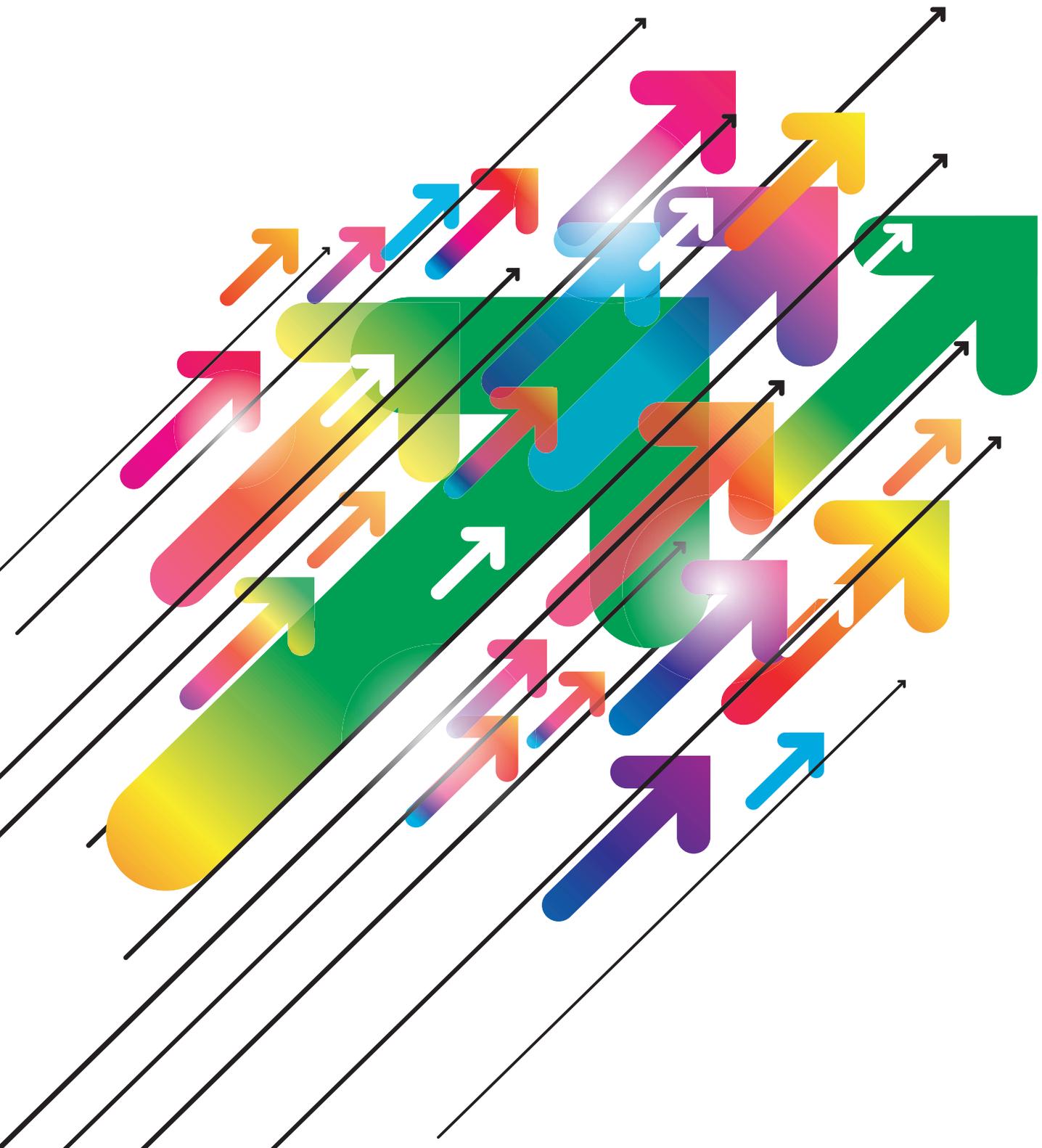


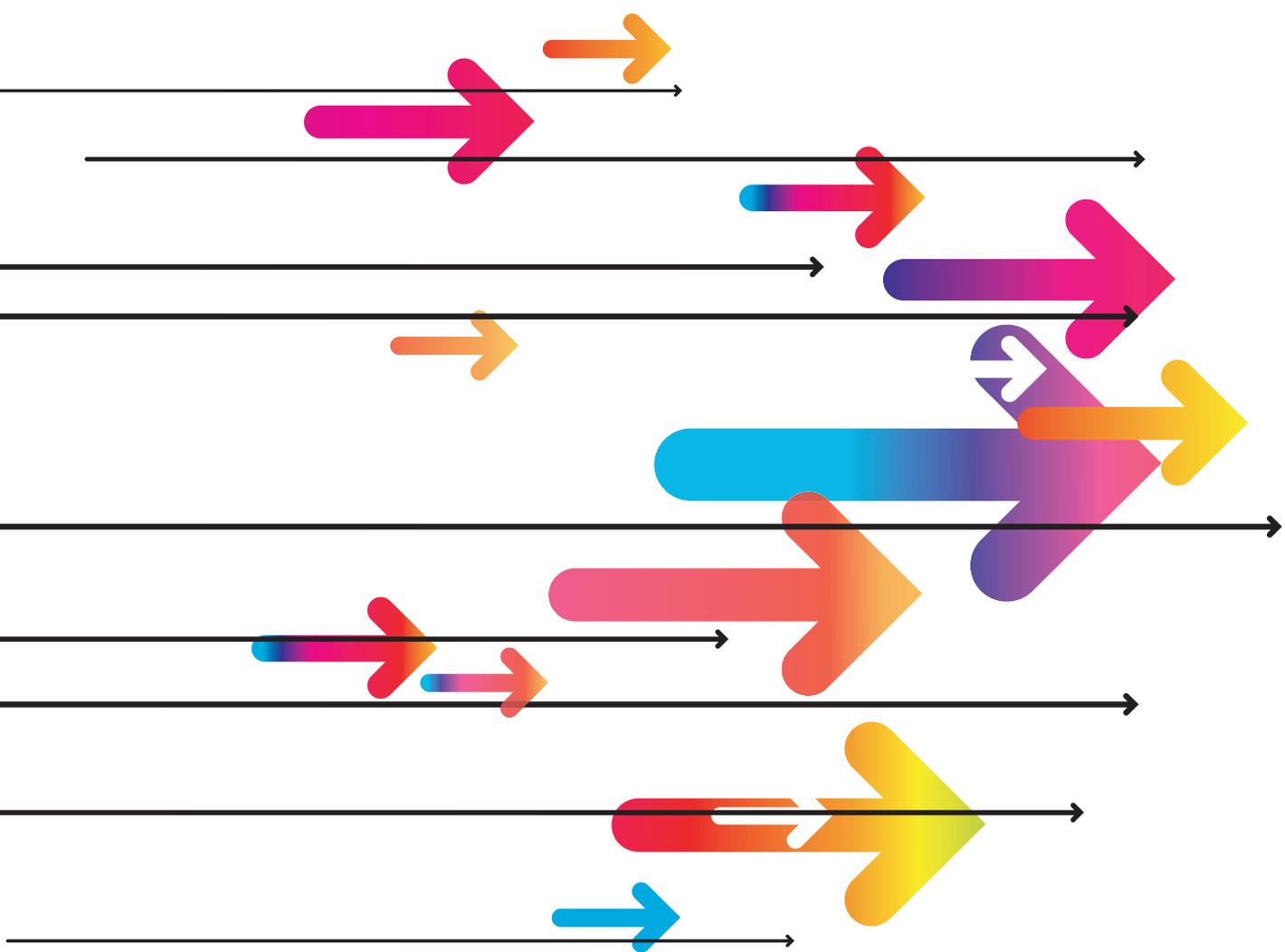
St Thomas More Catholic School



Courses in Years 9, 10 and 11

Information Booklet 2020 - 2023





Icons used in this book:



Performance activities



Using ICT



Design and creative projects



Speaking in front of others



Extended writing



Short written tasks



Working with my hands



Using numbers



Courses in Years 9, 10 and 11

Information Booklet 2020 - 2023

St Thomas More Catholic School

Darlaston Lane, Willenhall, West Midlands WV14 7BL
www.st-thomasmore.walsall.sch.uk

  @STMWillenhall

Welcome

Letter from the Assistant Headteacher

Dear parents and students,

This booklet gives information on the courses which students will follow during Years 9, 10 and 11.

