

# ST PAUL'S ACADEMY



## KEY STAGE 4 CURRICULUM BOOKLET 2017-2020



*"Central to the good progress that students make is the well-conceived curriculum in Years 9, 10 and 11. Courses have been carefully selected to raise standards and develop personalised learning. The flexibility of the curriculum, combined with students' good behaviour and attitudes, mean that learning is pursued with pleasure and combined with good achievement, which fulfils St. Paul's Academy's aim."*

Ofsted

February 2017

Dear Parents/Guardians

**Re: Key Stage 4 Curriculum 2017-2020**

This is the time of year when decisions have to be made about the courses that your Son/Daughter will follow during their final three years at St. Paul's Academy. The school will provide a curriculum which is broad and balanced so that the widest range of careers or further courses of study are available to students at 16+.

Students will take the following courses in the **core** curriculum:

- Religious Studies
- English
- Mathematics
- Science
- ICT
- Physical Education

Students will have to make curriculum preferences from a range of courses which will include vocational GCSE equivalent qualifications courses and traditional GCSEs.

All Year 8 students will experience KS4 taster lessons during w/b 6<sup>th</sup> February. This will be an excellent opportunity for students to experience KS4 subjects in a variety of curriculum areas which will further support them in making their curriculum preferences. It is unlikely that students will be able to change their mind after they have submitted their forms, so it is really important to get the preferences right at this stage.

Careers Guidance is offered and all students are strongly advised to talk to the relevant members of staff about their Key Stage 4 subjects before making their preferences. Students will experience taster lessons in Key Stage 4 curriculum courses after half-term, and Parents/Guardians will have an opportunity to discuss their Son's/Daughter's Key Stage 4 curriculum preferences at the **Year 8 Consultation, Wednesday 22<sup>nd</sup> February, 3pm – 6pm**. Key Stage 4 Curriculum Preference Forms are in the booklet and are to be returned to **Miss Joyce or Mr Chambers** no later than **Friday 24<sup>th</sup> February 2017**.

If you would like any additional information on the selection process, please do not hesitate to contact me.

Yours sincerely

**Patrick Winston**  
Principal

# **Important Information**

The Learning Zone responsible for your child is **Pure and Applied Science.**

The Raising Standards Leader is

**Miss Joyce and Mr Chambers**

Email: [kathleen.joyce@stpauls.greenwich.sch.uk](mailto:kathleen.joyce@stpauls.greenwich.sch.uk)

Email: [peter.chambers@stpauls.greenwich.sch.uk](mailto:peter.chambers@stpauls.greenwich.sch.uk)

# **Key dates for your diary**

Year 8 Consultative Evening: **Wednesday 22<sup>nd</sup> February 3pm-6pm**

Deadline for KS4 Curriculum Preference Form: **Friday 24<sup>th</sup> February**

**(All curriculum preference forms to be returned to Miss Joyce or Mr Chambers)**

# Key Stage 4 Curriculum Booklet

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# **Key Stage 4 Curriculum Booklet**

## **Introduction**

This booklet contains information about the courses St. Paul's Academy offers at KS4. It also explains some of the choices and decisions which students will be making with the appropriate information, advice and guidance from parents/guardians, teachers and outside agencies. Students need to be thinking about the following to help guide them in their preference choice of subject at Key Stage 4:

- ❖ What sort of jobs they want to do in the future
- ❖ What sort of qualifications would help them get this type of job
- ❖ Where they can get those qualifications
- ❖ Which subjects they enjoy
- ❖ Which subjects they are good at

## **Key Stage 4 Curriculum and Learning Opportunities**

The Key Stage 4 curriculum at St. Paul's Academy provides a number of pathways to examination success and sustain interest in learning new skills and knowledge. As well as allowing students to work to their individual strengths and interests. It is essential that students maintain as broad and balanced an education as they can for as long as they can in order to widen their choices at Post 16 education and employment.

All students will follow courses in the core curriculum:

- ❖ Religious Studies
- ❖ English
- ❖ Mathematics
- ❖ Science
- ❖ ICT
- ❖ Physical Education

The daily Tutor Period provides opportunity for monitoring welfare and progress, mentoring, target setting and guidance, by Form Tutors, Raising Standards Leaders and Heads of Learning Zone. In addition to the core curriculum, students will have available to them a variety of courses to study. By the end of Key Stage 4 they will have a range of qualifications that would allow them to:

- ❖ Continue in education, Further, Higher and University
- ❖ Enter a range of college or training courses to gain employment qualifications
- ❖ Enter employment with training and accredited qualifications
- ❖ Enter an apprenticeship

## **New GCSE Framework**

Under the new GCSE framework, more demands will be made of students and it will be harder to get the highest grades and reach the new benchmark average pass grade of a 5, which is set at a higher level than the traditional C grade. However, at St Paul's Academy, with our three year Key Stage 4, and our rigorous approach to teaching and learning, we are able to fully support our students to ensure the best chance of success by being able to study the subjects in more depth.

Key features of the new framework

- ❖ New grading on a scale 1-9 (9 being the highest) this replaces the current A\*-G grading
- ❖ No tiering of examination papers except in Mathematics, Science and MFL
- ❖ A fully linear structure i.e. no modules, no coursework, no controlled assessments, except 10% in Science for practical experiments
- ❖ Assessment is terminal, at the end of the course
- ❖ Exams are the default method of assessment, 'except where they cannot provide valid assessment of the skills required' e.g. Art, Design
- ❖ Increased extended writing with fewer bite-sized questions in examinations
- ❖ Focus on a knowledge-based curriculum

## English Baccalureate (EBacc)

It may be helpful for you to understand that in 2011 the Government introduced the English Baccalureate (EBacc). EBacc is not a qualification but a measure of performance. The Department for Education (DfE) believes the EBacc will provide students with "a properly rounded education" and they have placed great importance upon students studying these subjects at Key Stage 4.

The subjects that make up the EBacc are English, Mathematics, at least two Sciences (including Computer Science), a modern foreign language or ancient foreign language and a humanities subject; either History or Geography. At St Paul's, English, Mathematics and Science are compulsory in the core curriculum at Key Stage 4. We would expect a significant number of students to study other EBacc subjects and our curriculum is designed to allow students to combine a core of EBacc subjects with others from a broader range to ensure future career and education decisions post-16 are as broad as possible.

## Making the Right Choices

It is very important that students and their parents/guardians think carefully about the pathway for study at Key Stage 4. There are several factors which need to be taken into account.

