



St Mark's Catholic School



GCSE Curriculum Booklet

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Dear Parents,

This booklet is designed to give you and your child information about the courses they will be studying for the next two years.

Until now, your child has covered all the subjects stipulated in the National Curriculum. Now they are approaching the end of Key Stage 3, we ask them to consider the different options open to them at Key Stage 4.

We have arranged a Curriculum Evening on Tuesday 20th February at 6pm in the Main Hall, so that you can hear, as well as read, what staff have to say about the subjects that are optional in the curriculum. Mrs Mould and I will speak at 6.30pm for a short time.

We do try very hard to give each child their preferred subject choices, but we are limited by constraints of staffing, room availability and group sizes. Consequently, there are always a small minority of students who will be disappointed.

Pupils and parents should think very carefully about the subject choices they make, taking into account personal interest, aptitude and balance of curriculum. Pupils will be given guidance on the most appropriate curriculum pathway to meet their learning needs. To undertake Separate Science you must have level 6s in Science, Maths and English at the end of KS3.

As you may be aware, the Government require the great majority of students to study History and/or Geography and Modern Foreign Languages at GCSE level and they have included these subjects in the new English Baccalaureate. We expect the vast majority of pupils to study one or both of these subjects.

We look forward to seeing you.

Yours sincerely,

Mr. Stuart Alexander

Deputy Head (Curriculum)

Mrs Mould

PPL Year 9



The curriculum is divided into different sections and individuals can follow different pathways through the curriculum.

The Core Subjects

All pupils will study the following subjects unless they have a particular learning difficulty which prevents them doing so.

- Religious Education
- English Language
- English Literature
- Mathematics
- Science (Combined or Separate Science)
- French or Spanish
- PE (not examined)
- PSHCE (not examined)
- History or Geography

Option Choices

Pupils should choose two further subjects from the list below

- Art and Design
- Business Studies
- Child Development
- Computer Science
- Drama
- Food
- Geography
- Graphics
- History
- Product Design
- Physical Education
- Separate Science

All of the subjects your child will be studying will be based on the reformed GCSEs. The new grading system will apply with reduced controlled assessment, if any at all, and examinations at the end of courses.

The new grading system goes from 1 – 9, with 9 being the highest grade. English and Mathematics moved to this system in September 2015 and most courses joined this system in 2016 the remainder joined 2017.

The new GCSEs are harder and have more content and as a result we have reduced the number of GCSEs the pupils will study to 9 instead of 10 previously. The school has increased the time provided for English and Mathematics.

Ofqual

CURRENT GCSE GRADING STRUCTURE

Religious Education

EDUQAS

Assessment

There will be three exams of 1-1 ½ hours at the end of Year 11.

Pupils are thoroughly prepared for their exams.

Pupils are provided with materials for use in school and at home, including their own textbook. Resources will be available online and there are some useful websites that pupils will be made aware of. A range of revision strategies are used in class and a variety of revision material is made available to pupils including revision guides and revision classes.



Description of the Specification

This GCSE course is taken by all students in Years 10 and 11. There are three distinct areas of study, assessed by 3 exam papers.

The main part of the course involves an examination of a range of Catholic beliefs, values and practices that shape the lives of Catholics today, and this is split into two papers.

Paper 1: Foundational Catholic Theology (37.5%): includes topics and issues related to beliefs about God and Creation, for example the origins of the universe, the sanctity of life and justice & peace issues. This paper also focuses on the theme of Good and Evil. This includes beliefs about God, the nature of evil and responses to suffering.

Paper 2: Applied Catholic Theology(37.5%): involves a study of life and death, including beliefs about life after death, euthanasia, crime & punishment, sin and forgiveness.

Paper 3: Judaism (25%): consists of a study of some of the beliefs, values and practices of Judaism, for example beliefs about God, the sanctity of life and life after death.

