

St. Joseph's Catholic College

Ocotal Way
Swindon, SN3 3LR

Tel: **01793 714200**
Fax: **01793 714270**

info@stjosephscollege.net
www.stjosephscollege.net

Year 9 – 10 Options Subject Information

January 2021



ART

Exam Board: AQA

Course Outline:

The Art Course provides students with an initially broad creative experience which develops their understanding of the design process and hones and refines their technical ability. Students then specialise in an area of their choice and develop an extended, personal investigation. Students will learn to research, develop, refine and present their work to a high standard.

Programme of Study:

Students have an opportunity to study the following courses:

- **Favourite Things** – A 2D diagnostic unit of work that explores visual language and looks at objects and portraits linking to identity.
- **3D Body Adornment** – A 3D unit that includes a visit to the V&A and covers construction with three dimensional media.
- **Extended Personal Investigation** – An extension of one of the first two projects which enables students to develop their own ideas and interests towards unique and innovative personal responses.

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

This course leads onto A Level Art & Design courses: Art, Graphics, Textiles and Photography

Assessment Summary:

Students create two projects during their coursework unit: An extended personal investigation and a subsidiary project. Marked together, these projects account for 60% of the GCSE grade. In January of Year 11, students begin an 'Exam' unit which concludes with a ten hour timed assessment. This unit accounts for 40% of the GCSE grade.

Career Options:

From the moment you wake up till the moment you go to bed, almost everything you touch, see or visit has been influenced by a creative operating in one of the Creative Industries. From the bed you woke up on designed by a Furniture Designer, to the box your cereal comes from (Graphic Designer), the car you came to college in (Automotive Concept Artist), the building you're educated in (Architect), the advertisements and billboards you passed in the street (Graphic Designer), the uniform and casual clothes you wear (Fashion Designer) to the computer games and TV you play and watch to unwind (Character Illustrator and Set Designer, Costume Designer, Media and Makeup Artist), Creative Careers permeate and influence every part of our lives. Is it any wonder that the Creative Industries are the country's fastest growing sector of the economy? All of this and more begins with GCSE Art and Design.

Additional Information:

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

- Sustain a steady commitment to both homework and class work
- Have a creative outlook and imagination.
- Produce a substantial quantity and quality of assignments within units of work
- Are keen to record observations and experiences that are appropriate to Art and Design

- Are able to analyse and evaluate images and objects in Art Galleries, Museums and websites, showing understanding
- Are keen to explore and develop ideas using a variety of media and processes and are able to review and modify their work
- Are able to produce a personal response, yet are able to understand the work of others.

BUSINESS GCSE

Examination Board: Edexcel

Course Outline:

Business Studies is the study of businesses and business activity. You learn about the role of an entrepreneur and the process of setting up a business. Business Studies gives you the knowledge of small and global businesses as well as how businesses can make informed decisions about their products, promotion, finances and staff. The course will give you the essential skills to run your own business or work as a senior manager in an already established and successful business.

Programme of Study:

Theme 1 – Investigating small business:

Topics studied in this unit:

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

Theme 2 – Building a business:

Topics studied in this unit:

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

Assessment Summary:

- Two 90 minute, written examinations, split into three sections:
 - o Section A: Multiple choice and short answer questions.
 - o Section B and C: Short and long-answer questions about a named business.
- Approximately 10% of your GCSE will be awarded on basic numeracy skills
- You will be assessed on your knowledge (A01), Application (A02) and use of context (A03) in your exam questions.

Careers options:

GCSE Business will give you a head start at A-Level Business Studies and Economics. Taking these A Levels will allow you to apply for a Business Studies related degree at university. Business Studies graduates can earn up to £42,000 in their first year after graduating university.

Business Studies GCSE is unique because it is the only GCSE that gives you the skills and knowledge to become self-employed. You can use your knowledge to start a business linked to any passion including, animals, sport and beauty.

If you want a job when you leave school, the year 11 content will give you real world knowledge about recruitment and the processes in each department of a business to make you stand out against other candidates.

Ultimately, you will either work for a business or own one and Business Studies is the only GCSE that can help you do both successfully.

COMPUTER SCIENCE GCSE

Examination Board: OCR

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

Programme of Study:

Computer Systems and Programming

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

Practical Investigation

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

Programming Project

- Programming techniques
- Design
- Development
- Testing and evaluation

Assessment Summary:

Paper 1: Computer Systems

Written paper 90 minutes (50%)

Paper 2: Computational thinking, algorithms and programming

Written Paper 90 minutes (50%)

A high level of mathematical skill is required in this subject.

