



# ST PAUL'S ACADEMY



## KEY STAGE 4 CURRICULUM BOOKLET 2022-2025



"The leadership team has maintained the good quality of education in the school since the previous inspection. Your inclusive approach and attention to pupils' welfare run through all aspects of the school. With support from the senior leadership team, you have ensured that the school continues to be a positive learning environment where pupils are well cared for."

Ofsted

Copies of this booklet are available on our website: [www.stpaulsacademy.org.uk](http://www.stpaulsacademy.org.uk)

February 2022

Dear Parents/Guardians

### **Re: Key Stage 4 Curriculum 2022-2025**

This is the time of year when decisions have to be made about the courses that your child 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 Language
- English Literature
- Mathematics
- Science
- ICT
- Physical Education

Students will have to make curriculum preferences from a range of courses which will include GCSEs and vocational qualifications i.e. BTEC, which are equivalent to GCSEs.

Students will not 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 make contact with the relevant members of staff about their Key Stage 4 subjects before making their preferences. I would strongly advise Parents/Guardians to look at the various presentations on our website under the KS4 Curriculum Fayre tab.

Key Stage 4 Curriculum Preference Forms are to be returned to **Christopher Swain** [[christopher.swain@stpauls.greenwich.sch.uk](mailto:christopher.swain@stpauls.greenwich.sch.uk)] no later than **Friday 4<sup>th</sup> March 2022**.

If you would like any additional information on the selection process, please do not hesitate to contact the following members of staff:

#### **Vice Principal**

Ms Tudor: [emily.tudor@stpauls.greenwich.sch.uk](mailto:emily.tudor@stpauls.greenwich.sch.uk)

#### **Heads of Faculty and Assistant Principals**

Ms Charles: [allison.charles@stpauls.greenwich.sch.uk](mailto:allison.charles@stpauls.greenwich.sch.uk) [Creativity and Technologies Faculty]

Mr Blackburn: [christopher.blackburn@stpauls.greenwich.sch.uk](mailto:christopher.blackburn@stpauls.greenwich.sch.uk) [English and Communications Faculty]

Miss Joyce: [kathleen.joyce@stpauls.greenwich.sch.uk](mailto:kathleen.joyce@stpauls.greenwich.sch.uk) [Pure and Applied Science Faculty]

Mr Igeyn: [john.igeyn@stpauls.greenwich.sch.uk](mailto:john.igeyn@stpauls.greenwich.sch.uk) [Mathematics and Commerce Faculty]

Ms Maynard: [karen.maynard@stpauls.greenwich.sch.uk](mailto:karen.maynard@stpauls.greenwich.sch.uk) [Religion and Society Faculty]

Mr O'Donoghue: [paul.odonoghue@stpauls.greenwich.sch.uk](mailto:paul.odonoghue@stpauls.greenwich.sch.uk) [Performance Arts Faculty]

Miss Hepburn: [michelle.hepburn@stpauls.greenwich.sch.uk](mailto:michelle.hepburn@stpauls.greenwich.sch.uk) [Assistant Principal: Inclusion]

Mr Grogan: [alan.grogan@stpauls.greenwich.sch.uk](mailto:alan.grogan@stpauls.greenwich.sch.uk) [Assistant Principal: Pastoral]

Yours sincerely

**Miss S Malone**  
Principal

# Important Information

The Faculty responsible for your child is **Mathematics and Commerce**

Head of Year and Deputy Heads of Year

Mrs Grogan – Head of Year [carol.grogan@stpauls.greenwich.sch.uk](mailto:carol.grogan@stpauls.greenwich.sch.uk)

Mr Quartey – Deputy Head of Year [roger.quartey@stpauls.greenwich.sch.uk](mailto:roger.quartey@stpauls.greenwich.sch.uk)

Mr O'Sullivan – Deputy Head of Year [kieran.osullivan@stpauls.greenwich.sch.uk](mailto:kieran.osullivan@stpauls.greenwich.sch.uk)

## Year 8 Form Tutors

8AT Miss Sanyu [maria.sanyu@stpauls.greenwich.sch.uk](mailto:maria.sanyu@stpauls.greenwich.sch.uk)

8BG Mr Stewart [curtis.stewart@stpauls.greenwich.sch.uk](mailto:curtis.stewart@stpauls.greenwich.sch.uk)

8CF Mrs Ogunyemi [toyin.ogunyemi@stpauls.greenwich.sch.uk](mailto:toyin.ogunyemi@stpauls.greenwich.sch.uk)

8DV Mr Kangabuka [paul.kangabuka@stpauls.greenwich.sch.uk](mailto:paul.kangabuka@stpauls.greenwich.sch.uk)

8EN Mr Jonjo [leslie.jonjo@stpauls.greenwich.sch.uk](mailto:leslie.jonjo@stpauls.greenwich.sch.uk)

8FL Mr Adomako [gideon.adomako@stpauls.greenwich.sch.uk](mailto:gideon.adomako@stpauls.greenwich.sch.uk)

8GG Ms Andrew Ugbebor [lola.quadri@stpauls.greenwich.sch.uk](mailto:lola.quadri@stpauls.greenwich.sch.uk)

8HT Mr Abayomi [samson.abayomi@stpauls.greenwich.sch.uk](mailto:samson.abayomi@stpauls.greenwich.sch.uk)

## Key date for your diary

Deadline for KS4 Curriculum Preference Form: **Friday 4<sup>th</sup> March 2022**

**All curriculum preference forms to be emailed to Chris Swain:**

[christopher.swain@stpauls.greenwich.sch.uk](mailto:christopher.swain@stpauls.greenwich.sch.uk)

# 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 Key Stage 4. 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 Language
- ❖ English Literature
- ❖ Mathematics
- ❖ Science
- ❖ ICT
- ❖ Physical Education

The morning and afternoon Tutor Periods provide opportunities for monitoring welfare and progress, mentoring, target setting and guidance, by Form Tutors, Heads of Year and Heads of Faculty. 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

## **Key Features of the GCSE framework**

- ❖ Grading on a scale 1-9 (9 being the highest) has replaced the previous A\*-G grading
- ❖ No tiering of examination papers except in Mathematics, Science and MFL

- ❖ A fully linear structure for GCSEs i.e. no modules, no coursework, no controlled assessments. However in BTEC, there are modular elements and assessments are ongoing
- ❖ 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
- ❖ Extended writing with fewer bite-sized questions in examinations
- ❖ Focus on a knowledge-based curriculum

### **Features of Vocational Qualifications**

- ❖ Units of work are 'banked' along the way which really helps support students' self esteem
- ❖ A vocational approach which can be career focused
- ❖ Develop skills in time management, problem solving and planning
- ❖ Students are supported with coursework throughout the course
- ❖ Recognised and fully accepted by universities
- ❖ Well recognised in the work place

### **English Baccalaureate (EBacc)**

The English Baccalaureate 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 part of 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.eclips-online.co.uk](http://www.eclips-online.co.uk) (login = SE2 9PX) is an excellent website offering career/job information, information on careers related to your school subjects, information on GCSEs and options after Year 8, information on Post 16 and Post 18 options, information on CVs, job applications, interviews, a section on wellbeing and much more.
- ❖ A student who has a clear idea about his/her future carer/job should use the website [www.eclips-online.co.uk](http://www.eclips-online.co.uk) – Job Groups section to research the career and also related careers thoroughly. Such a student 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 the Careers Wizard (careers quiz) section of [www.eclips-online.co.uk](http://www.eclips-online.co.uk) to generate some job ideas which the student can research.
- ❖ Presentations and helpful links are also available on the school website under the Curriculum tab: <https://www.stpaulsacademy.org.uk/curriculum/careers-information-advice-guidance>

## Future Plans – University

What you choose to study as part of the Key Stage 4 curriculum can have an impact on which subjects you eventually study at sixth form or college, which in turn can affect your options at university and your future career. If you are considering university in the future use Informed Choices <https://www.informedchoices.ac.uk> to help you understand which subjects open up different degrees, particularly at Russell Group Universities. What are the Russell Group universities? These universities rightly or wrongly are seen by many as ‘the best’ universities. This is how the Russell

Group universities describe themselves 'The Russell Group's 24 members are world-class, research-intensive universities. They are unique institutions, each with their own history and ethos, but they share some distinguishing characteristics.

Our universities believe people and ideas are the key to meeting global challenges. Through world-class research and education they are helping to create a dynamic economy, stronger communities and a better future for the UK. They maintain the very best research, an outstanding teaching and learning experience and unrivalled links with local and national business and the public sector.

Russell Group universities have huge social, economic and cultural impacts locally, across the UK and around the globe.'

