

ST
*M*ARTIN'S SCHOOL



**CURRICULUM BOOKLET
YEARS 10 & 11
2023 - 2025**



Be The Best You Can Be

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FOREWORD BY THE HEADTEACHER

The Key Stage 4 curriculum at St Martin's School gives each student an individualised pathway to progress onto the next stage of their life-long learning journey. It successfully builds on the knowledge, skills and understanding that they have developed throughout Key Stage 3.

There are two pathways which include core subjects of English Language, English Literature Mathematics, Science and PE (non-examined). Students also have a choice of options from a full complement of GCSE and BTEC options which are appropriate for each student. The options available on each pathway ensure there is a wide choice of subjects and the right programme of study is available for all.

There will be opportunities for your child to receive individualised advice, guidance and information about their option choices. It is important to remember to ensure students do not choose a subject because of the teacher or friendship groups as they may well be in different classes from their friends and might not have their preferred teacher for the next academic year.

The decisions you will be making over the coming weeks are very important and the planning and construction of the pathways and the options process have been extremely carefully considered. This, combined with total commitment from the students, outstanding teaching and your continued full support will ensure a successful Key Stage 4 and will see your child on the right route to achieve their full potential and *Be The Best They Can Be*.

Kind regards



Ian Smyrk
Headteacher

January 2023

INTRODUCTION

Our aim at St Martin's is 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 Literature, English Language, Mathematics and Combined Science, as well as enjoying lessons of Core PE every fortnight. Personal, Social, Health, Citizenship and Economic Education (PSHCE) is delivered during timetabled lessons once per fortnight and in enhanced workshops.

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

SCHEDULE FOR KEY STAGE 4 SUBJECT SELECTION

23 January 2023	Options booklet made available for parents and carers to download from St Martin's website and a letter explaining the options process.
10 February 2023	Parents and carers receive their options forms via email as well as their pathway information.
22 February 2023	Key Stage Curriculum Meetings (Face-to-face meeting for students and parents or carers, with the pastoral team and subject leaders)
13 March 2023	Submission deadline for completed Year 9 options forms to be sent via email to the Year 9 administrator Mrs Camy at dcamy@st-martins.essex.sch.uk

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?

PARENTS or GUARDIANS

- 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.

GCSE ENGLISH LANGUAGE
and
GCSE ENGLISH LITERATURE

HEAD OF FACULTY: 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)

Paper 1 (50%) 1hr 45m Explorations in Creative Reading and Writing	20 th /21 st century literary fiction; writing to describe/narrate
Paper 2 (50%) 1hr 45m Writers' Viewpoints and Perspectives	19 th /20 th /21 st century non-fiction and literary non-fiction; writing to discuss/argue/ persuade
Non-examination assessment – Spoken Language: Individual Presentation	

GCSE English Literature (AQA 8702)

Paper 1 (40%) 1hr 45m Shakespeare and the 19th Century Novel	"The Merchant of Venice" W. Shakespeare "A Christmas Carol" C. Dickens
Paper 2 (60%) 2hr 15m Modern Texts and Poetry	"An Inspector Calls" J.B. Priestley AQA Poetry Anthology: Power & Conflict Unseen Poetry

Curriculum Content

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

Year 10	Year 11
"The Merchant of Venice" "A Christmas Carol" 20 th /21 st century literary fiction Writing to describe/narrate Unseen Poetry "An Inspector Calls"	AQA Poetry Anthology: Power and Conflict 19 th /20 th /21 st century non-fiction/literary non-fiction Writing to discuss/argue/persuade Individual presentation and response (Spoken Language Assessment) <u>Revision of all course elements</u>

GCSE MATHEMATICS

HEAD OF FACULTY:	Miss N O'Hare
YEAR 10/11 MATHS CO-ORDINATOR:	Miss O Wright
EXAM BOARD:	Edexcel

GENERAL INFORMATION

We run a linear GCSE course in Mathematics throughout years 9 to 11. Students study one of two levels: Higher or Foundation. The examination will consist of three 1 hour 30 minute exam papers – one Non-Calculator, two Calculator.

Small assessments are undertaken continually with larger more formal assessments every term throughout Years 10 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 the new grading system is now in operation along with more challenging GCSE exam papers and more demanding content.