The information and advice it contains will help students to make the best choice from the option courses available.

It is very important that careful thought is given to the choices made, as it is very difficult to change from one course to another once a start has been made. Parents and students should go through this booklet together.

The booklet is divided up into four sections:

Section 1 - Compulsory courses.

Section 2 - Humanities.

Section 3 - Option courses.

Separate sheet - Options Form

The optional subjects which are being offered will only run if viable group numbers are achieved. Wherever possible a student's first choice of options will be offered but this cannot be guaranteed.



Mr M Bishell
Assistant Headteacher

Introduction

In line with the National Curriculum your son or daughter must follow a broad and balanced set of subjects in Years 9, 10 and 11. Employers, colleges and universities also insist on qualifications in certain subjects and so it is very important that all students take these as part of their curriculum. Therefore there are some compulsory subjects and some option subjects.

All students will take the following subjects: English, Mathematics, Science, Religious Education, Physical Education. Students on 'red' or 'yellow' pathways must also choose one of either Geography or History in their humanities option block. Blue pathway students will follow the Prince's Trust qualification in this block.

Advice in choosing the option courses

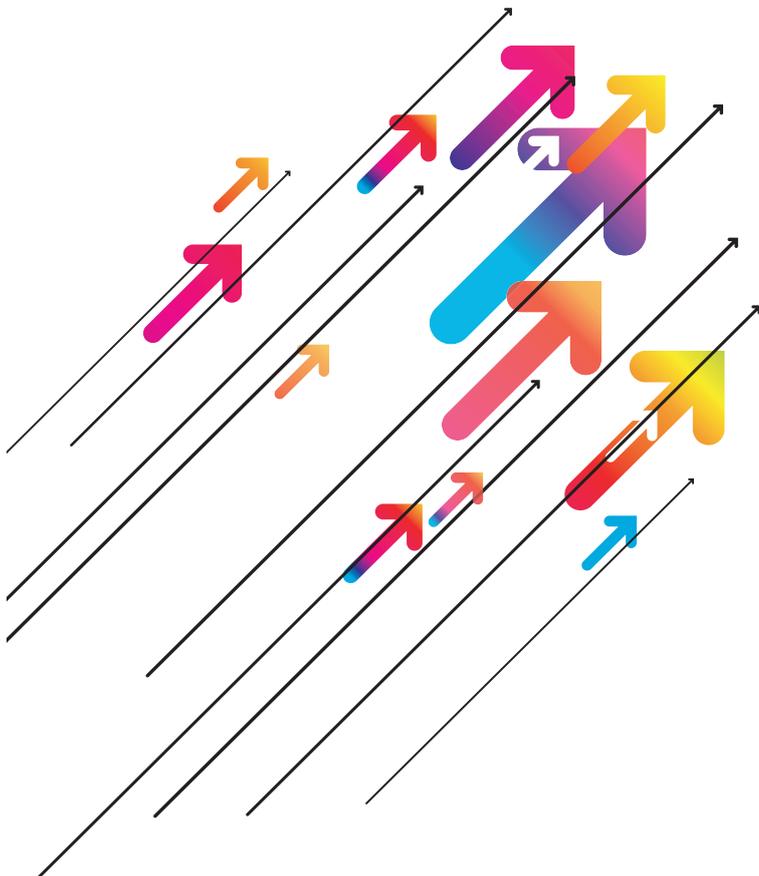
Your choice of subjects is likely to be one of the most important decisions that you will make this year and so ensure that you make your choice for the right reasons.

- **Do** think about **what you are interested in** and **what you are good at** when making your choices.
- **Do** talk to your parents, your form tutor and subject teachers about the different option subjects.
- **Do** think about what you might want to do when you leave school.
- **Don't** choose a subject because you like a particular teacher – you won't necessarily have the same teacher next year.
- **Don't** choose all your subjects around one career choice or interest as your interests might change. Try to have a wide range of subjects so that a variety of opportunities will be open to you.
- **Don't** choose a subject because your friends have chosen it. Most option subjects will have several classes, which means that even if you are doing the same subject you won't necessarily be in the same class as your friends.

Section One

Compulsory Courses

- 6 Religious Education
- 7 English
- 8 Mathematics
- 9 Science
- 10 Compulsory
Physical Education



The Religious Education department has the duty and privilege of bringing young people to God through education and holistic development. The department recognises that the realisation of this duty will be achieved through encouraging and developing knowledge of Gospel values, an understanding of Jesus' message and a desire to put Christian morality into practice in daily life.

Given equal priority is our belief that each student has an equal and unalienable right to receive a meaningful and formative academic education endowed with opportunities for achievement and success, and to be treated with the justice and respect due to all people. This reaffirms the Roman Catholic teaching that asserts that we have a duty to foster in all people a sense of dignity and worth. (Pacem in Terris).

The aim of Religious Education at Key Stage 4 is to enable all students to have access to a varied curriculum, which will enhance their moral, spiritual and academic growth. The department aims to ensure that: it assists the students in developing a critical and constructive vision of the world in which they live, a respect for the world God created and an appreciation of the worth of all living things; it assists all students in a deepening of their knowledge of the Christian faith and of other faiths that flourish in our society and that it deepens the student's knowledge and understanding of the Bible, the Roman Catholic faith, its teachings, traditions and practices.

Course details

All students at Key Stage 4 will follow the WJEC Eduqas GCSE in Religious Studies Specification B. The Roman Catholic content of the course, including a study of Judaism as a second religion, follows the recommendations laid down by the Bishops Conference of England and Wales. This is a linear course in which all exams will be taken at the end of Year 11. There are no Controlled Assessment requirements at GCSE level; students will be assessed by

three external exams at the end of Year 11. GCSE qualifications are reported on a nine point scale from 1 to 9, where 9 is the highest grade.

The key elements of the course are divided into 3 components.

Component 1: Foundational Catholic Theology (Origins and Meaning; Good and Evil) This counts for 37.5% of the total qualification.

Component 2: Applied Catholic Theology (Life and Death; Sin and Forgiveness) This also counts for 37.5% of the total qualification.

Students will be expected to demonstrate an understanding of the influence of religion on individuals, communities and societies. They will be expected to support their responses using appropriate knowledge and understanding of key sources of wisdom and sacred texts. These texts might include, for example: the Bible; extracts from the documents of Vatican II or other ecumenical councils, extracts from Papal encyclicals, extracts from the work of key theologians and thinkers such as St Augustine of Hippo as well as the views of past and current philosophers (including ethical philosophers).

Students must be aware of how varied interpretations of sources and/or teachings may give rise to diversity within traditions or textual studies on religious, philosophical and ethical studies in the modern world. They will be expected to demonstrate an understanding of different perspectives. These may derive from either different religions or different views/denominations within a particular religion.

Component 3: Study of a World Faith: Judaism This counts for 25% of the final qualification.

Students should be aware that Judaism is one of a diverse range of religious and nonreligious traditions and beliefs in Great Britain today that includes Christianity; Buddhism; Hinduism; Islam; Sikhism; Humanism and Atheism, but that the main religious tradition in Great Britain is Christian. Students must know, understand and express common and divergent views and the basis for beliefs, teachings and practices within Judaism. References to relevant sources of wisdom and authority are expected, including scripture and/or sacred texts.

Each component will be assessed by compulsory questions focusing on knowledge, understanding and evaluation of the subject content.

Religious Studies Skills

In addition to the subject knowledge gained at GCSE, Religious Studies will also help students develop the following skills:

Research skills – reading and analysing religious and philosophical literature; considering different viewpoints on controversial issues; summarising information in writing or verbally.

Communication skills – presenting different arguments; putting across clear and relevant information when writing about a subject; discussing the perspectives of different religions in relation to social problems and issues.

Skills of critical analysis – developing an understanding of contemporary responses to religious beliefs in different times and places; evaluating the approaches of religions to debates on, for example, problems of evil and suffering; examining the background and emergence of different religious beliefs.



Year 9

This year is a transition year between Key Stage 3 and Key Stage 4.

Students will read a variety of texts to develop an understanding of how writers present characters, themes, settings and relationships.

