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Year 9 – 10 Options Subject Information

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ART

Exam Board: AQA

Course Outline:

The Art Course provides students with the opportunity to research, develop, refine and present their own work.

Programme of Study:

Students have an opportunity to study the following courses:

- **Favourite Things** – A drawing/painting/photography unit of work that explores visual language unit and looks at objects and portraits linking to identity.
- **3D Body Adornment** – A 3D unit that includes a visit to the V&A and covers construction with Wire, Plaster, Clay, cardboard and textiles.
- **Words and Meaning** – A graphics based project that develops printmaking and paint techniques

Coursework will have breadth and balance and will show evidence of a range of approaches and applications. Students are encouraged to use ICT as part of the course.

This course leads onto Art A-Level

Assessment Summary:

Students will be encouraged to complete a number of units of work during the course, from which the selection will be made for assessment. All studies in support of the unit, in any form, such as sketchbooks, study sheets, experiments, maquettes, must be included in the units of work. Coursework is 60% of the GCSE grade: the Terminal Examination is 40% of the GCSE grade. All coursework must be completed by 31st January of Year 11. The Terminal Examination takes place from 1st February until May of Year 11.

Career Options:

Art and Design cover a wide and varied range of employable skills, developing empathy, self-discipline and confidence. Art and Design can lead to careers in hair dressing, construction, architecture, games design, animation, fashion, textiles, art director, props maker, illustrator, photographer, product design, car design, painting and decorating, stylist and printing. For more information about careers that need art and design see a member of the art department.

Additional Information:

The Department is looking for students who have already shown that they can:

- Sustain a steady commitment to both homework and class work
- Have a creative outlook and imagination.
- Produce a substantial quantity and quality of assignments within units of work
- Are keen to record observations and experiences that are appropriate to Art and Design
- Are able to analyse and evaluate images and objects in Art Galleries, Museums and websites, showing understanding
- Are keen to explore and develop ideas using a variety of media and processes and are able to review and modify their work
- Are able to produce a personal response, yet are able to understand the work of others.

ART - TEXTILES

Exam Board: AQA

Course Outline:

The Art Textiles Course provides students with the opportunity to research, develop, refine and present their own work in textiles disciplines.

Programme of Study:

Students will have the opportunity to produce practical and critical/contextual work in one or more area(s) including fashion and costume, printed and/or dyed fabrics and materials, domestic textiles, constructed and/or stitched and/or embellished textiles.

Students have an opportunity to study the following courses:

- **Foundation skills using Natural Forms** – A project that introduces core textiles skills in pattern cutting, construction, hand and machine stitching, and embellishment.
- **Fashion Collection** – A design related project that combines print and pattern making techniques with the foundation skills unit to create a fashion collection based on a theme.
- **Experimental Textiles** – A surface design project that explores experimental textiles techniques to create a self-directed outcome in an art and design discipline selected by the student.

Students will be expected to demonstrate skills and techniques in the context of their chosen area(s) of study:

- making appropriate use of colour, line, shape, texture, pattern, harmony, contrast and/or repetition
- showing in their work an understanding of process, meaning, mood, style and scale
- using methods and processes appropriate for the intended audience or the purpose of their chosen aspect of textiles
- showing in their work appreciation of the relationship of form and function and, where applicable, the constraints of working to a brief
- providing evidence of working in a variety of textile methods, such as fabric printing, tie-dye, batik, spraying, transfer, fabric construction, stitching, felting and fabric manipulation
- providing evidence of the use of safe working practices.

Coursework will have breadth and balance and will show evidence of a range of approaches and applications. Students are encouraged to use ICT as part of the course.

Assessment Summary:

Students will be encouraged to complete a number of units of work during the course, from which the selection will be made for assessment. Coursework is 60% of the GCSE grade: the Terminal Examination is 40% of the GCSE grade. All coursework must be completed by 31 January of Year 11. The Terminal Examination takes place from 1 February until May of Year 11.

Career Options:

Careers can include millinery, fashion design, textile design, rug making, show design, developing safety clothes for police/army/fire services.

Additional Information:

The Department is looking for students who have already shown that they can:

- sustain a steady commitment to both homework and class work
- have a creative outlook and imagination.
- produce a substantial quantity and quality of assignments within units of work
- are keen to record observations and experiences that are appropriate to Art and Design
- are able to analyse and evaluate images and objects in Art Galleries, Museums and websites, showing understanding
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BUSINESS GCSE

Examination Board: Edexcel

Is this the right subject for me?

