the learning for the listening exam, it is always worth brushing up on theory. GCSE bitesize and www.musictheory.net are useful websites.

Performance needs to be worked on weekly. Students have been given a practice diary which you can support with by ensuring that your son/daughter practises on a regular basis. It is usually advised to practise once a day but if you don't find this realistic then please work on 3-4 times a week. You can also help by talking to your son/daughter if you get a letter home saying they've not attended their instrument/singing lesson. Students invariably can't teach themselves to play an instrument and need support from their teacher.

Physical Education

Head of Department: Mrs Amy Knight

Physical Education aims to contribute to the general education of every pupil in the school in a number of ways including the intellectual development of pupils through the investigation and understanding of games and physical activities, enabling pupils to appreciate skill and competence. It also benefits pupils by teaching the importance of self-discipline and effective co-operation with others, appreciating individual capabilities. But most importantly it encourages the education of pupils in the relationship between health and fitness.

All pupils will participate in Physical Education throughout their school career. Pupils will be offered the option of a three-year GCSE course incorporating both theory and practical work. GCSE PE results are consistently very good. At A-level there are two pathways for our learners with AQA A-level PE or a BTEC Sports and Exercise Science course.

In addition, the Department offers many extra-curricular activities to further develop the skills embedded in lessons. Students are also offered opportunities to participate in a variety of extended curricular activities in Years 7-9 including snowboarding, climbing and golf.

Exam Board and syllabus:

GCSE OCR PE

<http://www.ocr.org.uk/qualifications/gcse-physical-education-j587-from-2016/>

How Your Child Will Be Examined:

Learners must complete all components (01, 02 and 03) to be awarded the OCR GCSE (9–1) in Physical Education.

Applied anatomy and physiology, Physical training, Physical factors affecting performance (01) 60 marks 1 hour written paper 30% of total GCSE.

Socio-cultural influences, Sports psychology, Health, fitness and well-being, Socio-cultural issues and sports psychology (02) 60 marks 1 hour written paper 30% of total GCSE.

Practical activity assessment on 3 sports, Analysing and Evaluating Performance (AEP) Performance in physical education (03)* 80 marks non-exam assessment (NEA) 40% of total GCSE.

What Your Child Will Be Studying in Year 10:

Advent Term

- The skeleton and skeletal system and its role in sports performance.
- The muscles and muscular system and its role in sports performance.
- Biomechanical movement and its importance in sports performance.

Lent Term

- The circulatory system and its role in sports performance.
- Blood, blood vessels and the transportation of oxygen.

Pentecost Term

- The respiratory system and its role in sports performance.
- The short term effects of exercise on the body.
- The long term effects of exercise on the body.

How You Can Support Your Child:

- There will be revision guides and work books available for pupils to purchase when produced by the exam board.
- Ensure your child has the correct PE kit for practical sessions.
- Utilise the OCR website for updates on the course and sample assessments.
- Ensure your child is using the schools learning platform to check homework and course messages.

Design & Technology

Head of Department: Mr Sam Reynolds

“You can find inspiration in everything. If you can’t you’re not looking hard enough”

Paul Smith

“For success, attitude is equally as important as ability”

Harry F Banks

“Design is the fundamental soul of a human made creation”

Steve Jobs

Design and Technology develops pupils’ ability to:

- analyse a context and create a brief
- respond to the needs of clients and users with empathy
- solve real world problems
- be creative
- think and work independently
- use ICT effectively
- become clear communicators visually, verbally and with writing
- understand technical concepts
- collaborate well with peers
- give, take and respond to constructive feedback
- manage and organise a demanding workload
- work with accuracy and precision
- consider sustainability and wider socio-economic implications of design decisions

Exam Board and syllabus (please provide website link to syllabus):

OCR GCSE Design and Technology 9-1:

<https://www.ocr.org.uk/qualifications/gcse/design-and-technology-j310-from-2017/>

AQA GCSE Food preparation and Nutrition

<http://www.aqa.org.uk/subjects/food/gcse/food-preparation-and-nutrition-8585>

OCR Level 1/2 Award/Certificate in Engineering Design

<https://www.ocr.org.uk/qualifications/cambridge-nationals/engineering-design-level-1-2-j822/specification-at-a-glance/>

