

# ST RICHARD'S CATHOLIC COLLEGE

## KEY STAGE 4

## THE WAY AHEAD



## CURRICULUM BOOKLET

2019 - 2021

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## INTRODUCTION

### WHEN I'M TRYING SOMETHING NEW

Lord,  
 The temptation to remain in my comfort zone can be very persuasive. It is easy to belittle my capabilities and make excuses before I have even begun. As I embark on this new endeavour, sustain me in my determination to stretch myself beyond what seems familiar and comfortable. In return, I will seek to use my gifts and talents to serve you more each day.  
 This we ask through Christ, Our Lord.  
 Amen

The philosophy of the school ensures that all pupils follow a broad and balanced curriculum. The purpose of this booklet "The Way Ahead" is to provide both parents and pupils with details of our 'broad and balanced' curriculum at Key Stage 4 (Years 10 and 11).

Your son/daughter will complete their Key Stage 3 courses at the end of July. It is now time for pupils, with the support of their parents, to be considering their choice of courses for Key Stage 4. There are compulsory subjects known as the Core Curriculum and there are two learning pathways where choices can be made.

The aim of this booklet is to assist in the selection of the most suitable courses for Key Stage 4.

### The Core Curriculum

- Religious Education
- English Language and Literature
- Mathematics
- Science Double or Triple
- History or Geography
- Physical Education
- Personal, Social, Health (to include relationships and sex education) and Economic Education
- Work Related Learning/Careers Education/Enterprise Education

### QUALIFICATIONS

#### General Certificate in Secondary Education (GCSE) 9 to 1 grades: a brief guide

GCSEs in England have been reformed to keep pace with universities' and employers' demands. All pupils will be assessed according to the 9-1 scale and, with the exception of practical subjects, are linear courses, with no controlled assessment or coursework. They are based on new and more demanding subject content but are still suitable for the same wide range of abilities. The new grade scale makes it clear to everyone that pupils have studied the new GCSEs. It also has higher grades compared to the old A\* to G grades, to give sixth forms, colleges, universities and employers the opportunity to better distinguish between pupils of different abilities.

The grading has been designed so that there are comparable points, between the old and the new grading system, at key grades. The bottom of a grade 7 is comparable to the bottom of the old grade A; the bottom of a new grade 4 is comparable to the bottom of the old grade C, and the bottom of the new grade 1 is comparable to the bottom of the old grade G. Employers, universities and others who previously set entry requirements of at least a grade C, will now use the equivalent of at least grade 4.

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

Comparing old GCSE letter grades to new number grades

Pupils taking science will take one or more separate sciences – biology, chemistry and physics – or combined science. Combined science is really two GCSEs rolled into one qualification. Pupils will study biology, chemistry and physics but they will not cover as much content as those pupils studying separate sciences.

Combined science pupils will receive an award consisting of two equal or adjacent grades from 9 to 1 (e.g. 9-9, 9-8, 8-8 through to 1-1), and it will count as two GCSEs when pupils apply for jobs, sixth form, or to university.

### BTEC Tech Awards

The Technical Awards are the reformed vocational qualifications taught since September 2017. They are practical, hands-on learning in a specific career focused subject area. They are assessed through a combination of internal and external assessment. The new BTEC Tech Awards are graded across levels 1 and 2, so every pupil's achievement is recognised. The Technical Awards will prepare pupils well for progression onto Apprenticeships and Level 3 vocational qualifications and enable pupils to gain the skills and confidence that will help them in the world today. The grading system for the BTEC Tech awards is summarised in the table below:

## Qualification grading and performance table points

How do the BTEC Tech Awards match up to the 2019 Performance table points?

Level	Qualification Grade	2019 Performance table points (based on 2018)
Level 2	Distinction*	8.5
	Distinction	7
	Merit	5.5
	Pass	4
Level 1	Distinction	3
	Merit	2
	Pass	1.25

### LEARNING PATHWAYS

The provision of a broad and balanced curriculum with appropriate specialist rooms and teacher/pupil ratios requires an options choice process to be made, selecting subjects to be studied at Key Stage 4. Choices need to be made carefully. As well as the Core Curriculum, pupils following Pathway 1 continue to study a Foreign Language, choose either History or Geography and select one further option subject. Pupils who do not currently study a Foreign Language, follow Pathway 2. They choose either History or Geography and make two further option choices. During Key Stage 4, the majority of pupils will study nine subjects. Those pupils taking the Triple Science course will study ten subjects in Key Stage 4.

#### Advice for pupils:

##### Do:

Find out exactly what each course involves by reading the details in this booklet.  
Consider the entrance requirements of any future course or employment that you may have in mind.  
Be careful to select a 'balanced' curriculum: it is not necessary to specialise at this early stage.

##### Do Not choose a subject because:

- Your friend is doing it.
- You like/dislike the teacher.
- You think it will be easy.

The next few pages will try to answer frequently asked questions. Remember, staff are on hand to offer advice with this transition.

## FREQUENTLY ASKED QUESTIONS

### **Why is my choice of subjects important?**

- You are making a two-year commitment to study a subject at a greater depth than before. Changing options after the start of Year 10 may not be possible.
- Your choice now may have an impact on your future, College, University and indeed employment type.
- Your choice will have an impact on your leisure time: it is important that you are prepared to invest time outside of the classroom to get the most out of your studies.
- You need to consider in which subjects you are likely to achieve the best results in terms of progress.

### **Where can I get advice on choosing the most suitable subjects?**

- Your parents/carers will be able to offer advice and knowledge of the requirements for the world of work.
- Your Form Tutor and subject teachers have been through this process many times before and know the areas in which you excel.
- Examine your own strengths and weaknesses and make a committed decision.

### **Do I have a completely free choice?**

- It would be unwise to study a subject that your teacher advised against.
- We always try to give each pupil his or her first choice of subjects but sometimes this is not possible. There are limits to the numbers of pupils on certain courses - availability of computers, staffing, health and safety etc.
- Courses need a minimum number of pupils to be financially viable; you will be advised if your course cannot run.

### **How will success at GCSE be measured?**

All subjects will come under the new 9-1 system, with a 9 being the very highest level of achievement in that examination. All subjects, apart from practical subjects like Drama and Music, will be assessed by final examinations at the end of Year 11. Practical subjects like Drama and Technical Awards will be examined by coursework and examinations.

### **Can I change my mind? Amending the timetable in Key Stage 4**

In amending the curriculum of a pupil, the college aims to continue to meet that individual's needs, while trying to be fair to all pupils and working within the model of a sustainable timetable. To achieve this, three guiding principles are used when considering changes. The three principles are Special Educational Needs (SEN), the achievement of eight or more GCSEs (including English and mathematics) and the context of family or health.

- On occasions, a SEN pupil and his/her family may decide that he/she wishes to pursue a full curriculum, despite advice to the contrary, but discover during the course that he/she is unable to sustain the workload. When this situation occurs we will try to change the timetable.
- The second principle relates primarily to pupils who are working to the best of their ability but for whom it becomes clear, usually at the transition between Year 10 and 11, there is a serious risk of them not achieving eight quality GCSEs (including English and mathematics). Should the college be able to timetable and staff focused support in literacy and numeracy for these pupils, their curriculum is then amended.
- The third principle addresses the needs of those pupils whose health or family circumstances alter in a manner that seriously impairs their ability to pursue a full curriculum.

The application of these principles is always dependent on the potential of the college to take action in a manner that can be staffed, is sustainable and is also impartial.

## CAREERS EDUCATION AND GUIDANCE

At the age of 14, pupils are not expected to have any definite career ideas, however, they have received some careers guidance.

Careers advice is available to all pupils from the Careers Lead and various web-based portals.

At St Richard's, Careers Education and Guidance is the preparation of our pupils for their lives beyond full time education.

The Careers Strategy is built around The Gatsby Benchmarks, which are a framework of 8 guidelines that define the best careers provision in schools and colleges:

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each pupil
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance



### THE CAREERS LEAD

Our Careers Lead is Mrs Adams. The Lead role involves leading careers-related activities in the college and guiding pupils in the right direction to access independent careers advice.

### CAREERS GUIDANCE

Advice should be impartial and factual. Much of the information pupils need can be found in the Connexions Resource Centre in the library, on the school website or on the Connexions 360 website. Make sure your son/daughter is aware of the implications of his/her choices. If pupils are unsure about how their choices may have an implication on possible career ideas, then suggest they use the Fast Tomato programme. Fast Tomato can be accessed at home via the school website, using the registration code: QZKG.

Pupils should use the 'search by keyword' to find subjects related to the different learning pathways, or to investigate career ideas and look at the work skills related to different jobs and subjects identified in the matching factors section. This is found in the 'choices' section of the website.

Pupils should match up their strengths to these skills. It is also important that pupils look at the skills developed through the subject, as these will be as important as the subject knowledge in preparing them for their future careers.

The employment market in the 21<sup>st</sup> century is an ever changing one. The constant is that employers are seeking employees who can demonstrate good organisational and communication skills, think analytically and creatively and work well in a team. The broad and balanced curriculum on offer, including the wide range of extra-curricular activities, provides pupils with the opportunities to develop these skills.

*Mrs Adams*  
Careers Lead

## SPECIAL EDUCATIONAL NEEDS

### Supporting Learning at St Richard's Catholic College

A whole-school response to Special Educational Needs is about meeting the individual needs of children. All pupils have the right to the same expectations of education: namely, as full participation as possible in the life of the college, and the opportunities to fulfil their potential and pursue their interests, whatever form their special needs take.