CURRICULUM OVERVIEW

Domain Area	Weighting of marks per Assessment Series	
	Foundation tier	Higher tier
Number	25%	15%
Algebra	20%	30%
Ratio, proportion and rates of change	25%	20%
Geometry	15%	20%
Probability and statistics	15%	15%

The examination has three Assessment Objectives:

- AO1 – Use and apply standard techniques
- AO2 – Reason, interpret and communicate mathematically
- AO3 - Solve problems within mathematics and in other contexts

More details about the curriculum content and changes can be found here <https://www.gov.uk/government/publications/gcse-mathematics-subject-content-and-assessment-objectives>.

GCSE COMBINED SCIENCE

CO-ORDINATOR: Mrs S Baxter

EXAM BOARD: AQA

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

The Science department provides two courses at GCSE; Combined Science and Separate Science (an option subject).

General Information

The content will start being taught in Year 9, and is continued into Year 10 and 11, for all students and will be examined in May/June of year 11. Students will sit six exam papers of equal weighting, regardless of their tier of entry. Exam papers will include a range of question types, including multiple choice, short answer and those that require extended responses.

All students are expected to carry out required practical activities as set by the exam board, which include opportunities for experimental problem solving.

This course prepares students for the possibility of continuing their study of Science into sixth form.

Combined Science

Students who do not select Separate Science as an option, will study GCSE Combined Science, which is worth two GCSEs. This qualification contains topics from Biology, Chemistry and Physics as shown below.

Combined Science (Trilogy) - 8464		
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
https://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464		

PERSONAL, SOCIAL, HEALTH, CITIZENSHIP and ECONOMIC STUDIES (PSHCE)

CO-ORDINATOR: Miss L Barnes

EXAM BOARD: N/A

General Information

All KS4 students study PSHCE as part of the St Martin's curriculum. PSHCE is not a GCSE subject but is taught so that students are able to gain knowledge and skills that they can utilise in school, out of school and in their futures.

Students study PSHCE from Year 7, with each year building upon prior learning and age appropriate content. Students study a range of topics including careers, relationship and sex education and money management with the intention that they are able to utilise the knowledge and skills in their own lives and make safe and sensible choices as they mature.

PSHE Curriculum

The curriculum below is subject to change as trends and events occur locally and nationally which may mean the lessons adapt and change to cover these as they occur.

PSHCE Year 10 and Year 11		
Health and Wellbeing	Relationships and Sex Education	Living in the Wider World
<ul style="list-style-type: none"> • Substance Use and Assessing Risk • Substance Use and Managing Influence • Help Seeking and Sources of Support • Body Image • Understanding our own Emotional Needs and Wellbeing • Managing Stress • Using Self-Management and Efficacy Tools • Smoking and Vaping • Drugs Refresher • Donation (Blood, Organ and Stem Cell) • Online Safety • Managing Exam Stress 	<ul style="list-style-type: none"> • Managing Relationship Conflict • Pressure, Persuasion and Coercion • Addressing Relationship Abuse • The Impact of Pornography • Discrimination in Different Forms • Challenging Extremism • Promoting Diversity and Equality in the Community • Online Relationship Safety • Family Conflict • The Role of Intimacy and Pleasure • Sexual Health, Fertility and the Routes to Parenthood • Long-Term Commitments • Pregnancy and Pregnancy Challenges (Fertility, Miscarriages, Adoption and Abortion) • Changing Relationships 	<ul style="list-style-type: none"> • Aspirations and Career Progression • Writing a Successful CV • Interview Techniques • Debt and Gambling • Fraud and Cybercrime • Financial Exploitation • Managing Money Safely • Post 16 Options • Understanding Politics (Voting)

GCSE ART AND DESIGN

HEAD OF DEPARTMENT: Mrs A Ashby & Mrs H Lee

EXAM BOARD: AQA

AIMS OF THE COURSE:

This course is the first step towards developing a student's creativity, organisation and perseverance in art. This will help students to compile a portfolio of work to enable their art education to continue through sixth form to further education, or a variety of apprenticeships and the vast opportunities that the creative industry has to offer. This course will contribute greatly to students considering a career in any aspect of art and design: fashion and textiles, advertising, furniture design, architecture, jewellery, theatre design, game design, pottery, interior design and studio work, to name a few. The transferable skills gained during this course will give students the ability to think creatively, solve problems imaginatively and refine their motor skills. The creative industry is growing rapidly with now thousands of fields/positions of creative interest. Students who undertake this course will have the opportunity to explore a variety of specialisms and will be educated in career options that are available to them in the future. If students are prepared to work hard, have enthusiasm and an interest in the subject, they will enjoy the course and achieve well.