- ❖ Level of interest and ability in a particular subject
- ❖ Think ahead about future education and career aspirations. Some university courses will prefer students to have taken specific subjects at Key Stage 4 and certain career paths will require specific subjects
- ❖ Previous track record in a subject

Students should select a course because:

- ✓ The student is good at it and will enjoy the subject
- ✓ It links to a career idea
- ✓ It will go well with other subject choices
- ✓ It will help develop knowledge and skills that interest the student
- ✓ The student might want to continue studying the subject after Year 11
- ✓ Student research shows that it will interest and motivate

## Career Plans

Some students will have a clear idea about their career plans and if so, they should check the suitability of their subject choices with their teachers or careers adviser. However there is no need to worry at this stage if they do not have a particular career in mind. If there are no career plans it is wise to select a good balance of subjects that keep open as many opportunities as possible. These students should choose subjects that they enjoy and that suits their interests. They should also choose subjects that they are good at and which suit their abilities. Future employers will look for a person who is flexible and adaptable to changing situations.

## What Students Can Do

Making future choices can be quite daunting, but it is actually the opportunity for students to take control of their education and shape the way they want their future to be. Everyone needs a bit of help with decision-making. The curriculum pathways are too important to leave to chance so students need to make sure they all get the help and support needed. Students should be seeking advice, information and guidance from:

- ❖ Parents / guardians, subject teachers, form tutor, Careers Adviser, family and friends.
- ❖ [www.nationalcareersservice.direct.gov.uk](http://www.nationalcareersservice.direct.gov.uk) is an excellent website offering careers advice, job profiles, a skills test, CV builder, CVs, covering letter information and much more.

- ❖ A student who has a clear idea about his/her future should use the website [www.nationalcareersservice.direct.gov.uk](http://www.nationalcareersservice.direct.gov.uk) – job profiles section to research the career and also related careers thoroughly. Such a students should think about his/her interests, abilities, skills, personal qualities, predicted grades and values and match these to requirements for the job(s).
- ❖ A student who has no career plans can use a free careers questionnaire [www.fasttomato.com](http://www.fasttomato.com) which will generate some job ideas which the student can research.
- ❖ Key Stage 4 Taster Lessons.

### **Reminder**

The Year 8 Consultative Meeting is on **Wednesday 22<sup>nd</sup> February at 3pm**. The subject teachers of your son/daughter and the School's Career Adviser will be available for any further advice, information and guidance on the curriculum pathways you may require.

## **Additional Support at Key Stage 4**

### **Additional learning Needs**

Students with statements or EHC plans will continue to receive the support as outlined on their statement or plan. This is usually in the form of targeted support from a subject specialist teaching assistant in the classroom. Students with more complex needs and/or disabilities will be supported by a team of SEND specialist teaching assistants who accompany them from lesson to lesson and are responsible for meeting all aspects of students' needs.

In preparation for education at post 16, we have an expectation that all students will work towards greater independence in their learning.

### **Specific Support Interventions**

Withdrawal from lessons is kept to an absolute minimum in Key Stage 4 as we do not wish to cause disruption to curriculum time. There are a few exceptions: students with severe Dyslexia may need specialist support, and students who need to access specific therapies e.g. physiotherapy or occupational therapy as advised by professionals. Time out of lessons is negotiated with teaching staff. Students do not access Speech and Language groups in Key Stage 4. Therapists often spend time in lessons supporting teaching staff to meet the language and social needs of students.

### **Individual Curriculum**

A very small number of students will not benefit from following either of the two academic pathways. Instead they will follow a tailor-made pathway which will run alongside the core curriculum. This will incorporate a variety of essential life skills. This pathway may include the Bronze Award certification 'Learning for Life' with units on:

- Communication
- Home Management
- Number Handling
- World of Work
- Expressive Art

Students may also be able to access to the following areas:

- Food Tech
- Physio / IT
- Music Therapy
- Social Skills
- Literacy
- Work Experience
- Independence Skills including Travel Training

Some of these sessions will be taught alongside their peers. Others will be on a small group or individual basis.

Final decisions about which examinations they will sit are made in Year 10 and 11 and some students will access subjects at (pre GCSE) Entry level.

## **Exam Access Arrangements / Exam Support**

At the end of Year 9, some students are assessed for exam access arrangements. This list is drawn up by the SEND team in consultation with teaching staff. All students with a high level of need including some medical conditions, those with processing difficulties and those with Dyslexia are automatically assessed. If a student meets the criteria for exam consideration when tested, parents and carers are informed in writing. Exam access arrangements range from: 25% extra time, a reader or scribe, word processor or rest breaks. Parents and carers may also request an assessment by contacting the SEND team.

## **Emotional Support**

All students may access emotional support from the learning mentor team as needed. Students should be familiar with the team of learning mentors already. They may self-refer by visiting the ark or making a request via the postboxes positioned around the school. We try not to interrupt curriculum time as much as possible. Students can bring anything that is worrying them to the Ark. We also have a counsellor on site 2 days a week.

Parents and carers are always welcome to make an appointment with any member of the inclusion team if they wish to discuss concerns, find out how to access additional support or discuss further investigations.

## **Careers Advice**

To prepare for post 16, all students in Year 11 meet with the Careers Adviser on an individual basis. Some students are referred for additional support if they need extra guidance. The Careers Adviser is also happy to meet with parents and students together. You can arrange this by contacting the Careers Adviser at the school, on Fridays only.

*Further information for parents and carers can be found by reading at the **SEND/ Inclusion Policy, the annual SEND Information Report** for parents or the **SEND St. Paul's Local Offer**. These documents are available to download from the school's website or on request.*

# CREATIVITY & TECHNOLOGIES LEARNING ZONE

Head of Learning Zone

Mrs E Bryan

Email: [eileen.bryan@stpauls.greenwich.sch.uk](mailto:eileen.bryan@stpauls.greenwich.sch.uk)

## **KS4 Courses offered:**

Fine Art  
Computer Science and ICT  
Food and Nutrition  
Textiles  
Materials Technology  
Design Technology

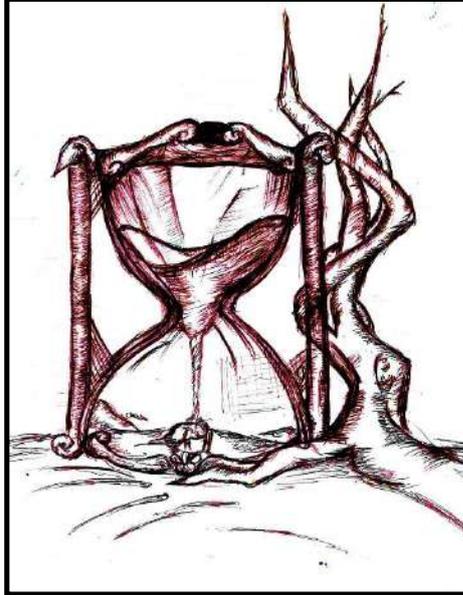
Subject Title: Fine Art  
Exam Board: Edexcel

For more information, please contact  
**Miss Smith**. Email address below:  
[karen.smith@stpauls.greenwich.sch.uk](mailto:karen.smith@stpauls.greenwich.sch.uk)

## Course Outline

Students will complete a wide range of theme led projects, which will broaden their skills base and techniques, using a variety of media: including painting, drawing, photography and 3D making.