To achieve this, the Special Educational Needs department uses a variety of measures to support the learning of individual pupils. This facilitates the maximum possible access to a broad, balanced and relevant curriculum, which provides for practical alternatives, alongside traditional academic options subjects.

Literacy is at the forefront of our support, because pupils' progress in literacy is related to their ability to think and learn across all subjects. All our teachers are teachers of SEN. Across the school we use a variety of multi-sensory resources to reinforce learning, particularly with literacy and numeracy. Work is differentiated by all teachers to provide materials suited to different learning preferences and educational needs.

Dyslexia Screening is undertaken via the Dyslexia Portfolio test on an individual basis, if considered appropriate. We have achieved Dyslexia Friendly status (Stage 1) for the whole school and Stage 2 for the English Department.

Teaching Assistants are assigned to departments to provide specialist support in each subject area. Our team of Teaching Assistants take every opportunity to consolidate pupils' literacy skills, including pre-teaching course material and key vocabulary, and promoting confidence, greater independence and a sense of achievement. If it is felt appropriate, the SEN department will also offer tailored support for pupils on organisational and examination technique and revision skills.

Each year group has a Teaching Assistant as the Year Co-ordinator, who remains linked to the cohort for their time at St. Richard's. Year Co-ordinators provide additional pastoral support, mentor pupils during registration, and also lead individual and small-group interventions throughout the school year.

Special examination arrangements may be applied for, if necessary. This may include additional time, use of a word processor or a reader. These arrangements, if allowed, must also be followed in lessons and in-class assessments, and become the pupil's normal way of working.

Additional expert and specialist advice from outside agencies is sought as and when it is needed, such as Speech and Language Therapy. Social Use of Language, Anger Management and other groups are available to support the personal development of pupils.

*Mr Ian Smith, SENCO*

Special Educational Needs Department

## OPTIONS MODEL

The following subjects must be studied by all pupils	
GCSE English Language and GCSE English Literature	PE (One lesson a week. This does not lead to a GCSE).
GCSE Mathematics	GCSE Double Science or Triple Science
GCSE RE	PSHEe (One lesson a week. This does not lead to a GCSE).
All pupils following pathway 1 must also study a MFL	
GCSE French or German or Spanish	

Make a first (1) and second (2) choice in each of the option blocks. If an option occurs in more than one option block, only record it as your first option choice in one option block. Due to the degree of overlap in the courses, it is not possible to opt for both Performing Arts and Drama or both GCSE PE and BTEC Sport or both GCSE Media Studies and iMedia.

### Pathway 1

Option A	Choice	Option B	Choice
GCSE Geography		GCSE Art (Art, Craft & Design)	
GCSE History		GCSE Art (Fine Art)	
		GCSE Business Studies	
		GCSE Computer Science	
		GCSE Design & Technology – Resistant Materials	
		GCSE Design & Technology – Textiles	
		GCSE Drama	
		GCSE Food Preparation and Nutrition	
		GCSE Media Studies	
		GCSE Music	
		GCSE PE	

### Pathway 2 (For pupils not studying a MFL in Key Stage 4)

Option A	Choice	Option B	Choice	Option C	Choice
GCSE Geography		GCSE Art (Art, Craft & Design)		Cambridge National iMedia	
GCSE History		GCSE Art (Fine Art)		BTEC Performing Arts	
		GCSE Business Studies		BTEC Sport	
		GCSE Computer Science		BTEC Travel and Tourism	
		GCSE Design & Technology – Resistant Materials		Certificate of Personal Effectiveness (ASDAN)	
		GCSE Design & Technology – Textiles			
		GCSE Drama			
		GCSE Food Preparation and Nutrition			
		GCSE Media Studies			
		GCSE Music			
		GCSE PE			

## OFF-SITE PROVISION

The area wide offer has traditionally been available in a small range of vocational courses. The number of pupils taking the courses has been limited because most do not offer qualifications equivalent to GCSEs at 9-1 grades and because the impact of day-release at the alternative provision can be detrimental to subjects such as English, Mathematics and Science.

Financial restrictions have led to a dramatic reduction in the number of vocational subject places available to under 16 pupils as well as considerable uncertainty regarding which courses the providers will have available in September.

As a result, we are unable to offer off-site vocational courses at Key Stage 4 except as a bespoke provision. This will not prevent a pupil from taking vocational courses post-16.

## GCSE SUBJECT OVERVIEW

The following sections describe the course content, structure and assessment criteria for each GCSE subject. Every subject sets out the potential progression routes in to post-16 education and employment. Until you are 18 you must participate in one of the following:

- Full time education
- An apprenticeship or traineeship
- Work or volunteering while in part-time education or training

It is therefore very important that progression routes are considered before the final options are selected. Each of the main Further Education providers in the Eastbourne area and the Hastings and Rother area publish their current prospectus on-line, providing an additional insight to inform option choices. The UCAS website now also provides information about every provider.

### CHRISTIAN VOCATION

*"God has created me for some definite service."* Blessed John Henry Newman

As the Mission Statement of the college **clearly** states we believe we are a community that enables all to flourish and grow in their faith and joy of learning. Each member of our community is an individual made in God's image. At St Richard's we have the highest respect for the individual person in our community. Each of us has a path to follow in life and a vocation to carry out. At the college, we are laying the foundation for our vocation in life. We can do this through the curriculum on offer; the contribution we make to the life of our community; our involvement in the liturgical and prayer life of the college, and extra-curricular activities that we become involved in. St Richard's aims to develop the whole person: the intellectual, the physical, the moral and the spiritual dimensions thus enabling the individual to discover and develop his/her Christian vocation.

### OPTION DEADLINES

- Year 9 Parent/Carer Consultation Evening – **Thursday, 10th January 2019** (5.00-8.00pm)
- Curriculum Evening - **Wednesday, 23rd January 2019** (6.00 - 8.00pm)
- Option choices returned to Form Tutor by **9am Friday, 8th February 2019**

Reading through this booklet I hope that you will feel better informed so that you can confidently discuss options and help your son/daughter make the appropriate subject choices. Please feel free to discuss whatever concerns you have with Mr Hollaway, Year 9 Pastoral Leader; any of the subject teachers or Subject Leaders, or Miss Machin, our timetabler and Curriculum Lead.

## **SECTION A: CORE SUBJECTS**

English Language

English Literature

Mathematics

Religious Studies

Science

# ENGLISH LANGUAGE

**GCSE Exam Board: AQA**

**Contact: Mrs Wood**

## **MAIN FEATURES OF COURSE CONTENT**

Pupils will take English Language alongside English Literature. All pupils take the same single tier exam. The course is 100% exam consisting of two exams: Explorations in Creative Reading and Writing and Writers' Viewpoints and Perspectives.

### **For GCSE English Language pupils should:**

- read fluently, and with good understanding, a wide range of texts from the 19th, 20th and 21st centuries, including literature and literary non-fiction as well as other writing such as reviews and journalism
- read and evaluate texts critically and make comparisons between texts
- summarise and synthesise information or ideas from texts
- use knowledge gained from wider reading to inform and improve their own writing
- write effectively and coherently using Standard English appropriately
- use grammar correctly and punctuate and spell accurately
- acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology, and linguistic conventions for reading, writing and spoken language
- listen to and understand spoken language and use spoken Standard English effectively.

### **Non-examination Assessment Spoken Language. What's assessed:**

- presenting
- responding to questions and feedback
- use of Standard English

### **Assessment objectives and weighting:**

- AO1: Read, understand and respond to texts: maintain a critical style and develop an informed personal response; use textual references, including quotations, to support and illustrate interpretations. Paper 1: 15% and Paper 2: 25%.
- AO2: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate. Paper 1: 15% and Paper 2: 25%.
- AO3: Show understanding of the relationships between texts and the contexts in which they were written. Paper 1: 7.5% and Paper 2: 7.5%.
- AO4: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. Paper 1: 2.5% and Paper 2: 2.5%.

Competence in the use of English skills is a standard requirement for many courses in Further and Higher Education, as well as for many jobs and careers.

## **PROGRESSION**

English Language GCSE is a requirement for most college courses. Journalism, working within the media, author, working in the theatre, teaching and most careers require a good level of literacy.

# ENGLISH LITERATURE

**GCSE Exam Board: AQA**

**Contact: Mrs Wood**

## MAIN FEATURES OF COURSE CONTENT

Pupils will take English Literature alongside English Language. All pupils take the same single tier exam. The course is 100% exam consisting of two exams: Shakespeare and the 19th-century novel and Modern texts and poetry.

### GCSE English Literature

English Literature focuses on developing pupils' comprehension, analysis and appreciation of literary texts. These skills are a core element of academic study and so are important for pupils wishing to access higher education. The study of this subject should also foster a life-long love of literature, which is of immense personal, social and spiritual value. This exam is a separate and additional GCSE subject taken alongside English Language. The course encourages pupils to:

- read a wide range of classic literature fluently and with good understanding, and make connections across their reading
- read in depth, critically and evaluatively, so that they are able to discuss and explain their understanding and ideas
- develop the habit of reading widely and often
- appreciate the depth and power of the English literary heritage
- write accurately, effectively and analytically about their reading, using Standard English
- acquire and use a wide vocabulary, including the grammatical terminology and other literary and linguistic terms they need to criticise and analyse what they read.

The examination consists of two exams, both are closed book exams:

- Paper 1: Shakespeare and the 19th-century novel
- Paper 2: Modern texts and poetry

The exams will measure how pupils have achieved the following assessment objectives.

- AO1: Read, understand and respond to texts. Pupils should be able to:
  - a. maintain a critical style and develop an informed personal response
  - b. use textual references, including quotations, to support and illustrate interpretations.
- AO2: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.
- AO3: Show understanding of the relationships between texts and the contexts in which they were written.
- AO4: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

### PROGRESSION

Careers using English Literature include Journalism, working within the media, author, literary critic, working in theatre, teaching and many more.

