



Ministerium Tuum Imple Love Serve Do the best that is possible

## Year 10 Curriculum Information Booklet



## Introduction

Dear Parents

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

This year marks the first year for the reformed GCSE's. All subjects except Design & Technology and Italian will now follow the new specifications. If you have older children you will notice several changes. The most obvious change is the lack of Controlled Assessments as part of the final grade and the emphasis now on the exams in Year 11. Your child will sit more exams than previous year groups and many of them are significantly longer.

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

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

I hope you find this information helpful. I have asked each subject area to record the exam board and course number for you. This means, if you wish to, you can investigate the course in more detail.

Yours faithfully

**Mr Graeme Roach**

**Year Leader – Year 10**

## Religious Education

**Head of Department: Mrs Laura Maw**

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

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

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

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

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

### Exam Board and syllabus:

Edexcel GCSE religious studies for Edexcel A Catholic Christianity and Judaism

<http://qualifications.pearson.com/en/qualifications/edexcel-gcses/religious-studies-a-2016.html>

### How Your Child Will Be Examined:

The course is divided into three areas of study:

Area of study: Catholic Christianity

Area of study 2: Study of Religion Judaism

Area of study 3: Philosophy and Ethics

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

### What Your Child Will Be Studying in Year 10:

#### Advent Term

Area of study 1 Catholic Christianity: Beliefs and teachings

Area of study 1 Catholic Christianity: Practices

Area of Study 2 Judaism: Beliefs and teachings

#### Lent Term

Area of Study 2 Judaism: Practices

Area of study 1 Catholic Christianity Sources of Wisdom and authority

## **Pentecost Term**

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

### **How You Can Support Your Child:**

- Pupils will be asked to complete revision materials at home each week which teachers will collate and store. Support your pupils with this and test them on the material that they cover.
- Pupils will have homework and regular assessments each week please encourage pupils to revise and prepare for these.
- Help to encourage the use of ItsLearning at home.

## Geography

**Head of Department: Miss Amanda Rutherford**

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

### Exam Board and syllabus:

Eduqas Geography B - <http://www.eduqas.co.uk/qualifications/geography/gcse-b/>

### How Your Child Will Be Examined:

Students will be examined in the year 10 exam week. Students will complete two exam papers. The first paper is a combination of Paper 1 Investigating Geographical Issues and Paper 3 Applied Fieldwork Enquiry as students will not have completed enough of the course to fulfil a full paper for each. The second exam is a Problem Solving paper.

### What Your Child Will Be Studying in Year 10:

#### Advent Term

- **Urbanisation in contrasting global cities –**
  - What are global cities?
  - How is Mumbai a global city?
  - How is Sydney a global city?
- **Urban and rural processes and change in the UK**
  - What changes are taking place in where people live in both urban and rural areas of the UK?

#### Lent Term

- **Urban and rural processes and change in the UK (continued)**
  - What are the distinctive features of urban areas in the UK?
  - What factors help drive urban and rural change across the UK?

- **Weather and Climate**
  - Why is the UK climate so variable?
  - How does the global circulation of the atmosphere create distinctive climate zones?
  - How are weather hazards distributed at a global scale and how does this pattern change over time?

### **Pentecost Term**

- **Weather and Climate (continued)**
  - What are the causes, impacts and responses to two contrasting extreme weather events?
- **A global perspective on development issues**
  - What are global patterns of development?
  - What are the global processes that connect countries at different levels of development including the UK?
  - What are the causes and consequences of uneven development?
  - What are the advantages of different types of aid projects?

