

Year 9 Options Booklet



St. John Fisher Catholic High School



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INTRODUCTION

This booklet is for students and their parents/carers. It is just part of the advice and assistance available to ensure that each student selects a balanced programme appropriate to his or her needs and aspirations.

Throughout Key Stage Three (Years 7-9), the school has provided all students with a balanced education, developing their skills and understanding across a broad curriculum. As students move into Year 10, it is necessary to reduce the number of subjects slightly to ensure adequate preparation for those vital examinations. However, balance and breadth remain important and the curriculum for Years 10 and 11 has two distinct parts to ensure that students have some freedom of choice within a carefully structured programme.

1. Compulsory Subjects:

All students will study the following subjects:
English Literature; English Language; Mathematics;
Double Science; Religious Education; Physical Education; Social, Moral, Spiritual and Cultural Education; Careers Education

2. Enhancement Subjects:

In addition to the compulsory subjects, students will select **3** further subjects. Detailed notes for guidance are given later in this booklet.

Students are expected to choose to study (at least) one of the following subjects:

Computer Science; French; Spanish; Geography; History; Triple Science

The overriding advice must be that all students should retain a wide range of subjects and not limit their opportunities at 16 by making inappropriate choices now. However, we do encourage students to consider the opportunities in the arts as well as our strong provision in foreign languages and humanities.

It is vital that each student makes the APPROPRIATE option choices. The following questions could be a starting point when considering the choices.

WHICH SUBJECTS DO I LIKE?

You will probably try harder and enjoy the subjects you enjoy. Be careful that the enjoyment is not just due to the teacher – it is not guaranteed that you will have that teacher for your GCSE.

WHICH SUBJECTS AM I BEST AT?

You may stand a better chance of achieving good results and exam successes in the subjects where you are on target in Y9. If you are not on target now, try to work hard so you are on target by the next assessments.

WHICH SUBJECTS DO I NEED?

Have you any idea of a possible career? If so, you may need certain subjects as qualifications as they will enable you to study the A levels needed at college. If you are unsure, ask Mr. Hynes (Careers Information, Advice and guidance coordinator), or any teacher for help. If you have no career in mind at present, keep your future options open by choosing a broad range of subjects. For example, a humanities subject (History or Geography), a language (French or Spanish) and any other subject would give you a broad range of qualifications.

WHAT QUALIFICATION WILL I GAIN?

All courses will lead to a qualification. Most will lead to a G.C.S.E grade of 9 – 1 but some may award a level, or Distinction, Merit or Pass. Read the subject information carefully to understand what the award is.

CAN I CHOOSE THE SAME SUBJECTS AS MY FRIENDS?

Please do not simply copy your friend's options. **This is not recommended** as you will be studying the subjects for 2 years and most subjects have more than one class so you will not necessarily be with your friends. Also, we change the band of some students as they move from Year 9 into Year 10 so they cannot guarantee that their classes will remain the same.

Each student has attended assemblies from each Head of Department. Parents evening has been held recently and you may have discussed options with the teachers at that event. All this information, this booklet and the forthcoming Options Evening should allow your child to make good and appropriate decisions about their future courses of study. Do not hesitate to contact any member of staff if you require any further information.



Compulsory subjects



HEAD OF DEPARTMENT

Mrs R Robertson

COURSE OUTLINE

AQA GCSE English Language and Literature.

There is also the opportunity for a small number of pupils (up to 10) to take part in a Step up to English course for a silver and gold award. This is a non-exam assessment which is a nationally recognised qualification that gives students the opportunity to achieve a certified award. It may be suitable for pupils who need support with literacy at GCSE.

COURSE STRUCTURE

English Language

100% examination. There will be 2 examinations for English Language.

Paper 1:

Explorations in Creative Reading and Writing

(1 hour 45 minutes).

This involves reading one literature fiction text and answering 4 questions. Then, writing a descriptive or narrative piece.

Paper 2:

Writers' Viewpoints and Perspectives

(1 hour 45 minutes).

This involves reading one non-fiction text and one literary non-fiction text and answering 4 questions. Then, writing to present a viewpoint.



English Literature.

100% examination. There will be 2 examinations for English Literature.

Paper 1:

Shakespeare and the 19th century novel

(1 hour 45 minutes).

Written exam on 'Romeo and Juliet' followed by a written response to 'A Christmas Carol' by Charles Dickens.

Paper 2:

Modern texts and poetry

(2 hours 15 minutes).

Written exam on 'Blood Brothers' by Willy Russell or 'An Inspector Calls' by J. B. Priestley.

Followed by the study of 15 poems on either 'Love and Relationships' or 'Power and Conflict' and a written response and comparison to two unseen poems.

There is the potential to possibly sit English Literature GCSE at the end of Year 10.



THE IMPORTANCE OF ENGLISH

English Language is a crucial skill to prepare all pupils for everyday life. The importance of reading and writing are crucial skills that will set all pupils up for future success in whatever area they choose to follow. English Literature is also studied by all pupils. It is aimed to inspire young readers and is excellent preparation for A-Level English Literature as well as giving students a grounding in a wide variety of literature that will stay with them for life.

The study of English benefits and impacts on a wide variety of career paths including journalism, teaching, careers in law etc. The list really is endless for the importance of English in all career choices.



WIDER OPPORTUNITIES

- The English department works alongside the drama department to invite theatre companies into school for productions of plays and texts that are studied in school.
- Groups are taken to local theatres to experience the magic of watching a play or text come alive by being performed in live theatre.
- There are many reading challenges and book quizzes linked to the library to promote a love of reading for all.



Manchester Actors visit school to deliver 'A Christmas Carol' and to take questions from pupils.





HEAD OF DEPARTMENT

Mr A Gunning

COURSE OUTLINE

OCR GCSE Mathematics.

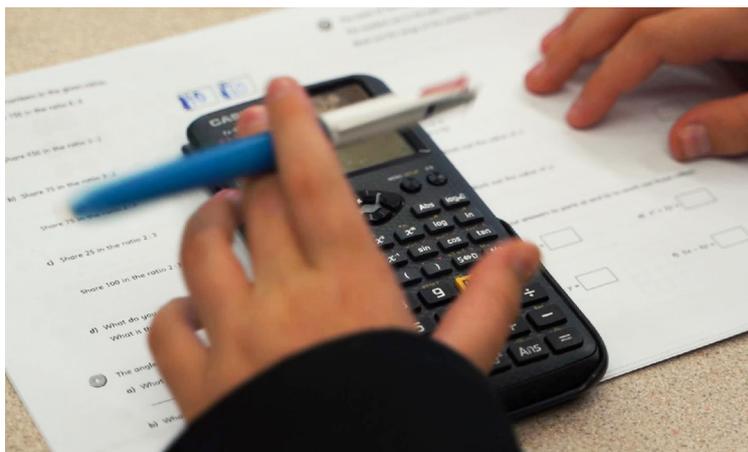
There is also the opportunity for a small number of pupils to complete the Entry Level Certificate to ensure that all pupils leave St. John Fisher with a recognised mathematics qualification.

COURSE STRUCTURE

GCSE - 100% examination.

There will be 3 examinations for mathematics. One is a non-calculator paper and two are calculator allowed. It is important to have your own scientific calculator.

Each examination is 1 hour 30 minutes long.



THE IMPORTANCE OF MATHEMATICS

The philosophy of the Mathematics department is to ensure our pupils are equipped with a uniquely powerful set of tools to help understand our world and its rapidly developing technology. These tools include numeracy, logical reasoning, problem solving and the ability to think in abstract ways.

Mathematics is important and relevant in everyday life and in many forms of employment; for example:

- science and technology
- medicine
- the economy
- the environment and its development

The department strives to realise this vision by aiming to provide our pupils with the necessary skills to enable them to feel competent with the mathematical situations they encounter in other subjects and in ordinary life.



WIDER OPPORTUNITIES

The school enters teams of mathematicians in various competitions such as the UKMT Team Challenge, A Stock Market Challenge at the University of Manchester, and the St. John Rigby Maths Challenge.

Most able pupils in Year 10 will take part in the UKMT Intermediate Challenge which is aimed at promoting a love of problem solving. The best achieving pupils are awarded bronze, silver or gold certificates and can qualify for the Mathematical Olympiad!