DRAMA OCR GCSE (9-1)

Examination Board: OCR

Course Outline:

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

Programme of Study:

The OCR GCSE Drama course consists of three units.

The units are:

- Devising Drama (Internally Marked)
- Presenting & Performing Texts (Externally Marked)
- Drama: Performance & Response (Written Exam)

Assessment Summary:

Content Overview	Assessment Overview	
Learners will research and explore a stimulus, work collaboratively and create their own devised drama.	Devising drama* (01/02) 60 marks Non-exam assessment	30% of total GCSE
Learners develop and apply theatrical skills in acting or design by presenting a showcase of two extracts from a performance text.	Presenting and performing texts* (03) 60 marks Non-exam assessment (Visiting examination)	30% of total GCSE
Learners will explore practically a performance text to demonstrate their knowledge and understanding of drama. Learners will analyse and evaluate a live theatre performance.**	Drama: Performance and response* (04) 80 marks Exam assessment 1 hour 30 minutes (Written paper)	40% of total GCSE

* Indicates inclusion of synoptic assessment.

Students will complete one assignment for each unit. These assignments are evenly spread between September of Year 10 and Easter of Year 11. The practical component is as demanding as it is enjoyable and students who opt for the subject will not only have

to reach a minimum standard in their written work, but also have to reveal a basic theatrical talent. This means that students should:

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

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

The written exam unit requires the students to answer questions based on a set text and also complete a live theatre review. Students will have opportunity during the course to attend a range of different theatre shows and are encouraged to visit the theatre as much as possible during the course.

Additional Information:

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

DESIGN TECHNOLOGY GCSE

Examination Board: OCR

Course Outline:

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

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

Programme of Study:

There are two units of study:

Assessment Summary:

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

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

Additional Activities

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

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

FOOD PREPARATION AND NUTRITION

Examination Board: WJEC Eduqas

Students will be given the opportunity to develop their knowledge and understanding of the six areas of content.

Students will also be given the opportunity to develop technical skill through practical and experimental work. This opportunity will allow students to develop sound technical skills whilst exploring and consolidating knowledge and understanding relating to food preparation and nutrition.

Areas of Content

1. Food commodities
2. Principles of nutrition
3. Diet and good health
4. The science of food
5. Where food comes from
6. Cooking and food preparation

Component 1

Principles of Food Preparation and Nutrition

Written examination: **1 hour 45 minutes**

50% of the qualification - 100 marks

Component 2 - non-examination assessment

Food Preparation and Nutrition in Action

Non-examination assessment

50% of the qualification

Total marks 100

NEA 1: The Food Investigation Assessment (15%)

WJEC Eduqas recommends 8 assessment hours for this assessment, to cover all aspects of the assessment.

WJEC expects the total length of the report to be between 1,500 – 2,000 words.

NEA 2: The Food Preparation Assessment (35%)

This assessment will require students to:

Plan, prepare, cook and present a selection of dishes, to meet particular requirements such as a dietary need, lifestyle choice or specific context.

12 assessment hours for this assessment will include **a 3 hour practical** sessions to prepare, cook and present the dishes. The folio of evidence should consist of a maximum of 15 pages 30 sides of A4 (or A3 equivalent) and include all photographs, charts and graphs.

GEOGRAPHY GCSE

Exam Board: AQA

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

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

This new specification offers:

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

What is Geography at St Joseph's all about?

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

Programme of Study:

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

Unit 1 - Living with the Physical Environment –

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

Unit 2 - Challenges in the Human Environment –

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

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

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

Assessment Summary:

Paper 1

Living with the Physical Environment

The study of physical processes and patterns

35%

1 hour 30 minutes

Paper 2

Challenges in the Human Environment

The study of human geography themes and issues

35% 1 hour 30 minutes

Paper 3

Issue evaluation, based on resource booklet, and fieldwork

30%

1 hour 15 minutes

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

Additional Information:

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

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

GRAPHIC COMMUNICATION

Examination Board: AQA

Course Outline:

GCSE Graphic Communication is a fast paced and exciting subject for students who are interested in learning how to use visual language to communicate ideas in commercial fields including illustration, branding, advertising, packaging design, design for print, communication graphics, digital art, and photography. The course will cover a range of skills from developing ideas and concepts to image making, creating a portfolio and producing refined outcomes created in traditional and digital media that communicate effectively through colour, image, layout and typography.

You will be taught to use the latest version of adobe creative suite which includes Photoshop and Illustrator, which are a must in the highly competitive creative arts environment.