The course also helps to build students' confidence and develop an enquiring mind which can lead to creative thinking and an ability to express ideas visually.



## Assessment Information

**Unit 1:** The Personal Portfolio makes up 60% of the total mark and is based on coursework.

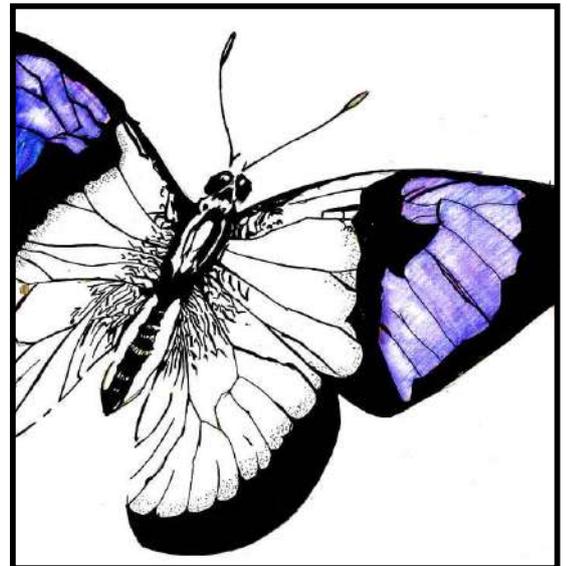
**Unit 2** Externally set Assignment. Students have approximately twenty hours to prepare for a ten hour timed test. This accounts for the remaining 40% of the total mark.

## Career Paths

The traditional study of Fine Art, can lead to careers as practising artists or teachers, as well as more specialised routes that include Graphic, Product and Industrial Design, Advertising, Fashion Design, Theatre and Film Design, Furniture and Interior Design as well as Illustration.

## Useful websites

[www.craftscouncil.org.uk](http://www.craftscouncil.org.uk)  
[www.tate.org.uk](http://www.tate.org.uk)  
[www.newbritishartists.co.uk](http://www.newbritishartists.co.uk)  
[www.royalacademy.org.uk](http://www.royalacademy.org.uk)  
[www.designmuseum.org](http://www.designmuseum.org)  
[www.npg.org.uk](http://www.npg.org.uk)  
[www.photonet.org.uk](http://www.photonet.org.uk)  
[www.vam.ac.uk](http://www.vam.ac.uk)  
[www.bbc.co.uk/schools/gcsebitesize/art](http://www.bbc.co.uk/schools/gcsebitesize/art)  
[www.edexcel.com/artanddesign2016](http://www.edexcel.com/artanddesign2016)



Subject Title: Food and Cookery Level 2  
Exam Board: NCFE

For more information, please contact **Miss Gregory**. Email address below: [angela.gregory@stpauls.greenwich.sch.uk](mailto:angela.gregory@stpauls.greenwich.sch.uk)

## Course Outline

This qualification is designed for learners who have an interest in food and cookery. It will provide learners with experience of using different cooking techniques and methods to enable them to use these within further education or apprenticeships. It will give them a basic understanding of the skills required for a career in food.



## Assessment Information

All four units are equally weighted (25%)

3 units are internally assessed and the other is an exam unit.

## Career Paths

### Hospitality & Catering

- Barista
- Catering Manager
- Chef
- Publican
- Restaurant Manager

### Health & Well-Being

- Dietician
- Environmental Health Officer
- Health Promotion Specialist
- Nutritionist
- Personal Trainer

### Food Development & Production

- Consumer Scientist
- Food Laboratory Technician
- Food Processing Worker
- Food Scientist/Technologist

## Useful websites

[www.ncfe.org.uk](http://www.ncfe.org.uk)

[www.focusonfood.org](http://www.focusonfood.org)

[www.foodafactoflife.org.uk](http://www.foodafactoflife.org.uk)

[www.letsgetcooking.org.uk](http://www.letsgetcooking.org.uk)

[www.childrensfoodtrust.org.uk](http://www.childrensfoodtrust.org.uk)

[www.schoolfoodplan.com](http://www.schoolfoodplan.com)

[www.nhs.uk/Change4Life/Pages/healthy-eating](http://www.nhs.uk/Change4Life/Pages/healthy-eating)

[www.food.gov.uk](http://www.food.gov.uk)

[www.healthystart.nhs.uk](http://www.healthystart.nhs.uk)



Subject Title: **Textiles**  
Exam Board: OCR

For more information, please contact **Ms. Charles**. Email address below:  
[allison.charles@stpauls.greenwich.sch.uk](mailto:allison.charles@stpauls.greenwich.sch.uk)

## Course Outline

This course involves identifying a need, designing a range of solutions and producing a prototype made from compliant materials, which can then be evaluated. Compliant materials include all fabrics, paper and thin plastic.



Cushion produced by Ayesha Asghar using stencilling and fabric painting.

## Assessment Information

Principles of Design and Technology:  
2hr written paper **50%**.

Iterative Design Challenge: 40hr non-exam assessment task **50%**

## Career Paths

The career paths that lead from a qualification in Textiles include costume designer, dressmaker, fashion designer, footwear designer, tailor, milliner, textile designer, fashion buyer, clothing alteration hand, clothing manufacturing engineer, packer, presser, machinist, garment technologist, machine room manager, pattern cutter, knitting machinist, pattern grader, product tester, quality control inspector, weaver and upholsterer.

## Useful websites

[www.craftscouncil.org.uk](http://www.craftscouncil.org.uk)  
[www.designcouncil.org.uk/](http://www.designcouncil.org.uk/)  
[www.designmuseum.org](http://www.designmuseum.org)  
[www.ethicalfashionforum.com/](http://www.ethicalfashionforum.com/)  
[www.ftmlondon.org/](http://www.ftmlondon.org/)  
[www.londonfashionweek.co.uk](http://www.londonfashionweek.co.uk)  
[www.sustainable-fashion.com/](http://www.sustainable-fashion.com/)  
[www.vam.ac.uk](http://www.vam.ac.uk)  
[www.whitworth.manchester.ac.uk/](http://www.whitworth.manchester.ac.uk/)



Rug produced by Louise Wells using the rag-rugging technique.