# MATHEMATICS

**GCSE Exam Board: Edexcel**

**Contact: Mr Jacobs (Subject Leader) or Mr Rome (KS4 Co-ordinator)**

The content of the Mathematics GCSE gives pupils the opportunity to develop confidence in using and applying standard maths techniques to solve problems, interpret and represent information, produce clear explanations and proofs and solve mathematical problems in a range of contexts.

## MAIN FEATURES OF COURSE CONTENT

The assessments will cover the following content:

1. Number
2. Algebra
3. Ratio, proportion and rates of change
4. Geometry and measures
5. Probability
6. Statistics

## EXAMINATIONS

- The qualification consists of three equally-weighted written examination papers at either Foundation tier or Higher tier.
- Paper 1 is a non-calculator assessment and a calculator is allowed for Paper 2 and Paper 3.
- Each paper is 1 hour and 30 minutes long.
- The content outlined for each tier will be assessed across all three papers.
- Each paper will cover all Assessment Objectives.
- Each paper has a range of question types; questions will be set in either mathematical or non-mathematical contexts.
- Grades 1 to 5 are awarded in the Foundation Tier and Grades 3 to 9 in the Higher Tier.

Topic Area	Foundation Weighting	Higher Weighting
Number	25%	15%
Algebra	20%	30%
Ratio, Proportion and Rates of change	25%	20%
Geometry and Measures	15%	20%
Statistics & Probability	15%	15%

## PROGRESSION

The Mathematics GCSE provides a strong foundation for further academic and vocational study and for employment, to give pupils the appropriate mathematical skills, knowledge and understanding to help them progress to a full range of courses in further and higher education. This includes Level 3 mathematics courses as well as Level 3 and undergraduate courses in other disciplines such as biology, geography and psychology, where the understanding and application of mathematics is crucial.

## RELIGIOUS STUDIES

**GCSE Exam Board: Edexcel (Specification A)**

**Contact: Mrs Mead**

### MAIN FEATURES OF COURSE CONTENT

- Section 1 – Study of Catholic Christianity: This part of the course will give pupils the opportunity to study four key themes surrounding Catholic Christianity. They will be learning and exploring the “Beliefs and Teachings,” “Practices,” “Sources of Wisdom” and “Forms of Expression and Ways of Life.”
- Section 2 – Study of Islam: This part of the course will allow pupils to study another religion. They will cover two areas in this part of the course. They will learn and explore “Beliefs and Teachings” and “Practices” in Islam.
- Section 3 – Philosophy and Ethics: In this part of the course, pupils will have the opportunity to study the ethical and philosophical issues surrounding two areas in theology. Pupils will study the “Arguments for the Existence of God” and “Religious Teachings on Relationships and Families in the 21st Century.”



### SCHEME OF ASSESSMENT

The course is assessed through three external papers. All papers are taken at the end of Year 11:

- Paper one - Catholic Christianity is 50% of the final mark. This paper is one hour and forty-five minutes in duration.
- Paper two - Study of a Second Religion is 25% of the final mark. This paper is fifty minutes in duration.
- Paper three - Study of Philosophy and Ethics is 25% of the final mark. This paper is fifty minutes in duration.

There is no coursework for this GCSE.

### GCSE EXAMINATION AND TARGET GRADES

The written paper will be set at one tier of assessment with grades spanning 9-1.

### SKILLS

Skills gained from this course are: investigation, interpretation, reflection, empathy, evaluation, analysis, application and expression.

### PROGRESSION

- AS/A Level
- Degree/Masters
- Vocational Courses

There are several careers where Religious Education may be useful: administrator, advice worker, counsellor, healthcare (doctor, nurse), housing adviser, journalist, librarian, Minister of Religion, social worker, teacher and community worker.

## SCIENCE – DOUBLE/TRIPLE AWARD

GCSE Exam Board: AQA

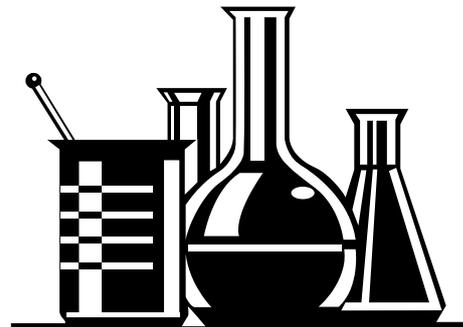
Contact: Mr Tadros

### MAIN FEATURES OF COURSE CONTENT

The content of the Science Award is laid down by QCA in the National Curriculum. There are three possible routes:

- Triple science leading to 3 GCSEs in Biology, Chemistry and Physics at higher tier (grades 5-9)
- Double science leading to 2 GCSEs at higher tier (grades 5-9)
- Double science leading to 2 GCSEs at foundation tier (grades 1-5)

All sciences are taught in units by specialist teachers. The units for foundation, higher and Triple are the same but both content and challenge increases. Foundation tier is recommended for pupils expecting to achieve grade 4 or lower. Higher tier is recommended for pupils expecting to achieve grade 5 or higher. Triple science is recommended for those who can achieve at least grade 7 and wish to study science A' Levels.



### SKILLS

Skills developed during this course include: literacy, numeracy, IT, written communication, analysis and evaluation of data and working as part of a team. Emphasis is placed on the relevance science has in our everyday lives and how the skills learned in science can be applied in the workplace. IT is used when it will help pupils learn science more effectively.

### ASSESSMENT

- **Required Practical:** There are a number of required experiments that must be completed and they are tested in the final GCSE. The total weighting of these questions is 10% for both Double and Triple Award. A summary of all the required experiments is included on the Science website.
- **Final Examinations:** All examinations take place at the end of the course in Year 11. There are a total of 6 exams for all disciplines. The Double Award exams are 75 minutes each in duration. The Triple Award exams are 105 minutes each in duration.

### INTERNAL ASSESSMENTS

These take place both during and at the end of the course. There are separate papers, one each for Biology, Chemistry and Physics and a combined paper for Double, but overlapping ideas will be tested in all papers. In these papers the quality of written communication and numerical processing will be assessed.

### RESOURCES

Revision materials are available on the BBC website (<http://www.bbc.co.uk/education>). The school also sells revision guides. There is one for each subject for Triple and a single revision guide for Double at both higher and foundation level. The Science website is also continually updated with revision and support materials as they become available from the exam board.

### PROGRESSION

Double science is required for many courses at college and careers. It is a compulsory component of the new "progress 8" measures. What is important to realise is that without at least two science GCSEs you reduce your possible career choices by half because if you want a career in a science related industry (like medicine) it will be impossible without at least two science GCSEs. Triple Award is aimed at those wishing to study academic sciences at college and beyond and therefore has an entry requirement of at least grade 7 (roughly equivalent to a grade A).

Both Awards can lead to qualifications and careers including: academic science, applied science, technical work, engineering, education, medicine and environmental science. Triple science is an advantage for academic sciences.

## **SECTION B: EBACC SUBJECTS**

*[The EBacc is made up of maths, English, at least 2 sciences including computer science, history or geography and a Modern Language subject]*

Geography

History

Modern Languages: French, German or Spanish

# GEOGRAPHY

**GCSE Exam Board: AQA**

**Contact: Mrs Hoyle**

## MAIN FEATURES OF COURSE CONTENT

Geography helps to make sense of the world around you. GCSE Geography covers a mix of topics, such as urban issues, world development, extreme environments, rivers, deprivation, global shifts in economic power and hazards, to name but a few. Pupils will explore case studies in the United Kingdom, newly emerging economies and lower income countries. The course will give pupils the chance to get to grips with some of the big questions which affect our world, and understand the social, economic and physical forces and processes which shape and change our world.

GCSE Geography is very practical, with opportunities to learn new skills such as modern computer based mapping (GIS), map skills, interpreting photographs, fieldwork skills, presenting and debating techniques. Pupils will improve literacy skills through report writing and written work and make practical use of numeracy skills when interpreting data and constructing graphs.

Fieldwork is an important part of Geography. Pupils will get the chance to explore locally (a trip to Galley Hill and the microclimate of the area) as well as to travel further away (up to two further excursions to visit both coastal and urban environments), which is a brilliant opportunity to experience some of the things they have learnt about in class. Each year, the department runs a residential trip to the Isle of Wight to explore the Geography studied in the lessons and, biennially, a trip is run overseas, such as to Iceland.

## SCHEME OF ASSESSMENT

<b>Paper 1: Living with the physical environment</b>	<b>How it is assessed?</b>
Includes: The challenge of natural hazards Physical landscapes in the UK The living world Geographical skills	Written exam: 1hr 30mins Worth 35% of the GCSE Question types: multiple-choice, short answer, levels of response, extended prose
<b>Paper 2: Challenges in the human environment</b>	<b>How it is assessed?</b>
Includes: Urban issues and challenges The changing economic world The challenge of resource management Geographical skills	Written exam: 1hr 30mins Worth 35% of the GCSE Question types: multiple-choice, short answer, levels of response, extended prose
<b>Paper 3: Geographical applications</b>	<b>How it is assessed?</b>
Includes: Understanding issues from pre-released materials Fieldwork Geographical skills	Written exam: 1hr Worth 30% of the GCSE Question types: multiple-choice, short answer, levels of response, extended prose

## PROGRESSION

GCSE Geography is a solid academic subject and well respected by universities and employers alike. Upon completion of this two-year course, pupils will have the skills and experience to progress onto A-level and beyond.