OCR Level 1/2 Award/Certificate in Engineering Manufacture

<https://www.ocr.org.uk/qualifications/cambridge-nationals/engineering-manufacture-level-1-2-award-certificate-j832-j842/>

NCFE Level 1 Certificate in Food and Cookery

<https://www.ncfe.org.uk/qualification-search/ncfe-level-1-certificate-in-food-and-cookery-2026.aspx>

How Your Child Will Be Examined

For GCSE Design and Technology pupils complete an explore, create and evaluate non-examined assessment which is started on June 1st of Year 10 and completed by Easter of Year 11. This is worth 50% of the final grade. The remaining 50% is assessed by a 2 hour exam in the summer of Year 11.

For GCSE Food Preparation and Nutrition pupils complete two non-exam assessments: the food investigation (a written report) which is worth 15% and the food preparation assessment (a design, develop and cook/prepare project) which is worth 35%. The remaining 50% is assessed during a 1.5 hour exam in the summer of Year 11.

For OCR Engineering qualifications: each qualification has three equally weighted units. One of the three units is an exam unit and pupils will prepare for sitting this exam in January of Year 11. The remaining two units are coursework and these will be ongoing in Year 10 and Year 11.

For NCFE Level 1 Certificate in Food and Cookery courses there is ongoing coursework assessment. There are also externally marked assessments, although these are not formal exams sat in an exam hall. Please contact your child's teacher for further information regarding these qualifications if you require it.

What Your Child Will Be Studying in Year 10:

Advent Term

Pupils will be developing thinking and practical skills which enable them to meet the assessment objectives of their D&T qualification. Please do contact your child's D&T teacher for further information regarding the specific work being undertaken.

Lent Term

Pupils will be undertaking project work which will either prepare them for, or actually contribute to their coursework, controlled assessment or non-exam assessment. Pupils studying GCSE and OCR Level 2 certificates will be preparing for mock examinations.

Pentecost Term

All pupils will be working on non-examined assessments or controlled assessment. Pupils should be self-motivated, independent and attending technology club on Wednesdays after school to be successful.

What Your Child Will Be Studying in Year 11:

Advent Term

All pupils will be working on non-examined assessments or controlled assessment. Pupils should be self-motivated, independent and attending technology club on Wednesdays after school to be successful.

Lent Term

All pupils will be working on non-examined assessments or controlled assessment. Pupils should be self-motivated, independent and attending technology club on Wednesdays after school to be successful.

Pentecost Term

All pupils will be conducting exam revision in preparation for the summer examination series. Pupils should be self-motivated, independent and attending technology club on Wednesdays after school to be successful.

How You Can Support Your Child:

- Check that independent learning is being completed to the highest standard.
- Refer your child to www.technologystudent.com if stuck with work.
- Refer your child to www.focuselearning.co.uk (username: **student@stpauls3607** password: **wudqg6z8y**) if stuck with work.
- Encourage key stage 4 and 5 pupils to attend DT club on Wednesdays after school.
- Encourage your child to take part in extended curriculum opportunities.
- Communicate with your child's teacher immediately if progress is a concern.
- Refer to the “**St Paul’s Catholic School Design and Technology**” YouTube channel.

Social Science Department

Head of Department: Mrs Kelly Dennis

Health and Social Care

Course Leader: Mrs Kelly Dennis

The health and social care industry is far reaching. It is a sector that has an influence on so many in our society. In fact, it is a sector that will impact on everyone in society at some point in their life. The reforms in social care will create new types of jobs and ways of working, new career opportunities, and more flexibility both between and across the health and social care sector. As a subject, Health and Social Care will provide the opportunity to study a range of components which link to this sector such as Human Lifespan Development, Health Care Services and Health and Wellbeing. Each component places the student at the heart of the learning process and encourages them to take an active role within all lessons. Alongside this the assessment process encourages the learner to be resilient, organised, reflective and focused.

A health and social care student will build a variety of transferable skills over the two year course. The course embeds the school's focus of 'The Gifts We Grow' and 'The Talents We Develop' allowing students to reach their full potential. Students will take part in independent research tasks, group presentations, role play scenarios and also conversations with Health Care professionals at our yearly Social Sciences Careers Week.

