

KEY STAGE 4 AT ST IVO SCHOOL



**Years 10 & 11
2018 – 2020**





ST IVO SCHOOL

KEY STAGE 4 CURRICULUM BOOKLET

Dear Student,

Welcome to our Key Stage 4 Curriculum Booklet. Inside you will find key information about how Key Stage 4 works and what courses are on offer.

The decisions you will make over the coming weeks are amongst the most significant in your education so far. To make them well you need to study the information available, listen to advice and ask questions.

Advice is available from staff here at school as well as from family and friends. If you have a specific career in mind remember to check any subjects that you need to have at GCSE.

Remember this is your choice. It is not your friend's choice, nor is it a choice based on who teaches you this year. It is time to decide what areas you wish to follow for success in 2020.

I wish you every success in selecting courses for your Key Stage 4 years.

A handwritten signature in black ink, reading "Sam Griffin". The signature is written in a cursive style with a horizontal line underlining the name.

Sam Griffin
Headteacher

CHOOSING SUBJECTS

How does the process work?

This year, you are being asked to make some important decisions and this booklet gives you most of the information you need to make your choices. It is important that you read it carefully. You must do some of the subjects (the core), but you have the chance to choose what you do for about half the week.

You will study English Language, English Literature, Maths and Science as examination subjects. All students will study Double Science, with the opportunity to request Triple Science in the option block – the Science page will give you further information. You will also be able to enjoy core PE and Learning4Life.

Each student will then be asked to choose up to 4 options. At least one subject will be from French, German, Geography or History. Together with English, Maths and Science, these will form a good balance of Ebacc subjects. You will be given your Individual Guided Choices Form which will tell you which Pathway you will study. We will discuss which range of subjects would be most suitable for you to enjoy studying and bring the greatest success. You will then discuss it with your family.

The course outlines in this booklet will tell you a lot about the different subjects: for example, the sort of things that are taught and what is expected of you in terms of internal assessments and public exams.

In February there will be a parents/carers consultation evening to discuss your progress as recorded on Go4schools. There is also a Curriculum Evening for you and parents/carers to give the opportunity to find out about the courses from heads of departments, and see examples of work.

You will then be asked to submit your Guided Choices Form in March.



What should I consider when making my choices?

When choosing your subjects, you should bear in mind the following:

- If you have a “home” language you should talk to the Foreign Languages department as you may be able to get an extra GCSE qualification if this subject is available as a GCSE. You can indicate this on your Guided Choices Form.
- After GCSE, you will progress to your post -16 studies. It is important to consider how your option choices might provide a solid foundation for Sixth Form, College or University, and the world of work.
- You should choose subjects you enjoy and are good at - you are most likely to succeed in these subjects. As well as the joy of learning, you may wish to progress to the next level post-16.
- There are some new subjects available which you will not have studied before. Make sure you find out all about these subjects before you finalise your choices.
- Do not choose a subject just because you like the teacher or because your friends want to do it - you might have a different teacher next year and your friends might be in a different group.
- If you have any idea of a possible career, include choices which will help you achieve your aim. However, because you might want to change your mind about your career later, you are advised not to specialise too much at this stage, but to take a good range of different subjects.
- Think carefully about the demands of homework, portfolio work and any non-examination assessments across the subjects you are thinking of choosing, to make sure that you will be able to manage your work.



FOUNDATION LEARNING PATHWAY

Some students may take longer than two years to reach the benchmark 5+ GCSEs at grade 9-4. They also find a curriculum assessed predominantly by examination a challenge at this stage. For these students, we have developed our "Foundation Learning Pathway" (FLP).

This programme of Level 1 GCSE and Vocational qualifications (equivalent to grades 3-1) is designed for students who prefer a more practical approach to learning. If you study some of these courses, you would then progress to Level 2 courses (worth grades 9-4) at our Sixth Form or at College with the aim of achieving GCSE grade 4/5 or above in your studies.

The Curriculum Team will advise you if any of these courses are suitable for you.

The Level 1 subjects are clearly marked on the subject pages of this booklet, and are available on the Orange and Green Pathways.

*Afternoon Tea made by Year 10
Level 1 Cookery Students*



ASSESSMENTS AND PROGRESS

How will my progress be recorded?

At the beginning of Year 10, your GCSE teachers will give you information about your course for each subject including assessment objectives. As you work through the course, the feedback which your teachers give you will show you how you are making progress towards these assessment objectives. You will be assessed in many different ways; on your written work, orally, on practical work, on tests, on project work and by teachers talking to you and observing you.

Your progress against your targets and your assessments will be recorded on **Go4Schools** at regular intervals. Students and parents have access to this, so you can track your progress regularly through the course.

Teachers will also assess and record your homework, including how you manage your work and meet deadlines. It is therefore important to plan ahead and use your time wisely. If you find that you are unable to complete a homework or are falling behind with your deadlines, you must tell your subject teachers and form tutor. They may be able to help.

For subjects with **Non-Examination Assessments (NEAs)**, your teachers will be able to advise you about what you need to do to gain the best possible marks. These will be marked to nationally agreed standards, and the marks are moderated and inspected by other teachers. Your teachers will give you a timetable for completing assessments and the dates of the deadlines which you must meet.

Is it all exam work?

No. Your timetable will also include physical education (PE), assembly, tutor period and Learning4Life.

The core PE programme will allow you to experience a range of sports, team games and health-related activities on a weekly basis. There are many opportunities to do even more by taking part in clubs, activities and teams at lunchtimes and after school. In addition, you may choose to take GCSE PE.

The Learning4Life programme includes timetabled lessons for Years 10 and 11, as well as assemblies, tutor periods and Learning4Life days, and is designed to help you to develop as an individual, and remain healthy and safe throughout your adult life. One part of the course focuses on SRE (Sex and Relationships Education).

In addition, students will learn how to deal with examination stress, how to manage their workload and maintain a work/life balance. They will also receive information and advice about study skills.

Our Learning4Life programme is committed to supporting and reinforcing British Values (such as tolerance, respect, empathy and responsibility to others), and will give you the opportunity to reflect on current affairs and ethical issues.

The Learning4Life programme also contains modules of computing, with a key role in supporting you by developing skills and processes in the use of ICT that will enable you to improve upon much of the work that you do in other subject areas.

CAREERS AND WORK EXPERIENCE

Work Related Learning

During Years 10 and 11, you will probably begin to think about possible occupations and the skills you might need for them. In order to help with this process of preparing for the world of work, the school provides a number of experiences for all students which give your studies a vocational dimension. These include:

1. Work Related Learning activities in Year 10 and 11, typically on collapsed school days.
2. Work experience (in Year 10).
3. Access to Careers Information and Guidance via an online computer program.
4. The development of skills (e.g. letter-writing, interview techniques, preparing a CV).
5. Project work in some subjects which is based in a vocational context, e.g. problem-solving drawn from real needs of business and industry.
6. The development of key skills - ICT, numeracy, communication, teamwork and problem-solving.
7. STEM opportunities via the Science and Mathematics Department.



Will I do work experience?

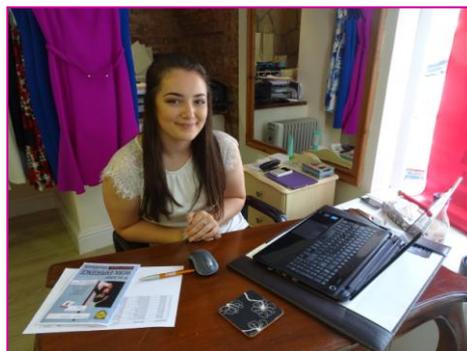
Year 10 students currently have a compulsory two-week experience of the world of work. At the placement you will gain an insight into the requirements of the work place, its disciplines and develop upon your current practical and social skills.

As the school has to administer the whole work experience process, we require students to find their own placements (called: Student's Own Placement). The school then checks that companies conform to health and safety and insurance requirements. If the company of choice meets the requirements, you will be able to attend work experience there. This process begins at the start of Year 10. All students are monitored by their tutors / Heads of Year whilst on work experience. You will also have an opportunity to visit your placement and have an interview prior to work experience. This visit enables you to ask questions and find out what is expected of you from the employer.