Type and nature of the work involved

Exam skills will be developed throughout the course so that pupils are fully prepared for the type of questions they will be required to answer. Biblical teaching on the various beliefs and issues is examined throughout the course, so it would be helpful for pupils to have access to a Bible and a YouCat (youth catechism) or Catechism at home, however pupils can also access these resources online. A range of teaching and learning strategies are employed including practice exam questions, use of ICT (interactive whiteboards, Internet research, computer software), collaborative learning in pairs and groups, individual research, discussion and debate.



Description of Specification

English Language covers a variety of skills which students will develop in order to analyse a wide range of different texts covering the 19th, 20th and 21st Century time periods as well as to write clearly, coherently and accurately using a range of vocabulary and sentence structures.

Type and Nature of Work Involved

Students will be taught to read fluently from a wide range of texts. They will have to evaluate texts critically and make comparisons between them. They must write effectively and coherently using Standard English appropriately as well as using grammar and punctuation accurately. They should write effectively for different purposes and audiences: to describe; narrate; explain; instruct; give and respond to information and argue.

Assessment

Two exam papers (untiered) 100% of GCSE

Paper 1: Explorations in Creative Reading and Writing

Written Exam: 1 hour 45 minutes 50% of GCSE

Paper 2: Writers' Viewpoints and Perspectives

Written Exam: 1 hour 45 minutes 50% of GCSE

Non-examination Assessment: Spoken Language

Teacher assessed (0% weighting of GCSE)

English Literature AQA



Description of Specification

Students will have the opportunity to study a variety of literary texts, from Shakespeare to modern day. They will study drama, poetry and novels.

Type and Nature of Work

Students will study a variety of literary texts and understand both the literal and inferential meaning. They will identify themes, analyse and evaluate how language, structure, form and presentation contribute to quality and impact of texts. They will also compare and contrast texts studied and understand the social, historical and cultural contexts surrounding these texts.

Assessment

Two exam papers 100% of GCSE

Paper 1: Shakespeare and the 19th Century Novel

1 hour 45 minutes 40% of GCSE

Paper 2: Modern texts and Poetry

2h and 15 minutes 60% of GCSE



All Year 10 and 11 students study mathematics. Students are placed in one of 4 classes according to ability in each side of the year.

Due to government reforms all pupils have to follow the new GCSE (2015) course. The new GCSE has more content than the previous GCSE and more examination papers. A new grading system has been introduced with numbers to represent grades rather than letters. The new grades are on a scale of 1-9, with 9 representing the highest and 1 the lowest. All exams will be sat at the end of Year 11.

Content

Students will study topics grouped into the categories of Number, Algebra, Geometry and Measures, Probability, Statistics, Ratio and Proportion. Functional mathematics and problem solving will be developed across these categories. This ensures that the students have the skills they need to use mathematics in real life contexts.

Skills

The 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.

Assessment

The new Edexcel GCSE in Mathematics (2015) is a linear qualification.

The overview of assessment is given below:

- Three written papers
- Each paper contributes 1/3 of the qualification
- Each paper lasts 1 hour 30 minutes
- Each paper contains 80 marks in total
- Paper 1 is non-calculator, Papers 2 and 3 allow the use of a calculator
- Two tiers of entry: Higher and Foundation.

Tier	Grades Available								
Higher	9	8	7	6	5	4			
Foundation					5	4	3	2	1

Science



Most students follow the GCSE Combined Science (Double Award) course in KS4. Students with an aptitude for science may wish to take an option choice that will enable them to be awarded separate GCSEs in Biology Chemistry and Physics.

The Combined Science course develop scientific knowledge and conceptual understanding through the specific disciplines of Biology, Chemistry and Physics while developing an understanding of the nature, processes and methods of science that help them to answer scientific questions about the world around them.