STRUCTURE OF THE COURSE:

Content Overview

Students will use a wide range of media tailored specifically to their own interests and talents, including work in 2D, 3D, watercolour, acrylic paint, printmaking methods, and photography/Adobe Photoshop. Students 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.

Year 10

When students start their GCSE in Art, they begin their coursework unit (Component 1) with an emphasis on foundation skills. This foundation course provides the students a series of practical workshops in which they explore techniques and materials whilst developing and refining their skills in observation and development. Thereafter, in Year 10, students are supported to choose a title from a range of given themes. This will form their extended portfolio and students are supported to use their own ideas and initiative to complete this work throughout 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 sees the student develop and consolidate their extended portfolio, which will be completed in the first term of Year 11. This extended portfolio of coursework alongside the workshops completed in Year 10, counts for 60% of the final GCSE grade. Their Externally Set Task (Component 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.

MONITORING AND ASSESSMENT

Assessment Overview

LEVEL OF ENTRY	Component 1 Portfolio	Component 2 Externally Set Assignment	AVAILABLE GRADES
GCSE	60%	40%	9-1

Component 1 Portfolio (60%) - Students choose from pre-set themes provided by the art department, working independently developing ideas. This is assessed out of 96 marks (24 marks per Assessment Objective). It is imperative that students work to deadlines given for their coursework as this informs the highest weighting from the two components.

Component 2 Externally Set Assignment (40%) - Students will have a choice of themes from set starting points provided by the AQA exam paper. This is assessed out of 96 marks (24 marks per Assessment Objective).

Assessment Objectives

Each Assessment Objective (AO1, AO2, AO3, AO4) has equal weighting towards the overall assessment grade for both the coursework unit and examination unit.

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.

Monitoring

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.

COURSEWORK AT HOME

Home learning is very important. It is expected that students spend at least three hours per week on this at home and/or in after school art club. Homework is often a continuation of classwork which contributes to the student's portfolio of coursework. All work is marked with the same weighting, therefore should be completed to the best standard whether in class or at home. In order to successfully produce their work at home, students should have access to a selection of equipment. The art department run regular weekly lunch and afterschool sessions where students can use the art rooms to complete their coursework under teacher guidance and with specialist materials.

FINANCE/MATERIALS

In general terms the course is free, but it is strongly advised that GCSE students purchase a set of art materials to use at home. The art department will provide a list of recommended materials, or offer of an art pack that can be purchased from school. In cases of hardship please call us and we will try to advise/help.

GCSE BUSINESS STUDIES

HEAD OF BUSINESS STUDIES: Miss S McDonagh

EXAM BOARD: Edexcel (Business Studies) / OCR (Economics)

Curriculum content

A qualification in 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.

Year 10: Investigating small business (50% of the qualification)

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, short answer and extended writing questions.

This unit contains five topic areas:

- Topic 1.1** Enterprise and entrepreneurship
- Topic 1.2** Spotting a business opportunity
- Topic 1.3** Putting a business idea into practice
- Topic 1.4** Making the business effective
- Topic 1.5** Understanding external influences on a business

Term one

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

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

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 business 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 external influences on business: market demand and supply, interest rates, exchange rates, business cycles, business decisions and stakeholders.

Year 11: Building a business (50% of the qualification)

This unit builds on Year 10 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 2.1** Growing the business
- Topic 2.2** Making marketing decisions
- Topic 2.3** Making operational decisions
- Topic 2.4** Making financial decisions
- Topic 2.5** Making human resource decisions

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

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

- methods of growth, changing ownership and aims of businesses, globalisation, ethics, and the environment
- marketing, market research, product trial, repeat purchasing, the product lifecycle, branding and differentiation and building a successful marketing mix
- business operations, production processes, working with suppliers, managing stock, managing quality, the sales process, customer service
- effective financial management - how to improve cash flow, how to improve profit, breakeven charts and breakeven analysis and financing growth
- effective people management - organisational structures, motivation theory, communication and remuneration

GCSE COMPUTER SCIENCE

HEAD OF DEPARTMENT: Mr J Spencer

EXAM BOARD: AQA

Through the qualification students will:

- 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 1 and 2 are externally examined.