HEAD OF DEPARTMENT

Mr A Macaulay

COURSE OUTLINE

AQA Combined Science Trilogy

COURSE STRUCTURE

You will be taught lessons of Biology, Chemistry and Physics. At the end of Year 11 there will be two exams in each subject (a total of six exams) and the scores from these then combine into a qualification worth two GCSE grades.



Safety equipment provided by the science department.



Demonstrations and experiments form part of the course.

THE IMPORTANCE OF SCIENCE

Science is a core subject because it allows us to understand the world around us, whilst also developing those investigative skills to help us identify problems, design and test and evaluate solutions. Employers love seeing strong science grades as it shows an ability to problem solve that is essential in most workplaces.



Y11 pupils working on a DNA project.

WIDER OPPORTUNITIES

The Science department involve pupils with lots of extra-curricular opportunities including the STEM Club, the Faraday Challenge, Salter's Festival of Chemistry, the Oxford University Physics Olympiad & the RSB Biology Challenge. This list gets added to each year.



HEAD OF DEPARTMENT

Mr B Trevelyan

COURSE OUTLINE

AQA Specification B

Catholic Christianity, Judaism and Themes.

COURSE STRUCTURE

Paper 1

Catholic Christianity

6 Units

- Creation
- Incarnation
- Trinity
- Redemption
- Church
- Eschatology

1hr 45 mins Examination

Paper Two

Judaism

- Beliefs
- Practices

Themes

- Relationships and Family
- Peace and conflict

1hr 45 mins Examination



THE IMPORTANCE OF RELIGIOUS EDUCATION

RE provides students with the opportunities to build on their critical thinking skills, research, analysis, team work, communication skills as well as problem solving. In addition to this it supports pupils in understanding and questioning the very nature of the world and beyond.

Pupils are made aware of the need for respect, tolerance and empathy.

RE can also provide students with a stepping stone into such careers as the police, journalism, law, teacher and youth worker among other fantastic careers.

WIDER OPPORTUNITIES

In year 10 pupils will be presented by a guest speaker on the key beliefs of Judaism.



Seder plate from a classroom Passover meal

CO-ORDINATOR

Mrs K Drake

At St John Fisher all pupils are taught SMSC throughout Key Stages 3 and 4. Pupils have a 1 hour lesson, every two weeks dedicated to this curriculum area.

Spiritual, Moral, Social and Cultural (SMSC) development is the over-arching umbrella that encompasses personal development across the whole curriculum. It involves educating your children to be the best versions of themselves and to become well-rounded and informed citizens of society. Strong evidence shows that promoting SMSC in schools can contribute to raising academic standards and improving children's life chances in modern Britain.

Like other subjects, SMSC education gradually builds key concepts and skills through topics that are relevant to a young person's age and stage of development.



Y11 supporting Year 7 pupils at breaktime.

Our SMSC curriculum follows the National Curriculum Programme of Study for Citizenship and the PSHE Association Programme of Study which is based on three core themes:

- Health and Wellbeing (Physical , Mental & Emotional Health)
- Relationships (Relationships and Sex, Drugs and Health Education)
- Living in the Wider World (Citizenship, Careers and Economic and Financial Wellbeing Education).

The Relationships and Sex Education strand incorporates the three main elements of RSE:

- attitudes and values
- personal and social skills
- knowledge and understanding, all within the teachings of the Catholic Church.



SMSC IS IMPORTANT BECAUSE IT:

- promotes independence and responsibility, preparing young people for future roles as parents, employees and leaders
- helps to improve employability skills by developing the personal and social skills
- demanded by commerce and industry. contributes to the health and wellbeing of individuals by encouraging individual responsibility for health.
- contributes to keeping our young people safe and well protected.
- promotes opportunities for our young people to play a full and active part in society.



CO-ORDINATOR

Mr A Hynes

Throughout Years 10 and 11, you will begin to think about what you want to do when you leave school. This could mean studying your favourite subjects at college, a chance to combine work and study with an apprenticeship or another form of training.



You will receive a one to one interview with a fully qualified Careers Adviser from Wigan Careers Services to help you make informed decisions about your future. You will also have the opportunity to meet with a range of colleges and employers to support you in making these decisions. As well as this, there will be assemblies hosted by colleges and employers to further develop your understanding of future prospects when you leave St John Fisher.



THE IMPORTANCE OF CAREERS

Careers Education, Information and Guidance is critical in ensuring you make the right decisions about your future.



Careers fair in school. A chance to meet colleges and employers.



WIDER OPPORTUNITIES

There will be a wide range of opportunities, from visiting various college and university campuses to experiencing different work places.

You can speak to Mr Hynes any time if you have any questions or concerns about your future.

HEAD OF DEPARTMENT

Mr A Unsworth

COURSE OUTLINE

Y10

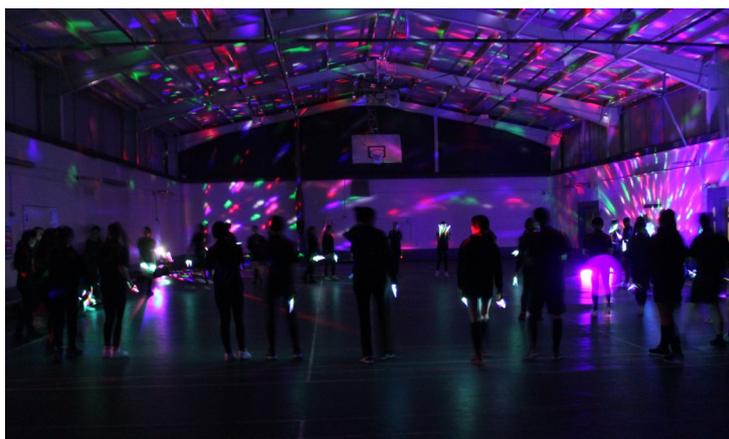
Y10 Core PE builds the KNOW, SHOW and GROW foundation from KS3 and uses the 1 lesson per week to focus on the Physical, Social, Healthy, Thinking and Employable pathways. The nature of PE helps us to teach sporting/life values giving a clear purpose to the lessons even though there is no exam.

Y11

Core PE is compulsory for all pupils and is a non-examined subject with the emphasis on pupil led lessons and recreational activities. In Y11 pupils are given the opportunity to choose the sports they would like to follow each term from a list of set activities as well continuing the Y10 pathways.

THE IMPORTANCE OF PHYSICAL EDUCATION

By participating in Core PE pupils will develop communication skills, teamwork and problem solving in order to be successful. Pupils will have opportunities to work independently to showcase their skills and be placed in challenging situations where they can develop resilience therefore increasing their employability.



Y10 Girls Core PE - 'Clubbercise'

Pathway	Focus/Objective	Activities
<p>PHYSICAL Application of physical skills in competitive situations</p>	<ul style="list-style-type: none"> • Fun games & competition • Performance in competitive situation • Technique & fluency • Tactics & strategies 	Outwitting Opponents -team games TGFU Sport Education Competition
<p>SOCIAL Understand and work well with others</p>	<ul style="list-style-type: none"> • Teamwork (empathy) • Personal behaviour (cooperation/ leadership) • Motivation & influencing others • Communication & teamwork 	HRF Run, walk , jog Boxercise Outwitting Opponents – team games Student designed games Dance Sports Leaders
<p>HEALTHY Develop personal health & well being</p>	<ul style="list-style-type: none"> • Emotional well-being • Body management • Stress management • Mental well-being 	Health & Fitness Couch to 5k Clubbercise Yoga Walking Challenges
<p>THINKING Making effective decisions, creativity & problem solving</p>	<ul style="list-style-type: none"> • Creativity • Evaluating & improving skills • Problem solving • Knowledge & understanding 	OAA Problem solving Student designed games Cooperative learning Team Building Sports Leaders
<p>EMPLOYABLE Developing personal values behaviour & traits</p>	<ul style="list-style-type: none"> • Resilience • Self-motivation • Integrity • Responsibility and self-management 	Fitness challenges Sport Leaders Sport Education Competition Team building Officiating



Enhancement subjects

HEAD OF DEPARTMENT

Miss L Gray

COURSE OUTLINE

AQA GCSE Art & Design: Art, Craft & Design (8201) and Fine Art (8202)

COURSE STRUCTURE

The GCSE Art & Design course comprises of **two** units:

- **Component 1 – Portfolio** (Coursework) worth 60% of GCSE grade. Completed September of Year 10 – December of Year 11.
- **Component 2 – Externally Set Assignment** (Exam) worth 40% of GCSE grade. Completed January – May of Year 11. The external exam is 10 hours.

