

ST MARTIN'S SCHOOL



**CURRICULUM BOOKLET
YEARS 10 & 11
2016 - 2018**

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- Introduction and new GCSE grading system
- Schedule for Key Stage 4 Subject Selection
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- Science
- Philosophy, Religion and Ethics

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- GCSE Food Technology
- GCSE Geography
- GCSE Graphic Products
- GCSE Health and Social Care
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- **CAREERS EDUCATION AND GUIDANCE**

FOREWORD BY THE HEADTEACHER

The Key Stage Four curriculum at St Martin's School aims to build on the knowledge, skills and understanding that is taught at Key Stage Three.

The year group will be taught in two half year blocks for the core subjects of English, Mathematics, Science, PRE, Civics and PE. Option blocks will be taught across the whole year group. All students will have free choice of three options from the full complement of GCSEs that the school offers.

There will be opportunities for students to receive advice, guidance and information about their option choices but the usual caveats will remain. Do not choose a subject because you like the teacher who currently teaches you because you might not have him or her for the next academic year. Do not choose a subject because your friends have chosen it. My advice is to choose what you enjoy and are good at.

I believe we have a structure that will ensure that students at St Martin's School achieve impressive standards. It cannot, of course, happen without the students' hard work and parents' active support, but I am confident that students will work hard and that parents will support and encourage them.

Best wishes!

Mike O'Sullivan
Headteacher
February 2016

INTRODUCTION

At St Martin's we try to ensure that our young people achieve a level of success which will enable them to take control of their own future career development and to have the opportunity and choice necessary to meet their individual ambitions.

The courses offered in Years 10 and 11 have been designed to ensure that students receive the maximum benefit from their studies and are provided with the best opportunities in terms of progression post-16. It must also be stressed that while success in one's studies is very important, employers and college admissions officers also look for other qualities, such as good attendance, punctuality, a positive attitude to work and high self-esteem, as demonstrated by smart appearance and self-discipline.

In Years 10 and 11 all students have to study English, Mathematics, Science, PRE and Civics, as well as enjoying four periods of PE every fortnight (this is reduced for students studying triple science). The compulsory Philosophy, Religion and Ethics leads to a GCSE qualification since students started the course at the beginning of Year 9.

Our Civics programme will include elements of Health, Sex Education, Careers Education and Citizenship which is delivered during form time and enhanced Civics workshops.

Other subjects are available to students through their three free options. Technology is no longer a compulsory subject and students must indicate on the form if they wish to continue with the Technology GCSE that they started this year.

On the options form provided students need to write 1, 2 and 3 against the subjects they most want to study. We also need each student to indicate 3 back-up subjects by writing 4, 5 and 6 against them. It is highly unlikely we will need to allocate these back-up subjects as we have an excellent record of allocating first choice options to the vast majority of students.

We strongly urge students to consider the breadth offered by their three GCSE choices in order to leave lots of potential career doors open. As an example, we do not encourage students to choose the GCSE ICT course as well as the GCSE Computing course. Heads of Year and Heads of Subject can help with advice on such matters.

Details of all the individual courses on offer are included within this booklet.

INTRODUCTION: New GCSE Grading Criteria

Your son/ daughter will sit his/her final GCSEs in the summer of 2018 and the majority of subjects will be graded using the numerical grades 1-9, rather than the letter grades A –G.

The diagram below shows the new grading system in comparison to our current grading system.

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

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

AWARDING
4 and above = bottom of C and above

The new GCSE grading system will be further explained during the KS4 Curriculum Evening on Wednesday 24 February.

SCHEDULE FOR KEY STAGE 4 SUBJECT SELECTION

January/February 2016	Heads of Departments of subjects new for students to study at KS4 are addressing Year 9 in assemblies
29 January 2016	Curriculum Booklets distributed
24 February 2016	Year 9 Careers Day and KS4 Curriculum Evening
14 March 2016	Subject selection forms to be returned to Form Tutors.

The school's Key Stage 4 subject selection process is designed to ensure every student studies a relevant broad and balanced range of subjects.

When choosing subjects, the following should be considered:

STUDENT

- What do I enjoy studying?
- What are my strengths?
- If I choose this subject now, will it keep more options open later for further study/training/work?

PARENT/GUARDIAN

- Are they choosing a subject to stay in the same class as friends?
- Are they choosing a subject because they believe that it will not involve much work?
- Are they choosing a subject because they like the teacher?
- Have they chosen subjects which challenge them but allow them to achieve their potential?

We hope that the information that has been made available to you will be useful. If you have any questions about the Key Stage 4 Curriculum please do not hesitate to contact us.

All students study examination courses in: English, Mathematics, Science and Philosophy, Religion and Ethics. They also follow a non-examination course in Physical Education.

In addition all students will choose to study three full GCSEs selected from the list of subjects shown in the table below.

Further Notes to assist with completing this form:

1. Students wishing to continue with their Technology option into Year 10 should indicate their preference to do so in the table below. **Students cannot switch to a technology they have not previously studied in Year 9 but they may pick up a second technology.**

2. When a student chooses subjects that appear incompatible, or to offer too narrow a field of study, advice and guidance will be provided on an alternative selection.

PLEASE DO THINK CAREFULLY ABOUT WHICH COURSES MOST APPEAL TO YOU RIGHT NOW. DO NOT CHOOSE THEM BECAUSE YOU LIKE THE TEACHER OR BECAUSE YOUR FRIEND IS CHOOSING IT – CHOOSE COURSES YOU ARE LIKELY TO ENJOY AND SUCCEED AT.

Name :

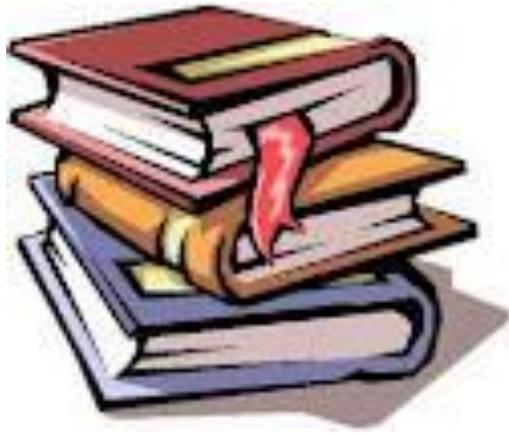
Form:

	Priority*
GCSE ICT (using software applications)‡	
GCSE Computing (including programming) ‡	
GCSE Business Studies†	
GCSE Business Studies & Economics†	
GCSE Art	
GCSE Drama	
GCSE Music	
GCSE PE	
GCSE Geography	
GCSE History	
GCSE Sociology	
GCSE Media Studies	
GCSE Health & Social Care	
GCSE French	
GCSE German	
GCSE Resistant Materials	
GCSE Graphics	
GCSE Food Technology	
GCSE Textiles	

- Write 1,2,3 against the subjects you really want to study.
- Write 4,5,6 against the three subjects you may be willing to study if you are not able to secure your top three choices.

- ‡‡ Do not choose *both* of these subjects.

The Core Curriculum



GCSE ENGLISH LANGUAGE **and** **GCSE ENGLISH LITERATURE**

HEAD OF DEPARTMENT: Mr T Dearmer

EXAM BOARD: AQA

Students continue the GCSE course which began in September of Year 9.
This course leads to qualification for *all* students in two GCSE subjects: GCSE English Language *and* GCSE English Literature.