Career opportunities could include employment in travel and tourism, urban planning, environmental management, reserve warden, weather presenter, alternative technologies, overseas development projects, journalism, landscape architect or environmental lawyer.

# HISTORY

**GCSE Exam Board: Edexcel**

**Contact: Mrs Campbell**

## INTRODUCTION TO THE HISTORY GCSE COURSE

The History GCSE is a popular choice as it provides pupils with a range of skills whilst covering a variety of fascinating topics. The Edexcel syllabus is diverse in content and the topics we deliver give pupils the opportunity to explore a range of themes and concepts, periods and events. ICT is used to enhance both skills and knowledge and all resources for lessons and homework can be found online via EduLink or Google Classroom.

## SKILLS

Studying History helps pupils to develop the skills of evaluation, analysis and interpretation. The three exams are written exams and therefore require organisational and communication skills. Pupils are introduced to a broad range of documentary evidence, enhancing their ability to read and critique a variety of texts.

## MAIN FEATURES OF THE COURSE CONTENT



The course consists of four examined topics:

- Medicine in Britain, c1250-present and The British sector of the Western Front, 1914-1918: injuries, treatment and the trenches
- *Choice of* Anglo-Saxon and Norman England, c1060-88 or Elizabethan England 1568-1603
- The American West, 1835-1895
- Weimar and Nazi Germany, 1918-39



The syllabus requires pupils to demonstrate their ability to recall, select and organise knowledge; to describe and explain events, changes and issues and to use a wide range of sources of information. In all written exams there is an emphasis on a source based enquiry.

## SCHEME OF ASSESSMENT

Pupils are assessed through three written exams at the end of Year 11. The duration of each exam varies to reflect the number of marks available and the skills required for each section. The exams are structured as follows:

<p><b>Paper 1:</b> Thematic Study with Historic Environment <b>Medicine and the British Sector of the Western Front</b></p> 	<p><b>Paper 2:</b> British Depth Study and Period Study <b>Section A: Period Study: American West</b> 3 Questions/ 32 marks <b>Section B: Depth Study: <i>Choice of</i> Anglo-Saxon and Norman England or Elizabethan England</b> 3 Questions/ 32 marks</p>	<p><b>Paper 3:</b> Modern Depth Study (Source/ Interpretations Paper) <b>Weimar and Nazi Germany</b></p> 
<p>1hr 15 mins 30%</p>	<p>1hr 45mins 40%</p>	<p>1hr 20 mins 30%</p>

This is a one tier entry subject.

## PROGRESSION

History is a subject respected by employers, colleges and universities. Through studying History, pupils develop critical thinking and sophisticated communication skills both of which are essential for a wide range of careers. History may also give you access to vocational studies in museum or gallery work. GCSE History prepares pupils well for A Level History which is recognised as valuable by all the highest performing universities. At degree level, History allows access to a broad range of career options which might include: accountancy, media, law, politics, tourism, the armed services, teaching, advertising and medicine.

## MODERN LANGUAGES (French, German or Spanish)

**GCSE Exam Board: AQA**

**Contact: Miss Chong (French), Miss Auzinger (German) or Mrs Scott (Spanish)**

Most pupils will continue to study either French, German or Spanish to GCSE level, based on the language begun in Year 7. The curriculum content consists of language tasks covering the four skills of listening, speaking, reading and writing. Themes to be covered and tested include the following:

<b>Theme 1: Identity and Culture</b>	<b>Theme 2: Local national, international and global areas of interest</b>	<b>Theme 3: Current and future study and employment</b>
<ul style="list-style-type: none"> <li>• Me, my family and friends</li> <li>• Technology in everyday life</li> <li>• Free-time activities</li> <li>• Customs and festivals in the target language-speaking countries/communities</li> </ul>	<ul style="list-style-type: none"> <li>• Home town, neighbourhood and region</li> <li>• Social issues</li> <li>• Global issues</li> <li>• Travel and tourism</li> </ul>	<ul style="list-style-type: none"> <li>• My studies</li> <li>• Life at school/college</li> <li>• Education post-16</li> <li>• Career choices and ambitions</li> </ul>

GCSE Languages have a Foundation tier (grades 1–5) and a Higher tier (grades 4–9). Pupils must enter for all four skills at the same tier. Each of the four skills is worth 25% of the final grade. All skills are tested in final examinations at the end of the course in Year 11. There is no controlled assessment or coursework.

<b>Paper 1: Listening</b>	<b>Paper 2: Speaking</b>
<b>How it is assessed:</b> Written examination <ul style="list-style-type: none"> <li>• 35 minutes at Foundation tier</li> <li>• 45 minutes at Higher tier</li> <li>• 40 marks at Foundation and 50 marks at Higher tier</li> <li>• 25% of the total GCSE marks</li> </ul>	<b>How it is assessed:</b> Teacher conducted examination <ul style="list-style-type: none"> <li>• 7–9 minutes at Foundation tier (+ preparation time)</li> <li>• 10–12 minutes at Higher tier (+ preparation time)</li> <li>• 60 marks (both tiers)</li> <li>• 25% of total GCSE marks</li> </ul>
<b>Paper 3: Reading</b>	<b>Paper 4: Writing</b>
<b>How it is assessed:</b> Written examination <ul style="list-style-type: none"> <li>• 45 minutes at Foundation tier</li> <li>• 1 hour at Higher tier</li> <li>• 60 marks at both tiers</li> <li>• 25% of the total GCSE marks</li> </ul>	<b>How it is assessed:</b> Written examination <ul style="list-style-type: none"> <li>• 1 hour at Foundation tier</li> <li>• 1 hour 15 minutes at Higher tier</li> <li>• 50 marks at Foundation and 60 marks at Higher tier.</li> <li>• 25% of the total GCSE marks</li> </ul>

### WHAT CAN I DO AFTER I HAVE COMPLETED THE COURSE?

First and foremost, it is important to recognise that learning a foreign language is a life skill that may be used at any time in the future. Good universities are looking for a GCSE in a modern language from their applicants. Where applicable, we also encourage our pupils to continue with their language learning at A level. In a global market the ability to speak a foreign language is even more important than it was in the past. Many employers regard a language GCSE as an indication of academic effort and diligence. Languages are rated highly in terms of literacy skills. The ability to communicate in another language is valued highly in the following careers:

- Sales and marketing
- Multi-national companies
- International Banking
- Journalism
- Diplomatic Service
- International Aid Development
- ICT Programming Skills
- Translators
- International Law
- Teaching and Education
- Import and Export
- Travel & Tourism
- Bilingual-Administrative Work

## **SECTION C: OPTION SUBJECTS**

Art

Business Studies

Certificate of Personal Effectiveness (ASDAN)

Computer Science

Design & Technology – Resistant Materials or Textiles

Drama

Food Preparation & Nutrition

IT - Creative iMedia

Media Studies

Music

Performing Arts

Sport - BTEC Level 1/2 First Award in Sport (Technical Award)

PE

Travel and Tourism - BTEC

# ART

**GCSE Exam Board: Edexcel**

**Contact: Mr Peachment**

We offer two options for GCSE (9-1) in Art: Art, Craft and Design and Fine Art.

## BENEFITS OF THE QUALIFICATION

Creative industries are worth £10 million an hour to the UK economy. Art combines well with almost any subject. The discipline of independent study and thought is an extremely useful one to acquire. It is a subject which can give a pupil confidence and a real sense of achievement.

## MAIN FEATURES OF COURSE CONTENT

In both endorsements, pupils create work that demonstrates knowledge, understanding and skills. All pupils will have to submit evidence of drawing to support the development process in both the Personal Portfolio and Externally Set Assignment (ESA). All pupils will have to use written annotation and appropriate specialist terminology to record their ideas, observations, insights and independent judgments.

**Art, Craft and Design** – pupils must create work associated with areas of study chosen from at least two of the endorsed titles: Art, Craft and Design, Fine Art, Graphic Communication, Textile Design, Three-dimensional Design, Architecture or Photography. Pupils will be introduced to a variety of materials and techniques and will learn about artists' work through research and gallery visits. Pupils are encouraged to be experimental, to work from observation and imagination, and to develop their ideas from the beginning to the end. Drawing is at the heart of art, craft and design – from initial sketches and detailed observations to mark-making and expressive lines – and forms a core element of the practice of artists, craftspeople and designers.

**Fine Art** may be defined as work developed primarily to communicate aesthetic, intellectual or purely conceptual ideas and meaning, rather than to serve a practical or commercial function. For example, work could be the outcome of personal experiences, thoughts and feelings, or simply to observe and record people, places and things in new and unique ways. Fine art work will demonstrate an understanding and application of formal elements and creative skills, including mark-making, painting, drawing and printmaking. Pupils will use visual communication sensitively and thoughtfully to document their artistic journey and fully support their intentions.