Both Combined Science and Separate Award Science courses provide a sound foundation for post-16 study in the sciences and students completing Combined Science courses at St Mark's in previous years have performed extremely well in the Separate Sciences at A-Level. However, the Government in its recognition of the importance of producing more qualified scientists has asked schools to encourage more students to study Separate Sciences at GCSE.



Description

All students are required to study the content of the two-year Combined Science GCSE course. The content is a subset of the content from the three Separate Sciences. GCSE study in Combined Science provides the foundations for understanding the material world. Scientific understanding is changing our lives and is vital to the world's future prosperity, and all students are taught essential aspects of the knowledge, methods, processes and uses of science.

Assessment

The courses are linear, meaning that students will sit their exams at the end of the two year course.

Six papers: two Biology, two Chemistry and two Physics. Each will assess different topics.

Duration: all the papers are 1 hour 15 minutes.

Tiers: Foundation and Higher.

Weighting: the papers are equally weighted. Each is worth 16.7% of the grade and has 70 marks.

Question types: multiple choice, structured, closed, short answer and open response.

Separate Science AQA



Description

Studying the Separate Sciences means students will cover more content and go into more detail than in GCSE Combined Science. The Separate Science GCSEs provide great preparation for AS and A-level, without overlapping content. The courses are intended to broaden the knowledge base of Science for students who have achieved at least a level 6 at Key Stage 3.

Assessment

The courses are linear, meaning that students will sit their exams at the end of the two year course.

Two papers for each Science (Total of 6): each paper will assess different topics.

Duration: each paper is 1 hour 45 minutes.

Tiers: Foundation and Higher.

Weighting: the papers are equally weighted. Each is worth 50% of the grade for that science and has 100 marks available.

Question types: multiple choice, structured, closed short answer and open response.

Modern Foreign Languages AQA



Aims

- Develop language and communication skills in a variety of contexts.
- Allow pupils to personalise their learning and engage in activities which correspond to their interests.
- Develop the ability to communicate effectively in the language.
- Build on themes and language pupils have met in Key Stage 3, whilst offering them something different for Key Stage 4.
- Provide progression opportunities to further study and / or employment.

Assessment

Unit 1 (25%): Listening and understanding in French/Spanish – external exam.

Unit 2 (25%): Speaking in French/Spanish – externally assessed.

Unit 3 (25%): Reading and understanding in French/Spanish - external exam.

Unit 4 (25%): Writing in French/Spanish, external exam.

Students can be entered at either Higher or Foundation level.

Other languages

Pupils who speak other languages at home are encouraged to increase their skills by obtaining a GCSE qualification. In recent years, pupils at St. Mark's have obtained good GCSE grades in Chinese, Arabic, Portuguese, Greek, Polish, Spanish and Italian. Pupils who are interested in looking at previous examination papers and / or using St. Mark's as an examination centre should contact Mr. R. McAuliffe, EAL teacher in Room 110A.

Physical Education (core)



Description

As part of their core subject programme pupils in Years 10 and 11 have one period (50 minutes) per week of Physical Education. This is in addition to any time devoted to GCSE Physical Education, if it is chosen as an option subject.

The emphasis in the core programme is to extend and develop the skills pupils have been taught in lower school Physical Education lessons. In addition though, it is hoped that the following aims may also be achieved:

1. To help promote physical fitness which will improve quality of life.
2. To help promote social and moral awareness.
3. To help promote expressive and creative development.
4. To help prepare pupils to see the role of leisure in their future.

The following activities are at present offered in the Year 10 and 11 core:

Boys	Girls
Health Related Fitness	Netball
Basketball	Health Related Fitness
Football	Basketball
Badminton	Football
Cricket	Badminton
Atheletics	Athletics
Tennis	Rounders
Table Tennis	Tennis
Indoor Rowing	Aerobics
	Table Tennis
	Trampolining

Assessment

Is carried out in accordance with end of Key Stage 4 descriptor statements.