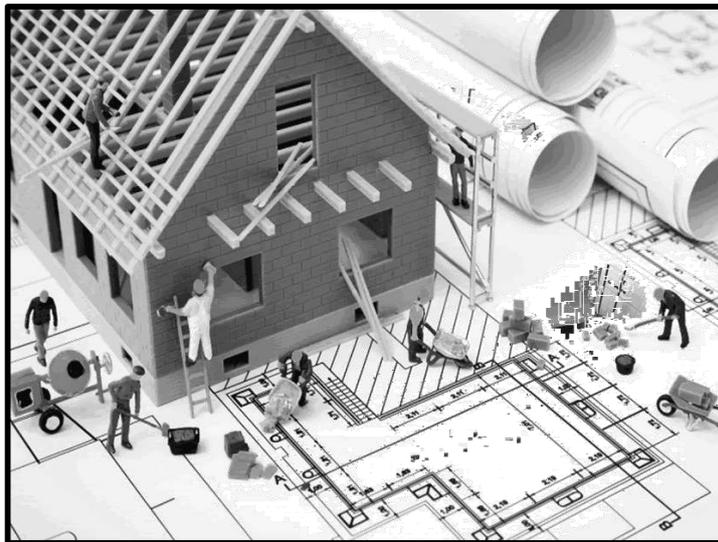
# Design Technology

For more information, please contact **Miss Gregory**. Email address below:  
[angela.gregory@stpauls.greenwich.sch.uk](mailto:angela.gregory@stpauls.greenwich.sch.uk)

At St Paul's, we are committed to ensuring that our students study a broad curriculum. This year, the current Year 9s and 10s are following the BTEC Engineering and BTEC Construction courses. We are currently exploring other vocational accredited courses within the Design Technology subject area to teach from September 2017. For further information, please contact **Miss Gregory**.

## BTEC Firsts in Construction and the Built Environment

In this subject, students will gain a brief insight into the life of an architect and what it entails. They will learn how to use various tools, along with what materials and equipment are used in carpentry and joinery. They will also develop practical skills using safe techniques to produce a timber frame.



## BTEC Engineering Level 2 Award

Students will discover the world of engineering. They will investigate the processes used to manufacture modern products within different engineering sectors. Students will also study some of the new developments in materials and engineering technology that have an impact on life today – or will have in the very near future.

# Subjects: Computer Science & ICT

Exam Boards: OCR, WJEC

For more information, please contact **Mrs Bryan**. Email below: [eileen.bryan@stpauls.greenwich.sch.uk](mailto:eileen.bryan@stpauls.greenwich.sch.uk)

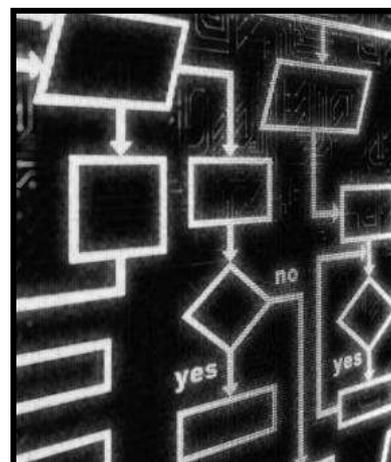
**N.B. Students will be directed by their ICT teachers as to which ICT course they are best suited to study.**

## GCSE Computer Science: OCR

The GCSE Computer Science J276 qualification is relevant to the modern, changing world of computing, it is designed to boost computing skills essential for 21st century.

Learners will:

- understand and apply the fundamental principles and concepts of Computer Science,
- 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



## Assessment Information

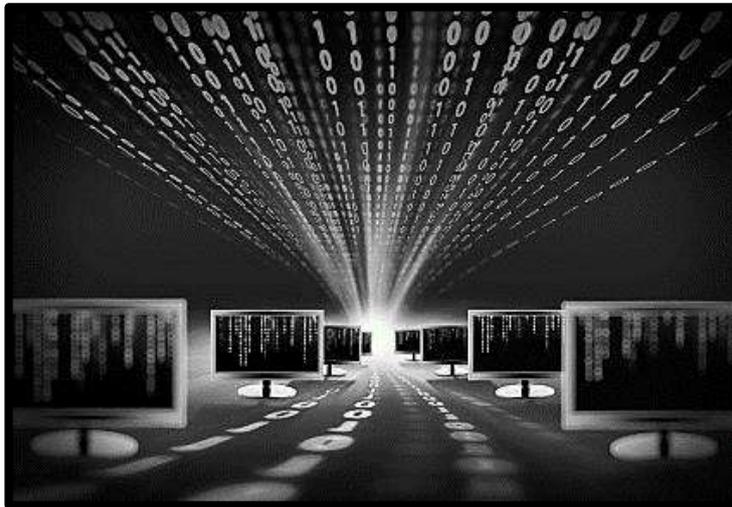
**Computer systems** – 40% written paper

**Computational thinking, algorithms and programming** - 40% written paper

**Programming project** – 20% Controlled Assessment

# ICT Qualification

At St Paul's Academy, ICT is a compulsory subject. At the time of this document's publication, we are still awaiting approval for the ECDL qualification for this cohort. In the event that this is not approved for performance points in 2020, we will offer students an alternative ICT qualification that will incorporate the necessary skills required by Post 16 providers and future employers.



## Entry Pathways ICT — WJEC

This is an **entry** level qualification which is designed to provide learners with a flexible regulated qualifications framework. The qualification supports personalised learning by combining units to create programmes of study suited to individual learners' needs.

This is by the selection of assessment evidence at appropriate points during the course and recognising the completion of each unit as well as the qualification as a whole. The units currently offered are: Presentation Software, Desktop Publishing Software, Imaging Software and Spreadsheet Software.

## Useful websites

[www.ocr.org.uk](http://www.ocr.org.uk)

[www.cambridgegcsecomputing.org.uk](http://www.cambridgegcsecomputing.org.uk)

[www.bcs.org/ecdl](http://www.bcs.org/ecdl)

[www.wjec.co.uk](http://www.wjec.co.uk)

# ENGLISH & COMMUNICATIONS LEARNING ZONE

Head of Learning Zone

Mrs A Henderson

Email: [alice.henderson@stpauls.greenwich.sch.uk](mailto:alice.henderson@stpauls.greenwich.sch.uk)

## **KS4 Courses offered:**

GCSE English Language  
GCSE English Literature

GCSE French  
GCSE Spanish

# Subject: English

For more information, please contact **Mr Blackburn** (Head of English). Email address below:  
**christopher.blackburn@stpauls.greenwich.sch.uk**

## Our common aims in the English department are to:

- Help students become curious, critical and imaginative thinkers, readers and writers
- Develop their ability to express themselves articulately and communicate confidently
- Broaden their knowledge and understanding of other worlds, lives and experiences

While working with the above aims in mind, we provide challenging and supportive lessons for students in years 9 – 11. Our lessons are tailored towards the new GCSE syllabuses (see below) for English Language and English Literature.