## SCHEME OF ASSESSMENT

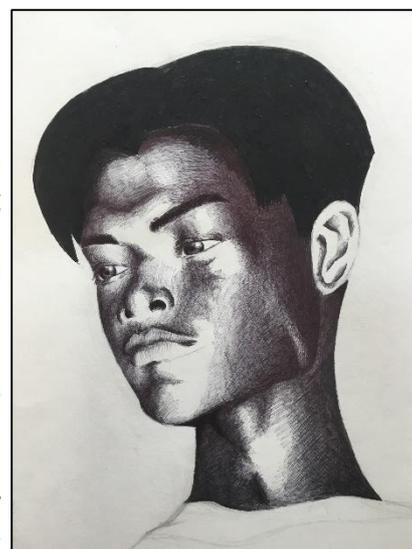
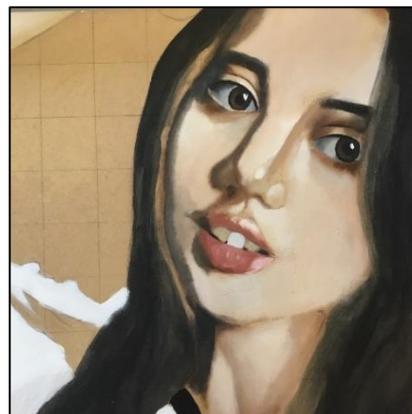
- Personal Portfolio is 60% of the qualification. Pupils create a personal portfolio of work comprising of supporting studies and personal response(s).
- Externally Set Assignment is 40% of the qualification. It draws together all the knowledge, understanding and skills developed over the course. The externally set broad-based thematic starting point is released on 2nd January. A centre-devised preparatory study period is followed by a 10-hour sustained focus period in which pupils create personal response(s) and supporting studies.

## PROGRESSION

Pupils may progress to A' Level. A' Level pupils usually take a Foundation Course (Diploma in Foundation Studies) prior to university. Individuals going in to Higher Education and gaining degrees in Art and Design are well-equipped for the world of work.

Creative thinkers are highly employable and are much sought after in the world of design, television, media, film, galleries, museums and education. The creative industries are now one of the highest graduate employers in the UK.

Possible career choices include: artist, designer, TV, exhibition designer, sculptor, architect, cartoonist, video games, printmaker, graphic designer, window dresser, fashion design, illustration, film work and the music industry.



# BUSINESS STUDIES

GCSE Exam Board: Edexcel

Contact: Mrs Forster-Simmons

## MAIN FEATURES OF COURSE CONTENT

Business Studies looks at the Enterprise and entrepreneurial culture of the UK.

## WHY CHOOSE BUSINESS STUDIES?

It will enable pupils to find out about the world of work, while keeping open their ability to continue further studies in college and higher education. They will learn about some of the jobs available in the business sector. The GCSE in Business Studies aims to:

- *increase* understanding of the world of work
- *enable* pupils to start developing the skills for working life in the 21<sup>st</sup> century
- *introduce* pupils to the idea of setting up and running a small business.

## WHAT WILL YOU LEARN WHEN STUDYING FOR GCSE BUSINESS STUDIES?

The qualification has the following themes:

- **Topic 1.1 Enterprise and entrepreneurship** – pupils are introduced to the dynamic nature of business in relation to how and why business ideas come about. They also explore the impact of risk and reward on business activity and the role of entrepreneurship.
- **Topic 1.2 Spotting a business opportunity** – pupils will explore how new and small businesses identify opportunities through understanding customer needs and conducting market research. They will also focus on understanding the competition.
- **Topic 1.3 Putting a business idea into practice** – this topic focuses on making a business idea happen through identifying aims and objectives and concentrating on the financial aspects.
- **Topic 1.4 Making the business effective** – pupils will explore a range of factors that impact on the success of the business, including location, the marketing mix and the business plan.
- **Topic 1.5 Understanding external influences on business** – pupils are introduced to a range of factors, many of which are outside of the immediate control of the business, such as stakeholders, technology, legislation and the economy. Pupils will explore how businesses respond to these influences.
- **Topic 2.1 Growing the business** – pupils are introduced to methods of growth and how and why business aims and objectives change as businesses evolve. The impact of globalisation and the ethical and environmental questions facing businesses are explored.
- **Topic 2.2 Making marketing decisions** – pupils will explore how each element of the marketing mix is managed and used to inform and make business decisions in a competitive marketplace.
- **Topic 2.3 Making operational decisions** – this topic focuses on meeting customer needs through the design, supply, quality and sales decisions a business makes.
- **Topic 2.4 Making financial decisions** – pupils will explore the tools a business has to support financial decision making, including ratio analysis and the use and limitation of a range of financial information.
- **Topic 2.5 Making human resource decisions** – growing a business means that decisions relating to organisational structure, recruitment, training and motivation need to be made to influence business activity. These aspects are considered in this final topic.

Business Studies pupils will be expected to participate in a number of internal enterprise activities during Year 10.

## SCHEME OF ASSESSMENT

There are 2 x 90 minute exams taken at the end of Year 11: Unit 1 - Investigating a small business and Unit 2 - Building a business. The papers are a mixture of multiple choice/short answer questions and extended writing questions.

## PROGRESSION

Where might the GCSE in Business Studies lead?

- A GCSE in Business Studies can help pupil progression to study other qualifications at a higher level, such as A Level Business Studies and Economics, and a range of level 2/3 vocational qualifications.
- An Apprenticeship leading to a skilled career or management training.
- Examples of jobs where Business Studies may be useful: accountant, advertising account executive, banker, buyer, insurance underwriter, human resources manager, retail manager and stockbroker.

# CERTIFICATE OF PERSONAL EFFECTIVENESS (ASDAN)

**Exam Board: ASDAN**

**Contact: Mr Harwood**

## MAIN FEATURES OF COURSE CONTENT

The certificate of Personal Effectiveness is a nationally recognised qualification. CoPE can accredit many of the activities undertaken by learners as part of their formal and non-formal curriculum. The certificate can be taken at level 1 or level 2 and involves the completion of challenges which participants select from 12 modules:

- Communication
- Citizenship and community
- Independent living
- Environment
- Vocational preparation
- Health and fitness
- Enterprise
- Science and technology
- International links
- Expressive arts
- Beliefs and values

Pupils also complete 6 skills related to the following units:

- Working with others
- Improving own learning and performance
- Problem solving
- Research skills
- Communicating through discussion
- Giving an oral presentation

The course is extremely broad and focuses on key skill acquisition. Many of the activities are practical. In the past these have included: organising a Christmas party at a residential care home, geocaching, planning and cooking a two course meal, completing a two day expedition and planting a vegetable garden.

## SCHEME OF ASSESSMENT

Pupils are required to:

- Complete 120 hours of challenges
- Compile a portfolio of evidence
- Meet the criteria for all six of the skills units

## PROGRESSION

Depending on the level achieved, completion of CoPE can lead to level 2 or 3 qualifications on FE courses. At either level, the skills acquired will help prepare pupils for further education and life beyond.



# COMPUTER SCIENCE

**GCSE Exam Board: OCR (J276)**

**Contact: Mr Fegan**

At Key Stage 4, the pupils can undertake study for a single award GCSE in Computing. Computer Science is a practical subject where pupils can apply the knowledge and skills learned in the classroom to real-world problems. It is an intensely creative subject that involves invention and excitement. Our Computer Science qualification will value computational thinking, helping pupils to develop the skills to solve problems and design systems that do so. These skills will be the best preparation for pupils who want to go on to study Computer Science at AS and A Level and beyond. The qualification will also provide a good grounding for other subject areas that require computational thinking and analytical skills such as Mathematics and the Sciences (especially Physics). Due to the challenging nature of the course, pupils who are predicted to achieve a 7-9 grade in Mathematics would be most suitable.

## COURSE CONTENT

The GCSE covers THREE units of work:

1. **Unit 1: Computing Systems** - this will introduce pupils to the Systems Architecture, computer memory and storage, wired and wireless networks, network topologies, system security and system software. It is expected that pupils will become familiar with the impact of Computer Science in a global context through the study of the ethical, legal, cultural and environmental concerns associated with Computer Science. It is expected that pupils will draw on this underpinning content when completing the Programming Project component.
2. **Unit 2: Computational Thinking, Algorithms and Programming** - this incorporates and builds on the knowledge and understanding gained in Unit 1, encouraging pupils to apply this knowledge and understanding using computational thinking. Pupils will be introduced to algorithms and programming, learning about programming techniques, how to produce robust programs, computational logic, translators and facilities of computing languages and data representation. Pupils will become familiar with computing related mathematics. It is expected that pupils will draw on this underpinning content when completing the Programming Project component.
3. **Unit 3: Programming Project** - pupils create solutions to computing tasks chosen from a set of options supplied by OCR. This is a Controlled Assessment task. In this unit pupils will need to: identify suitable variables and structures, identify test procedures, create a coded solution fully annotating the developed code to explain its function, test their solution, show functionality, show how it matches the design criteria, identifying successes and any limitations.

## ASSESSMENT

Units 1 and 2 are both assessed through a 1 hour 30 minute examination paper set and marked by OCR and are both worth 50% each of the final GCSE grade. The exam papers have a mixture of short and long-answer questions. Unit 3 is a programming project task which does not count towards their final grade.

## BENEFITS OF THE QUALIFICATION

It is a great way to develop critical thinking, analysis and problem-solving skills, which can be transferred to further learning and to everyday life. Pupils who want to go on to higher study and employment in the field of computer science will find it provides an essential stepping stone. Having a GCSE in Computing provides opportunities across a wide range of industries such as engineering, software companies, consumer electronics, telecommunications, security industry, medicine and many of the different sciences.

## PROGRESSION

Primarily A Level Computing and Mathematics courses, however understanding programming will also be beneficial if you are thinking of going into the field of medicine or science, especially physics. Below is a list of some university degrees that have programming included in their courses:

BSc Computer Science and Physics at the University of Edinburgh or University of Aberdeen

BSc Physics at Imperial College London: *“Physics is a practical science and relies on data, so physicists need to understand how data is generated and how to analyse it. This covers a wide range of skills including the ability to use apparatus in the laboratory, to use computers to make calculations and analyse data, and to carry out project work”.*

# DESIGN AND TECHNOLOGY

**GCSE Exam Board: AQA**

**Contact: Mrs Robertson**

Specialist areas include: Resistant Materials and Textiles.