The GCSE Art & Design course is entirely practical. There is no written examination. All work is internally moderated by your Art Teachers.



WHY CHOOSE ART?

You should choose GCSE Art & Design if you enjoy being creative and working independently. The course will allow you to explore a range of media (paint, print, textiles, photography, sculpture) and develop practical, presentational skills.

Future careers in Art & Design include: Architecture, Animation, Illustration, Fashion Design, Graphic Design, Interior Design, Games Design, Make-up Artist, Photographer and Floristry.



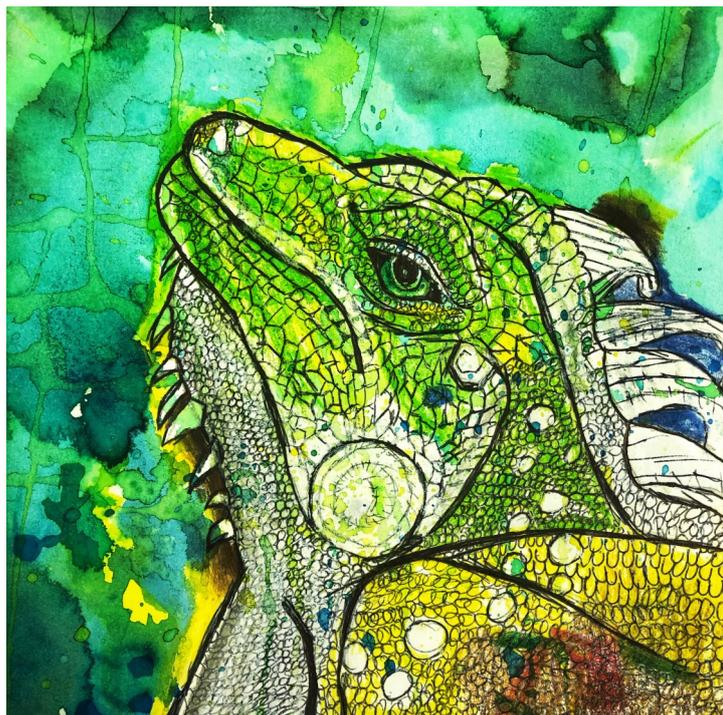
St. John Rigby college tutor visits school

WIDER OPPORTUNITIES

- Enrichment Visit – Weekend Residential to Anglesey in Wales
- Gallery Visit(s)
- Collaborative workshops with local Colleges
i.e. St. John Rigby's Art Department



Former pupil Reggie Doherty, studied BA (Hons) Costume Design at Nottingham Trent University and has had his artwork featured in a recent BBC Drama.



Examples of
KS4 pupils work



Anglesey, Wales
residential visit





HEAD OF DEPARTMENT

Mrs A Sherwin

COURSE OUTLINE

OCR GCSE Computer Science J277

COURSE STRUCTURE

Two written examinations –

- Computer Systems
- Computational Thinking, algorithms and Programming



WHY CHOOSE COMPUTER SCIENCE?

If you have an interest in digital technology this is the course for you. As well as learning ‘how a computer works’, you will also learn how to code your own programs. There are also some elements of mathematics in this course. The problem solving skills that you will learn in computer science can also be used in your other subjects.

This qualification would enable you to continue your studies with A level Computer Studies or apply for an apprenticeship in the IT profession.

```
def process_response(self, request):
    ctx = _request_ctx_stack.top
    bp = ctx.request.blueprint
    if not self.session_interface.is_null_session(ctx.s
        self.save_session(ctx.session, response)
    funcs = ()
    if bp is not None and bp in self.after_request_funcs:
        funcs = reversed(self.after_request_funcs[bp])
    if None in self.after_request_funcs:
        funcs = chain(funcs, reversed(self.after_reque
    handler in funcs:
        handler(response)
```

Code



Programming language package



Berlin: The Deutsches Technikmuseum and the Brandenburg Gate.



WIDER OPPORTUNITIES

- CyberDiscovery Club
- Berlin Trip



HEAD OF DEPARTMENT

Mrs A Sherwin

COURSE OUTLINE

OCR Level 1/2 Cambridge National Certificate in Creative iMedia

COURSE STRUCTURE

Consists of 4 units.

- Pre-production skills
- Creating digital graphics
- Creating multipage website
- Designing a game concept

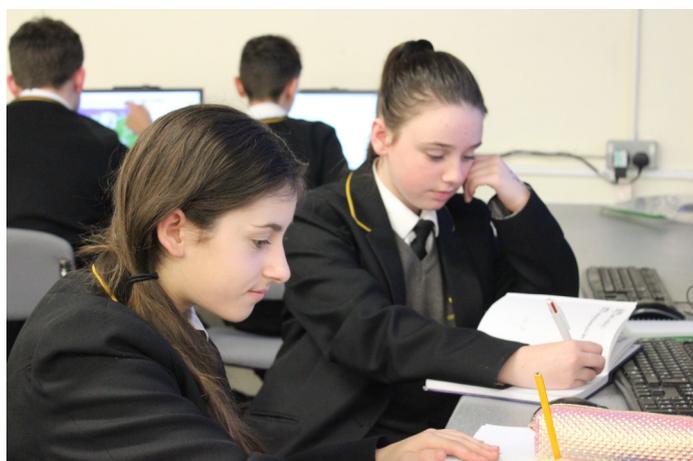
1 unit has an external exam, 3 units are made up of coursework.



WHY CHOOSE iMEDIA?

This qualification will assess the application of creative media skills through their practical use. It provide learners with essential knowledge, transferable skills and tools to improve their learning in other subjects with the aims of enhancing their employability when they leave education, contributing to their personal development and future economic well-being. The qualifications will encourage independence, creativity and awareness of the digital media sector.

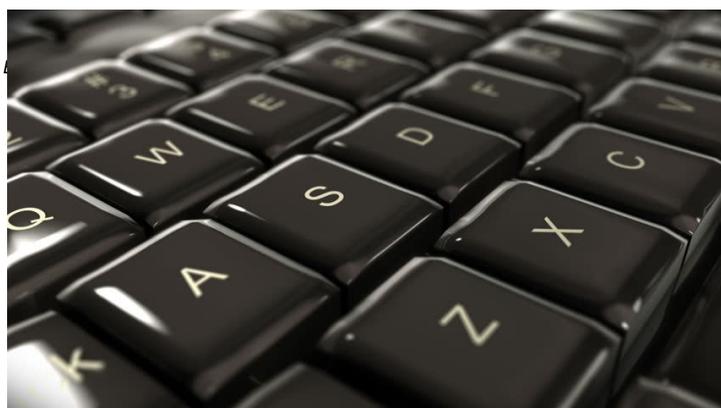
This would enable you to either continue studying A level media studies or apply for an apprenticeship in the media sector. For example, web site designer, games designer, TV/radio researcher or social media executive.



After school club

WIDER OPPORTUNITIES

- After school coursework workshops.



HEAD OF DEPARTMENT

Mrs A Jackson

COURSE OUTLINE

RSL Level 2 Certificate in Dance and Performing Arts Practitioners.

The RSL Dance course is a highly practical course, whilst many students will bring some previous experience of dance, others will have very little. Therefore, students can choose any dance style in which to perform. For the written task's students will study a wide range of dance styles seen across our diverse British community; consequently, widening their knowledge and experience.

COURSE STRUCTURE

Unit 1: Performing Arts Knowledge

– 30% - Internally marked

- Builds knowledge of existing professional dance work in a range of styles.
- Learners will study a range of dance styles through practical work and research tasks.

Assessed Tasks:

- Present research on two contrasting dance styles.
- Word process a review of a professional dance piece.
- Perform a group/solo dance in any chosen dance style.

Unit 2: Skills development

– 30% - Internally marked

- Maximise skills development as a dancer.
- Learners will develop their technical dance skills through a series of goals and objectives.

Assessed Tasks:

- Conduct a self-review of your personal dance skills – producing a skills development plan.
- Complete a series of practical workshop classes and keep a regular diary log of how your skills develop over time.
- Present final evidence of how your skills have developed over time.