Assessment for GCSE English Language and GCSE English Literature is as follows:

GCSE English Language (AQA 8700)

Assessment units

Paper 1 (50%) 1hr 45m: Explorations in Creative Reading and Writing
20/21st century literary fiction; writing to describe/narrate

Paper 2 (50%) 1hr 45m: Writers' Viewpoints and Perspectives
19th/20th/21st century non-fiction and literary non-fiction

Non-examination assessment – Spoken Language: Individual Presentation

GCSE English Literature (AQA 8702)

Assessment Units

Paper 1 (40%) 1hr 45m: Shakespeare and the 19th Century Novel
“Merchant of Venice” W. Shakespeare
“The Sign of Four” A. Conan Doyle

Paper 2 (60%) 1hr 45m: Modern Texts and Poetry
“An Inspector Calls” J.B. Priestley
AQA Poetry Anthology: Power and Conflict
Unseen Poetry

Curriculum Content

In Years 10 and 11, students will undertake the following areas of study and examination preparation tasks:

Year 10

“Merchant of Venice” (Lit. Paper 1)
19th/20th/21st century non-fiction/ literary non-fiction (Lang. Paper 2)
Writing to discuss/argue/persuade (Lang. Paper 2)
Speaking and Listening: Group discussion
Individual presentation and response (Spoken Language Assessment)
The AQA Poetry Anthology: Power and Conflict (Lit. Paper 2)
Unseen Poetry (Lit. Paper 2)

Year 11

“The Sign of Four” (Lit. Paper 1)
“An Inspector Calls” revision (Lit. Paper 2)
AQA Poetry Anthology: Power and Conflict (Lit. Paper 2)
Pre-released materials for Shakespeare/19th century novel (Lit. Paper 1)
20/21st century literary fiction (Lang. Paper 1)
Writing to describe/narrate (Lang. Paper 1)
Revision of all course elements

CO-ORDINATOR:	<u>GCSE Mathematics</u> Miss N O'Hare
KS4 CO-ORDINATOR:	Mr M Noon
EXAM BOARD:	Edexcel (presently)

GENERAL INFORMATION

We run a linear GCSE course in Mathematics throughout Years 9 to 11. Students study one of 2 levels: Higher or Foundation.

The linear examination will be taken at the end of Year 11.

Assessments are undertaken every half term throughout Year 9 to 11. These allow teachers to monitor students' progress and to feedback on weaknesses.

Mathematics GCSE has no coursework.

The new GCSE Mathematics syllabus started in September 2015 in Year 10. As a result a new grading system will come into operation along with new style GCSE papers and content.

CURRICULUM CONTENT

DEPENDENT ON LEVEL OF ENTRY (Higher or Foundation)

Problem solving, integers, fractions, decimals, percentages, ratio, mental methods, simple equations, linear functions, simple angles, triangles, simple circles, simple transformations, co-ordinates, measure, constructions, data representation, interpretation of data.

Powers and roots, number operations, indices, formulae, sequences, angles, circles, enlargements, area and volume, data representation and interpretation. Percentages, fractions, ratio, algebraic manipulation, indices, formulae, graphs, angle proofs, properties of circles, 3D shapes, scales, line segments, constructions, circumference and area of circles, conversions, 2 way tables, processing data.

Factors and multiples, recurring decimals, negative numbers, reciprocals, factorisation, setting up equations, integer sequences, nth terms, sectors and segments, rotation, justification. Standard index form, trigonometry, expanding brackets, factorising quadratics, changing subject of formulae, solving inequalities, trial and improvement, drawing quadratic graphs, Pythagoras, circle properties, enlargement, compound measures, cumulative frequency, correlation.

Indices, laws, percentage increase and decrease, standard index form calculations, compound interest, difference of 2 squares, changing subject of formulae, solving quadratics, simultaneous equation, straight line graphs, cubic and reciprocal graphs, loci, similar shapes, circle properties, prisms, dimensions of formulae, constructions, moving averages, tree diagrams.

SCIENCE

CO-ORDINATOR: Mr H Abramson

EXAM BOARD: AQA

All KS4 students study AQA Science in Chemistry, Physics and Biology.

The Science Department offers two courses at GCSE; Triple Science and Combined Science. Students will be selected for one of these courses based on their exam results in Year 9.

GCSE Combined Science:

Students who are not selected for Triple Science based on their results in Year 9 will study GCSE Combined Science, which is worth 2 GCSEs. This qualification contains topics from Biology, Chemistry and Physics as shown below.

Biology	Chemistry	Physics
<ul style="list-style-type: none">• Cell biology• Organisation• Infection and response• Bioenergetics• Homeostasis and response• Inheritance, variation and evolution• Ecology	<ul style="list-style-type: none">• Atomic structure and the periodic table• Bonding, structure, and the properties of matter• Quantitative chemistry• Chemical changes• Energy changes• The rate and extent of chemical change• Organic chemistry• Chemical analysis• Chemistry of the atmosphere• Using resources	<ul style="list-style-type: none">• Forces• Energy• Waves• Electricity• Magnetism and electromagnetism• Particle model of matter• Atomic structure

Some of the course has been taught in Year 9, and students will be assessed in the topics covered in Year 9 as well as those covered in Year 10.

This course does prepare students for the possibility of continuing their study of Science into the Sixth Form.

Triple Award Science

Students who are selected based on their results in Year 9 will study GCSEs in all three separate sciences.

Students study the same topics as in the Combined Science GCSE, but in greater detail. This will result in the award of three separate science qualifications.

This course prepares students for the possibility of continuing their study of Science into the Sixth Form.

GCSE PHILOSOPHY, RELIGION AND ETHICS

All students continue the GCSE full course that they began studying in September of Year 9. Exact details of assessment structure are yet to be confirmed due to on-going GCSE reforms.

HEAD OF DEPARTMENT: Ms V Daly

EXAM BOARD: TBC

SYLLABUS CONTENT:

This course involves an open-minded exploration of questions such as; is it ever morally acceptable to go to war? Is there life after death? Should the death penalty be reinstated?

Students will consider different attitudes to the issues studied, both religious and non-religious. Through the study of religion alongside philosophical and ethical themes students explore the medical, legal and moral issues that affect the lives of us all today, as well as deeper philosophical questions about the nature of the universe and of humanity, and the existence or non-existence of God.

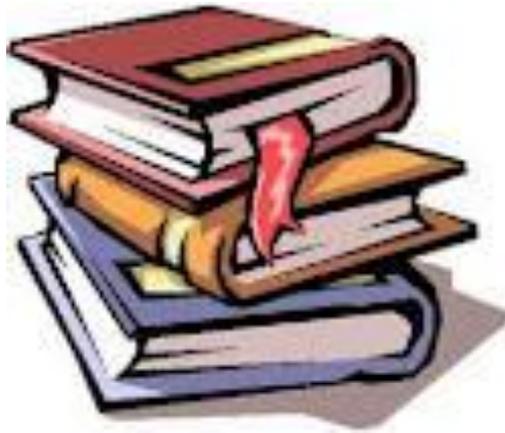
Students will have the opportunity to study and utilise current affairs to engage in discussions about the impact of religious and non-religious belief on today's society as well as develop skills in analysing and constructing arguments that will provide a foundation for the further study of many subjects.