### **How You Can Support Your Child:**

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

## History

**Head of Department: Mr Jonathan Woodward**

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

Marcus Cicero - Roman historian and philosopher (1<sup>st</sup> Century AD)

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

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

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

### Exam Board and syllabus:

**AQA**

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

### How Your Child Will Be Examined:

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

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

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

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

### What Your Child Will Be Studying in Year 10:

**Advent Term**

- **2A Britain: Health and the people C1000 to the present day**
- **1D America, 1920-1973: Opportunity and inequality**

### **Lent Term**

- **1D America, 1920-1973: Opportunity and inequality**

### **Pentecost Term**

- **Norman England c1066 to c1100**
- **Conflict and tension in Asia, 1950-1975 (Korean and Vietnam)**

### **How You Can Support Your Child:**

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



## English

**Head of Department: Mrs Sue Jagger**

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

**From *Burnt Norton***

**TS Elliot**

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

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

We aim to fulfil the needs of all our pupils to maximise their potential. We are also committed to delivering an English Curriculum that satisfies the demands of National Curriculum, the GCSE and AS and A2 Examinations and A Level Film Studies.

As a department in a Catholic school we are committed to the school's mission statement enshrined in the school motto "Ministerium Tuum Imple" and will also seek ways of implementing the vision of St Paul's.

### **Exam Board and syllabus:**

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

### **How Your Child Will Be Examined:**

Both English Language and English Literature comprise of two papers which will be sat in June 2017.

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

### **What Your Child Will Be Studying in Year 10:**

#### **Advent Term**

- English Literature - Great Expectations – *Charles Dickens*

- English Language – skills-based development of language analysis

### **Lent Term**

- English Literature – Macbeth – *William Shakespeare*
- English Language – skills-based development of language analysis

### **Pentecost Term**

- English Literature – Poetry Anthology (Power and Conflict cluster)
- English Language – preparation for Practice English Language Paper 1 and Paper 2
- Focus on revision and exam skills

### **How You Can Support Your Child:**

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

## Modern Foreign Languages

**Head of Department: Mrs Julia Wilson**

Language teaching at St Paul's is based on our belief that pupils learn best when they see Language in action, and when they use it with meaning and purpose to make things happen. Visitors to the department will see pupils actively involved in a variety of activities - singing, chanting, moving around, playing games, talking to each other, negotiating and much more.

As links with our neighbours in Europe become increasingly important, we aim to create an environment in which respect, tolerance, concern and interest in others are paramount. We have run successful trips to France, Germany, Italy and Spain in recent years, and we are looking to offer further opportunities for all Language pupils in the future.

All pupils study at least one language throughout their time at St Paul's, where possible continuing the language studied in primary school. Currently, Italian, French, German and Spanish are studied at St Paul's in both Key Stages. All pupils will take a Language GCSE in Year 11.

Competence in a language is a valuable life skill that enhances job prospects. At St Paul's we believe that when lessons create a sense of enjoyment and fun, and where Language is seen to be relevant, all pupils can succeed.

### Exam Board and Syllabus:

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

### How Your Child Will Be Examined:

Pupils will be learning the four skills of their Modern Foreign Language. In Listening pupils will be learning to be able to listen to the foreign language and answer questions posed in English and in French based on what they hear. They will complete spoken tasks that will be a range of role plays, responses to photographs and general conversation. Pupils need to aim to be spontaneous in this. Reading will require them to answer questions in English and the foreign language based on passages in the foreign language. For writing pupils will continue to translate unseen passages using vocabulary learned and write longer passages about a subject given. Each element represents 25% of the examination.

### What Your Child Will Be Studying in Year 10:

In Year 10 there will be numerous topic areas ranging from family, technology and social media, relationships and culture.

### How You Can Support Your Child:

You can help your child by ensuring that they learn their vocabulary regularly. Ask questions about their homework such as, 'What tenses have you used? What does that sentence mean?' for simple instructions around the home get them to teach it you in the language. Label objects with key vocabulary. Also, encourage pupils to go back over language done in previous topics and weave it in.