If you are a problem solver, creative thinker and like designing and making, this is the subject for you. If you have enjoyed the projects in KS3 why not take it further and continue studying this interesting subject at GCSE level.

## MAIN FEATURES OF COURSE CONTENT

This course offers sound progression from KS3 and provides relevant and interesting content for pupils to study. There will be a focus on producing a prototype and the course allows for a specialised approach in the areas of Resistant Materials or Textiles. At the heart of the subject will be a passion to produce well designed and functioning products. We will also teach a core element of the syllabus through both theory and learning by doing. Modern technologies such as Computer Aided Design (CAD), 3D modelling, sublimation printing and laser cutting will be key elements.

## SCHEME OF ASSESSMENT

- All our specialist areas have the same forms of assessment and an equal workload.
- The only difference will be your chosen material to work in i.e. Resistant Materials or Textiles.

## Exam

- One tier entry.
- A written paper worth 50% of the final GCSE mark.
- This is a 2 hour paper and questions range from multiple choice to extended written responses.

## Coursework

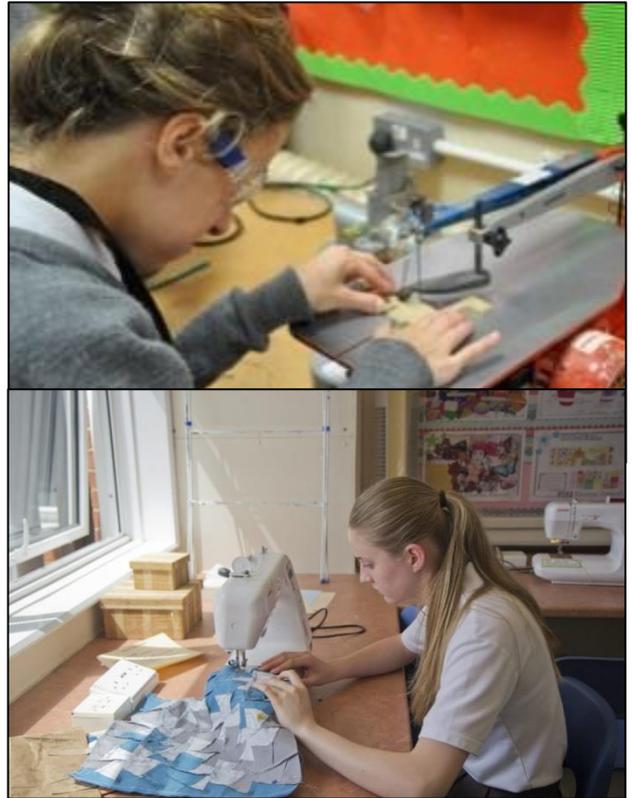
- A non-examined assessment (coursework) worth 50% of the GCSE mark with a single 'design and make' task selected from a range of 'design and make' tasks.
- Pupils will submit a prototype and a design folder.

## PROGRESSION

The Design and Technology industries are one of the largest employers in the country and this field offers excellent career choices. A qualification in Design and Technology can be combined with other GCSEs for entry to further education courses; as a precursor to studying the areas at A-level, HNC, HND, Foundation Degree or Undergraduate Degree level, or as a necessary entry to vocational and pre-vocational courses in a technology-based subject.

## Possible careers:

- Resistant Materials: civil/mechanical engineer, product designer, architect, project manager, 3D model maker, computer aided designer, car designer, exhibition designer, furniture designer, aeronautical engineer, structural engineer and innovator.
- Textiles: careers including design work, window dressing, fashion designer, textile designer, interior designer, clothing technologist, retail buyer and teaching.



# DRAMA

**GCSE Exam Board: AQA**

**Contact: Ms Whelan & Mrs Dunster**

## MAIN FEATURES OF THE COURSE

The GCSE course in Drama allows pupils to extend and develop their existing skills around performance, textual analysis, the creative process and reflective practice. The wide range of content in the new specification provides learners with a much more in-depth working knowledge of not only drama, but the theatre industry as a whole. Pupil progress is tracked and monitored through practical and written assessments and feedback is given constantly. Marks are awarded based on GCSE criteria and bandings and targets are reviewed on a termly basis.



## COURSE CONTENT

Pupils will be expected to:

- Develop and apply performance skills
- Take part in practical workshops
- Use improvisation skills and independent research to devise work through the use of stimuli
- Work collaboratively with all others in the class
- Learn lines in order to develop scripted performances
- Rehearse outside of timetabled lessons
- Complete weekly written homework tasks
- Collate a logbook as a record of their creative process
- Analyse and explore a set-text
- Watch and evaluate a live performance

## SCHEME OF ASSESSMENT

Assessment takes place throughout the course both practically in performance and in a written context through the set-text analysis, logbook and live theatre reviews. The course is divided into 3 components:

- **Component 1:** The written exam equates to 40% of the final grade. It is sat in May of Year 11 and has three sections: 4 multiple choice questions on theatrical terminology and the roles within theatre; 4 extended writing questions on the set-text, and lastly a live theatre review based on a performance watched over the two years of study.
- **Component 2:** This is a devising unit undertaken in lesson time and equates to 40% of the final grade. Pupils are expected to respond to a range of stimuli to collaboratively create drama within a specific style or genre. Alongside their devising, they must keep a logbook to document their process. This can be completely written, include visuals or be a filmed blog.
- **Component 3:** This unit involves pupils performing two extracts from one play and equates to the final 20% of the grade. This performance is assessed by an AQA examiner. Pupils may choose which play they work on from a selection of pre-approved scripts.

## PROGRESSION

A GCSE in Drama is looked upon favourably mainly because it demonstrates a range of transferable life skills such as self-presentation; a high level of communication; the ability to work creatively towards a common goal; the ability to empathise and confidence. More specifically, it can be used to gain entry onto higher education academic and vocational courses within the Performing Arts. Jobs in the industry are more varied than ever including: production, costume design, technical theatre, multi-media, stage design and, of course, performance.

# FOOD PREPARATION AND NUTRITION

**GCSE Exam Board: AQA**

**Contact: Mrs Truss**

## MAIN FEATURES OF COURSE CONTENT

Food Preparation and Nutrition is an exciting and creative course which focuses on practical cooking skills. Pupils will learn about British and international culinary traditions. The qualification will focus on developing practical cooking skills and a strong understanding of nutrition. The specification has been organised into the following sections:

- Food preparation skills – twelve skill groups have been identified and practicals will be planned around developing these skills. They are: general practical skills, knife skills, preparing fruit and vegetables, use of the cooker, use of equipment, cooking methods, prepare, combine and shape, sauce making, tenderise and marinate, dough, raising agents and setting mixtures.
- Food nutrition and health
- Food safety
- Food science
- Food provenance
- Food choice

## SCHEME OF ASSESSMENT

Theory knowledge from the above sections will be assessed in a written exam of 1 hour 45 minutes. The exam is worth 50% of the GCSE.

There will be 2 Non Exam Assessments (NEA) consisting of:

1. Food investigation task which tests pupils' knowledge of the scientific principles of the preparation and cooking of food. This is a practical research task. The pupils must complete a written report on their findings. The report will be approximately 1500- 2000 words and approximately 6-8 A4 pages. This task is worth 15% of the GCSE.
2. Food preparation task: one task to be selected from three offered by AQA. Worth 35% of the total marks. Pupils will plan, prepare, cook and present a final menu of three dishes which reflect the chosen task in a final three hour practical. Pupils will present a portfolio that explains how they have planned and carried out the preparation, cooking and presentation of the three final dishes. A time plan must be included. This must include an evaluation of the cost, the sensory properties and nutritional characteristics of the three dishes. Example tasks include:
  - a) Plan, prepare, cook and present a range of dishes which would be suitable for vegetarians. Present three final dishes
  - b) Plan, prepare, cook and present a range of dishes which are a good source of fibre and would appeal to teenagers. Present three final dishes.
  - c) Plan, prepare, cook and present a range of dishes from the Mediterranean culture. Present three final dishes.

## PROGRESSION

GCSE Food Preparation and Nutrition is an exciting and creative course which focuses on practical cooking skills to ensure pupils develop a thorough understanding of nutrition, food provenance and the working characteristics of food materials. This course will also provide the foundation for an apprenticeship or full time career in the catering or food industries. The qualification can be combined with other GCSEs and A Levels for future study at degree level to progress onto a career as a: dietician, nutritionist, food economist, food microbiologist, environmental health officer, food technologist and food purchaser within the retail market.

## IT - Creative iMedia

**Exam Board: OCR**

**Contact: Ms Cook**

### INTRODUCTION

The UK is a world leader in the creative digital industries, such as in the creation of visual effects for films and computer games. However, there is growing recognition that we need to build on and improve the UK's capability and capacity for technical innovation and creativity in this area. The OCR Cambridge Nationals in Creative iMedia has been designed to engage and enthuse young people with an interest in creative iMedia, for example digital graphics and animations, interactive multimedia products and pre-production skills.



### QUALIFICATION TITLE AND EQUIVALENCE

OCR Cambridge Nationals Certificate in Creative iMedia. This qualification is equivalent in level and teaching time to one GCSE at grades 9-4.