This subject is most suitable for students who love to design, draw and create and are interested in the power of visual language to communicate ideas. It is a great subject for students who want to express their creativity in sketchbooks using traditional media and develop ideas using Photoshop and other Adobe creative suite software to produce a polished outcome.

Programme of Study:

The course is structured into four coursework projects and one final exam unit:

1. Key Skills: Learn and practice skills in colour, typography, illustration and composition for a mini branding project.
2. Produce a range of illustration graphics for a book or piece of text such as song lyrics or a poem.
3. Produce an advertising campaign to include typography and stencil design outcomes.
4. Explore the work of graphics designers who work in editorial design and use photography as a medium for communication. Explore how text and image can communicate moods and ideas.

You will be taught to think creatively, to design and make following professional workflow models. You will learn technical knowledge and understanding relating to the graphics industry. In addition, you will develop transferable skills such as problem solving and time management.

Assessment:

- Coursework portfolio 60%.
- Examination project and timed test: 40%. (This final controlled assessment is in response to a question set by the exam board).

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

HEALTH AND SOCIAL CARE: Level 2 BTEC

Examination Board: Pearson

Course Outline:

Studying Health and Social Care involves the study of the development of the human body, alongside the study of the different roles within the Health and Social Care Sector whilst developing a wide range of skills through the course.

The focus is on four areas of equal importance, which cover the:

- Development of key skills that prove your aptitude in health and social care such as interpreting data to assess an individual's health
- Process that underpins effective ways of working in health and social care, such as designing a plan to improve an individual's health and wellbeing
 - Attitudes that are considered most important in health and social care, including the care values that are vitally important in the sector, and the opportunity to practise applying them
 - Knowledge that underpins effective use of skills, process and attitudes in the sector such as human growth and development, health and social care services, and factors affecting people's health and wellbeing.

Programme of Study:

Component 1: Human Lifespan Development

Learners will investigate how, in real situations, human development is affected by different factors and that people deal differently with life events.

Component 2: Health and Social Care Services and Values

Learners study and explore practically, health and social care services and how they meet the needs of real service users. They also develop skills in applying care values.

Component 3: Health and Wellbeing

Learners will study the factors that affect health and wellbeing, learning about physiological and lifestyle indicators, and how to design a health and wellbeing improvement plan.

Assessment Summary:

Component Number	Component Title	Assessment Style	Assessment Type
1	Human Lifespan Development	Coursework tasks	Internal
2	Health and Social Care Services and Values	Coursework tasks	Internal
3	Health and Wellbeing	Exam	External

Grades are awarded as Level 1 Pass, Merit or Distinction or Level 2 Pass, Merit, Distinction or Distinction*.

HISTORY GCSE

Examination Board: *Edexcel GCSE History*

Course Outline:

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

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

Programme of Study and Assessment Scheme:

- **Exam Paper 1:**
- **Medicine in Britain c1250 to the Present and the British Sector of the Western Front 1914-1918: Injuries, Treatments and Trenches.**
(Thematic study and the Historic Environment) Written Exam 1 Hour 15 Minutes including sources investigation: 30% of GCSE.
- **Exam Paper 2:**
Section A: Early Elizabethan England 1558-1588 (the Golden Tudor Age of Queen Elizabeth I up to and including victory over the Spanish Armada)
Section B: Superpower Relations and the Cold War 1941-1991 (the conflicts between the USA and the West against the Communist USSR, including events such as the Berlin Wall and the Cuban Missile Crisis)
(Period Study and British Depth Study) Written Exam 1 Hour 45 Minutes: 40% of GCSE.
- **Exam Paper 3:**
Weimar and Nazi Germany 1918-1939 (the rise of Hitler to power in Germany and the Nazi State including the persecution of the Jews)
(Modern Depth Study) Written Exam 1 Hour 20 Minutes: 30% of GCSE.

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

Objective 1: Recall, select, organise and deploy knowledge of the specified content; communicate it through description, analysis and explanation of:

- The events, people, changes and issues studied
- The key features and characteristics of the periods, societies or situations studied.

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

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

Additional Information

The course offers opportunities for educational visits (for example an intended visit to France and Belgium in 2021-2022 to investigate the Battlefields for Exam Paper 1).

Teachers will support students with revision websites and guides and by running extra revision and support sessions during the course and as the exams approach.

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

LANGUAGES

French GCSE

Examination Board:

AQA GCSE French

Course Outline:

The GCSE French programme of study aims to give students a high degree of fluency and the ability to communicate spontaneously in the target language. A Modern Foreign Language at GCSE is one of the five subjects, which lead to the award of the English Baccalaureate.