With the support of parents, the hard work of the students and the best endeavours of the English team we are confident that the range of units studied and teaching materials we provide will help students achieve all our aims.

### English Language Assessment at a glance

Paper 1	1hr 45 mins (40%)	Paper 2	2hrs (60%)
<b>Section A:</b> <b>Unseen 19th century fiction</b> <ul style="list-style-type: none"><li>• Extract will be <b>approximately 650 words</b> in length.</li><li>• Shorter response questions will focus on <b>close reading</b> of the text; longer response questions will ask students to show their understanding of the whole text.</li></ul>	<b>Section A:</b> <b>Comparison of two unseen texts from the 20th and 21st century</b> <ul style="list-style-type: none"><li>• One will be non-fiction; the other literary non-fiction.</li><li>• Extracts will be <b>up to 1000 words</b> in total.</li><li>• Shorter response questions will focus on the <b>close reading</b> of the individual texts; a longer response question will ask students to compare the writers' use of language.</li></ul>		
<b>Section B:</b> <b>Creative writing</b> <ul style="list-style-type: none"><li>• Choice of two tasks linked to the theme of the 19th century fiction.</li><li>• One task will include images as an optional stimulus for learners.</li><li>• Assessing writing for audience and purpose, tone, style and register as well as grammatical and structural features, vocabulary, sentence structure, spelling and punctuation.</li></ul>	<b>Section B:</b> <b>Transactional writing</b> <ul style="list-style-type: none"><li>• Choice of two tasks linked to the theme of the comparison texts.</li><li>• Newspaper articles, letters etc.</li><li>• Assessing writing for audience and purpose, tone, style and register as well as grammatical and structural features, vocabulary, sentence structure, spelling and punctuation.</li></ul>		
<b>Spoken Language endorsement</b> <ul style="list-style-type: none"><li>• Presenting, listening to questions and responding, and the use of standard English.</li><li>• Teacher set and assessed.</li><li>• Separate endorsement reported as a separate line on the certificate.</li></ul>			

### English Literature Assessment at a glance

Paper 1	1hr 45 mins (50%)	Paper 2	2hrs 15 mins (50%)
<b>Section A:</b> <b>Shakespeare</b> <ul style="list-style-type: none"><li>• <b>Two questions</b> – one based on an extract of approximately 30 lines and one on the whole play.</li></ul>	<b>Section A:</b> <b>19th Century fiction</b> <ul style="list-style-type: none"><li>• <b>Two questions</b> – one based on an extract of approximately 400 words (provided for students) and one based on the whole novel.</li></ul>		
<b>Section B:</b> <b>Post-1914 British Drama or Fiction</b> <ul style="list-style-type: none"><li>• Students study EITHER drama or fiction.</li><li>• Choice of essay questions.</li><li>• Vocabulary, sentence structure, spelling and punctuation are assessed.</li></ul>	<b>Section B:</b> <b>Poetry</b> <ul style="list-style-type: none"><li>• One question <b>comparing</b> one named poem from the chosen anthology collection, and another anthology poem of the students' choice from the same collection.</li><li>• One question asking students to <b>compare two unseen contemporary poems</b>.</li></ul>		
<b>Set texts</b> <ul style="list-style-type: none"><li>• <b>Shakespeare:</b> <i>Macbeth</i>, <i>The Tempest</i>, <i>Romeo and Juliet</i>, <i>Much Ado About Nothing</i>, <i>The Merchant of Venice</i>, <i>Twelfth Night</i>.</li><li>• <b>British fiction or drama:</b> <i>Animal Farm</i>, <i>Lord of the Flies</i>, <i>Anita and Me</i>, <i>The Woman in Black</i>, <i>An Inspector Calls</i>, <i>Hobson's Choice</i>, <i>Blood Brothers</i>, <i>Journey's End</i>.</li><li>• <b>19th century novel:</b> <i>Jane Eyre</i>, <i>Great Expectations</i>, <i>Dr Jekyll and Mr Hyde</i>, <i>A Christmas Carol</i>, <i>Pride and Prejudice</i>, <i>Silas Marner</i>, <i>Frankenstein</i>.</li></ul>			

## Assessment Information

The new examinations are assessed by 100% terminal exam. This makes it all the more imperative that students are excellent readers and writers, while developing the speaking and listening skills that will be so vital for the students when they leave the Academy.

# Subject: French & Spanish

## Exam Board: Edexcel

For more information, please contact **Miss Till** (Head of MFL). Email address below:  
**catherine.till@stpauls.greenwich.sch.uk**

## GCSE French and Spanish

The MFL department aims to enable students to:

- Communicate confidently in speaking and writing
- Express and develop thoughts
- Enrich their vocabulary
- Develop language learning skills
- Deepen their knowledge of how the language works

The **course content** will reflect the new specification for KS4 MFL.

All four language skills will be set in range of interesting cultural themes. The five themes are:

- Identity and culture
- Local area, holiday, travel
- School
- Future aspirations, study and work
- International and global dimension

## Assessment Information

The new course will be assessed by 100% terminal exams.

(Foundation and Higher tiers will be used)

Listening exam (25%)  
Reading exam (25%)  
Speaking exam (25%)  
Writing exam (25%)



### **Tips on supporting your child:**

Students must be prepared to work independently at home to achieve the highest grades possible. In addition to classwork and assessment preparation, they will be expected to learn vocabulary, key structures and spellings on a weekly basis.

