



St Margaret's C.E. Academy

YEAR 9 -10

**CURRICULUM
OPTION SUBJECT BOOKLET**

2020-2022



Dear Parents/Carers,

Choices for GCSE

Your son is now approaching the half-way point of the compulsory part of his secondary education, and the time has therefore come to choose what GCSEs (and possibly other qualifications) he should study in Year 10.

The transition from Key Stage 3 to Key Stage 4 is an important one, and we are committed to helping your son make that transition smoothly and successfully. In order to do this, your son will need to make the right choices for his studies in Year 10. To support that decision-making process, our GCSE options process will continue to be underpinned by our programme of Careers Education and Guidance. This programme is supported by independent advisors, who will require details of the academic and non-academic progress of your son to enable them to offer appropriate guidance. In addition, we will be holding our Year 9 Options evening in school at **7.00pm on Thursday 9th January**, when key members of staff will be on hand to explain the process and answer any questions you may have.

You will receive two documents to support you and your son as you consider the options available to you. This booklet outlines all the courses we offer; the other contains further guidance, and a form by which you can communicate your choices back to us.

If you have any questions about the GCSE Choices process, please don't hesitate to contact myself or a colleague:

- subject-specific questions, such as your son's suitability for a course, or detailed questions about course requirements *etc*, are best referred to your son's subject teacher or to the relevant Head of Department. May I take this opportunity to remind you that there is a Year 9 Parents' Consultation Evening from **3:45pm on Wednesday 15th January**;
- questions about our Careers Education and Guidance programme are best addressed to the colleague who leads this area of our work, *viz* Mrs C Roberts;
- if you would like any advice about what adaptations we can make to the process if your son has special educational needs (or is disabled), please contact our SENDCo-ordinator, Mrs N Kavanagh;
- questions about the GCSE options process should be referred to one of our Vice-Principals, Mr S Slater, who oversees it; and
- any pastoral matters may, as always, be referred to your son's Head of Year, **Mrs D Hart**.

As ever, I would be very grateful to receive any feedback on the GCSE Choices process so that we can continue to improve it even more in the future.

With my best wishes as you approach this important stage in your son's education,

Stephen Brierley
Principal

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Compulsory subjects

Optional subjects

Key Stage 4 Curriculum (2020 – 2022)

When your son enters Key Stage 4 he will continue to study the following subjects in the St Margaret's "Core Curriculum":

| Compulsory subjects in Year 10 |
|---|
| English (which will lead to two GCSEs, in Language and Literature) |
| Mathematics |
| Science (Combined Science : Trilogy which will lead to two GCSEs) |
| Religious Studies |
| Physical Education (non-GCSE course) |
| 'Learning for Life' our Personal, Social, Health and Citizenship Education programme (non-GCSE course) |

In addition, pupils may choose to study GCSEs from this list:

| Optional subjects in Year 10 |
|---|
| Art GCSE |
| BTEC Level 2 Tech Award in Digital Information Technology |
| Business Studies GCSE |
| Computer Science GCSE |
| Design & Technology: Product Design GCSE |
| Design & Technology: Electronics GCSE |
| Design & Technology: Tech Award Level 1 / Level 2 |
| Drama GCSE |
| Food & Nutrition (Level 1/Level 2 Award in Hospitality) |
| French GCSE |
| Geography GCSE |
| History GCSE |
| Music GCSE |
| Photography GCSE |
| Physical Education GCSE |
| Separate Science GCSE (a third GCSE in Science) |

We hope to be able to run courses in all these subjects, but may not be able to do so if numbers are small. Please note also that it may not be possible to allow every combination of subjects, although naturally we will do our best to accommodate each pupil's choices.

Every pupil must complete **one** of the four forms in the **2020 Year 9 Option Form Booklet**. The form must be signed by both the pupil and a parent, and returned to school by **Friday 7th February 2020**.

Pupils will be given information and guidance to help them make the correct choice of subjects. They should seek advice from subject tutors and be active in researching career opportunities using online packages, such as Kudos. As a parent you have an extremely important role to play by encouraging your son to discuss subject choices and explore career ideas.

GCSE qualifications have been in a process of reform since 2015, the new subjects have been introduced gradually, the process completed for all subjects in September 2017.

The reformed GCSEs

- will have more demanding content;
- have been designed for a two-year period of study;
- will be linear, so students will take all of their exams at the end of the course;
- the degree of non-exam assessment will reflect the balance and nature of new subject content.

It is extremely important that pupils and parents recognise the necessity of keeping up to date with assignments for the non-exam assessments. Your son will benefit from encouragement and support when planning work associated with his courses.

New GCSEs will be graded 1 to 9, with 9 being the top grade. Ofqual has consulted on proposals for how standards should be set for them, and how the grading scale should work.

- Grade 5 (the Department for Education describe this as a 'good pass') will be positioned in the top third of the marks for a current Grade C and bottom third of the marks for a current Grade B. This will mean it will be of greater demand than the present grade C, and broadly in line with international standards.
- Broadly the same proportion of pupils will achieve a grade 4 and above as currently achieve a grade C and above.
- Broadly the same proportion of pupils will achieve a grade 7 and above as currently achieve an A and above.
- For each examination, the top 20 per cent of those who get grade 7 or above will get a grade 9 – the very highest performers.
- The bottom of grade 1 will be aligned with the bottom of grade G.
- The new maths GCSE will be tiered, with grades 4 and 5 available through both tiers.
- Pupils studying combined science will receive one of 17 possible grades, from 1-1, 1-2, 2-2, 2-3... to 9-9.

Ofqual
.....

Grading new GCSEs from 2017

| New grading structure | Current grading structure |
|-----------------------|---------------------------|
| 9 | |
| 8 | A* |
| 7 | A |
| 6 | B |
| 5 | C |
| 4 | C |
| 3 | D |
| 2 | E |
| 1 | F |
| 1 | G |
| U | U |

GOOD PASS (DfE)
5 and above = top of C and above

AWARDING
4 and above = bottom of C and above

It is not right to say simply that a new grade 4 will equal a current grade C. The read across is at the bottom of each grade, so that broadly the same proportion of pupils will get 4 and above as currently get C and above. A subtle but important difference.

Careers Education and Guidance

Careers Lead: Mrs C Roberts

Careers Education and Guidance at St Margaret's encourages the co-operation and involvement of parents, students, employers and Career Connect. If you or your parents have any matters you wish to discuss please see Mrs C Roberts or one of the careers team in school

Email; careers [@stmargaretsacademy.com](mailto:careers@stmargaretsacademy.com) Tel: 0151 427 1825

Careers Education Programme

Social mobility is vital for an efficient economy and a happy nation. Sadly, England does not score well in this regard. Schools' Careers Departments have a vital role to play in improving that situation by nurturing ambition and countering any hint of a low-aspirations culture.

Our aim is to prepare all pupils for future success by providing a full programme of careers advice, information and guidance that is stable, structured and delivered by individuals with the right skills and experience. This will enable them to make ambitious choices for their futures.

We will also provide good quality, meaningful opportunities for them to encounter both the world of work and other education/training providers.

The "St Margaret's Pathway" is a whole-school approach that structures our careers advice and guidance programme. It draws extensively on outside agencies such as the Careers Enterprise Company, a local Enterprise hub, Career Connect and Elevate (The education Business partnership) – and a strong in-house team.

Pre-14 our strategic priority is to ensure all students aim high. As early as Year 7 we organise an aspirational University Unzipped event and an introduction to our independent Career Connect advisor. This is followed up in subsequent years by a business mentoring programme, appropriate enterprise events, employer encounters and timely advice and guidance for the options processes in Years 8 and 9.

Two individual interviews, a one-week Work Experience placement for all, employer talks, a Careers Fair and a speed-networking event all take place in Key Stage 4. In line with our intent, bespoke interventions (eg one-to-one interviews) to raise aspirations are arranged as required.

In **year 7** – you will have been challenged to think about the careers that are linked to the different subjects you study and will have participated in some introductory enterprise and careers related activities.

In **Year 8 and 9**, you will be given access to a software application online (Fast Tomato) that help you investigate careers choices. You are encouraged to explore career ideas using this computer package. Such tools allow you to answer questions relating to what you enjoy, thus giving you a number of accurate career pathways and provide a detailed overview of a wide range of careers including likely jobs, potential salaries and requirements for the role (e.g. degree etc.)

In **Year 9**, you will also participate in a Careers day, this year it will be "Whats Your Emergency". This is led by a number of employers and professionals.

The Careers programme in **Year 10** includes a compulsory week-long work experience placement to enable you to develop skills for the world of work, including teamwork,

communication. This has a taught element, delivered in core-PE time for at least 5 sessions leading up to you going out on placement after Spring Half Term.

There is usually a Careers Fair/Meet the Professionals event in Year 10 which involves encounters on a speed networking basis with a wide range of people from the local labour market.