Course Summary

Unit title and description	Assessment
<p>Paper 1: Computational thinking and programming skills</p> <ul style="list-style-type: none"> • Translators and facilities of languages <ul style="list-style-type: none"> • Algorithms • High- and low-level programming <ul style="list-style-type: none"> • Computational logic • Data representation 	<p>2 hours Written paper 50% of the total GCSE</p>
<p>Paper 2: Computing concepts</p> <ul style="list-style-type: none"> • Systems architecture <ul style="list-style-type: none"> • Memory • Storage • Wired and wireless networks • Network topologies, protocols and layers <ul style="list-style-type: none"> • Network security • System software • Moral, social, legal, cultural and environmental concerns 	<p>1 hour 45 minutes Written paper 50% of the total GCSE</p>

GCSE DESIGN AND TECHNOLOGY

with a technical specialism in either:

GRAPHICS, RESISTANT MATERIALS or TEXTILES

HEAD OF DEPARTMENT: Mrs B Lewis

EXAM BOARD: AQA

Assessment and Qualifications

The course is assessed as follows:

- One 2 hour exam in the summer of year 11 which accounts for 50% of the GCSE.
- One Non Examined Assessment (NEA) project which includes a design folder and a product - 50% of the GCSE. To be completed in the chosen technical specialism for example: Graphics.

The Non Examined Assessment (NEA) consists of a single 'design and make' activity, which will arise from investigating one of three Contextual Challenges set by the exam board which are released annually on 1 June in the year prior to the submission of the NEA. Sample contextual challenges could include:

- A high profile event
- Addressing the needs of the elderly
- The contemporary home
- Children's learning and development
- The world of travel and tourism

Structure of the Course

Students will study core technical and designing and making principles, including a broad range of design processes, materials, techniques and equipment. Students will also study the chosen specialist technical principles in greater depth i.e. Graphics, Resistant Materials or Textiles. Science and Maths principals underpin some of the technical knowledge, with 15% of the exam using Maths within the questions.

Year 10 includes:	<ul style="list-style-type: none"> • Practical sessions to manufacture prototype products using specialist equipment • Designing for a need/problem • 2D and 3D drawing • Theory work on chosen specialist technical specialism and core materials and processes used in Design and Technology • Critical product analysis • Study of the design process and its use to design and develop products • Preparation for Non Examined Assessment (NEA) project work
Year 11 includes:	<ul style="list-style-type: none"> • Completion of Non Examined Assessment (NEA) project • Theory work on chosen specialist technical specialism and core materials and processes used in Design and Technology

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

This GCSE Design and 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 and time management and are encouraged to make connections between theoretical concepts and real-world applications. The knowledge base and skill set acquired are transferable and can aid their wider studies whilst equipping them with more sought after skills desired by colleges and employers in the future.

Material Specialisms

Graphics

Graphics provides the framework to communicate designs in a graphical way to a high industrial standard predominantly using paper, board and polymers. It is a course which could lead to a career in Product Design, Graphic Design, Animation, Advertising and much more. 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 designing, drawing, modelling, product analysis, problem solving and manufacturing prototype products. Theoretical studies include core technical principles, specialist technical principles and designing and making principles. Students will learn relevant mathematical techniques to enable them to support and justify design decisions.

Resistant Materials

Resistant Materials provides the framework to formulate innovative design solutions to real design problems predominantly using woods, metals and polymers. It is a course which could lead to a career in Product Design, Engineering, maintenance/fitting and much more. 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 designing, drawing, modelling, product analysis, problem solving and manufacturing prototype products. Theoretical studies include core technical principles, specialist technical principles and designing and making principles. Students will learn relevant mathematical techniques to enable them to support and justify design decisions.