## Art and Design

**Head of Department: Mrs Ann Loines**

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

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

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

### Exam Board and syllabus:

Edexcel Art and Design [www.edexcel.co.uk](http://www.edexcel.co.uk)

### How Your Child Will Be Examined:

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

### What Your Child Will Be Studying in Year 10:

#### Advent Term

- Continuing to work on a project entitled "Past, Present and Future"

#### Lent Term

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

#### Pentecost Term

- Continuing with the fore-mentioned project.

### **How You Can Support Your Child:**

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

## Drama

**Head of Department: Miss Kim O'Sullivan**

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

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

### Exam Board and syllabus:

Edexcel GCSE in Drama (1DR0)

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

### How Your Child Will Be Examined:

*Students complete 3 components:*

*Component 1: Devising (40% of the GCSE)*

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

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

To be externally assessed between Jan and March 2018

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

Examined in summer 2018

### What Your Child Will Be Studying in Year 10:

#### Advent Term

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

## **Lent Term**

Students will revisit the text *An Inspector Calls* and use extracts from the play to learn and perform as preparation for Component 2. They will be assessed on their performance and will also complete mock exam questions.

Students will then do initial work on their Devising Component.

## **Pentecost Term**

This term will be spent using the given stimuli to provoke performance ideas. Students will then develop these ideas into a substantial piece of drama to be performed and assessed. Students will complete a 2000 word portfolio which will be assessed.

## **How You Can Support Your Child:**

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

## Music

### Head of Department: Miss Jennifer Truslove

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

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

### Exam Board and syllabus:

Eduqas – (Welsh Board as was):

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

### How Your Child Will Be Examined:

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

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

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

### What Your Child Will Be Studying in Year 10:

#### Advent Term

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



## Lent Term

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

## Pentecost Term

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

## How You Can Support Your Child:

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

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

## Physical Education

**Head of Department: Mr Ross Knapper**

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

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

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

### Exam Board and syllabus:

GCSE OCR PE

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

### How Your Child Will Be Examined:

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

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

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

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

### What Your Child Will Be Studying in Year 10:

#### Advent Term

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

### **Lent Term**

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

### **Pentecost Term**

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

### **How You Can Support Your Child:**

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

## Design & Technology

Head of Department: Mr Paul Tillman

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

*Paul Smith*

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

*Harry F Banks*

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

*Steve Jobs*

Design and Technology develops pupils’ ability to:

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

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

AQA GCSE Design and Technology: Electronics

<http://www.aqa.org.uk/subjects/design-and-technology/gcse/design-and-technology-electronic-products-4540/past-papers-and-mark-schemes>

AQA GCSE Design and Technology: Graphics

<http://www.aqa.org.uk/subjects/design-and-technology/gcse/design-and-technology-graphic-products-4550>

AQA GCSE Design and Technology: Resistant Materials

<http://www.aqa.org.uk/subjects/design-and-technology/gcse/design-and-technology-resistant-materials-4560/past-papers-and-mark-schemes>

AQA GCSE Design and Technology: Textiles

<http://www.aqa.org.uk/subjects/design-and-technology/gcse/design-and-technology-textiles-technology-4570>

AQA GCSE Food preparation and Nutrition

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

OCR Level 2 Certificate in Engineering Design

<http://www.ocr.org.uk/qualifications/cambridge-nationals-engineering-design-level-1-2-award-certificate-j831-j841/>

OCR Level 2 Certificate in Engineering Manufacture

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

NCFE Level 2 Certificate in Creative Studies: Graphic Design

<https://www.ncfe.org.uk/qualification-search/ncfe-level-2-certificate-in-creative-studiesgraphic-design-370.aspx>

NCFE Level 1 Certificate in Food and Cookery

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

### **How Your Child Will Be Examined**

*(Please provide information about when/how many exams will take place – just a couple of sentences)*

For GCSE Design and Technology (Electronics, Graphics, Resistant Materials and Textiles) pupils complete a design, make and evaluate controlled assessment which is started at the end of Year 10 and completed in Year 11. This is worth 60% of the final grade. The remaining 40% is assessed by a 2 hour exam in the summer of Year 11.