Your work experience is a valuable and essential part of the curriculum and will take place towards the end of the summer term. Many students consider this as two of their most enjoyable weeks of education. The placements can result in part-time opportunities and targeted work experience.

What will I do on work experience?

This will depend on the type of placement. In general, you are treated as a member of staff and are expected to carry out a wide range of tasks appropriate to your age and experience. In addition, you have to complete a logbook. Some subject areas may set you an assignment based on your work experience placement.



How do I find out about the career options open to me at the end of Year 11?

On the school website there is a careers webpage where you can access careers diagnostic programs. There are also a variety of links which you can follow to find more information. We would encourage you to attend information sessions with outside speakers. You will also have the option of attending the 'World of Work' day in the spring term, to talk about specific areas of interest, with a variety of companies who have agreed to give their time for this event.

You will be given additional materials from the careers department to help you to clarify your options and information about the labour market. The school will also make available to you information from a variety of sources to help you with your decision making. This information is available to you via your careers booklet exercises in form time; year noticeboards, careers department noticeboards and in the Resource Centre. A vacancy board in the Careers area is also kept up to date with occupation opportunities in the local area.

You can obtain information from the Careers section in the Resource Centre. The careers department staff, based in The Street, are available to guide you to find out the information you need. In Year 11 there is a Post-16 Options Evening for your parents/carers to give them the opportunity to find out more about possible employment, training and study options after Year 11.

Level 1 Certificate Car Mechanics (Basic Servicing and Automotive Maintenance)

COURSE OUTLINE

This course will develop your understanding of the basic operation of vehicle systems and the motor industry. You will have the opportunity to study a range of practical tasks that will start to prepare you for a career in the garage trade.

The practical element of this course is delivered one afternoon a week at Huntingdon Regional College. Participants will also have at least one theory lesson a week in school. During this lesson you will have time to catch up on core subjects you miss while at college.

At college, you will study a basic introduction to:

- Cooling systems
- Lubrication systems
- Braking systems
- Ignition systems
- Fuel systems
- Steering systems
- Suspension systems
- Wheels and tyres
- Electrical systems
- Vehicle cleaning

ASSESSMENT

As with all Foundation Learning Pathway courses, the qualification is coursework-based, internally assessed and externally verified. There is therefore no final external examination.

Due to the limited number of spaces on this course, students may have to take part in a selection process in order to be offered a place.

The Awarding Body is City and Guilds.

If you are interested in finding out more about the course, please see Miss Morrison
IMorrison@stivoschool.org



BTEC Level 1 Construction

INTRODUCTION TO THE CONSTRUCTION AND ENGINEERING SECTOR

The construction and engineering industry is a vast and wide ranging sector that covers many different aspects of work in the UK. The construction industry at its peak employs approximately 2 million people in a wide range of roles and carrying out many different activities and services. The sector covers a wide variety of work from construction, civil engineering, and building maintenance which is issued through a wide variety of construction clients. It also provides a substantial amount of services in the form of architectural design, structural engineering, building services design and many different specialist consultancy and subcontractor/supplier activities. There is a wide range of opportunities to progress within the industry from any starting level.

COURSE OUTLINE

The BTEC course is a level 1 qualification which would give you an opportunity to continue into a relevant level 2 qualification and in due course prepare you for employment in a range of job sectors.

The Edexcel BTEC Level 1 Certificate in Construction:

- gives a good balance of theory and practical work, focussing on skills and knowledge required for the workplace
- has a minimum of four optional specialist units
- presents knowledge in a work-related context
- gives you the opportunity to develop and apply skills in an area where you have a genuine interest
- teaches you how to follow workshop environment health and safety rules and procedures
- teaches you to work co-operatively and show respect for others
- is hard work, but very enjoyable

ASSESSMENT

How you are assessed

Assessment will be internal through appropriate assignments which will include a folder of evidence and practical outcomes. As with all Foundation Learning Pathway courses, this qualification is coursework-based, internally assessed and externally verified. There is therefore no final written examination.

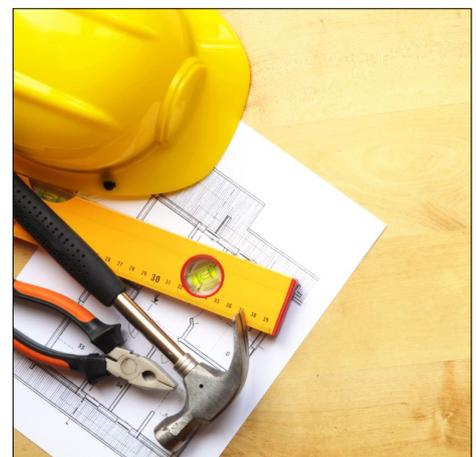
The units of study are:

- developing joinery skills
- developing carpentry skills
- developing construction drawing skills
- preparing for an interview

The Awarding Body is Edexcel.

If you are interested in finding out more about the course, please see Mr Gower or Mr McLeod

AGower@stivoschool.org or TMcleod@stivoschool.org



Picture from www.slm-construction.fr

BTEC Level 1 General Cooking & Hospitality

COURSE OUTLINE

This is a vocational course working towards a Level 1 qualification. The course aims to give knowledge, skills and confidence to enjoy cooking. Each week students will use a range of ingredients to prepare nutritious home-cooked food.

On the course you will be introduced to basic cooking skills by following recipes for simple dishes and learning how to use kitchen equipment safely. Each recipe is underpinned with knowledge about sourcing food, nutrition, hygiene and food safety where relevant.

Topics covered are:

- Selecting ingredients
- Meal planning
- Food safety
- Hygienic working practices
- Following recipes
- Healthy eating
- Cooking on a budget

Practical work will be carried out each week. You will need to be prepared to provide ingredients every week. Details of what will be required will be provided at least one week in advance to allow time for shopping. Sometimes school may provide ingredients and ask students to bring in the money to cover the costs.

As part of this course, there will be visits to professional kitchens. Some students may have the opportunity to have a catering placement during their work experience at the end of Year 10.

ASSESSMENTS

As with all Foundation Learning Pathway courses, this qualification is coursework-based, internally assessed and externally verified. There is therefore no final written examination.

The Awarding Body is Edexcel (Pearson).

If you are interested in finding out more about the course, please see Mrs Watton.
MWatton@stivoschool.org



Gingerbread houses made and wrapped as gifts

Level 1 Pathway (Award of Personal Effectiveness—AOPE)

COURSE OUTLINE

The Award of Personal Effectiveness is a nationally recognised qualification. It can accredit many of the imaginative and diverse activities undertaken by students, both inside and outside of school.

Section 1

This section is designed to introduce you to new activities and “Challenges”. The modules will include:

- The Community
- Sport and Leisure
- World of Work
- Expressive Arts
- Number Handling
- Health and Survival

With guidance from your teacher, you will be able to specialise in specific areas or complete work from a range of modules. “Challenges” can include:

Organising a visit to Huntingdon Law Courts (The Community)

Designing and Creating Jewellery (Expressive Arts)

Taking part in a new sport (Sport and Leisure)

Section 2

In this section you will be able to develop skills which will equip you for Sixth Form or College, as well as being essential for today’s workplace. They will include:

- Introduction to Working with Others
- Planning and Carrying out Research
- Group Discussion
- Developing Self
- Planning and Reviewing Learning

ASSESSMENTS

You are required to complete recording documents that form part of a Portfolio of Evidence. This will contain a completed student book, recording documents for the chosen skills and evidence for each completed Challenge. Teachers will guide you in completing the written work. Evidence could include:

- Photographs (annotated)
- Signed witness statements
- Copies of the work done for the Challenges
- Computer files (e.g. PowerPoint presentations)

As with all Foundation Learning Pathway courses, this qualification is coursework-based, internally assessed and externally verified. There is therefore no final written examination.

The Awarding Body is ASDAN.

If you are interested in finding out more about the course, please see Mrs Francis.

JFrancis@stivoschool.org

GCSE Art and Design

COURSE OUTLINE

This subject can be taken in one or more of the following endorsed titles:

- Fine Art - Drawing & Painting
- Textiles/Fashion
- Three Dimensional Design/Sculpture

Fine Art - Drawing & Painting

This course caters for the whole range of artistic ability and students do not need to be great artists. It is important that you show a willingness to experiment and work hard at all types of painting, drawing and other related artwork including photographic processes.