Exam Board and syllabus:

Pearson BTEC Level 1/2 Tech Award in Health and Social Care

How Your Child Will Be Examined:

2 x Internally assessed components.

1 x Externally assessment component.

What Your Child Will Be Studying in Year 10:

Component 1: Human Lifespan and Development (Internally Assessed)

- Students will investigate how, in real situations, human development is affected by different factors and that people deal differently with life events.

Component 3: Health and Wellbeing (Externally Assessed)

- Students will study the factors that affect health and wellbeing, learning about physiological and lifestyle indicators, and how to design a health and wellbeing improvement plan.

What Your Child Will Be Studying in Year 11:

Component 2: Health and Social Care Services and Values (Internally Assessed)

- Students will study and explore practically, health and social care services and how they meet the needs of real service users. They also develop skills in applying care values.

Component 3: Health and Wellbeing (Externally assessed at the end of Year 11)

- Students will study the factors that affect health and wellbeing, learning about physiological and lifestyle indicators, and how to design a health and wellbeing improvement plan.

How You Can Support Your Child:

- Monitor the completion of Independent Learning using the itslearning calendar.
- Watch the news and discuss current issues surrounding Health and Social Care.
- Monitor their use of the BTEC Health and Social Care revision guide.
- Study the activities which they have completed during lessons and ask them questions to test their knowledge.
- Keep in contact with Mrs Dennis to track their progress. kelly.dennis@st-pauls.org.uk

Sociology

Course Leader: Miss Naomi White

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

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

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

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

Exam Board and syllabus:

AQA GCSE Sociology

How Your Child Will Be Examined:

2x Externally Assessed Examinations, completed at the end of Year 11. Each paper is 1 hour 45 minutes.

What Your Child Will Be Studying in Year 10:

Paper 1 – Families

- Students will study the functions of families for society, different types of families, different roles that men and women play in the family, how families have changed over time, divorce and the reasons for the rise in divorce rates.

Paper 1 – Education

- Students will study the roles and functions of the education system, differences in educational achievement between different social groups, different processes in schools such as setting and streaming and teacher labelling.

What Your Child Will Be Studying in Year 11:

Paper 2 – Crime

- Students will learn about the social construction of crime and deviance, social control, the difference between criminal and deviant behaviour, the reasons why certain groups in society are more likely to turn to crime, data on crime

Paper 2 – Social Stratification

- Students will study sociological theories of stratification, how social class is defined, how social class affects life chances, different sociological views on poverty and the possible solutions, different forms of power and authority and factors that affect power relationships

How You Can Support Your Child:

- Monitor the completion of Independent Learning using the itslearning calendar.
- Watch the news and discuss current issues surrounding Sociology (Families, Education and Crime)
- Study the activities which they have completed during lessons and ask them questions to test their knowledge.
- Keep in contact with Miss White to track their progress. Naomi.white@st-pauls.org.uk

Business and Computer Science

Head of Department: Mr Nick Tedds

“Whether you want to uncover the secrets of the universe or just want to pursue a career in the 21st century, basic computer programming is an essential skill to learn.”

Stephen Hawking

“A business has to be involving, it has to be fun, and it has to exercise your creative instincts.”

Sir Richard Branson

“Everybody should learn how to program a computer...because it teaches you how to think.”

Steve Jobs

“I want to work for a company that contributes to and is part of the community. I want something not just to invest in. I want something to believe in.”

Dame Anita Roddick

“Information technology and business are becoming interwoven. I don't think anybody can talk meaningfully about one without the talking about the other.”

Bill Gates

The Business & Computer Science department aims to offer pupils an understanding of the real business, financial and technological world and help them develop their enterprise and ICT ability to the fullest extent possible. We strive to provide opportunities for learning how enterprise, computer science and ICT can assist pupils in their work in other curriculum areas, and to stimulate the development of learning talents in each individual to help them grow and become life-long learners. We do all of this whilst promoting a responsible attitude to the use of ICT and equipment, in a safe and non-threatening environment for learning.