Unit 3: Performing Arts Knowledge

– 40% - Externally marked

The task is in response to a brief and theme set by the exam board in year 11.

- The brief reflects a dance industry synopsis – for example; a commission for a dance performance for the Olympic Games opening ceremony.

Assessed Tasks:

- Perform a group dance in any dance style – in response to the exam brief. (30%)
- Complete a 1 hour exam paper – identifying the strengths and weaknesses from your own performance work. Notes can be taken into the exam. (10%)

WHY CHOOSE DANCE?

Dance is a powerful and expressive subject which encourages students to develop their creative, physical, emotional and intellectual capacity, whatever their previous experience in the subject.

- The course suits learners who like practical lessons, group discussion and in class project-based tasks. It offers the luxury of only 10% written exam paper – which can be supported by taking prepared notes into the exam with you.
- Dance can provide confidence, co-ordination and a creative approach that can be applied to many modern career paths.
- Dance requires pupils to develop their independent learner skills whilst thinking outside of the box to overcome problems; a skill which is highly sought after in the careers paths of business and enterprise, creative writing, finance, medicine, education, sales and many others.



“The course is really good because anyone of any experience or gender can join in, which makes everyone feel included.” **Bailey**

WIDER OPPORTUNITIES

- Liaison with local University Dance departments for widening aspirations.
- In-house workshops with Dance professionals.
- Trips to the theatre to watch professional dance work.
- Performance at Dance festivals, competitions and community events.
- Opportunities to mentor pupils in lower school – skills as a choreographer.

Dance performances in school



"I chose dance because it gives me the freedom to express myself and let my mind be free for one lesson." **Elanor**



"I'm really enjoying the course as it is mostly practical and not much writing, which offers variety from my other lessons." **Pheobe**

HEAD OF DEPARTMENT

Mr R Walters

COURSE OUTLINE

AQA GCSE Drama

Drama GCSE engages and encourages you to become a confident performer, director and designer.

Performance is paramount: There is as much opportunity as possible for you to do what you like best – participate in performance. All students devise drama, and all students explore texts practically by working on two text-based performances. You can choose to develop as:

- Performer
- Designer (lighting, costume, sound)

Whichever option you choose, you can be sure to gather many invaluable skills, both theatrical and transferable, to expand your horizons.

Aiming for success: The written exam paper is designed to help you to realise your full potential. There are a variety of question styles, asking you to combine what you've learned about how drama is performed with your practical experience and imagination.

COURSE STRUCTURE

Understanding Drama 40%

Knowledge and understanding of drama and theatre. Study of one set play, multiple choice questions and live theatre evaluation.

Written exam: 1 hour and 45

Devising Drama (Practical) 40%

Creating and performing devised drama
Analysis and evaluation of own work in a log.

Texts in practice (Practical) 20%

Performance of two extracts from one play (students may contribute as a performer, lighting or costume designer).



School production - When I Grow Up

WHY CHOOSE DRAMA?

GCSE Drama courses provide educational, enjoyable and creative learning journeys for our students. Skills learned are transferable, and prepare students for many pathways upon leaving school. The positive, safe and supportive learning environment helps students refine both practical and theory elements of performance. Students have the opportunity to develop or enhance innumerable life-skills, such as; self confidence, public speaking, team work and creativity. There is **Clear**

Progression to AS and A-level: This specification ensures continuity for students progressing from GCSE Drama to AS and A-level Drama and Theatre. Students who go on to AS or A-level are already familiar with studying whole set texts for the written papers. They have built solid foundations in reviewing a live theatre production and in interpreting key extracts. All of these aspects feature in the AS and A-level as well as the GCSE. Many students have also gone on to study BTEC Level 3 after taking GCSE Drama.

Transferable skills: Students learn to collaborate with others, think analytically and evaluate effectively. The study of Drama impacts on a number of career paths from broadcast journalism, to law and teaching.



WIDER OPPORTUNITIES

Drama staff often invite ex-students and professional artists in to work with pupils, providing contacts to industry and further education. There are a number of opportunities to experience live theatre in local and regional theatres and 'in-house', through professional theatre residencies. Collaborative projects with other secondary schools have been organised to support the delivery of specialist performance skills. Workshops in association with organisations such as, 'Frantic Assembly' and 'Manchester Actors' has supported students in areas such as physical theatre and masks.





HEAD OF DEPARTMENT

Ms J Hughes

COURSE OUTLINE

AQA GCSE French.

Students study all of the following themes on which the assessments are based:

Theme 1: Identity and Culture

Topic 1: Me, my family and friends

Topic 2: Technology in everyday life

Topic 3: Free-time activities

Topic 4: Customs and festivals in French-speaking countries/communities

Theme 2: Local, national, international and global areas of interest

Topic 1: Home, town, neighbourhood and region

Topic 2: Social issues

Topic 3: Global issues

Topic 4: Travel and tourism

Theme 3: Current and future study and employment

Topic 1: My studies

Topic 2: Life at school/college

Topic 3: Education post-16

Topic 4: Jobs, career choices and ambitions



Eiffel Tower

COURSE STRUCTURE

GCSE French has a Foundation Tier (Grades 1-5) and a Higher Tier (Grades 4-9).

The qualification is linear which means that students will sit all their exams at the end of the course.

Students must take all four question papers at the same tier and will be assessed on the following skills:

Paper 1: Listening. 25% of GCSE

Written exam: 35 minutes (Foundation Tier), 45 minutes (Higher Tier)

Paper 2: Speaking. 25% of GCSE

Non-exam assessment. 7-9 minutes (Foundation Tier), 10-12 minutes (Higher Tier).

Paper 3: Reading. 25% of GCSE

Written exam: 45 minutes (Foundation Tier), 60 minutes (Higher Tier)

Paper 4: Writing. 25% of GCSE

Written exam: 60 minutes (Foundation Tier), 75 minutes (Higher Tier)



French revision

WHY STUDY FRENCH?

Did you know that:

- French is spoken in 51 countries around the world.
- There are 118 million native French speakers in the world.
- Research shows that French is the second most commonly studied foreign language in the world.
- French is still the most commonly used language in business
- Now that the UK is no longer part of the European Union, it is even more important that students are able to offer a second language.

French is a popular option subject with a proven track record, where pupils achieve excellent results. In the summer 2019 examinations, 76% of pupils achieved grades 9-4 in French. In summer 2020 all pupils achieved their Centre Assessed Grades with 87% achieving grades 9-4.

When choosing your GCSE options, it is also worth remembering that a GCSE in French helps to meet the requirements of the English Baccalaureate and a GCSE in French can also help with applications to some of the top universities in the country.

There are two GCSE French specialists within the department who each have their own fully resourced dedicated teaching room. Alongside the GCSE course, we use a number of digital resources including Active Learn, Quizlet and Textivate in order to enhance teaching and learning.

Learning a language equips you with a range of skills which are very important in the international job market. Here are some of the jobs where a GCSE in French could help:

- **Accountant – Air Steward**
- **Computer Games Designer – Engineer**
- **Football Player - Health Professional**
- **Interpreter – Logistics - Marketing Manager**
- **Rugby Player - Sports Journalist – Teacher**
- **Tour Guide - Translator**



Educational visit to Paris

WIDER OPPORTUNITIES

In previous years, there has been a school trip to Paris where pupils are able to practice their spoken language and immerse themselves into the culture as well as visiting the main sights and attractions in the city.

A French-speaking theatre company is invited into school to present a French play to pupils in Year 11. Throughout the GCSE course, students will have opportunities to work with staff, either in small groups or on a one-to-one basis in preparation for the oral examination. After-school revision sessions will also be offered to students.



Onatti Productions—live interactive French theatre



HEAD OF DEPARTMENT

Miss R Coote

COURSE OUTLINE

AQA GCSE Geography

The GCSE Geography course comprises of four units:

1) Living with the physical environment.

- The challenges of natural hazards.
- Physical landscapes in the UK.
- The living world.

2) Challenges in the human environment.

- Urban issues and challenges.
- The changing economic world.
- The challenges of resource management.

3) Geographical Applications

- Issue evaluation.
- Fieldwork.