You will be expected to build up a portfolio of work using sketchbooks and final outcomes. The course forms a firm base for students wishing to continue their studies at Advanced Level or in further education.

Textiles/Fashion

This course provides you with an opportunity to work towards an art qualification through the medium of textiles and fashion. Work is based on areas such as garment construction and illustration, print, use of dyes, knitting, weave and stitch. The 'design process' is implemented through research, experimentation and documentation. Textiles also provides suitable progression for students wanting to study any post-16 Art and Design course.

The course is equally suited for boys and girls.

Three Dimensional Design/Sculpture

This course encompasses many facets of clay work from conventional pot making, through to the more imaginative field of 'art pottery', where both representational and abstract ceramic sculptures can be created.

Conventional construction methods are taught, but you are encouraged to contribute your own original ideas. You may also experience other media such as plaster, cement and wire.

It is hoped that you will have previous basic knowledge of 3D work from the introductory courses in the lower school, and have some artistic ability. It is important to note that you will be expected to draw on this course and do research in a sketchbook. Sculpture/ceramics is also suitable for those students wanting to study for post-16 courses in Art and Design.

Work Journal/Sketchbook

It is mandatory that students keep a work journal for all components of the courses above. The work journal is a sketchbook that contains sketches, experimentation with media and techniques, reference to the work of other artists and the development of ideas.

EXTERNALLY SET ASSIGNMENT (ESA)

The ESA is set by the exam board and all the art endorsements (Drawing & Painting, Textiles and 3D Design) share the same exam paper. It is always a thematically based project (for example 'Beginning and/or end' was the 2017 title). You will have to submit a work journal and a final piece of artwork. An 8 week preparatory period is given to all students to do research, documentation and experimentation in an exam work journal. Immediately after the preparatory period you will do a ten hour exam (2 days) where you will produce a final outcome that links to your preparatory work.

Continued overleaf

GCSE Art and Design continued

ASSESSMENT (FOR ALL TITLES)

- Component 1. A portfolio of selected outcomes and preparatory work in work journals 60%
- Component 2. Externally set assignment: preparatory work in a work journal and a 10 hour timed test 40%

N.B. Both components must show evidence of all the assessment objectives.

The four Assessment Objectives are:

- develop ideas through investigations, demonstrating critical understanding of sources
- refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes
- record ideas, observations and insights relevant to intentions as work progresses
- present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

N.B. All students who may aspire to pursue a career in the visual arts, any aspect of design or architecture should seriously consider studying one art option.

The Awarding Body is Pearson Edexcel.

If you are interested in finding out more about the course, please see Mr Goold.

AGoold@stivoschool.org



Painting by Demi Traicos (GCSE 2017/18)

Business

The Business department will select one of two business pathways that you will follow from the start of Year 10. This will be either Cambridge National in Marketing and Enterprise Level 2 or GCSE Business Studies, both of which are the same value, but assessed in different ways.

Cambridge National in Marketing and Enterprise Level 2

COURSE OUTLINE

This course is designed to introduce sound business knowledge and skills, in a more applied context, and is an alternative route to GCSE business studies.

It is particularly suited to you if you are good at time management and meeting deadlines, and enjoy producing well-structured pieces of coursework. Whilst there is an exam element (see below) the majority of lessons are devoted to working on coursework, working in small groups or with others, and researching/producing reports/tasks for marking.

ASSESSMENT

It is a vocational course, but one that is equivalent to GCSE. There are three modules: 2 require students to complete coursework, and one is an external exam:

Unit 1: Enterprise and marketing concepts

This is an exam focusing on concepts that underpin a business start up, such as finance and marketing.

Unit 2: Design a business proposal

This is an assignment where students will design, cost and market a potential business idea.

Unit 3: Market and pitch a business proposal

This is an assignment where students will brand and promote their ideas, and produce a “Dragon’s den” style pitch of their ideas to an audience.

PROGRESSION

This course provides an appropriate foundation for Applied Business, vocational courses and apprenticeships.



Picture from Chainimage.com

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Business continued

GCSE Business Studies

COURSE OUTLINE

1. This course is designed to provide you with a foundation in business skills. Areas of study include marketing, production, human resource management, the structure and organisation of business and its place in the community, the role of government and trade unions, business law and finance.
2. Emphasis is on obtaining a sound knowledge of the business environment and being able to apply terms, concepts, theories and methods effectively to address business problems and issues.

ASSESSMENT

This course is assessed by two exams, taken at the end of Year 11. These will contain the following elements:

- | | | |
|--|---------------|-----|
| 1. Business, marketing and people | 1hour 30 mins | 50% |
| 2. Production, finance and the external business environment | 1hour 30 mins | 50% |

PROGRESSION

This course provides an excellent foundation for AS studies in business or economics in Year 12, or for further education and employment.

If you wish to study either of these courses choose 'Business' on your Individual Guided Choices Form.

The Awarding Body for both qualifications is OCR.

If you are interested in finding out more about these courses, please see Mr Burniston.

JBurniston@stivoschool.org



Cambridge Nationals Child Development Level 1 or 2

COURSE OUTLINE

This course is designed to encourage students to develop sensitivity towards, and a respect for, the needs and the development of young children. It will develop a knowledge, understanding and practical skills in child development.

Unit 1:

Our students will learn the essential knowledge and understanding for child development, covering reproduction, parental responsibility, antenatal care, birth, postnatal checks, care and conditions for development, childhood illnesses and child safety.

Unit 2:

Our students will gain knowledge of the equipment needs of babies and young children and an understanding of the factors to be considered when choosing appropriate equipment to meet all of these needs. They will also gain knowledge of nutrition and hygiene practices and will be given the opportunity to evaluate dietary choices.

Unit 3:

Our students will gain knowledge of, and skills in, developing activities to observe development norms in children up to the age of five. This unit will include researching, planning, carrying out activities with children and observing and reviewing these activities, as well as an understanding of the development norms and the benefits of play in child development.

ASSESSMENT

The subject is assessed in THREE ways:

First set assignment (unit 2) which is set, conducted and marked in school. This is about 10 hours of work and an investigative task. This is marked out of 60.

The second task is an assignment (unit 3) which requires an understanding of the development of a child aged from birth to 5 years. This is 20 hours of study, and marked out of 60.

The final assessment is an external examination which requires a knowledge and understanding of health and well-being for child development. This is 50% of the final grade.

The Awarding Body is OCR Cambridge Nationals.

If you are interested in finding out more about the course, please see Mrs Watton.

MWatton@stivoschool.org

GCSE Classical Civilisation

COURSE INFORMATION

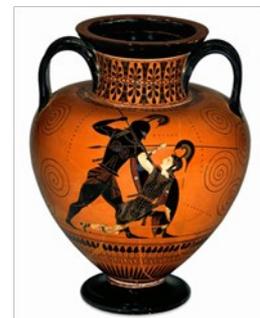
Classical Civilisation focuses on the civilisations of Greece and Rome, and is a wide ranging subject involving the study of literature, art, artefacts, archaeological sites, and the ancient historical context. All you need is an interest in the Ancient World and its cultures; you do not need to know any languages, because all the texts are in translation. It does not matter if you have not studied the Greeks and Romans since primary school; no prior learning is necessary for this course. From women in the Ancient World, to the study of religious beliefs and ancient ideas about war, Classical Civilisation involves interesting discussions across subjects that are still important today.

Classical Civilisation is a humanities subject enhancing your skills such as essay writing and source analysis, and teaching you how to structure a good argument. It develops your thinking and evaluation, and widens your knowledge and interest in people and cultures.

COURSE OUTLINE

It is a wide ranging subject and includes the study of:

- Myth and religion
- Women in the ancient world
- The Homeric world
- Roman city life
- War and warfare



In **all components** of the GCSE, learners will be required to:

- know and understand the surviving literary and material remains of the classical world in their social, historical and cultural contexts;
- understand, interpret and analyse a range of evidence from classical sources;
- evaluate and use this evidence to form their own judgements and responses, and present these in a clear, concise and logical manner.