Textiles

Textiles provides the framework to formulate innovative design solutions to real textiles problems. It is a course which could lead to a career in Product Design, Fashion Design, Costume Design and much more. 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 designing, drawing, modelling, product analysis, problem solving and manufacturing prototype products. Theoretical studies include core technical principles, specialist technical principles and designing and making principles. Students will learn relevant mathematical techniques to enable them to support and justify design decisions.

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 the sourcing/buying of materials/components for project work. 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.

GCSE DRAMA

HEAD OF DEPARTMENT: 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 thinking, 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 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.
- They will take part in two pieces of practical work presented to an audience of peers and younger years during year 10 and two formally assessed practical performances in year 11.
- Students will prepare for a written examination in which they will answer questions from the perspective of an actor, director and designer.

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

HEAD OF DEPARTMENT: Mrs L Fowkes

EXAM BOARD: Eduqas(WJEC)

Aims of the 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 apart from becoming a chef.
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	
This content will be covered throughout all three components. Section A Nutrition Section B Food: food provenance and food choice Section C Cooking and food preparation Section D Skills requirements: preparation and cooking techniques	Food Preparation and Nutrition 100 marks 1 hour 45 minutes written examination paper	50% of total GCSE
	Food Investigation Task (Food Science) 45 marks Non-examined assessment (NEA)	15% of total GCSE
	Food Preparation Task 105 marks Three hour practical exam	35% of total GCSE

Homework

Homework will be an integral part of the course and is expected to be completed to a high standard at home. Time plans and written evaluations are expected for every practical lesson. Be aware that there is a tremendous amount of written work attached to practical lessons. Sometimes parents have to get involved with tasting the delicious meals prepared by students and give written feedback.

Finance/Materials

In general terms the course is free. We try to stock as many materials as possible but there will 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.

Food experiment lessons

They will be done within the course. Students are expected to work with the same lab partner throughout the course.

Practical Lessons

Practical lessons take place on a weekly basis throughout two 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, food experiments 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)
- School trip to cookery schools in Europe and Abroad.
- Visits to local 'Food' markets in London or Food shows.

GCSE GEOGRAPHY

HEAD OF DEPARTMENT: Miss R Smith

EXAM BOARD: AQA

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 - The Living World

Topic 3 - Physical landscapes of the UK

Unit 2 – Challenges in the human environment (Human Geography)

Topic 1 - Urban issues and challenges

Topic 2 - The changing economic world

Topic 3 - The challenge of resources management

Unit 3: Geographical applications

Unit 3 is a synoptic paper which is split into two sections, section A and section B. A pre-released resource booklet will be available 12 weeks before the exam. In section A, students will be required to apply the knowledge they have gained from units 1 and 2 to a geographical issue. Section B is based around fieldwork which students will carry out during the course. Students will carry out two pieces of fieldwork; one linked to their physical geography the other with their human geography.

Paper	Mode of assessment	Weighting	Length
Unit 1	Written examination	35%	1 hour 30min
Unit 2	Written examination	35%	1 hour 30min
Unit 3	Written examination	30%	1 hour 15 minutes

What skills will be learnt?

Students will develop a wide range of transferable skills throughout the course acquired through fieldwork, investigation, 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?

GCSE Geography AQA approved textbooks.

BTEC LEVEL 1/LEVEL 2 FIRST AWARD HEALTH AND SOCIAL CARE

HEAD OF DEPARTMENT: Ms R Fearne

Examination Board: OCR

General information:

The Level 1/ 2 Cambridge National tech award in Health and Social Care is equivalent to one GCSE grade 8/9 – 1/2.

The Cambridge National tech award has been designed to encourage learners to take responsibility for their own learning and to develop the skills essential for employment, as well as progression into further vocational training or academic education. To be successful, it is vital that students are able to work independently and they must be very well organised in order to meet all of the coursework deadlines.

The Cambridge National tech award level 1/2 in Health and Social Care has been structured to enable learners to develop their knowledge, skills and understanding of the health and social care sectors. Using ICT generated research, they will be expected to analyse and interpret data from primary and secondary sources, as well as conduct research in Health, Social Care and Early Years settings. It will be taught in the context of real, anonymous, health and social care situations, including evaluating case studies, role plays, and guest speakers, delivering presentations and creating reports.