However, do remember that the Russell Group is made up of only 24 universities, there are many hundreds of universities that are worth investigating and could suit your son and daughter better. Informed Choices is an extremely good resource which ever universities you decide to research.

### **What if University isn't for me?**

There are many different paths to your chosen career and university is just one of them.

One alternative option which is becoming more and more popular is doing an apprenticeship. Nowadays apprenticeships are even on offer at level 6 known as degree apprenticeships and also at postgraduate level. The benefit of this option is that you can earn while you learn, and get some valuable on the job training while studying for a qualification.

You could also consider a school leavers' programme after your A levels (or equivalent courses) which a lot of employers offer to young people fresh out of school or college. A typical school leaver programme will last between 12 months and five years, and may include obtaining a qualification as part of the programme objectives.

Another option is an internship. An internship is a period of work experience, offered by an organisation, lasting for a fixed period of time anywhere between a week and 12 months. They are typically undertaken by students and graduates looking to gain relevant skills.

Some students consider taking a Gap Year or A Year Out where they may travel, gain some work experience, learn a new language or other skills etc and then go to university.

Finally some students after their A levels (or equivalent courses) do decide to simply enter employment.



# INCLUSION FACULTY

Assistant Principal: Miss Hepburn  
[michelle.hepburn@stpauls.greenwich.sch.uk](mailto:michelle.hepburn@stpauls.greenwich.sch.uk)



## **KS4 Course offered:**

Work Skills (BTEC)

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

### **Additional Learning Needs**

Students with an Education and Health Care Plan will continue to receive the support as outlined in their 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 in lessons by a team of SEND specialist teaching assistants.

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

### **Specific SEND 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 for SEND intervention is planned with teaching staff to minimise disruption.

## **Individual Curriculum**

A very small number of students will not benefit from following the three 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:

- Physiotherapy /Occupational Therapy
- Music Therapy
- Social Skills
- Literacy Skills
- Maths Skills
- 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 students will sit are made in Year 10 and 11.

Some students will study subjects at (pre GCSE) Entry level.

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

At the beginning of year 10, we begin the process of assessing and testing students for exam access arrangements. Students who have existing special educational needs, specific learning difficulties or medical conditions, as well as those identified as requiring extra support as their normal way of working in the classroom, will be considered. Exam access arrangements can include extra time, rest breaks, help with reading, use of a laptop etc. as well as a range of other reasonable adjustments. Parents and carers will be informed in writing of all confirmed arrangements.

## **Barriers to Learning Support**

The Academy has a team of five Learning Mentors, who students should be familiar with already. Based in 'The Ark' in the external Annexe building, the Learning Mentors play an integral role in the life of both students and staff. They provide support and guidance to students to help overcome social, emotional and behavioural problems, which may act as a barrier to learning.

Students of all abilities can be identified as underachieving because of a wide range of social and emotional factors. These barriers can become internalised, taking the form of:

- low self-esteem;
- lack of confidence;
- poor concentration;
- difficulties in relationships or unmanageable feelings of anger, loss and sadness.

All students can access social and emotional support from the Learning Mentor Team as needed. There are a number of referral routes and students can request to be referred to the Ark by speaking to staff. Staff can make these referrals by phone or email and a Duty Mentor is always on call to triage requests for support. Staff are also able to take students directly to the Ark to help them access support. Students can self-refer and parents and

carers are able to make contact should they have any concerns. Students can bring anything that is worrying them to the Ark but we try not to interrupt curriculum time as much as possible. We also have four counsellors 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 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.

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

# Subject: BTEC Workskills

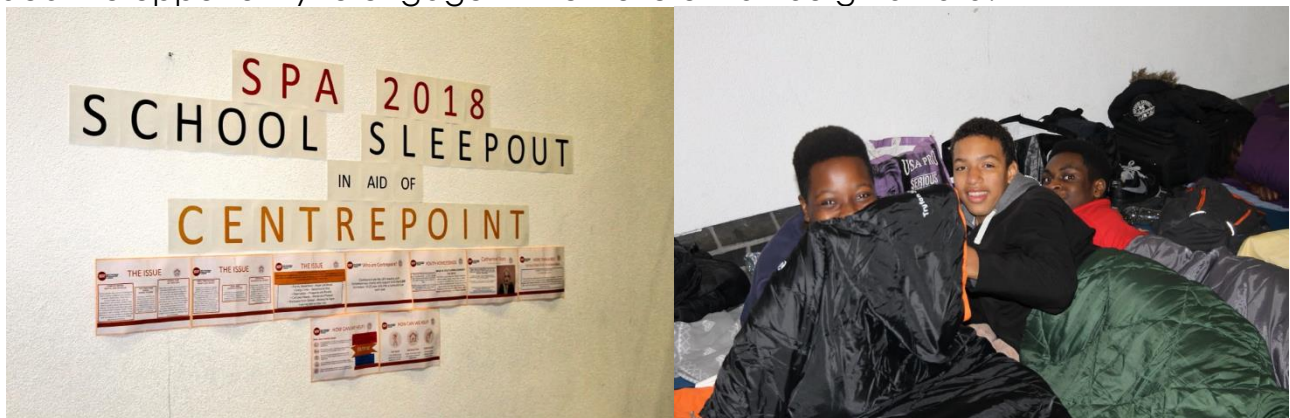
## Qualification: Level 2 and Level 2 Extended Award

For more information, please contact **Mr Grogan (Assistant Principal: Pastoral)**  
[alan.grogan@stpauls.greenwich.sch.uk](mailto:alan.grogan@stpauls.greenwich.sch.uk)

This qualification follows on from the success of the Prince's Trust and SPAchieve Programmes within the Key Stage 3 curriculum. 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 programme is aimed at developing the whole child outside of the traditional curriculum. Through this programme, students will develop their:

- Social skills
- Media skills
- Understanding of Citizenship and empathy
- Literacy and numeracy skills
- ICT skills
- Ability to work as part of a team
- Understanding of healthy living and fitness
- Awareness of how to be safe online
- Food preparation
- Understanding of the workplace
- Ability to budget and manage personal finances

The course is assessed through graded coursework, practical understanding and applying knowledge through exam based units. Additionally, as part of this qualification students will be afforded the opportunity to engage in the Duke of Edinburgh award.



## Progression and career opportunities

This programme is aimed at committed, responsible learners who want to progress onto further education. It is designed to help students prepare for Sixth Form College, University and the world of work. Qualifications obtained are recognised by both Sixth Form Colleges and Universities. In particular the Duke of Edinburgh award is widely recognised by universities and employers as a highly sought after qualification.

# CREATIVITY & TECHNOLOGIES FACULTY

Head of Faculty: Ms Charles  
[allison.charles@stpauls.greenwich.sch.uk](mailto:allison.charles@stpauls.greenwich.sch.uk)



## **KS4 Courses offered:**

Art and Design (GCSE)  
Computer Science (GCSE) and BTEC ICT  
Construction and the Built Environment (BTEC)  
Design Technology (GCSE)  
Food Technology (Vocational)  
Textiles Design (GCSE)



# Subject Title: GCSE Art and Design

Exam Board: OCR

For more information, please contact **Ms Charles (Head of Faculty)**

[allison.charles@stpauls.greenwich.sch.uk](mailto:allison.charles@stpauls.greenwich.sch.uk)

## Course Outline

Fine Art is defined as the practice of creating work that is primarily for aesthetic, intellectual or conceptual purposes, rather than a practical function.

Learners must explore, acquire and develop skills, knowledge and understanding through the application of techniques and processes such as drawing, painting, printing, installation and sculpture.



Block prints over watercolour background

## Assessment Information

### Portfolio

(non-exam assessment)  
120 marks = 60% of course

### Externally set task

80 marks = 40% of course  
10 hour exam (2 days)

Both units are internally assessed and externally moderated

## Skills

Learners must demonstrate the ability to work creatively with processes and techniques appropriate to the chosen area(s) of study such as: painting (various media), drawing (various media), printing (e.g. mono printing, etching, aquatint, block printing), stencils, mosaic, mobiles, environmental art, graffiti, digital media, mixed-media.

## Career Paths

Studying Fine Art at GCSE level is the beginning of a journey that could ultimately lead to careers in areas such as: book illustration, teaching, advertising, publishing, graphic design, typography, set design, interior design, commercial art and printmaking.