ASSESSMENT

All aspects of the course will be examined at the end of Year 11. There are two components and, therefore, two papers:

Component Group 1: Thematic Study

This involves a comparative study of ancient Greece and Rome, and combine literary and visual/material sources. It is a 1 hour 30 minutes written paper comprising 50% of the final mark.

Component Group 2: Literature and Culture

You will carry out one in-depth cultural study and one study of related literature. It is a 1 hour 30 minutes written paper comprising 50% of the final mark.

PROGRESSION

If you are planning to go on to sixth form, then Classical Civilisation GCSE is great preparation for both A Levels and vocational courses in a wide variety of subjects, including Classical Civilisation which is offered as an A level at St Ivo. For students considering apprenticeships after GCSEs, employers will be able to see that you are someone with broad interests who can communicate their ideas well.

The Awarding Body is OCR.

If you are interested in finding out more about the course, please contact Mr Thorne or Mrs Zähler.

MThorne@stivoschool.org or PZahner@stivoschool.org

GCSE Computer Science

COURSE OUTLINE

- Understand and apply the fundamental principles and concepts of Computer Science, including abstraction, decomposition, logic, algorithms, and data representation.
- Analyse problems in computational terms through practical experience of solving such problems, including designing, writing and debugging programs.
- Think creatively, innovatively, analytically, logically and critically.
- Understand the components that make up digital systems, and how they communicate with one another and with other systems.
- Understand the impacts of digital technology to the individual and to wider society.
- Apply mathematical skills relevant to Computer Science.

The course is made up of three components:

1. Computer systems

- Systems Architecture
- Memory
- Storage
- Wired and wireless networks
- Network topologies, protocols and layers
- System security
- System software
- Ethical, legal, cultural and environmental concerns

2. Computational thinking, algorithms and programming

- Algorithms
- Programming techniques
- Producing robust programs
- Computational logic
- Translators and facilities of languages
- Data representation

3. Programming project

- Programming techniques
- Analysis
- Design
- Development
- Testing and evaluation and conclusions

ASSESSMENT

2 written examination papers (worth 50% each).
1 Non-Exam Assessment (NEA).

The Awarding Body is OCR.

If you are interested in finding out more about the course, please see Mr Crane.

MCrane@stivoschool.org

Dance (BTEC Level 1 or 2 TECH Award)

COURSE OUTLINE

The performing arts are a major part of the creative and cultural industries in the UK. Overall, the industry contributes £3.5 billion to the UK economy. There are 5,480 businesses and 101,593 people working in the performing arts sector. This BTEC course gives you the opportunity to develop sector-specific knowledge and skills in a practical learning environment as well as develop valuable transferable and interpersonal skills. The main focus is on four areas of equal importance:

- Development of key skills that prove your aptitude in performing arts such as reproducing repertoire or responding to stimuli.
- Processes that underpin effective ways of working in the performing arts, such as development of ideas, rehearsal and performance.
- Attitudes that are considered most important in the performing arts, including personal management and communication.
- Knowledge that underpins effective use of skills, processes and attitudes in the sector, such as roles, responsibilities and performance styles.

Learners who complete the BTEC Level 1 or 2 TECH Award can progress onto BTEC Level 3 or A Level Dance or Performing Arts and it will complement other GCSE/BTEC choices.

Component 1: Exploring the Performing Arts

Internally assessed

You will develop knowledge and understanding of a range of performance styles and will look at elements such as roles, responsibilities and the application of relevant skills and techniques. You will broaden your knowledge through observing existing repertoire and by learning about the approaches of practitioners and how they create and influence performance material.

Component 2: Developing Skills and Techniques in the Performing Arts

Internally assessed

In this component you will develop performance skills and techniques, taking part in workshops and classes where you will develop technical, practical and interpretive skills through the rehearsal and performance process. You will work from existing repertoire, applying relevant skills and techniques to reproduce the work. Throughout your development, you will review your own progress and consider how to make improvements.

Component 3: Performing to a Brief

Externally assessed

In this component, you will have the opportunity to respond to a brief. You will be given a brief that outlines the performance requirements and which asks you to consider your target audience and to start the creative process by using the given stimulus included in the brief. Working as part of a group, you will develop your ideas for a workshop performance and apply your skills and techniques to communicate your creative intentions to an audience.

The Awarding Body is Edexcel

If you are interested in finding out more about the course, please see Miss McAdam
LMcadam@stivoschool.org

GCSE Design and Technology: Product Design Electronics

This is an exciting new course.

COURSE OUTLINE

This course is split into two components:

Component 1: Practical Application

Component 2: Externally Set Exam

One component is teacher assessed and externally moderated.

AIMS OF THE COURSE

The course aims to develop skills in:

- Design practice.
- Exploration of design opportunities, users' needs, wants and values.
- Imaginative and creative designing.
- Communication techniques, including CAD/CAM and subject specific IT software.
- Decision making, planning and organisation.
- Knowledge of materials, components and technologies.
- Practical skills to develop quality, imaginative and functional prototypes.
- Manufacture and production.
- Cost, commercial viability and marketing of products.
- Safe working practices, environmental issues, values and ethics.

COURSEWORK

During Year 10 you will be given the opportunity to develop a comprehensive knowledge and understanding on both theory and practical areas, so you are better equipped in Year 11 for the development of your practical prototype, portfolio of evidence and exam.

ASSESSMENT

Practical Application 50%

In the later part of Year 10 students will begin working on their Practical Application. This is worth 50% of the examination and consists of a substantial design and make task, where students will produce a working prototype and portfolio of evidence.

Externally Set Exam 50%

The final examination, which is worth 50% of the final grade will test your knowledge and understanding of both theoretical and practical based subject areas including:

- New and emerging technologies, energy, modern and smart materials, systems, mechanical devices, materials, environment, forces and stresses, production methods and industrial processes, tools and equipment, CAD/CAM, mathematical and scientific knowledge.

The Awarding Body is AQA.

If you are interested in finding out more about the course, please see Mr Mcleod or Mr Gower
TMcleod@stivoschool.org or AGower@stivoschool.org

GCSE Design and Technology: Graphic Communication

This is an exciting new course.

COURSE OUTLINE

This course is split into two examined components:

Component 1: Personal Portfolio

Component 2: Externally Set Assignment

Both components are teacher assessed and externally moderated.

AIMS OF THE COURSE

The course aims to develop skills in:

- Formal graphic communication techniques.
- Creative, innovative, and experimental practice.
- Developing ideas from concept to finished product.
- Investigation, analysis and critical judgement, knowledge and understanding of both contemporary and historical graphic design and the contexts within which they operate.

COURSEWORK

During Year 10 you will be introduced to visual ways of conveying information, ideas and emotions through a range of graphic techniques and media. An understanding of the available media for graphic production will be developed through the study of graphic designers past and present and personal experimentation and development in class. You will cover a broad range of skills and topics that will enable you to develop skills in the use of a variety of media and develop individual creativity.

Areas of study will be drawn from:

- Advertising, communication graphics, design for print, illustration, package design, signage and typography.

ASSESSMENT

Personal Portfolio 60%

In the later part of year 10 students will begin working on their Personal Portfolio. This is worth 60 % of the examination and consists of a detailed portfolio of work based around students individual investigations and experiments in areas of personal interest and a final presentation piece of work based on this portfolio of work.

Externally Set Assignment 40%

This is a piece of work on a theme set by the exam board in the January of each year. Students are given an extended period for preparatory study which is then used to produce a final piece in a 10 hour period of sustained focus. (Split over two days.)

The Awarding Body is Edexcel.

If you are interested in finding out more about the course, please see Ms Atkinson or Mr Gower
CAtkinson@stivoschool.org or AGower@stivoschool.org

GCSE Design and Technology: Product Design Resistant Materials

This is an exciting new course.

COURSE OUTLINE

This course is split into two components:

Component 1: Practical Application

Component 2: Externally Set Exam

One component is teacher assessed and externally moderated.