ASSESSMENT:

Assessment is 100% examination at the end of Year 11. On-going GCSE reforms means the exact break down of the assessment framework has not yet been published.

Options Information

(Use this information to help you complete the options form)



CREATIVE ARTS

GCSE ART AND DESIGN

HEAD OF DEPARTMENT: Ms R Powell

EXAM BOARD: AQA

GENERAL INFORMATION:

Students will be using a wide range of media including: work in 2D, 3D, watercolour, acrylic paint, printmaking methods, and photography/Adobe Photoshop. They should be able to work independently researching and gathering primary sources and artist methodology to help them complete their coursework. The GCSE approach to Art and Design encourages students to think and work for themselves. Success in this examination depends not only on the ability to draw accurately and work from observation, but also on being able to work independently, imaginatively and creatively in response to different ideas, themes and subjects.

This course is the first step towards developing a student's creativity, organisation and perseverance. This will help them to compile a portfolio of work (Unit One) to enable their Art education to continue through sixth form to further education or a variety of apprenticeships. This course will contribute greatly to students considering a career in any aspect of design: fashion and textiles, advertising, furniture design, architecture, jewellery, theatre design, pottery, interior design and as studio work. The transferable skills gained during this course will give students the ability to think creatively, solve problems imaginatively and refine their motor skills.

Home learning is also very important and it is expected that students spend at least three hours per week on this. In order to successfully produce their work at home, students should have access to a selection of paints, pencils, coloured pencils, and even a camera. We do loan out equipment for students who do not have access to a camera, but only for a one-day period. Also recommended is an A3 size portfolio to store all their coursework in throughout the two years (this can be purchased from the art department). The art department has an open door policy so that GCSE Art students can use the art rooms at lunchtimes and after school to complete their course work.

If students are prepared to work hard, have enthusiasm and an interest in the subject, they will enjoy the course and achieve well.

Assessment Objectives

AO1 = Develop ideas through investigations informed by contextual and other sources, demonstrating analytical and cultural understanding.

AO2 = Refine ideas through experimenting and selecting appropriate resources, media, materials, techniques and processes.

AO3 = Record ideas, observations and insights relevant to intentions in visual and/or other forms.

AO4 = Present a personal, informed and meaningful response demonstrating analytical and critical understanding, realising intentions and, where appropriate, making connections between visual, written, oral or other elements.

Each assessment objective has equal weighting towards the overall assessment grade for both the coursework unit and examination unit.

CURRICULUM CONTENT

YEAR 10

When students start their GCSE in Art, they begin their first coursework unit, with an emphasis on foundation skills. This foundation course emphasises the basic principles of all art practices, including technique, experimentation, and development of ideas, reviewing and modifying work, and is focussed around a project based firmly on observational studies. Thereafter in Year 10 students work to a given theme, using their own ideas and initiative, this practice continues through the year, including Year 10 exams and holiday work. As trips are an essential part of the course, the department will be organising a visit to a gallery or museum, however parents and guardians should also encourage students to widen their knowledge of art, craft and design by visiting exhibitions in and around London.

YEAR 11

Year 11 aims to consolidate and build on processes and techniques learnt in Year 10. The course resumes a similar pattern to Year 10 where students work towards producing a portfolio of coursework which counts for 60% of the final exam grade. This is completed in January. Their Externally Set Task (Unit 2) paper is then issued. Students are expected to work on preparation material for this exam both in class and at home, resulting in a ten hour exam sat in school; this makes up the remaining 40% of their overall grade.

Unit 1 Portfolio (60%) - Students work to a given theme working independently developing ideas. This is assessed out of 96 marks (24 marks per Assessment Objective).

Unit 2 Externally-Set Assignment (40%) - Students will have a choice of themes from set starting points. This is assessed out of 96 marks (24 marks per Assessment Objective).

Monitoring and Assessment

Assessment takes the form of verbal and written feedback from the teacher. Self evaluation and peer assessment happen throughout the development stage of the projects, with in-depth written reviews on the students' work and at the end of projects.

ASSESSMENT

LEVEL OF ENTRY	Externally Set Task (Exam Paper)	Portfolio	AVAILABLE GRADES
	40%	60%	<u>9-1</u>

GCSE BUSINESS STUDIES and GCSE BUSINESS STUDIES AND ECONOMICS

HEAD OF DEPARTMENT: Mr T Wilkinson

EXAM BOARD: Edexcel

Curriculum content

Qualifications in GCSE Business Studies will prepare students to make informed and realistic decisions about further learning opportunities and career choices. Students will be continuously challenged as they work their way through the course specification. Students will develop many skills along the way including practical skills, presentational skills, personal skills, interpersonal skills as well as cognitive skills.

The department offers a choice of two courses: a GCSE in Business Studies and a GCSE in Business Studies and Economics.

During the course students will take two exams as well as one piece of controlled assessment.

Unit number	Assessment Objective			
	AO1	AO2	AO3	Total for AO1, AO2 and AO3
Units 1/6	16%	6%	3%	25%
Unit 2	8%	9%	8%	25%
Units 3/4/5	11%	20%	19%	50%
Totals	35%	35%	30%	100%

GCSE Business Studies comprises units 1, 2 and 3.

GCSE Business Studies and Economics comprises units 1, 2 and 5.

As the courses have a common unit, it is not possible for a GCSE to be awarded in both. ***Therefore, students may opt to take one or other GCSE, but not both.***

Year 10: Introduction to small business (Unit 1) (25%)

This unit concentrates on the key issues and skills involved in enterprise. It provides a framework to consider the marketing, financial, human and operational issues involved in starting and running a small business. This unit is externally assessed. The paper is un-tiered and is made up of multiple choice questions and objective test questions.

This unit contains five topic areas:

Topic 1.1 Spotting a business opportunity

- Topic 1.2** Showing enterprise
Topic 1.3 Putting a business idea into practice
Topic 1.4 Making the start-up effective
Topic 1.5 Understanding the economic context

Term one

Spotting a business opportunity - understanding customer needs, market mapping, analysing competitor strengths and weaknesses, adding value and options for start-ups.

Showing enterprise – an explanation of enterprise, thinking creatively, the questions entrepreneurs ask, invention and innovation and taking a calculated risk.

Term two

Putting a business idea into practice - business objectives, qualities shown by entrepreneurs, estimating revenue/costs/profits, forecasting cash flows and obtaining finance.

Making the start up effective - marketing mix, the importance of limited liability, start up legal and tax issues, customer satisfaction and recruiting/training/motivating staff.

Term three

Understanding the economic context - market demand and supply, interest rates, exchange rates, business cycles, business decisions and stakeholders.

Year 10/11: Investigating Small Business (Unit 2) (25%)

This unit is internally assessed (controlled assessment). In this unit, students will use the content to research, analyse and evaluate a selected task on enterprise issues.

Each task will be marked based on the following areas:

- Research
- Present information/data
- Analysis
- Evaluation

Year 11: Building a Business (Unit 3) (50%)

(GCSE Business Studies only) This unit builds on Units 1 and 2 and examines how a business develops beyond the start-up phase. It focuses on practical methods used to build up a business, with an emphasis on aspects of marketing, customer service, financial and people management. It also considers the impact of the wider world on the success or failure of a business.