## Useful websites

[www.theartstory.org](http://www.theartstory.org)[www.art2day.co.uk](http://www.art2day.co.uk)

[www.tate.org.uk/art/student-resource/exam-help](http://www.tate.org.uk/art/student-resource/exam-help)

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

Mixed media piece by Kamaledine Y11



# Subjects: Computer Science & ICT

## Exam Boards: OCR, Edexcel

For more information, please contact: **Mrs McCabe** (Head of Department: ICT)  
[iyoti.mccabe@stpauls.greenwich.sch.uk](mailto:iyoti.mccabe@stpauls.greenwich.sch.uk)

**N.B. Students will be directed to the most suitable ICT qualification based on their KS3 data and performance.**

## GCSE Computer Science: OCR

The GCSE Computer Science J277 qualification is relevant to the modern, changing world of computing, it is designed to boost computing skills essential for the 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

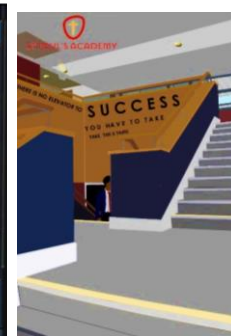
## Assessment Information

- Computer systems – 50% written paper
- Computational thinking, algorithms and programming - 50% written paper
- Programming project – Non Exam Assessment (NEA) 20 timetabled hours

## BTEC Tech Award in Digital Information Technology

At St Paul's Academy, ICT is a compulsory subject. We will offer students a qualification that will incorporate the necessary skills required by Post 16 providers and future employers. Students will learn about project planning, cyber security as well as legal and ethical codes of conduct. They will also design publications and investigate how organisations collect and use data to make decisions.

### Year 9 Graphics work



### Career Paths

Website Designer | Programmer | Software Engineer | Graphic Designer | Data Analyst

**Course Title: GCSE Design and Technology**

**Subject Title: Design and Technology**

**Exam Board: AQA**

For more information, please contact:

**Miss Lamble (Head of Design and Technology) [sharon.lamble@stpauls.greenwich.sch.uk](mailto:sharon.lamble@stpauls.greenwich.sch.uk)**

**N.B. During the course of Year 9, using a combination of teacher assessment, observations and student feedback. It will be decided which of the two courses offered, each student will follow: BTEC Construction and the Built Environment or GCSE Design Technology. Both courses are Level 2.**

## Course Outline and Assessment Information

GCSE Design and Technology will prepare students to participate confidently and successfully in an increasingly technological world. Students will gain awareness and learn from wider influences on Design and Technology including historical, social, cultural, environmental and economic factors. Students will get the opportunity to work creatively when designing and making and apply technical and practical expertise. Students will also have the opportunity to study specialist technical principles in greater depth.

### **Written exam externally assessed -50%**

Focus: Core technical principles, specialist technical principles, principles of designing and making

### **Non-Exam Assessment internally assessed – 50%**

Practical application of: Core technical principles, specialist technical principles, principles of Designing and Making

## Further Progression

After completing the course, learners can continue on to further study such as a BTEC Level 3 National in construction or engineering, an A Level in Design and Technology or an apprenticeship. Students will also gain transferable skills during their studies such as self-reflection, communication, teamwork and problem solving, which will support their current and future progression.

## Career Paths

- **Architecture**
- **Product design**
- **Graphic design**
- **Engineer**
- **Fashion design**
- **Theatre set carpenter**

## Useful Websites

<https://www.aqa.org.uk/subjects/design-and-technology/gcse/design-and-technology>

<http://www.technologystudent.com/>

<http://design-technology.org/>

<https://designmuseum.org>



# Course Title: BTEC Construction and the Built Environment

## Subject Title: Design and Technology

Exam Board: Pearson

For more information, please contact: **Miss Lamble (Head of Design and Technology)**  
[sharon.lamble@stpauls.greenwich.sch.uk](mailto:sharon.lamble@stpauls.greenwich.sch.uk)

**N.B. During the course of Year 9, using a combination of teacher assessment, observations and student feedback. It will be decided which of the two courses offered, each student will follow: BTEC Construction and the Built Environment or GCSE Design Technology. Both courses are Level 2.**

## Course Outline and Assessment Information

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.

### **Unit 1: Construction Technology (Externally assessed - 25%)**

You will develop a detailed understanding of how walls, floors and roofs are constructed, and you will be able to name each component part, along with its functions. This will change with each different type of construction method that can be employed in a building.

### **Unit 2: Construction and Design (Internally assessed – 25%)**

In this unit you will analyse needs and constraints in order to produce a typical client brief for a low-rise domestic building and produce a range of sketch proposals or ideas from this. You will learn the fundamentals of being an architect.

### **Unit 3: Scientific and Mathematical Applications for Construction (internally assessed – 25%)**

The content of the unit has been designed to focus specifically on concepts that will be clearly and immediately useful to you when undertaking construction-related activities. You will be able to appreciate the importance of these concepts to the construction industry.

### **Unit 5: Exploring Carpentry and Joinery Principles and Techniques (internally assessed – 25%)**

This unit will introduce you to the tools, materials and personal protective equipment (PPE) used by carpenters and joiners. You will learn about the potential health and safety hazards in a carpentry and joinery work area, how to carry out a risk assessment, and what is safe working practice in the use of common tools and equipment. You will also develop the knowledge, skills and techniques to determine and select appropriate materials to produce a timber frame to a given specification.

## Useful Websites

<https://qualifications.pearson.com/en/qualifications/btec-firsts/construction-and-the-built-environment-2013-nqf.html>

<http://www.technologystudent.com/>

<http://design-technology.org/>

<http://www.learningconstruction.com/>

<https://www.designingbuildings.co.uk/wiki/Home>

## Career Paths

- Architecture
- Construction Industry
- Carpenter
- Builder
- Plasterer
- Industrial Plumber

# Subject Title: Food Technology

Course Title: Hospitality And Catering Level 1/2

Exam Board: EDUQAS

For more information, please contact:

**Miss Gregory (Director of Health and Wellbeing) [angela.gregory@stpauls.greenwich.sch.uk](mailto:angela.gregory@stpauls.greenwich.sch.uk)**

## Course Outline and Assessment Information

This qualification is designed for learners who have an interest in food, cookery and nutrition. It will provide learners with experience to plan, prepare and serve nutritious meals using a variety of methods and techniques to a professional standard and enable them to use these skills in further education or apprenticeships. It will give them a basic understanding of the skills required for a career in Food.

**Unit 1: The Hospitality and Catering Industry is an external exam worth 40%**

**Unit 2: Hospitality and Catering in Action is a controlled assessment internally assessed worth 60%.**

## 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.eduqas.co.uk](http://www.eduqas.co.uk)

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

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



# Subject Title: Textiles Design

Exam Board: OCR

For more information, please contact:

**Ms Charles (Head of Faculty)** [allison.charles@stpauls.greenwich.sch.uk](mailto:allison.charles@stpauls.greenwich.sch.uk)

## Course Outline

Textile Design is the creation of designs and products for woven, knitted, stitched or printed fabrics. It involves an understanding of fibres, yarns and fabrics. Learners must explore, acquire and develop skills, knowledge and understanding through the application of techniques and processes specific to Textile Design.



Fabric painting inspired by Georgia O'Keefe

## Assessment Information

### Portfolio

(Non-exam assessment)  
120 marks = 60% of course

### Externally set task

80 marks = 40% of course  
10 hour exam (2 days)

Both units are internally assessed and externally moderated

## Skills

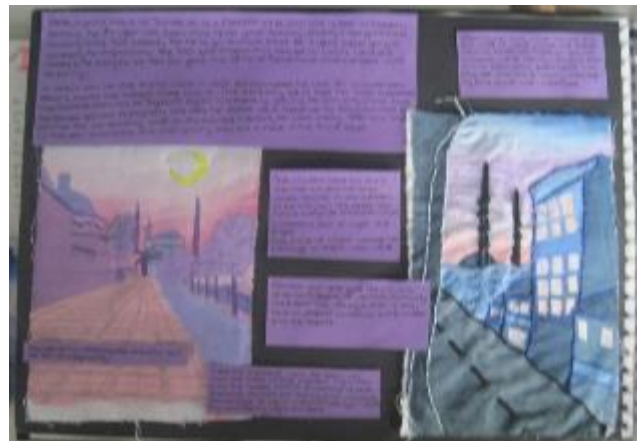
Learners must demonstrate the ability to work creatively with processes and techniques such as: weaving, needle felting, silk painting, batik, dyeing, tie dye, block printing, hand embroidery, free embroidery, appliqué and beadwork.

## 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, 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/)



# ENGLISH & COMMUNICATIONS FACULTY

Head of Faculty: Mr Blackburn  
[christopher.blackburn@stpauls.greenwich.sch.uk](mailto:christopher.blackburn@stpauls.greenwich.sch.uk)



## **KS4 Courses offered:**

English Language (GCSE)  
English Literature (GCSE)  
French (GCSE)  
Spanish (GCSE)

# Subject: English

## Exam Board: Edexcel

For more information, please contact **Mr Griffiths** (Head of Department: English)  
[dewi.griffiths@stpauls.greenwich.sch.uk](mailto:dewi.griffiths@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 carefully tailored towards the 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. As a department, we regularly beat the national average and are proud of our results for the summer of 2019; the overall pass rate across English Language and English Literature was 75%.