AIMS OF THE COURSE

The course aims to develop skills in:

- Design practice.
- Exploration of design opportunities, users' needs, wants and values.
- Imaginative and creative designing.
- Communication techniques, including CAD/CAM and subject specific IT software.
- Decision making, planning and organisation.
- Knowledge of materials, components and technologies.
- Practical skills to develop quality, imaginative and functional prototypes.
- Manufacture and production.
- Cost, commercial viability and marketing of products.
- Safe working practices, environmental issues, values and ethics.

COURSEWORK

During Year 10 you will be given the opportunity to develop a comprehensive knowledge and understanding on both theory and practical areas, so you are better equipped in Year 11 for the development of your practical prototype, portfolio of evidence and exam.

ASSESSMENT

Practical Application 50%

In the later part of Year 10 students will begin working on their Practical Application. This is worth 50% of the examination and consists of a substantial design and make task, where students will produce a working prototype and portfolio of evidence.

Externally Set Exam 50%

The final examination, which is worth 50% of the final grade will test your knowledge and understanding of both theoretical and practical based subject areas including:

- New and emerging technologies, energy, modern and smart materials, systems, mechanical devices, materials, environment, forces and stresses, production methods and industrial processes, tools and equipment, CAD/CAM, mathematical and scientific knowledge.

The Awarding Body is AQA.

If you are interested in finding out more about the course, please see Mr Gower

AGower@stivoschool.org

GCSE Drama

COURSE OUTLINE

Drama has much to offer you in developing fluency, self-confidence and self expression. It offers an excellent opportunity to you to develop inter-personal skills and is invaluable in generating effective interview techniques. Drama work is devised and performed in teams; constructive criticism forms an integral part of the course.

The qualification is made up of three components.

There are **two non-exam assessments** (60% of the overall qualification) and **one exam assessment** (40% of the overall qualification).

Theory and practical work will be integrated throughout the course and all texts studied should be explored practically.

ASSESSMENT

Component 1: Understanding Drama

40% of the marks

The exam component will be assessed at the end of the qualification and include questions on a set text, and the work of live theatre makers. It will be **1 hour 45 minutes** in length.

Component 2: Devising Drama

40% of the marks

You will create a **devised** performance in groups and can choose to work as a **performer** or **designer** in this component. All performances will be supported by a **devising log** which is evidence of your devising process and can be made up of a combination of writing, images, observation notes and artefacts.

Component 3: Text Performance

20% of the marks

You will take a part in **performances** of **two extracts** from our chosen text. You can work as a **performer** or **designer** in this component, and can work individually or in a group. You will also submit a portfolio of written work.

All assessments are taken in Year 11.

The Awarding Body is AQA.

If you are interested in finding out more about the course, please contact Mr N Perry or Miss Crellin.

NPerry@stivoschool.org or ACrellin@stivoschool.org

GCSE Economics

COURSE OUTLINE

The GCSE course in Economics has been developed in order to provide you with relevant economic skills and knowledge which will enable you to better understand the world in which you live. Many aspects of everyday life including Brexit, the role of businesses and interest rates are related to economic decisions, and much of the news increasingly assumes some understanding of economic terms and concepts.

This course will provide you with a stimulating introduction to economic ideas. Topics covered include supply and demand, economic growth and economic policy. Emphasis will be placed on understanding and applying these concepts to real world examples, so a good awareness of current affairs will help.

ASSESSMENT

There are two units of study

Unit 1: Introduction to economics

This is an exam (approx 1 hour 30 mins) focusing on concepts that underpin micro-economics such as demand and supply.

Unit 2: The national and international economy

This is an exam (approx 1 hour 30 mins) focusing on macro economic concepts such as the balance of payments, economic policy and international trade.

PROGRESSION

This course provides an excellent foundation for AS studies in economics or business in Year 12, or for further education and employment.

The Awarding Body is OCR.

If you are interested in finding out more about the course, please see Mr Burniston.

JBurniston@stivoschool.org



Picture from [dreamstime.com](https://www.dreamstime.com/)

GCSE English Language

COURSE OUTLINE

All students will normally take English Language GCSE.

Component 1: 20th Century Literature Reading and Creative Prose Writing

Written examination 1 hour 45 minutes - 40% of qualification

Section A (20%) Reading

Understanding of one prose extract (about 60-100 lines) of literature from the 20th century assessed through a range of structured questions.

Section B (20%) Prose Writing

One creative writing task selected from a choice of four titles.

Component 2: 19th and 21st Century Non-Fiction Reading and Transactional/Persuasive Writing

Written Examination 2 hours - 60% of qualification

Section A (30%) Reading

Understanding of two extracts (about 900-1200 words in total) of high quality non-fiction writing, one from the 19th century, the other from the 21st century, assessed through a range of structured questions.

Section B (30%) Writing

Two compulsory transactional/persuasive writing tasks.

Component 3: Spoken Language

Non-exam assessment - unweighted

One presentation/speech, including responses to questions and feedback. Achievement in Spoken Language will be reported as part of the qualification, but it will not form part of the final mark and grade.

English in Years 10 and 11 is taught in broad bands of ability. All students, as far as possible, will take both literature and language GCSE.

ASSESSMENT

The assessment is based on 100% examination. There is assessment of speaking and listening but this is coursework based and does not contribute to the overall GCSE. The examinations are un-tiered - all students entering sit the same paper.

All exam boards follow a similar pattern of assessment with two examinations at the end of the two year course assessing reading and writing.

The Awarding Body is WJEC, Welsh Board.

If you are interested in finding out more about the course, please see Mr Andrews.

JAndrews@stivoschool.org

GCSE English Literature

COURSE OUTLINE AND ASSESSMENT

The majority of students will take both English language and English literature. Assessment is 100% examination with un-tiered end of course examinations.

The course will introduce you to a wide range of writing in various genres and it complements the English language course by focusing on the same skills such as analysis and comprehension.

The course is assessed as follows:

Component 1: Shakespeare and poetry

Written examination 2 hours - 40% of qualification

Section A (20%) Shakespeare

One extract question and one essay question based on the reading of a Shakespeare text from the prescribed list.

Section B (20%) Poetry from 1789 to the present day

Two questions based on poems from the WJEC Eduqas poetry Anthology, one of which involves comparison.

Component 2: Post-1914 prose/Drama, 19th Century Prose and unseen poetry

Written examination 2 hours and 30 minutes - 60% of qualification

Section A (20%) Post-1914 Prose/Drama

One source-based question on a post 1914 prose/drama text from the prescribed list.

Section B (20%) 19th Century Prose

One source-based question on a 19th century prose text from the prescribed list.

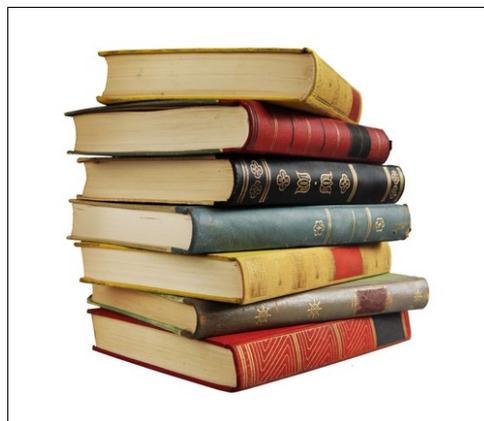
Section C (20%) Unseen Poetry from the 20th/21st Century

Two questions on unseen poems, one of which involves comparison.

The Awarding Body is WJEC, Welsh Board.

If you are interested in finding out more about the course, please see Mr Andrews.

JAndrews@stivoschool.org



GCSE Film Studies

COURSE INFORMATION

Film is an important part of many people's lives, considered by many to be the major art form of the last one hundred years. In the 21st century it has a significant influence on the way people think and feel.

GCSE Film Studies is designed to draw on learners' enthusiasm for film and introduce them to a wide variety of cinematic experiences. Learners will develop their knowledge of US mainstream and independent film from different eras and will explore global cinema. In addition they will have the opportunity to produce their own short films and screenplays.

COURSE OUTLINE (WITH EXAMPLE SET TEXTS)

Component 1: US Film (35%)

US comparative study – Rebel Without a Cause/Ferris Bueller's Day Off **OR** Invasion of the Body Snatchers/E.T.