If you are interested in the world of business, would like to start your own business, or would like to do a degree in business or economics at university then the GCSE in Business Studies would be a good option to choose. The course is based on investigating the process of how businesses set up, the theory behind what makes a business successful, the many decisions that a business needs to make once it is up and running plus an introduction to business finance. If you want to:

- learn about and understand the world of business
- the way in which government decisions impact business behaviour
- develop skills in the financial aspects of business
- learn how to work in a team with other members of the class
- learn through independent investigation of topics and particular businesses
- present your ideas in the class

Then this may be right for you and different from other subjects that you have studied previously.

Programme of Study:

The business world is constantly changing. This course has recently been updated to give you the chance to learn about these changes as well as covering conventional material. There are two units.

Unit 1 – Investigating small business – written exam 50% of the GCSE

Topics studied in this unit:

- Enterprise and entrepreneurship
- Spotting a business opportunity
- Putting a business idea into practice
- Making the business effective
- Understanding external influences on business

Unit 2 – Building a business – written examination 50% of the GCSE

Topics studied in this unit:

- Growing the business
- Making marketing decisions
- Making operational decisions
- Making financial decisions
- Making human resource decisions

Assessment Summary:

- Two exam papers
- Multiple choice and short answer questions
- Small case study with questions based on the business discussed

Additional Information:

If you are interested in studying the GCSE Business Studies you should start to find out more about the subject. Here are some things to do:

- talk to a Business Studies teacher to find out what they are planning for you
- Go on the internet and type in 'GCSE Business Studies' to give you an idea of what you will be studying.
- Speak to a Business Studies A level 6th form student to find out about what you can do after GCSE.

Progression:

This course is excellent preparation for A levels in Business Studies and Economics

COMPUTER SCIENCE GCSE

Examination Board: OCR

Computer Science is a fascinating discipline. You will learn to become a computer programmer as well as a problem – solver. If you enjoy solving problems and are mathematically minded, then computer science is for you!

Programme of Study:

Computer Systems and Programming

- Fundamentals of Computer Systems
- Computing hardware
- Software
- Representation of data in computer systems
- Databases
- Computer communications and networking
- Programming

Practical Investigation

- Practical activity
- Effectiveness and efficiency
- Technical understanding
- Testing, evaluation and conclusions

Programming Project

- Programming techniques
- Design
- Development
- Testing and evaluation

Assessment Summary:

| | |
|-----------------|--|
| Unit A451 (40%) | Computer Systems and Programming Written Paper 1.5 hours |
| Unit A452 (30%) | Practical Investigation Controlled Assessment investigative task 20 hours |
| Unit A453 (30%) | Programming Project Controlled Assessment 20 hours |

For the Practical Investigation, students will be required to develop skills in JavaScript and HTML whilst in the Programming Project they will be required to create three related programmes in Python.

Please note – Computer Science GCSE is suited to students with a high level in Maths

DANCE BTEC (LEVEL 2 FIRST AWARD IN PERFORMING ARTS-DANCE)

Examination Board: EdExcel

Course Outline:

This Key Stage 4 Dance course is a practical based qualification that explores different styles of dance and choreographic techniques. The course is designed to give students the awareness and opportunity to study Dance in depth. It is 100% assignment based over a one year period.

Programme of Study:

The BTEC Level 2 First Award in Performing Arts (Dance) consists of two mandatory units **plus** one of the optional units.

The mandatory units are:

- Individual showcase (external)
- Preparation, Performance and Production (Internal)

The specialist units will be:

- Dance skills (Internal)

Students will explore a variety of styles of dance. Students are encouraged to be independent learners and complete necessary work and research in their own time. Students are normally required to rehearse and perform their dances, often to an audience. This is always recorded for evidence purposes.

Assessment Summary:

Students will complete three assignments for each unit. These assignments are evenly spread throughout the year. The practical component is as demanding as it is enjoyable and students who opt for the subject will not only have to reach a minimum standard in their written work, but also have to reveal a basic talent for performing dance.

Students are required to keep a folder of all notes completed in lessons. A written evaluation of practical work is also completed, identifying their strengths and areas for development.

The externally assessed unit includes a written letter of application to the exam board, followed by a presentation or audition piece. These letters, presentations and auditions are in response to pre-released examination material from EdExcel. Preparation for these tasks takes place under controlled conditions.