### English Language Assessment at a glance

Paper 1: Non-fiction Texts 1 hr 55 50%	Paper 2: Contemporary Texts 1 hr 55 50%
<b>Section A Reading</b> Two 19th c. non-fiction extracts linked by theme: <ul style="list-style-type: none"><li>• one short extract with image to help understanding</li><li>• one longer extract</li><li>• 650 words in total</li></ul> AO1, AO2, AO4 40 marks	<b>Section A Reading</b> Two contemporary texts covering 20th and 21st c. linked by a theme: <ul style="list-style-type: none"><li>• one fiction text</li><li>• one literary non-fiction text</li><li>• 800-900 words in total</li></ul> AO1, AO2, AO3 40 marks
<b>Section B: Transactional Writing</b> Choice of two tasks: <ul style="list-style-type: none"><li>• one task with opening provided</li><li>• one task with supporting bullet points</li></ul> AO5, AO6 40 marks	<b>Section B Imaginative Writing</b> Choice of two tasks: <ul style="list-style-type: none"><li>• one task with opening provided</li><li>• one task with images</li></ul> AO5, AO6 40 marks



Spoken Language Endorsement



### 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>

#### Set texts

- **Shakespeare:** *Macbeth*, *The Tempest*, *Romeo and Juliet*, *Much Ado About Nothing*, *The Merchant of Venice*, *Twelfth Night*.
- **British fiction or drama:** *Animal Farm*, *Lord of the Flies*, *Anita and Me*, *The Woman in Black*, *An Inspector Calls*, *Hobson's Choice*, *Blood Brothers*, *Journey's End*.
- **19th century novel:** *Jane Eyre*, *Great Expectations*, *Dr Jekyll and Mr Hyde*, *A Christmas Carol*, *Pride and Prejudice*, *Silas Marner*, *Frankenstein*.

## Assessment Information

The students are assessed by 100% terminal exam. This makes it all the more imperative that they 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: GCSE French & Spanish

## Exam Board: Edexcel

For more information, please contact **Miss Cerveró** (Head of Department: MFL)  
[alicia.cervero@stpauls.greenwich.sch.uk](mailto:alicia.cervero@stpauls.greenwich.sch.uk)

## GCSE French and Spanish

The MFL department aims to enable students to:

- Communicate confidently in speaking and writing, expressing and developing thoughts and opinions
- Enrich their vocabulary
- Develop language learning skills and deepen students' knowledge of how the language works by making links with other languages

The **course content** covers the Edexcel MFL GCSE specification. All four language skills will be set in range of interesting cultural themes, such as:

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

## Assessment Information

The course will be assessed by 100% terminal exams in four skills: listening, reading, speaking and writing.

We aim to provide students with the tools to become independent language learners who leave the Academy being able to develop a conversation in the target language.

Through a variety of engaging activities and a purposeful curriculum we have continued to improve our results year by year.



Students attending the Languages Show



Students on a residential trip to Valencia

### **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:**

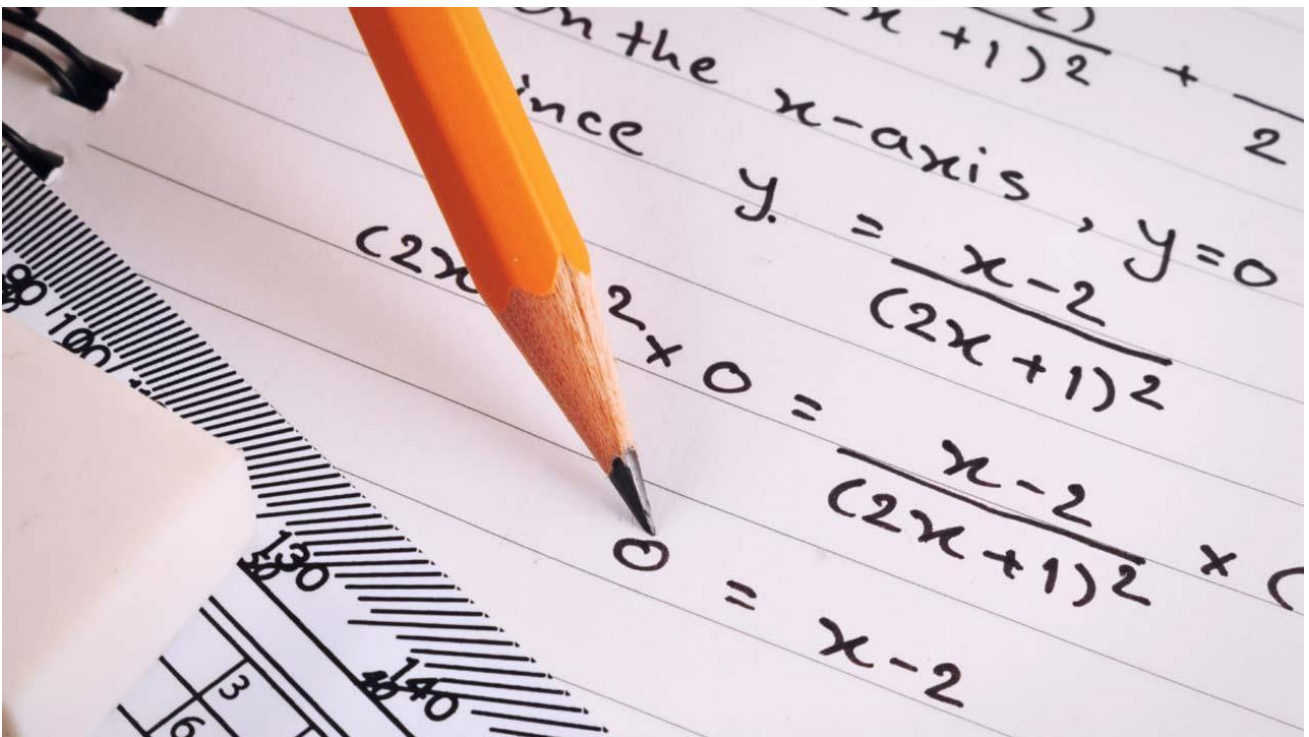
<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/spanish-2016.html>

[www.pearsonactivelearn.com](http://www.pearsonactivelearn.com) [www.senecalearning.com](http://www.senecalearning.com) [www.conjuguemos.com](http://www.conjuguemos.com) [www.bbcbitessize.com](http://www.bbcbitessize.com)

[www.linguascope.com](http://www.linguascope.com) [www.duolingo.com](http://www.duolingo.com) [www.memrise.com](http://www.memrise.com) [www.languagesonline.org.uk](http://www.languagesonline.org.uk)

# MATHEMATICS & COMMERCE FACULTY

Head of Faculty: Mr Igeyn  
[john.igeyn@stpauls.greenwich.sch.uk](mailto:john.igeyn@stpauls.greenwich.sch.uk)



## KS4 Course offered:

Mathematics Linear (GCSE)  
Business Studies (GCSE)  
Business (BTEC)

# Subject: Mathematics

## Exam Board: Edexcel

For more information, please contact **Mr Igeyn (Head of Faculty)**

[john.igeyn@stpauls.greenwich.sch.uk](mailto:john.igeyn@stpauls.greenwich.sch.uk)

## GCSE Mathematics Linear

**There are two tiers of entry:**

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

The delivery of Mathematics prepares students for this challenging GCSE. Beyond this, the nature of the examinations is also changing, with pupils required to memorise additional formulae. There are still two tiers of papers being offered for the Maths GCSE. Pupils sitting the foundation tier will be able to achieve, at maximum a grade 5, while the higher tier paper will cover grades 4-9

**There is no coursework component for the Mathematics GCSE.**

## Other Information

The Academy subscribes to the Mathematics website [www.hegartymaths.com](http://www.hegartymaths.com) which gives students access to revision resources and modelled exemplars aiding in their mathematical development and understanding. Hegarty Maths also gives students the opportunity to develop their ability to recall in class learning through **MemRi** [a daily quiz of up to 10 questions used to test students' knowledge on recent topics covered in class]. Students can also further improve on their areas of weaknesses using an online tool called **Fix up 5**. This tool enables students to engage in deliberate practice of Maths tasks. The Maths department has provided all students with a book cover and teaching timeline to allow them to know their learning journey for the year. This gives the students the opportunity to learn ahead and develop independent learning skills.

**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), a mathematics website with activities that focus on developing problem solving and mathematical tasks to build students' perseverance, mathematical reasoning, ability to apply knowledge creatively in unfamiliar contexts, and confidence in tackling new challenges.

