

GCSE

Curriculum Booklet

Commencing study September 2024



From January teachers of optional subjects will start to talk to pupils about what the study of their subject to GCSE level entails. Pupils and parents are encouraged both to read the summaries in this booklet carefully but also to contact class teachers, Heads of Department, Housemaster / Housemistress, the Careers Department or the Academic Deputy for advice.

The core of examined subjects, which all pupils study, comprises Mathematics, English, Science (taught individually as Biology, Physics and Chemistry), at least one Modern Foreign Language and Religious Studies. In addition, pupils must choose 3 further subjects, details of which can be found in this booklet. Pupils also have lessons in PE and a general course called Lessons for Life which explores issues connected with but not limited to politics, ethics, moral values, citizenship, what it means to be happy and how to navigate the personal and societal challenges we meet in the modern world.

Our option and core choices are arranged in such a way that very few combinations of subjects would limit prospects for future courses of study in Sixth Form or university. The exceptions to this are courses which might require Art or Design and Technology or Music as part of their entry requirements. While it is possible to start Art or Design and Technology in the Sixth Form a firmer foundation will be achieved if it is studied at GCSE. If a pupil wishes to pursue Architecture, or an Art or Design based course after school they should consult the Careers department for specific advice. A modern and classical language must be studied at GCSE if it is to be continued to A level. While universities have *ab initio* courses in modern and classical languages, an interest in languages at school will usually be expected.

The guiding principle for choosing option subjects should be enjoyment. Success will follow naturally from this.



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GCSE Subject Choices

The Curriculum is taught within a 40 Lesson teaching week, comprising a combination of courses which are devised to ensure that all pupils receive a balanced education and keep open a wide range of Sixth Form and University options.

Compulsory Subjects These are the core subjects which each pupil will study	Teaching Periods Per Week	
	Fourth Form	Fifth Form
English	5	6
Mathematics	5	5
Modern Foreign Language	4	4
Science individually taught as:		
-Biology	3	3
-Chemistry	3	3
-Physics	3	3
Religious Studies	2	2

Optional Subjects	Teaching Periods Per Week	
Pupils must then opt to study three additional subjects from the list below	Fourth Form	Fifth Form
Art and Design	Each of the three additional subjects will be taught for 4 periods per week throughout Fourth and Fifth Form	
Classical Civilisation		
Computer Science		
Design and Technology		
Drama		
French		
Geography		
German		
History		
Latin		
Latin (Latin and Greek)		
Music		
Spanish		

Additional Subjects	Teaching Periods Per Week	
All pupils will study additional compulsory subjects	Fourth Form	Fifth Form
PE	2	1
Lessons for Life	1	1

Course Combinations

There are a number of combinations which may not be taken:

- Only two Modern Languages in total may be taken, one in the compulsory core and one within the options
- Pupils should choose Latin or Latin with Greek (Gratin) but not both.

Art and Design (Fine Art)

Course

The GCSE Fine Art course of study is a broad based investigation into the creative process. Drawing underpins the disciplines of painting, printmaking, ceramic sculpture, construction and photography. Enjoyment of the subject and the energy to work hard are the main requirements for anyone wishing to take this course.

Unit 1 - The Portfolio

Pupils are expected to produce two projects between September in the first year of the course and January in the second year. Each project is a visual journey on which they will acquire skills, explore materials, experience processes and learn techniques in order to develop and express their ideas in a visual manner.

Unit 2 - The Externally Set Task

This is the examination component. In January of the second year pupils will be issued with a question paper set by OCR and will be required to respond to one of the questions from the paper. Their pattern of response will follow the same pattern they will have learnt whilst producing their work for The Portfolio. The differences are as follows...

1. The timescale for the creation of a visual journey is shorter than that of The Portfolio i.e. from January to April.
2. They will be required to produce a final realisation as a culmination to their preparatory work during a period of ten hours which will be divided into three or four sessions. During this time they must work independently, under examination conditions and without guidance.

Both units are internally assessed and externally moderated.

Assessment			
OCR GCSE			
42011	Unit 1	The Portfolio	60%
42012	Unit 2	The Externally Set Task (preparatory studies + 10h controlled exam)	40%

Additional Notes

Teaching is largely on a one to one basis and pupils will benefit from the expertise of all members of the department.

All units are internally assessed and externally moderated.



Classical Civilisation

Course

Gladiatorial games, chariot racing, the excesses of the Roman dinner party and the day to day life of the wealthy and the poor are all explored as part of the Roman City Life module. Studying both literature in translation and the archaeological remains of the ancient world, pupils are actively encouraged to seek out and examine ancient and modern literary, social and cultural parallels. As such the biennial Classics Trip to Rome and Pompeii would support the course very well.

Our second module, Women in the Ancient World, offers a chance to look at the way myth, legend and history has portrayed women, by studying such characters as Helen of Troy, the legendary Amazons and historical figures like Cleopatra and the charming but ruthless Clodia.