Geography

Edexcel "B"

Geography B: Investigating geographical issues

This specification offers an issues-based approach with content organised by UK and global geography. It also includes a decision-making paper, which allows students to investigate people-environment issues on a global scale.

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

Michael Palin



Description

Geography is the ONLY subject that enables you to understand the natural and human worlds and how they interact. If you are interested and concerned about your world then this is the subject for you!

The benefits that studying Geography provides are:

- Foster the desire for and ability to shape a better world for all people.
- An ideal foundation for learners who want to pursue Geography at A Level or as a career as it covers a wide range of topics to ensure that they become well-rounded geographers, with skills required by the sector.
- An understanding of global geographical issues and how to apply this to a range of contexts. This means learners' real life skills are developed and become relevant to future decision making. It's an excellent start for learners to develop their practical Geography skills which are transferable.
- Learners are prepared with real skills (such as map reading) and the use of new technologies, like GIS, enquiry and analysis through fieldwork and research to assist geographical investigation, which helps motivate them as they can see how their skills fit into the modern world.

- 2 Fieldtrips - one day coastal work and half a day local work

Units of Study

Paper 1 - Global Geographical Issues (37.5%)

Hazardous Earth

- Development dynamics
- Challenges of an urbanising world

Paper 2 - UK Geographical Issues (37.5%)

- The UK's evolving physical landscape
- The UK's evolving human landscape

Paper 3 - People and Environment Issues (25%)

- People and the biosphere
- Forests under threat
- Consuming Energy Resources



Description

- The course will enable you to acquire key skills that can be applied in all sorts of situations.
- You will acquire knowledge and understanding of the selected periods and explore the significance of historical events, people, changes and issues.
- You will use historical sources critically and use them to reach conclusions about the period studied.

Type and Nature of the Work

History is a good academic subject for people of all abilities. There are no tiered papers. Classes are taught in mixed ability groups, learning within the classroom will take the form of discussions, argument, thinking and writing activities, the use of ICT facilities and audio visual resources. The department has a strong reputation for students achieving excellent results at GCSE and AS/A2.

Assessment

Paper 1	Medicine in Britain c1250 - Present	30%
	The British Sector of the Western Front 1914-18	
Paper 2	Early Elizabethan England 1558-88	40%
	Super Power Relations and the Cold War 1941-91	
Paper 3	The USA, 1945-75: Conflict at Home and Abroad	30%

All units will be assessed through 3 exams at the end of year 11.

Why History?

With a knowledge of History you will be able to apply your skills to a number of careers. Examples of this are Journalism, Politics, Law, Management, Media and Advertising. In fact History is relevant to nearly all careers and the skills you acquire will be of use throughout your entire life. Skills of source analysis and the ability to back up statements with precise evidence are highly valued in most careers.

Art & Design: Fine Art Edexcel



Description

Fine Art involves producing art based upon the students' personal experience and in response to a given theme and the work of inspiring artists/designers. Work produced for this specification will demonstrate the use of formal elements such as colour, form, tone, texture and shape and the use of different materials and processes to give visual form to individual thoughts, feelings, observations and ideas.

Type and Nature of the Work

- Students will be encouraged to develop their work individually and in relation to their strengths and personal interests.
- Practical artwork will be developed using Fine Art media such as: drawing, printing, painting, sculpture, mixed media, photography and digital media.
- Gallery study will enable students to explore the work of artists from a critical and contextual perspective.
- Students will be required to keep a personal portfolio / sketchbook.

Assessment

There are 4 assessment objectives each with 25% of the overall grade.

- Develop ideas through investigations, demonstrating critical understanding of sources (A01).
- Refine work by explaining ideas, selecting and experimenting with appropriate media, materials, techniques and processes (A02).
- Record ideas, observations and insights relevant to intentions as work progresses (A03).
- Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language (A04).

Work consists of:

Component 1. - Personal Portfolio (60% of total GCSE)

- Internally set and marked.
- 120 guided learning hours.