## Career Paths

- Actuary
- Teacher
- Quantity Surveyor
- Engineer
- Statistician
- Accountant



# Subject Title: GCSE Business Studies

## Exam Board: Edexcel

For more information, please contact **Miss Ciara McNamara** (Acting Head of Business Studies) [ciara.mcnamara@stpauls.greenwich.sch.uk](mailto:ciara.mcnamara@stpauls.greenwich.sch.uk)

## Course Outline

GCSE Business Studies explores the world of small businesses through the lens of an entrepreneur. It offers students the opportunities to study different types of business in different industries, including many real-life case studies. It looks at why businesses exist, how they are set up and how they are run. Studying GCSE business will assist you with the skills of developing business ideas, using maths skills to analyse data, making business decisions including financial, operational, marketing and human resources. This is explored through two through two Themes; Theme 1 'Investigating Small Business' and Theme 2 'Building a Business'. The skills learnt in GCSE Business Studies are transferable to a number of career paths.

### Theme 1:

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

### Theme 2:

- Growing the Business
- Making Marketing Decisions
- Making Operational Decisions
- Making Financial Decisions
- Making Human Resource Decisions

## Assessment Information

The qualification will be assessed by two equally weighted exam papers, paper 1 assesses Theme 1 and Paper 2 assesses Theme 2. **There is no coursework.**

Each paper include multiple choice, calculations, and extended-writing questions. There are three sections each of the papers. Section A starts with multiple choice questions, moving to short answer questions and ends with extended writing question. Sections B and C are based on real life, relevant business contexts and examples and include five extended writing style questions between the two case studies.

## Career Paths

- Business analyst
- Business development manager
- Project Management
- Digital marketer
- Estate Agent
- Public Relations Officer
- Market Researcher
- Social Media Manager

# Subject Title: BTEC Tech Award in Enterprise

## Exam Board: Edexcel

## Course Outline

### WHY TAKE THE BTEC TECH AWARD IN ENTERPRISE?

Whatever the future holds, you are going to need business skills.

The BTEC Tech Award in Enterprise course will allow you to:

- Develop an aptitude in planning and carrying out a business enterprise activities.
- Develop the knowledge that underpins the effective use of skills that can affect the performance of a business.
- Develop attitudes and ways of working that are important for business enterprise success.
- Develop your people, communication, planning and team working skills.



### COURSE REQUIREMENTS:

This course will introduce you to some of the key elements of every successful business organisation. You will also explore what it means to set up and run a business enterprise as well as develop key skills and gain an insight into the sector. You will study a range of topics including:

- Enterprise in the business world.
- Customer service.
- Recruitment and selection of staff.
- Training and development.
- E-Commerce and the Internet.
- Marketing.
- Financial planning and forecasting

### THE SUBJECT IS ASSESSED IN THE FOLLOWING WAYS:

Examination paper and two coursework components.

**Component 1:** Exploring Enterprises (30%) is a **coursework** task investigating what makes a successful business enterprise start-up.

**Component 2:** Planning for and pitching an Enterprise Activity (30%) will require you to use all your skills to develop your own business idea through a range of **coursework** tasks.

**Component 3:** Promotion and Finance for Enterprise (40%) is a **written examination** that will be taken during Year 11.

# PERFORMANCE ARTS FACULTY

Head of Faculty: Mr O'Donoghue  
[paul.odonoghue@stpauls.greenwich.sch.uk](mailto:paul.odonoghue@stpauls.greenwich.sch.uk)



## **KS4 Courses offered:**

Drama (GCSE)  
Drama: Performing Arts (BTEC)  
Music (GCSE)  
Physical Education (GCSE)  
Sport (BTEC)

# Subject: Drama

## Exam Board: Eduquas

For more information, please contact **Mr Candy** (Director of the Arts)  
[steve.candy@stpauls.greenwich.sch.uk](mailto:steve.candy@stpauls.greenwich.sch.uk)

**N.B. During the course of Year 9, using a combination of teacher assessment, observations and student feedback, it will be decided which of the two courses offered, each student will follow: BTEC Drama or GCSE Drama. Both courses are Level 2 qualifications.**

## GCSE Drama

GCSE drama is a fantastic opportunity to approach your learning differently, to develop as a collaborator and to gain a deeper understanding of the cultural world.

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 create your own theatre piece as a group, perform characters from existing texts and get the chance to watch and analyse live theatre.

## Assessment Information

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

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

**Task 2:** Candidates write a portfolio of supporting evidence to explain the process of creating theatre and evaluate their success.

**Component 2:** Performing from a Text (20%)  
Externally assessed by a visiting examiner.  
Candidates will perform two extracts from a play.

**Component 3:** Interpreting Theatre (40%)  
Written exam on one set text and a live theatre review.



Student performing at the Leatherhead Drama Festival.

Subject: Drama (BTEC)

Exam board: Pearson

For more information, please contact **Mr Candy** (Director of the Arts)  
[steve.candy@stpauls.greenwich.sch.uk](mailto:steve.candy@stpauls.greenwich.sch.uk)

**N.B. During the course of Year 9, using a combination of teacher assessment, observations and student feedback, it will be decided which of the two courses offered, each student will follow: BTEC Drama or GCSE Drama. Both courses are Level 2 qualifications.**

## BTEC Performing Arts (Acting Pathway)

This qualification gives candidates an insight into the professional world of the performing arts industry. Students will develop transferable skills for further study and employment. The course is assessed through practical tasks as well as written assignments. You will get to watch professional productions, perform characters from existing texts and devise your own performances.

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 Information

**Component 1:** Exploring the performing arts.

Students will study 3 professional works practically and will complete coursework to show their understanding about aspects of the repertoire studied.

**Component 2:** Developing Skills and Techniques.

Students will learn and perform an extract from a script and will evaluate their success.

**Component 3:** Performing to a Brief.

Students will create and perform their own piece of drama and evaluate their success.



Students on a trip to watch Dreamgirls at the Savoy Theatre, London

# Subject: Music

Exam Board: Eduqas

For more information, please contact **Ms Longhurst** (Head of Music)  
**[gemma.longhurst@stpauls.greenwich.sch.uk](mailto:gemma.longhurst@stpauls.greenwich.sch.uk)**

Music as a discipline encompasses academia and creativity. We each have a unique musical identity that is informed by our life experience, background and social situation.

GCSE Music is an exciting, inspiring, yet challenging course that would appeal to students with a strong interest in music. Taking music as a GCSE enables students to develop self-expression, evaluate how music makes them feel and its impact on the world around them, and build listening, performance and composition skills.

The Music Department is a space where every individual should feel safe, accepted and celebrated. Music lessons encourage students to express themselves without inhibition, and this is facilitated through consistent respect, encouragement and support for each other. Learning music helps to develop language and reasoning while also improving students' emotional development and self-esteem.

Through music, we can learn so much about different cultures and historical contexts, as music represents the ever-changing societal landscapes in our world. This therefore allows music lessons to play an integral part in the development of students' cultural capital.

## Why Study GCSE Music?

At St Paul's Academy, the Music department offers a superb package for GCSE students:

- Weekly instrumental lessons in the instrument of your choice
- Opportunities to access the Academy's Recording studio
- Access to Practise Rooms
- Monitored access to the editing suite
- Additional activities that would support success at GCSE which could include entry to performance and theory examinations affiliated to the Associated Board of the Royal Schools of Music
- 'Out of Academy' experiences including trips community based projects and gigs



St Paul's Academy Choir singing at Remembrance Day Services - November 2021



English National Opera staff visit St Paul's

## Assessment Information

The course is divided into three areas:

**Component 1: Performing (30%)** - Students are required to record 2 performances, one solo and one as part of an ensemble.

**Component 2: Composing (30%)** - Students are required to compose 2 compositions under controlled conditions in the Editing Suite.

**Component 3: Appraising (40%)** - Students are required to sit a written listening paper (1hr 45min) at the end of their course.



# Subject: Physical Education

## Exam Board: Edexcel

For more information, please contact **Mr O'Donoghue** (Head of Faculty: Performance Arts)  
[paul.odonoghue@stpauls.greenwich.sch.uk](mailto:paul.odonoghue@stpauls.greenwich.sch.uk)

**N.B. During the course of Year 9, using a combination of teacher assessment, observations and student feedback, it will be decided which of the two courses offered, each student will follow: BTEC Sport or GCSE Physical Education. Both courses are Level 2 qualifications**

## 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.

- 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 in order 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 (36%)

Component 2: Health and Performance (24%)

Component 3: Personal Exercise Programme (10%)

#### 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 minutes. Both examination papers include multiple-choice, short-answer, and long-answer questions.