GCSE Business

Course Leader: Mr Nick Tedds

Exam Board and syllabus:

AQA GCSE Business

<http://www.aqa.org.uk/subjects/business-subjects/gcse/business-8132/specification-at-a-glance>

How Your Child Will Be Examined:

Summer Examination Series Paper 1: Influences of operations and HRM on business activity

What's assessed

- Business in the real world
- Influences on business

Summer Examination Series Paper 1: Influences of operations and HRM on business activity

- Business operations
- Human resources

How it's assessed

- Written exam: 1 hour 45 minutes
- 90 marks
- 50% of GCSE

Questions

- Section A has multiple choice questions and short answer questions worth 20 marks.
- Section B has one case study/data response stimuli with questions worth approximately 34 marks.
- Section C has one case study/data response stimuli with questions worth approximately 36 marks.

Summer Examination Series Paper 2: Influences of marketing and finance on business activity

What's assessed

- Business in the real world
- Influences on business
- Marketing
- Finance

How it's assessed

- Written exam: 1 hour 45 minutes
- 90 marks
- 50% of GCSE

Questions

- Section A has multiple choice questions and short answer questions worth 20 marks.
- Section B has one case study/data response stimuli with questions worth approximately 34 marks.

Summer Examination Series Paper 2: Influences of marketing and finance on business activity

- Section C has one case study/data response stimuli with questions worth approximately 36 marks.

What Your Child Will Be Studying in Year 10:

Advent Term

Human resources

- Motivating employees
- Training

Business Operations

- Production processes
- The role of procurement
- The concept of quality

Lent Term

Business Operations

- Good customer services

Marketing

- Identifying and understanding customers
- Segmentation

Pentecost Term

Marketing

- The purpose and methods of market research
- The elements of the marketing mix: product, price, promotion and place

What Your Child Will Be Studying in Year 11:

Advent Term

Finance

- Sources of finance
- Cash flow
- Financial terms and calculations

- Analysing the financial performance of a business

Lent Term

Influences on business

- Technology
- Ethical and environmental considerations
- The economic climate on businesses
- Globalisation
- Legislation
- Competitive environment

Pentecost Term

Final preparations and revision for the summer examination series.

How You Can Support Your Child:

Independent learning tasks will be specific to the learning of the topics highlighted above and the development of positive learning habits, in preparation for the examinations that take place at the end of Year 11. Please talk to your child about their independent learning and the learning that has been undertaken during lessons.

Progress will be assessed via a range of activities undertaken in class and independently. Formal assessments will take place at the end of each unit and a PPE will be undertaken in Years 10 and 11. Please encourage your child to review their class notes regularly (at least 30 minutes each week) in preparation for these assessments. Each pupil has also been issued with a CGP Revision Guide at the beginning of Year 10.

As additional support, pupils should make extensive use of the school's Learning Platform (itslearning). All GCSE Business Studies pupils have been attached to the Business GCSE (2017+) course. The 'lesson resources' folder includes presentations covering all sections of the course. The 'revision' folder contains 'active revision' advice, subject vocabulary and exam technique guidance. There are also practice questions and independent learning tasks to help support revision as well as a Learning Checklist.

Please encourage your child to take an interest in the Business world around them. Talk to them about the organisations that you work for and/or to whom you are customers. Watch Business related TV programmes together such as Dragon's Den or The Apprentice. Discuss Business news articles with them, such as those found on the BBC News website.

BTEC Level 1 / 2 Tech Award in Enterprise

Exam Board and syllabus:

Pearson BTEC Tech Awards Enterprise

<https://qualifications.pearson.com/en/qualifications/btec-tech-awards/enterprise-2022.html>

How Your Child Will Be Examined:

| | | |
|---|--|---|
| Component 1: Exploring Enterprises <i>Controlled Task – Pearson Set Assignment</i> | Component 2: Planning for and Pitching an Enterprise Idea <i>Controlled Task – Pearson Set Assignment</i> | Component 3: Promotion and Finance for Enterprise <i>Examination (Taken in May of Year 11)</i> |
|---|--|---|

What Your Child Will Be Studying in Year 10:

Advent Term

Component 1: Exploring Enterprises

- Examine the characteristics of enterprises
- Explore how market research helps enterprises to meet customer needs and understand competitor behaviour
- Investigate the factors that contribute to the success of an enterprise
- Completion of the Pearson Set Assignment

Lent Term

Component 2: Planning for and Pitching an Enterprise Idea

- Explore ideas and plan for a micro-enterprise activity

Component 3: Promotion and Finance for Enterprises

- Elements of the promotional mix and their purposes
- Targeting and segmenting the market
- Factors influencing the choice of promotional methods
- Financial documents
- Payment methods

Pentecost Term

Component 2: Planning for and Pitching an Enterprise Idea

- Pitch a micro-enterprise activity
- Review own pitch for a micro-enterprise activity

Component 3: Promotion and Finance for Enterprises

- Sources of revenue and costs
- Budgeting
- Sources of business finance
- Cash flow
- Suggesting improvements to cash flow problems

What Your Child Will Be Studying in Year 11:

Advent Term

Component 2: Planning for and Pitching an Enterprise Idea (Revisit)

- Explore ideas and plan for a micro-enterprise activity
- Pitch a micro-enterprise activity
- Review own pitch for a micro-enterprise activity
- Completion of the Pearson Set Assignment

Lent Term

Component 3: Promotion and Finance for Enterprises

- Statement of comprehensive income
- Statement of financial position
- Stakeholders
- Profitability and liquidity

Pentecost Term

Component 3: Promotion and Finance for Enterprises

- Revision
- Completion of external examination

How You Can Support Your Child:

Please talk to your child about the topics of the components that they are currently studying and encourage your child to take an interest in the Business world around them. Talk to them about the organisations that you work for and/or to whom you are customers. Watch Business related TV programmes together such as Dragon's Den or The Apprentice. Discuss Business news articles with them, such as those found on the BBC News website.

For the controlled task components encourage your child to carry out independent research and to meet all deadlines set, to take full advantage of the feedback opportunity, in order to be fully prepared.

For the examination component please encourage your child to review class notes and revise in preparation for the exam, which will be undertaken in May of Year 11.

As additional support, pupils should make extensive use of the school's Learning Platform (itslearning). All BTEC Tech Award in Enterprise pupils have been attached to the course page. The 'resources' section includes presentations covering virtually all sections of the course for all three components. For the controlled task components, there are help sheets available to support pupils in their research and for the exam component there are revision guides and activities also available to help pupils prepare for the examination.

BTEC Level 1/2 Tech Award in Digital Information Technology

Exam Board and syllabus:

Pearson BTEC Tech Awards Digital Information Technology

<https://qualifications.pearson.com/en/qualifications/btec-tech-awards/digital-information-technology-2022.html>

How Your Child Will Be Examined:

| | | |
|--|--|---|
| Component 1: Exploring User Interface Design Principles and Project Planning Techniques <i>Controlled Task - Pearson Set Assignment</i> | Component 2: Collecting, Presenting and Interpreting Data <i>Controlled Task - Pearson Set Assignment</i> | Component 3: Effective Digital Working Practice <i>Examination (Taken in May of Year 11)</i> |
|--|--|---|

What Your Child Will Be Studying in Year 10:

Advent Term

Component 2: Collecting, Presenting and Interpreting Data

- Understand how data is collected by organisations and its impact on individuals
- Be able to create a dashboard using data manipulation tools
- Be able to draw conclusions and review data presentation methods
- Completion of Pearson Set Assignment

Lent Term

Component 1: Exploring User Interface Design Principles and Project Planning Techniques

- Understand interface design for individuals and organisations
- Project planning techniques
- Creating a project proposal and plan
- Creating an initial design

Component 3: Effective Digital Working Practice

- Modern technologies
- Impact of modern technologies
- Threats to data

Pentecost Term

Component 1: Exploring User Interface Design Principles and Project Planning Techniques

- Developing a user interface
- Be able to review a user interface

Component 3: Effective Digital Working Practice

- Prevention and management of threats to data
- Policy
- Responsible use of digital systems
- Legal and ethical considerations of digital systems

What Your Child Will Be Studying in Year 11:

Advent Term

Component 1: Exploring User Interface Design Principles and Project Planning Techniques

- Understand interface design for individuals and organisations
- Be able to use project planning techniques to plan, design and develop a user interface
- Be able to review a user interface
- Completion of Pearson Set Assignment

Lent Term

Component 3: Effective Digital Working Practice

- Legal and ethical consideration of digital systems
- Forms of notation

Pentecost Term

Component 3: Effective Digital Working Practice

- Revision
- Completion of external examination

How You Can Support Your Child:

Please talk to your child about the topics of the components that they are studying and encourage your child to take an interest in the digital world around them.