### COURSE CONTENT

- Unit R081: Pre-production skills
- Unit R082: Creating digital graphics project
- Unit R085: Creating a multipage website project
- Unit R886: Creating a digital animation project

### ASSESSMENT MODEL

- Unit R081: Written examination - An examination set and marked by OCR. 1hr 15 minutes.
- Unit R082: Creating a digital graphics - Project set by the exam board
- Unit R085: Creating a multipage website project - Project set by the exam board
- Unit R086: Creating a digital animation project - Project set by the exam board

### PROGRESSION

This qualification provides a broad and solid foundation for further study of various aspects of creative computing, such as graphic design, web design, computer games design and interactive media. It supports progress to further study, including:

- Level 3 GCE Media Studies, ICT
- Level 2 & 3 Cambridge Technicals in IT and Media
- Level 2 & 3 Apprenticeships
- Level 1 & 2 Vocational Qualifications in Creative and Digital Media, IT Practitioner

# MEDIA STUDIES

**GCSE Exam Board: AQA**

**Contact: Mr Steele**

## **INTRODUCTION TO THE COURSE**

The course is offered to those pupils with a keen interest in the media that is all around us. The GCSE involves a range of tasks involving both analytical and practical skills.

## **SUBJECT CONTENT CURRENTLY** (subject to change)

### Paper One

Questions will focus on three areas of the theoretical framework: industries, audiences and representation. There will be a balanced approach to these three areas of the theoretical framework in that Section A will focus on industries and audiences whilst Section B will deal with the representations. How it is assessed:

- Written exam: 1 hour 30 minutes
- 84 marks (35% of GCSE Questions)
- Multiple choice questions assessing breadth of knowledge.
- Short answer questions assessing in depth knowledge.
- An extended response question assessing in depth knowledge.

### Paper Two

Questions will focus on media language and contexts of the media. Pupils will be expected to analyse media products both in relation to the theoretical framework and their contexts. Section A will focus on language and Section B will focus on contexts. How it is assessed:

- Written exam: 1 hour 30 minutes
- 84 marks (35% of GCSE Questions)
- Multiple choice questions assessing breadth of knowledge of language.
- Short answer questions assessing in depth knowledge of language.
- Stepped response questions assessing breadth of knowledge of language.
- Extended response questions assessing in depth knowledge of all elements of the media

### Non-exam Assessment: creating a media product

Application of knowledge and understanding of the theoretical framework. Practical skills relating to the media format of their choice. How it is assessed:

- A choice of topics related to the over-arching theme which changes annually
- 72 marks (30% of GCSE)
- Assessed by teachers
- Moderated by AQA.

### **Tasks pupils produce:**

- a statement of intent
- a media product for an intended audience.

## **WE STUDY A RANGE OF MEDIA FORMS**

- Print and electronic publishing including newspapers, comics and magazines.
- Moving image which includes television and film which covers features, trailers and genre study.
- Web-based technologies/new media including the internet, web design, weblogs, podcasts etc.
- A study of advertising, popular music and news.

## **PUPILS NEED TO DEVELOP MEDIA SKILLS**

- Pre-production/planning skills: storyboarding, poster design, print advertising design, scripting, flat plans for magazines.
- Production skills: photography to create still image work, digital camera work, desk-top publishing.
- Evaluation: pupils are expected to be able to evaluate their production work effectively in the light of media practices.

## **PROGRESSION**

A wide range of options for further study are available including 'A' level Media Studies and Film Studies. Careers related to media include: advertising, journalism, public relations, film, TV broadcasting, marketing and publishing.

# MUSIC

**GCSE Exam Board: AQA**

**Contact: Ms Mason**

## INTRODUCTION

Music is an inspiring and creative course for those who:

- enjoy performing music
- want to compose music
- learn an instrument (including voice) or use music technology to perform music

If you want to broaden your knowledge of all types of music this exciting course will give you an appreciation of the diversity of musical styles.

### What do you need to take this course?

All musical skills are developed through careful listening and making music. Singing is at the core of developing all our other music skills, including composing and developing a secure ear for the listening paper, and therefore it is an essential part of the course. Taking lessons to learn an instrument (including voice) is an advantage but not essential. However, you will need to work extremely hard at developing music technology sequencing skills to meet the performing requirements. You will have a head start if you have engaged with reading a variety of music notations during KS3 as these skills are required and developed during the course.

### The AQA GCSE Music course involves:

- Three distinct disciplines of understanding music, performing and composing.
- These are taught and experienced through a wide variety of musical genres and styles.

### There are four main areas of study:

1. Western classical tradition 1650–1910.
2. Popular Music (which includes music of Broadway 1950s to 1990s, rock music of 1960s and 1970s, film and computer gaming music 1990s to present and pop music 1990s to present).
3. Traditional Music (which includes Blues music from 1920–1950, Fusion music incorporating African and/or Caribbean music, Contemporary Latin music and Contemporary Folk music of the British Isles).
4. Western classical tradition since 1910.

## SCHEME OF ASSESSMENT

- Component 1: **Understanding music.** A 1 hour and 30-minute exam paper with listening exercises and written questions in response to excerpts of music and set works: 40%
- Component 2: **Performing.** As an instrumentalist and/or vocalist and/or via technology: Performance 1: Solo performance and Performance 2: Ensemble performance: 30%
- Component 3: **Composing.** Two compositions, 1 to a brief and 1 Free composition: 30%

## TECHNOLOGY

A suite of Apple Mac computers running 'Logic', 'Garageband' and 'Sibelius' software will be available for use, making technology an exciting aspect of the course.

## PROGRESSION

- UK creative industries generate £91.8bn a year to the UK economy. Music GCSE helps you to develop the valuable communication skills and confidence essential for any successful career path.
- Your listening skills will enhance the aural perception needed in language examinations and effective communication.
- Your performing skills will give you confidence in delivering to an audience - useful in any field of work.
- In addition, it prepares you to study A Level Music, A Level Performing Arts or Music Technology.
- There are many careers linked to music including music journalism, music education, public relations and advertising, music management, composer, song-writer, orchestral musician, session work musician, arts management, music administrator, record producer and sound engineer.

## NEXT STEPS

- Have a look at the AQA specification on the Pupil Drive/Performing Arts/Music/Years 10&11/AQA GCSE
- Take opportunities; get involved in extra-curricular music and performances – this is an essential part of the course. We also attend performances such as operas at Glyndebourne and the Royal Opera House and take part in composing workshops and performances with a variety of professional musicians and composers.

## PERFORMING ARTS - Technical Award LEVEL 1 and 2

**Exam Board: Pearson**

**Contact: Mrs Dunster or Mrs Knight**

### MAIN FEATURES OF THE COURSE

The Technical Award in Performing Arts aims to give pupils the chance to acquire technical skills through studying ACTING, DANCE or MUSICAL THEATRE. Additionally, the course enables learners to develop attributes that are considered important in the commercial world, such as communication and personal management, whilst embedding a knowledge around roles, responsibilities, performance disciplines, the creative process and performance styles.

### COURSE CONTENT

Pupils will be expected to:

- Develop and apply performance skills
- Take part in practical workshops
- Use improvisation skills and independent research to devise work through the use of stimuli
- Work collaboratively with all others in the class
- Compile a portfolio which evidences every step of their creative process
- Watch and reflect on a variety of live performances
- Write reports and create presentations about their units of work
- Research into the Performing Arts industry
- Lead others in workshop activities both in and out of school
- Develop a wider knowledge of Performing Arts through the study of production, marketing and design

### SCHEME OF ASSESSMENT

Assessment takes place over the two years of study both practically by the teacher and through the compilation of evidence in a portfolio. Assessment is 100% coursework and there is no written exam, but there is one unit which is externally set and assessed. The course is divided into 3 components:

- **Component 1: Exploring the Arts** – studying the industry, engaging in activities and events, meeting practitioners and taking part in and leading workshops (30% and assessed by teacher)
- **Component 2: Developing skills and techniques in the Performing Arts** – creating and performing an original piece within the context of DANCE, MUSICAL THEATRE or ACTING (30% and assessed by teacher)
- **Component 3: Set task** – performing to a brief/stimulus set by Pearson under supervised conditions over an allotted period of time (40% and externally assessed)

Level 1 will be awarded for work at a PASS or MERIT. For Level 2, pupils must achieve DISTINCTION in at least 2 of the 3 components.

Pass Grades	Pass Points	GCSE Size Equivalence
Level 2 Distinction*	8.50	1
Level 2 Distinction	7.00	1
Level 2 Merit	5.50	1
Level 2 Pass	4.00	1
Level 1 Pass	1.75	1

### PROGRESSION

A vocational course in Performing Arts is looked upon favourably mainly because it demonstrates a range of transferable life skills such as self-presentation, a high level of communication, the ability to work creatively towards a common goal, the ability to empathise and confidence. More specifically it can be used to gain entry onto higher education vocational courses and Performing Arts levels 2+. Jobs in the industry are more varied than ever including production, costume design, technical theatre, multi-media, stage design and of course - performance.

## SPORT - BTEC LEVEL 1/2 FIRST AWARD IN SPORT

**Exam Board: Pearson**

**Contact: Mr Dallaway**

### MAIN FEATURES OF COURSE CONTENT

This course provides an engaging and relevant introduction to the world of sport. It incorporates important aspects of the industry, such as fitness testing and training for sport and exercise, the psychology of sport, practical sports performance and sports leadership.



It enables you to develop and apply your knowledge, while also developing a range of relevant practical, communication and technical skills. The qualification is the same size and level as a GCSE.

You will study three mandatory units, covering the underpinning knowledge and skills required for the sports sector:

- Fitness for sport and exercise
- Practical performance in sport
- Applying the principles of personal training

You will build on the knowledge gained in the mandatory units by choosing one further unit, covering areas such as:

- The mind and sports performance
- The sports performer in action
- Leading sports activities

### ASSESSMENT

You will carry out tasks/assignments throughout the course. Your teacher will mark these, and you will receive feedback as to how you are getting on. The assessment for Unit 1: Fitness for Sport and Exercise is an onscreen test which is marked by Pearson.