DRAMA BTEC (LEVEL 2 FIRST AWARD IN PERFORMING ARTS-ACTING)

Examination Board: EdExcel

Course Outline:

This Key Stage 4 Drama course is a practical based qualification that builds upon students' prior knowledge of dramatic techniques and performance skills acquired in Key Stage 3. Over the two years students will be given an opportunity to explore a range of different themes, issues and topics and express them in a practical nature.

Programme of Study:

The BTEC Level 2 First Award in Performing Arts (Acting) consists of two mandatory units **plus** one optional unit.

The mandatory units are:

- Individual showcase (external)
- Preparation, Performance and Production (Internal)

The specialist unit will be acting skills (Internal)

Students will explore a variety of plays, study different theatrical theories and attend the theatre. Students are encouraged to be independent learners and complete necessary work and research in their own time. Students are normally required to rehearse and perform a section from a published play, a devised performance or a teacher-led extract. This is always recorded for evidence purposes.

Assessment Summary:

Students will complete between one and two assignments for each unit. These assignments are evenly spread between September of Year 10 and Easter of Year 11. The practical component is as demanding as it is enjoyable and students who opt for the subject will not only have to reach a minimum standard in their written work, but also have to reveal a basic theatrical talent. This means that students should:

- Work creatively with various sizes of group, showing imagination and understanding.
- Demonstrate a creative use of language, movement and space, revealing an understanding of the significance of their interaction.
- Explore issues, ideas and feelings sensitively and perceptively.
- Discuss the drama, its meaning, form and execution, with relevance and discrimination.

Students are required to keep a folder of all notes completed in lessons. As independent learners, students are also required to keep an actor's log of all rehearsals and workshops that they take part in. A written evaluation of practical work is also completed when students complete a practical task highlighting their strengths and areas for development.

The externally assessed unit includes a written letter of application to the exam board, followed by a presentation or audition piece. These letters, presentations and auditions are in response to pre-released examination material from EdExcel. Preparation for these tasks takes place under controlled conditions.

Additional Information:

Finally, the educational spin-off from Drama and Theatre Arts is considerable: social skills, acquired with the confidence needed to work with other people; thinking skills, through problem-solving and decision-making; language skills, using different modes to communicate clearly and effectively and Theatre skills, using a sophisticated art form to express ideas and emotions. All of these develop an interest in the performing arts - theatre, cinema and television drama - that can last a lifetime.

DESIGN TECHNOLOGY GCSE

Examination Board: OCR

Course Outline:

The GCSE in Design Technology is brand new, academically rigorous, technically challenging subject. It supersedes the Engineering GCSE previously offered. This course is intended to develop the engineers and designers of tomorrow, it is the “*flagship*” qualification for the subject area and is pitched towards students who love to **design and engineer products which solve real life problems**. The course is intended to provide a sound educational foundation for students interested in accessing a wide range of careers in one of the UK’s most important job sectors – Engineering and Design. This course will appeal to all students who consider themselves to be engineers, designers, tinkerer’s and makers.

During the course you will make a range of products to a high degree of precision and quality during which you will learn and explore a wide range of materials and their properties. You will be learn how to use CAD software to enable you to realise your designs and print them in 3d. You will learn how to programme smart chips using “Scratch software”. You will learn high quality presentation skills.

Programme of Study:

There are two units of study:

Assessment Summary:

| | |
|--------------------------------------|--|
| 50% Exam | Written exam testing knowledge, the skill of designing, extended writing and the application of maths to aid designing. |
| 50% Non-Examination Assessment (NEA) | The NEA work is a response by students to a given context. The students then create a brief within the context and design and make a product which meets their brief. The NEA starts in June of Year 10 and will finish in March of year 11. |

Computers and staff are regularly available outside timetabled lessons to facilitate the completion of coursework and provide additional support. Access to software will be made for student use at home.

Additional Activities

Students will have the opportunity to visit the new Design Museum in London and additional out of lesson workshops will be available to enable all students’ further practice all techniques and complete practical projects. All students will be encouraged and supported to enter a range of national design competitions with their project work.

This course leads onto the Design Technology A ‘Level, Level 3 awards in engineering and verity of apprenticeships in related fields of study.

FLEXIBLE PATHWAY – CoPE Level 2 Award

Course Outline:

This course is aimed at students who may find studying for an end of course examination challenging and may need more support but who have the ability and motivation to complete an extensive amount of independent study to create a portfolio of evidence.