US independent film – Juno **OR** Whiplash **OR** Little Miss Sunshine **OR** Me and Earl and the Dying Girl

Component 2: Global Film (35%)

Global English language film – Slumdog Millionaire **OR** District 9

Non- English Language film – The Wave **OR** Spirited Away

Contemporary UK film – Attack the Block **OR** Skyfall

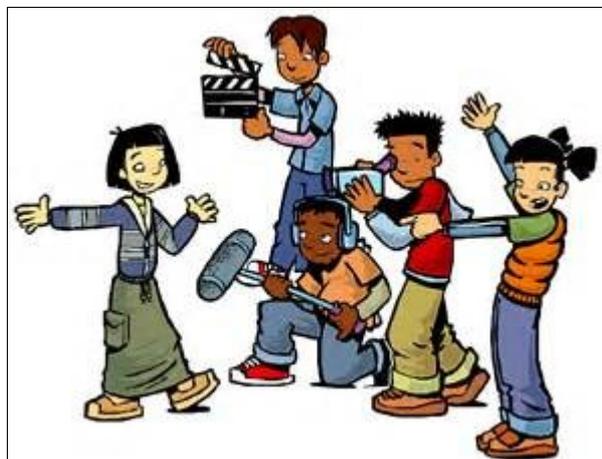
Coursework – Production (30%)

Creating an extract from a film/screenplay of a specific genre, for example: science fiction, horror or teen movie.

The Awarding Body is Eduqas.

If you are interested in finding out more about the course, please see Mrs Malster.

FMalster@stivoschool.org



Picture from rvsnj.org

GCSE Food Preparation and Nutrition

COURSE OUTLINE

This course is designed to equip you with the knowledge, understanding and skills required to cook and apply the principles of **food science**, nutrition and healthy eating. It encourages you to cook, to make informed decisions about food and nutrition and enables you to be able to feed yourself and others affordably and nutritiously later on in life. This GCSE can also lead on to a level 3/A level in food and nutrition and employment within the vital food industry.

The syllabus is divided into the following 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

Practical cookery skills are a vital and integral part of this course and makes up most of the coursework element: 50% of the final grade.

The costs will vary according to the topic but could average between £3-5 weekly.

ASSESSMENT

This is divided into 2 components:

1. Principles of nutrition. One written exam paper for June 2018. **Worth 50% of the final grade.**
2. Food preparation and Nutrition in Action; the **coursework/practical** skills element:
Task one: A food science investigation worth 15% of the final grade.
Task two: Create dishes as part of a menu worth 35% of the final grade.

The coursework element will be marked in school and sent to the examination board for moderation at the end of the course.

The Awarding Body is Eduqas/WJEC.

If you are interested in finding out more about the course, please see Mrs Watton.
MWatton@stivoschool.org



GCSE French

Why learn a language? Here are 10 great reasons which our students were told on a visit last year to Magdalene College, Cambridge University.....

1. For travel and holidays
2. To be able to live in different countries
3. It could save your life, or someone else's!
4. They give you a lot more choice about what to do with your life
5. We live in an increasingly 'global' society
6. You will be more competitive in the jobs market and could earn more money
7. To understand how other people think, and about their cultures
8. Multilinguals have denser grey matter and more brain plasticity
9. Multilinguals are better problem-solvers, creative thinkers and communicators
10. Most people in the world are multilingual - monolingualism is a disadvantage!

Learning a language opens up a whole world of opportunities. We live in a world of multi-national employers where languages are valued in the workplace. As well as being essential for work, travel and tourism, a language can also improve communication skills, literacy and provide an insight into other cultures.

Languages are considered a facilitating subject by universities. The English Baccalaureate is testament to the fact that colleges, universities and employers recognise the importance of having language at GCSE.

COURSE OUTLINE

You will learn to use languages in a range of practical situations and will build on the vocabulary and skills learnt in Years 7-9. A variety of relevant and interesting topics are studied. These include:

Theme 1: Identity and culture

- Me, my family and friends
- Technology in everyday life
- Free time activities
- Customs and festivals in French-speaking countries/communities

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

- Home, town, neighbourhood and regional social issues
- Global issues
- Travel and tourism

Theme 3: Current and future study and employment

- My studies
- Life at school/college education post-16

ASSESSMENT

Assessment is Linear — all four exams are taken at the end of the course, each worth 25% of the marks. The four papers each cover one skill: Listening; Speaking; Reading; and Writing.

PROGRESSION

Success at GCSE will give you the skills and confidence which allow progression onto the AS course.

The Awarding Body is AQA.

If you are interested in finding out more about the course, please see Mr Murphy.

JMurphy@stivoschool.org

GCSE Geography

"Geography is the subject that holds the key to our future"

Michael Palin

COURSE OUTLINE

The AQA geography GCSE has been chosen for its exciting and interesting content, mixing the more traditional elements of geography combined with new ideas and approaches whilst balancing physical and human themes. It enables you to understand the ever changing relationships between people and the environment in which they live and the increasing challenges that we face. The specification also encourages you to understand your role in society, considering different viewpoints, values and attitudes and tackling global issues such as climate change, deforestation, weather hazards and sustainability.

Fieldwork

Fieldwork is an important and compulsory aspect of the course, providing you with an opportunity to consolidate and extend your geographical understanding by relating learning to real life experiences. During the course you will carry out two fieldwork investigations (one physical and one human geography based) outside of the classroom. Your understanding of the geographical enquiry process will be tested as part of the Paper 3 written exam "Geographical Applications". The physical fieldwork enquiry is based on coastal environments and is undertaken in the summer term of Year 9 for those students who have opted for GCSE Geography with a trip to Dunwich and Aldeburgh on the Suffolk Coast. The human fieldwork enquiry is based on fieldwork undertaken in St Ives during the teaching of the human environment element of the GCSE in Year 11.

You are also given the opportunity to apply to take part in the annual trip to Iceland in July of Year 10. The department also run a bi-annual international fieldtrip for KS4/KS5 students (past trips have included Kenya and South Africa). Subject to availability and numbers it is hoped that the next trip will run in October 2020.

ASSESSMENT

The qualification is linear, which means that you will sit all of your exams at the end of the course. The course is assessed by three written exams and includes a mixture of question types, multiple-choice, short answer, levels of response and extended prose.

Paper 1 - Living with the Physical Environment - **35%** (1 hour 30 minutes)

Paper 2 - Challenges in the Human Environment - **35%** (1 hour 30 minutes)

Paper 3 - Geographical Applications - **30%** (1 hour 15 minutes)

About the Department

The Geography Department enjoys outstanding academic and teaching success and our uptake at GCSE reflects this. It is currently the largest option subject at GCSE, with 177 students in our current Year 10 (and 168 in our current Year 11). Many students who follow the GCSE course have also chosen to pursue it further at A Level and a number of students each year go on to study Geography at University level. The department is very well resourced, having a wide range of textbooks, ICT facilities and nationally acclaimed online resources to support students, including the departmental website www.geobytes.org.uk dedicated GCSE blog, twitter feed (@StivoGeography) and facebook page which support student's learning in a variety of different ways. Students also have access to our GCSE Schoology course in which we make available lesson and revision resources to all students. Further information about the course and the benefits of taking Geography at GCSE can be found at <http://www.geobytes.org.uk/newgcse-sept2018.html>

The Awarding Body is AQA.

If you are interested in finding out more about the course, please see Mr Chambers
RChambers@stivoschool.org

GCSE German

Why learn a language? Here are 10 great reasons which students were told on a visit last year to Cambridge University.....

1. For travel and holidays
2. To be able to live in different countries
3. It could save your life, or someone else's!
4. They give you a lot more choice about what to do with your life
5. We live in an increasingly 'global' society
6. You will be more competitive in the jobs market and could earn more money
7. To understand how other people think, and about their cultures
8. Multilinguals have denser grey matter and more brain plasticity
9. Multilinguals are better problem-solvers, creative thinkers and communicators
10. Most people in the world are multilingual - monolingualism is a disadvantage!

Learning a language opens up a whole world of opportunities. We live in a world of multi-national employers where languages are valued in the workplace. As well as being essential for work, travel and tourism, a language can also improve communication skills, literacy and provide an insight into other cultures.