This unit consists of five topic areas:

Topic 3.1 Marketing

Topic 3.2 Meeting customer needs

Topic 3.3 Effective financial management

Topic 3.4.Effective people management

Topic 3.5 The wider world affecting business

The paper is untiered and divided into three sections. Questions will require a mixture of multiple-choice selection, short and extended/long-answers.

These are the areas that are covered from each of the topics;

- Marketing, market research, product trial, repeat purchasing, the product lifecycle, branding and differentiation and building a successful marketing mix.
- Meeting customer needs - design and research development, managing stock and quality, cost effective operations and competitiveness, effective customer service and meeting consumer protection laws.
- Effective financial management - how to improve cash flow, how to improve profit, break even charts and breakeven analysis and financing growth.
- Effective people management - organisational structures, motivation theory, communication and remuneration.
- The wider world affecting business - ethics in business, environmental issues, economic issues affecting international trade and the impact of the government and the EU.

Year 11: Introduction to Economic Understanding (Unit 5) (50%)

(GCSE Business Studies and Economics only) This unit introduces students to the principles of economic understanding to provide a broad national and international perspective of the subject area.

This unit consists of five topic areas.

Topic 5.1 How can I start to think like an economist?

Topic 5.2 Risk or certainty?

Topic 5.3 Big or small?

Topic 5.4 Is growth good?

Topic 5.5 Is the world fair?

The paper is un-tiered and divided into three sections. Questions will require a mixture of multiple-choice selection, short and extended/long-answers.

These are the areas that are covered from each of the topics;

- The fundamental economic principles which underpin understanding.
- The ways in which risk can be minimised and what determines success.
- The strengths and weaknesses of large and small scale operations.
- How growth in both businesses and economies provides benefits to some and costs to others, and the consequent importance of individuals, businesses and governments behaving in ways that take both of these activities into account.
- How winners are created and how assistance and protection are provided for those less fortunate. The primary focus is on international inequality.

GCSE Computer Science (9-1) J276

HEAD OF DEPARTMENT: Mrs J Curtis-Thomas

EXAM BOARD: OCR

Through the qualification students:

- Develop their understanding of current and emerging technologies and how they work
- Look at the use of algorithms in computer programs
- Acquire and apply creative and technical skills, knowledge and understanding of IT in a range of contexts
- Develop computer programs to solve problems
- Evaluate the effectiveness of computer programs/solutions and the impact of computer technology in society

How is this qualification assessed?

Components 01 and 02 are externally examined. Component 03 is centre-assessed and externally moderated by OCR. The full award and units from this qualification are graded A*-G.

Course Summary

Unit title and description	Assessment
Component 01 Computer Systems <ul style="list-style-type: none">• Systems architecture• Memory• Storage• Wired and wireless networks• Network topologies, protocols and layers• Network security• System software• Moral, social, legal, cultural and environmental concerns	1 hour 30 minutes Written paper 40% of the total GCSE
Component 02 Computational Thinking, Algorithms and Programming <ul style="list-style-type: none">• Translators and facilities of languages• Algorithms• High- and low-level programming• Computational logic• Data representation	1 hour 30 minutes Written paper 40% of the total GCSE
Component 03 Programming Project <ul style="list-style-type: none">• Programming techniques	20 hours Practical project 20% of the total

<ul style="list-style-type: none">• Design• Development• Effectiveness and efficiency• Technical understanding• Testing, evaluation and conclusions	GCSE
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Students wishing to take this course must have a MTG of B in Maths

GCSE DRAMA

CO-ORDINATOR: Mrs L Wilkinson

EXAM BOARD: Edexcel

GENERAL INFORMATION

During the course, students will be introduced to different methods of dramatic communication. They will gain a deeper understanding of character, scene structure and dramatic significance. They will explore the potential for developing ideas, creativity and explore meaning.

The transferable skills that GCSE Drama offers are highly valued by the business industry, in particular in leadership and management roles as Drama helps build confidence, teaches students how to lead a team, negotiate and how to create an outcome. Law institutions and Russell Group Universities also recognise the importance of these transferable skills and Drama helps to develop the qualities that are desirable to any employer such as; communication, independent thinkers, team work and listening skills.

For more information: 'The Importance of Drama: Transferable Skills'

<https://www.youtube.com/watch?v=q3DGHtpuV28&safe=active>

CURRICULUM CONTENT:

- Students will explore of a range of play texts, a range of styles and genres of theatre and practitioners who have influenced drama form and style.
- They will undertake a number of practical devising and scripted projects based on a range of themes and styles.
- We offer at least one theatre visit per year and students will write a critical evaluation of their experience as an audience member.
- Students will gain a deeper understanding of Shakespeare's works through practical exploration of the language, characters and themes of a variety of Shakespeare's texts.
- They will take part in our annual Shakespeare Festival performance of an edited and modernised Shakespeare play.

LEARNER ATTRIBUTES:

A positive attitude towards successful practical group work including high attendance and a commitment to lunch or after school rehearsals is a priority.

As well as opportunities through the department, students are encouraged to visit the professional or amateur theatre independently as this will greatly enhance their studies.

An understanding of the written commitment of the subject including coursework, theatre evaluations, research and a written examination

EXAMINATION DETAILS:

Component 1: Devising

Coursework 40% of the qualification – 60 marks

Create and develop a devised piece from stimulus
Analyse and evaluate the devising process and performance.

There are two parts to the assessment:

- 1) a portfolio covering the creating and developing process and analysis and evaluation of this process (45 marks).
- 2) a devised performance (15 marks).

Component 2: Performance from Text

Coursework 20% of the qualification – 48 marks

Students will either perform in and/or design for two key extracts from a performance text. (24 marks).

Component 3: Theatre Makers in Practice

Written examination: 1 hour 30 minutes 40% of the qualification – 60 marks

Section A: Bringing Texts to Life. 45 marks.

This section consists of one question broken into five parts (short and extended responses) based on an unseen extract from the chosen performance text.

Section B: Live Theatre Evaluation. 15 marks.

This section consists of two questions requiring students to analyse and evaluate a live theatre performance they have seen.

GCSE FOOD PREPARATION AND NUTRITION

FOOD TECHNOLOGY: Subject Leader: Mrs S Moodley

EXAM BOARD: TBC

A new exciting GCSE is being offered to Secondary Schools in England called Food Preparation and Nutrition. The Food Technology GCSE will no longer exist. New Food based courses will not be part of the Design and Technology Curriculum at KS4.

Aims of the new Course

1. To equip students with the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating.
2. Make informed decisions about a wide range of further learning opportunities and career pathways within the Food industry.
3. Develop vital life skills that enable them to feed themselves and others affordably and nutritiously, now and in later life.

Structure of the Course

In studying food preparation and nutrition, students must:

- demonstrate effective and safe cooking skills;
- develop knowledge and understanding of functional and sensory properties, chemical processes, microbiological food safety and nutritional content of food and drinks;
- understand the relationship between diet, nutrition, health and lifestyle;
- understand the economic, environmental, ethical and socio-cultural influences on food availability and food choices in Britain.

The course requires students to demonstrate knowledge and understanding of:

- A. Nutrition including Food Science
- B. Food: Food provenance and food choice
- C. Cooking and food preparation
- D. Skill requirements: preparation and cooking techniques

Students are required to have a good working knowledge and background of science (chemistry) so that they can complete their scientific investigation task with confidence.