Students work towards the Certificate of Personal Effectiveness (CoPE) which is a nationally recognised qualification provided by ASDAN. The qualification offers imaginative ways of accrediting young people's activities. It promotes, and allows us to record, a wide range of personal qualities, abilities and achievements of the students, as well as introducing them to new activities and challenges. CoPE has been allocated performance table points - Level 1 is worth 25 points (comparable to a GCSE Grade E/F) and Level 2 is worth 46 points (comparable to a GCSE Grade B). In all but exceptional circumstances our students work towards the Level 2 award.

Programme of study:

The CoPE Student Book comprises **12 modules**, each of which is divided into three sections. Each section should take 10 hours, which is worth one credit. Students will need 12 credits to gain the Certificate of Personal Effectiveness. For CoPE Level 1, challenges can come from Section A, B or C; for CoPE Level 2, at least six of the credits must be chosen from the longer challenges of Sections B and C.

The module titles are:

- Communication
- Citizenship and Community
- Sport and Leisure
- Independent Living
- The Environment
- Vocational Preparation
- Health and Fitness
- Work Related Learning and Enterprise
- Science and Technology
- International Links
- Expressive Arts
- Beliefs and Values

By building a **Portfolio of Evidence** as they complete various challenges, students must demonstrate competence at Level 1 or 2 in the following skills: *Introduction to Working with Others, Introduction to Improving own Learning and Performance, Introduction to Problem Solving, Planning and Carrying out a Piece of Research, Communication through Discussion and Planning and Giving an Oral Presentation.*

Assessment Summary:

After students' portfolios have been internally moderated we then register candidates' names for external moderation with ASDAN who themselves issue certificates.

FOOD PREPARATION AND NUTRITION

Examination Board: AQA

Course Outline:

This is a brand new and exciting redevelopment of the food course for students who love to **design and make through cooking**. This qualification focuses on nurturing students' practical cookery skills to give them a strong understanding of nutrition. If you want to have a career in the food industry or you just love cooking at home, then this is for you.

Food preparation skills are integrated into five core topics:

- Food, nutrition and health
- Food science
- Food safety
- Food choice
- Food provenance.

Upon completion of this course, students will be qualified to go on to further study, or embark on an apprenticeship or full time career in the catering or food industries.

Course Requirements:

- To be able to act responsibly and safely in a practical environment.
- To be able to bring ingredients for each practical lesson.
- To use resources, including computers, appropriately.

Assessment Summary:

The scheme of assessment comprises of two components:

- Written paper 50% of the marks
- Non-Exam Assessment (NEA) 50% of final marks – including a case study and cooked three course meal with a portfolio of evidence.

Aims:

The Course should encourage students to:

- a) Demonstrate fully their design and technology capability, which requires them to combine skills with knowledge and understanding in order to design and make quality products in quantity.
- b) Acquire and apply knowledge, skills and understanding through:
 - Analysing and evaluating products and processes.
 - Engaging in focused tasks to develop and demonstrate techniques.
 - Engaging in strategies for developing ideas, planning and producing products.
 - Engaging in a wide range of food preparation skills
 - Recognising and working with a wide range of ingredients essential for a health and balanced diet

GEOGRAPHY GCSE

Exam Board: AQA

Geography enables students to understand the inter-relationships between people and their environment. It helps them to make sense of the changes that are happening in the world around them, and to make informed decisions themselves.

Geographical skills are taught throughout the course and students develop an appreciation of values as they investigate local, national and global issues. Geography is a part of the English Baccalaureate qualification.

This new specification offers:

- Thematic approach - focusing on contemporary issues and future changes
- More of a UK focus throughout - The geography of the UK is integrated into the physical and human geography themes studied
- To provide the knowledge, understanding and the skills for further study at A-level and beyond
- To provide a familiar approach that considers new ideas and developments about changing the nature of geography in the 21st Century
- To give opportunities for students to undertake individual research and to make use of modern information technologies, including GIS

What is Geography at St Joseph's all about?

- Encouraging a sense of wonder and awe in relation to the world.
- To provide an awareness of the characteristics of contrasting physical and human environments and the impact of human influence on planet earth
- Developing an understanding and appreciation of different communities and cultures; to celebrate differences and counteract discrimination in all its forms.
- Getting our students to develop enquiry skills through practical work including fieldwork, observation, collection, representation, analysis and interpretation of data, thus encouraging independent learning skills.