### **Useful Websites:**

<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/spanish-2016.html>  
[www.conjuguemos.com](http://www.conjuguemos.com) [www.samlearning.com](http://www.samlearning.com) [www.bbcbitessize.com](http://www.bbcbitessize.com)  
[www.linguascope.com](http://www.linguascope.com) [www.dualinguo.com](http://www.dualinguo.com) [www.memrise.com](http://www.memrise.com)  
[www.languagesonline.org.uk](http://www.languagesonline.org.uk)

# **MATHEMATICS & COMMERCE LEARNING ZONE**

Head of Learning Zone

Mr B Smyth

Email: [brian.smyth@stpauls.greenwich.sch.uk](mailto:brian.smyth@stpauls.greenwich.sch.uk)

## **KS4 Course offered:**

GCSE Mathematics Linear

Subject: Mathematics  
Exam Board: Edexcel

For more information, please contact **Mr Smyth** (Head of Maths)  
Email address below:  
**brian.smyth@stpauls.greenwich.sch.uk**

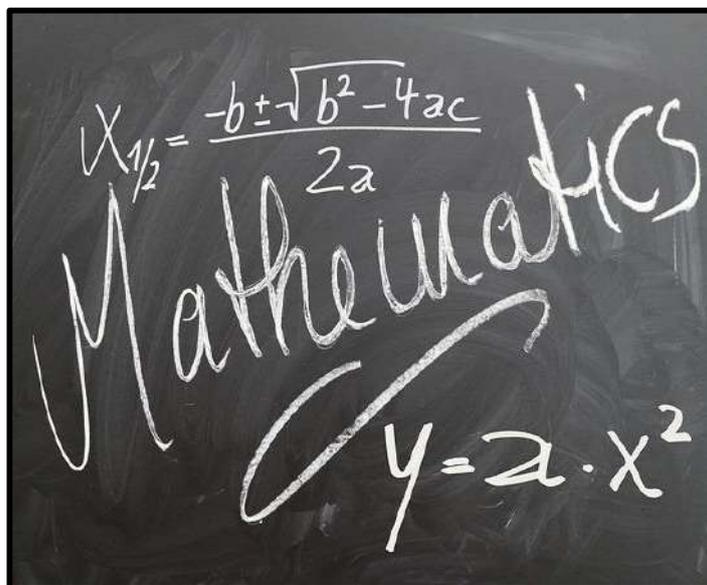
## GCSE Mathematics Linear

There are two tiers of entry:

Tier	Grades available
• Foundation	1-5
• Higher	4-9

Individual entry levels are decided following the year 10 mock examinations. Please note that candidates achieving a mark below minimum for the award of the lowest grade in each tier will be ungraded.

There is no coursework component for the Mathematics GCSE.



## Other Information

The Academy subscribes to the Mathematics website:

[www.mymaths.co.uk](http://www.mymaths.co.uk) which has full national curriculum coverage.

For syllabus information please visit:

[www.edexcel.org.uk](http://www.edexcel.org.uk)

For a challenge please visit:

[www.nrich.maths.org](http://www.nrich.maths.org)

# PERFORMANCE ARTS LEARNING ZONE

Head of Learning Zone

Mr O Akif

Email: [ozan.akif@stpauls.greenwich.sch.uk](mailto:ozan.akif@stpauls.greenwich.sch.uk)

## **KS4 Courses offered:**

GCSE Drama  
Performance Skills  
Arts Award

GCSE Music

GCSE PE  
V Cert Level 2 Certificate in Health and Fitness

Subject: Drama  
Exam Board: WJEC

For more information, please contact **Mr Ozan Akif** (Head of Learning Zone). Email address below:  
[ozan.akif@stpauls.greenwich.sch.uk](mailto:ozan.akif@stpauls.greenwich.sch.uk)

## GCSE Drama: Is GCSE Drama for me?

If you enjoy creating, performing and analysing, then GCSE Drama could be suitable for you. We have introduced the option to learn about aspects of technical theatre, giving you the chance to gain experience of working with lighting, sound, make up and costume.

Employers, as well as colleges and universities will look favourably upon anyone with a GCSE in Drama; it shows you are an effective communicator with a good level of interpersonal and creative skills. You will get the opportunity to apply for an audition with The National Youth Theatre, get involved in school productions, as part of the cast, front of House or involved in the technical side. GCSE Drama students also get the chance to watch live theatre regularly.

## Assessment Information

**Component 1:** Controlled Assessment consisting of two tasks (40%)

**Task 1:** Candidates devise and perform a piece of theatre from a stimulus (5-16 minutes)

**Task 2:** Candidates write an evaluation of the devised performance

**Component 2:** Performing from a Text (20%)

Externally assessed by a visiting examiner. Candidates will select two extracts from the same text, which is made into one performance

**Component 3:** Interpreting Theatre (40%)

Written exam on one set text and a live theatre review



## Other Information

When you are in Sixth Form, some students choose to further their studies with an A/AS level in Theatre Studies. There are many colleges in the local area who provide these kinds of courses, free of charge.

# NCFE Level 2 Certificate in Creative Studies: Performance Skills

Exam Board: NCFE

## Is this course for me?

If you enjoy performing, creating, designing and analysing, then this maybe the course for you. This qualification is designed for learners who may be interested in the performance industry. The focus of the qualification is on the learner's ability and desire to perform.

This qualification forms part of a suite of qualifications which have been developed to meet the Department for Education's (DfE's) requirements for high-quality, rigorous qualifications which: have appropriate content for the learner to acquire core knowledge and practical skills and allow the qualification to be graded. It provides synoptic assessment to enable progression to a range of study and employment opportunities. The qualification features on the DfE list of approved Technical Award qualifications for Key Stage 4 performance tables.

## Assessment information:

Unit 1: Developing Skills for Performance – 30 guided learning hours – internally assessed

Unit 2: Prepare and Perform – 30 guided learning hours – externally assessed

Unit 3: Performance Production in Practice – 60 guided learning hours

# Subject: Arts Award

Exam board: Trinity College London

## Is this course for me?

This course has a range of unique qualifications that supports anyone aged up to 25 to grow as artists and arts leaders, inspiring them to connect with and take part in the wider arts world through taking challenges in an art form - from fashion to digital art, pottery to poetry. It is offered at five different levels.

You will discover the enjoyment of creating and participating in any art form and develop creativity and leadership skills. You will get to work with or experience working with creative arts professionals and gain experience and knowledge to progress into further education and employment.

## Assessment:

To achieve their Arts Award, young people take on challenges in an art form, participate in arts activities, experience arts events, get inspired by artists and share their arts skills with others. Young people create a portfolio to keep a record of their creative journey. Along the way they are supported by an Arts Award adviser, acting as assessor, facilitator and mentor.

You will have the opportunity to gain a bronze and a silver award.

Subject: **Music**  
Exam Board: Edexcel

For more information, please contact  
**Miss Donlon**. Email address below:  
[lorna.donlon@stpauls.greenwich.sch.uk](mailto:lorna.donlon@stpauls.greenwich.sch.uk)

## GCSE Music

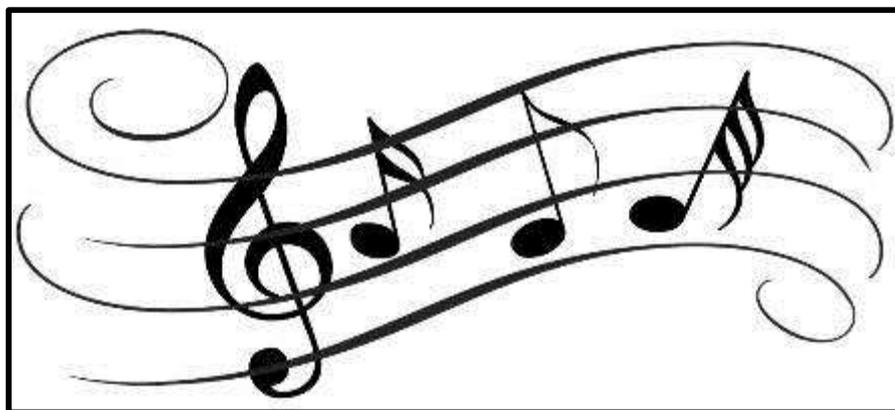
Edexcel GCSE Music is an exciting and inspiring course that would appeal to **any** student with an interest in music in general. It gives the opportunity to explore strengths and preference in music and develop these fully. It develops your practical, listening and creative skills.