In **Year 11** we host visiting speakers; a programme of Careers talks from industry experts; guidance on post 16 choices; writing CV's; developing interview techniques and writing letters of application. Year 11 also have the chance to participate in a mock interview.

Career Connect Service

The Career Connect Service is a national organisation that we subscribe to. They work in partnership with schools to provide help and advice for young people. Career Connect Personal Advisers provide up-to-date, independent advice and guidance about education, training and employment opportunities. The Careers Connect Personal Advisers take group sessions and aim to interview the majority of Year 11 students but are also available to support Year 9, 10 and Sixth Form students each year.

The Careers Connect Personal Adviser is Karen Gallagher. The advisor spends at least a day in school each week and you can request an appointment by speaking with the school Careers team *Students can also access support via the Careers Connect website or by appointment in Careers Connect Offices across the city.*

Work Inspiration Programme (Work Experience)

In Year 10, you will participate in the Work Inspiration Programme. This programme involves five lessons, during core PE time on a carousel basis, preparing you for the world of work with insight from industry experts; followed by a placement of a week taking place after February Half Term. **You will have the opportunity to organise your own placement if you have a suitable contact.** This will provide you with an invaluable opportunity to sample the world of work, working alongside experienced professionals to learn new skills and enhance your future CV and Personal Statement.

Some important points to consider before making your option choices

- Be realistic; assess your own strengths, abilities and interests.
- Don't be over influenced by the decisions of friends. Seek advice from teachers, Parents/carers, careers advisers, employers and older students.
- If you have an idea for a future career, check for any specific subject requirements utilising software tools and sites we will make available (e.g. Fast Tomato)
- Choose subjects that interest you and that you are good at.
- Use the careers literature available on the school website and noticeboards and bulletins circulated and software to start thinking carefully about your future.
- Read this options booklet carefully and use the knowledge gained in your careers education lessons in Learning for Life to help you make your decision.

Timetable for choice

Spring Term

Pupils start their Learning for Life programme to inform them about making choices

**Thursday 9th January
7.00 pm**

**Options Evening.
The Options Choice Subject Information Booklet and Option Form Booklet will be made available at this meeting**

Wednesday 15th January

**Year 9 Parent Consultation Meeting
From 3.45 pm to 6.45 pm**

Friday 7th February

Option Choice Form Deadline

**Monday 24th February
(onwards)**

Pupil and Parent consultations begin

Summer Term

Confirmation of option choices sent to pupils and parents

Table of Subject Assessment Information

| Subject | Examinations | Controlled Assessment |
|--|--------------|-----------------------|
| English Language | 100% | - |
| English Literature | 100% | - |
| Mathematics | 100% | - |
| Science | 100% | - |
| Religious Studies | 100% | - |
| Art and Design | 40% | 60% |
| BTEC Level 2 Tech Award in Digital Information Technology | 40% | 60% |
| Business Studies | 100% | - |
| Computer Science | 100% | - |
| Design & Technology Product Design | 50% | 50% |
| Design & Technology Electronics | 80% | 20% |
| Design & Technology (BTEC Engineering) | 40% | 60% |
| Drama | 40% | 60% |
| Food & Nutrition (Hospitality & Catering Level 1/2) | 60% | 40% |
| Geography | 100% | - |
| History | 100% | - |
| Modern Languages (French) | 100% | - |
| Music | 40% | 60% |
| Photography | 40% | 60% |
| Physical Education | 60% | 40% |

Special Educational Needs

“A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.”

(The Code of Practice: DfE, 2015)

Students who have difficulty accessing the curriculum in KS3 are given various degrees of support before making their option choices for KS4. Students who hold an Education Health Care Plan from the Local Authority are supported with option choices. Discussions take place with Mrs N. Kavanagh, our Special Educational Needs and Disability Co-ordinator (SENDCo), in consultation with the students and his parents/carers.

Access arrangements allow candidates/learners with SEN or disabilities to access the assessment and show what they know and can do without changing the demands of the assessment. The intention behind access arrangements is to meet the particular needs of an individual candidate without affecting the integrity of the assessment. Access arrangements are the principal way in which awarding bodies comply with the duty under The Equality Act 2010 to make ‘reasonable adjustments’.

Reasonable access arrangements need to be agreed by JCQ prior to an assessment period. Such access arrangements should be the usual way of working for the student within lessons to ensure that The Academy can evidence the needs of the student.

For KS4 examinations, applications are made to JCQ within the first term of Year 10. Applications are made for those students who have been assessed by a Specialist Assessor using an up to date nationally recognised standardised test. If a student has been privately assessed, for example in the case of dyslexia, The Academy must be supplied with the most recent assessment that has taken place within the current Key Stage, in order to submit the scores to JCQ. Please be mindful that JCQ must recognise the assessment carried out. It should also be noted that the Specialist Assessor must hold the appropriate qualifications as set out by JCQ, complete the relevant sections of Form 8 as required by JCQ as well as hand sign the Form 8 using ink which is not black. The completed Form 8 is needed for the application of Access Arrangements by the SENDCo. A private assessor must have made contact with the centre prior to the assessment taking place otherwise The Academy cannot accept the assessment report that has been completed.

If a student is to apply for access arrangements on medical grounds, The Academy must have recent medical assessments, of no older than 6 months, along with any other supporting medical evidence.

Access arrangements are made on an individual basis and therefore if you have any queries, please contact our Academy SENDCo directly. It should be noted that access arrangements only last for up to 2 years and re-assessment will need to take place at the beginning of post-16 studies.

English Language and Literature

What GCSE course will I follow?

AQA English Language and English Literature.

How will I be assessed?

All students will study both qualifications which will lead to two separate GCSE awards.

Both qualifications are based on 100% written exam assessments.

English Language

Paper 1: Explorations in Creative Reading and Writing

Section A: Reading

- one literature fiction text (unseen extract)

Section B: Writing

- descriptive or narrative writing

Written exam: 1 hour 45 minutes

80 marks

50% GCSE

Paper 2: Writers' Viewpoints and Perspectives

Section A: Reading

- one non-fiction text and one literary non-fiction text

Section B: Writing

- writing to present a viewpoint

Written exam: 1 hour 45 minutes

80 marks

50% GCSE

Non-examination Assessment: Spoken Language

Assessed on:

- presenting
- responding to questions and feedback
- use of Standard English

- Assessed and marked by teacher
- separate endorsement
- 0% of GCSE

Paper 1: Shakespeare and the 19th century novel

Section A: *Macbeth* William Shakespeare

Section B: 19th century novel: *A Christmas Carol* Charles Dickens

Written exam: 1 hour 45 minutes

64 marks

40% GCSE

Paper 2: Modern texts and poetry

Section A: Modern texts: *Telling Tales: Short Story Anthology*

Section B: Poetry (study of *Power and Conflict* cluster of 15 poems from AQA poetry anthology *Poems Past and Present*)

Section C: Unseen poetry (one question one unseen poem and one question comparing this poem with a second unseen poem)

Written exam: 2 hours 15 minutes

96 marks

60% of GCSE

Mathematics

This information will be subject to change in the light of government announcements.

What GCSE course will I follow?

[AQA GCSE Mathematics syllabus code 8300, 9-1](#)

Entry will be at one of the two tiers covering the target grades indicated:

FOUNDATION **(Grades 1 to 5)**
HIGHER **(Grades 4 to 9)**

What will I learn?

The specification requires students to demonstrate their knowledge, understanding and skills in the following areas:

1. **Number**
 - Structure and calculation
 - Fractions, decimals and percentages
 - Measures and accuracy

2. **Algebra**
 - Notation, vocabulary and manipulation
 - Graphs
 - Solving equations and inequalities
 - Sequences

3. **Ratio, Proportion and Rates of Change**
 - Proportional reasoning
 - Using ratio
 - Rates of change in real world contexts

4. **Geometry and Measures**
 - Properties and constructions
 - Mensuration and calculation
 - Vectors

5. **Probability**

6. **Statistics**
 - Handling data cycle

[This AQA GCSE in Mathematics](#) gives students the opportunity to develop the ability to:

- Acquire and use problem solving strategies
- Select and apply mathematical techniques and methods in mathematical, every day and real-world situations
- Reason mathematically, make deductions and inferences and draw conclusions
- Interpret and communicate mathematical information in a variety of forms appropriate to the information and context.

How does it follow on from what I have learnt before?

You probably won't notice a lot of difference in your mathematics lessons when you start this course as your teacher will be able to carry on from work you did at Key Stage 3.

Why do I have to take GCSE Mathematics?

GCSE Mathematics covers a lot of basic skills that you will need to use in a variety of ways all through your life and because of this it is a compulsory subject for all students in years 10 and 11.