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

For OCR Engineering qualifications: each qualification has four equally weighted units. One of the four units is an exam unit and pupils will prepare for sitting this exam at the end of Year 10. The remaining 3 units are coursework and these will be ongoing in Year 10 and Year 11.

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

### **What Your Child Will Be Studying in Year 10:**

#### **Advent Term**

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

## Lent Term

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

## Pentecost Term

All pupils will be working on coursework, controlled assessment or non-exam assessment activities. Pupils should be self-motivated, independent and attending technology club on Wednesday to be successful.

### How You Can Support Your Child:

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

## Health and Social Care

**Head of Department: Mr Paul Knight**

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

A health and social care student will build a variety of transferable skills over the two year course. The course embeds the school's focus of 'The Gifts We Grow' and 'The Talents We Develop' allowing students to reach their full potential. Students will take part in independent research tasks, group presentations, role play scenarios and also conversations with Health Care professionals at our yearly conference. Alongside this the department run weekly clubs after-school to extend the learning of students and allow them to access resources outside of lesson time.

### Exam Board and syllabus:

Edexcel Level 2 Award in Health and Social Care

[http://qualifications.pearson.com/content/dam/pdf/BTEC-Firsts/Health-and-Social-Care/2012/Specification-and-sample-assessments/9781446936283\\_BTECFIRST\\_L12\\_AWD\\_HSC\\_Iss3.pdf](http://qualifications.pearson.com/content/dam/pdf/BTEC-Firsts/Health-and-Social-Care/2012/Specification-and-sample-assessments/9781446936283_BTECFIRST_L12_AWD_HSC_Iss3.pdf)

### How Your Child Will Be Examined:

1 x examination (Taken in Jan/June during Year 11)

3 x coursework units

### What Your Child Will Be Studying in Year 10:

#### **Unit 1: Human Lifespan and Development (External) (Year 11 June – Jan)**

- Individual growth and development throughout life

#### **Unit 2: Care Values (Year 11 Jan – May)**

- How to ensure good practice within Health and Social Care

#### **Unit 5: Promoting Health and Wellbeing (Year 10 Jan – May)**

- Raising awareness and providing information on how to live a healthy life

#### **Unit 6: The Impact of Nutrition (Year 10 September – Jan)**

- Studying the effect of both balanced and unbalanced diets

### **How You Can Support Your Child:**

- Encouraging your child to attend the Thursday after school coursework sessions held within the department
- Support your child whilst completing coursework. Initiating conversations around deadlines and checklists
- Purchasing the examination revision guide.



## **Business and Computer Science**

**Head of Department: Mr Nicholas Tedds**

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

**Sir Richard Branson**

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

**Steve Jobs**

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

**Dame Anita Roddick**

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

**Bill Gates**

The ability to understand how computers work and how they can be effectively used, and have the opportunity to be imaginative and enterprising, is now a basic requirement in every child's education. In the dynamic and technological world in which we live, it is a necessity.

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

### **GCSE Business Studies**

#### **Exam Board and syllabus:**

AQA GCSE Business Studies

<http://www.aqa.org.uk/subjects/business-subjects/gcse/business-subjects-and-economics-4130/spec-at-a-glance>

## How Your Child Will Be Examined:

|  |  |  |
|--|--|--|
| <b>May/June 2018</b><br>Unit 1 – Setting up a Business<br><b>Written Paper</b><br>(1 hour)<br>60 marks/40% | <b>May/June 2018</b><br>Unit 2 – Growing as a Business<br><b>Written Paper</b><br>(1 hour)<br>60 marks/35% | <b>January 2018</b><br>Unit 3 – Investigating Businesses<br><b>Controlled Assessment</b><br>40 marks/25% |
|--|--|--|