Students will also begin to develop analysis skills through their study of 19th century texts, a Shakespearean play and poetry.

Opportunities will also be provided for students to develop their writing skills, through the creation of fiction and non-fiction responses and to explore speaking and listening in a range of contexts.

When creating fiction texts, students will create narrative and descriptive responses. They will be encouraged to vary their vocabulary, use a range of sentence structures, punctuation and linguistic devices for effect.

When creating non-fiction texts, students will be required to adapt their language to suit a variety of purposes and audiences, in addition to ensuring they vary vocabulary, use a range of sentence structures, punctuation and linguistic devices for effect.

Students will be assessed against the GCSE assessment criteria for each unit of work.

Year 10 and 11

Students in Year 11 will follow the AQA course. The course is split into two GCSEs.

GCSE English Language consists of the following modules:

Unit 1: Explorations in creative reading and writing

- Reading a range of fiction texts.
- Writing narrative and descriptive pieces.
- Examination

Unit 2: Writers' viewpoints and perspectives

- Reading non-fiction texts from the 19th and 20th/21st centuries.
- Writing to present a viewpoint.
- Examination

Spoken language

- Presenting.
- Responding to questions and feedback.
- Using Standard English.

GCSE English Literature consists of the following modules:

Unit 1: Shakespeare and the 19th-century novel

- Exploring themes and characters in key extracts and across the whole text.
- Exploring the importance of context.
- Examination. Section A- Romeo and Juliet. Section B- Dr Jekyll and Mr Hyde, or a Christmas Carol.

Unit 2: Modern Texts and Poetry

- Exploring themes, characters, context, writers' techniques and their effects.
- Examination: An Inspector Calls, Modern Poetry and Unseen Poetry



Mathematics equips students with a uniquely powerful set of tools to understand and change the world. These tools include logical reasoning, problem-solving skills, and the ability to think in abstract ways.

Mathematics is important in everyday life; many forms of employment; science and technology; medicine; the economy; the environment and development; and in public decision-making. Today, the subject transcends cultural boundaries and its importance is universally recognised.

Mathematics is a creative discipline. It can stimulate moments of pleasure and wonder when a student solves a problem for the first time; discovers a more elegant solution to that problem; or suddenly sees hidden connections.

The GCSE course followed at St Thomas More at present is the Edexcel GCSE 9-1 specification.

- It is a linear examination.
- We provide short-term goals and motivation for students at all levels.
- Regular, reliable feedback is made on students' progress.
- The school provides a series of textbooks and additional materials to support the work carried out in class, including website subscriptions to enhance independent learning and self-assessment.

All students complete a variety of assessments throughout the year to ensure that they are well prepared for exam style questions when they reach Year 11. Students are also assessed in homework tasks, class assessments and through the use of formative assessment strategies. Students are disadvantaged if they miss any of the internal progress tests, with attendance being key to ensuring they achieve and exceed their full potential.

Students sit three examinations in June in Year 11: one non-calculator exam and two calculator exams. The 9-1 course is split into higher and foundation tiers, the foundation tier is graded 1 to 5, the higher tier 5 to 9, with a standard pass being a grade 4, meaning students currently do not need to resit maths. Students with a grade 5 will achieve a strong pass, which in the future may become a requirement for all courses.

Additional new content to the Foundation Tier (Grades 1-5)

- Surds
- Reverse percentages
- Factorising quadratics
- Trigonometry – the sine, cosine and tangent ratios, including to know the exact values of \sin , \cos and $\tan 30^\circ$, 60° and 45°
- Using an inequality to specify error intervals due to rounding
- Circle properties
- Vectors
- Tree diagrams
- Standard form
- Compound interest
- Simultaneous equations
- Direct and inverse proportion
- Fractional scale factors of enlargements
- Conditional probability and tree diagrams
- Frequency trees
- Venn diagrams

Additional new content to the Higher tier (Grades 5-9)

- The gradient at a point on a curve as a rate of change
- The area under a graph
- Geometric progressions
- Composite and inverse functions
- Iteration
- The location of turning points on a quadratic function by completing the square
- Expanding products of more than two binomials

In addition to the new content being examined the key changes are that they require:

- Better reading and comprehension skills to extract the problem being posed
- Recall of most formulae (many of which used to be provided in the exam)
- Extended problem solving skills as fewer steps are provided in the form of sub-questions or prompts and some will be non-routine problems
- A greater focus on the ability to interpret and communicate mathematically by drawing communications, making chains of mathematical reasoning and presenting mathematical arguments and proofs

In order to fulfil their potential in mathematics, students must work hard throughout the course; meet the deadlines set for homework and must take advantage of the help, support and guidance which is made available to them. It is vital that they are fully equipped for all mathematic lessons, which includes bringing a calculator.



Course at a glance

Within the science department students follow the AQA GCSE Combined Science: Trilogy (worth 2 GCSEs)

Students will begin their GCSE science in September of Year 9 and the following topics are taught over the course;

Biology:

Paper 1

- Cell biology
- Organisation
- Infection and response
- Bioenergetics

Paper 2

- Homeostasis and response
- Inheritance variation and evolution
- Ecology

Chemistry:

Paper 1

- Atomic structure and the periodic table
- Bonding, structure and the properties of matter
- Quantitative chemistry
- Chemical changes
- Energy changes

Paper 2

- Rate and extent of chemical change
- Organic chemistry
- Chemical analysis
- Chemistry of the atmosphere
- Using resources

Physics:

Paper 1

- Energy
- Electricity
- Particle model of matter
- Atomic structure

Paper 2

- Forces
- Waves
- Magnetism and electromagnetism

As well as the content there are also a number of required practicals the students need to complete that will be assessed in the examinations.

The course will be completed in the middle of Year 11. The final part of Year 11 will be used to consolidate skills, knowledge, and understanding to prepare for the final examinations.

Teaching and learning in science

In science we use a wide variety of resources. We have an online subscription for exam questions, we use PiXL resources, we have Oxford University Press text books and each year we purchase science revision guides for each student. We also recommend apps and websites that will support your child.

We are a well-resourced science department and use practical work and demonstrations to enhance the understanding of the students.

Students will sit assessments at the end of each topic which will be used to identify strengths and weaknesses which in turn will feed into departmental intervention. There will also be termly mixed assessments to aid memory recall and long term learning.

For further information contact:

Mr Gutteridge - Head of Science

Useful websites

www.aqa.org.uk/subjects/science

www.bbc.com/bitesize/examspecs/z8n997h

CGP – revision app

www.educate.co.uk

Careers

Astronomer, Technician, Aviation, Chemist, Teacher, Electrician, Film and Video Editor, Food Tester, Food Scientist, Forensic Scientist, Nuclear Technician, Nuclear Power Operator, Occupational Health Specialist, Physicist, Physiotherapist, Pilot, Ship Captain, Sound Engineer, Doctor, Nurse, Pharmacist, Dentist, Marine Biologist, Veterinarian, Veterinary Nurse, Optician, Chemical Engineer, Marine Biologist, an endless list!

Examinations

For the Combined Science: Trilogy there will be 6 exams at the end of Year 11, 2 biology, 2 chemistry and 2 physics. Each is 1 hr 15 minutes with total marks of 70 for each paper and making up 16.7% of the total GCSE. The grade they receive at the end of the course is a combined grade e.g 4-4, 5-4.

To progress to A-level

To continue studying science in A level we would require at least grade 6-6 in Combined Science: Trilogy.

Compulsory Physical Education

Heads of department
Mr J D Clifton (PE)

Under the National Curriculum requirements students will be taught a variety of activities for two hours per week. They will also learn to take on a variety of leadership roles including coaching and refereeing. Throughout the Key Stage students will be given a variety of choices including all activities from Years 7-9 and some other choices which may include: trampolining, table tennis, fitness and climbing.

In Years 10 and 11, students will be taught a variety of activities for 1 hour per week. They will also learn to take on a variety of leadership roles including coaching and refereeing. Throughout the Key Stage students will be given a variety of choices including table tennis, fitness and climbing.

Section Two

Humanities

12 Geography

13 History

14 Prince's Trust

Why study the course?

Geography is often called the subject that holds the key to all our futures. It is about understanding the world we live in, the diversity of countries and cultures, and about using knowledge to explore the world and to bring people together.