Languages are considered a facilitating subject by universities. The English Baccalaureate is testament to the fact that colleges, universities and employers recognise the importance of having language at GCSE.

COURSE OUTLINE

You will learn to use languages in a range of practical situations and will build on the vocabulary and skills learnt in Years 7-9. A variety of relevant and interesting topics are studied. These include:

Theme 1: Identity and culture

- Me, my family and friends
- Technology in everyday life
- Free time activities
- Customs and festivals in German-speaking countries/communities

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

- Home, town, neighbourhood and regional social issues
- Global issues
- Travel and tourism

Theme 3: Current and future study and employment

- My studies
- Life at school/college education post-16

ASSESSMENT

Assessment is Linear — all four exams are taken at the end of the course, each worth 25% of the marks. The four papers each cover one skill: Listening; Speaking; Reading; and Writing.

PROGRESSION

Success at GCSE will give you the skills and confidence which allow progression onto the AS course.

The Awarding Body is AQA.

If you are interested in finding out more about the course, please see Mr Murphy.

JMurphy@stivoschool.org

GCSE History

COURSE OUTLINE

The aim of the course is to provide you with a broad understanding of Britain and the world across the centuries. Only through having some knowledge of history can we understand the issues which face us today. The skills developed in the study of history are seen as highly valuable in a whole variety of different areas, including sixth form colleges, universities and work places. The course includes the following:

Paper 1: Thematic study and historic environment

- Thematic study: Medicine in Britain; c1250-present
- Historic environment: The British sector of the Western Front 1914-18, injuries, treatment and the trenches. (In 2018 we will offer the chance for GCSE History students to participate in a trip to the Western Front in Belgium.)

Paper 2: Period study and British depth study

- Period study: Superpower relations and the Cold War, 1941-1991
- British depth study: Early Elizabethan England, 1558-1588

Paper 3: Modern depth study

- The USA 1954-1975 conflict at home and abroad (including the Vietnam War).
- Content includes the Vietnam War, e.g. The end of French rule; Ho Chi Minh and communism; growing USA involvement; Vietnam War; support and protests. (We offer a trip to Vietnam as below.)

St Ivo History Department is a great place to study history – WHY?

- **TRIPS:** There will be the chance to visit the Western Front (see above). In the past the History department has offered a trip to Vietnam to tie in with our study of the USA.
- The course is lively, fascinating and relevant.
- High numbers of students choose to study GCSE history each year (150-180).
- High exam results have been achieved for many years.
- Many students also go on to study 'A level' history because GCSE was so interesting and useful.
- Department information on **www.stivoschool.org**
- Use of YouTube, DVDs, podcasts, GCSE pod, schoology, PiXL, department revision books for each paper and extra revision booster sessions.

ASSESSMENT

Paper 1: 1 hour 15 minute exam worth 30% (Thematic study 20%; Historic environment 10%).

Paper 2: 1 hour 45 minutes worth 40% (British depth study 20%; Period study 20%)

Paper 3: 1 hour 20 minutes worth 30%

The Awarding Body is Edexcel (1H10)

If you are interested in finding out more about the course, please contact Mrs Warriner
EWarriner@stivoschool.org

ICT - BTEC Level 2 First Award in Creative Digital Media Production

COURSE OUTLINE

This exciting new course has been designed to:

- Inspire and enthuse you to consider a career in the creative digital media industries, rather than just to participate in media recreationally, for example surfing the web or playing video games.
- Give you the opportunity to gain a broad understanding and knowledge, and develop skills, across the creative digital media sectors, e.g. moving image, audio production, games design, website design and publishing.
- Support progression to a more specialised level 3 vocational or academic media qualification or an apprenticeship.
- Give you the potential opportunity, in due course, to enter employment within a wide range of junior job roles across the creative digital media sectors.
- Junior job roles include, for example, photographer, sound recordist, assistant editor, assistant web designer and assistant games designer.

The course is made up of four components:

Unit 1: Digital media sectors and audiences

- Understand digital media sectors, products and platforms
- Understand audiences for digital media products
- Explore how audiences engage with digital media products

Unit 2: Planning and pitching a digital media product

- Understand how to develop ideas for a digital media product
- Pitch ideas for a digital media product
- Produce planning for a digital media product

Unit 5: Digital publishing production

- Know about digital publishing opportunities
- Understand use of digital publishing technology and techniques
- Produce material for digital publication

Unit 6: Website production

- Know the context and purposes of websites
- Know the technical requirements for website production
- Produce and review a functioning website

ASSESSMENT

1 written examination paper (worth 25%).

3 coursework units (worth 25% each).

The Awarding Body is Pearson Edexcel.

If you are interested in finding out more about the course, please see Mr Crane.

MCrane@stivoschool.org

GCSE Mathematics

COURSE OUTLINE

You will follow the national curriculum in mathematics, working towards a GCSE at the end of Year 11.

There will be two tiers of entry with the final decision for entry being made after the mock examinations in Year 11. We will enter you for the tier in which you will be more confident about answering most of the questions.

Throughout the course you will be expected to work hard to understand each new concept, to complete tasks by set dates and to approach the work in a positive way. You will have the opportunity to use appropriate technology and practical equipment and you should find the work challenging and rewarding.

The content of the course should broaden your understanding of the basics, consolidating the skills gained in Years 7 and 8. It will build on the GCSE work you have done in Year 9 and further your achievement in mathematics. There will be opportunities to study more advanced areas of mathematics as well as resolve misconceptions and areas of difficulties. You will be tackling work from areas of mathematics such as algebra, statistics, trigonometry, graphs, numeracy and probability.

ASSESSMENT

Assessment will be by three written examinations at the end of Year 11, one of which allows use of a calculator. There are no controlled assessments in mathematics.

The Awarding Body is AQA.

If you are interested in finding out more about the course, please see Mr Seekings.

DSeekings@stivoschool.org

Coding with an enigma machine



GCSE Media Studies

COURSE INFORMATION

The Media plays a central role in contemporary society and culture, and with ongoing technological developments this will only increase in the future. In addition, the Media plays an important part in shaping attitudes and social values.

Media Studies seeks to encourage students to foster a critical understanding of a range of Media texts and the ways in which they are read and understood by different audiences. You will be expected to develop a critical awareness of how Media represents individuals and issues, and engage with the debates surrounding the role of the Media in contemporary society. You can also expect various opportunities to explore and represent your own ideas by developing practical production skills.

The course covers a wide variety of Media categories including: news, advertising, video games, music videos, televisions and film marketing.

COURSE OUTLINE

Component 1: Exploring the Media (30%)

Section A – Exploring media language and representation

TWO of the following print forms: magazines, film posters, newspapers or print adverts

Component 2 – Understanding Media Forms and Products (40%)

Section A – Television – Crime drama OR sitcom

Section B – Music – Music videos and online media

Component 3 – Creating Media Products (30%)

An individual production (choice of briefs) for an intended audience (teenagers).

BRIEFS: (There is an online option for each)

TV – a 2 minute opening sequence for a new TV programme (genre of your choice)

MAGAZINES – a magazine front cover and double page spread (genre of your choice)

FILM MARKETING – a DVD front and back cover and poster

MUSIC MARKETING – a 2 minute music video

The Awarding Body is Eduqas

If you are interested in finding out more about the course, please see Mrs Malster.

FMalster@stivoschool.org

GCSE Music

COURSE OUTLINE

The GCSE music course comprises three main elements: (1) Performing music, (2) Composing music, and (3) Listening and Appraising. Students study these through practical and theoretical tasks to help them build their understanding of how all styles of music work. They will then apply this knowledge when performing and composing music of their own, and when writing about music in a listening exam. The performance and composition sections are worth 30% each, and the written exam is worth 40%.

In order to take GCSE music you do not need to consider yourself an advanced musician or have instrument lessons already. The essential characteristics for students taking the course are an enjoyment of the subject and a genuine interest in how music works. Music studied covers a wide range of styles including modern pop, classical, film music and world music. Since there is a performance element in the course worth 30% of the final grade, we do recommend that students taking the course begin lessons on an instrument (including singing) if they do not already learn. Lessons are available from professional instrument teachers through the school and financial assistance is available if required: we also have some sixth form students who may be able to help get students started on instruments, or students are welcome to find teachers outside school. Any instrument is accepted for performance.