The new GCSE places heavy emphasis on problem solving techniques and applying them to a range of real world contexts which you will need in later life

You will use a lot of what you learn in GCSE mathematics in the other GCSEs that you study. For example, in Science you may be asked to use formulae and solve equations, in Geography you will need to read charts and diagrams and use statistics and in DT you will need to use measures and make scale drawings.

Most College and Sixth Form courses require GCSE Mathematics as an entry requirement, as do many jobs and careers.

How will I learn?

Specialist Mathematics teachers in setted groups will teach you.

You will experience a variety of teaching styles including:

- Teacher led activities, including discussion with fellow students
- Undertaking appropriate practical and investigational tasks
- Consolidating and practising fundamental skills and routines
- Problem solving activities including applications for everyday situations
- Using computers and graphical calculators to investigate within mathematics
- Using an electronic version of a text book

What will I be expected to do at home?

You will be set homework on a regular basis. This will include completing written exercises, reviewing past work, practising newly acquired skills, accessing work provided by our VTLE, Kerboodle and using the Mymaths website.

It is important to regularly read through your notes to check that you understand the work, nothing is missing and your work is in order.

How will I be tested?

- You will have to take 3 papers at the end of your course.
- They are each worth $33\frac{1}{3}\%$.
- You will **not** be able to use a calculator for the first paper.
- You answer the questions on the test paper itself and you will have to answer all the questions.

What about final exams?

- The questions on the exam papers will usually be arranged so that the easiest ones come first and then they gradually get harder.
- There will be a mixture of short and longer questions.
- You might be asked to solve a problem about anything you have studied.

Is there any coursework?

No.

What about my results?

Towards the end of August you will be given your overall results. These will be graded on a nine-grade scale from 9 to 1 using the total mark across all 3 papers where 9 is the highest grade.

What other skills might I develop?

While you are doing this course you will be given the chance to develop skills in application of number, IT, communication, problem solving, working with others and in improving your own performance.

What could I do next with GCSE Mathematics?

GCSE Mathematics is an important foundation for many of the courses you may take in employment or further education, and a requirement for many university courses.

If you get a good grade at GCSE you may even decide to take Mathematics A level.

Almost all jobs and careers require you to have Mathematics GCSE but the following careers are some that would enable you to make a lot of use of your Mathematics.

- | | |
|-------------------------|-----------------------|
| • economics | • computing |
| • medicine | • ICT |
| • architecture | • banking |
| • engineering | • insurance |
| • accountancy | • marketing |
| • teaching | • business management |
| • psychology | • pharmacy |
| • environmental studies | • science |

Edexcel GCSE statistics (2017)

THE Maths department will be following the AQA statistics course from September 2017 for some students with high prior attainment. This is a 2 year course which will run concurrently with the main Maths GCSE, 6 lessons per fortnight for the main Maths GCSE and 2 per fortnight for statistics. The course is assessed on 2 final exams at the end of the 2 years and complements the statistic elements of the Maths GCSE.

These include;

- Testing hypotheses and understanding the constraints that may be faced in data collection

- Recognise the opportunities, constraints and implications for mathematical analysis of raw data including multivariate data
- Determine factors that may lead to bias and introducing levels of control in data collection and analysis
- Generating data visualisations and an understanding of the maths that derives these
- The calculation of statistical measures to compare data including standard deviation, lines of regression and Spearman's rank correlation
- The use of the above to determine the validity and reliability of statistical findings

We feel this course will give a real head start to any student who opts for **A level maths** but also to those who will follow any of the sciences or social sciences in which statistics is a key component.

Science

This information will be subject to change in the light of government announcements.

From September 2016 GCSE Science is changing, both in terms of content and assessment.

Students will opt to either **Combined Science** or **Separate Science GCSEs**.

Combined Science: Trilogy

This is similar to the old style “double award Science” GCSE, in that it is worth two GCSEs. This qualification is linear. Linear means that students will sit all their exams at the end of the course in year 11.

What will I learn?

You will cover a wide range of topics in Biology, Chemistry and Physics, including cell biology, atomic structure and forces.

How will I be formally assessed?

There will be six papers: two biology, two chemistry and two physics. Each of the papers will assess knowledge and understanding from distinct topic areas. They will last for 1 hour 15 minutes. **There is no longer any controlled assessment so 100% of the marks will come from final exams.**

Separate GCSEs in Biology, Chemistry and Physics

If you opt for this you will study 3 GCSEs in Science. Students who have chosen the three separate sciences cover the same material as students doing Combined Science but you will also study extra topics. This is to provide a deeper understanding in preparation for the possible study of A level Sciences.

Students will sit two individual papers per subject, all at the end of year 11. These will last 1 hour 45 minutes each. **There is no longer any controlled assessment so 100% of the marks will come from final exams.**

How will I learn?

The year group will be split into sets with specialist teachers of Biology, Chemistry and Physics. Those who have opted for Separate Science GCSEs will have more curriculum time in Science than those studying Combined Science.

There will be a variety of teaching activities including:

- Practical investigations
- Teacher led activities
- Visual activities presentations
- Modelling activities
- ICT based work
- Application to ‘real life science’
- Group work

What will I be expected to do at home?

Homework will be set on a regular basis as per the homework timetable.

Revision will also be expected to be done for tests and external examinations throughout the two years. Tests in class will take place regularly to assess progress.

Religious Studies

What GCSE course will I follow?

AQA GCSE Religious Studies A (8602)

How will I be assessed?

At the end of Year 11, you will sit two 1 hour and 45 minutes examinations. There are no tiered papers so your exam will cover the whole ability range from 1-9. Note that there is no coursework component to this GCSE, which takes some pressure off the student, but does mean that the examinations become more critical. Marks will be awarded for Spelling, Punctuation and Grammar.

What will I learn?

Paper 1A: The Study of religions: beliefs, teachings and practices

- Christianity: Beliefs and Teachings
- Christianity: Practices
- Judaism: Beliefs and Teachings
- Judaism: Practices

Written exam: 1 hour 45 minutes

Paper 2A: Thematic Studies (Dept. chooses 4 of the following 6 modules)

- Theme A: Relationships and Families
- Theme B: Religion and Life
- Theme C: The existence of God and Revelation
- Theme D: Religion, peace and conflict
- Theme E: Religion, crime and punishment
- Theme F: Religion, human rights and social justice

Written exam: 1 hour 45 minutes

How will I learn?

You will be taught by experienced Religious Studies teachers and will undergo a variety of teaching styles including:

Teacher led activities

Watching relevant video material

Discussion/debate

Using workbooks and information sheets

Reading for understanding

Completing written tasks

Visits to relevant venues

Visiting speakers

Independent research tasks

Powerpoint presentations

How will I know how well I am progressing?

Staff will mark your work against a set of levels which indicate the quality of the task and reference it to an appropriate GCSE grade (you will be given a sheet with levels and grade descriptors at the beginning of the course).

You will also be given exam practice questions at various stages through the course and at the end of each module an assessment. Annual Parent Consultations allow for more depth and definition with regard to overall progress. Reports will be provided at key stages through your studies.

What will I be expected to do at home?

Regular homework (in particular, learning key vocabulary and familiarising yourself with Sources of Wisdom) will allow you to develop and deepen your understanding of topics covered in class.

Some tasks will require you to do research, which will form the focus of work done in lessons.

Revision for modular tests and, more formal, exams will also be required of students.

Learning for Life

Learning for Life provides an opportunity for students to discuss and face the challenges of life now and equips them to face the challenges of the future. It covers activities and topics, which contribute to the development of the individual's self-confidence and self-image through the acquisition of skills, attitudes, knowledge and experiences of adult life. Learning for Life is not an examination course but it contributes to the student enrichment ethos of the school and helps students to become responsible citizens. Although covered throughout the school curriculum, Citizenship is also an integral part of Learning for Life and aims to help students to become sensitive and active citizens of our country. The course content covers:

YEAR 10

- Democracy An introduction to the government, politics and electoral system.
- Drugs: An opportunity for students to look at the possible effects of drug taking. Guest Speakers from Hospitals and Ad action
- Alcohol: An opportunity for students to look at the possible effects of alcohol.
- Careers This provides students with information about the options available to them at 16 and a chance to consider their future careers. Now Steve Jones and Susi Burns
- Law and Order: An introduction to the government and politics in relation to the legal system of the country.
- Rights and Responsibilities: A consideration of personal finances and of the rights of an individual as a consumer. Also covered is the influence advertising has on us.
- Emotional Learning: Helping students deal with emotions.
- Citizenship and Voluntary Work: Giving up free time to help others (ire Nursing Homes and Homeless Shelters).
- Frontline - Sex Education: A series of seminars tailor made for the needs of our students.
- Revision and Examination Techniques: what kind of learner are you.
- Philosophy for Children (P4C): An opportunity for our students to discuss various current affairs and share their own views in form time.
- Money Matters: A look at the importance of budgeting and planning in order to successfully manage money.