Assessment:

The assessment of each of the units is based on the achievement of learning aims with specified assessment criteria that must be met.

During the course you carry out case study assignments which are internally assessed and verified. There is also 1 externally assessed examination that is sat in the second year of the course.

A grading scale of Pass, Merit, Distinction and Distinction* is applied at Level 2. It is also possible to gain a qualification at Level 1.

Component	Title	Level	Assessment	Percentage overall Grade
1.	RO32 – Principles of Care in health and Social Care settings (exam, Summer 2024)	1/2	External exam, Summer term of Year 11	30%
2.	RO33 – Supporting individuals through life events (NEA - coursework)	1/2	Internal assessment - NEA (coursework style)	30%
3.	RO34 – Creative and therapeutic activities (NEA - coursework)	1/2	Internal assessment - NEA (coursework style)	40%

What careers could this lead me to?

This course is ideal for anyone wanting to pursue a career working with people in a caring role, nursing, midwifery, social work, nursery nursing, as a counsellor, within the medical profession, or working with the elderly.

Progression

This course could lead directly to A-levels, Level 3 BTEC Nationals, Level 3 Cambridge Technicals or a mixture of these. Students may want to work in the Health or Social Care sector as a trainee or apprentice. Whatever you chose, this course will help you build transferable skills and knowledge which will be of benefit wherever you progress to next.

Recommended Textbook: Cambridge National in Health and Social Care Student book – (ISBN 9781009159272)

GCSE HISTORY

HEAD OF DEPARTMENT: Mrs J Cooper

EXAM BOARD: AQA

This GCSE course covers a wide range of British, European and World History, from the 11th century to the present day, with a focus on Modern World History. The 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.

Module: UNDERSTANDING THE MODERN WORLD:

This section gives 50% of the overall final grade after a 2-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) Peace-making 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 a 2-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: **Elizabethan England c1568-1603**

Students study four areas of Elizabeth's reign:

- 1) Elizabeth's court and parliament
- 2) Life in Elizabethan times
- 3) Troubles at home and abroad
- 4) The Historic environment of Elizabethan England: 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>

GCSE MEDIA STUDIES

HEAD OF SUBJECT: Miss S Underwood

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 with 70% of the final mark gained through an external examination and 30% through internally assessed coursework.

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 the opportunity to learn about media through practical production, creating their own media texts in the final year. They will find out first-hand which skills are required to create media texts.

In **year 10**, students study the four crucial media concepts - FORM, AUDIENCE, INSTITUTION and REPRESENTATION. Students will look at the effects of the media, by investigating proposed theories, and study how texts are constructed to create those effects. Students will sit a Pre-Public Examination at the end of the year to prepare them for their final assessment in year 11.

In **year 11**, students will produce one piece of coursework which will require them to respond to a media brief in the role of a media professional. For the practical piece a written evaluation will also be required. An external examination will take place in May/June of that year. Two exams will be completed in total. Both exams focus on CSPs (close study products); which are from varying media platforms. Students will study these products in class explicitly connecting them to the core concepts in media – FAIR (form, audience, institution and representation). Revision sessions and examination practise are also essential components of the year 11 curriculum.

Assessment: How will the work be assessed?

Students will produce one piece of coursework; this will form 30% of their final grade and will be internally moderated and assessed. The other 70% will be assessed by means of an external examination at the end of year 11.

GCSE MODERN FOREIGN LANGUAGES
FRENCH and GERMAN

HEAD OF FACULTY: Mrs L Ballard

EXAM BOARD: AQA

GENERAL INFORMATION

Students are placed on one of two options pathways during year 9. Students on options pathway 1 will be required to study a language at GCSE. Although students who are on options pathway 2 will not be required to study a language, it is our hope that many of them will choose to do so. Keen linguists may continue to study both languages at GCSE.

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. Our relationship with countries in Europe and the possibility to live and work in any of those countries have 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 classwork, 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 M Harris

EXAM BOARD: OCR

Curriculum Content:

GCSE Music is a hugely enjoyable course for **all** students that is about playing music, composing music and listening to music. It is one of the few subjects that has more emphasis on coursework (performing and composing – 60%) than exam (40%), and is a broad and exciting curriculum tailored to all types of musicians.