Geography is about much much more than memorising places on a map, learning capital cities or looking at diagrams in a text book. It is a dynamic, multi-skilled and visual subject, looking at the world as it has been, is today and will be in the future. It is constantly changing and is the subject that more than any other, will enable you to explore the world now and in the future.

Because of the multi-skilled nature of Geography, and the global perspective that students will learn, Geography students and Geography graduates are seen to be among the most employable students after leaving education.

Course Outline

Students will follow the Eduqas 9-1 A Geography GCSE syllabus. The units will be taught across the 3 year KS4 period. The course balances Human Geography and Physical Geography, plus a multi-skilled Applied Fieldwork/Geographical Skills paper which focuses on thinking skills and decision making. Students will also go on two fieldtrips in order to develop their Geographical and Fieldwork skills.

Course units:

Landscapes and Physical Processes (rivers, coasts, flooding)

Rural-Urban Links (including population and global cities)

Tectonic Landscapes and Hazards (volcanoes, earthquakes and tsunamis),

Weather Climate & Ecosystems

Development and Resource issues

Environmental challenges

Coastal Hazards and Social Development

There are 3 end of course examinations, each paper is 1 hour and 30 minutes in length.

What can I do next

GCSE Geography is a multi-skilled subject which covers a very wide range of literacy, statistical and analytical skills. An interest in the wider world and current affairs is an advantage, but not compulsory.

GCSE Geography at St Thomas More can lead on to the A-Level qualification in sixth form, and to a very wide range of Geography courses at universities in the UK and abroad. The A-Level course will include four days of fieldwork and an individual project on a Geographical topic of the student's own choice.

If you are interested in taking Geography as a GCSE option, please do not hesitate to see Mr Hanna or Mr Virgo in the Geography department if you have any further questions.



What will I study?

The WJEC Eduqas GCSE in History is attractive, giving learners the opportunity to study history from three historical eras:

- Medieval (500-1500)
- Early Modern (1450-1750)
- Modern (1700-present day)

Students will study specific aspects of the past in depth (short term), and breadth (medium and long term).

At GCSE level students have the opportunity to study history in three geographical contexts: local, British and European and/or wider world settings.

Key historical skills will be developed throughout the GCSE course such as: continuity, change, cause, consequence, significance, similarity and difference over different periods of time both short term, medium term and long term

GCSE History provides students with the opportunity to gain an understanding of the nature and purpose of history as a discipline. This provides students with a strong foundations for A Level and degree level History.

How will I be assessed?

The GCSE qualification is divided into two components, each worth 50% of the final GCSE grade.

Component 1 is comprised of two studies in depth. This element is assessed through two written examinations: 2 hours (split into two papers of 1 hour duration each).

- The Elizabethan Age, 1558-1603
- Germany in Transition, 1919-1939

Each study will be assessed by compulsory questions focusing extensively on the analysis and evaluation of historical sources and interpretations. There will also be questions testing second order historical concepts. These examination papers will be completed back to back at the end of Year 11.

Component 2 is comprised of two studies in breadth. This element is assessed through two written examinations: 2 hours (split into two papers of 45 minutes for the Period Study and 1 hour 15 minutes for the Thematic Study). This is worth 50% of the final GCSE qualification.

- Period Study: The Development of the USA, 1929-2000
- Thematic Study: Changes in Health and Medicine in Britain, c.500 to the present day

The requirement to study an historic site is part of the thematic study. Students will study health and medicine on the Western Front during the First World War.

Each study will be assessed by compulsory questions focusing extensively on second order historical concepts including continuity, change, cause, consequence, significance, similarity and difference.

Who can I speak to for more information?

Miss R. Vaughan (Head of History), Mr Burns, Miss Chambers and Miss Patterson.

Prince's Trust

Our Prince's Trust Achieve programme provides an opportunity for you to try out new activities, boost your confidence and gain a recognised Prince's Trust qualification.

What's involved?

Our Achieve programme is delivered as a club within St Thomas More School. As part of the programme, you will explore the following:

- Personal and social development: By working in small groups, you'll be able to meet new people and make new friends
- Life skills: Through fun and interactive sessions, you'll learn how to manage money, be healthy and stay safe
- Active citizenship: You'll work as part of a team to make a difference to your local community
- Enterprise project: This is a Dragons' Den style challenge. Are you ready to put your entrepreneurial skills to the test?
- Preparation for work: Create a tip-top CV, practice for future interviews and explore your skills and talents

Section Three

Optional Courses

- 16 **Art**
 - Fine Art
 - Art Graphics
- 17 **Business Studies**
- 18 **Computer Science**
 - This subject is only available for red pathway students
- 20 **Creative Media**
- 21 **Information Communication Technology**
- 22 **Design and Technology**
 - Hospitality and Catering
 - Engineering
 - Construction
- 24 **Performing Arts**
 - Acting Pathway
 - Music
- 26 **Health and Social Care**
- 27 **Physical Education**
- 28 **French**
- 30 **Travel and Tourism (Vocational)**



Course choices

Students can choose either Fine Art or Graphics. Both courses lead to a GCSE qualification in Art and Design.

Who should choose Art?

To do Art as an option you should have reached at least level 5 at Key Stage 3. You will need to love drawing and be keen to work in your own time at home as producing really good art takes both time and commitment. You should choose Art if you wish to continue exploring your creativity or if you wish to pursue a career in anything creative. An art qualification can help with a very wide variety of careers.

Course requirements/assessment

Coursework forms 60% of the total mark, the remaining 40% is awarded for the examination. Components cover the following objectives:

- Record observations, experiences and ideas in forms that is appropriate to their intentions.
- Analyse and evaluate images, objects and artefacts showing understanding of context.
- Develop and explore ideas using media, processes and resources, reviewing, modifying and refining work as it progresses.
- Present a personal response, realising intentions and making informed connections with the work of others.

What can I do next?

Students gaining at least a level 5 at GCSE will be able to take an A level Arts course in Years 12 and 13. This opens a variety of options and courses at universities and colleges for both art and art history. Employment opportunities with an art qualification include a wide variety of options within the media, graphics, design, performing arts and education.

Fine Art Course outline

Students will undertake a variety of coursework, extending their practical skills and exploring a variety of materials. During the course, students will visit art galleries and other places of interest to research ideas for projects.

Students are required to keep a sketch book and work in this will show their own drawings, research of other artists' works and the planning and development of large pieces which will be produced at the end of each coursework project and the examination.

During the course, students will work in a wide variety of media including pencil, pen, crayon, watercolour, acrylic paint, printmaking and collage. They will use photography to aid their investigations and will develop ideas with both art materials and computers, through the use of Photoshop. Students who own tablets can also use these to develop art ideas using the various drawing applications available.

Written work is part of the course and students will research the work of other artists and use this to inform their own projects, through annotations of work and notes.

Years 9 and 10 will concentrate upon building skills and confidence and students will produce both set pieces and their own choice of topics for work. In Year 11 students will complete coursework and examination projects for external assessment.

Extra sessions are held at lunch times and after school, for students wishing to extend their skills or catch up on work.

Graphics Course outline

Graphics Communication is the process of creating visual material to deliver information through the use of graphics elements, such as symbols, drawings, photographs and typography.

This option involves a wide range of areas to develop, incorporating a variety of disciplines. You will be encouraged to explore traditional skills, such as hand formed lettering, alongside cutting-edge digital technologies such as Adobe Photoshop, Illustrator, Animation, Graphic Tablets and many others.

There is an element of written work within the course, with students required to research the work of other artists and graphic designers, using that to influence their own work. Students will look at work of both historical and contemporary graphic designers and the different purposes and intentions of their graphic communication.

The course allows for huge diversity, with the main project allowing pupils to explore one of their own hobbies, encouraging them to create a portfolio of work as a response. Outcomes will be two-dimensional, taking the form of posters, brochures, t-shirts, CD/DVD sleeve, magazine spreads, stamps, game covers, character design, billboards, advertising, animation, logos and branding.

Graphic Communication is ideal for students who are creative, but are not confident in their drawing skills. The only thing to hold you back within the course is your own creativity!



Why study the course?