YEAR 11

- Parenthood and the Family: A study of the responsibilities and consequences of parenthood.
- Record of Achievement Personal Statements.
- Revision and Examination Techniques: This includes issues such as revision techniques, putting together a revision timetable, coping with stress, coping in the exam and time management.
- Personal Health: Provides students with an opportunity to consider the importance of eating and exercise, as well as other issues relating to young males. This does help students during the build up to their exams.
- Money Matters: A look at the importance of budgeting and planning in order to successfully manage money.
- AIDS: A unit to inform/remind students of the nature of AIDS and STIs.
- Frontline - Sex Education: A series of seminars tailor made for the needs of our students.
- Philosophy for Children (P4C): An opportunity for our students to discuss various current affairs and share their own views in form time.
- Anti-Bullying lessons: a unit of work stimulate thinking on the issues of bullying, its consequences on all involved, and to remind pupils to be themselves whilst using social media and not succumb to societal pressures.

For further information please contact Mr Andrew Farquharson

GCSE Art & Design

Which course will I follow?

AQA Art & Design (Fine Art)

How will I be assessed?

Each project will be assessed according to GCSE criteria, i.e. 9-1, including homework.

There are two parts to the examination:

1. **EXTERNALLY SET TASK** which takes the form of a period of ten hours spent on either a single piece or a group of related pieces which derive from a given starting point. The starting point is given to candidates four weeks before the ten-hour period starts. The examination takes place during the final spring term and accounts for 40% of the total marks.
2. **PORTFOLIO OF WORK.** During the final summer term, a minimum of two sets of coursework assignments must be presented for assessment. This accounts for 60% of the total marks.

What will I learn?

Students will be introduced to a variety of materials and techniques and will learn about artists' work through research and gallery visits. Students are encouraged to be experimental, to work from observation and imagination, and to develop their ideas from the beginning to the end. This course will teach you to look at the world in a creative way. The creative potential stimulated in this course will enable you to apply creative, analytical and critical thinking to any other course that you do. Students will develop an awareness of critical analyses of artists' work helping to develop their own ideas through awareness, practical application and written reflections. Students will have a sketchbook and portfolio to demonstrate all practical learning, ideas development and critical analysis. Tuition is enjoyable, structured, friendly and supportive, resulting in high-grade achievements on this course! Art and Design develops a wide range of skills, which will be useful in university applications and future careers. Art and design may offer a highly creative and hands-on alternative to other subjects you may be studying at GCSE.

How will I learn?

1. Practical lessons in the Art Room.
2. Videos, talks and discussions about the work of various designers and artists.
3. Visits to art galleries where talks and artist lead discussions will take place.

What will I be expected to do at home?

Regular set homework relating to the current class project.

What demands will be made of me for coursework?

Over the period of the course there will be two main projects undertaken during class time and supported by visits and homework tasks. For each project you will:

- Produce observational drawings;
- Record ideas and information;
- Carry out research into the work of other artists;
- Experiment with a range of media and techniques;
- Develop your ideas from the given starting point;
- Produce a final piece, or pieces, of work based upon preparatory studies and research.

Presentation of work is considered important and will be taken into account during assessment.

The following items are necessary for each student following the course:-

1. An A4 drawing book. (purchased through the Art department)
2. An A3 folder.(purchased through the Art department)
3. An eraser and pencil sharpener.
4. A fine line pen.
5. A selection of good quality pencils.

Which subjects complement Art & Design?

Art combines well with almost any subject. The discipline of independent study and thought is an extremely useful one to acquire. It is a subject which can give the student confidence and a real sense of achievement.

What careers and University courses can Art & Design lead to?

Students achieving a good grade at GCSE can continue their studies at A level, which can lead to study at a Foundation Course in Art or and/or a degree in various areas of Art and Design, for example Architecture, Interior Design , Product Design, Fashion, Photography, Graphic Design and Fine Art.



St. Margaret's Academy
Art & Design Department

BTEC Level 2 Tech Award in Digital Information Technology

Who is the qualification for?

The Pearson BTEC Level 1/Level 2 Tech Award in Digital Information Technology, is for learners who wish to acquire knowledge and technical skills through vocational contexts by studying the knowledge, understanding and skills related to data management, data interpretation, data presentation and data protection as part of their Key Stage 4 learning. This builds on the learning that has already taken place at Key Stage 3. The qualification recognises the value of learning skills, knowledge and vocational attributes to complement GCSEs. The qualification will broaden learners' experience and understanding of the varied progression options available to them.

What does the qualification cover?

The Award gives learners the opportunity to develop sector-specific knowledge and skills in a practical learning environment, including:

- Development of key skills that prove their aptitude in digital information technology, such as project planning, designing and creating user interfaces, creating dashboards to present and interpret data
- Processes that underpin effective ways of working, such as project planning, the iterative design process, cyber security, virtual teams, legal and ethical codes of conduct
- Knowledge that underpins effective use of skills, processes and attitudes in the sector, such as how different user interfaces meet user needs, how organisations collect and use data to make decisions, virtual workplaces, cyber security and legal and ethical issues.

What can the qualification lead to?

Study of the qualification as part of Key Stage 4 learning will help learners to make more informed choices for further learning either generally or in this sector. The choices that learners can make post-16 will depend on their overall level of attainment and their performance in the qualification. Learners who generally achieve at Level 2 across their Key Stage 4 learning might consider progression to:

- A Levels as preparation for entry to higher education in a range of subjects
- Study of a vocational qualification at Level 3, such as a BTEC National in IT, which prepares learners to enter employment or apprenticeships, or to move on to higher education by studying a degree in the digital sector.

Component 1: Exploring User Interface Design Principles and Project Planning Techniques (internally assessed)

Learners will develop their understanding of what makes an effective user interface and how to effectively manage a project. They will use this understanding to plan, design and create a user interface.

Learning aims

A: Investigate user interface design for individuals and organisations

B: Use project planning techniques to plan and design a user interface

C: Develop and review a user interface.

In This Component You Will Learn:

- Different project planning techniques that can be used to both plan and deliver a project that meets a set of user requirements.
- The different design principles that can be used to design effective user interfaces and apply appropriate project planning techniques to create a user interface that meets user requirements.
- How effective design and planning has a major impact on the user experience.

Component 2: Collecting, Presenting and Interpreting Data (internally assessed)

Learners will understand the characteristics of data and information and how they help organisations in decision making. They will use data manipulation methods to create a dashboard to present and draw conclusions from information.

Learning aims

A: Investigate the role and impact of using data on individuals and organisations

B: Create a dashboard using data manipulation tools

C: Draw conclusions and review data presentation methods.

In This Component You Will Learn:

- The different data manipulation tools that can be used to change the way that data is presented. You will provide clear summaries of the data and
- The different presentation features that can be used to ensure that information is understood clearly in an objective way so that it is not misinterpreted.

Component 3: Effective Digital Work Practices (externally assessed)

Learners will explore how organisations use digital systems and the wider implications associated with their use.

This component will give you an opportunity to explore how the developments in technology over recent years have enabled modern organisations to communicate and collaborate more effectively than ever before. The component is designed to allow you to explore the digital systems available to organisations and how their features have an impact on the way organisations operate. You will explore how developments in technology have led to more inclusive and flexible working environments, and how regulation and ethical and security concerns influence the way in which organisations operate.

You will analyse information in a range of vocational contexts so that you develop a greater understanding of the use of digital systems by organisations and so that you are able to make reasoned judgements on the systems. This component builds on Key Stage 3 where you will have learned how to use technology responsibly. In this component, you will learn about how organisations can use technology safely and about the cyber security issues when working in a digital organisation. The knowledge and skills you develop in this unit will give you a basis for further study in a range of subject areas, including computing, IT, engineering, creative and scientific, or you may go on to an apprenticeship or entry-level employment where your understanding of technology will be relevant.

Summary of assessment

This external component builds on knowledge, understanding and skills acquired and developed across the qualification. It requires learners to select and integrate knowledge and understanding from all components. It is assessed through an external examination that is set and marked by the exam board. Questions will require learners to apply knowledge and understanding to the given scenarios or context. The external assessment will include questions totalling 60 marks. The test duration is 1 hour 30 minutes.

GCSE Business Studies

Which course will I follow?

Edexcel Business Studies

How will I be assessed?

Students will be assessed by two external examinations

Theme 1: Investigating small business

Written examination: 1 hour and 30 minutes

50% of the qualification

90 marks

Content overview

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

Theme 2: Building a business

Written examination: 1 hour and 30 minutes

50% of the qualification

90 marks

Content overview

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

Questions will comprise of a combination of multiple-choice, short- and extended-answer, data response and scenario-based questions

What will I learn?