## What Your Child Will Be Studying in Year 10:

### Advent Term

1. Starting a Business
  - Starting a business enterprise
  - Setting business aims and objectives
  - Business planning
  - Choosing the appropriate legal structure for the business
  - Choosing the location of the business
2. Marketing
  - Conducting market research with limited budgets
  - Using the marketing mix – product, price, promotion, place

### Lent Term

3. Finance
  - Finance and support for a small business
  - Financial terms and simple calculations
  - Using cash flow
4. People in Businesses
  - Recruitment and retention of staff
  - Motivating staff
  - Protecting staff through understanding legislation

### Pentecost Term

5. Operations Management
  - Production methods for manufacturing and providing a service
  - Customer service
6. Business Organisation
  - Expanding a business
  - Choosing the right legal structure for the business
  - Changing business aims and objectives
  - Choosing the best location

## 7. Marketing

- Using the marketing mix (product, price, promotion, place)

### How You Can Support Your Child:

Homework will be specific to the learning of the topics highlighted above, in preparation for the controlled assessment and examinations that take place in Year 11. Please talk to your child about their homework and the learning that has been undertaken during lessons.

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

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

### BTEC First Level 2 Award in Business

#### Exam Board and syllabus:

Edexcel/Pearson BTEC Firsts Business

<http://qualifications.pearson.com/en/qualifications/btec-firsts/business-2012-nqf.html>

#### How Your Child Will Be Examined:

|  |                              |  |                           |
|--|------------------------------|--|---------------------------|
| Unit 4: Principles of Customer Service | Unit 2: Finance for Business | Unit 1: Enterprise in the Business World | Unit 3: Promoting a Brand |
| Coursework Unit                        | Examination Unit             | Coursework Unit                          | Coursework Unit           |
| Assessed Jan 2017                      | Undertaken July 2017         | Assessed Jan 2018                        | Assessed May 2018         |

### What Your Child Will Be Studying in Year 10:

#### Advent Term

Unit 4: Principles of Customer Service – Coursework Unit

- Understand how businesses provide customer service
- Demonstrate appropriate customer service skills in different situations

## Lent Term

### Unit 2: Finance in Business – Exam Unit

- Understand the costs involved in business and how businesses make a profit
- Understand how businesses plan for success
- Understand how businesses measure success and identify areas for improvements

## Pentecost Term

### Unit 2: Finance in Business – Exam Unit

- Understand the costs involved in business and how businesses make a profit
- Understand how businesses plan for success
- Understand how businesses measure success and identify areas for improvements

## How You Can Support Your Child:

Please talk to your child about the topics of the units that they are currently studying.

For coursework units encourage your child to meet all deadlines set to take full advantage of the feedback opportunity, in order to improve their grade.

For the examination unit please encourage your child to review class notes and revise in preparation for the online exam, which will be undertaken at the end of Year 10.

## GCSE Computer Science

### Exam Board and syllabus:

OCR Computer Science (9-1) - J276 (from 2016)

<http://www.ocr.org.uk/qualifications/gcse-computer-science-j276-from-2016/>

## How Your Child Will Be Examined

|  |  |   |
|--|--|---|
| <b>May/June 2018</b><br><b><i>Component 1 – Computer Systems</i></b><br><br><b>Written Paper</b> | <b>May/June 2018</b><br><b><i>Component 2 – Computational Thinking, Algorithms and Programming</i></b> | <b>November 2017</b><br><b><i>Component 3 – Programming project</i></b><br><br><b>Controlled Assessment</b> |
|--|--|---|

|                                     |   |              |
|-------------------------------------|---|--------------|
| (1 hour 30 minutes)<br>80 marks/40% | <b>Written Paper</b><br>(1 hour 30 minutes)<br>80 marks/40% | 40 marks/20% |
|-------------------------------------|---|--------------|

## What Your Child Will Be Studying in Year 10:

### Advent Term

- Basic Algorithms
- Basic Programming techniques
- Basic Computational logic
- Basic Data representation
- Basic/intermediate programming tasks