4) Geographical skills

COURSE STRUCTURE

The course will be assessed by three examinations:

- Paper 1 – Living with the physical environment.**
A written exam of 1 hour 30 minutes.
- Paper 2 - Challenges in the human environment.**
A written exam of 1 hour 30 minutes.
- Paper 3 - Geographical Applications.**
A written exam of 1 hour 15 minutes.



WHY CHOOSE GEOGRAPHY?

Are you interested in studying geography further?

Geography tackles the big issues:

- environmental responsibility
- our global interdependence
- cultural understanding and tolerance
- commerce, trade and industry.

Compared to other subjects, geography graduates are among the most employable. They possess the skills that employers look for. In part this is because the subject combines a knowledge of Science and an understanding of the arts. Geography graduates were surveyed after their degree courses about their career destinations.

The results show:

- 40.6% went into management and administration
 - 24.8% did further training, including PGCE for teaching
 - 11.4% joined the financial sector
 - 10.4% joined the retail sector
 - 10% joined other professions, including the media.
- (Source AGCAS)



Y11 pupils collecting data.

WIDER OPPORTUNITIES

Pupils will get the opportunity to attend a field trip during this course to Formby Beach and Southport Town Centre. Pupils will collect primary data which they will then write a report on in class.

During the 2 year GCSE course, geography pupils will have the opportunity to travel to Iceland.



Field trip to Formby Beach



Educational visit to Iceland



HEAD OF DEPARTMENT

Miss J Bate

COURSE OUTLINE

EDEXCEL GCSE History.

COURSE STRUCTURE

Medicine in Britain, 1250-present

The thematic study requires students to understand change and continuity in medicine across a long sweep of history, including the most significant characteristics of different ages from the medieval to modern periods.

Key areas of study in this unit include:

1200-1500, Medicine in medieval England;
1500-1700, The Medical Renaissance in England;
1700-1900, Medicine in eighteenth- and nineteenth-century Britain; 1900-present, Medicine in modern Britain.

The historical environment - The British sector of the Western Front. 1914-18: injuries, treatment and the trenches.

The study of medicine on the Western Front is linked to a thematic study and focuses on the Western Front in its historical context. It examines the relationship between a place and historical events and developments.

Key areas of study in this unit include:

The theatre of war in Flanders and northern France; conditions requiring medical treatment on the Western Front; The significance of the Western Front for experiments in surgery and medicine.

Anglo Saxon and Norman England, 1060-1088.

This unit focuses on a short time span in detail and require students to understand the complexity of Anglo Saxon and Norman society.

This includes social, economic, political, religious and military aspects.



Key areas of study in this unit include:

Anglo-Saxon England and the Norman Conquest, 1060-66; William I in power: securing the kingdom, 1066-87; Norman England, 1066-88;

The American West, 1835-1895.

This unit studies a medium time span of at least 50 years and require students to understand the unfolding story and development of the American West.

Key areas of study in this unit include:

The early settlement of the West ,1835-1862; development of the plains, 1862-1876; conflicts and conquest, 1876-1895.

Weimar and Nazi Germany, 1918-39.

The depth studies focus on a substantial and coherent short time span and require students to understand the complexity of German society and the interplay of different aspects within it. This includes social, economic, political, religious and military aspects.

Key areas of study in this unit include:

The Weimar Republic, 1918-1933; the Rise of the Nazis 1920-1933; Nazi control and dictatorship 1933-1939; life in Nazi Germany 1933-39.



COURSE STRUCTURE

There are three examinations for GCSE history:

Paper 1

1 hour 15 minutes – Contains two modules:
Medicine in Britain, 1250 – present.
The historical environment - The British sector of the Western Front. 1914–18: injuries, treatment and the trenches.
30% of the qualification.

Paper 2

1 hour 45 minutes – Contains two modules:
Anglo Saxon and Norman England, 1060-1088.
The American West, 1835–1895.
40% of the qualification.

Paper 3

1 hour 15 minutes – Contains one depth study:
Weimar and Nazi Germany, 1918–39.
30% of the qualification.



Trenches, Belgium

WHY CHOOSE HISTORY?

Why? Employers and universities value History very highly. The skills taught within the subject are useful in work, study and life.

Why? You learn how to use information effectively - this can help you spread light on a problem or issue.

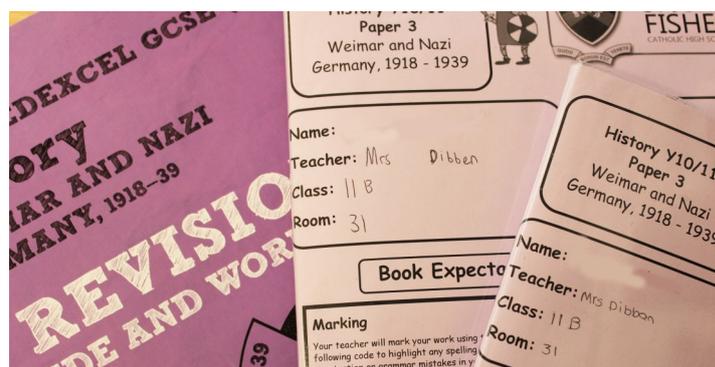
Why? You learn how to be analytical and critical when considering information. You will be able to weigh conflicting evidence before coming to a decision.

Why? You will learn the art of oral debate and how to present a clear argument.

Why? The *Which* Guide to Careers says: 'History is an excellent preparation for many jobs. History trains you to assemble, organise and present facts; very useful qualities in many walks of life and careers.'

Why? Could all of these History graduates have been wrong? Salman Rushdie (author), Lord Sainsbury (entrepreneur), Louis Theroux (presenter), Sacha Baron Cohen (writer and comedian), Gordon Brown (MP), David Blunkett (MP), Michael Mansfield QC (senior lawyer), Seb Coe (athlete and leader of the IAAC), Sir Roland Smith (Chairman of the Sony Corporation) ... And many more!

Why? Because you ENJOY it!



Paper 3 pupil resources

WHAT DO OUR CURRENT GCSE STUDENTS SAY?

"The teachers are incredibly helpful. They give 100% to ensuring that we achieve our best. You can go to any member of the department for help, even the ones who don't teach you." – **Mary**

"GCSE History was the ONLY subject I achieved a grade 9 in. This is because I loved the lessons and the teachers really know how to get the best out of pupils." - **Tasha**

"I really enjoy it but it is a lot of writing. If you don't like writing, this isn't the course for you." – **Owen.**

WIDER OPPORTUNITIES

- A trip to Berlin, which allows us to focus on how Hitler controlled Nazi Germany, as well as life in Nazi Germany.
- Guest speaker about the American West
- Holocaust Day and the opportunity to meet a survivor of the Holocaust
- An extensive after school revision programme
- Lunch time help and drop in sessions



Holocaust survivor



American West guest speaker



Star of the Fortnight



HEAD OF DEPARTMENT

Mr D O'Neill

COURSE OUTLINE

WJEC Technical Award - Hospitality and Catering

This inspiring and challenging course will give students a greater insight into the catering industry. The skills and knowledge gained from the course can not only be used to pursue a career in the hospitality and catering industry but can be transferred to many occupations throughout life. A range of social and interpersonal skills, practical skills, team building, planning, organisational and presentation skills are embedded in the programme of study.

COURSE STRUCTURE

Unit 1: The hospitality and catering industry

Written examination: 1 hour 20 minutes

40% of qualification - 80 marks

Unit 1 enables learners to gain and develop comprehensive knowledge and understanding of the hospitality and catering industry including provision, health and safety, and food safety

Questions require short and extended answers, based around applied situations.

Unit 2: Hospitality and catering in action

Controlled assessment: approximately 12 hours

60% of qualification - 120 marks

An assignment brief will be provided by WJEC which will include a scenario and several tasks available via the WJEC Secure Website.

Unit 2 enables learners to develop and apply knowledge and understanding of the importance of nutrition and how to plan nutritious menus. They will learn the skills needed to prepare, cook and present dishes. They will also learn how to review their work effectively.



WHY CHOOSE HOSPITALITY AND CATERING?

Hospitality and catering is a dynamic, vibrant and innovative sector delivering vital jobs, growth and investment in the heart of our local communities - important culturally, socially and economically. The sector is a major contributor to the UK economy, employing 2.9 million people and generating £130bn in economic activity, while paying £38bn in taxation to fund important local and national services. Hospitality is the 3rd largest private sector employer in the UK; double the size of financial services and bigger than automotive, pharmaceuticals and aerospace combined.