A GCSE qualification in business enables students to:

- actively engage in the study of business and economics to develop as effective and independent students and as critical and reflective thinkers with enquiring minds
- use an enquiring, critical approach to distinguish facts and opinions, to build arguments and make informed judgements
- develop and apply their knowledge, understanding and skills to contemporary issues in a range of local, national and global contexts
- appreciate the range of perspectives of different stakeholders in relation to business and economic activities
- consider the extent to which business and economic activity can be ethical and sustainable.

These are the skills that we expect are students to develop:

- practical skills – time management, personal organisation and action planning
- presentational skills – addressing audiences using a variety of media and forms
- personal skills – showing evidence of progression
- interpersonal skills – communication and group work
- cognitive skills – reflection and review of own and others' performances.

How will I learn?

Students will learn in a variety of different methods.

What will I be expected to do at home?

Regular set homework relating to the current class work.

Which subjects complement Business Studies?

Business Studies combines well with Humanities based subjects due to the way the course is assessed. The Communication Systems topic would encourage students who have a particular interest in Computing/ICT. The Economics topic would suit students who are numerate and enjoy keeping up with current affairs.

What careers and University courses can Business Studies lead to?

Business is the most popular subject at Key Stage 5 at St Margaret's and many students go on to study Business Related courses at University (Business, Accountancy, Economics, Management, Actuary). It also helps a number of our students when entering employment and the growing number of apprenticeship students have knowledge of large organisations and the different functions within them.

Computer Science GCSE

What course will I follow?

Eduqas GCSE Computer Science

What will I learn?

COMPONENT 1: UNDERSTANDING COMPUTER SCIENCE

Written examination: 1 hour and 45 minutes

62.5% of the qualification

Content overview

This component investigates hardware, logical operations, communication, data representation and data types, operating systems, principles of programming, software engineering, program construction, security and data management and the impacts of digital technology on wider society.

COMPONENT 2: COMPUTATIONAL THINKING AND PROGRAMMING

On Screen examination: 2 hours

37.5% of the qualification

Content overview

This component investigates problem solving, algorithms and programming constructs, programming languages, data structures and data types and security and authentication.

COMPONENT 3: SOFTWARE DEVELOPMENT

Non-examined assessment: 20 hours

Content overview

This component requires learners to produce a programmed solution to a problem. Students must analyse the problem, design a solution to the problem, develop a final programmed solution, test the solution and give suggestions for further development of the solution. Throughout the production of the solution learners are required to produce a refinement log that evidences the development of the solution. This component prepares students for the examinations in component 1 and component 2

- The project will be set by WJEC Eduqas.
- Project details will be released each September, from September 2017.
- Externally moderated.
- The assessment will be carried out at a computer under supervision.
- The assessment may take place over multiple sessions up to a combined duration of 20 hours.
- Students will produce a report on the development of their project.
- Students will produce a computer program.

Why Choose Computer Science?

Computing is of enormous importance to the economy, and the role of Computer Science as a discipline itself and as an 'underpinning' subject across science and engineering is growing rapidly. Computer technology continues to advance rapidly and the way that technology is consumed has also been changing at a fast pace over recent years. The growth in the use of mobile devices and web-related technologies has exploded, resulting in new challenges for employers and employees.

You will learn how to create simple computer games and gain an understanding of the fundamental concepts around creating software applications. You will be able to create your own applications for devices such as mobiles and tablets. You will also learn how to create interactive web-based applications as opposed to just being end users of these. In the context of gaming, you will be able to create your own simple games instead of being restricted to those produced by others. In essence, studying this specification will free students from dependency on other people creating applications for them to use. The course provides progression from key stage 3 studies by building on the knowledge and skills taught and will provide excellent progression to 'A' level Computer Science, vocational courses and on to degree level courses in the areas of computing, engineering and science. Whilst this course is not specifically mapped to any particular industry standard IT qualification it will provide a sound preparatory basis of study. In addition the course provides the knowledge, skills and understanding that a growing number of employers are demanding.

Students will be expected to learn a programming language to GCSE standard and be able to code complex software solutions. There will be practical tasks and solutions set in class to aid student learning. Lessons will be practical and theoretical. Theory will be taught through a mixture of group work, self-assessment, peer assessment and interactive activities.

What will I be expected to do at home?

Homework will be set on a regular basis. This will consist of theoretical work as well as programming scenarios. Python will be used in class and it is a free download so students will also be expected to use it at home.

Design & Technology

What course will I follow in Y10 and Y11?

There are three routes to follow in KS4 Design Technology.
You could select from:

- GCSE Design and Technology – Product Design (AQA)**
- GCSE Electronics (EDUQAS)**
- BTEC Tech Award in Engineering (equivalent to 1 GCSE)**

How would you be assessed in D&T Product Design GCSE?

You will be assessed in two areas at the end of the course.

| | | |
|---------------|-----------------------|-----|
| Assessment 1: | Written Paper | 50% |
| Assessment 2: | Controlled Assessment | 50% |

How would you be assessed in Electronics GCSE?

You will be assessed in three areas at the end of the course.

| | | |
|---------------|-----------------------|-----|
| Assessment 1: | Written Paper | 40% |
| Assessment 2: | Written Paper | 40% |
| Assessment 3: | Controlled Assessment | 20% |

How would you be assessed in BTEC Engineering?

You will be assessed in a number of units.

| | | |
|---------------|--------------------------|-----|
| Assessment 1: | Internally Assessed Unit | 30% |
| Assessment 2: | Internally Assessed Unit | 30% |
| Assessment 3: | Externally Assessed Unit | 40% |

What will I learn in D&T Product Design GCSE?

GCSE Design and Technology will prepare students to participate confidently and successfully in an increasingly technological world. Students will gain awareness and learn from wider influences on Design and Technology including historical, social, cultural, environmental and economic factors. Students will engage in solving real problems, which may occur in everyday life or relate to work and industry. They will work creatively when designing and making and apply technical and practical expertise.

Designing: Identifying problems, Investigating, Analysing information, Generating ideas, Making models, Developing solutions and Evaluating.

Making: Producing high quality products in a range of materials using a wide variety of tools and machinery.

What will I learn in Electronics?

Electronics is a huge part of modern life and a large engineering sector. The GCSE in Electronics will enable students to understand and design electronic systems that solve real-life problems including, timers, amplifiers and logic circuits. Students will use kits and computers to model and develop solutions and the application of scientific principles. They will assemble components to produce working electronic systems and circuits.

What will I learn in BTEC?

The BTEC First Award in Engineering is split into 3 units of work which cover the full two years of the course. The units cover both practical work and theoretical work, related to the world of engineering. The course would be ideally suited to students who like to know how

products work and how they are constructed. The practical units involve the use of a wide range of tools and machinery to accurately make engineered products. Students will learn about modern manufacturing techniques through the use of Computer Aided Design and Computer Aided Manufacture. This is ideal training for students who are interested in a career in manufacturing, engineering and other STEM related activities.

How will I learn?

Learning in Design Technology is both theoretical and practical and is centred around Design and Make assignments. In GCSE there are two/three in Year 10 and a major project in Year 11. In BTEC there are practical and theoretical units spread across years 10 and 11. To support the development of this work, students will complete a number of focussed practical tasks, that will develop their knowledge and understanding or skills.

What will I be expected to do at home?

You will be set homework on a regular basis. This will include written exercises, reviewing work completed during lessons, design work, preparation for the controlled assessment and tests.

What are the GCSE non-examination assessments / BTEC Units like?

Non-examination assessment is:-

A single design-and-make activity which is produced within a given timeframe. They consist of the development of a manufactured outcome and a concise design folder that records the design and making process.

BTEC Units

BTEC is based on continual assessment of Designing, Manufacturing, Product Investigation and theoretical knowledge. There are three units covered over the two years including: Investigating Engineering and related Products, Computer Aided Engineering, Machining Techniques, Engineering Materials.

What do I do next?

Your Design & Technology teacher will explain each of the courses in greater detail and suggest the course he/she thinks will suit you best. You should discuss your options with your parents and indicate your choice on the options form as soon as possible.

Why choose Product Design, Electronics or Engineering?

All three areas are hugely important to our economy and our way of life. We live in a very design orientated world, with technology advancing at a very fast pace. Every day, humans interact with a myriad of products. Each product has been designed and made and there are huge amounts of jobs involved in the creation and production of those items. Design & Technology subjects generate people who can think creatively and solve real world problems. Those skills are in high demand.

What careers and University courses can Design & Technology lead to?

Product Design, Mechanical Engineering, Electronic/Electrical Engineering, Construction, Manufacturing, CAD Design, Architecture, Aerospace, Computer Games Design, Production Manager, Graphic Design, Jewellery Design, Gas/Heating Engineering and many more.

Progression routes can be to follow on to A level or BTEC level 3 or apprenticeships and subsequently to higher education

Drama

What GCSE course will I follow?

AQA - Drama

How will I be assessed?