- All units have theory and practical elements
- The qualification is graded: Distinction\*, Distinction, Merit, Level 2 Pass or Level 1 Pass
- One of the units (Fitness for Sport and Exercise) is externally assessed (25%)
- The other three units are assessed through controlled assessment (75%)

Pass Grades	Pass Points	GCSE Size Equivalence
Level 2 Distinction*	8.50	1
Level 2 Distinction	7.00	1
Level 2 Merit	5.50	1
Level 2 Pass	4.00	1
Level 1 Pass	1.75	1

### PROGRESSION

- This BTEC can be followed by Level 3 vocational qualifications at sixth form.
- Careers include: sports physiotherapist, PE teacher, sports journalist, professional sports person, sports development officer, health and fitness, armed forces and police.

## GCSE PE

**GCSE Exam Board: AQA**

**Contact: Mr Dallaway**

### MAIN FEATURES OF COURSE CONTENT

This course is both practical and theoretical.

#### PRACTICAL

Pupils will be practically assessed as a performer in a range of activities throughout the two-year course. These activities will be taken from the following:

- basketball
- volleyball
- handball
- football
- athletics
- table tennis
- cricket
- hockey
- rugby
- tennis
- gymnastics
- cross country
- netball
- swimming
- dance



#### SCHEME OF ASSESSMENT

##### Paper 1: The Human Body and Movement in Physical Activity and Sport

- What is assessed: applied anatomy and physiology, movement analysis, physical training and use of data.
- How it is assessed: Written exam – 1 hour 15 minutes, worth 78 marks (30% of GCSE)
- Questions: Answer all questions. A mixture of multiple choice/objective test questions, short answer questions and extended answer questions.

##### Paper 2: Socio-cultural Influences and Well-being in Physical Activity and Sport

- What is assessed: sports psychology, socio-cultural influences, health, fitness and well-being and use of data.
- How it is assessed: Written exam – 1 hour 15 minutes, worth 78 marks (30% of GCSE)
- Questions: Answer all questions. A mixture of multiple choice/objective test questions, short answer questions and extended answer questions.

##### Non-Exam Assessment: Practical Performance in Physical Activity and Sport

- What is assessed: Practical performance in three different physical activities in the role of player/performer (one in a team activity, one in an individual activity and a third in either a team or in an individual activity). Analysis and evaluation of performance to bring about improvement in one activity.
- How it is assessed: Assessed by teachers and moderated by AQA. Worth 100 marks (40% of GCSE)
- Questions: For each of their three activities, pupils will be assessed in skills in progressive drills (10 marks per activity) and in the full context (15 marks per activity). Pupils will be assessed on their analysis (15 marks) and evaluation (10 marks) of performance to bring about improvement in one activity.

#### PROGRESSION

This GCSE can be followed by A Level Sports Studies at sixth form. Careers include: sports physiotherapist, PE teacher, sports journalist, professional sportsperson, sports development officer, health and fitness, armed forces and police.

# TRAVEL AND TOURISM - BTEC

**Exam Board: Pearson**

**Contact: Mrs Hoyle**

## **MAIN FEATURES OF COURSE CONTENT**

The BTEC in Travel and Tourism is designed to give learners the opportunity to gain a broad knowledge and understanding of, and develop skills in, the travel and tourism sector - and may even inspire pupils to consider a career in the travel and tourism sector. The focus of the programme is to look at international travel and tourism destinations and gateways and reasons for their appeal to different visitors.

The course supports pupils to take responsibility for their own learning and helps them develop skills that are essential for the modern-day workplace. This course helps the pupils to develop skills of organisation and self-motivated learning. It is also taught using a wide range of teaching strategies, including project work, group tasks, individual and group presentations.

## **SCHEME OF ASSESSMENT**

BTEC Level 1/Level 2 First Award in Travel and Tourism includes one externally assessed unit worth 25% of the final grade awarded. Evidence for assessment may be generated through a range of diverse activities including assignment and project work. Internal assessment will count for 75% of the final grade awarded.

## **WHAT WILL PUPILS LEARN?**

**Unit 1: The UK Travel and Tourism Sector** covers the main types of tourism in the UK, the contribution that travel and tourism make to the UK economy and the different component industries that make up the UK travel and tourism sector.

**Unit 2: UK Travel and Tourism Destinations** covers what the different types of UK destinations have to offer, as well as locating tourist UK destinations and routes.

The optional specialist units offered within this qualification build on the core and provide learners with an opportunity to develop a wider understanding and appreciation of areas of the travel and tourism sector, depending on their interests and motivation. Learners will be able to select their optional specialist units from:

**Unit 3: The Development of Travel and Tourism in the UK** which looks at developments that have shaped the sector and how the UK travel and tourism industry has developed as lifestyles, interests and technology have changed, giving an insight into why it is such a dynamic sector.

**Unit 4: International Travel and Tourism Destinations** which looks at international travel and tourism destinations and gateways and reasons for their appeal to different visitors.

**Unit 5: Factors Affecting Worldwide Travel and Tourism** covers the influential factors on tourism and why events such as natural disasters can have a significant impact on the sector.

**Unit 6: The Travel and Tourism Customer Experience** which looks at the needs and expectations of different types of customer in the travel and tourism sector and how organisations address these.

## **SECTION D: NON-EXAMINED CORE SUBJECTS**

Personal, Social, Health & Economic Education (PSHEe)

Physical Education

## PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION

**Contact: Ms Vanvuchelen, PSHEe Lead**

All pupils in Year 10 and 11 have a dedicated period with their Form Tutor to pursue aspects of their personal development that come under the umbrella of PSHEe.

Key Stage 4 pupils will study and build upon their work in Key Stage 3. In Years 10 and 11, they will be extending their knowledge and understanding of political, spiritual, moral, social and cultural issues; problems and events that influence their lives; and the local, national and international community in which these issues exist. They will be following programmes of study in personal well-being to include relationships, drug education, emotional health and mental well-being and economic well-being to support their financial capability. Pupils will gain experience in the skills of presentation, collaboration and assimilation which are all important to wider academic success. PSHEe has cross-curricular links with programmes of study in Science, RE, History, Geography, Business Studies, Sports Studies and English. They will also experience a range of presentations from outside agencies to enhance their learning which include the emergency services and theatre groups.

In addition, the PSHEe programme of study includes Careers Education. This focuses pupil development on transition issues that will become increasingly significant post-16. Year 10 pupils consider a range of topics in their build-up to their experience in the world of work which takes place in the summer term. The units of work in the PSHEe programme include several aspects of study that are directly related to work-related learning, for example the preparation and planning for work experience and applications for posts of responsibility within Year 11. Year 11 pupils focus their thoughts on life beyond St Richard's and consider the options available to them. Additionally, Year 11 pupils formalise their achievements in education and elsewhere, by completing the online UCAS application form for further education.

Form Services and Year Services also take place throughout Key Stage 4. These are organised during the PSHEe period. The pupils' spiritual development is an important aspect of the life of the college.

In Key Stage 4, the emphasis of PSHEe is to ensure pupils understand their responsibilities as young adults and prepare them to take their place in society as well-informed citizens who have a sound appreciation of their needs and the needs of those around them.

# PHYSICAL EDUCATION

**Contact: Mr Dallaway**

This is compulsory for all pupils and takes the form of one fifty minute lesson a week. Pupils will be directed towards an option which will maximise their potential and options will include:

1. Games
2. Sport for active lifestyle/leisure

Within each option, pupils are required to improve skill levels, test and improve personal fitness levels and organise/coach lessons or sports tournaments. Activities could include:

- Football
- Badminton
- Rounders
- Rugby
- Table Tennis
- Softball
- Netball
- Fitness
- Tennis
- Hockey
- Golf
- Athletics
- Volleyball
- Handball
- Trampolining



## **SPORTS LEADERSHIP AWARD**

The SLA is an Award for 14-16 year olds, helping them to develop leadership skills through the medium of sport. The qualification is gained through practical situations and is assessed through the Youth Sports Trust. The course has two modules:

### **Module A consists of:**

- Organisational skills
- Fair play in Sport
- Communication skills
- The role of the umpire
- Health and Fitness
- Opportunities in Sport and Recreation

In Module B pupils lead an activity demonstrating the skills acquired in Module A.

The course takes approximately 10 hours to complete and a pupil receives a certificate from the School Sports Partnership at the end of the course.

## **PROGRESSION**

Many pupils then go on to follow the Sports Leadership Award at sixth form college. They can also use skills acquired in local schools and sports clubs as helpers/coaches.

# NOTES

# NOTES

## KEY DATES FOR YEAR 9

Thursday, 10th January	Parent/Carer Consultation Evening (5.00-8.00pm)
Wednesday, 23rd January	Curriculum Evening (6.00-8.00pm)
Friday, 8th February	Option choice sheet to be returned to Form Tutor by 9.00am
Tuesday, 5th March	Careers Workshops (during PSHEe)
Monday, 17th June	Year 9 Exam Week
Mid-June	Proposed date for informing pupils of Option choice
Thursday, 11th July	Summative Reports to Parents/Carers

### MISSION STATEMENT

#### *Comitas, Scientia, Caritas*

St Richard's Catholic College is a community where all are welcomed in the spirit of Christian love and respect.

Our school encourages the wonder and joy of learning in order to ensure that every pupil reaches their full potential.

We enable all to flourish and grow together in friendship and in faith.

We aspire to be courageous, having the integrity and the spiritual strength to make a positive difference in the world, both now and in the future.

We endeavour to cherish our school motto of Community, Knowledge and charity.

*'I have come so that all may have life, and have it to the full.'* (John 10:10)