For the controlled tasks components, encourage your child by taking an interest in what they have got to do and ask them questions about what they have got to plan and produce.

For the examination component please encourage your child to review class notes and revise in preparation for the exam, which will be undertaken in May of Year 11.

As additional support, pupils should make extensive use of the school's Learning Platform (itslearning). All BTEC Tech Award in Digital Information Technology pupils have been attached to the course page. The 'resources' section includes presentations covering virtually all sections of the course for all three components.

GCSE Computer Science

Course Leader: Mr Muhammad Abdulmajeed

Exam Board and syllabus:

OCR Computer Science (9-1) - J277

<https://www.ocr.org.uk/qualifications/gcse/computer-science-j277-from-2020/>

How Your Child Will Be Examined:

| | |
|---------------------------------------|---|
| <i>Component 1 – Computer Systems</i> | <i>Component 2 – Computational Thinking, Algorithms and Programming</i> |
| Written Paper | Written Paper |
| (1 hour 30 minutes) | (1 hour 30 minutes) |
| 80 marks/50% | 80 marks/50% |

What Your Child Will Be Studying in Year 10:

Advent Term

- Intermediate Algorithms
- Intermediate Programming techniques
- Intermediate Computational logic
- Intermediate Data representation

- Intermediate programming tasks

Lent Term

- Intermediate Computational logic – Boolean Algebra
- Intermediate Systems Architecture – in depth look at CPU and registers
- Memory
- Computer hardware – Storage, input/output
- Networks – Security

Pentecost Term

- System security
- Systems software
- Advanced algorithms – searching and sorting
- Programming languages
- Translators and facilities of languages

What Your Child Will Be Studying in Year 11:

Advent term

- NEA – Programming Project
- Searching algorithm
- Sorting algorithms
- File handling
- Arrays/lists
- Procedure vs functions
- Defensive programming design
- IDE
- Translators

Lent term

- NEA – Programming Project
- Ethical issues
- Legislations
- Environment
- Revision and exam techniques
- Review of core topics

Pentecost term

- Revision and exam techniques

How You Can Support Your Child:

Independent Learning will be specific to the learning of the topics listed above. Please talk to your child about their independent learning and the learning that has been undertaken during lessons.

Progress will be assessed via a range of activities undertaken in class and for homework. A mock examination (PPE) will be undertaken in Year 10. Please encourage your child to review their class notes regularly (at least 30 minutes each week) in preparation for these assessments.

Please encourage your child to take an interest in the Computer Science around them. Watch Computer Science related TV programmes such as Mr Robot or other computer science related YouTube videos (will be given out in class to make sure they are up to date). Also use (make further notes) from websites such as: BBC Bitesize

Mathematics

Head of Department: Miss Natasha Clark

Mathematics is a fascinating and exciting area of study, and at St Paul's the Mathematics scheme aims to foster greater understanding and enjoyment of the subject. It also aims to promote each individual's strengths and encourage them to become self-reliant and responsible for their own mathematical learning. We place a high emphasis on Thinking Skills and the ways in which Mathematics aids problem solving.

Mathematics is often said to be the language in which God wrote the universe. At St Paul's we base our teaching on this approach and help the pupils to see the Mathematics in all that they do. We teach mathematical concepts in the context of their curriculum subjects and help them to develop the financial and personal management skills needed for life outside of school.

Regular use is made of ICT to enhance the learning experience of the pupils. Interactive whiteboards give pupils the opportunity to bring Mathematics to life within the classroom and are an integral part of most lessons, while iPad & Chromebook facilities and online textbooks enable pupils to incorporate their mathematical skills with those needed for their digital futures.