Component 1 - Understanding drama

- Written exam: 1 hour 45mins
- Open book
- 40% of GCSE

Component 2 - Devising drama

- Devising log
- Devised performance
- 40% of GCSE

Component 3 - Texts in practice (practical)

- Performance of Extract 1 and Extract 2
- 20% of GCSE

What will I learn?

Students will have the opportunity to develop as a -

- Performer
- Designer (lighting, sound, set, costume)
- Performer and Designer

Through studying Drama at GCSE each pupil will develop their knowledge and understanding of: genre, structure, character motivation/interaction, style, language and the practical demands of a text. Students will study a range of texts that will challenge their capacity to process and analyse complex themes, characters and social issues. They will learn how to use their imagination as a tool to understand, comprehend and create theatre.

How will I learn?

Students will take part in practical workshops and teacher led activities that explore a variety of skills (voice/ physicality/ movement/ communication/ problem-solving). Through group work and individual performance pupils will develop confidence and resilience working in a challenging environment. Pupils will work hands on with technical equipment and technology to experience the role of a technician/ designer in the theatre. Pupils will work in a fully equipped state of the art Drama facility and experience first-hand how many different roles are involved in making theatrical ideas a reality.

What will I be expected to do at home?

Homework will vary depending on what type of project pupils are working on. However, lunch time and after school rehearsals will be compulsory at certain points throughout the course of study. Learning logs will have to be kept up-to-date and extra rehearsals organised to improve the final performances.

Students will be expected to watch theatrical productions and read full plays and extracts throughout their course of study.

How will studying this course be of value to me?

Studying Drama will naturally help you to develop your ability to analyse and evaluate performance and written text. Pupils studying History and English will find opportunities to sharpen their skills through practical exploration of classic literature, complex linguistic

devices and historical contexts. Moreover, studying Drama at GCSE allows students to gain a variety of life skills and more importantly the confidence to use them. Practical exploration and group work develops key communication skills, which are invaluable to future employers. Individuals are empowered to understand and manipulate the art of public speaking and audience address. Actors are able to problem solve, and improvise, their way around almost any practical problem or issue. The ability to work - as part of a team- to imagine, plan, create and perform a polished; theatrical piece within a specified time frame highlights a plethora of valuable skills that employers look for.

What demands will be made of me for coursework?

Students will be expected to complete one devising log that documents the creation and development of their idea for Component 2. This log is split into three sections each marked out of 20.

- Inspiration and intentions
- Development and collaboration
- Analysis and evaluation

This can take one of three forms; entirely written (2,500 words); written accompanied by photographs/annotated sketches/ drawings; entirely audio/ visual recordings.

What careers/jobs can Drama help with in the future?

A Drama GCSE can help you progress in a wide range of further study and employment -

- Actor/actress
- Stage manager
- Directing (Film/television/theatre)
- Teaching
- Advertising
- PR
- Politics
- Law
- Arts administration
- Drama therapist
- Television production assistant
- Radio presenter
- Youth & community worker
- Personnel manager
- Social worker
- Journalist
- Marketing manager
- Charities administrator

Food & Nutrition (Hospitality & Catering Level 1/2)

Which course will I follow?

Eduqas Level 1/2 Hospitality & Catering

How will I be assessed?

Unit 1: The Hospitality and Catering Industry will be externally assessed with an on line examination that lasts 90 minutes. You will be graded as follows:

Grading: Level 1 Pass, Level 2 Pass, Level 2 Merit, Level 2 Distinction

Unit 2: Hospitality and Catering in Action is internally assessed:

This involves you completing a piece of controlled assessment in school under examination conditions. You will be set a task by EDUQAS and will have to safely plan, prepare, cook and present a range of nutritional dishes.

What will I learn?

This course concentrates on the hospitality and catering industry. You will develop the knowledge and understanding related to a range of hospitality and catering providers; how they operate and what they have to take into account to be successful. You will have the opportunity to learn about issues related to nutrition and food safety and how they affect successful hospitality and catering operations. In this qualification, you will also develop food preparation and cooking skills as well as transferable skills of problem solving, organisation and time management.

How will I learn?

You will learn about the hospitality and catering industry by:

- Doing lots of practical work to learn new skills with weekly practical lessons. Therefore, it is essential that you are prepared to bring ingredients at least once a week.
- Practical competitions.
- Trips out to local catering establishments.
- Visiting speakers / case studies.

The great bonus of this course is that there is a strong emphasis on gaining the required skills and knowledge via practical work so it is great for anyone who wants to learn 'by doing'.

What will I be expected to do at home?

Regular set homework relating to the current class work and providing ingredients from home.

What can this course lead to?

This qualification will help you develop the essential skills to move into employment, training and further education. You could move onto NVQ's, BTEC Hospitality and Catering courses, as well as the vast range of employment opportunities available. Since 2010, over 25% of all new jobs have been within the hospitality and catering sector with the majority of new roles falling within the 18-24 age group. Careers within the food industry can range from being a chef, professional caterer, manager of your own food business, teaching, a career within food science, food technologist, Nutritionist, dietician and a role within Food product development.

French - GCSE

Which course will I follow?

Exam Board: Eduqas (WJEC)

How will I be assessed?

Students will be assessed in 4 areas: Listening, Speaking, Reading and Writing. Each component will be weighted equally (25% each).

The 3 main themes studied will be:

- Identity and culture
- Local, national, international and global areas of interest
- Current and future study and employment

Each broad theme will be divided into the following sub-themes:

- Youth Culture, Self and relationships, Technology and social media, Lifestyle, Health and fitness, Entertainment and leisure, Customs and Traditions, Food and drink and Festivals and celebrations
- Home and Locality, Local areas of interest, Transport, France and French speaking countries, Local and regional features and characteristics, Holidays and tourism, Global Sustainability, Environment and Social issues
- Current Study, School/college life, School/college studies, World of Work, Work experience and part-time jobs, Skills and personal qualities, Jobs and Future Plans, Applying for work/study and Career plans

Students will be entered for either Foundation Tier (grades 1-5) or Higher Tier (grades 4-9). It will not be possible to mix tiers and dictionaries will not be allowed for any of the exams.

Speaking Exam (25%)

Foundation: 7-9 minutes

Higher: 10-12 minutes

This will consist of:

- A role-play
- A photo-card discussion
- A conversation

Listening Exam (25%)

Foundation: 35 minutes

Higher: 45 minutes

(+ 5 minutes reading time for each tier)

Question types will include multiple choice with non-verbal and written responses; gap-fill one word answers; selecting correct/false statements; and short answer responses. Learners will respond to different types of spoken language which may include monologues, conversations, discussions, interviews, announcements and messages.

Reading Exam (25%)

Foundation: 1 hour, Higher: 1 hour 15 minutes

This component requires learners to respond to a range of questions in English and also in French. Question types will include multiple choice with non-verbal responses; match-up responses; gap-fill one word answers; selecting correct/false statements; short answer responses; completing information in a table; and longer responses. Reading tasks will be taken from a range of contexts which may include advertisements, newspaper articles (adapted), literary-type texts (adapted), emails, messages and letters. Learners will also be required to translate short passages into English (35-40 words for foundation tier and 50-55 words for higher tier).

Writing Examination (25%)

Foundation: 1 hour 15 minutes, Higher: 1 hour 30 minutes

Foundation Tier

Students will be required to produce the following:

- a short text in the assessed language
- a short text with specified content (approximately 60 words)
- an extended piece of writing such as an email, letter or promotional material with some specified content (approximately 90-120 words)
- a translation of simple sentences from English into French (35-40 words).

Higher tier students will be required to produce the following:

- a piece of writing in the assessed language such as an email, letter or promotional material with some specified content (approximately 90-120 words)
- an extended more complex piece of writing such as a letter, email, web page, article or report with some specified content (approximately 150-180 words)
- a translation of a short passage from English into French (50-55 words).

What will I be expected to do at home?

Homework will be set twice a week. This will include regular learning of vocabulary and grammar, listening and reading comprehensions, written work and speaking preparation work. You will also be expected to make use of a variety of language learning websites in order to complete homework tasks.

Assessments

Grammar and vocabulary tests will take place regularly in order to assess progress. At the end of each module of work you will also be assessed in listening, speaking, reading and writing.

Where can learning French take me?

More than 220 million people speak French on the five continents. The OIF, an international organisation of French-speaking countries, comprises 77 member States and governments. French is the second most widely learned foreign language after English, and the sixth most widely spoken language in the world.

The ability to speak French is an advantage on the international job market. A knowledge of French opens the doors of French companies in France and other French-speaking parts of the world (Canada, Switzerland, Belgium, and the continent of Africa). As the

world's fifth biggest economy and third-ranking destination for foreign investment, France is a key economic partner.