In performing work, students will develop their skills on an instrument of their choice, voice or music technology. There is no minimum standard required, just a love of music and a willingness to work hard and develop musical skills. It would be helpful if students have some ability on an instrument or voice before they start the course, to help with confidence and creativity, however students can choose to use an iMac 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 or 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.

Students will have the taught sessions where they will be able to practice composition tasks with their peers, linked to topics and areas of study. During composing work, students will develop their ability to make up their own music in groups before completing their coursework individually.

During listening tasks, students will listen to and learn about a wide variety of songs from many different musical styles.

Exam – 40%:

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: The Concerto Through Time, Rhythms of the World, Film Music and Conventions of Pop. This exam is worth 40% of the Music GCSE.

Coursework – 60%:

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)
(Four minutes combined, but no less than one 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
(Three minutes combined total)

General Information:

You do not need to be able to read music 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), 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), GarageBand software.

GCSE Music is excellent preparation for A-level Music or Music Technology courses.

GCSE PHILOSOPHY, RELIGION AND ETHICS

HEAD OF DEPARTMENT: Mr D Shoker

EXAM BOARD: AQA (Religious Studies A)

WHY STUDY PRE:

- Students will have the opportunity to study real life issues that affect us all and engage in discussions about the impact of religious **and** non-religious belief on today's society.
- PRE helps to develop skills in analysing and constructing arguments that will prove invaluable for further study and employment.
- Gives students the chance to develop crucial employability skills like empathy, resilience and communication.

SYLLABUS CONTENT:

All students study two components with reference to a number of world religions (Christianity, Islam, and Hinduism) and non-religious worldviews.

Component 1: The study of religions: beliefs, teachings and practices

	Christianity	Islam
Section A Beliefs and Teachings	The Nature of God Beliefs about the Trinity Sin and Salvation The Problem of Evil	Sunni and Shi'a Islam Beliefs about God, angels and life after death Prophethood and the Qur'an
Section B Practices	Forms of worship The purpose of prayer Persecution and Reconciliation Pilgrimage to Lourdes and Iona	The Five Pillars of Islam The meaning of Jihad Festivals, including Eid-ul-Adha, Eid-ul-Fitr and Ashura

Component 2: Thematic studies

Crime and Punishment	Students explore concepts of right and wrong, conscience, the appropriateness of different forms of punishment such, the debate surrounding the death penalty and religious beliefs about repentance and forgiveness.
Relationships and Family	Students study the ethical questions raised by the changing nature of the family, sexuality and views on contraception.
Peace and Conflict	Students study different responses to war and the use of violence considering questions such as when is it ok to go to war? What weapons are morally acceptable in war?
Religion and Life	Students explore contrasting responses to Abortion, Euthanasia and Animal experimentation in addition to studying the relationship between religion and science.
Human Rights and Social Justice	Students explore issues relating to the modern world. This is a topic begun in Year 9 that is developed further in Year 10 and 11.

ASSESSMENT:

100% examination at the end of Year 11. Students will sit two 1 hour 45 minute exams. Each has a common structure of four five-part questions of 1, 2, 4, 5 and 12 marks.

GCSE PHYSICAL EDUCATION

HEAD OF FACULTY	Mrs L Swan
HEAD OF GCSE PE:	Mr P Hallahan
EXAM BOARD:	OCR

All students will continue to complete at least two 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 five lessons every fortnight, four of which will be theory based in a classroom and one 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 competitive level in at least three different activities, which must include both team sports (such as football/netball/basketball) and individual events (such as athletics/swimming/skiing). Students will complete one practical lesson 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 many of which involve active learning. 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. In the summer of year 11, the students will have to complete two final written exams worth 60% of the final mark.

In addition to this, students will need to analyse and evaluate performance of a chosen sport, 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.

GCSE SEPARATE SCIENCE

HEAD OF DEPARTMENT: Mrs S Baxter

EXAM BOARD: AQA

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

The Science department provides two courses at GCSE; Combined Science and Separate Science (an option subject).

General Information

The content will start being taught in Year 9, and is continued into Year 10 and 11, for all students who will be examined in May/June of year 11. Students will sit six exam papers regardless of their tier of entry. Exam papers will include a range of question types, including multiple choice, short answer and those that require extended responses.