### Why GCSE Music?

At St Paul's Academy,

the Music Department offers a superb package for GCSE students that is fully funded by the school. No monetary contribution is required from families for the following as it is all pre-paid by the school:

- ❖ Weekly instrumental lessons in the instrument of your choice
- ❖ Training and access to the Academy's own Recording Studio
- ❖ Unlimited access to Practise Rooms before and at the end of the Academy day
- ❖ Unlimited access to the editing suite
- ❖ Training and entry to performance and theory examinations affiliated to the Association Board of the Royal School of Music
- ❖ **'Out of Academy' experiences** including trips, community based projects and gigs



## Assessment Information

The course is divided into three areas:

**Performing** - students are required to record 2 performances in the recording studio, one a solo and one as part of an ensemble – 30%

**Composing** - under controlled conditions in the Editing Suite students create 2 compositions – 30%

**Listening** – students sit a written paper at the end of their course – 40%

Subject: Physical Education  
Exam Board: Edexcel

For more information, please contact **Mr Innocent** (Head of PE).  
Email address below:  
**anton.innocent@stpauls.greenwich.sch.uk**

## GCSE PE

The GCSE in Physical Education will equip students with knowledge, understanding, skills and values they need to be able to develop and maintain their performance in physical activities. Students will also gain an understanding of how physical activities benefit health, fitness and well-being. During the course student will:

- Develop theoretical knowledge and understanding of the factors that underpin physical activity and sport and use this knowledge and understanding to improve performance.
- Understand how the physiological and psychological state affects performance in physical activity and sport.
- Perform effectively in different physical activities by developing skills and techniques and selecting and using tactics, strategies and/or compositional ideas.
- Develop their ability to analyse and evaluate to improve performance in physical activity and sport.
- Understand the contribution that physical activity and sport make to health, fitness and well-being.
- Understand the key socio-cultural influences that can affect people's involvement in physical activity and sport.

## Assessment Information

### Unit 1- The Theory of Physical Education

#### Overview of content

Component 1: Fitness and Body Systems

Component 2: Health and Performance

Component 3: Personal Exercise Programme

#### Overview of assessment

- This unit is assessed through two externally set examinations
- Component (1) 1 hour and 45 minutes, Component (2) 1 hour and 15 minute. Both examination papers include multiple-choice, short-answer, and long-answer questions
- The total % mark available from component 1-3 is 70% of the final grade

### Unit 2- Performance in Physical Education

#### Overview of content

Practical performance

#### Overview of assessment

- This unit is assessed under controlled conditions.
- This unit is externally moderated.
- The total % mark available is 30.

# Subject: V CERT Level 2 in Health and Fitness

The qualification focuses on an applied study of the health and fitness sector and learners will gain a broad knowledge and understanding of working in the sector. The course is appropriate for learners who are motivated and challenged by learning through hands-on experiences and through content which is concrete and related directly to those experiences. The course is assessed through graded coursework, practical understanding and applying knowledge through an exam based unit.



This qualification shows learners how:

- Fitness is beneficial.
- The main components of fitness measure an individual's level of physical fitness
- To use the principles of training in a fitness programme
- To prepare, plan and develop a personal health and fitness programme
- A healthy balanced diet affects lifestyles

## **Learners will know about:**

- The functions of the main body systems.
- Using different training techniques and methods, the importance of diet and nutrition

## **They will develop skills:**

- In preparing and planning a health and fitness plan
- In carrying out fitness tests
- In evaluating a health and fitness plan
- In literacy, numeracy and ICT
- That are essential for the modern workplace, such as team working; presentation skills; independent working; working to deadlines; efficient use of resources



## **Progression and career opportunities**

This programme is aimed at committed, responsible learners who want to progress on to Level 3 study in sport and related fields, for example BTEC National Diploma in Sport or Applied A Level in Sport / Leisure Studies. Others aim for employment in the sport industry as leisure centre assistants, fitness centre assistants and sports coaches.

# PURE & APPLIED SCIENCE LEARNING ZONE

Heads of Learning Zone

Mrs J Callow and Mrs L Willis

Email: [joanne.callow@stpauls.greenwich.sch.uk](mailto:joanne.callow@stpauls.greenwich.sch.uk)

Email: [louisa.willis@stpauls.greenwich.sch.uk](mailto:louisa.willis@stpauls.greenwich.sch.uk)

## **KS4 Courses offered:**

GCSE Combined Science: Trilogy  
Science Entry Level Certificate

Subject: Science  
Exam Board: AQA

For more information, please contact **Mrs Callow** (Head of Science). Email address below:  
**joanne.callow@stpauls.greenwich.sch.uk**

## Pure & Applied Science

During Year 9 to 11 all students extend their knowledge and skills within Science by following the AQA GCSE Combined Science: Trilogy course. From the start of year 9 students will enter a period of assessment which will provide the evidence required to establish their starting point on the GCSE course.

### **AQA GCSE Combined Science: Trilogy**

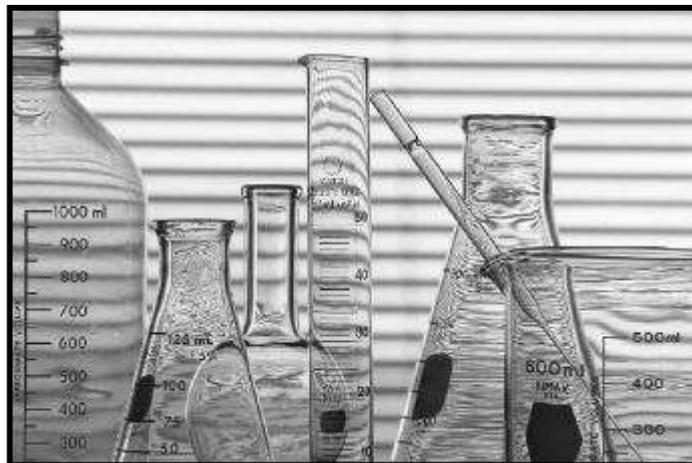
All students working toward achieving this Double Award Science course will follow the new specification provided by the AQA examination board ([www.aqa.org.uk](http://www.aqa.org.uk) for further information, subject content, specimen examination papers etc). This extended course will result in your son/daughter achieving two numerical GCSE grades in Science.