Businesses which make up the hospitality sector include hotels, restaurants, coffee shops, pubs and bars, leisure parks, stadia, nightclubs, contract caterers, food service operators, entertainment and visitor attractions. Employment can range from waiting staff, receptionists and catering assistants to chefs, hotel and bar managers, and food technologists working for supermarket chains. Some of these roles require further education and training either through apprenticeships or further and higher education.



Falafel 'street food' style lunch - GCSE - practical examination



HEAD OF DEPARTMENT

Miss A Bryant

COURSE OUTLINE

EDUQAS GCSE Music

This course has three components:
Performing (30%), Composing (30%)
and Listening (40%)

COURSE STRUCTURE

Performing (30%):

You will record lots of performances (e.g. play on keyboard or any other instrument or sing) of your own choice of music. The best two recordings (one as a solo, one as a group) will be submitted to the exam board for assessment.

It is strongly advised that pupils opting for Music GCSE can sing or play an instrument in order to access this part of the course.



Composing (30%):

During the course you will create two pieces of music or songs in a style of your own choice. You will be given time to create, record and evaluate your work.



Listening and Appraising (40%):

There is one exam at the end of year eleven in which you will listen to music and answer questions about what you hear.



WHY CHOOSE MUSIC?

GCSE music is a good choice within a broad and balanced curriculum; being both academic and creative.

Students who choose this option will be encouraged to develop their performing, composing and music technology skills and to enhance their appreciation and understanding of music.

There has been much research into the benefits of studying music and the effects this has on a pupil's intelligence and achievements in other subjects. Music helps to stimulate your brain, similar to the way exercise helps stimulate your body.

As well as learning new things about music, the course provides students with the opportunity to gain self-confidence, develop Key Skills and extends students' creative skills. The course encourages the understanding of the importance of continuous evaluation and refinement in any process and helps develop ICT skills. These are all skills which could be useful to you in whatever you do afterwards.

You may wish to take music for its own sake or you may wish to go into a job where it is useful to have had experience of music or where you will need the key skills developed in this course. These might include careers in the music industry, publishing, music therapy, entertainment and teaching or any job that involves communication and expressive skills.

GCSE Music is good preparation for further musical study, such as the AS/A Levels in Music and Music Technology, BTEC National Diplomas (in Music,



WIDER OPPORTUNITIES

GCSE Music pupils are encouraged to experience as much live music as possible; either via their own involvement in one of the extra-curricular activities in school, or by experiencing live performance out of school. In recent years, trips out of school have included visits to the theatre, the RNCM, the BBC Philharmonic and the Halle. We have also worked with St John Rigby 6th Form College; watching college productions and having masterclasses in school.



Tutor from St. John Rigby college holding a workshop in school.



*Bridgewater Hall, Manchester.
Performance of set GCSE pieces of music*

HEAD OF DEPARTMENT

Mr A Unsworth

COURSE OUTLINE

AQA GCSE PE

GCSE PE offers the opportunity to develop skills in a wide range of sports. This course is comprised of practical study and PE theory, which explores how the body reacts to exercise through training and how performance can be improved.

COURSE STRUCTURE

Practical Performance & Coursework (40%)

This final assessment takes place in spring of Y11 by an external AQA examiner.

Practical Performance (30%)

Pupils will be assessed in their best three sports

- One in a team activity
- One in an individual activity
- The final activity can be either a team or individual.

Written piece of coursework (10%)

Analysis and evaluation in one sporting performance.

Individual Sport Activity List

Athletics, Boxing, Badminton, Canoeing/Kayaking, Cycling, Dance, Diving, Golf, Gymnastics (artistic), Equestrian, Rowing, Rock climbing, Sculling, Skiing/Snowboarding, Squash, Swimming, Table tennis, Tennis, Trampolining.

Team Sport Activity List

Association football, Badminton, Basketball, Cricket, Dance, Gaelic football, Handball, Hockey, Hurling, Lacrosse, Netball, Rowing, Rugby League/Union, Squash, Table tennis, Tennis, Volleyball.



Theoretical (60%)

Number of written exams: 2

Length of exams: 1 hour 15 minutes

Marked out of: 78 marks

Paper 1 - The Human Body and Movement in Physical Activity (30%)

- Applied anatomy and physiology
- Movement analysis
- Physical training
- Injury prevention

Paper 2 - Socio-Cultural Wellbeing and Influences in Physical Activity (30%)

- Sports psychology
- Socio-cultural influences
- Health, fitness and well-being
- Energy use, diet, nutrition and hydration



WHY CHOOSE PHYSICAL EDUCATION

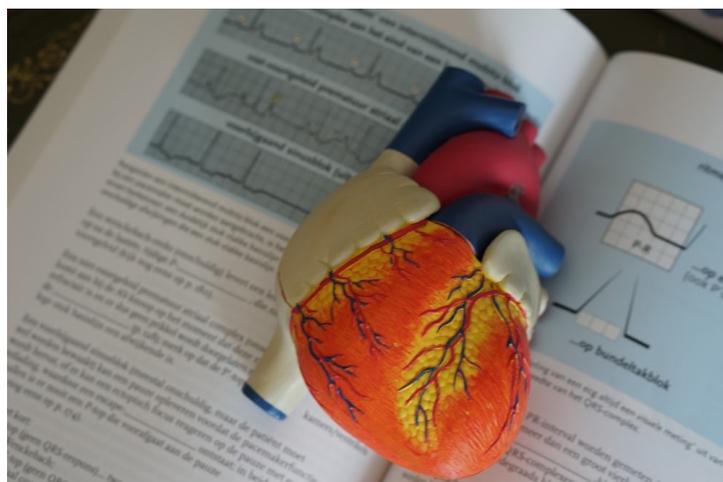
This course gives you a pathway into the sports industry by developing life skills such as decision making, critical/creative thinking and the ability to co-operate with others. These attributes will help with careers such as Sports Scientists, Sports Coaching, Sports Psychologists, Physiotherapists, Sports Nutritionists, Fitness Coach/Instructors, Sports Therapists, Leisure Assistants and Sports Journalist.

This course is ideal for pupils who are wishing to do A-level PE.



WIDER OPPORTUNITIES

- You will be expected to stay after school at certain times throughout the course.
- Extra-curricular classes to further develop your skills in team and individual sports.
- Extra-curricular activities (clubs, fixtures and tournaments).
- After school support for coursework, exam preparation and revision classes.





HEAD OF DEPARTMENT

Miss J Bate

COURSE OUTLINE

Eduqas (WJEC) GCSE Sociology

Sociology studies how society works. It will help you to understand how individuals fit into a wider social network and encourage you to question beliefs about society which you may have previously taken for granted. Sociologists are interested in why society works in the way that it does and the extent to which our behaviour and opportunities can be shaped by our social class, age, gender and race.

Family:

This unit requires pupils to think about the changing role of families throughout history, including the role of gender within the family and how society has seen an increase in single-parent families.

Key areas of study in this unit include: the diversity of family (and China's one child policy), family relationships, family structures and criticisms of the family.

Education:

Similar to family, this unit requires pupils to assess how the role of education has changed over the past 50 years. We will also study in detail the factors that affect school performance, particularly gender, race and wealth.

Key areas of study in this unit include: processes within school (how teachers 'label' pupils), why boys underperform and the increase in exclusion rates within England.

Crime:

This unit looks for pupils to define what 'crime' is and how far gender, race and wealth affects the likelihood of crime.

Key areas of study in this unit include: how the media affect crime rates, the role of police and the courts and how society records crime.

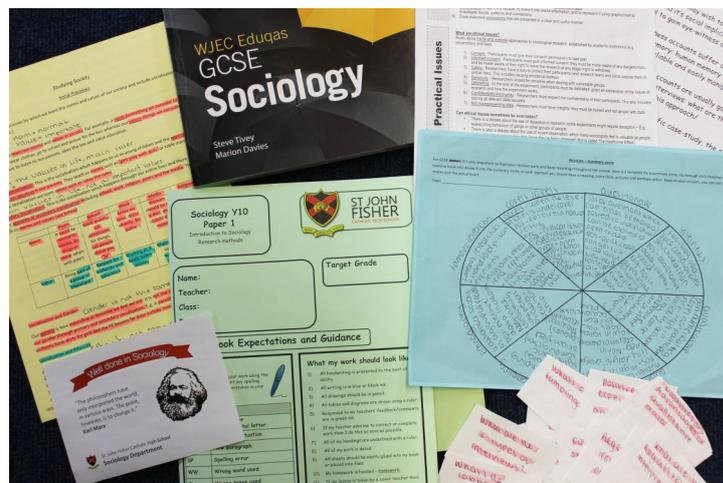
Social stratification:

The focus for social stratification is who has power and what factors within society affect equality.