All students are expected to carry out required practical activities as set by the exam board, which include opportunities for experimental problem solving.

The course prepares students for the possibility of continuing their study of Science into sixth form.

GCSE Separate Science

Students who select Separate Science will study GCSEs in all three separate science subjects. They will study the same topics as those on the Combined Science GCSE (with the addition of Space Physics), but in greater depth. This demanding course will involve students studying science for 15 hours per fortnight. This will result in the award of three separate science qualifications.

Biology (8461)	Chemistry (8462)	Physics (8463)
<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 • Space Physics
https://www.aqa.org.uk/subjects/science/gcse/biology-8461	https://www.aqa.org.uk/subjects/science/gcse/chemistry-8462	https://www.aqa.org.uk/subjects/science/gcse/physics-8463

GCSE SOCIOLOGY

HEAD OF DEPARTMENT: Miss R Roberts

EXAM BOARD: AQA Course code 8192

CURRICULUM CONTENT:

The GCSE Sociology course examines key debates within sociology including conflict versus consensus, how sociological knowledge and ideas change over time and how these ideas inform our understanding of the social world.

Year 10 - Paper 1 - The Sociology of Families and Education

Written exam of 1 hour 45 minutes worth 100 marks and 50% of GCSE.

The Sociology of Families

This topic examines the function and purpose of families, different family types and how and why they have developed. Students will also examine the changing nature of family relationships and the changing patterns in divorce since 1945.

The Sociology of Education

This topic looks at the purpose and functions of schools and the factors which impact on educational achievement such as social class, ethnicity and gender. Students will also examine processes within school such as setting, labelling and the self-fulfilling prophecy.

Year 11 - Paper 2 - The Sociology of Crime and Deviance and Social Stratification

Written exam of 1 hour 45 minutes worth 100 marks and 50% of GCSE.

Crime and Deviance

This topic examines the causes of crime and deviance from various sociological approaches. Students will examine the factors that cause crime by examining the impact of social class, gender, age and ethnicity.

Social Stratification

This topic examines the differing theories of stratification and the impact of social class. Students will also examine the ways in which life chances are influenced by difference in wealth, power and status. This topic examines other factors which influence our life chances such as gender, ethnicity, sexuality, disability, age and belief.

<https://www.aqa.org.uk/subjects/sociology/gcse/sociology-8192>

CAREERS EDUCATION AND GUIDANCE

CAREERS LEADER: Mr A Williams

Careers education is an important part of a student's journey through school. As well as providing an education that leads to successful receipt of qualifications, teachers are responsible for shaping the future of the working world. To that end, St Martin's provides not only careers education and guidance, but the opportunity to develop employability skills that will enable our students to become successful working adults.

During the tutor time Civics programme, students have the opportunity to develop their employability skills and learn about the world of work. Students also have the opportunity to use our online platform to explore the world of work and the routes required.

In years 10 and 11 students will learn more about the world of work, career possibilities, choices after school, CV and interview preparation. Our aim is to ensure that students are informed about what they can do after their GCSEs. 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 the necessary support given to them to help plan for their future.

Students will be given the opportunity to meet with Mrs Whyley, our Careers Advisor, during Key Stage 4. This will take the form of an individual interview, where the student will develop an action plan to enable them to plan their future pathway effectively. The support continues into Key Stage 5, with the careers team working closely with the sixth form team to ensure that all students have the best possible support for their futures.

As part of our comprehensive careers provision, we will be registering all students with a fantastic online service called Start Profile. Through this platform, students will be able to explore information about their future destinations and careers choices. They will also learn more about the world of work, and crucially, they will be able to track their progress throughout their time at St Martin's. Any encounters with the world of work can be recorded in a student's locker, as well as a record of any skills they have developed. All of this information will be extremely useful when our students come to apply for future jobs or study opportunities.

We will continue to do our utmost to maintain good relationships with industry, commerce, other educational establishments and the local careers service, in order to assist in the furtherance of our students' future careers. We have run Enterprise Days to help students develop their employability skills. In year 12, students will take part in an Insight to Management day, where they will be able to further harness the skills required for a successful future.