KS4 Pathways 2012
MISSION STATEMENT

• We value each person as uniquely created in the image and likeness of God.
• We support each person in her/his faith journey by creating opportunities to reflect on the world around us and our role within it.
• We commit ourselves to ensure that the Gospel values of peace, justice, equality, and respect for life find expression through our actions.
• Therefore, we will create a stimulating learning environment through a curriculum which responds to the interests and needs of learners, making effective use of new technologies.
• We will respect and support one another, embracing diversity and celebrating each other’s talents and success.
• We will create a safe and healthy community which is attentive to the needs of all.
Dear Parent/Carer,

This is a very significant stage in your child’s education because it is the start of a process by which they will create their own learning pathways. Beside the statutory National Curriculum Core and Foundation subjects, your child will have to make important subject option decisions which will have a direct effect on their future studies and careers.

It is important, therefore, that the subject choices that your child makes, not only reflect their interests but are guided by an informed knowledge of their learning aptitudes.

For our part, we constantly strive to provide a curriculum which reflects the demands of the modern world and creates the capacity to foster every child’s individual interests, gifts and learning styles. We were very pleased that our last outstanding Ofsted report recognised that our curriculum had been “broadened and adapted well to meet the needs and interests of different students so that equality of access and opportunity is excellent”.

We will continue to enhance and refine our Key Stage 4 curriculum in the strong belief that every student is an individual, with a unique array of God-given gifts, and that each one has a particular preference for different styles of learning.

We know that with the strong partnership that exists between school and home, your child will be supported in making choices which will open doors of opportunity.

Frank O’Neill
Principal

Gerard Moran
Executive Principal
In St John’s we endeavour to create an appropriate curriculum for all our students. In order to do this we have taken into account the aspirations of the learner, their current level of attainment and their potential success in external exams. Our aim is to enable every student at the end of KS4 to progress onto the course or career they have identified. Many students are unclear as to future destinations and, in this situation, the school tries to create a platform from which a broad range of possible routes can be followed.

Most people are familiar with the traditional GCSE qualification which is externally examined. This tried and tested route is being modified with reduced options for coursework and thus a greater emphasis on traditional examinations. **All students will be following GCSE courses as part of their Core Curriculum:**

- GCSE Religious Studies
- GCSE English Language
- GCSE Mathematics
- GCSE Science

The majority of students will also have the opportunity of taking a GCSE in English Literature. All these subjects are within the Core Curriculum which takes up to the equivalent of 3 days a week of a student’s timetable. The Core Curriculum will enable students to gain the equivalent of 6 GCSEs. In addition to this, students will undertake some Physical Education.

**Red Pathway** students have the potential to achieve at least grade C in all of their subjects at GCSE at the end of Year 11, based on prior attainment. **Red Pathway** students are expected to achieve exam results that will enable them to study Level 3 qualifications (A Levels or BTEC) and eventually go on to study at University.

*You will continue with the Modern Foreign Language you have studied during Year 9. Please select a Humanities subject and two subjects from the other options or two humanities subjects and one other option. Show your preference by marking your choices 1 and 2. Please indicate a reserve subject in case a subject does not run because of small numbers or because of a timetabling clash. The reserve subject should be identified by the letter R.*
Select Geography or History and 2 other subjects,  
Or  
Select Geography and History and 1 other subject