### Lent Term

- Intermediate Programming techniques
- Intermediate Computational logic – Boolean Algebra
- Systems Architecture
- Memory
- Storage
- Networks – topologies, protocols and layers

### Pentecost Term

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

## How You Can Support Your Child:

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

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

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

<http://www.bbc.co.uk/education/subjects/z34k7ty>

[http://www.teach-ict.com/gcse\\_computing/ocr/GCSE\\_A451\\_topics.html](http://www.teach-ict.com/gcse_computing/ocr/GCSE_A451_topics.html)

There is also a programming club run each week outside of the lesson time. Please encourage them to attend.

## **BTEC I&CT**

### **Exam Board and syllabus**

Pearson – BTEC First Level 2 Award in Information and Creative Technology

<http://qualifications.pearson.com/en/qualifications/btec-firsts/information-and-creative-technology-2012-nqf.html>

### **How Your Child Will Be Examined:**

Unit 1 – The Online World (Core Unit). One hour exam containing short answer and multiple choice questions completed on the computer.

Unit 13 – Website Deveopment (Optional Unit). Four assignments handed in as coursework.

Unit 3 – A Digital Portfolio(Core Unit). Three assignments handed in as coursework/digital portfolio.

### **What Your Child Will Be Studying in Year 10:**

#### **Advent Term**

##### **Unit 1 – The Online World:**

- Internet Services
- Online Communication
- Online Documents
- The Internet
- Worldwide Web
- Email
- Data Exchange
- Data Storage
- Possible Threats to Data

Exam – January 2017

#### **Lent Term**

##### **Unit 13 – Website Development**

- Research existing websites
- Design a website

## **Pentecost Term**

### **Unit 13 – website Development**

- Design a Website
- Create a Website

#### **How You Can Support Your Child:**

Homework will be specific to the learning of the topics highlighted above. Please talk to your child about their homework and the learning that has been undertaken during lessons.

A lot of the homework will be computer based. There are also BTEC support sessions on Monday and Thursdays after school, in J206. Please encourage your child to attend, particularly if you do not have a computer or certain software at home.

It is important that students meet the deadlines for assignments as these are the rules of the exam board. If they fail to do so they run the risk of failing that unit and then the whole course. Please encourage your child to meet all deadlines.

## Mathematics

**Head of Department: Miss Natasha Clark**

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

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

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

### Exam Board and syllabus:

AQA Mathematics (8300)

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

### How Your Child Will Be Examined:

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

### What Your Child Will Be Studying in Year 10:

#### Advent Term

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

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

#### Lent Term

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

- Citizenship
- Science



## **Pentecost Term**

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

- Expressive Arts,
- PE
- Magic

## **How You Can Support Your Child:**

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

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

## Science

|                            |                              |
|----------------------------|------------------------------|
| <b>Head of Department:</b> | <b>Miss Catherine Manley</b> |
| <b>Head of Biology:</b>    | <b>Mrs Joanne Anderson</b>   |
| <b>Head of Chemistry:</b>  | <b>Mr Glenn Turner</b>       |
| <b>Head of Physics:</b>    | <b>Miss Emily Guinness</b>   |