Component 2. - Externally Set Assignment (40% of total GCSE)

- Externally set, internally marked.
- Preparatory period followed by a 10hr timed test.



Description

GCSE Business is an inspiring course with many opportunities to broaden learners' skills inside and outside the class room. This GCSE enables students to use an enquiring, critical approach to distinguish facts and opinions, to build arguments and make informed judgements about various business situations from start up to established businesses.

The subject allows them to develop and apply their own knowledge to real life enterprises and encourages practical understanding and problem solving in a range of contexts. They are encouraged to appreciate the range of perspectives of different stakeholders in relation to business and economic activities.

Assessment and Content

Theme 1 - Investigating small business

Written examination (1 hour 30 minutes) 50% of the qualification

90 marks - the paper will be divided into three sections and will consist of calculations, multiple choice questions, short answer and extended writing questions

In Theme 1 students will learn how to spot a business opportunity; enterprising skills and qualities; the financial, marketing and human factors needed to make ideas happen; running a business effectively; and the impact of factors outside the control of the business. Unit 1 is externally assessed.

Theme 2 - Building a Business

Written examination (1 hour 30 minutes) 50% of the qualification

90 marks - the paper will be divided into three sections and will consist of calculations, multiple choice questions, short answer and extended writing questions.

Theme 2 is very much focused on decision making within businesses. They will learn about growing the business and the different options available such as mergers. They will investigate different marketing decisions facing businesses, financial decisions a business must make and the tools they can use to support this. They will explore operational decisions and meeting customer needs along with decisions regarding the organisational structure and recruitment.

Computer Science OCR

Assessment

Written Paper 1:

Computer Systems

Exam: 1 hour 30 minutes

40% of total GCSE

Written Paper 2:

Computational thinking, algorithms and programming

Exam: 1 hour 30 minutes

40% of total GCSE

Practical Programming Activity*

Report: 20 hours of non exam assessment (NEA) work

20% GCSE

* Following an Ofqual review in December 2017 the structuring of the practical programming activity will change. These discussions are currently ongoing.



Subject Aims

This OCR GCSE (9-1) in Computer Science has been designed around the growing importance of mobile, web and gaming technologies whilst understanding the history of computing technology.

It encourages learners to:

- understand and apply the fundamental principles and concept of Computer Science, including abstraction, decomposition, logic, algorithms and data representation.
- analyse problems in computational terms through practical experience of solving such problems including designing, writing and debugging
- think creatively, innovatively, analytically, logically and critically understand the components that make up digital systems and how they communicate with one another and with other systems
- understand the impacts of digital technology to the individual and to wider society
- apply mathematical skills relevant to Computer Science

Course Details

The OCR GCSE (1-9) in Computer Science comprises of two written exam papers and a practical project:

Written Paper 1: Computer Systems

The component will introduce learners to the fundamentals of Computer Systems including Central Processing Unit (CPU), computer memory and storage, wired and wireless networks, network topologies, system security and systems software, Ethical, legal, cultural and environmental concerns, fundamentals of algorithms, programming concepts and fundamentals of data representation.

Examination: 1 hour 30 minutes | 40% of GCSE

Written Paper 2: Computational thinking, algorithms and programming This component incorporates and builds on the knowledge and understanding gained in Component 01, encouraging learners to apply this knowledge and understanding using computational thinking. Learners will be introduced to algorithms and programming, learning about programming techniques, how to produce robust programs, computational logic, translators and facilities of computing languages and data representation. Learners will also become familiar applying computing related mathematics.

Examination: 1 hour 30 minutes | 40% of GCSE

Practical Programming Activity

The development of a computer program along with the computer programming code itself which has been designed, written and tested by a student to solve a problem. Students will produce an original report outlining this development

Report: 20 hours of non-exam assessment (NEA) work | 20% of GCSE

Drama

Edexcel



Component 1: Devising (40%)

Content overview

- Create and develop a devised piece from a stimulus (free choice for centre)
- Performance of this devised piece or design realisation for this performance
- Analyse and evaluate the devising process and performance.
- Performer or designer routes available

Component 2: Text in Performance (20%)

Content overview

- Students will either perform in and/or design for two key extracts from a performance text.
- Performance or designer routes available.