Key areas of study include: sexism within society, the 'glass ceiling' concept and how poverty affects different groups within society.

Research methods:

In this unit, we will look at key Sociological studies, and how Sociologists conduct research.



Y10 Sociology notes and resources

COURSE STRUCTURE

100% examination. There will be 2 examinations for Sociology. There are also 25 key studies to remember.

Paper 1: Understanding Social Processes

Written examination: 1 hour 45 minutes

50% of qualification, 100 marks

This component focuses on the themes of socialisation, identity and culture. Learners study the key concepts and processes of cultural transmission, including socialisation and the acquisition of identity, and develop these through detailed study of families and education.

Paper 2: Understanding Social Structures

Written examination: 1 hour 45 minutes

50% of qualification, 100 marks

The focus includes the theme of power, issues of social order and social control through crime and deviance. Learners also study applied methods of sociological enquiry.

WHY CHOOSE SOCIOLOGY?

Sociology is about your life and the world around you. It is a subject that you will have experience of and one that will help you understand many aspects of your future. You can bring your own life events and ideas into the classroom in a way you might not be able to with other subjects. It helps you understand that the society we are presented with is not always the true picture and it will help you understand who is trying to manipulate your ideas and why they are trying to do that. If you know this, you can make more informed choices about your lives and your future.

What Makes A Good Sociology Student?

You need to be open minded. Some things that you “know” are not always accurate. You will need to be able to *analyse the information* given to you and make decisions about its accuracy and representativeness. You will need to be able to view society from many different perspectives – and accept that different people see the same concept in different ways. You will also be able to listen to and accept the views of others – even if you do not agree with them.

What Careers Might It Lead To?

There are many careers where a qualification in sociology is useful. For example, many sociologists go into social work – community projects, charity work, welfare advisors and other areas of social services. Other careers are civil service, prison officers, journalists, police and teaching. A qualification in sociology will provide you with many key skills, including logical thinking, planning, research and negotiation – all of which can be used in a variety of careers.

Questions for Discussion...

Is too much divorce bad for society?

What are the main causes of change in divorce rates in Britain?

Does the institution of marriage have a future in Britain?

GCSE Powerpoint slide from a classroom lesson

WHAT DO CURRENT GCSE SOCIOLOGY STUDENTS SAY?

“It is very interesting, the lessons are relevant to our lives. I really enjoy it.”

– **Charlie**

“There are lots of essays in it, and it isn’t an easy GCSE. Don’t pick it if you don’t like to write. You have to be prepared to write and analyse data. The lessons are really fun.”

– **Macauley**

“If you follow the news and are interested in the world around you, this is the course for you. You have to write a lot, but I enjoy writing. You also need to be able to form opinions and use the sociological theories to support them.”

– **Anna**

“Sociology is really interesting if you care about what and why problems arise in society: things like the wage gap, class inequality and family dynamics. If you like analysing relationships and the history of certain prejudices, sociology facilitates an environment to do so. Overall, it is really fun and has opened my eyes on the world in which I’m living.”

– **Francesca.**



HEAD OF DEPARTMENT

Ms J Hughes

COURSE OUTLINE

AQA GCSE Spanish

Students study all of the following themes on which the assessments are based:

Theme 1: Identity and Culture

- Topic 1: Me, my family and friends
- Topic 2: Technology in everyday life
- Topic 3: Free-time activities
- Topic 4: Customs and festivals in Spanish-speaking communities

Theme 2: Local, national, international and global areas of interest

- Topic 1: Home, town, neighbourhood and region
- Topic 2: Social issues
- Topic 3: Global issues
- Topic 4: Travel and tourism

Theme 3: Current and future study and employment

- Topic 1: My studies
- Topic 2: Life at school/college
- Topic 3: Education post-16
- Topic 4: Jobs, career choices and ambitions



Day of the Dead competition



GCSE Spanish has a Foundation Tier (Grades 1-5) and a Higher Tier (Grades 4-9).

The qualification is linear which means that students will sit all their exams at the end of the course.

Students must take all four question papers at the same tier and will be assessed on the following skills:

Paper 1: Listening. 25% of GCSE

Written exam: 35 minutes (Foundation Tier), 45 minutes (Higher Tier)

Paper 2: Speaking. 25% of GCSE

Assessment conducted in school, externally assessed - Role play, photo description with questions, General conversation: 7-9 minutes (Foundation Tier), 10-12 minutes (Higher Tier).

Paper 3: Reading. 25% of GCSE

Written exam: 45 minutes (Foundation Tier), 60 minutes (Higher Tier)

Paper 4: Writing. 25% of GCSE

Written exam: 60 minutes (Foundation Tier), 75 minutes (Higher Tier).





WHY CHOOSE TO STUDY SPANISH?

- There are many countries in the world where Spanish is spoken as a first language.
- Spanish is an official language to 442 million people.
- As well as Spain itself, there are 20 countries in South America with fast developing economies where Spanish is spoken as a first language.
- It is a significant language in the United States, with an additional 60 million native or second language speakers.
- You do not just need a language to go on holiday; you can use languages in the UK as part of your job.
- Languages promote and encourage a broader understanding of different people and cultures.
- Now that the UK is no longer part of the European Union, it is even more important that students are able to offer a second language.
- Learning languages improves your communication and literacy skills in English.
- In class, you study a wide range of themes and express your opinions on different topics.

When choosing your GCSE options, it is also worth remembering that a GCSE in Spanish helps to meet the requirements of the English Baccalaureate and can also help with applications to some of the top universities in the country. A foreign language can support your other studies and lead to fantastic opportunities to study or train abroad in a variety of different subject areas.

There are two Spanish teachers at SJF who each have their own fully resourced teaching rooms. Alongside the GCSE course, we use a number of digital resources including Active Learn, Quizlet and Textivate in order to enhance teaching and learning.



La Sagrada Familia, Barcelona

WIDER OPPORTUNITIES

In previous years, the Spanish department has organised a trip to Barcelona where pupils are able to practice their spoken language and immerse themselves into the culture as well as visiting the main sights and attractions in the city. A Spanish speaking theatre company is invited into school to present a Spanish play to pupils in Year 11.

Throughout the GCSE course, students will have timetabled opportunities to prepare for the speaking examination, either in small groups or on a one-to-one basis. After-school revision sessions will also be offered to students.



HEAD OF DEPARTMENT

Mr A Unsworth

COURSE OUTLINE

OCR Cambridge National Sport Studies Level 2

Cambridge National Sport Studies is a course which is predominantly assessed through practical performance/activities and word-processed assignments.

You will be assessed in 3 units.



Y11 pupils coaching and refereeing Y8 rugby after school

Unit 1: R184 - Contemporary issues in sport

This is assessed by a written exam

1 hour and 15 minutes - written paper set and marked by the exam board

By completing this unit you will understand a range of topical and contemporary issues in sport, including learning about participation levels and barriers to completing sporting activities. You will also learn how participation is impacted by the promotion of values and ethical behaviour, about the role of high-profile sporting events, the role of national governing bodies and how technology is used in within sport.

Topics include:

- issues which affect participation in sport
- the role of sport in promoting values
- The implications of hosting a major sporting event for a city or country
- the role of National Governing Bodies (NGB's) play in the development of sport
- The use of technology in sport

Unit 2: R185 - Performance and leadership in sports activities

This is assessed by a set assignment

Centre-assessed tasks marked by your teacher and then moderated by the exam board (80 marks)

In this unit, students will learn how to develop their skills in **two** different sporting activities and as a leader in **one** activity. As a leader they will plan and deliver a safe effective sporting activity session. They also have the opportunity to develop a range of transferable skills.

Students will work both independently and as part of a team, including communicating with team mates as well as being in front of an audience when they perform. They will perform under pressure, both as a participant and as a leader, and will use their initiative to solve problems and make decisions. They will also deal with rapidly changing conditions and situations.