Learning a foreign language helps you to become a more independent citizen of the world, opening greater access to travel and cultural experiences related to food, fashion, theatre, literature, music, history, the visual arts, science and architecture. Languages graduates are among the most sought after with the highest recruitment rate from University after Medicine.

Language learning improves a variety of skills which underpin academic success. Research shows that language learning can have a positive impact on analytical, communication, vocabulary and problem solving skills, the ability to deal with abstract concepts as well as developing intercultural understanding. Studies also suggest positive benefits in protecting the brain from dementia and Alzheimer's in later life.

Geography

Which GCSE course will I follow?

At Key Stage Four (KS4) in St Margaret's' (SMA) students follow a two year full course in Geography, using AQA GCSE Geography Specification giving them a full GCSE qualification.

The course provides students with a wide range of teaching and learning experiences through the study of physical and human Geography in discrete self-contained topic areas giving them a solid foundation of knowledge and understanding in the subject with which to advance to A level studies in Geography should they wish to.

How will I be assessed?

The Scheme of Assessment comprises three components which are all written exams in the summer term of Year 11.

All examination are completed at the end of the course in the Summer examinations season of Year 11.

The course is divided into three units of study.

Paper 1: Living with the physical environment

What's assessed?

- The challenge of natural hazards,
- The living world,
- Physical landscapes in the UK,
- Geographical skills

How it's assessed

- Written exam: 1 hour 30 minutes
- 88 marks (including 3 marks for spelling, punctuation, grammar and specialist terminology (SPaG))
- 35 % of GCSE

Living with the physical environment

This unit is concerned with the dynamic nature of physical processes and systems, and human

interaction with them in a variety of places and at a range of scales.

The aims of this unit are to develop an understanding of the tectonic, geomorphological, biological

and meteorological processes and features in different environments, and the need for management

strategies governed by sustainability and consideration of the direct and indirect effects of human

interaction with the Earth and the atmosphere. This comprises study of; Natural hazards such as Earthquakes, Volcanoes, hurricanes and global warming. Ecosystems and biomes on earth. The physical landscapes in the UK including coastal areas and rivers.

Paper 2: Challenges in the human environment

What's assessed

- Urban issues and challenges,
- The changing economic world,
- The challenge of resource management,
- Geographical skills

How it's assessed

- Written exam: 1 hour 30 minutes
- 88 marks (including 3 marks for SPaG)
- 35 % of GCSE

Challenges in the human environment

This unit is concerned with human processes, systems and outcomes and how these change both

spatially and temporally. They are studied in a variety of places and at a range of scales and must

include places in various states of development, such as higher income countries (HICs), lower income

countries (LICs) and newly emerging economies (NEEs).

The aims of this unit are to develop an understanding of the factors that produce a diverse variety of

human environments; the dynamic nature of these environments that change over time and place; the

need for sustainable management; and the areas of current and future challenge and opportunity for

these environments. This comprises study of; Urban challenges, newly industrialising countries and sustainability. The economic world including study of the development gap between more and less economically developed countries. The challenge of resource management and energy production in the UK and globally.

Paper 3: Geographical applications

What's assessed

- Issue evaluation,
- Fieldwork,
- Geographical skills

How it's assessed

- Written exam: 1 hour 15 minutes
- 76 marks (including 6 marks for SPaG)
- 30 % of GCSE

Pre-release resources booklet made available 12 weeks before Paper 3 exam

Geographical applications

The Geographical applications unit is designed to be synoptic in that students will be required to draw

together knowledge, understanding and skills from the full course of study. It is an opportunity for

students to show their breadth of understanding and an evaluative appreciation of the interrelationships

between different aspects of geographical study. This comprises the issue evaluation and the fieldwork components.

What will I learn?

The Specification highlights the critical importance of Geography for understanding the world and for stimulating an interest in places. It will inspire students to become global citizens by exploring their place in the world, their values and responsibilities to other people and to the environment.

The main focus of the Specification is an understanding of physical processes and factors that produce diverse and dynamic landscapes that change over time. This includes the interdependence of physical environments and the interaction between people and the environment as well as an understanding of the need for sustainable management of both physical and human environments.

Students will learn to appreciate the differences and similarities between people, places and cultures leading to an improved understanding of societies and economics.

Throughout the study of the GCSE Geography students will also gain many skills which are transferable;

- Communication skills
- Graphical and cartographical skills
- ICT skills
- Communication skills of discussion and debate
- Literacy and numeracy skills
- Problem solving and enquiry skills
- Enterprising skills and independent learning

Literacy in GCSE Geography

Students develop literacy skills such as; legibility of text, accurate spelling, punctuation and grammar, writing in different styles and appropriate use of Geographical vocabulary through their studies in Geography.

This progression is achieved through the completion and assessment of classwork and homework and the use of subject specific texts, newspapers, journals, extended writing tasks and independent project work.

Prior Learning and Inclusion in Geography

There are no official prior learning criteria for the Geography GCSE course and all SMA students have the opportunity to choose geography as an option subject.

All SMA students complete the KS3 Geography course provided throughout years 7, 8 and 9 comprising the study of eighteen units and providing a more than adequate foundation for progression to GCSE level. Therefore, all students irrespective of ability can gain access to and achieve in geography GCSE.

Students with special needs can access the Geography course through the differentiation and support offered by the class teacher and arrangements can be made prior to the external examinations for special considerations where students with an educational statement are entitled.

How will I learn?

Students are put into sets in Geography according to ability. Each set has a specialist geography teacher which will remain with the class for the two year duration of the course.

The teaching staff for KS4 Geography are;

Mrs Williams

Mr Pinnington

Miss Olejnik

What will I be expected to do at home?

You will be set two homeworks a week. This might be a written exercise (to practise skills learnt in class), learning (reading/internet) or research.

It is important to read through notes, to check that you understand the topics that your work is in order and nothing is missing.

How will studying the course be of value to me?

This Geography specification provides the opportunity to develop:-

- Communication Skills
 - Graphical and Cartographical skills
 - Technological skills, including ICT and GIS
 - Interpersonal skills through debate and discussion
 - Literacy and Numeracy
 - Problem Solving Skills
 - Entrepreneurial skills and awareness of career possibilities
-
- Allow the opportunity for personalised and independent learning
 - Provide candidates, for whom GCSE will be end of their formal study of geography, a clear overall view of the world in the first part of the 21st century
 - Provide a sound foundation for those candidates who intend to continue to study the subject to a higher level
 - Allow the development of 'awe and wonder' which will allow candidates to fully appreciate and learn from the world around them

The course will give you the knowledge to be an informed person, with an awareness of many of the issues affecting people across the world today – local, national and global.

Geography is a useful and versatile subject in that it combines many facets and skills from other disciplines. It is useful to those considering careers in industry, commerce, transport, travel and tourism:-

Environmental Services including Town and Country Planning, Estate Agents, Surveying, Local Government.

Information Services such as Libraries, Journalism, Market Research and the Armed Forces.

If you are considering studying Geography beyond GCSE level, then the subject allows you to keep your options open, in that you can combine Geography with Science subjects (Maths, Physics, Geography), or the Arts, Business Studies, or with the Earth Sciences like Geology/Oceanography.

History

What GCSE course will I follow?

Edexcel: GCSE 9.1

How will I be assessed?

All three units will be assessed in an exam. There is no longer any coursework or controlled (classroom based) assessment in history.

What will I learn?

Unit 1:

You will study crime and punishment in Britain;

1. There is a broad study of how crime and punishment changed between 1000 AD and the present day.
2. There is also a depth study about the murders committed by Jack the Ripper and what they reveal about society and policing between 1870 and 1900 in Whitechapel, London.

This unit is worth 30% of the final mark, and the exam time allowed is 1 hour 15 minutes.

Unit 2:

You will study two depth studies;

1. Anglo-Saxon and Norman England 1060-88.
2. Superpower relations (The USA and the USSR) during the Cold War, 1941–91

This unit is worth 40% of the final mark, and the exam time allowed is 1 hour and 45 minutes.

Unit 3:

You will study one modern depth study;

1. Weimar and Nazi Germany, 1918–39

This unit is worth 30% of the final mark, and the exam time allowed is 1 hour and 20 minutes.

How will I learn?

Each student will have access to a text book suited to their ability. This supplies the narrative of the period with tasks to aid knowledge and understanding. A range of other resources will also be used – ICT, DVDs/you tube etc. All classrooms have an interactive whiteboard and the department has an archive of relevant resources.

What will I be expected to do at home?

Homework tasks will consolidate and extend class-based learning: topic research; note taking; document exercises; source enquiries; targeted assessments; reviews and revision. Look out also for relevant television programmes, while an interest in current affairs can be developed through reading newspapers and watching news programmes.

How will studying this course be of value to me?