<table>
<thead>
<tr>
<th>Subject</th>
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<td>Art (GCSE)</td>
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<td>Business Studies (GCSE)</td>
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<td>Drama (GCSE)</td>
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<td>Electronics (GCSE)</td>
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<td>Engineering (GCSE)</td>
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<td>Food (GCSE)</td>
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<td>Graphics (GCSE)</td>
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<td>ICT (GCSE)</td>
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<td>Media Studies (GCSE)</td>
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<td>Music (GCSE)</td>
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<td>Physical Education (GCSE)</td>
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<td>Product Design (GCSE)</td>
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<td>Qualification level</td>
<td>Achievement level</td>
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<tr>
<td>Entry Level</td>
<td>Building a basic level of knowledge, understanding and skills.</td>
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<td>Level 1</td>
<td>Basic knowledge, understanding and skills, and the ability to apply learning to everyday situations.</td>
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<td>Level 2</td>
<td>Building knowledge and/or skills in relation to subject or sector areas; gaining the ability to apply learning to a varied range of tasks. This is seen as the minimum level required by employers and is critical to going on to further study and higher skill levels.</td>
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<td>Level 3</td>
<td>Learning at this level involves in-depth knowledge, understanding and skills, and a higher level of application. Appropriate for people who want to go into higher education, further training or employment.</td>
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<tr>
<td>Levels 4–8</td>
<td>Specialist learning that involves a high level of knowledge in a specific occupational role or study. Appropriate for people working in, or wishing to progress to, specialised technical and professional roles, which can involve managing and developing others.</td>
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Some people think that making choices is a little bit scary, but it is actually your opportunity to take control of your education and shape the way you want your future to be. It is also your chance to lay the foundations for what you want to do after leaving school.

Everyone in Year 9 is going through the same process so reading this booklet will introduce you to the questions you need to start thinking about. You will also find lots of people around who are ready to help you make your choices. You can speak to your parents/carers, Careers Co-ordinator, Careers Adviser, subject teachers, tutor, family and friends. You can also do your own research by visiting your St John’s Careers Resource Area or through using the web links below:

- https://www2.cxdirect.com/home.htm
- http://help4teens.co.uk/home.html
- http://www.prospects.ac.uk/careers.htm
- https://nextstep.direct.gov.uk/Pages/home.aspx

Your option choices may be one of the first big decisions that you have to make, so it is important to spend some time thinking about how you see yourself and what you want to do in the future. Once you have gained a better understanding of yourself, you will be in a stronger position to know what you want to do in Years 10, 11, and beyond.
### The Restless Earth
- The Earth’s Crust,
- Fold Mountains,
- Volcanoes,
- Earthquakes and
- Tsunamis

### Ice on the Land
- Climate change,
- Glaciation and
- Avalanches

### The Coastal Zone
- Coastal landforms and processes. Effect of rising sea levels

We study the impact of all these topics on humans

### Tourism
- The growth and importance of Tourism:
- Tourism management:
- Extreme tourism:
- Sustainable tourism

### The Development Gap
- Measuring development; Global inequalities,
- Development projects;
- European development

### Population change
- Measuring population;
- Sustainability; migration;
- Population explosions;
- Ageing populations

This replaces the coursework element of GCSE Geography. Students will take part in fieldwork outside of school, and use their collected data to write up their assessment under controlled conditions in the classroom.

Titles for this are set by the exam board so will change each year.
<table>
<thead>
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<th>History GCSE</th>
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<td>Conflict and Peace in the 20th Century</td>
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| This study focuses on international conflict and peace settlements in the early part of the 20th Century. There are 3 areas of learning:  
1. Origins of the First World War  
2. The League of Nations  
3. Hitler and the Second World War  
Plus:  
- Visit to Belgium to the battlefields  
- Visit to Berlin |
| Twentieth Century Depth Studies |
| Students have 2 areas of learning in this part of the syllabus looking at national issues.  
1. The Roaring Twenties in the USA 1919-1929  
2. Depression and the New Deal in the USA 1929-1941  
Plus:  
- Hitler’s Germany  
- Visit to Auschwitz |
| Historical Enquiry |
| Students will answer 2 questions on Britain in the 20th Century using a variety of sources. There will be an interpretation question as well as a utility question |
Three-Dimensional Art and Design

Students will be introduced to a variety of experiences exploring a range of three-dimensional media, techniques and processes, such as Clay, Glass, Wood, Card or Found Objects. The students will gain inspiration from investigating relevant images, artefacts and resources relating to Art, Craft and Design from contemporary and historical sources.

The students will document their ideas through various 2D media and record their developments in a sketchbooks or worksheets. These ideas will be taken forward into three-dimensional outcomes such as Ceramics, Sculpture, Jewellery/Body Adornment, Textiles, Garments or Installations.