It is unlikely that you will have studied business before, but that does not matter. You might have an interest in business, and want to start your own business one day. You might have an enquiring mind and be interested in learning about the real world around you, how businesses are set up, and what it is that makes someone a great entrepreneur, like Sir Richard Branson or Lord Sugar. You will learn more about how businesses operate in terms of their activities and operations. This will include businesses ranging from small enterprises to large multi nationals. You will become familiar with current issues and develop an understanding of the dynamics of business activity. Topic areas will include types of ownership, growth, location, external influences, production, finance, marketing and managing people. There are many other areas that will also be investigated.

The course is enjoyable and reflects real life business and economic situations. You need good communication skills in terms of discussing topics, reading materials and being able to write extended answers for higher mark questions. Quantitative skills are also essential so you must be able to calculate percentages, averages and simple ratios as well as being able to interpret charts, graphs and other financial or market data.

Course structure

In year 9 students will study an introductory course into Business Studies which will address all the major areas of business and also focus on employability and life skills. This will allow students to be monitored and recruited either onto the GCSE course or Vocational pathway in years 10 and 11.

GCSE course outline

There are 2 components to study during Years 10 and 11. These are externally assessed by two written examinations taken at the end of Year 11. Component 1 (Business Dynamics) is a 2 hour written exam worth 62.5% of the qualification. It will be a mixture of short answers and structured questions based on stimulus material covering all of the specification content. Component 2 (Business Considerations) is a 1 hour 30 minute written exam worth 37.5% of the qualification. This will involve data response questions covering all of the specification content.

What can I do next?

Overall this is an updated, dynamic and exciting course. It can lead on to AS Level Business Studies, AS Level Accounting or any vocational course in Business. Even if you do not want to go on to study business further you will have benefited from studying a GCSE Business course because any job you do will involve working for a business. However if GCSE is not a suitable qualification for you, a vocational alternative may also be made available if necessary. The vocational alternative is OCR Level 1/2 Cambridge National Certificate in Enterprise and Marketing.

Next Steps

If you want to find out more about the skills you might learn or should develop when studying this course, watch television programmes like The Apprentice, Dragon's Den, The Hotel Inspector and Inside the Factory. You could also look at the following websites to discover the types of things you might learn:

- www.businessed.co.uk
- www.tutor2u.net/business
- www.bbc.co.uk/education/subjects/zpsvr82



The ICT department has become the Computer Science department in order to maintain our dedication to being up to date and at the forefront of changes to the curriculum and technology.

Computer Science also offers students the ability to learn, develop and implement the skills and knowledge that will make them employable or create their foundation ready for higher and further education.

The KS4 qualification develops underpinning knowledge and transferable skills for progression to A Levels or BTEC Nationals and to higher education or the workplace.

It includes topics that extend students' understanding and aid progression, for example, the internet and databases. The skills and knowledge developed through this qualification help students to:

- Understand and apply the fundamental principles and concepts 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 programs
- 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.

We are looking for students who are ICT literate, competent in using a computer,

show motivation for the subject and are able to achieve their potential in Maths and English.

The topics students will cover in their 3 years in this GCSE include:

- Topic 1: Problem solving
- Topic 2: Programming
- Topic 3: Data
- Topic 4: Computers
- Topic 5: Communication and the internet
- Topic 6: The bigger picture

The GCSE is assessed in 3 stand alone sections:

- Component 1 written examination (50% total GCSE)
- Component 2 written examination (50% total GCSE)
- Component 3 coursework programming task submission (mandatory completion to be entered for the examination)

Each component is explained below.

Components

Component 1: Principles of Computer Science (*Paper code: 1CP1/01)

Written examination: 1 hour and 40 minutes
50% of the qualification
80 marks

Content overview

This component will assess all topics.

- Understanding of what algorithms are, what they are used for and how they work; ability to interpret, amend and create algorithms.

- Understand the requirements for writing program code.
- Understanding of binary representation, data representation, data storage and compression, encryption and databases.
- Understanding of components of computer systems; ability to construct truth tables, produce logic statements and read and interpret pseudo-code.
- Understanding of computer networks, the internet and the worldwide web.
- Awareness of emerging trends in computing technologies, the impact of computing on individuals, society and the environment, including ethical, legal and ownership issues.

Assessment overview

This paper consists of multiple-choice, short open response, open response and extended open response answer questions.

All questions are mandatory.

Component 2: Application of Computational Thinking (*Paper code: 1CP1/02)

Written examination: 2 hours
50% of the qualification
80 marks

Content overview

- The main focus of this component will be:
- Understanding of what algorithms are, what they are used for and how they work; ability to interpret, amend and create algorithms.
- Understanding how to develop program code and constructs, data types, structures, input/output, operators and subprograms.

This component may also draw on:

- Understanding of binary representation, data representation, data storage and compression, encryption and databases.
- Understanding of components of computer systems; ability to construct truth tables, produce logic statements and read and interpret pseudo-code.
- Understanding of computer networks, the internet and the worldwide web.
- Awareness of emerging trends in computing technologies, the impact of computing on individuals, society and the environment, including ethical, legal and ownership issues.

Assessment overview

This paper is based on a scenario.

It consists of short open response, open response and extended open-response answer questions.

All questions are mandatory.

Component 3: Project (*Paper code: 1CP1/3A-3E)

Internally examined / externally moderated practical coursework assessment.
20 hours (mandatory practical completion)
60 marks

Content overview

Students will develop a computer program. The content for this component will draw on:

- Algorithms, decomposition and abstraction
- Design, write, test and refine a program
- Data.

Assessment overview

- The project will be set externally.
- Project details will be released in September.
- Internally assessed and 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.



Course outline

This qualification is built from a collection of 4 units. Each unit has an applied purpose, allowing students to respond to live briefs sent by the exam board.

The applied purpose is the vehicle through which the learning contained in the unit is made relevant and purposeful. It is also the means by which learners are enthused, engaged and motivated to study creative media. The applied purpose provides the opportunity for authentic work related learning, but more than this it will require learners to consider how the use and application of their learning impacts on individuals, employers, society and the environment. The applied purpose will also enable learners to learn in such a way that they develop:

- Skills required for independent learning and development.
- A range of generic and transferable skills.
- The ability to solve problems.
- The skills of project based research, development and presentation.
- The fundamental ability to work alongside other professionals, in a professional environment.

How will I be assessed?

Creative Media is a 3 year course. During the first year pupils will participate in a range of skill based activities that have been created to stretch and challenge the individuals abilities on Professional software such as Adobe Photoshop.

During Year 10 and 11 students will start their coursework which comprises of 4 units.

Year 10-

RO82: Creating digital graphics
RO90- Digital Photography/ RO86- Creating a digital animation (Depending on teacher)

Year 11-

RO81: Pre-production skills (Exam)
RO83- Creating 2D and 3D digital characters

The course has an excellent success rate and was one of the strongest-performing courses last year, with many students achieving distinctions and merits.

Why study the course?

This course gives students a wide ranging, practical and independent introduction to the world of media. You might be interested in a future career in the media, design, advertising, or writing and this course will introduce students to a range of real-life media activities and experiences. A range of design, editing and multimedia software options, such as professional programs Adobe Illustrator and Photoshop are available. Students will be able to independently choose and create their own media or computer-based projects based around their own interests and hobbies. Students will gain vocational skills and an understanding of media and design industries, with a strong focus on

independent learning.

The UK's creative industries, which includes the film, television and music industries, are now worth £71.4 billion per year to the UK economy. The UK creative industries are renowned across the globe driving growth, investment and tourism. The creative industries accounted for 1.68 million jobs in 2012, 5.6 per cent of the total number of jobs in the UK and employment increased by 8.6 per cent between 2011 and 2012 a much higher rate than for the UK Economy as a whole (0.7%).

What can I do next?

This course can lead on to Media Studies and Film Studies AS and A2 levels, as well as a range of vocational design and creative courses. The course focuses on real-life media and design scenarios as well as involvement with real media companies and should provide an excellent foundation for students' future career aspirations.

Next steps

Please see Mr Hackett for further details.

Information Communication Technology

Specification studied
Pearson Edexcel CIDA - Certificate in Digital
Applications Level 2

Lead Teacher
Mrs A Philora



Why study the course?