Programme of Study:

Supported by AQA syllabus specific textbook, electronic book and both Moodle and Kerboodle Virtual Learning Environments.

Unit 1 - Living with the Physical Environment –

- **Challenge of Natural Hazards:** tectonic hazards, tropical storms, extreme weather in the UK, climate change
- **The Living World:** Local ecosystems, tropical rainforests, one from hot deserts and cold environments.
- **Physical Landscapes in the UK:** Coastal and river landscapes

Unit 2 - Challenges in the Human Environment –

- **Urban Challenges:** Global patterns, two contrasting cities, sustainable urban futures
- **The Changing Economic World:** Global patterns, closing the development gap, contrasting studies of economic development
- **The Challenge of Resource Management:** Overview of resources in the UK, global resource security-one from food, water, energy

Unit 3 - Geographical Applications – Pre-release sources, includes maths, more of a synoptic paper

- **Issue Evaluation:** Theme of issue can be selected from any compulsory part of the specification. Based on secondary sources.
- **Fieldwork:** two fieldwork enquiries, contrasting environments, physical and human geography, enquiry process.
- Elements of **statistics** and **data analysis** relevant for unit 3

Assessment Summary:

Paper 1

Living with the Physical Environment

The study of physical processes and patterns

35%

1 hour 30 minutes

Paper 2

Challenges in the Human Environment

The study of human geography themes and issues

35% 1 hour 30 minutes

Paper 3

Issue evaluation, based on resource booklet, and fieldwork

30%

1 hour 15 minutes

Spelling, Punctuation and Grammar now represents 5% of the overall grade

Additional Information:

We place importance and emphasis upon the route to Geographical Enquiry and fieldwork in particular.

Opportunities for residential trips and fieldwork studies are central to the Geography department's educational philosophy. We will endeavour to create as many exciting off site visits as possible to allow pupils to put theory into practise. Ideally we will run one international trip every 2 years.

GRAPHIC COMMUNICATION

Examination Board: AQA

Course Outline:

GCSE Graphic Communication is a fast paced and exciting subject for students who love to **design and make visual products**. It will cover a range of skills that include illustration, advertising, packaging design, design for print, communication graphics, computer graphics, multimedia, web design, lens-based and/or light-based media: film, animation, video and photography. You will be taught to use the latest version of adobe creative suite which includes Photoshop, illustrator and InDesign, all of which are a must in the highly competitive creative arts environment.

This subject is most suitable for students who love to design, draw and create great looking pieces of graphic art. It is a great subject for students who want to express their creativity in sketchbooks, using Photoshop and other adobe creative suite software and using traditional media such as bright marker pens.

Programme of Study:

The course will be split into three key projects:

1. Explore the work of graphics designers who use photography as a medium for communication. Explore how these visuals can communicate a wide range of contexts
2. Produce a range of graphics for a new game. Develop the game story, develop graphics suitable for a game platform and develop characters and scenes for different levels.
3. Produce a promotional paper toy which will raise awareness of an international issue

You will develop a whole range of creative designing and making skills, technical knowledge and understanding relating to the graphics industry and very transferable skills such as problem solving and time / project management.

Coursework is worth 60%. Examination for the subject is worth 40%. The Exam part is mainly in the form of controlled assessment with a question being set by the exam board.

The coursework will see a range of skills covered and visits in year 10 will engage students with creative starting points for their work. We will explore fonts, layouts, leaflets, flyers, containers, logos and media. We will also examine examples of promotional materials. We will work with paper, card and digital technologies.

This course can lead onto the Product Design, Fine Art, Photography and Art and Design courses at Sixth Form.

HISTORY GCSE

Examination Board: *Edexcel GCSE History*

Course Outline:

The GCSE History course is designed to allow candidates to gain a detailed understanding of History by studying an excellent range of topics through the ages. The syllabus therefore provides exciting opportunities for students to enhance their understanding of different societies and to develop their Historical skills.

“Anybody can make History; only a great man (or woman) can write it.” Oscar Wilde

“History will be kind to me for I intend to write it.” Winston Churchill

The study of History teaches students to think in a combination of ways not found in any other subject. If students add History to the core College subjects at GCSE, they ensure that their education will have the real balance and rigor expected with the English Baccalaureate. History is a highly respected subject in many careers and in Universities. Its role in teaching the skills of decision-making and evaluation of evidence, and in providing the knowledge to comprehend global issues, means that History should always remain a part of students' learning.