### Unit 2- Performance in Physical Education

#### Overview of content

Practical performance (30%)

#### Overview of assessment

- This unit is assessed under controlled conditions.
- This unit is externally moderated.
- Students will be assessed on their sporting performance



# Subject: BTEC Sport

## Exam Board: Edexcel

For more information, please contact **Mr O'Donoghue** (Head of Faculty: Performance Arts)  
[paul.odonoghue@stpauls.greenwich.sch.uk](mailto:paul.odonoghue@stpauls.greenwich.sch.uk)

**N.B. During the course of Year 9, using a combination of teacher assessment, observations and student feedback, it will be decided which of the two courses offered, each student will follow: BTEC Sport or GCSE Physical Education. Both courses are Level 2 qualifications**

This BTEC Tech Award qualification in Sport provides an excellent introduction to the world of sport, activity and health. The course is more practical in its content, enabling you to learn, discuss and understand by doing rather than being sat in the classroom.

### Overview of content

1. Component 1: Understanding the Body and the Supporting Technology for Sport and Activity (30%)
2. Component 2: The Principles of Training, Nutrition and Psychology for Sport and Activity (external assessment) (40%)
3. Component 3. Applying the Principles of Sport and Activity (30%)

### Externally Assessed Component

This component takes the form of an external assessment, taken under supervised conditions, which is then marked and a grade awarded by an external exam board.

### Additional Learning

- Sports Performer in Action
- Lifestyle and Well Being
- Running a Sports Event

### Students will develop skills:

- In elements that are considered most important in leadership including organisation, communication and problem solving.
- Different technologies and how they enhance sports and activity, including rehabilitation.
- In processes that underpin effective ways of working in the sports sector.



## 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 sports coaches or physiotherapists.



# PURE & APPLIED SCIENCE FACULTY

Head of Faculty: Miss Joyce  
[kathleen.joyce@stpauls.greenwich.sch.uk](mailto:kathleen.joyce@stpauls.greenwich.sch.uk)



## **KS4 Courses offered:**

Biology (GCSE)  
Chemistry (GCSE)  
Physics (GCSE)  
Combined Science: Trilogy (GCSE)  
Science (Entry Level Certificate)  
Health and Social Care (BTEC)

# Subject: Science

## Exam Board: AQA

For more information, please contact **Miss Joyce** (Head of Faculty)  
[kathleen.joyce@stpauls.greenwich.sch.uk](mailto:kathleen.joyce@stpauls.greenwich.sch.uk)

At St Paul's Academy, we believe that Science is for students of all abilities and we encourage all students to have future aspirations in this field. Therefore we provide a broad range of qualifications, to ensure our students develop an understanding of Science in its practical sense and to encourage them to think critically and innovatively about the world around them.

Throughout students' Key Stage Four studies they will broaden their knowledge of Science from year 7 and 8. Science encompasses three main disciplines, Chemistry, Biology and Physics. Chemistry delves into topics such as atomic structure, bonding and the properties of matter. Students will then discover how to apply these concepts to areas such as quantitative Chemistry and equilibria. In Biology topics range from cell biology and organisation to evolution and ecology. Physics explores a wide range of phenomena for instance the fascinating world of energy and electricity and the application of mechanical waves as they are used to design comfortable and safe structures such as houses and bridges. A large component of Science is for students to develop their knowledge and skills using practical work in the laboratory.

Students' understanding of Chemistry Biology and Physics will be assessed in different courses which are outlined below.

Students will be well prepared for the next stage in their Science studies by following the courses that we have on offer. They can study a range of options at Key Stage 5 such as A Level courses, AS Level, BTEC Level 3, other vocational courses or enter directly into the workplace.

### **AQA GCSE Biology Chemistry and Physics (Sometimes referred to as Separate Science)**

#### **Assessments**

GCSE Biology: Two papers (one hour and forty-five minutes each)

GCSE Chemistry: Two papers (one hour and forty-five minutes each)

GCSE Physics: Two papers (one hour and forty-five minutes each)

Three grades are awarded to students at the end of the three courses

## **AQA GCSE Combined Science: Trilogy (Sometimes referred to as Double Award) Assessments**

GCSE Biology: Two papers (one hour and fifteen minutes each)

GCSE Chemistry: Two papers (one hour and fifteen minutes each)

GCSE Physics: Two papers (one hour and fifteen minutes each)

Two grades are awarded to students at the end of the GCSE Combined Science: Trilogy course



Students visiting 'Centre of the Cell' at Queen Mary's University

## **Science Entry Level Certificate**

Assessments

ELC Biology – two externally set assessments

ELC Chemistry – two externally set assessments

ELC Physics – two externally set assessments

Teacher Devised Assignments are based on how students are working scientifically.



Students enjoying a practical Science lesson

# Subject: BTEC Health and Social Care

## Exam Board: Edexcel

For more information, please contact **Mrs Olaifa** (Lead Teacher)

[mutiat.olaifa@stpauls.greenwich.sch.uk](mailto:mutiat.olaifa@stpauls.greenwich.sch.uk)

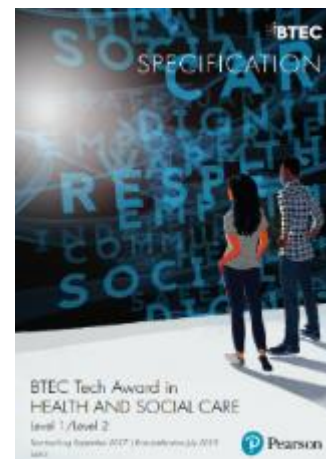
## Course Outline

The aims of this course of study are to:

- Give learners the opportunity to gain a broad understanding and knowledge of the health and social care sector.
- Give learners a more focused understanding of health and social care through the selection of optional specialist units.
- Give learners the opportunity to develop a range of personal skills and techniques, through the selection of units that are essential for successful performance in working life.
- Give opportunities for learners to achieve a nationally recognised level 1/level 2 health and social care qualification.
- Support progression into a more specialised level 3 vocational or academic course or into an apprenticeship.

## Units of Work & Assessment

- **Unit 1:** Human Lifespan Development – this unit explores human growth and development across life stages, as well as the factors that affect human growth and development, and how they are interrelated. **This unit is internally assessed 30%**
- **Unit 2:** Health and Social Care Values – this unit explores the care values that underpin current practice in health and social care and investigates ways of empowering individuals who use health and social care services. **This unit is internally assessed 30%**
- **Unit 3:** Promoting Health and Wellbeing – this unit explores the factors that affect health and wellbeing, learning about physiological and lifestyle indicators, and how to design a health and wellbeing improvement plan. **This unit is Externally assessed 40%**



## Next Steps

- A Levels
- Vocational Studies
- Apprenticeships
- Employment in Early Years
- Degree in Health & Social Care

## Career Paths

- Doctors
- Pharmacists
- Nurses or Midwives
- Healthcare assistants

# RELIGION & SOCIETY FACULTY FACULTY

Head of Faculty: Ms Maynard

[karen.maynard@stpauls.greenwich.sch.uk](mailto:karen.maynard@stpauls.greenwich.sch.uk)



## **KS4 Courses offered:**

Geography (GCSE)

History (GCSE)

Religious Studies (GCSE)

# Subject Title: Geography

Exam Board: OCR B

For more information, please contact **Miss Buckley** (Head of Department: Geography)

[arissa.buckley@stpauls.greenwich.sch.uk](mailto:arissa.buckley@stpauls.greenwich.sch.uk)

**"Everywhere you look, on land or in the ocean, there are extraordinary examples of Geography" – David Attenborough.**

## Course Outline

Students at GCSE level study the OCR B – *Geography for Enquiring Minds* specification. The GCSE syllabus is comprised of both physical and human components, alongside the geographical enquiry. The course is designed to encourage learners to develop and extend their knowledge and understanding of key events, and societies in a local, national and global context. 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. It gives students the opportunity to become critical thinkers and to develop their own arguments.

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 students to participate in two fieldwork opportunities; one human and one physical enquiry.

Students will visit the River Cray to study the processes and landforms along a river.

They will also study the local areas of Abbeywood and East Village in Stratford to understand the impacts of regeneration and sustainability on the community.



Students on a residential activity trip to Wales

## Assessment Information

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

**Paper 1:** Our Natural World – 1 hour 15 minutes (35%) 70 marks

**Paper 2:** People and Society – 1 hour 15 minutes (35%) 70 marks

**Paper 3:** Geography Exploration – 1 hour 30 minutes (30%) 60 marks

## Useful Websites

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

<https://www.rgs.org/geography/>

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

<https://www.senecalearning.com/>

<https://www.bbc.co.uk/bitesize/examspecs/zpsx2p3>

## Other Information

Geography is part of the English Baccalaureate and a highly considered and facilitating subject at post-16, University (especially Russell Group Universities) and future careers.