This qualification has been designed to engage and enthuse pupils with an interest in digital computing, for example digital graphics, digital devices and multimedia products. The aim is to ensure that you are taught the knowledge, skills and understanding that you need to be able to design and make effective digital products for others to use. You will also be taught how to;

- develop technical skills and techniques
- plan a digital solution for a given brief
- develop an understanding of what cyber security is and the importance of legal and ethical considerations when using modern technologies.

Course information

The course is split into 3 components.

Component 1:

Exploring User Interface Design Principles and Project Planning Techniques

Aim: How to project plan the design and development of a user interface.

Assessment

- internal assessed assignment(s)
- 30% of the total course

During Component 1 students will:

- explore user interface design and development principles
- discover how to develop and review a digital user interface
- investigate how to use project planning techniques to manage a digital project

Component 2:

Collecting, Presenting and Interpreting Data

Aim: process and interpret data and draw conclusions

Assessment

- internal assessed assignment(s)
- 30% of the total course

During Component 2 students will:

- explore how data impacts on individuals and organisations
- develop a dashboard using data manipulation tools
- draw conclusions and make recommendations on data intelligence

Component 3:

Effective Digital Working Practices

Aim: explore how organisations use digital systems and the wider implications associated with their use.

Assessment

- written exam (synoptic external assessment): 1 hour 30 minutes
- 60 marks
- 40% of the total course

During Component 3 students will:

- explore how modern information technology is evolving
- understand what cyber security is and how to safeguard against it
- consider legal and ethical issues in data and information sharing

What can I do next?

If you achieve a Level 2 Pass you may 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 you to enter employment or apprenticeships, or to move on to higher education by studying a degree in the digital sector.

If you achieve at Level 1 across Key Stage 4 you might consider progression to:

- Study at Level 2 post-16 in a range of technical routes designed to lead to work, to progression to employment, to apprenticeships or to further study at Level 3.

Next steps

If you want to find out more about the skills you might learn or should develop when studying this course please see Mrs Philora for more information.



Design and Technology is a very popular subject at key stage 4 and leads into a wide variety of educational and vocational pathways. Learning Design and Technology at school helps to prepare young people for living and working in an ever-changing world. It also emphasises the need to prepare young people to be adaptable in acquiring new knowledge and skills.

It enables students to develop their key skills such as:

- Creativity
- Thinking skills
- Problem Solving
- Enterprise skills
- CAD/CAM (Computer Aided Design/ Manufacturing)
- Communication skills
- ICT
- Literacy
- Manufacturing
- Numeracy

It also gives them the opportunity to work in teams and work independently.

Course information

The school offers the following full courses in Design and Technology:

- WJEC Level 1/2 Hospitality and Catering
- OCR Cambridge National Level 1/2 Design Engineering
- WJEC Level 1/2 Constructing the Built Environment

These courses that will equip learners with the practical, transferable skills and core knowledge they need to progress to further general or vocational study, including level 3 qualifications, employment or apprenticeships. They have been developed by with teachers, employers and industry to help give young learners the best possible

introduction to their chosen vocational areas.

WJEC Level 1/2 Hospitality and Catering

This qualification is intended for learners aged 14-16 who are interested in food preparation in a commercial catering environment and wish to develop skills and knowledge that will prepare them for further study and employment within this sector. It will particularly appeal to learners who are looking for a course that is practical in nature.

The course in Food and Cookery will give learners the opportunity to develop an understanding of:

- Practical food preparation skills and techniques
- Meal and menu planning
- Cooking methods and recipes
- Commercial practice
- Career opportunities in the catering sector
- Food hygiene and safety.

Learners will gain a broad understanding of commercial food production and an awareness of related career paths. They will be expected to make a range of food products and will develop skills related to commercial food preparation including food hygiene, food presentation and considering production in quantity. Learners will be expected to apply technical and practical expertise to ensure that food meets customer needs and preferences and is appropriate for a given occasion. They will also have acquired skills that will be valuable no matter what career path they choose including team working, problem solving and communication.

The course comprises of 2 Units; 1 of which is internally assessed (Coursework worth 60%) and one that is externally assessed (Examination worth 40%).

OCR Cambridge National Level 1/2 Engineering Design

“Manufacturing is more than just putting parts together. It’s coming up with ideas, testing principles and perfecting the engineering as well as final assembly.”

James Dyson

Engineering and design is a course that can help you take your first steps towards a career in sectors such as manufacturing, automotive, electrical and mechanical engineering. You will learn about processes materials, and how engineering contributes to a sustainable future.

The course in Engineering and Manufacturing will give learners the opportunity to develop an understanding of:

- Working characteristics and uses of a wide range of materials
- Manufacturing skills and techniques
- Production planning and use of technical information
- Commercial practice
- Career opportunities in the Engineering sector
- Workshop and industry health and safety.

Learners will gain a broad understanding of the properties of materials and commercial practice in related industries. They will develop practical skills that will enable them to produce practical outcomes manufactured from a range of materials. Learners will be expected to apply technical and practical expertise to ensure that a product meets a manufacturing specification and is suitable for its intended purpose. Learners will also develop valuable transferable skills in teamwork and communication.

The course comprises of 4 Units; 3 of which are internally assessed (Coursework worth 75% in total) and one that is externally assessed (Examination worth 25%).

WJEC Level 1/2 Constructing the Built Environment

It is not the beauty of a building you should look at; it's the construction of the foundation that will stand the test of time."

David Allan Coe

"Good buildings come from good people, and all problems are solved by good design."

Stephen Gardiner

Constructing the Built Environment is a course that can help you take your first steps towards a career in sectors such as architecture, construction, plumbing and electrical engineering. You will learn about processes, materials, and how the construction industry contributes to a sustainable and ever developing future.

The course in Constructing the Built Environment will give learners the opportunity to develop an understanding of:

- Safety and security in the construction industry
- Planning construction projects
- Interpreting and following design drawings and technical information
- Commercial practice including trades such as plumbing, electrical installations, carpentry, decorating and brick Laying
- Career opportunities in the construction sector
- Workshop and industry health and safety.

Learners will gain a broad understanding of the properties of materials and commercial practice in related industries. They will develop practical skills that will enable them to produce practical outcomes manufactured from a range of materials. Learners will be expected to apply technical and practical expertise to ensure that a product meets a manufacturing specification and is suitable for its intended purpose. Learners will also develop valuable transferable skills in teamwork and communication.

The course comprises of 3 Units; one that is internally marked (Coursework) and **two that are externally assessed (Written**

Examination).

All of the courses are available in level 1 and 2, which means they are suitable for a wide range of learners and are of equal value to a standard GCSE in any other subject.

Why choose a Design and Technology subject?

Opting for Design and Technology will guarantee that the student will gain and develop a wide variety of skills that can be applied to many different job types not just those directly linked to Design and Technology.

D&T is vital in maintaining or enhancing the UK's competitive edge in higher value added sectors. This will aid a sustainable economic recovery. Key growth sectors which draw on the skills taught as part of the D&T curriculum include:

Engineering

The engineering sector generated £1.15 trillion in turnover in the year ending March 2015: 24.9% of the turnover of all businesses in the UK. The sector also employed 5.6 million people across 551,520 enterprises. The UK is the seventh-largest manufacturing nation in the world. At £24,953, the average starting salary for graduates in engineering and technology was the fourth-highest, behind medicine and dentistry, business and administrative studies and combined subjects.

(Engineering UK.com)

Advanced Manufacturing

Advanced Manufacturing is recognised in its own right for its importance in the government's growth review as one of eight key sectors as well as the part it plays in the success of the other seven directly and indirectly through technology diffusion. Manufacturing is a cross cutting sector with high value. It adds skills that offer major employment opportunities for the UK.

(UKCES.org.uk)

Digital, ICT and Creative industries

The creative industries have a vital role to play in stimulating growth and recovery in the UK over the coming years – this was recognised in the government's Plan for

Growth. As a proportion of gross domestic product, the UK has the largest creative industries sector in the world – contributing between 6%-8% of our nation's output and directly employing over 1 million people. The creative sector has huge growth potential. By 2013, the sector is expected to employ 1.3 million people, potentially greater than the financial services. The digital and creative industries are a natural export strength for the UK, providing the UK's third largest export sector – only behind advanced engineering and financial and professional services.