ASSESSMENT

Performing (30%) – coursework assessment

Students perform on their chosen instrument (which can include singing) as a soloist and in an ensemble (in a group of more than 2 people). Performances are recorded and assessed in school by the teacher during Year 11. Students may perform as many pieces as they wish, but the total must add up to at least 4 minutes with at least 1 minute of ensemble playing. Being a regular member of an extra-curricular club in school very much helps with the ensemble performance!

Composing (30%) – coursework assessment

Students compose two pieces, with help and guidance from the teacher. One piece can be anything the student likes (for instance a song, a piano piece, or a samba piece) and the other will be composed to a brief set by the exam board. The two compositions added together should total at least 3 minutes. Students have time at home to plan and work on their pieces and 1:1 tutorials will be offered with their teacher. The pieces will be written up in controlled conditions in school during Year 11.

Listening and Appraising (40%) – examination, summer term Year 11

Students study four areas of music, listening to and learning about a range of pieces in each topic to gain an understanding of the overall styles. Students learn to analyse and understand different types of music, some familiar and some very new to them! In the listening exam students hear pieces of music from the styles they have learnt about and answer questions on them. The four areas of study are 'The Concerto through Time', 'Rhythms of the World', 'Film Music' and 'Pop Conventions'.

ASSESSMENT DEADLINES

Performances will be recorded and compositions written up in school under controlled conditions (during lesson time), but much time and effort should have gone into preparing them first, both in school and at home. The final assessment deadline will be March of Year 11; however regular internal deadlines will be set throughout the course to check progress and to give teachers the opportunity to offer feedback and advice on the work.

The Awarding Body is OCR.

If you are interested in finding out more about the course, please see Miss Macleod.
EMacleod@stivoschool.org

GCSE Philosophy, Religion and Ethics

Do you

- Want to work with people?
- Want to travel?
- Plan to study at university?
- Plan to find a job in the community?
- Love debating issues and forming arguments?
- Enjoy learning about the lives of people from different cultures?
- Listen to others?
- Enjoy learning about yourself and developing your own ideas?
- Love learning about the world and what makes it tick?
- Find other people and their beliefs and way of life fascinating?
- Enjoy watching events as they unfold in the news?

COURSE OUTLINE

Topics we study:

- War and Peace
- Animal testing
- Racism
- Sexism
- Abortion
- Euthanasia
- Fertility treatment
- Poverty
- Suffering
- Religion
- Politics
- Psychology
- Science
- How was the world made?
- Human Rights
- Crime and punishment
- Death sentence
- Identity and belonging
- Life and death
- Sex and marriage
- Islam

We study the way that religion has become an important force in individual lives, society, world politics and history. We will follow the news as it unfolds around the beliefs and issues we are studying, as well as watching popular films, which tackle the issues we study and having discussion and debates around topical events both in St Ives and the world at large. If you are planning to work with people, travel or work abroad, or plan to study a degree which requires critical thinking, including law or medicine, then this is the course for you.

We have various visitors and visits which have included India, Rome, Walsingham, Ely, Auschwitz and Poland to complement the study of our ethics courses.

ASSESSMENT

The assessment is based on 100% examination. There are 2 written papers at the end of the two years:

50% Philosophy and Ethics. This includes: Relationships and Families; Religion and Life (how the world was made, abortion, euthanasia, animal testing, environmental rights); Religion, Crime and Punishment (Is the death penalty acceptable, what punishments should be given for a crime?); Religion, Peace and Conflict (is war acceptable, how should world problems be resolved, is forgiveness possible?).

50% Study of Religions - Beliefs Teachings and Practices for Christianity and Islam.

The Awarding Body is AQA.

If you are interested in finding out more about the course, please see Mrs Seekings.

KSeekings@stivoschool.org

GCSE Separate or Combined Science

SUBJECT OUTLINE

At St Ivo Science Department we offer different pathways for students to follow at Key Stage 4. The rationale behind this is to ensure that we can meet the diverse aims and ambitions of today's students. Furthermore, we aim to ensure that all students will gain experience of practical laboratory science, and develop their team working and communication skills. Our aim is to deliver an engaging and interesting science experience to every student.

PATHWAY 1: COMBINED SCIENCE EDEXCEL (WORTH 2 GCSEs)

All students will automatically be entered for this course, which leads to two GCSEs, unless they opt for pathway 2. All exams are taken at the end of Year 11 and there is no course work. Students are, however, required to do practicals throughout the course that are essential to passing it. Combined Science is composed of Biology, Chemistry and Physics and all students will get a broad, balanced education in all three of the sciences. This qualification is studied by many Key Stage 4 students and allows progression to all A-Level sciences.

At the end of the course students will take 6 exams, 2 in Biology, 2 in Chemistry and 2 in Physics. The scores will be amalgamated and 2 GCSEs awarded according to their total.

PATHWAY 2: SEPARATE SCIENCE EDEXCEL (WORTH 3 GCSEs) BIOLOGY; CHEMISTRY; PHYSICS

Many students will want to consider the separate sciences route : Biology, Chemistry and Physics. These students will achieve three GCSE qualifications, one in each science. This pathway has more content, as it leads to an extra GCSE, but is an option so plenty more time is available to complete this. Extra topics covered over Combined Science include the structure of the brain and the eye in Biology, more content on industrial and contemporary Chemistry and astronomy and additional nuclear science in Physics. There will be sufficient time during the school day for you to complete the course (students aren't required to do extra sessions after school).

At the end of the course you will take 6 exams, 2 in Biology, 2 in Chemistry and 2 in Physics and will be awarded individual GCSE grades in each subject.

If you would like to be considered for a place on this course please request Triple Science as one of your four options.

FURTHER STUDY

Pathways 1 and 2 can lead on to Advanced Level science qualifications at Sixth Form level if you achieve well and wish to continue your studies. Both Combined or Separate Science are suitable for entrance to university courses in science and medicine, however students on the separate science course will be at an advantage at A-level as they will already have covered some of the course.

The Awarding Body for all pathways is Edexcel.

If you are interested in finding out more about the course, please see Dr Flower.

AFlower@stivoschool.org

Physical Education & Sport

The PE department will select one of two Sport pathways that you will follow from the start of Year 10. This will be either OCR Cambridge Nationals in Sports Level 2 or GCSE Physical Education. Both of which are of the same value. OCR Cambridge Nationals in Sports Level 2/ GCSE PE will cover one option block.

OCR Cambridge National in Sport Level 2

COURSE OUTLINE

This course offers an introductory vocational qualification that provides students with the solid foundation required for further progression into the Sports industry. You will have the opportunity to develop a wide range of highly desirable and transferable skills through practical means.

You will be able to spend more time on both the practical and theoretical aspects of sport, complete your portfolios and prepare thoroughly for the written examination.

The course will include the following four units:

1. Contemporary issues in sport
2. Developing sports skills
3. Developing knowledge and skills in outdoor activities
4. Sports leadership

ASSESSMENT

Unit 1 is externally assessed by a written examination. All other units are internally assessed. These assessments are criterion referenced, based on the achievement of specified outcomes. Each unit has specified criteria to be used for grading.

GCSE Physical Education

COURSE OUTLINE

The specification provides you with an opportunity to study both the practical and theoretical aspects of physical education. It is also designed to foster enjoyment in physical activity.

The course will include the three following units:

1. Applied Anatomy, Physiology & Training
2. Socio-cultural Influences, Sports Psychology, Health, Fitness & Well-being
3. Practical Activity assessment & Evaluating/Analysing Performance

ASSESSMENT

Units 1 & 2 are each externally assessed by a 1 hour exam. Unit 3 is internally assessed and moderated externally.

The Awarding Body for both qualifications is OCR.

PROGRESSION

At the end of this course you will gain one GCSE in PE or the equivalent of one GCSE for the National Level 2 Award. Both of these courses will enable you to access either the A' level PE course or the BTEC Level 3 in Sport Course in the sixth form.

If you are interested in finding out more about the course, please see Mr Havard.
CHavard@stivoschool.org