Content Overview	Assessment Overview	
<p>This content will be covered throughout all three components.</p> <p>Section A Nutrition</p> <p>Section B Food: food provenance and food choice</p> <p>Section C Cooking and food preparation</p> <p>Section D Skills requirements: preparation and cooking techniques</p>	<p>Food Preparation and Nutrition 100 marks 1 hour 30 minutes written examination paper</p>	<p>50% of total GCSE</p>
	<p>Food Investigation Task (Food Science) 45 marks Non-examined assessment (NEA)</p>	<p>15% of total GCSE</p>
	<p>Food Preparation Task 105 marks Three hour practical exam</p>	<p>35% of total GCSE</p>

Homework

Homework will be an integral part of the course and is expected to be completed to a high standard at home. Sometime parents have to get involved with tasting the delicious meals prepared by students.

Finance/Materials

In general terms the course is free. We try to stock as many materials as possible but there may be some expense to parents including:

- Sourcing/buying food ingredients for food products and anything related to practical work and practical exams e.g. digital scales, aprons, containers etc.
- A digital camera or phone camera with own cable or card reader to record work. Students are to make sure the camera is compatible with the school's Windows Operating System.

In cases of hardship please call us and we will try to advise/help.

Practical Lessons

Practical lessons take place on a weekly basis throughout three years of study. A financial commitment is required from parents to fund the ingredients. Students will be able to buy a 'basic cookery pack' at cost from the school. This will include oil, seasonings, standard foil baking tins etc. If you wish to purchase them elsewhere then we can provide you with a list of suppliers.

Health and Safety

This subject is taught in a potentially dangerous environment. Students are expected to understand and comply fully with all Health and Safety rules as set out in the school's recipe book.

Industrial/Business/Education Links

- Student mentoring by STEM ambassadors sourcing materials for use in school projects - Rolls Royce funding for STEM (Food Science projects)
- Rotary Young Chef challenge
- School trip to cookery schools in Europe
- Links with local catering colleges for 'taster' days

GCSE GEOGRAPHY

HEAD OF DEPARTMENT:

Mr B Williams

EXAM BOARD:

AQA (Subject to Ofqual approval)

The Aims

1. Actively engage in the process of geography to develop as effective and independent learners and as critical and reflective thinkers with enquiring minds.
2. Develop knowledge and understanding of geographical concepts and appreciate the relevance of these concepts to our changing world.
3. Develop a framework of spatial awareness, in which to appreciate the importance of the location of places and environments from local to global.
4. Understand the significance of values and attitudes to the development and resolution of issues.
5. Develop responsibility as global citizens and recognise how you can contribute to a future that is sustainable and inclusive.
6. Develop and apply your learning to the real world through fieldwork and other out of classroom learning.
7. Use geographical skills, appropriate technologies, enquiry and analysis.

The Syllabus

Students will study topics from both Unit 1 and Unit 2 (details below).

Unit 1 – Living with the physical environment (physical geography)

Topic 1 - The challenge of natural hazards

Topic 2 - Physical landscapes of the UK

Topic 3 - The Living World

Unit 2 – Human Geography

Topic 1 - Urban issues and challenges

Topic 2 - The changing economic world

Topic 3 - The challenge of resources management

Unit 3: Local Fieldwork Investigation

The Controlled Assessment allows students to complete fieldwork at a local scale. Students will submit an extended piece of written work of 2000 words completed using 20 hours of lesson time.

Paper	Mode of assessment	Weighting	Length
Unit 1	Written examination	35%	1 hour 30min
Unit 2	Written examination	35%	1 hour 30min
Unit 3	2000 word report in controlled conditions	30%	1 day fieldwork, 20 hours classroom time

What skills will be learnt?

Students will develop a wide range of transferable skills throughout the course acquired through fieldwork, the investigation and write up and practice questions.

For the examination students will be expected to do the following:

- Use maps at a variety of scales.
- Interpret photographs and diagrams.
- Extract simple data from graphs, tables and other diagrams.
- Depict information in simple map and diagrammatical form, e.g. drawing graphs.
- Use appropriate geographical vocabulary in written word.

What resources will be used?

TBC – awaiting publication.

DESIGN AND TECHNOLOGY

GCSE GRAPHIC PRODUCTS

HEAD OF DEPARTMENT: Mr T Whitelock

EXAM BOARD: Edexcel

Students wishing to study GCSE Technology in years 10 and 11 will be expected to continue with the subject that they are currently studying in Year 9.

Structure of the Courses

The course is structured as follows:

Year 10 includes:

- an introduction to materials and the processes used to manufacture products
- further study of the design process and its use to design and develop products
- product evaluation and analysis
- practical sessions to make products
- a 'controlled assessment' style project
- controlled assessment project work - design folio/folder
- manufacturing a product under controlled conditions
- related theory work

Year 11 can include:

- completion of controlled assessment project work
- extension projects and competition entries
- revision
- group projects and Technology for life
- preparation for A levels, college or apprenticeships

Both years will include homework which will be an integral part of the course and will allow projects to progress and learning to be tested and reinforced.

Assessment and Qualifications

The course is assessed as follows:

- One 1½ hour exam in the summer of year 11 which accounts for 40% of the GCSE.
- One controlled assessment project which includes a design folder and a product - 60% of the GCSE.

Controlled assessment tasks/themes are set by the examination board and reviewed every two years.

This GCSE Technology course will help students to develop problem-solving skills and decision-making abilities. Learning is student centred and challenging. Activities are designed to prepare students for life-long learning in a technological society encouraging 'individual know-how' and the ability 'to do'. Students are taught; communication skills, project management, time management and are encouraged to

make connections between theoretical concepts and real-world applications. The knowledge base and skill set acquired are transferable making them 'better students' in all areas of study and more sought after by colleges and employers in the future.

Finance/Materials

In general terms the course is free. We try to stock as many materials as possible but there may be some expense to parents including:

- sourcing/buying materials/components for project work
- reprographics/printing of design folders

In cases of hardship please call us and we will try to advise/help.

Health and Safety

This subject is taught in potentially dangerous environments. Health and Safety rules are taught and frequently reviewed. Students are expected to understand and comply fully with all Health and Safety rules.

Industrial/Business/Education Links

The Technology faculty has a number of strong relationships with local companies, businesses and educational establishments. These contacts yield a range of exciting benefits for our students including;

- work experience and work placement opportunities
- advanced notice of apprenticeship and employment openings
- support in project competitions e.g. Engineering Education Scheme
- student mentoring by STEM ambassadors
- STEM ambassador presentations bringing industry into school
- sourcing materials for use in school projects

We plan to expand our range of contacts over the next year in the hope that this will give our Technology students a network outside the school to help facilitate their transition from school to FE, HE and/or the world of work.

Graphic Products Technology

Graphic Products provides the framework to communicate designs in a graphical way to a high industrial standard. It is a course which could lead to a career in Product Design, Graphical Design, Animation, Advertising, etc. The course will build on the knowledge gained in Years 7, 8 and 9 and can be further extended at Advanced Level in the Sixth Form. Information Technology forms a small part of the course.

This course will focus on drawing and modelling skills, and on analysing, designing and manufacturing products with a high Graphic content. Theoretical studies include; looking at the composition and construction of existing products.