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

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

### Gateway Science: Biology A

#### Exam Board and syllabus:

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

#### How Your Child Will Be Examined:

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

#### What Your Child Will Be Studying in Year 10:

##### Advent Term

Topic 3: organism level systems

Topic 7: practical skills

##### Lent Term

Topic 3: organism level systems

Topic 4: community level systems

Topic 7: practical skills

### **Pentecost Term**

Topic 4: community level systems

Topic 7: practical skills

### **How You Can Support Your Child:**

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

### **Gateway Science: Chemistry A**

#### **Exam Board and syllabus:**

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

#### **How Your Child Will Be Examined:**

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

#### **What Your Child Will Be Studying in Year 10:**

##### **Advent Term**

Topic 3: chemical reactions

Topic 7: practical skills

##### **Lent Term**

Topic 3: chemical reactions

Topic 4: predicting and identifying reactions and products

Topic 7: practical skills

##### **Pentecost Term**

Topic 4: predicting and identifying reactions and products

Topic 7: practical skills

### **How You Can Support Your Child:**

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

## **Gateway Science: Combined Science A**

### **Exam Board and syllabus:**

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

### **How Your Child Will Be Examined:**

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

### **What Your Child Will Be Studying in Year 10:**

#### **Advent Term**

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

#### **Lent Term**

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

#### **Pentecost Term**

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

### **How You Can Support Your Child:**

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

## Gateway Science: Physics A

### Exam Board and syllabus:

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

### How Your Child Will Be Examined

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

### What Your Child Will Be Studying in Year 10:

#### Advent Term

Topic 3: electricity

Topic 5: practical skills

#### Lent Term

Topic 3: electricity

Topic 4: magnetism and magnetic fields

Topic 5: practical skills

#### Pentecost Term

Topic 4: magnetism and magnetic fields

Topic 5: practical skills

### How You Can Support Your Child:

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

## Horticulture

**Head of Department: Dr Gary Chester**

Horticulture is a practical subject where learning takes place both within the class room and outside in the school allotment and playing fields, with the students undertaking a range of practical activities. The BTEC Horticulture is a Level 2 qualification designed to provide a specialist work-related qualification which can transfer across a wide range of sectors within Horticulture. BTEC Horticulture will give pupils the knowledge, understanding and skills that they need to prepare for employment.

In Year 10 pupils will be allocated their own area of the allotment where they can grow vegetables and flowers of their own choosing. In year 11 pupils will have the opportunity to learn about the use of tractors in Horticulture, which will include driving under supervision. Pupils will learn all the techniques required to maintain and repair both summer and winter sports surfaces including using all the relevant equipment. Pupils will also study plant biology and plant propagation, and will be able to propagate using a wide range of techniques.

### Exam Board and syllabus:

BTEC Horticulture

Pearson BTEC level 2 extended certificate

<http://qualifications.pearson.com/en/qualifications/btec-firsts/horticulture-2010-qcf.html>

Over the next two years we will study

|         |  |
|---------|--|
| Unit 1  | Understanding the basics principles of plant science |
| Unit 14 | Maintain winter and summer sports turf surfaces      |
| Unit 17 | Participate in propagation techniques                |
| Unit 18 | Tractor driving                                      |

### How Your Child Will Be Examined:

There will no examinations, due for review 2019.

Work is assessed by practical tasks and assessments.

### What Your Child Will Be Studying in Year 10:

#### Advent Term

Unit 14 Maintaining winter and summer sports surfaces. – winter sports surfaces

- Laying out a winter sports surface
- Mowing
- White lining

Unit 17 Participate in propagation techniques

- Propagation techniques
- Preparation of growing surfaces

### **Lent Term**

Unit 14 Maintaining winter and summer sports surfaces. – winter sports surfaces

- Maintaining and renovating winter sports surfaces
- PQS assessment of winter sports surfaces
- Unit 17 Participate in propagation techniques

Unit 1 Understanding the basic principles of plant science

- Identify the organs of plants
- Main tissues of plants
- Functions of stems, leaves, roots
- Plant growth and development

### **Pentecost Term**

Unit 14 Maintaining winter and summer sports surfaces – summer sports surfaces

- Preparing cricket surface
- Setting out cricket surface
- PQS of a cricket surface
- Pre and post-match maintenance and refurbishment

Unit 17 Participate in propagation techniques

- Practical propagation
- Allocation of your own allotment area to grow vegetables/plants
- Care of the School memorial garden

### **How You Can Support Your Child:**

Ensuring that the pupil is aware of the hand in date deadlines and the pupil has work complete ready for the date. Work may well be completed in class and have a very practical element in order to pass the assessment.