**'The study of geography is about more than just memorizing places on a map. It's about understanding the complexity of our world, appreciating the diversity of cultures that exists across continents. And in the end it's about using all that knowledge to help bridge divides and bring people together.'** – Barack Obama.

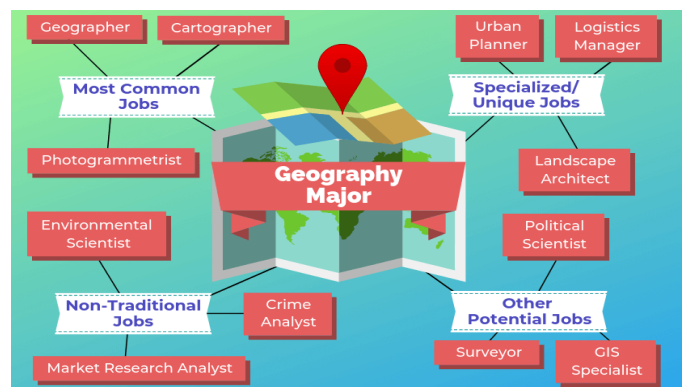
## Geography Gives You Options

Geography is a unique subject as it bridges the social and natural sciences. Geography is seen by universities and sixth form providers as a 'facilitating' subject. These types of subjects build on knowledge and skills which will provide a platform for degrees to many different subjects, including being a lawyer, engineer or accountant. These facilitating subjects, like Geography, provide you with literacy, analytical and problem-solving skills require in many colleges, university degrees or work. By choosing facilitating subjects at advanced level, you will have a much wider range of options open to you at university. An advanced level qualification in any facilitating subject will keep open to you a number of degree courses.

## Possible Careers with Geography

There is a wide range of careers that can be pursued within Geography. Often there are many misconceptions that you can either be a Geography teacher or weather forecaster. Have a look at the different career choices below:

- Geographic analyst
- Soil conversationalist
- Coastal engineer
- Town/Transport Planner
- Hydrologist
- Accountant
- Financial adviser
- World Challenge Expedition Leader
- Documentary producer (an example is David Attenborough).



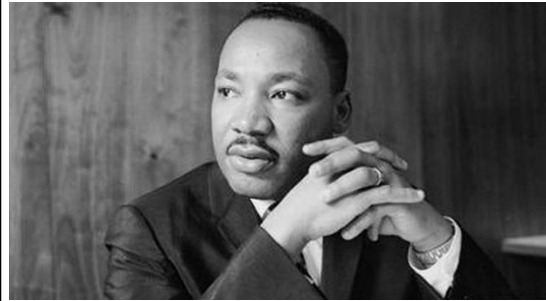
## Facts

1. Geography is quoted by **The Telegraph** as being a top 10 degree subject to be studied.
2. Geography is an actively sought after subject for careers in Finance, Accountancy, Law and Banking. This is due to the nature of fieldwork and topics that equip you with analytical, mathematical and problem-solving skills.
3. **Russell Group Universities** in the UK, actively seek to recruit students who have studied Geography at A-Level.

# Subject: History

Exam Board: Edexcel

For more information, please contact **Ms. Malone** (Head of Department: History)  
[francesca.malone@stpauls.greenwich.sch.uk](mailto:francesca.malone@stpauls.greenwich.sch.uk)



"We are not makers of history. We are made by history" – Martin Luther King, Jr.

## GCSE History

Students follow the Pearson Edexcel GCSE syllabus over *three years*.

In Year 9, students learn about Migration to Britain since c.800 to 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. This unit is particularly interesting in its discussion of 'Britishness' and what it means to be British, something that provides valuable and rigorous discussion in the History classroom.

In Year 10, students learn about The Cold War; a fascinating period of political 20<sup>th</sup> Century History that includes dramatic events such as The Cuban Missile Crisis, The Berlin Wall and the Soviet invasion of Afghanistan. Year 10 will also include a British Depth Study which focuses on Elizabeth I. This period involves the establishment of a religious settlement, the exploration of the globe by the first explorers, the dramatic events of the Spanish Armada and the fate of Mary Queen of Scots.

Finally, in Year 11 students complete a Modern Depth Study on America, focusing on conflict both at home and abroad. Students will study the proxy wars that developed, largely as a result of the Cold War, they will also study the conflicts at home that were centred around the Civil Rights Movement.

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.

History at St. Paul's aims to inspire future historians, whilst ensuring that all students gain a strong academic foundation needed for future study in any subject and in many careers. History is a transferable subject and we aspire to guide our students to develop the skills learnt in the History classroom. History provides an invaluable platform to help students' to be equipped to make informed decisions throughout their careers and lives.

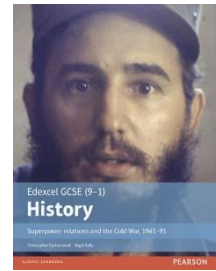
"Those who do not remember the past are condemned to repeat it" –George Santayana.



# Assessment Information

## Unit 1 – Thematic study and Historic Environment

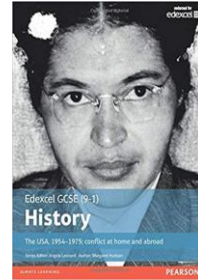
Migrants in Britain c800-present



## Unit 2 – Period study and British Depth Study

Early Elizabethan England 1558-1588

Superpower relations and the Cold War 1941-1994



## Unit 3 – Modern Depth Study

The USA, 1954-1975 – conflict and home and abroad

# History beyond the classroom

Our aim is to bring History to life, and we do this through thought-provoking rigorous lessons, but we also strive to provide opportunities for students to study History beyond the classroom.



# Useful Websites

<https://qualifications.pearson.com/en/qualifications/edexcel-gcse/history-2016.html>

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

<https://www.bbc.co.uk/schools/gcsebitesize/history>

# Subject: Religious Studies

Exam Board: AQA

For more information, please contact **Mr O'Connell** (Head of Department: RS)  
[sean.oconnell@stpauls.greenwich.sch.uk](mailto:sean.oconnell@stpauls.greenwich.sch.uk)

## GCSE Religious Studies Specification A

The aims of this course of study are to:

- Promote an enquiring, critical and sympathetic approach to the study of Christianity and Judaism, especially in its individual and corporate expression in the contemporary world
- Promote a rigorous and inclusive study of religions and beliefs that is relevant and challenging for young people of all faiths and none
- Encourage students to reflect on religious and other responses to ethical issues
- Challenge with questions about belief, values, meaning, purpose and truth, enabling students to develop their own attitudes towards religious issues
- Develop analytical and critical thinking skills, the ability to work with abstract ideas, leadership and research skills
- Ensure students have a strong understanding of the central role of religion on British culture

## Units of Work

**Component 1: The study of religions: beliefs, teachings and practices.**

- Religion 1: Christianity
- Religion 2: Judaism

**Component 2: Thematic studies**

- Relationships and families
- Religion and life
- Religion, peace and conflict
- Religion, human rights and social justice



## Assessment Information

The scheme of assessment will comprise:

**Component 1:** Study of religions (50%)

Written exam: 1 hour 45 minutes

96 marks (plus 6 marks for SPaG)

**Component 2:** Thematic Units (50%)

Written exam: 1 hour 45 minutes

96 marks (plus 3 marks for SPaG)

There will be **ONE** tier of assessment in the examination papers.

The examinations for each paper will be taken at the end of the course.

The full range of GCSE grades **9-1** will be available on the single tier.

## Useful Websites

<https://www.aqa.org.uk/subjects/religious-studies/gcse/religious-studies-a-8062>

<https://www.bbc.co.uk/bitesize/subjects/zb48q6f>

# Enrichment: Duke of Edinburgh Award

## Levels: Bronze and Silver Awards

For more information, please contact **Mr Davis** (Duke of Edinburgh Manager)  
[gordon.davis@stpauls.greenwich.sch.uk](mailto:gordon.davis@stpauls.greenwich.sch.uk)

*"As an actor I know how much Award holders' experiences and the skills they've developed matter. Without determination and passion I wouldn't be where I am today." – Benedict Cumberbatch (actor).*



## Initiative Outline

The Duke of Edinburgh's Award is a youth awards programme founded in the United Kingdom in 1956 by Prince Philip, Duke of Edinburgh that has since expanded to 144 nations around the world. It is a qualification for young people from 14 to the age of 25 to place as an additional – but sought after – on your CV to send to employers and colleges or universities. In 2019, the CEO of DFS exclaimed that he was more prone to employing students who had achieved the Gold qualification for the Duke of Edinburgh rather than a graduate with a degree due to their skills of teamwork, leadership and communication.