Programme of Study and Assessment Scheme:

- **Exam Paper 1:**
Crime and Punishment in Britain 1000 AD to the present and Whitechapel 1870-1900: crime, policing and the inner city in the age of Jack the Ripper. (Thematic study and the Historic Environment) Written Exam 1 Hour 15 Minutes including sources investigation: 30% of GCSE.
- **Exam Paper 2:**
Section A: Early Elizabethan England 1558-1588 (the Golden Tudor Age of Queen Elizabeth I up to and including victory over the Spanish Armada)
Section B: Superpower Relations and the Cold War 1941-1991 (the conflicts between the USA and the West against the Communist USSR, including events such as the Berlin Wall and the Vietnam War)
(Period Study and British Depth Study) Written Exam 1 Hour 45 Minutes: 40% of GCSE.
- **Exam Paper 3:**
Weimar and Nazi Germany 1918-1939 (the rise of Hitler to power in Germany and the Nazi State including the persecution of the Jews)
(Modern Depth Study) Written Exam 1 Hour 20 Minutes: 30% of GCSE.

All candidates take the same components and all grades (9-1) are available. Candidates will be assessed according to their ability to meet these objectives:

- Objective 1:** Recall, select, organise and deploy knowledge of the specified content; communicate it through description, analysis and explanation of:
- The events, people, changes and issues studied
 - The key features and characteristics of the periods, societies or situations studied.

Objective 2: Use historical sources critically in their context, by comprehending, analysing, evaluating and interpreting them.

Objective 3: Comprehend, analyse and evaluate how and why historical events, people, situations and changes have been interpreted and represented in different ways.

Additional Information

The course offers opportunities for educational visits (in 2016 the visit to Berlin for example).

Students will benefit from reading widely around the fascinating exam topics to improve their knowledge, although teachers will support students with availability of revision websites and books and by running extra revision and support sessions as the exams approach.

Preparation for the GCSE exams will already begin for students in Year 9 during terms 5 and 6 when 'Superpower Relations and the Cold War' will be our main study topic. This will help students to make an excellent start to their GCSE.

MUSIC GCSE

Exam Board: AQA

Course Outline:

The GCSE Music course is designed to enable students who enjoy this subject to develop their skills in performing, composing and understanding music.

The course provides the student with the opportunity to perform both individually and within a group. There is a wide choice in the composition module where the students have to compose one piece of music according to the set Musical Strand and another which is freestyle.

Programme of Study and Assessment:

Component 1: Understanding Music

What's assessed?

Listening – General Music

Contextual Understanding – Set works

How it's assessed

Exam paper with listening exercises using excerpts of music

Questions

Section A: Listening (68 marks)

Section B: Contextual understanding (28 marks)

The exam is 1½ hrs

This component is worth 40% of GCSE marks (96 marks in total)

Component 2: Performing Music

What's assessed?

Music Performance

How's it's assessed

As an instrumentalist and/or vocalist

Performance 1: Solo Performance (36 marks)

Performance 2: Ensemble Performance (36 marks)

This component is 30% of GCSE Marks

This Component is marked internally by teachers and externally moderated.

Component 3: Composing Music

What's assessed?

Composition

How it's assessed

Composition 1: Composition to a brief (36 marks)

Composition 2: Free composition (36 marks)

This component is 30% of GCSE Marks

Non-exam assessment will be internally marked by teachers and externally moderated by AQA.

MODERN FOREIGN LANGUAGES

French GCSE

Examination Board:

AQA GCSE French (TBC)

Course Outline:

The GCSE French course of study aims to give students a high degree of fluency and ability to communicate spontaneously in the target language.

Employers and Universities increasingly value language skills alongside the more traditional qualifications such as English, Mathematics and Science. This is because employers and admissions tutors know that students who do well in a language have good memory skills, can put long-term objectives over short-term gain, can organise their learning and are prepared to work hard. Employers also appreciate the knowledge of a different culture which students with a good language GCSE can bring to their business. Obtaining careers in areas such as primary teaching, law, business, travel and tourism and journalism can be helped by having a language qualification. Additionally, a Modern Foreign Language at GCSE is one of the five subjects which lead to the award of the English Baccalaureate.