Exam Board and syllabus:

AQA Mathematics (8300)

<http://www.aqa.org.uk/subjects/mathematics/gcse/mathematics-8300/introduction>

How Your Child Will Be Examined:

Candidates will sit three examination papers at the end of Year 11 which will cover all aspects of the syllabus. Calculators are not allowed on Paper 1 but are required for Papers 2 & 3. All papers are 90 minutes in duration; the papers are of equal weighting at 80 marks each.

What Your Child Will Be Studying in Year 10:

Advent Term

During the advent term pupils will study Mathematics in the following contexts:

- Language,
- Geography,
- ICT and Computer Science
- Business

Lent Term

During the Lent term pupils will study Mathematics in the following contexts:

- Citizenship
- Science

Pentecost Term

During the Pentecost term pupils will study Mathematics in the following contexts:

- Expressive Arts,
- PE
- Magic

What Your Child Will Be Studying in Year 11:

Throughout Year 11 we will be assessing how far your child has come in terms of their Mathematics and will then adapt the curriculum to meet any needs highlighted in the assessments. We will also use the assessment information to inform us in areas where we can introduce new extended material and higher level topics to enable all pupils to reach their potential.

How You Can Support Your Child:

In Mathematics we have found the following points to be essential in helping pupils to do well:

- Encouraging pupils to complete all independent learning to the highest standard, seeking support from teachers and attending the homework support club when needed
- Discuss targets with your child and ask them what they are doing to meet their targets, these can be found on the green stamps in your child's Mathematics books
- Praise effort rather than achievement
- Support them in making the most of all the available resources including the revision guide that has been lent to them, homework support club and various websites including www.mathswatch.co.uk, www.mathsbot.com www.onmaths.com and www.corbettmaths.com

Science

| | |
|----------------------------|------------------------------|
| Head of Department: | Mrs Joanne Anderson |
| Head of Biology: | Miss Samantha Jones |
| Head of Chemistry: | Miss Naomi DeSteunder |
| Head of Physics: | Mrs Naadu Lawson |

As pupils enter the Science Department at St Pauls, they see a quote from Albert Einstein telling them that 'The important thing is not to stop questioning'. We believe it is essential to foster pupils' curiosity about the world around them and we do this through interactive, exploratory work which links theory with 'real life'. Our pupils are encouraged to discuss and articulate their ideas and apply them to a wide range of practical situations. They are given every opportunity to develop critical, logical thinking and problem solving skills of use to them across the curriculum and throughout their wider lives.

In Key Stage 4 pupils work with three subject specialist teachers in Physics, Chemistry and Biology. Pupils are then in an excellent position to enter our highly successful, inclusive Sixth Form for further study of a range of Key Stage 5 Science courses. Many of our pupils go on to secure university places and apprenticeships in Science based subjects every year, and we hope every pupil leaves us with an appreciation of the wonder and fascination of the universe in which we live.

Gateway Science: Biology A

Exam Board and syllabus:

OCR <http://ocr.org.uk/qualifications/gcse-gateway-science-suite-biology-a-j247-from-2016/>

How Your Child Will Be Examined:

Ongoing internal assessment of examination questions building complexity and length until a full, authentic examination is undertaken at the end of year 10.

What Your Child Will Be Studying in Year 10:

Advent Term

| | |
|----------|--------------------|
| Topic 2: | Scaling up |
| Topic 1: | Cell-level systems |
| Topic 7: | Practical skills |

Lent Term

| | |
|----------|------------------------|
| Topic 1: | Cell-level systems |
| Topic 3: | Organism-level systems |
| Topic 7: | Practical skills |

Pentecost Term

- Topic 3: Organism-level systems
Topic 5: Genes, inheritance and selection
Topic 7: practical skills

How You Can Support Your Child:

Ask your child questions about what they have learned. Support your child with learning key terminology. Find a scientific television programme or periodical that you can watch/ read and discuss together to build your child's perception of how science is relevant.

Gateway Science: Chemistry A

Exam Board and syllabus:

OCR <http://ocr.org.uk/qualifications/gcse-gateway-science-suite-chemistry-a-j248-from-2016/>

How Your Child Will Be Examined:

Ongoing internal assessment of examination questions and a full authentic examination taken during the Lent term.