You can do DofE programmes at three levels:

- **Bronze** (aged 14+)
- **Silver** (aged 15+)
- **Gold** (aged 16+)

...which leads to a Duke of Edinburgh's Award.



*"Life doesn't naturally happen, you've got to get involved. What better way to do that than do your DofE. As an employer I want to work with people who have a range of skills and can see things through."*  
**Deborah Meaden**, (Entrepreneur and Dragons' Den Investor).

Students will achieve an Award by completing a personal programme of activities in four sections:

- **Volunteering:** undertaking service to individuals or the community.
- **Physical:** improving in an area of sport, dance or fitness activities.
- **Skills:** developing practical and social skills and personal interests.
- **Expedition:** planning, training for and completion of an adventurous journey in the UK or abroad.

Activities for each DofE section take a minimum of one hour per week over a set period of time of 3 months, so they can fit in around our students' studies and life outside school.

The students will need to participate regularly and show that they are committed to the DofE award during this time.



Year 9 students volunteering in a wetland habitat

## Useful Websites

<https://www.dofe.org/do/>

<https://www.youtube.com/watch?v=5b-GSGpB2pM>

[https://www.youtube.com/watch?v=Y7kY2w4A7\\_s&ab\\_channel=theDofEUK](https://www.youtube.com/watch?v=Y7kY2w4A7_s&ab_channel=theDofEUK)

<https://www.stpaulsacademy.org.uk/community-faith/duke-of-edinburgh-award>



# Duke of Edinburgh Gives You Options

The Duke of Edinburgh Award is seen by universities and sixth form providers as an additional qualification to those achieved academically. This award illustrates skills that make individuals different from their counterparts applying for college or workplace places. Skills range from building confidence and self-esteem to students engaging positively in their wider communities, to name a few.

It provides our students with transferable skills that benefit our classrooms and motivates them to achieve academic and professional goals. These are features that link to our school ethos to build proactive members of the wider community and looks excellent on a personal curriculum vitae.

## Year 11 students: Bronze Award nearly achieved

Our first cohort of Duke of Edinburgh students who started in Year 9 have excelled – despite the global pandemic – and completed a series of activities to move towards the expedition phase of the award.

The Duke of Edinburgh students were a credit to their local community on various occasions. The students worked with Thames21 staff and volunteers to conserve a local wetland habitat along the Thames Road in Dartford. Despite inclement weather and low temperatures, the Year 9 students were exceptional in volunteering and Ray Hudson from Thames21 remarked “It was one of the best groups he had encountered”.



Deeper water habitat restoration.

The students have worked in an array of different environments to support the wider community through 6 months of volunteering. In addition, they have been the catalyst using Jack Petchey Foundation funding to build a school community garden, which has been utilized by key worker students to plant the first school crops.



Raised beds created by the Duke of Edinburgh students.

### Next steps:

The Year 11 students have now achieved the 3 months of skills needed for this part of the award. They have now got the physical part of the award before using the outdoor spaces created to sleep overnight as part of their expedition phase.

#Where will the DofE take you?

***“The DofE gave me a new found confidence to tackle new challenges and allowed me to make new friends that I otherwise would not have associated with” (DofE Bronze Participant).***



# Anytime, Anywhere Learning

## Learning outside the classroom (LOTC)

### Importance and value of studying outside of the classroom

Regularly engaging with learning away from the classroom raises student attainment and academic success. There is significant evidence to show that students regularly given homework perform better.

It is recommended that your child completes a minimum of 2 hours Learning Outside the Classroom per day (tasks set by their teachers as well as independent revision, research and advance preparation for lessons). Essential extra-curricular activities that your child should complete are: at least 30 minutes reading for pleasure and watching and discussing what is happening in the world around them from age-appropriate news sources.

### What this learning could look like

From an academic perspective, the most effective types of homework are short focused tasks. Students can:

- practice skills
- revisit ideas they have learned (retrieval)
- broaden their knowledge or prepare for their forthcoming learning (sometimes referred to a 'flipped learning')
- complete routine coursework
- attend homework clubs and practice vocabulary

Completion of homework tasks are an obvious LOTC activity, however it can take a variety of different forms:

- visiting a place of interest
- discussions with an adult/older sibling
- watching the news
- reading for pleasure (both fiction and non-fiction)
- completing artistic projects
- watching a programme or documentary that links to the curriculum

All these forms of LOTC prove to enrich our students' experience and knowledge and support their overall development as well as their performance in their different subjects at school.

# Homework at St Paul's Academy

Homework is pivotal to progress at Key Stage 4. Evidence shows that students who regularly do homework are likely to achieve improved outcomes, in line with their starting point.

Homework that is assigned to students at KS4 is designed to:

- provide opportunities for **retrieval practice**
- allow students to **revisit** learned content to strengthen and deepen their knowledge
- facilitate the **consolidation** of their learning

Homework Timetables are issued to all students to support them with managing and organising their work away from the classroom each day. An example of a Year 9 Homework Timetable is shown below:

## LOTIC Timetable: Year 9

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Science	Maths	Science	Maths	English
IT/Computer Science	Religious Studies	English	Option C (Lesson is Thurs P4&5)	Option B (Lessons: Tues P2 & Thurs P1)
Independent Study	Independent Study	Independent Study	Religious Studies	Option A (Lessons: Mon P2 & Fri P3)

**Option A:** Art, Drama, Geography, History, Media or Spanish

**Option B:** Business Studies, Geography, History, Spanish or BTEC Work Skills

**Option C:** Drama, DT, Hospitality & Catering, Health & Social Care, Music, PE or BTEC Sport

The benefits of a Homework Timetable for students include:

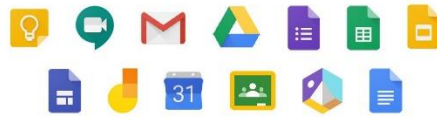
- clearer LOTIC expectations
- supports time management and organisation by showing students which subjects to focus on each day
- ensuring sufficient time is spent on learning away from the classroom
- provides guidance on how long students should spend on each LOTIC task
- allows teachers to know when to set LOTIC tasks and when they should expect them to be completed and then submitted
- helps to avoid an unmanageable amount of tasks being set
- supports students to make time for independent learning and reading for pleasure

Additionally, a Homework Timetable better equips families to support their child at home by knowing what subject and on which day tasks should be completed.





COMMUNICATE    COLLABORATE    ORGANIZE    ENGAGE



## G-Suite and Google Classroom

Last academi year, we introduced Google Classroom and this is now our platform for setting all remote learning for students. Google Classroom is a class-organisation platform used by tens of millions of students and teachers around the world. It incorporates Google's core G-Suite (Google Docs, Sheets, Slides, Google Drive, Calendar and other Google products).

Students can access everything they need for a class, including homework assignments, group projects, files, and even Google messaging system to communicate with the teacher or a member of staff.

### How Google Classroom is used across the curriculum

Google Classroom is your child's digital link to learning. Teachers use Google Classroom to share assignments, homework, coursework material and much more with students. Students will use their G-Suite accounts to complete assignments and receive feedback and communicate with their teachers.

During the current period of remote learning they will be able to engage in all lessons through Google Classroom.

### Google Classroom offers benefits to students

**Interaction with teachers and feedback** - Each class and form group have a public stream for teachers to post announcements and a private comment area for students to post questions and comments and receive answers from teachers. This gives teachers a very simple way to respond to student queries.

**Access to resources** - Students will be able to see additional resources on Google Classroom. This will support them in completing their assignments.

**Assessment** - Teachers use Google Classroom to set pre and post assignment quizzes. Students can see their grades immediately or after teachers review their answers.

**Opportunities to engage with tutor activities** - Students use Google Classroom to participate in PSHE activities, careers opportunities, reading and many other activities that help their progress both academically and socially; encouraging involvement, commitment, and high standards of work and behaviour.



# Google Classroom

## Accessibility of Google Classroom on various devices

Communication is a key component of our system. Real-time notifications from Google Classroom make communication between teachers, students, and parents efficient and effective. Students can be notified when the teacher posts assignments or announcements, returns work to the student, or submits grades for the student.

Parents/Guardians can receive email summaries from all classes in which the student is enrolled.

## To log onto Google Classroom

Students should go to <https://www.stpaulsacademy.org.uk> which is the central hub for parents/students and click on **Google Classroom**. They may also wish to download Google Classroom as an app.

All students have been issued with a username and password to access this resource.

If your child encounters a problem with logging in to Google Classroom, please email Mr Vardoulakis at: [dimos.vardoulakis@stpauls.greenwich.sch.uk](mailto:dimos.vardoulakis@stpauls.greenwich.sch.uk) and I will be happy to help.

For further information on Google Classroom, please visit our Remote Learning page on the school's website: <https://stpaulsacademy.org.uk/at-home-learning#remote-learning>