Component 3: Theatre Makers in Practice (40%)

Content overview

- Practical exploration and study of one complete performance text
- Live theatre evaluation - free choice of production

The Edexcel Drama specification aims to give students the opportunities to develop:

- creative and imaginative powers, and the practical skills for communicating and expressing ideas, feelings and meanings in drama
- investigative, analytical, experimental and interpretative capabilities, aesthetic understanding and critical skills
- understanding of drama forms and awareness of contexts in which they operate
- knowledge and understanding of drama within a social, cultural and historical context.

Drama makes an important contribution to the development of thinking skills identified in the National Curriculum. These are:

- information-processing skills, e.g. sequencing and comparing
- reasoning skills, e.g. drawing inferences and making deductions
- enquiry skills, e.g. asking relevant questions and testing conclusions
- creative thinking skills, e.g. generating and extending ideas, applying imagination and looking for alternative endings
- evaluation skills, e.g. judging the value of their own and others' work

In addition, in many Drama lessons pupils are encouraged to reflect on their own thinking.

All these skills will support other GCSE courses and further progression of independent learning and critical thinking. The whole ethos of Drama encourages empathy and develops self-confidence, skills that are beneficial and desirable in any given career path.

Drama promotes language development. Its collaborative nature provides opportunities for pupils to develop key skills of communication, negotiation, compromise and self-assertion. Pupils develop confidence when speaking and their vocabulary is extended when they adopt roles and characters. Pupils also acquire a critical and subject-specific vocabulary through reflecting on and appraising their own work in drama and the work of others.

Food Preparation and Nutrition AQA



Description

The GCSE specification in Food Preparation and Nutrition will equip students with the knowledge, understanding, skills and encouragement they need to cook. It will give them the ability to apply the principles of food science, nutrition and healthy eating.

Students will be able to make informed decisions about a wide range of further learning opportunities and career pathways, and develop vital life skills so that they can feed themselves and others affordably and nutritiously.

Food preparation skills – these are intended to be integrated into the five sections (taught in Year 10):

1. Food, nutrition and health
2. Food science
3. Food safety
4. Food choice
5. Food provenance

Assessment

External Assessment Paper 1: Food Preparation and Nutrition

What's assessed: Theoretical knowledge of food preparation and nutrition from Sections 1 to 5 above.

How it's assessed: Written exam: 1 hour 45 minutes 100 marks 50% of GCSE.

Questions: Multiple choice questions (20 marks). Five questions each with a number of sub questions (80 marks).

Non Exam Assessment (Year 11 50% of GCSE)

Task1: Food investigation

Students' understanding of the working characteristics, functional and chemical properties of ingredients. Practical investigations are a compulsory element of this NEA task.

Task 2: Food Preparation assessment

Students will demonstrate knowledge, skills and understanding in relation to the planning, preparation, cooking, presentation of food and application of nutrition related to the chosen task. Students will prepare, cook and present a final menu of three dishes within a single period of no more than three hours, planning in advance how this will be achieved.

Music

AQA

Composing - 30%

Performing 30%

One solo and one ensemble

Understanding Music - 40%



Description of the Specification

GCSE Music encourages candidates to develop their understanding and appreciation of a range of different kinds of music, extend their own interests and increase their ability to make judgements about musical quality;

- Acquire the knowledge, skills and understanding needed to:
- Make music, both individually and in groups
- Develop a life-long interest in music
- Write two pieces of composition course work in any style
- Study and explore different genres and styles

Type and Nature of the Work Involved

Understanding Music (40%)

Students study four different areas through the use of “musical elements, context and language”.