Programme of Study – French GCSE

The course is divided into four skill areas:

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

All four skills are assessed at the end of the course in Year 11.

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

Family and relationships
Social Media
Mobile technology
Charity Work
The environment

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

Additionally students will become familiar with authentic texts from the French speaking world and be able to complete work that allows them to understand the customs and culture of modern day France and the wider French speaking world. Finally, the department offer a range of trips and linguistic experiences to help students to grasp their language and further develop their confidence. This comes in the form of from trips, revision guides and sessions and visiting language assistants.

Italian GCSE

Examination Board:

AQA GCSE Italian

Course Outline:

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

A Modern Foreign Language at GCSE is one of the five subjects which lead to the award of the English Baccalaureate.

Programme of Study – Italian GCSE

The course is divided into four skill areas:

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

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

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

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

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

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

Finally, the department offer a range of trips and linguistic experiences to help students to grasp their language and further develop their confidence. This comes in the form of trips, revision guides and sessions and visiting language assistants

MUSIC GCSE

Exam Board: AQA

Course Outline:

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

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

Programme of Study and Assessment:

Component 1: Understanding Music

What's assessed?

Listening – General Music

Contextual Understanding – Set works

How it's assessed

Exam paper with listening exercises using excerpts of music

Questions

Section A: Listening (68 marks)

Section B: Contextual understanding (28 marks)

The exam is 1½ hrs

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

Component 2: Performing Music

What's assessed?

Music Performance

How's it's assessed

As an instrumentalist and/or vocalist

Performance 1: Solo Performance (36 marks)

Performance 2: Ensemble Performance (36 marks)

This component is 30% of GCSE Marks

This Component is marked internally by teachers and externally moderated.

Component 3: Composing Music

What's assessed?

Composition

How it's assessed

Composition 1: Composition to a brief (36 marks)

Composition 2: Free composition (36 marks)

This component is 30% of GCSE Marks

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

PERSONAL AND SOCIAL DEVELOPMENT BTEC LEVEL 2

Examination Board: Pearson/ Portal

You may be spoken to about joining this course if we feel it would benefit your development.

Course Outline

If you are interested in learning more about yourself, careers and the world around you then this is the course for you. The course covers eight different modules including Managing Your Money, Diversity, Employment/Enterprise and Working Towards Goals. The course promotes both independent and group work responses.

This course would support your ability to study independently, focus on new and challenging situations and working with others successfully and effectively. It will help you to fully consider both searching and applying for a job- both vital life skills. Then this may be right for you and different from other subjects that you have studied previously.

You will also have time to focus on your own study skills and to support your learning across all of your subjects.

Assessment

100% coursework which is assessed by a BTEC Verifier in school.

Programme of study

PSYCHOLOGY GCSE

Exam Board: OCR

Psychology is the study of mind and behaviour. It seeks to understand how people behave and what drives this behaviour. This subject expects that learners will examine their world with an analytical approach and apply the major theories of psychology. Psychology also investigates the methods used to study behaviour and the mathematical analysis that enables psychologists to draw reliable and valid conclusions about the world we live in. This particular course has a focus on mental health and the stigmas often attached with this area of psychology.

What is Psychology at St Joseph's all about?

- Provides students with an opportunity to experience 'doing psychology' through data collection and analysis of findings in order to draw research-based conclusions
- Encouraging an understanding of the scale and range of different behaviours, including criminal behaviour
- Developing an informed understand of mental health disorders and research into effective treatments around the world
- An opportunity to incorporate both mathematical and scientific skills in both theory and practical work

Programme of Study:

Paper 1 – Studies and applications in psychology 1

- **Criminal Psychology:** Types of crime, deviation from social norms, criminal personality theories, changing nature of punishment
- **Development:** Stages of cognitive development, brain structures and the nervous system, changing role of education
- **Psychological problems:** Mental health definitions, schizophrenia and clinical depression, changing nature of treatments
- **Research methods:** Planning research, hypotheses, variables experimental design, populations and sampling

Paper 2 - Studies and applications in psychology 2

- **Social influence:** Conformity, majority and minority influence, obedience and changing attitudes to social behaviour
- **Memory:** Information processing, structure and functions of memory, recall & forgetting
- **Sleep and dreaming** Functions and benefits of sleep, theories of dreaming, circadian rhythms and changing treatments for insomnia
- **Research methods:** Types of experiments, questionnaires, observations, case studies, correlational research and ethics in practice

Assessment Summary:

	Paper 1	Paper 2
Format	Written examination	Written examination
Structure	90 marks 1hr 30 minutes Includes extended writing	90 marks 1hr 30 minutes Includes extended writing
% of GCSE	50%	50%

10% of research methods marks are allocated to the assessment of mathematics relevant to psychology.