What Your Child Will Be Studying in Year 10:

Advent Term

- Topic 3: Chemical reactions
Topic 7: Practical skills

Lent Term

- Topic 5: Controlling reactions
Topic 3: Energetics and electrolysis
Topic 7: Practical skills

Pentecost Term

- Topic 6: Improving processes and products
Topic 7: Practical skills

How You Can Support Your Child:

Ask your child questions about what they have learned. Support your child with learning key terminology. Find a scientific television programme or periodical that you can watch/ read and discuss together to build your child's perception of how science is relevant.

Gateway Science: Combined Science A

Exam Board and syllabus:

OCR <http://www.ocr.org.uk/qualifications/gcse-gateway-science-suite-combined-science-a-j250-from-2016/>

How Your Child Will Be Examined:

Ongoing internal assessment of examination questions building complexity and length until a full, authentic examination is undertaken at the end of year 10.

What Your Child Will Be Studying in Year 10:

Advent Term

Develop scientific knowledge and conceptual understanding: the foundations in Biology, Chemistry and Physics.

Lent Term

Develop knowledge of the nature, methods and processes of science through different types of scientific enquiry

Pentecost Term

Build problem solving and enquiry skills through a range of learning environments, including the laboratory.

How You Can Support Your Child:

Ask your child questions about what they have learned. Support your child with learning key terminology. Find a scientific television programme or periodical that you can watch/ read and discuss together to build your child's perception of how science is relevant.

Gateway Science: Physics A

Exam Board and syllabus:

OCR <http://www.ocr.org.uk/qualifications/gcse-gateway-science-suite-physics-a-j249-from-2016/>

How Your Child Will Be Examined

Internal assessment building up examination skills. This will culminate in the examination paper at the end of year 10: an authentic and complete paper one.

What Your Child Will Be Studying in Year 10:

Advent Term

Topic 2: Forces

Topic 9: practical skills

Lent Term

Topic 2: Forces

Topic 8: Global challenges

Topic 9: practical skills

Pentecost Term

Topic 5: Waves in matter

Topic 9: practical skills (separate science)

How You Can Support Your Child:

Ask your child questions about what they have learned. Support your child with learning key terminology. Find a scientific television programme or periodical that you can watch/ read and discuss together to build your child's perception of how science is relevant.

Land Based Studies

Head of Department: Mrs Joanne Anderson

This is a practical subject where learning takes place both within the class room and outside across the school grounds, using the allotment and playing fields as well. The students undertake a range of practical activities. It is a Level 1 qualification designed to provide a specialist work-related qualification which can transfer across a wide range of sectors within the environmental sector. This qualification will give pupils the knowledge, understanding and skills that they need to prepare for employment.

Throughout the course pupils will be growing vegetables and flowers and it will be their responsibility to tend to them. In year 11 pupils will have the opportunity to learn about the use of agricultural machinery in Horticulture, which will include driving tractors under supervision. Pupils will learn all the techniques required to maintain and repair both summer and winter sports surfaces including using all the relevant equipment. Pupils will also study plant biology and plant propagation, and will be able to propagate using a wide range of techniques.

Exam Board and specification:

Pearson BTEC Level 1 Award/Certificate/Diploma in Land-based Studies

<https://qualifications.pearson.com/en/qualifications/btec-entry-level-level-1-and-level-1-introductory/land-based-studies-l1.html>

During the course pupils will study core units based on employability skills such as being organised, working within a team and creating a progression plan.

They will study land based sector units such as preparing the soil for plants, growing plants, caring and keeping plants healthy, using land based machinery and developing estate maintenance skills.

How Your Child Will Be assessed:

Work is assessed by practical tasks and assessments which can take the form of written work, photographic evidence and teacher observation.

Transferable Skills

Throughout this course the development of transferable and sector skills is the main focus. We intend for every learner to have the opportunity to develop key transferable skills through both core and sector units. This will help learners to appreciate how the transferable skills they develop in their core units can be contextualised within the land based sector. On completion of their course, learners will have developed a set of transferable and sector skills that will benefit them whatever their chosen progression route.