Elements of music: Organisation of pitch, tonality, structure, sonority, texture, tempo, metre and rhythm, dynamics.

Areas of study:

Western classical tradition 1650-1910, Popular music, Traditional music, Western classical tradition since 1910

Performing (30%):

Students are to prepare a performance of at least TWO pieces

The whole performance should last for 4 minutes, at least one minute solo, at least one minute ensemble.

Composing (30%):

Students compose, notate and record a composition using taught conventions.

Requirements: Two compositions, one set to a brief, one free composition, combined total of 3 minutes.

To complete this task students need to undertake some research and preparatory tasks relating to the style of the piece.

Product Design AQA

Assessment

1. Unit 1, written paper - 50%
2. Unit 2, controlled assessment - 50%

Controlled Assessment

Students start the task at the end of Year 10. It comprises of an A3 portfolio of design development work, and a quality practical product made in the school workshops.

The majority of this task is completed in lessons although some folder work will be set as homework. The time given to complete the Controlled Assessment is the equivalent of 35 hours.

Examination

Students sit a two hour examination in the summer term of Year 11 to test knowledge and understanding of the factors that influence designing and manufacturing.



Description of the Specification

Product Design is about all that surrounds us. Think of all the products you come into contact with each day, every one of them has been created with the input of a designer. Their appearance, the way they work, their ability to be used effortlessly is all a result of the decisions of designers. Product Design is a subject that encourages you to design and make creative and original products in a variety of practical activities, using a range of materials and techniques. These products will then be packaged, evaluated and assessed for their commercial viability. If you enjoy being creative and making your ideas real then Product Design would be a good subject for you. It is an extremely practical subject and if you have enjoyed the project work at Key Stage 3, this GCSE course is a natural progression.

You should be interested in the design world, have good visual communication skills and be interested in developing an understanding of the broad perspectives of design. You will be good at problem solving and have sound ICT skills. You must also have good time management and personal organisation skills. These are essential if project deadlines are to be successfully met.

During Year 10 you will learn to:

- design products to meet the needs of clients and consumers;
- work independently and as part of a team;
- develop graphical communication methods using a variety of materials, media and computer aided design (CAD) software;
- understand the role that designers and product developers have, and the impact and responsibility they have on and to society;
- Consider environmental issues during design and manufacture;
- work accurately and efficiently in terms of time, materials and components;
- make quality control checks during manufacture to ensure consistency and quality;
- have knowledge of computer-aided manufacture (CAM) and use as appropriate;
- test, evaluate and modify your work.

All practical projects completed in Year 10 are gender neutral and suitable for both boys and girls of all abilities. In Year 11, the course will focus on completing a single NEA design and make activity selected from a list of design tasks set by the examination board.

Beyond Key Stage 4

The GCSE Product Design course at KS4 progresses directly to an A level in Product Design. Further study can lead to vocational or degree programmes in a range of creative fields such as architecture, product design or engineering. The ability to think creatively is highly valued in many careers. The management of time and resources, the ability to work independently with commitment and motivation, to overcome problems and to react positively to criticism are just some of the personal and employability skills that will be developed through the experience of Product Design.

Physical Education AQA

Assessment

60% of your marks will come from the theoretical aspects you will study and will be assessed via 2 exam papers 1 hour 15 minutes in length, both being worth 30% each. This is marked externally and will be a combination of multiple choice, short answer and longer answer questions.

40% of your marks are based on your practical performance. Your best three marks are forwarded to form this percentage and this is based on internal assessment. Within this 40% there is a non-examination assessment worth 10%. This requires students to identify strengths and weaknesses and provide strategies for improvement in one of their three selected sports. All sports are assessed as a performer with being assessed as an official or coach no longer possible.



Why study GCSE PE?