(CBI.org.uk)

Food & Drink

Food and drink manufacturing is the single largest manufacturing sector in the UK and is growing at a faster rate than most other sectors, distributing up to five billion cases of products each year and accounting for 7% of UK gross domestic product, 14% of manufacturing in the UK, £21.8bn of gross value added, 400,000 people and 7,000 companies.

(www.ukti.gov.uk)

Motor Industry

The automotive industry is a vital part of the UK economy accounting for £55 billion turnover and £12 billion value added. With more than 700,000 jobs dependent on the industry, it accounts for 10% of total UK exports and invests £1.3 billion each year in automotive research & development. Automotive manufacturing is forecast to grow 9% per year to 2.2 million vehicles in 2016.

(www.ukti.gov.uk)

Performing Arts (Acting Pathway)

Specification studied
BTEC Level 2 in Performing Arts
(Acting Pathway)

Head of department
Miss M Carr



Why study Performing Arts?

This qualification allows progression into a higher level of study and/or into the performing arts business. Students have the opportunity to gain self-confidence by performing to others, develop social and team-working skills and exercise their creativity while engaging in workshops as part of taught lessons. Employers want strong, creative, hard-working and dynamic employees who can problem solve and show initiative. Performing Arts can provide this for students who are determined and have a drive to succeed.

What will I study?

Level 2 BTEC Tech Award in Performing Arts (Acting).

Component 1:

Exploring the Performing Arts (Internally assessed). In this unit you will study professional practitioners and explore the interrelationships of existing performance material.

- Broaden understanding of performance work and influences.
- Explore a range of performances and performance styles.
- Observe existing repertoire.

Component 2:

Developing Skills & Techniques in Performing Arts (Internally assessed). In this unit you will apply skills and techniques in rehearsal and performance whilst reviewing your own development.

- Produce and interpret performance work, communicate intentions to an audience.
- Develop performance skills and techniques.
- Participate in workshops developing technical, practical and interpretative skills through rehearsal and performance process.
- Work from existing repertoire to reproduce the work.
- Review own progress and consider improvements.

Component 3:

Performing To A Brief (Externally assessed). In this unit you will work as part of a group to create a workshop performance in response to a given brief.

- Consider target audience and start creative process using a given stimulus.
- Develop ideas and apply skills to communicate creative intentions to audience.

Who is it for?

Performing Arts requires students to be creative, hard-working, confident and determined to succeed. Whether you have a burning passion to be on the stage or want to develop your confidence through performance and have a keen interest in Drama, then this is the course for you. The qualification provides a suitable foundation for further study within the sector through progression on to qualifications, such as BTEC Nationals, specifically the Pearson BTEC Level 3 Extended Certificate in Performing Arts.

How will I be assessed?

Students will be assessed through videoed rehearsal and performance work with an accompanying portfolio/video blog for each unit to meet the assessment criteria of a level 2 pass, merit or distinction.

What support will I receive?

Your studies will also be enhanced by extra-curricular activities, events, trips and workshops as well as expected participation in the annual school production.

Who can I ask for more details?

Head of Department: Miss M Carr
Teacher of Drama: Mr C Jelfs



"I would teach children music, physics, and philosophy; but most importantly music, for the patterns in music and all the arts are the keys to learning." (Plato)

What will I do?

Through the Eduqas GCSE course you will explore four main Areas of Study (AOS):-

AOS1: Musical Forms and Devices (Baroque, Romantic and Classical music)

AOS2: Music for Ensemble (Chamber Music and Musical Theatre)

AOS3: Film Music

AOS4: Popular Music (Pop, Rock, Bhangra and Fusion).

The AOS will be explored through a variety of classroom activities including:

- Performing (playing music) certain genres of music on your own and in a group. This could be in any style, on any instrument or voice, including DJ skills, rapping, singing, band and orchestral instruments.

- Exploring how great pieces of music were put together; then when you have learnt some of the techniques, composing your own music. This could involve using computer software, writing for a specific purpose, writing songs etc.

- Listening to a variety of music and learning how to identify the facts about what you hear. You will already have heard about the elements of music in your Key Stage 3 lessons, at GCSE, you focus on how these are used for different purposes.

The Eduqas GCSE Music course has three components: Performing, Composing and Appraising (Listening.)

Component 1 Performing- 30% Teacher assessed

Students will need to perform a minimum of two pieces, lasting a total of 4-6 minutes, recorded in the year of assessment. One piece must be an ensemble (group piece) lasting at least one minute, the other piece linked to an Area of Study. Grade 3 music is the standard level and can score full marks if played perfectly. You can use any instrument or voice, or choose a technology option.

Component Composing- 30% Teacher assessed

Once students have carried out a series of workshops to further develop their skills and knowledge of notation and Music Technology, students will compose two pieces during their GCSE course. The first piece is a response to a brief set by WJEC – there are 4 to choose from each year and the second piece is a free composition – ANY style you want to write in.

Component Appraising- 40% Externally assessed examination

During theory lessons, students will further develop their theory foundations from KS3. Based on the AOS, students will complete a listening examination, which comprises of eight questions, two on each area of study. Two sections of the paper will focus on two set works which will be studied in depth during lessons.

Reasons to choose Music

If you already play an instrument or sing, you can develop your skills and get a GCSE out of it! If you don't already play an instrument or sing, you can take the opportunity to learn new skills which could stay with you for life. If you already enjoy

writing your own music or songs using Music Technology software, you can use this ability and experience towards your GCSE. If you are a creative person who wants to learn to make music, this course will give you that chance.

How will GCSE Music help me in the future?

In the future, creativity is going to be one of the most important and in-demand skills at work (World Economic Forum.) When business leaders across the world were surveyed, they voted creativity as the most important workplace skill to help their businesses survive and grow. This means that the study of creative subjects, like Music, is becoming even more important and relevant to young people to give you the chance to succeed – whatever your ambitions. At the same time, you will find many opportunities to develop and improve your personal wellbeing both independently and as part of a wider community.

What skills will I gain?

Your practical skills of composing music and performing will be refined and will demonstrate creativity, reflection and resilience, as well as developing confidence and presentation skills.

What could I do next with a Music GCSE?

The possibilities are endless. Music will enable you to demonstrate many skills which employers, colleges and universities are looking for. It can also give you opportunities to travel, meet people and get the most out of life.



Care is something everyone needs throughout their lives, and some may need more care than others. For example, the vulnerable such as children and the elderly. There will always be jobs caring for people and studying units on this subject will give you an insight into the vast range of opportunities in this area and whether you might be interested in one of them as a career.

Even if you are not considering caring as a career, the units offered will provide you with the knowledge of how children grow and develop and how to handle health emergencies. This course will also equip you with some of the skills necessary to care and communicate with vulnerable groups and work colleagues.

Aims of the curriculum

- To prepare students for a career in health, social care or early years provision
- To prepare students for further or higher academic study in HSC & EY
- To educate students in the workings of HSC & EY services, equipping them for family life, adulthood and parenthood.
- To promote a caring ethos to carry with us throughout all aspects of life

Curriculum overview

About 3 million people work in health and social care. Health care roles include doctors, pharmacists, nurses, midwives and healthcare assistants, while social care roles include care assistants, occupational therapists, counsellors and administrators. Together, they account for nearly one in ten of all paid jobs in the UK. Demand for both health and social care is likely to rise, so they will continue to play a key role in UK society and the demand for people to carry out these vital roles will increase. Study of this sector at Key Stage 4 will complement GCSE study through providing an opportunity for practical application alongside conceptual study. There are also strong opportunities for post-16 progression in this important sector.

Year 9

Introduction to Health and Social Care. Find out what health and social care is about. What are the different health and social care sectors in our society? What careers are there in health and social care?

First aid Unit R031. Coursework and practical based unit in which you learn basic first aid procedures for various emergency scenarios. You will also learn how to assess the scene of an accident and how to call 999. You will demonstrate this work in practical role play assignments and a written task.

Year 10

Understanding body systems and Disorders R023. Coursework unit in which you will be provided with knowledge and understanding of three major body systems: respiratory, cardiovascular and digestive. You will understand the structure, functions and disorders of each system.

Essential values of care for use with individuals in care settings R021. Examination unit which is taken at the end of year 10. This unit focuses on the rights of individuals and the care values that must be used when working in health and social care or early years environments.