Knowledge and understanding of the human past encourages a greater appreciation of the world we live in today. Enjoyment of the subject has its own value, but we recognise the importance of achieving grades. Competence in the subject, the use of skills, the development of ideas and opinions and the fostering of a critical mind will all lead to better chances in education and employment. The handling of information in written and non-written form, the selection and use of material to produce reports and reach conclusions, the abilities to describe and explain are all of value to those seeking post-16 education or jobs in the following areas: Police; Administration; Nursing; Social Work; Law; Journalism; Media; Teaching; Retail; Politics.

Music

What GCSE course will I follow?

AQA GCSE Music.

How will I be assessed?

The new course has three components which cover Understanding Music, Performing Music and Composing music.

Component 1: Understanding music.

There are four areas of study:

1. Western classical tradition 1650–1910
2. Popular music
3. Traditional music
4. Western classical tradition since 1910

Component 1 focuses on listening and contextual understanding. It has two sections.

How it's assessed

- Written exam: 1 hour 30 minutes.
- Exam paper includes listening exercises using excerpts of music.
- Externally assessed by AQA.
- Section A – listening (68 marks).
- Section B – contextual understanding (28 marks).
- 96 marks in total (40% of GCSE).
- Questions • Two sections.
- Section A – eight compulsory questions.
- Section B – four sets of linked questions, two compulsory (one must be on Western classical tradition).

Component 2: Performing music

How it's assessed

- Two pieces, one solo and the other as an ensemble.
- Either through playing music, singing, or music technology.
- Total performance time must last four minutes minimum and seven minutes maximum (ensemble performance must be one minute minimum).
- Must provide recording of the performances, including accompanying evidence (a score, lead sheet, annotation, or guide recording).
- Internally assessed by you and externally moderated by AQA.
- 72 marks in total (30% of GCSE).

Component 3: Composing music

How it's assessed

- Each student must compose two compositions.
- Composition 1: composing to a brief (36 marks).
- Composition 2: free composition (36 marks).
- Combined composition time must last three minutes minimum and four and a half minutes maximum.
- Internally assessed by you and externally moderated by AQA.
- 72 marks in total (30% of GCSE).

What will I learn?

Students will explore music from the four areas of study as well as more detailed study of set works by The Beatles, Haydn and more. There will be regular opportunities to respond to questions based on short musical excerpts in preparation for the final examination

Through your active involvement in the areas of Composing, Performing and Listening, you will have the opportunity of developing both your musical skills and your appreciation and enjoyment of music.

How will I learn?

A specialist music teacher in a mixed ability group will teach you.

You will experience a variety of teaching styles including:-

- Teacher- led activities e.g. exploring the four "Areas of Study" studying the use of musical elements, devices and structures.
- Performing individually and in a group.
- Using computers for composing.
- Listening assignments involving individual and group response.

What will I be expected to do at home?

You will be set at least one set of homework a week. This might be a practical task based on work begun in class, or a written task based on one of the four "Areas of Study" or music theory. It is important that homework is handed in on time, and that your file is kept up-to-date and presented as neatly as possible.

What demands will be made of me for controlled assessment?

You will be expected to perform several pieces of music during the course. In order to produce successful performances you will need to practise regularly on your chosen instrument or voice.

In addition there will be regular assignments related to the Listening component, including notes and research relating to the four "Areas of Study" together with exercises on the theory of music.

Students considering following this course must discuss the requirements with Miss Smith before selecting this option.

GCSE Photography

Which course will I follow?

AQA Photography

How will I be assessed?

Each project will be assessed according to GCSE criteria, including homework.

There are two parts to the examination:

EXTERNALLY SET TASK which takes the form of a period of ten hours spent on either a single piece or a group of related pieces which derive from a given starting point. The starting point is given to candidates four weeks before the ten-hour period starts. The examination takes place during the final spring term and accounts for 40% of the total marks.

PORTFOLIO OF WORK. During the final summer term, a minimum of two sets of coursework assignments must be presented for assessment. This accounts for 60% of the total marks.

What will I learn?

Photography is an exciting medium that can be used in many different ways. These ways of utilising photography are artistic, commercial, advertising, personal, industrial, through fashion and architectural uses. Photographs can be used on the web or as beautiful printed objects. This course will teach you to look at the world in a creative way. The creative potential stimulated in this course will enable you to apply creative, analytical and critical thinking to any other course that you do. Throughout the course, students will learn about a variety of photographic media, techniques and processes including hands-on experimentation with traditional and digital media. Students will develop an awareness of critical analyses of artists' work helping to develop their own ideas through awareness, practical application and written reflections. Students will have a sketchbook and portfolio to demonstrate all practical learning, ideas development and critical analysis. Tuition is enjoyable, structured, friendly and supportive. Photography develops a wide range of skills, which will be useful in university applications and future careers. Photography may offer a highly creative and hands-on alternative to other subjects you may be studying at GCSE.

How will I learn?

Practical lessons in the Art Room.

Videos, talks and discussions about the work of various designers and artists.

Visits to art galleries where talks and artist lead discussions will take place.

What will I be expected to do at home?

Regular homework relating to the current class project, lunch time and after school Art clubs are set up so all pupils have the opportunity to use art equipment and get any help that is needed.

What demands will be made of me for coursework?

Over the period of the course there will be two main projects undertaken during class time and supported by visits and homework tasks. For each project you will:

- First hand digital shots
- Record ideas and information;
- Carry out research into the work of lens based media artists and designers;
- Experiment with a range of digital and non-media techniques;
- Develop your ideas from the given starting point;
- Produce final pieces of work, based upon preparatory studies and research.

Presentation of work is considered important and will be taken into account during assessment.

The following items are necessary for each student following the course:-

- An A4 drawing book. (purchased cheaper through the Art department)
- An eraser and pencil sharpener.
- A fine line pen.

Which subjects complement Photography?

Photography complements all subjects. Photography is a subject that draws from and comments on a variety of aspects of life. The subject develops one's ability to think creatively, through a rhythm of research, development of ideas, practical experimental and formulaic processes, reflection, critical review and analysis and evaluation. It will develop skills to solve problems effectively, which is important in any area of study where critical thinking is essential.

What careers and University courses can Photography lead to?

Photography could lead to academic or vocational degrees relating to press photography, web design, photojournalism, fine art, graphic design, editing, fashion photography or styling, the film industry, forensic science, curating, image library, etc. You will develop skills in creative and practical problem solving, developing ideas through research, practical application, analysis and critique. These transferable skills gained through study of Photography are, in general, of wide applicability in many walks of life.

Physical Education

Which GCSE course will I follow?

OCR GCSE PE Syllabus (J587)

How will I be assessed?

a) Written exam – 60% (Two exams)

Examination - There are two externally set examinations.

Assessment overview

The assessment consists of multiple-choice, short-answer, and extended writing questions.

1. Written examination *Physical factors affecting performance*: 1 hour
30% of the qualification
60 marks

Content overview

- Topic 1: Applied anatomy and physiology
- Topic 2: Movement analysis
- Topic 3: Physical training
- Topic 4: Use of data

2. Written examination *Socio cultural issues and Sports Psychology*: 1 hour
30% of the qualification
60 marks

Content overview

- Topic 1: Health, fitness and well-being
- Topic 2: Sport psychology
- Topic 3: Socio-cultural influences
- Topic 4: Use of data

b) Non-examined assessment

30% practical performance; 10% analysis of performance.

Practical - This unit is assessed under controlled conditions.

This unit is externally moderated.

Assessment overview

The assessment consists of students completing **three** physical activities from a set list.

1. One must be a team activity.
2. One must be an individual activity.
3. The final activity can either be an individual or team activity

What will I learn?

GCSE PE is a mixture of many different subject disciplines with a very high practical content.

The main objectives of the course are to:

- Improve practical ability in selected sporting activities
- Analyse and improve the performance of others
- Understand the factors affecting performance
- Look at health and safety as it affects different types of training
- Understanding how training and exercise can improve performance.

What will I be expected to do at home?

Take part in sport outside of school by joining a sports club if not already an active member to improve their own practical ability outside of curriculum time. Completion of homework, which will be set every week.

Entrance requirements

Students who take GCSE PE should be of school team standard in at least **two** sports. This is due to the practical marks awarded for sporting competency. As the course includes anatomy and physiological principles, a good understanding of Science is desirable.

How will I learn

Teaching groups are arranged in mixed ability for practical work and in sets for theory. A wide variety of teaching styles are used. Within the school's technology status great efforts are being made to incorporate ICT into P.E.

What demands will be made of me for controlled assessment?

Within these assessments, there is a *Practical Performance* and *Analysis of Performance*. A teacher-examiner will assess students on their role in the *Practical Performance* in each of their chosen activities - as performer, leader or official - with a visiting moderator who will sample students' practical work on the moderation day.

For the *Analysis of Performance*, students will complete their work under informal supervision. Students may think about, collect information and make rough notes for their *Analysis of Performance* outside of the classroom and bring these notes/information into the classroom with them to complete their assessment.