A good GCSE grade can also lead on to A-Level, which opens up a whole range of 18+ opportunities in marketing, finance, research, etc. Many local employers who operate at an international level also expect employees to have gained at least a C Grade in a modern language GCSE.

Programme of Study – French GCSE

The course is divided into four skill areas:

- Listening Comprehension - understanding short items or passages of recorded language.
- Reading Comprehension - understanding authentic texts in the language.
- Speaking – Being able to communicate and ask questions in French.
- Writing – Being able to write about a range of topics and be able to translate short passages of text.

All four skills are assessed at the end of the course in Year 11. Controlled assessment no longer plays a role in French GCSE.

Within these areas, some of the topics that students will become familiar with are:

Family and relationships,
Social Media
Mobile technology
Charity Work
The environment

Music
Cinema and TV
Food and eating out
Sport
Current and future study and employment

Additionally students will become familiar with authentic texts from the French speaking world and be able to complete work that allows them to understand the customs and culture of modern day France and the wider French speaking world.

Finally, the department offer a range of trips and linguistic experiences to help students to grasp their language and further develop their confidence. This spans from trips, revision guides and sessions and visiting Language Ambassadors from Bath and Bristol Universities.

Italian GCSE

Examination Board:

AQA GCSE Italian

Course Outline:

This is a brand new GCSE course of study which aims to give students a high degree of fluency and ability to communicate spontaneously in the target language.

Employers and Universities increasingly value language skills alongside the more traditional qualifications such as English, Mathematics and Science. This is because employers and admissions tutors know that students who do well in a language have good memory skills, can put long-term objectives over short-term gain, can organise their learning and are prepared to work hard. Employers also appreciate the knowledge of a different culture which students with a good language GCSE can bring to their business. Obtaining careers in areas such as primary teaching, law, business, travel and tourism and journalism can be helped by having a language qualification. Additionally, a Modern Foreign Language at GCSE is one of the five subjects which lead to the award of the English Baccalaureate.

A good GCSE grade can also lead on to A-Level, which opens up a whole range of 18+ opportunities in marketing, finance, research, etc. Many local employers who operate at an international level also expect employees to have gained at least a C Grade in a modern language GCSE.

Programme of Study – Italian GCSE

The course is divided into four skill areas:

- Listening Comprehension - understanding short items or passages of recorded language.
- Reading Comprehension - understanding authentic texts in the language.
- Speaking – Being able to communicate and ask questions in Italian.
- Writing – Being able to write about a range of topics and be able to translate short passages of text.

All four skills are assessed at the end of the course in Year 11. Controlled assessment no longer plays a role in Italian GCSE.

Within these areas, some of the topics that students will become familiar with are:

Family and relationships,
Social Media
Mobile technology
Charity Work
The environment

Music
Cinema and TV
Food and eating out
Sport
Current and future study and employment

Additionally students will become familiar with authentic texts from the Italian speaking world and be able to complete work that allows them to understand the customs and culture of modern day Italy and the wider Italian speaking world.

Finally, the department offer a range of trips and linguistic experiences to help students to grasp their language and further develop their confidence. This spans from trips, revision guides and sessions and visiting Language Ambassadors from Bath and Bristol Universities.

BTEC SPORT (LEVEL 2 FIRST AWARD IN SPORT)

Examination board: EdExcel

Course Outline:

The course combines a mixture of practical and theoretical components. The specification is designed to explore how sporting theory impacts upon practical performance.

Programme of study:

Candidates will be assessed on the following units:

1. Fitness for sport and exercise (external)
2. Practical sports performance (internal)
3. The mind and sports performance (internal)
4. Leading sports performance (internal)

Assessment Summary:

Internal assessment – Units 2-4 combine practical work with theoretical knowledge. Students will then complete three assignments for each unit. These assignments are evenly spread between September of Year 10 and Easter of Year 11. Assignments are designed to incorporate a balance of group work and independent learning. Assessment decisions are based on presentations, observations of student coaching sessions (using primary age children), written reports and photographic or video evidence. All students must have full PE kit available for practical lessons. They must remain committed to the theoretical and practical aspects of the course.

External assessment – Unit 1 is assessed through an online examination that lasts 1 hour. The test will take place under examination conditions.

Additional Information:

The health-related areas of the course help to encourage and educate for a healthy lifestyle. The practical areas of the course build upon the practical activities that are taught as part of the core PE programme.