Students will be expected to use a range of graphical communication techniques while undertaking a wide variety of exercises and projects such as; computer mouse modelling and advertising displays.

Typical controlled assessment projects include:

- point of sales display for a film DVD
- point of sales display for Computer Game
- point of sales display for music CD

GCSE HEALTH and SOCIAL CARE

CO-ORDINATOR: Mrs G Wilson

EXAM BOARD: Edexcel

GENERAL INFORMATION:

The single GCSE has been developed to allow students who are interested in the processes of Health and Social Care, who may wish to pursue a career in the care services to gain insight into aspects of personal development, health, social care and early years through investigation and evaluation of a range of services and organisations, without committing to the time required for the double award.

CURRICULUM CONTENT:

The course consists of two units – unit 1 and 2. Unit 1 is externally assessed by examination and unit 2 is internally assessed by set tasks under controlled conditions set by the exam board.

This may of course be subject to change under the Government's proposals but at the moment remains as follows –

Unit 1 Understanding Personal Development and Relationships

The unit contains four topics

- Human growth and development
- Factors affecting human growth and development
- Effects of relationships on personal growth and development
- The effects of life events on personal development

Unit 2 Exploring Health, Social Care and Early Years Provision

The unit contains 5 topics

- The range of care needs of major client groups
- How health care, social care and early years services are accessed and the barriers to access
- How health, social care and early years services are provided
- Workers in health, social care and early years
- Care values which underpin service provider interaction

EXAMINATION DETAIL

ALL UNITS 1 AND 2 STUDIED IN YEAR 10 WILL BE ASSESSED AND WORK TOWARDS YEAR 11 FINAL GRADE

Unit 1 module is externally assessed and is 40% of the total GCSE.

It is assessed through a 1 hour and 15 minute examination, sat in Year 11, which has a total of 70 marks.

The paper consists of 15 multiple-choice questions and a series of questions based on case studies and short scenarios.

The unit 2 module is currently internally assessed through an Edexcel set task, completed in class, under controlled conditions. It is internally assessed and externally moderated and is marked out of 50. It is currently worth 60% of the total GCSE course.

GCSE HISTORY

HEAD OF DEPARTMENT: Mr I Hagger

EXAM BOARD: AQA

This new GCSE course covers a wide range of British, European and World History from the 12th century to the present day with a focus on modern European History. This course is broken into two modules, with each module being assessed by a final exam at the end of the course. Each module contains two sections. These are:

Module: UNDERSTANDING THE MODERN WORLD:

This section gives 50% of the overall final grade after a 1½ hour exam of 84 marks.

Period study: **Germany 1890-1945 Democracy and Dictatorship**

Students study three areas of German History:

- 1) Germany and the growth of democracy
- 2) Germany and the Depression
- 3) Germany and the experience of living under the Nazis

Wider World Study: **Conflict and Tension 1919-1939**

Students study three areas of International History:

- 1) Peacemaking 1919-1923
- 2) The League of Nations and International Peace
- 3) The origins and outbreak of the Second World War

Module: SHAPING THE NATION

This section gives 50% of the overall final grade after 1½ hour exam of 84 marks.

Thematic study: **Health and the people 1100 – to the present day**

Students study four areas of British Medical History:

- 1) Medicine stands still
- 2) The beginnings of change
- 3) A revolution in Medicine
- 4) Modern medicine

British Depth Study: **Medieval England, the reign of Edward I**

Students study four areas of Edward's reign:

- 1) Government and the rights of the people
- 2) Life in Medieval England
- 3) Edward's military campaigns in Wales and Scotland
- 4) The Historic environment

Part 4 consists of the study of a historic site specified by the exam board.

The detailed specification is available on the AQA website.

<http://filestore.aqa.org.uk/resources/history/specifications/AQA-8145-SP-2016-V1-0.PDF>

ICT (OCR)

Cambridge Nationals in Information and Communication Technology

HEAD OF DEPARTMENT: Mrs J Curtis-Thomas

EXAM BOARD: OCR

This course has been developed to recognise learners' skills, knowledge and understanding of Information Technology functions, environments and operations.

Learners carry out a range of tasks that have been designed to recognise their achievements in a modern, practical way that is relevant to the workplace.

How is this qualification assessed?

Unit one, Understanding Computer Systems, is a written exam. All other units are centre-assessed and externally moderated by OCR. The full award and units from this qualification are graded as Pass, Merit or Distinction.

Qualifications that are available

	No of points required
National Award	120
Nationals First Certificate	240

All students have to complete the following units:

- Understanding Computer Systems
- ICT Skills for Business
- Spread sheets and/or Database
- Creating an interactive product using multimedia components
- Creating digital images

Students cannot take ICT and Computing at GCSE.

GCSE MEDIA STUDIES

HEAD OF SUBJECT: Miss R Peaty

EXAM BOARD: AQA

General Information:

This is a two year course allowing students to obtain a GCSE in Media Studies. The course comprises two modules of which 60% of the final mark is gained through internally assessed coursework and 40% through an external examination.

Curriculum Content: What kinds of things are studied?

Students will have the opportunity to study a range of media texts, traditional schools of thought and contemporary media theory. They will also have many opportunities to learn about the media through practical production, creating their own media texts in both years, they will find out first-hand what skills are required to create media texts. The practical production task will form part of their coursework portfolio.

In **Year 10**, students study media concepts and theory, how a text is constructed and will produce two coursework assignments. They have traditionally been based around promotion of music (designing CD covers) and promotion of film (designing film posters). With each piece of practical coursework comes a related analytical essay.

In **Year 11**, students will produce their third and final coursework assignment which will require them to produce a large magazine project. An external examination will take place in May/June of that year. Revision sessions and examination practise are also essential components of the Year 11 curriculum.

Assessment: How will the work be assessed?

Students will produce a coursework portfolio; this will form 60% of their final grade and will be internally moderated and assessed. The other 40% will be assessed by means of an external examination at the end of Year 11.

GCSE MODERN FOREIGN LANGUAGES

FRENCH and GERMAN

CO-ORDINATOR: Mrs L Ballard

EXAM BOARD: AQA

GENERAL INFORMATION

Languages are optional at Key Stage 4. At St Martin's, students can choose to study either French or German and keen linguists are able to continue with both languages.

Although careers in languages for their own sake are few, there is an ever increasing demand for knowledge of one or two foreign languages in industry, banking, marketing, insurance, travel and tourism, secretarial work and accountancy. Membership of the European Union and the freedom to live and work in any of the member states has created opportunities for students who have a sound knowledge of one or more foreign languages.

CURRICULUM CONTENT

The GCSE language course is designed to give students a thorough knowledge of everyday French/German which can be used whilst in French or German speaking countries or whilst entertaining French or German guests in this country.

The course not only provides a sound foundation for coping with everyday situations but it also provides a structured and challenging grammatical basis for those who wish to pursue their language studies at a higher level such as A Level. The course also offers an insight into the culture of French and German speaking countries.

The aims of the GCSE course are basically communicative to ensure that students are competent in speaking, listening, reading and writing the language in a number of practical situations.