Topics include:

- Key components of performance
- Applying practice methods to support improvement in a sporting activity
- Organising and planning a sports activity session
- Leading a sports activity session
- Reviewing your own performance in planning and leading a sports activity session

Unit 3: R187 - Increasing awareness of outdoor and adventurous activities

Centre-assessed tasks marked by your teacher and then moderated by the exam board (40 marks)

In this unit, students will learn how to find out information about what opportunities there are in their local area, as well as nationally in the UK, for all different types of outdoor adventurous activities. They will learn how you can benefit from and enjoy activities safely by finding out what equipment, clothing, facilities and technology you need, as well as completing planning to help keep them safe.

Topics include:

- Provision for different types of outdoor and adventurous activities in the UK
- Equipment, clothing and safety aspects of participating in outdoor and adventurous activities
- Plan for and be able to participate in an outdoor and adventurous activity
- Evaluate their participation in an outdoor and adventurous activity.

WHY CHOOSE SPORTS STUDIES?

Cambridge Nationals Sport Studies provides a strong foundation for further education or progression into industry. Pupils will develop a wide range of highly desirable, transferable skills such as organisation, communication, problem solving, leadership and decision making.

The Cambridge National provides a foundation for BTEC Sports, Level 3 Cambridge Technical or A Level. It also facilitates progression to apprenticeship or work.

There is a wide range of job roles to progress into such as Activity Leader, Sports Coach, Fitness Instructor and Leisure Assistant.



Rock climbing at Castle Cadshaw Rocks

WIDER OPPORTUNITIES

You will be expected to stay after school at certain times throughout the course.

- Extra-curricular sporting activities to further develop your skills in team and individual sports.
- At least one outdoor activities trips such as kayaking, climbing, paddle boarding, abseiling etc.
Officiate matches in lower school lessons and after school.
- Sports leadership opportunities with our feeder primary schools where you become a 'mini teacher'.
- After school support for coursework, exam preparation and revision classes.

HEAD OF DEPARTMENT

Mr D O'Neill

COURSE OUTLINE

AQA Design and Technology

Design and Technology aims to provide opportunities for pupils to exercise their initiative and independence in enhancing self-confidence. Pupils combine practical and technological skills with creative thinking to design and make products and that meet human needs. This specification will offer pupils the opportunity to apply their learning to real-life situations to given design problems and scenarios. The qualification aims to relate authentic real-world awareness of iterative design practices and strategies used by the creative, engineering and manufacturing industries. Pupils will be required to use critical thinking leading towards invention and design innovation, to design and make prototypes that solve real and relevant problems, considering their own and others needs, wants and values, using a range of traditional and modern processes (CAD/CAM cutting and routing, laser cutter, 3D printing, sublimation printing).



COURSE STRUCTURE

In Years 10 and 11 the assessment focuses on the specification criteria, client requirements and showing evidence of manufacturing high quality products. There is one independent project directed by the examination board to be carried out in Y11. This will consist of a practical outcome and a design portfolio. There will also be an examination at the end of the course. Pupils will opt to study the following specialist technical principals (examined in section B of the exam paper): Papers and boards, Timber based materials, Polymers, Electronic and mechanical systems.

Examination Paper 2 hours 50% of GCSE

Section A – Core technical principles (20 marks)

A mixture of multiple choice and short answer questions assessing a breadth of technical knowledge and understanding.

Section B – Specialist technical principles (30 marks)

Several short answer questions (2 – 5 marks) and one extended response to assess a more in-depth knowledge of technical principles.

Section C – Designing and making principles (50 marks)

Non-exam assessment 30 – 35hrs 50% of GCSE (100 marks)

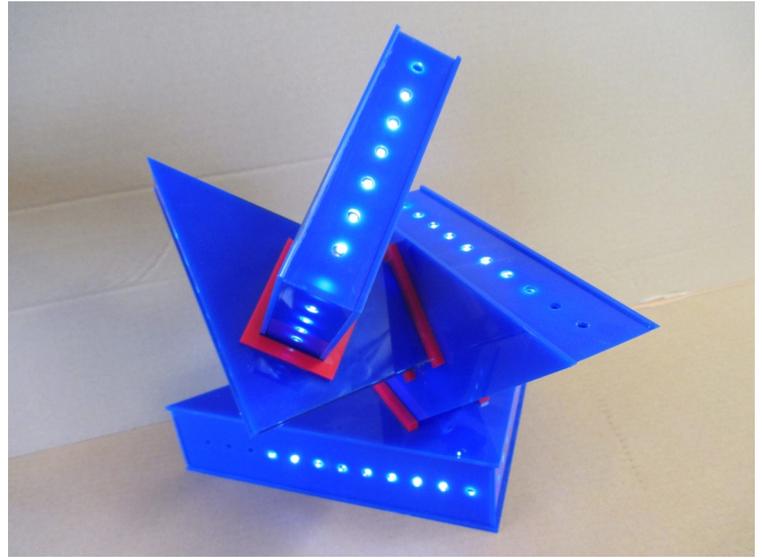
Pupils will chose a project from a list given to them by the exam board. They will be expected to solve the problem in a creative and innovative way using the tools and equipment in school.



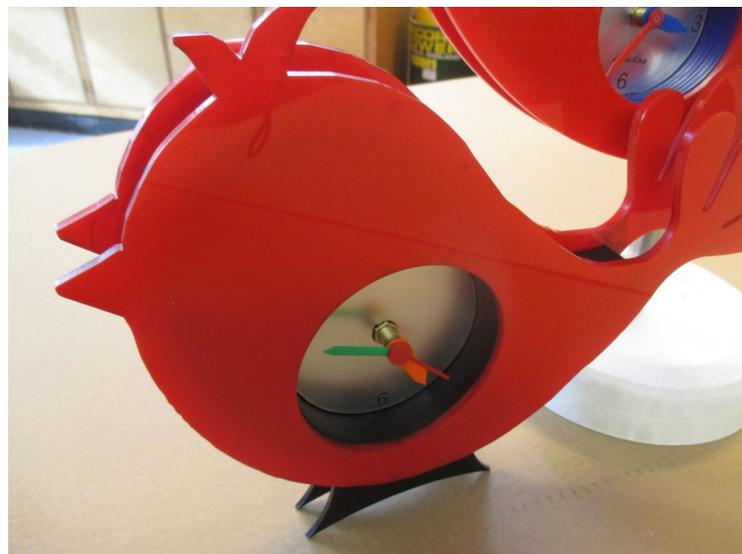
WHY CHOOSE TECHNOLOGY?

The course offers a range of transferrable skills that pupils will be able to use to be applied to a wide range of career choices.

Taking the subject can lead to further study at A level (Product Design, Engineering, Fashion and Textile) and Degree Level, leading to careers in Design and manufacturing, Website design, Product Design, Architecture, Engineering (Civil, Aerospace, Electrical and Mechanical etc) Graphic Design. GCSE design technology can also lead to apprenticeships and technical and applied (vocational).



**Examples of work
- KS4 pupils**



HEAD OF DEPARTMENT

Mr Macaulay

COURSE OUTLINE

AQA GCSE Biology, AQA GCSE Chemistry, AQA GCSE Physics

COURSE STRUCTURE

You will be taught lessons of Biology, Chemistry and Physics. At the end of Year 11 there will be two exams in each subject (a total of six exams). Those exams will then be used to award GCSE grades in Biology, Chemistry and Physics (three separate and independent grades).

WHY CHOOSE DOUBLE SCIENCE?

Triple Science builds further on the core Double Science course. It adds more breadth and depth alongside more lessons and so is perfect for those pupils with a strong interest in the world around them. Some examples of topics that only appear on Triple Science include: the brain, the structure of the eye, nanoparticles, alcohol, static electricity and space physics.



WIDER OPPORTUNITIES

The Science department involve pupils with lots of extra-curricular opportunities including the STEM Club, the Faraday Challenge, Salter's Festival of Chemistry, the Oxford University Physics Olympiad & the RSB Biology Challenge. This list gets added to each year and triple Science students have increased involvement in the STEM ambassadors programme from a variety of science based career paths from relevant career paths.



Y11 pupils examining a sheep's eyeball





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Wigan,
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