The course is weighted 60% Coursework and 40% Externally Set Task. There is no formal written examination.
Art GCSE

Fine Art (Painting and Drawing)

Students will develop both imaginative and technical skills in a wide range of 2 and 3 dimensional media over a two year period.

Unit 1 will include first and second hand observation of natural and human-made forms and their environment. Students must keep a sketch book to log and develop their ideas and should be prepared to work at home independently. This research must be an on-going process, at least 1 hour per week. Every student will have to produce notes and relevant drawings based on their research of a particular artist or theme that relates to a piece of their work. The students will be expected to select their best work and produce a portfolio including work from more than one project. This will be assessed at the end of the course and counts for 60% of the final grade.

Unit 2: A practical exam, the Externally Set Task, will be issued by the examining board at the beginning of January in the final year. Students will be expected to produce a portfolio of work culminating in a ten hour practical exam towards the end of the Spring Term. The work produced during this time must be the students own and unaided and will count for the remaining 40% of the overall mark.
GCSE Business Studies introduces students to the world of business, starting on a small scale and then studying business behaviour as organisations grow in size.

GCSE Business Studies Unit 1 introduces students to issues concerning the setting up and operation of a small local business. It explores the activities of small businesses and the reasons for their success or failure. Students will study the four main functional areas of a business: human resources, marketing, finance and production. They will gain an understanding of how businesses operate within society and of the different stakeholder groups influencing business decisions.

Unit 2 builds upon the previous topics allowing candidates to study businesses as they grow and the issues that expansion raises. Throughout the course students will study a wide range of real businesses and a broad range of business theory.

Unit 3 is a controlled assessment where students produce their own study of a specified business problem – carrying out research, and then analysing and recording findings. The work produced is marked by the teacher and is externally moderated.
Drama encouages and fosters **enthusiasm, creativity, confidence, self esteem** and **social skills**. The assessment for GCSE Drama comprises of two units:

**Drama Written Paper (40%)**
- Practical work completed during the course
- Study and performance of a scripted play
- Study of a live theatre performance

**Controlled Assessment (60%)**
- Process and presentation of at least 2 performances

**The course has a great deal of scope for freedom and personalisation in specific areas of study, allowing students to pursue specific interests and strengths including:**

- Improvisation
- Costume
- Physical Theatre
- Make-up
- Set Design
- Stage Management
- Text Interpretation

Drama can enrich students’ educational experiences, support other subjects, particularly English, and provide a strong foundation for further progression to Drama courses. It is also well-suited to any student who has a talent or interest in the Performing Arts.
Students will learn to explore and evaluate electronic products. The course is practically based and skills and knowledge are taught through designing and making. Students will be taught to recognise a design need or problem, draw up a specification and generate design solutions. Students will gain an understanding of how CAD/CAM works and how it can be applied in electronics. Students will learn to use the appropriate tools and equipment required to design a product; designing a circuit board using computer software; fabricating the box or packaging for the circuit to make a complete working electronic product.
This examination is intended as an introduction to the world of Engineering. The qualification allows students to develop skills and understanding which will be of use generally and as part of a progressive career path, leading to further technical or academic engineering qualifications.

**Unit 1:**
External assessment in the form of a written paper lasting 1 hour and comprising 40% of the total marks. The unit consists of two sections: a Product Study section and a section on manufacturing and materials.

**Unit 2:**
A controlled assessment of approximately 45 hours comprising 60% of the total marks. This unit involves designing, and manufacturing an engineering product. Evidence of work is in the form of a Mechanical, Pneumatic or Electronic project.
Food GCSE

Students will conduct various modules to explore different food commodities. They will experiment with recipes and develop new products by combining a range of different foods. Students will learn about the importance of nutrition and the nutritional needs of different consumer groups. They will gain an understanding of food safety and hygiene practices and apply them through the extensive practical work. Students will learn how to critically evaluate manufactured products and conduct their own testing panels to explore different foods. They will learn about the food industry, how products are mass produced and how food designers influence the retailers. This course involves a large amount of practical work, as exploration of ingredients and methods are taught through practical experiences.
Graphics GCSE

Students study and use a range of Graphic media techniques in order to produce highly creative design concepts for packaging, products, magazine layouts, promotion artwork and advertising.