When studying for GCSE, students cover three themes as follows:

Theme 1: Identity and Culture

Me, My Family and Friends, Technology in Everyday Life, Free time activities, Customs and Festivals in French/ German speaking countries/communities

Theme 2: Local, National, International and Global Areas of Interest

Home town, neighbourhood and region, social issues, global issues, travel and tourism

Theme 3: Current and Future Study and Employment

My studies, life at school/college, Education post-16, jobs, career choices and ambitions

INTERNAL ASSESSMENT

Students are assessed regularly throughout the two years. Progress is monitored by the classroom teacher through class work, tests, homework and self and peer-assessment. Past papers in Listening and Reading are used enabling students to become familiar with the format of the exam and the procedures and criteria involved in their assessment. These tests allow us to build a profile of the candidate and to determine the best level of entry for each individual.

EXAMINATION OVERVIEW

The assessments are based on all themes studied. Students are tested in the four skills of Listening, Reading, Speaking and Writing. Each skill is worth **25%** of the final grade and is tested by public examination in the summer of Year 11.

AQA ASSESSMENT INFORMATION

Listening

35 minutes (Foundation tier)
45 minutes (Higher tier)

Speaking

- 7–9 minutes (Foundation tier) + preparation time
- 10–12 minutes (Higher tier) + preparation time

There are three parts to the speaking exam.

- **Role-play** – (2 minutes at Foundation tier; 2 minutes at Higher tier)
- **Photo card** – (2 minutes at Foundation tier; 3 minutes at Higher tier)
- **General conversation** – (3–5 minutes at Foundation tier; 5–7 minutes at Higher tier)

This exam is conducted by the class teacher but marked by an external examiner.

Reading

45 minutes (Foundation tier), 1 hour (Higher tier)

- Section A – questions in English, to be answered in English
- Section B – questions in French/German, to be answered in French/German
- Section C – translation from French/German into English (a minimum of 35 words at Foundation tier and 50 words at Higher tier)

Writing

Written exam: 1 hour (Foundation tier), 1 hour 15 minutes (Higher tier)

Students complete a structured writing task (approx. 90 words) and an open ended writing task (150 words) in French or German. In addition students complete a translation from English into French or German.

GCSE MUSIC

HEAD OF DEPARTMENT: Mr R Radley

EXAM BOARD: OCR

Curriculum Content:

GCSE Music is about playing music, composing music and listening to music.

In performing work, students will develop their skills on an instrument of their choice or voice. There is no minimum standard required, just a willingness to work hard and develop your skills. However, it would be helpful if students have some ability on an instrument or voice before they start the course. Students can choose to use a computer as their “instrument” in which case they are assessed on how well they can use the music software to create music. Reading musical notation is not an essential skill for the early stages of this course but it would help students to have knowledge of different musical styles and an ability to improvise on their instrument/voice. Throughout the course students will develop an ability to read from notation and understand new musical concepts with clear guidance and support from their music teacher.

During composing work, students will develop their ability to make up their own music. This activity is done **individually** – not in groups as it is in KS3. Students will have the taught session where they will be able to practice compositional work with their peers, linked to topics and areas of study.

During listening tasks, students will listen to and learn about a wide variety of songs from different musical styles such as; Film music, Pop and Rock music, World music and Classical music.

Exam Details:

There is one Listening and Appraising Exam sat in the Summer of Year 11. It lasts for approximately an hour and a half in which students listen to a CD and answer questions on the four areas of Study: Classical; World music; Film music; Pop/Rock music. This exam is worth 40% of the Music GCSE.

Coursework Details

Students submit four pieces of coursework worth 60% of the course:

Performing

1. A solo performance on your chosen instrument
2. A group performance with at least one other student (or more)
(4 minutes combined, but no less than 1 minute per piece)

Composing

3. A free composition set by the learner
4. A composition for your chosen instrument, brief set by the exam board (3 minutes combined total)

General Information:

You do not need to be able to read music fluently to do this course and you do not need any Music Theory Exam grades. The main requirement is that you enjoy playing music and making music up on your instrument or voice.

Possible instrument choices to be assessed on during the course as part of Performance and Composition units are as follows:

Piano, Keyboard, Organ, Voice (all styles), Tuned Percussion, Untuned Percussion, Drum Kit, Acoustic Guitar, Classical Guitar, Electric Guitar, Violin, Viola, Cello, Double Bass, Brass (all types), Woodwind (all types including Flute, Clarinet, Saxophone, Oboe, Bassoon, Recorders), Beatboxing, Rapping/MC'ing, DJ-ing, Sequencing (Music Technology), Cubase/Garageband Software.

GCSE music is a good preparation for A level music or Music Technology courses.

GCSE PHYSICAL EDUCATION

HEAD OF BOYS' PE: Mr T Garrard
Swan

HEAD OF GIRLS' PE: Mrs L

All students will continue to complete at least four lessons in compulsory core physical education every fortnight throughout Key Stage 4. In these lessons skills will be refined and performances will be enhanced through high quality teaching. Students will be asked to perform in a number of previously covered sports, but also in new sporting activities. One of the main focuses of the course will be to promote post-16 physical activity, as well as developing co-operation, communication and teamwork qualities.

Students may also choose an optional GCSE in Physical Education at Key Stage 4. The course will require a further six lessons every fortnight, four of which will be theory based in a classroom and two being practical. The two core units to the GCSE course are:

PRACTICAL PERFORMANCE - 30% OF THE COURSE

Any student who wishes to choose this subject as an option must already be performing at a high level in at least three different activities (please note the different sports available are far more restricted than in previous years), which must include both team sports (such as football/netball/basketball) and individual events (such as athletics/swimming/skiing). Students will complete two practical lessons per fortnight

where they will participate in blocks of work in most mainstream sports. Candidates are assessed in all of these areas, but will eventually only perform in three activity areas for the final exam. It is expected that all the students will attend extra-curricular clubs, represent the school at fixtures and maintain a high level of fitness throughout the duration of the course.

Practical lessons will focus on the acquisition, development and improvement of skills, both in competitive and non-competitive situations, to help to attain higher grades. Towards the end of the course, students will perform their sports in an exam environment.

THE THEORY OF PHYSICAL EDUCATION - 70% OF THE COURSE

Students will complete four theoretical lessons per fortnight. During these lesson times, students will develop an in depth knowledge and understanding of many topics (e.g. sports psychology, sociology, basic biomechanics, fitness, anatomy and physiology, training and injuries). Theory lessons will require students to maintain a comprehensive folder of notes and worksheets. Regular formal assessments will need to be completed and homework will be set every week. Finally in 2018 the students will have to complete two final written exams worth 60% of the final mark.

In addition to this, students will need to plan and complete a personal exercise programme to improve one of their chosen activities, which is worth 10% of the final grade. This will comprise of a detailed written piece of work based upon one sport and how all aspects of health, fitness and performance can be affected. This reflective piece of work will be assessed and presented to an external examiner.

The new style GCSE course is heavily biased towards a detailed theoretical application of knowledge and if you have any further questions, please feel free to speak with either of the staff named above.

DESIGN AND TECHNOLOGY

GCSE RESISTANT MATERIALS

HEAD OF DEPARTMENT: Mr I Wilson

EXAM BOARD: Edexcel

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Structure of the Courses

The course is structured as follows:

Year 10 includes:

- an introduction to materials and the processes used to manufacture products
- further study of the design process and its use to design and develop products
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- controlled assessment project work - design folio/folder
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Both years will include homework which will be an integral part of the course and will allow projects to progress and learning to be tested and reinforced.