Year 11

Communicating and working with individuals in health, social care and early years settings R022. Final coursework unit which will provide the knowledge and understanding of how to communicate effectively and what personal qualities will contribute to the creation of a caring environment when working with individuals in a health and social care setting.

Who can I ask for more details?

Mrs Chesters
Mr Perry
Miss Castenheiro



BTEC Firsts in Sport provide a broad, solid foundation for progression to BTEC Nationals and employment in the sport sector. This BTEC First qualification will offer learners:

- An understanding of how organisations in sport operate
- The key skills required to work in the industry
- Key concepts and principles related to the world of sport.

Pupils will cover 4 units for 1 GCSE equivalent, this will cover 120 guided learning hours (GLH)

For example for the 120 GLH units pupils will cover 4 of the units below:

Unit 1: Health and Fitness for Sport and Exercise (core and compulsory)

Unit 2: Practical Sports Performance (core and compulsory)

Unit 3: Applying the principles of personal training (compulsory)

Unit 5: The Sports Performer in Action.

What's involved?

This course has an online examination for one unit, two other units are coursework based and one unit which is focussed on individual and team sports / practical i.e. 30 hrs. One practical lesson for 30 weeks over the duration of the course.

Who would it suit?

Pupils that enjoy the concepts of sport, playing and watching but they don't have to be physically of a high standard.

Progression after Key Stage 4

This course will enable you to enrol onto the BTEC National Extended Certificate within our sixth form. This is an equivalent to an 'A' level.

This qualification is accepted by most if not all universities including Birmingham and Loughborough who are renowned for their sporting excellence.

Future career options

Fitness instructor, leisure manager, leisure assistant, sports coach, PE teacher, referee, sports competitions organiser.

Any questions please direct to the PE department.



In Modern Foreign Languages we offer French GCSE with the exam board EDEXCEL.

Content

There are four externally examined papers based on the following skills:

- listening
- speaking
- reading
- writing

Students must complete their speaking assessment in April/May and all the other assessment in May.

Each paper is available at foundation or higher tier. Students will be entered for one single tier across all papers.

The use of dictionaries is not permitted.

Coursework is no longer submitted.

Subject aims

This qualification enables the students to:

- communicate confidently with native speakers
- express and develop ideas and thoughts spontaneously and fluently
- listen to and understand speech at normal speed
- deepen their knowledge about how language works
- develop awareness and understanding of the culture and identity of the countries or communities where the language they study is spoken

Themes and Topics

The content has been structured across five themes, which are studied in the context of both the students' home country and that of countries and communities where French is spoken.

Theme: Identity and culture

- Who am I?: relationships; when I was younger; what my friends and family are like; what makes a good friend; interests; socialising with friends and family; role models
- Daily life: customs and everyday life; food and drink; shopping; social media and technology (use of, advantages and disadvantages)
- Cultural life: celebrations and festivals; reading; music; sport; film and television

Theme: Local area, holiday and travel

- Holidays: preferences; experiences; destinations
- Travel and tourist transactions: travel and accommodation; asking for help and dealing with problems; directions; eating out; shopping
- Town, region and country: weather; places to see; things to do

Theme: School

- What school is like: school types; school day; subjects; rules and pressures; celebrating success
- School activities: school trips; events and exchanges

Theme: Future aspirations, study and work

- Using languages beyond the classroom: forming relationships; travel; employment
- Ambitions: further study; volunteering; training
- Work: jobs; careers and professions

Theme: International and global dimension

- Bringing the world together: sports events; music events; campaigns and good causes
- Environmental issues: being 'green'; access to natural resources

Assessments overview

Paper 1 Listening and Understanding in French

Foundation tier: 35 minutes including 5 minutes' reading time; 50 marks

Higher tier: 45 minutes including 5 minutes' reading time; 50 marks

25% of the total qualification

Content overview

This paper draws on vocabulary and structures across all the themes and topics.

Assessment overview

Students are assessed on their understanding of standard spoken French by one or more speakers in a range of public and social settings. Students will respond to multiple-response and short-answer open response questions based on a recording featuring French speakers.

Students must answer all questions in both sections.

There is no requirement for students to produce written responses in French.

Foundation tier:

- Section A is set in English. The instructions to students are in English.
- Section B is set in French. The instructions to students are in French.

Higher tier:

- Section A is set in French. The instructions to students are in French.
- Section B is set in English. The instructions to students are in English.

Paper 2 Speaking in French

Internally conducted and externally assessed

Foundation tier: 7–9 minutes plus 12 minutes' preparation time; 70 marks

Higher tier: 10–12 minutes plus 12 minutes' preparation time; 70 marks

25% of the total qualification

Content overview

This paper draws on vocabulary and structures across all the themes and topics.

Assessment overview

Students are assessed on their ability to communicate and interact effectively through speaking in French for different purposes and in different settings.

There are three tasks which must be conducted in the following order:

Task 1 – a role play based on one topic that is allocated by Pearson.

Task 2 – questions based on a picture stimulus based on one topic that is allocated by Pearson.

Task 3 – conversation based on two themes. The first theme is based on the topic chosen by the student in advance of the assessment. The second theme is allocated by Pearson.

The assessments are conducted by teachers in one session within a prescribed

assessment window and the recordings then submitted to Pearson for external marking.

Paper 3: Reading and understanding in French

Written examination

Foundation tier: 45 minutes; 50 marks.

Higher tier: 1 hour; 50 marks

25% of the total qualification

Content overview

This paper draws on vocabulary and structures across all the themes and topics.

Assessment overview

Students are assessed on their understanding of written French across a range of different types of texts, including advertisements, emails, letters, articles and literary texts. Students are required to respond to multiple-response and short-answer questions based on these texts.

Students must answer all questions in each of the three sections:

Section A is set in English. The instructions to students in English.

Section B is set in French. The instructions to students in French.

Section C includes a translation passage from French into English with instructions in English.

Paper 4: Writing in French

Foundation tier: 1 hour 10 minutes; 60 marks. Higher tier: 1 hour 20 minutes;

60 marks

25% of the total qualification

Content overview

This paper draws on vocabulary and structures across all the themes and topics.

Assessment overview

Students are assessed on their ability to communicate effectively through writing in French for different purposes and audiences. Students are required to produce responses of varying lengths and types to express ideas and opinions in French. The instructions to students are in French. Word counts are specified for each question. Students must answer all questions.

Foundation tier – three open response questions and one translation into French.

Higher tier – two open response questions and one translation into French.

What is it?

Tourism is a big industry. In the UK alone, tourists flock to the beach every summer to brave the often disappointing British weather. In London, you'll see tourists wandering around the underground with baffled looks on their faces, irritating commuters as they puzzle over maps. In the summer airports and roads are full of people escaping for a holiday with friends, family or loved ones. The point is, travel and tourism is a global (and incredibly popular) industry. It's also an industry that requires plenty of workers to keep it ticking over.

What shall I study?

The first half of year 9 will focus on establishing the basic skills needed to pass the course and learners will undertake a series of mock assessments on different areas of the Travel and Tourism sector.

BTEC FIRST AWARD (Equivalent to 1 GCSE)

Learners will study 4 units over 2 ½ years. Each unit will focus on a specific area of the travel and tourism industry.

Units -

1. The UK Travel and Tourism Sector (Exam)
2. UK Travel and Tourism Destinations
3. The Travel and Tourism Customer Experience
4. International Travel and Tourism Destinations

How shall I study?

You will use a variety of skills such as reading, note taking, discussions and researching. Investigations into real travel scenarios will be essential for some units. You will need to complete all units to achieve your qualification.

How will I be assessed?

Each unit is individually graded (Pass, Merit, Distinction) and contributes towards a learner's final qualification grade.

BTEC Firsts use two types of assessment:

Assignments: Assignments can include research, projects, investigations, fieldwork, and experiments, and often link theory with practical exercises.

Examinations:

Students are required to sit one 75 minute exam worth 60 marks.

Where might it lead me?

The course may lead to a career in the travel and tourism industry both nationally or internationally. It focuses on what the travel and tourism industry is, what people who work in the industry do, and how they interact with customers.

Who can I ask for more details and where can I find out more information?

If you have any questions do not hesitate to ask Mr Wynne for more details.



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