Students will learn:

- A range of drawing techniques
- Model-making using graphic materials including CADCAM such as rapid prototyping, laser, versacam printing
- How to complete working drawings used in the manufacture of products
- How to analyse design trends and current issues
- How to research and analyse how graphic products are made and why

The assessment for GCSE Graphics comprises of two units:

- 60% Controlled Assessment - students complete a design folder and graphic product
- 40% Written Exam - based on the theory behind the design and manufacture of graphic products
Edexcel’s new single GCSE ICT is a ‘must-have’ qualification for all students, not only those who are considering a career in the IT industry. GCSE ICT taps into young people’s love of digital technology.

**Single Award**

**Unit 1 Living in a digital world.**
In Unit 1 you will explore: emerging technologies and digital tools; the use of online communities; investigate the impact ICT has on our lives, from shopping and socialising to learning and working. You will sit an exam worth 40% of your grade.

**Unit 2 Using digital tools**
In Unit 2 you will put into practice what you have learnt in Unit 1 and use a range of digital tools in a project-style controlled assessment. You will create logos, factfiles, websites, digital posters, movies, invitations and e-cards. You will also use spreadsheets and databases to solve problems within a given scenario.
Candidates will explore at least three topics for GCSE Media Studies. These topics must involve study of a minimum of three different media, including at least one print-based and one audiovisual form.

Examples of the different media to be studied include: film, television, animated film, radio, magazines, music videos, websites and computer games.

The topics will be assessed through External Examination which is 40% of the overall grade and controlled assessment tasks which will provide 60% of the final grade.

Topics studied may include:
- Television Drama
- Advertising
- Science Fiction
- Lifestyle and Celebrity
- News
- Comedy
- Representation
The GCSE Music Course is designed to allow the study of music through the following areas

- Structure in Western Classical Music
- Changing directions in Western Classical Music
- Popular music in context
- World Music

**Performing**

During the course, all students will be given the opportunity to perform solo repertoire and will also take part in a variety of ensemble performances. Any instrument or voice (including Music Technology) is acceptable for this coursework component and is assessed by practical performance.

**Composing**

Students study a variety of compositional techniques throughout the course and are given the opportunity to compose in a wide range of styles. Based on a given brief, students submit two compositions as part of their exam.

**Listening**

Students answer questions on musical extracts taken from four areas of study.
This course requires students to study from a range of different material areas, which include wood, metal, plastic, ceramics and textiles. Students will learn various techniques in the manufacture of the product and have access to state-of-the-art machinery and equipment to create their final product. Students will be expected to design a product based on a design situation and respond to this with both a design folder and a 3D final product. All aspects of this course will be related to CAD/CAM elements and there is an opportunity for students to demonstrate creative flair when designing and making.
Physical Education GCSE

The course consists of both theory and practical lessons each week. In theory the students will be expected to cover three main themes:

**Anatomy and Physiology**
- How the body responds to exercise
- How the body adapts to training
- How the body moves

**Factors affecting Participation**
- Examining influences on participation
- Examining opportunities to participate at different ability levels

**Safety Aspects of Physical Activity**
- Linking exercise to fitness, health and well-being
- Examining the effects of drugs, alcohol and smoking on performance

Practically the students will undertake short courses and assessment in a wide range of activities. The academic aspects of GCSE PE are demanding and should not be underestimated. This course suits students with good KS3 levels. The practical component is worth 60% of the total mark. Students will be assessed across 3 roles: performer, coach/leader and official/judge/umpire. Students will also have the opportunity to complete the NGB awards.
Textiles GCSE

Students studying this course will have the opportunity to develop their creativity in both designing and making. Basic textiles skills will be taught in both theory and practical aspects. Students will learn how to respond to a design brief and present a series of design proposals that satisfy the design brief. They will learn how to use equipment and fabric embellishment techniques to enhance the finish of their final product. Students will learn how CAD/CAM is used and applied in the textile industry and will develop their skills though a series of practical activities.