- Opportunity to gain recognition for your sporting skills.
- Opportunity to learn how to analyse and improve your own/others sporting skills.
- Investigate how your body works when taking part in sport and exercise.
- Examine key issues and topics that are relevant in the ever changing world of sport and Physical Education

How the GCSE is structured

Practical component

All pupils take part in and are assessed in three practical activities. The following activities that we intend to offer as part of the practical component are Football, Badminton, Basketball, Cricket, Netball, Rowing, Rugby Union, Table Tennis, Tennis, Athletics, Skiing and Trampolining. Pupils will be primarily assessed on a range of skills required to play the sport; but will also be assessed on how to officiate the sport, the understanding of different rules and how to analyse and improve in each sport that they are assessed in. It is also possible, in consultation with PE staff, to assess a student in a sport in which they compete or perform in outside of school which is on the AQA specification but cannot be offered in school e.g. swimming, golf, dance etc.

Theoretical component

The theoretical content of the course involves studying various different body systems. For example the muscular system, the circulatory system and how to train these systems through exercise programmes. Pupils will gain a greater understanding of a range of topics including the role of diet on exercise; safety in sport, psychology in sport, the role of media and its influences on sport; the advantages and disadvantages of hosting major events and why people chose to participate in sport.

PLEASE NOTE – The theoretical component is an extremely important aspect of the course and you will need to apply yourself fully to the written aspect of the subject. This component will involve at least one theory lesson a week and involves a new specification which includes significantly more science and maths based topics.

Child Development

Level 2 Cambridge National
Certificate in Child Development



Why study Child Development

Child Development offers students the opportunity to develop their knowledge and understanding of human needs in a diverse society and to work in a variety of contexts through an interesting and stimulating practical programme.

Coursework Components

Unit 1 This underpins all of the other learning in this qualification. All students will learn the essential knowledge and understanding for child development, covering reproduction, parental responsibility, antenatal care, birth, postnatal checks, care, conditions for development, childhood illnesses and child safety. Knowledge gained would be of use for further studies in PHSE, Biology and other Child Development qualifications.

Unit 2 Students will gain knowledge of the equipment needs of babies and young children and an understanding of the factors to be considered when choosing appropriate equipment to meet all of these needs. They will also gain knowledge of nutrition and hygiene practices and will be given the opportunity to evaluate dietary choices. Evaluation skills are transferable skills which would be of use in further studies in most areas.

Unit 3 Students will gain knowledge of, and skills in, developing activities to observe development norms in children up to the age of five. This unit will include researching, planning, carrying out activities with children and observing and reviewing these activities, as well as an understanding of the development norms and the benefits of play in child development. These transferable skills will support further studies in many other subjects.

School Assessed Tasks

R019: Understand the equipment and nutritional needs of children from birth to five years (Some practical work is included)

Approx. 7-10 hours – 60 marks

R020: Understand the development of a child from birth to five years (observing a child and then planning/carrying out age appropriate activities with the child to demonstrate how they develop)

Approx. 7-10 hours – 60 marks

Written paper

R018: Health and well-being for child development

OCR-set and marked 1 hour and 15 minutes – 80 marks

The question paper is in two sections - short answer and extended response questions

The student will need to have access to a child aged between 1 and 5 years of age during Year 11.

Year 10 Curriculum For 2018/2019

First Name:

Surname:

Form:

Sex:

Indicate below by ticking the boxes the three choices you would like. The vast majority of pupils will do a language and will do either Geography or History. It is important you take this into consideration when making your choices. If you wish to do separate science you must tick that box as that will be one of your choices.

We cannot guarantee any choice, it depends on a range of factors including staffing, rooming and numbers wishing to follow the course.

Blocks - Pick 3	
Art and Design	
Business Studies	
Child Development	
Drama	
Food Preparation and Nutrition	
French	
Geography	
History	
Computer Science	
Music	
Physical Education	
Product Design	
Separate Science	
Spanish	

Reserve Choice:

Your completed form must be returned to your tutor by 2nd March 2018



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