APPENDIX: QUALIFICATIONS – A BRIEF GUIDE

The National Qualifications Framework

A wide range of school, college, higher education, vocational and professional qualifications are available to learners in England and Wales. To allow all of these qualifications to be related to each other, and to help learners to plan their learning progression, each qualification is assigned to a level in the National Qualifications Framework.

The framework starts at 'entry level', for example an entry level certificate in English. St Joseph's offers courses at Levels 1 and 2 in KS4 and at Levels 2 and 3 in the Sixth Form.

Level 1:

GCSEs gained at grades D to G are Level 1 qualifications. A student gaining 5 GCSEs at grades D to G would be said to have achieved Level 1, which is why success on this measure is quoted in the school 'league tables'.

Level 2:

GCSEs gained at grades A* to C are Level 2 qualifications. Applied GCSEs and BTECs are also Level 2 qualifications.

Level 3:

AS and A2 GCE qualifications are at Level 3, as well as Double and Single VGCE in some subjects.

We are now offering BTEC National qualifications in Sport, Performing Arts, Science and Engineering at St Joseph's. Level 3 courses are currently offered in the Sixth Form.

Beyond Level 3:

The framework continues beyond Level 3, although it splits into two parallel paths depending on whether the qualification is a vocational one, or is part of the Higher Education System.

Remember that the framework is like a ladder – it is necessary to achieve at one level in order to be able to proceed to the next.

Public Examinations – An Explanation

Students currently choosing their subjects for Year 10 will embark on GCSE courses in the vast majority of cases.

Schools may enter candidates for any Examining Group's examinations. This makes it possible for individual teachers/departments to select the course which they consider most suitable for their students. Each Examining Group will award GCSE certificates, but the system is designed to give uniform standards in the value of grades and of what is studied in each subject.

Each Examining Group designs its own syllabuses and method of assessment, but they are all required to conform to certain National Criteria in each subject. The majority of subjects at St Joseph's are examined by AQA (Assessments and Qualifications Alliance), OCR (Oxford, Cambridge, and RSA) and Edexcel (London).

Main Features of the Level 2 (GCSE) Award

The examination system gives a uniform framework for examinations and syllabuses in all subjects. In GCSE this means that:

- Assessment is of positive achievement. In the past, examinations have tended to record what candidates could not do rather than what they could. The GCSE will attempt to identify what they know, understand and can do.
- Assessment will not be by examination alone. Normally at least 20% of a candidate's mark will be based on work undertaken by students during controlled assessments. This allows skills to be assessed in wider ways than is possible in an ordinary examination.
- The amount of coursework/controlled assessment will vary from subject to subject. However it is worth noting that recent Government regulations have reduced the amount of coursework and increased the importance of final examinations.
- All syllabuses are designed to help candidates understand a subject's relationship to other areas of study and its relevance to their own lives and responsibilities.
- For GCSEs certificating from 2014, all external exams will have to be taken at the end of the course. Students will no longer be able to re-sit individual modules, although they will be able to re-sit the full GCSE.
- GCSE exams will take place in May/June. However, there will be an additional opportunity to take GCSEs in Mathematics, English and English language in November because of the importance of these subjects for entry to further education and employment.

Controlled assessments

Controlled assessments are internal assessments and not part of the exam cycle, so the timing of these will not be affected by the move to end-of-course exams. Students who re-sit GCSEs do not need to redo their controlled assessments; they can carry these forward.

Spelling, punctuation and grammar

From January 2013 marks will be awarded for accurate spelling, punctuation and use of grammar in external GCSE exams in English Literature, Geography, History and Religious Studies.

Main Features of the Level 2 (Applied GCSE Award)

Designed for Key Stage Four students, the Applied GCSE offers an academic course with a vocational bias for 14 to 16 year olds.

60% of the assessment is coursework-based and 40% examination-based.

Main Features of a Level 2 BTEC Course

These courses encourage students to take responsibility for their own learning, BTEC develops the practical, interpersonal and thinking skills essential for professional life.

Next Generation BTEC Firsts (equivalent in standard to a GCSE)

These are assessed through a combination of:

- teacher-led (internal) assessment,
- Tests or examinations (for 1 unit) set by the Exam Board (external assessment) which can be taken either during or at the end of the course.

These styles of assessment together provide both the opportunity to measure progress on a continuous basis (as you do in the workplace) and the rigour of external benchmarking expected by employers and higher education institutions.