Assessment and Qualifications

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encouraging 'individual know-how' and the ability 'to do'. Students are taught; communication skills, project management, time management and are encouraged to make connections between theoretical concepts and real-world applications. The knowledge base and skill set acquired are transferable making them 'better students' in all areas of study and more sought after by colleges and employers in the future.

Finance/Materials

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Industrial/Business/Education Links

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- work experience and work placement opportunities
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- support in project competitions e.g. Engineering Education Scheme
- student mentoring by STEM ambassadors
- STEM ambassador presentations bringing industry into school
- sourcing materials for use in school projects

We plan to expand our range of contacts over the next year in the hope that this will give our Technology students a network outside the school to help facilitate their transition from school to FE, HE and/or the world of work.

Resistant Materials Technology

This course has grown out of the 'traditional' Woodwork and Metalwork courses of 25 years ago. A huge range of materials, subassemblies and components can now be used to design and make functional and aesthetically pleasing products. This includes the use of some electronic, electrical and electromechanical components e.g. LEDs, motors, buzzers, gears, mechanisms etc. Students learn how to incorporate these into structures, cases, boxes etc. made from timbers, metals, plastics and ceramics.

Students gain a wide range of knowledge and skills that would be particularly beneficial for those thinking of a career involving aspects of designing, engineering, construction or manufacturing. Life and work related skills are taught and include: project and time management, safe working in workshops, planning, and working in groups.

Students will be expected to communicate their design ideas using a range of graphical techniques and products are developed using modelling. The principles of CAD/CAM are taught and students are taught to select and use hand tools, machine tools and ICT tools.

Typical controlled assessment themes/tasks may include:

- storage - jewellery, valuables, bathroom consumables
- lighting - adjustable homework lamp, nightlight, mood lighting
- toys and games - educational toy to help children count, cart/buggy to carry other toys
- The garden - a garden trolley, a grabbing device for picking up small pieces of garden debris

Education Reforms

Current reforms have made planning new courses difficult. In the future we hope to introduce an engineering course but we will only do this when we are able to make an informed selection from the courses offered by the examination boards. If we offer engineering in Years 10 and 11 interested students will be selected from Year 9 resistant materials groups. We will distribute more information as and when we have been able to select an appropriate course for our students.

GCSE SOCIOLOGY

HEAD OF DEPARTMENT: Miss R Roberts

EXAM BOARD: AQA

CURRICULUM CONTENT:

The Sociology department follows the AQA syllabus and the course is designed to give students a detailed insight into the social structure of modern Britain. The final assessment consists of two written examinations.

The course is divided into the following areas; each topic is followed by a formal assessment.

YEAR 10

Term One

Studying Society

This introductory topic examines key sociological terms and concepts such as social structure, social processes and social issues.

Sociological Research Methods

This topic introduces methods used by sociologists to study society such as questionnaires, interviews and observation.

Term Two

Education

This topic looks at issues such as differences in educational achievement and the function of education. Key questions include - Why do middle class children do better at school?

Family

This topic includes discussion of the different types of family that exist in Britain, the reasons for the increase in marital breakdown and divorce, and changes in the relationship between men and women and parents and children.

Term Three

Crime and Deviance

This topic examines sociological explanations for criminal behaviour and why some people are more likely to commit a crime than others. Key questions include - What are the consequences of crime for victims and communities?

Mass Media

This topic examines the significance of mass media on the audience and how the media is a source of power. Key questions include - Does the media cause violence?

YEAR 11

Term Four

Power

This topic introduces the role of citizens in the political process and why social factors such as gender and social class influence political participation. Key questions include - Who holds power in British society?

Term Five

Social Inequality

This topic examines the unequal distribution of wealth, income and power. Students will also examine the ways in which life chances are influenced by difference in wealth, power and status. This topic also examines other factors which influence our life chances such as gender, ethnicity and age.

Term Six

Final preparation and revision.

ASSESSMENT

The exam consists of two papers - Unit 1 [50% of exam grade] and Unit 2 [50% of exam grade].

DESIGN AND TECHNOLOGY

GCSE TEXTILES

HEAD OF DEPARTMENT: Mrs S Rainbird

EXAM BOARD: Edexcel

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Structure of the Courses

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make connections between theoretical concepts and real-world applications. The knowledge base and skill set acquired are transferable making them 'better students' in all areas of study and more sought after by colleges and employers in the future.

Finance/Materials

In general terms the course is free. We try to stock as many materials as possible but there may be some expense to parents including:

- sourcing/buying fabrics and other materials for project work
- reprographics/printing of design folders

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Health and Safety

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Industrial/Business/Education Links

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- student mentoring by STEM ambassadors
- STEM ambassador presentations bringing industry into school
- sourcing materials for use in school projects

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Textiles Technology

This course will be of considerable benefit to all students who have an interest in the many facets of the fashion industry. The course includes designing and making clothing, fashion items and soft furnishing products. The latest CAD/CAM equipment including a computerised sewing machine will be used by the students for making their own items. Students interested in any aspect of the field of fashion: from personal interest, as a future career in fashion designing, marketing, textile science, management in fashion stores, making clothes and fashion accessories will find this an interesting and useful course.

Students will be expected to use a range of fabrics, materials, designs, tools and equipment to make a good quality item from textiles. Students are expected to carry out independent research into existing textile products as part of their studies. Students will be given opportunities to develop the skills gained in Years 7-9. Candidates will be encouraged to develop their confidence to design, make and modify products for identified purposes selecting and using resources effectively.

Typical controlled assessment projects include:

- prom dresses
- 1950's style dresses
- children's fancy dress costumes

CAREERS EDUCATION AND GUIDANCE

CAREERS CO-ORDINATOR: Mr M Smith

Careers Education at St Martin's School begins from Year 7. Students are made aware of a variety of issues which are relevant to careers development, such as learning more about themselves and knowledge of the employment areas. There are timetabled lessons in Years 7, 8, 9, 10 and 11. The school uses a range of materials to help reinforce student understanding of careers. Additional provision is taught in Year 9, partly linked to curriculum choices at Key Stage 4.

In Years 10 and 11 students learn about topics including; what work do people do and why people work, career possibilities and choices, exploring skills, employment law, CV preparation etc.

During Years 10 and 11 students will have careers education and guidance modules as part of their timetabled lessons. We assist students to plan ahead looking at career opportunities as well as ways of achieving their goals. The students are made aware of information about careers and they are encouraged to use the extensive Careers Library. The school's computer network includes a variety of general and specific careers programmes, including I-Essex, KUDOS, Launchpad and Careerscape which is a database giving information on Higher Education courses.

At present, we have an independent careers adviser that attends school to offer advice to students in KS4. This takes the form of individual interviews. As part of the individual interview students develop an Action Plan to enable them to plan their future more effectively.

Many students progress to courses offered in St Martin's School Sixth Form. Students, whose education and career pathways mean leaving St Martin's School at the end of Year 11, will have extra emphasis given to them to help plan for their future.

A programme of Careers Education and Guidance continues in the 6th Form to provide continuity and progression.

At school we will continue to do our utmost to maintain good relationships with industry, commerce, other educational establishments and the local careers service and assist in the furtherance of our students' future careers.