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

Additional Information:

This course can lead onto the specific study of psychology at A Level. It could also provide the foundation for any similar science or social science A ~~level~~ Level programme (such as sociology) or subjects that encourage research debate such as Philosophy and Ethics. The course provides an introduction to understanding the world around us and ~~the~~ is a great foundation for any learner!

BTEC SPORT (LEVEL 2 FIRST AWARD IN SPORT)

Examination board: EdExcel

Course Outline:

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

Programme of study:

Candidates will be assessed on the following units:

1. Fitness for sport and exercise (1 hour externally assessed examination)
2. Practical performance in sport (3 x assignments)
3. Applying the Principles of Personal Training (4 x assignments)
6. Leading sports activities (3 x assignments)

Assessment Summary:

Internal assessment – Units 2, 3 & 6 combine practical work with theoretical knowledge. Students will then complete a number of assignments for each unit. These assignments are evenly spread between September of Year 10 and Easter of Year 11. Assignments are designed to incorporate a balance of group work and independent learning. Assessment decisions are based on presentations, observations of student coaching sessions, written reports and photographic or video evidence. All students must have full PE kit available for practical lessons. They must remain committed to the theoretical and practical aspects of the course.

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

Additional Information:

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

ART - TEXTILES

Exam Board: AQA

Course Outline:

The Art Textiles Course provides students with the opportunity to research, develop, refine and present their own work in the textiles disciplines of fashion/costume, furnishings and fine art.

Programme of Study:

Students have an opportunity to study the following courses:

- **Under the microscope** – A unit that introduces core textiles skills in pattern cutting, construction, machine stitching, tie dye, batik and couching.
- **Fashion Collection** – A design related unit that combines dye techniques with print and pattern making and hand embellishments to create a fashion collection based on a theme.
- **Experimental Textiles** – A surface design unit that explores experimental textiles techniques to create a self-directed outcome.

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

This course leads onto the A-level Textile Course at Sixth Form.

Assessment Summary:

Student portfolios will be assessed under the four assessment objectives; record observations, experiment with techniques, research artists and designer and realise ideas. Coursework is 60% of the GCSE grade: the Terminal. Examination is 40% of the GCSE grade. All coursework must be completed by Christmas of Year 11. The Terminal Examination takes place from 1 January until May of Year 11.

Additional Information:

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

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

APPENDIX: QUALIFICATIONS – A BRIEF GUIDE

The National Qualifications Framework

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

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

Level 1:

GCSEs gained at grades 3, 2 & 1 are Level 1 qualifications. A student gaining 5 GCSEs at grades 3, 2, or 1 would be said to have achieved Level 1, which is why success on this measure is quoted in the school 'league tables'.

Level 2:

GCSEs gained at ~~grades 9~~grades 9, 8, 7, 6, 5, ~~4~~are 4 are Level 2 qualifications. BTECs are also Level 2 qualifications.

Level 3:

A Level GCE qualifications are at Level 3, as well as VGCE (BTEC's) in some subjects.

Beyond Level 3:

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

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

Public Examinations – An Explanation

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

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

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

Main Features of the Level 2 (GCSE) Award

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

- Assessment is of positive achievement. In the past, examinations have tended to record what candidates could not do rather than what they could. The GCSE will attempt to identify what they know, understand and can do.
- Assessment is not always by examination alone. In some cases at least 20% of a candidate's mark will be based on work undertaken by students during controlled assessments (Non-Exam Assessment or NEA has replaced what used to be known as "Coursework". In essence they are pretty much the same thing, in other words, research – or project-based work – that counts towards a student's final grade.) This allows skills to be assessed in wider ways than is possible in an ordinary examination.
- The amount of NEA will vary from subject to subject. However it is worth noting that recent Government regulations have reduced the amount of NEA and increased the importance of final examinations.
- All syllabuses are designed to help candidates understand a subject's relationship to other areas of study and its relevance to their own lives and responsibilities.
- For GCSEs certificating from 2014, all external exams will have to be taken at the end of the course.
- GCSE exams will take place in May/June. However, there will be an additional opportunity to take GCSEs in Mathematics, English and English language in November because of the importance of these subjects for entry to further education and employment.

NEA

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

Spelling, punctuation and grammar

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

Main Features of a Level 2 BTEC Course

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

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

These are assessed through a combination of:

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

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