The new GCSE Combined Science: Trilogy course comprises of six modules (2 Biology, 2 Chemistry and 2 Physics). There are 21 Required Practical investigations that all students must complete which allow students to build upon their Working Scientifically skills. There is **no** coursework or Controlled Assessment tasks to complete.

### **Examinations:**

The six aforementioned modules are each assessed by way of a 75 minute written examination. In line with all examination boards and GCSE courses all six of these public examinations are completed at the end of Year 11.

The final two numerical grades awarded for the GCSE Combined Science: Trilogy course are based upon the collective outcome of the six public examinations only.



### **Science Entry Level Certificate**

Students selected to follow this course will begin working towards this qualification during Year 9. The Entry Level Certificate is provided by the AQA examination board ([www.aqa.org.uk](http://www.aqa.org.uk) for further information). The course consists of 6 components; two Biology, two Chemistry and two Physics of which all are formally assessed. Assessments take the form of Externally Set Assessments (set by AQA and marked by the class teacher) and Teacher Devised Assignments. The latter will assess students on their Working Scientifically skills.

### **Progression pathways at 16+**

Students following the GCSE Science pathways are currently expected to achieve grade Bs or higher should they wish to progress to AS GCE Biology, Chemistry or Physics and then onto 'A' level GCE Biology, Chemistry or Physics. Due to the move to numerical grades it is advisable to contact potential post 16 providers directly to obtain their new GCSE requirements.

# RELIGION & SOCIETY LEARNING ZONE

Head of Learning Zone

Ms Daniela Maestri

Email: [daniela.maestri@stpauls.greenwich.sch.uk](mailto:daniela.maestri@stpauls.greenwich.sch.uk)

## **KS4 Courses offered:**

GCSE Geography

GCSE History

GCSE Religious Studies

Subject Title: **Geography**  
Exam Board: WJEC

For more information, please contact **Mr Davis** (Head of Geography). Email address below:  
[gordon.davis@stpauls.greenwich.sch.uk](mailto:gordon.davis@stpauls.greenwich.sch.uk)

*"Geography is the subject which holds the key to our future" - Michael Palin.*

## Course Outline

Studying Geography provides the students with the opportunity to understand more about the world around them, the challenges they face and their place within it. Through classroom and outdoor learning, students will be able to extend their knowledge of locations, places, environments and processes, at a range of different scales. Geography enables young people to become environmentally informed, thoughtful and enquiring citizens.



### **Fieldwork Opportunities:**

The GCSE specification requires the students to participate in two fieldwork opportunities over the course of their study; one human and one physical enquiry. Students will visit Dorset to study the Jurassic coastline, embrace a shanty town experience, and participate in various volunteering projects to build up their CV for college.

## Assessment Information

The course follows an outline of three terminal exams. These include:

**Paper 1:** Investigating Geographical Issues - 1 hour 45minutes (40%)

**Paper 2:** Problem Solving - 1 hour 30minutes (30%)

**Paper 3:** Applied Fieldwork Enquiry - 1 hour 15minutes (30%)

## Useful Websites

<http://www.ocr.org.uk/qualifications/gcse-geography-b-geography-for-enquiring-minds-j384-from-2016/>

<https://www.kerboodle.com/users/login>

## Other Information

Geography is part of the English Baccalaureate and a highly considered subject at post-16, University and future careers.

**Subject: History**  
**Exam Board: OCR**

For more information, please contact **Ms. Charalambous** (Head of History). Email address below:  
**emmanouella.charalambous@stpauls.greenwich.sch.uk**

"We are not makers of history. We are made by history" – Martin Luther King, Jr.  
"Those who do not remember the past are condemned to repeat it" – George Santayana.

## History A (Explaining the Modern World)

Students at GCSE level follow the OCR syllabus *Explaining the Modern World*. In Year 9 students complete a period study on International Relations 1918-2001 and a non-British depth study on The USA 1945-1974 focusing on Martin Luther King and the American Civil Rights Movement. In Year 10 students learn about Migration to Britain since c.1000 to c. 2000. This topic includes analysing key themes such as reasons for immigration, the experience and actions of immigrants, responses to immigration and the impact of immigration on Britain. Finally, in Year 11 students complete a British Depth Study on the Impact of Empire 1688-1730 and a study of The Urban Environment.

The GCSE syllabus is designed to encourage learners to develop and extend their knowledge and understanding of specified key events, periods and societies in local, British and wider World History; and of the wide diversity of human experience. Students also further develop the ability to critically analyse sources and to write explanations using supporting evidence.

There are a number of enrichment activities to support the GCSE History curriculum. These have included trips to The World War One Battlefields in Belgium, The Imperial War Museum, The Royal Courts of Justice and Berlin.

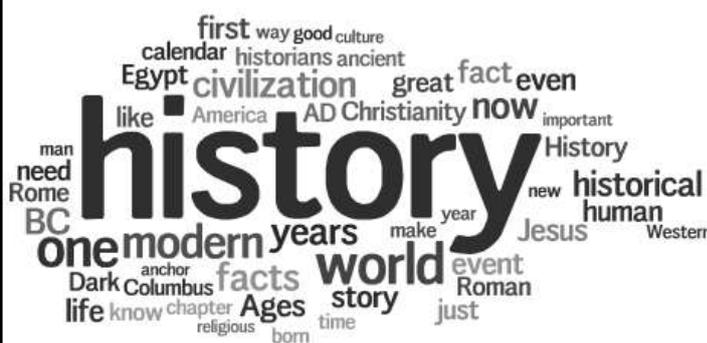
## Assessment Information

The course follows an outline of three terminal exams. These include:

Paper 1: International Relations 1918-2001 & The USA: The People & the State - 1 hour 45 minutes (50%)

Paper 2: Migration to Britain 1688-1730 - 1 hour (25%)

Paper 3: The Impact of Empire on Britain with Urban Environments: Patterns of Migration - 1 hour 15 minutes (25%)



## Useful Websites

[www.ocr.org.uk](http://www.ocr.org.uk)  
[www.bbc.co.uk/schools/gcsebitesize/history](http://www.bbc.co.uk/schools/gcsebitesize/history)  
[www.activehistory.co.uk](http://www.activehistory.co.uk)  
[www.johndclare.net](http://www.johndclare.net)