Classical Civilisation offers the chance to understand the Greek and Roman worlds from texts read in English with no previous experience of Classical Civilisation, Latin or the Classical world required. The subject works well in conjunction with all option subjects, adding either valuable depth of perspective and experience, or a welcome variety.

GCSE Classical Civilisation offers the opportunity to understand some of the elements of Greek and Roman civilisation which have had a profound cultural and social influence throughout history to the modern day. This course aims to fire the imagination and to deepen and develop personal experience by considering a wide range of perennial issues, including the analysis of ethical, political, religious and social questions.

Assessment	
OCR GCSE	
Thematic Study: Woman in the Ancient World	50%
Literature & Culture: Roman City Life	50%

Additional Notes

The Department offers regular overseas trips to the Mediterranean countries with a visit to Rome, Pompeii and the Bay of Naples. These are always popular trips and are of great benefit to pupils, placing their studies into geographical and historical contexts.

Computer Science

Course

The GCSE Computer Science course will develop in pupils a fundamental understanding of the principles of computer systems and practical programming. By the end of the course pupils will not only be able to design and write programmes in a range of languages, but will have an understanding of both the computational logic which underpins good programming and a wide range of other areas including, cyber security, data types and storage, systems architecture, network topology and, legal and ethical issues.

Emphasis is placed on developing strong analytical skills, computational thinking and creative problem solving which will ultimately lead to elegant and efficient programming solutions. While there are no specific prerequisites for the course, pupils should be comfortable with the mathematics they have studied in Third Form, enjoy applying logical thought to problems, and have the mental tenacity to see small setbacks as opportunities for developing their own understanding and looking for creative ways forward.

Beyond its application to computing, this course will equip pupils with the skills to analyse issues, manage projects, develop logical solutions in a range of fields as diverse as the law, medicine, ethics, linguistics, business, politics and engineering. As such it develops a rigorous intellectual skill set with wide application.

The course is assessed through two 90 minute papers in which pupils respond to questions on theory and practical applications. There is also a programming project which is a requirement of the course but does not contribute directly to the final grade.

Assessment		
OCR GCSE		
Paper 1	Computer Systems	50%
Paper 2	Computation thinking, algorithms and programming	50%
Programming Project	20 timetabled hours	Compulsory element

Additional Notes

While the subject description and course content pertains to all available GCSE courses, a decision on which exam board we use will be taken later in the year. Consequently, the split of topics between the two examined papers may vary.

Design and Technology

Course

The teaching of Design and Technology (D&T) prepares pupils to participate in tomorrow's rapidly changing technologies, learning to think creatively. The subject calls for pupils to become problem solvers, both as individuals and in groups - looking for needs, wants and opportunities and responding to them by developing a range of ideas, making products and systems. Practical skills are combined with an understanding of aesthetics, social and environmental issues, function and industrial practices. In the learning process pupils can reflect on and evaluate present and past D&T, its uses and effects.

There are strong cross curricular links with IT and Science. Product Design draws from the whole curriculum to provide real context to the design problems the pupils are asked to solve. All design work is underpinned by a foundation of research analysis and evaluation, ensuring that the aim of the pupil is to design quality products that have true worth.

Links and visits with manufacturing industry, and an opportunity to enter coursework into design competitions form part of the wider course. Previous highlights have included a visit to The Design Museum's Design Awards, 'the Oscars of the design world', showcasing the most innovative and progressive designs from around the world, spanning seven categories: Architecture, Digital, Fashion, Furniture, Graphics, Product and Transport.

Written Paper

One paper with three sections, tests the pupil's knowledge and understanding of designing and making, and the core and option materials.

Section A: Core technical principles (20marks)

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

Section B: Specialist technical principles (30marks)

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

Section C: Designing and making principles (50marks)

A mixture of short answer and extended response questions.

Controlled Assessment

A single design-and-make activity selected from a choice of set tasks, consisting of the development of a made outcome and a concise design folder and/or appropriate ICT evidence.

Assessment		
AQA GCSE		
Paper 1	2h Written Paper	50%
NEA	Non-Examined Assessment	50%



Drama

Course

GCSE Drama offers pupils the unique opportunity to experience theatre from a practical, analytical and critical perspective. The course focuses on two key areas – the performance of plays in groups (both scripted and original devised work) and theatre criticism based on professional theatrical productions seen during the course as well as criticism of their own and others' performance work during the course. Pupils will develop a keen sense of theatrical discernment through self and peer evaluation as well as through the academic discipline of theatre criticism. The course will develop pupils' communication and ensemble skills, increase self-confidence and will expose them to a wide range of theatrical styles and genres through practical experience and through visits to professional theatre. It gets pupils up on their feet, rehearsing and exploring new plays and new ideas as part of a theatrical team.

Assessment		
Edexcel GCSE		
Devising – Practical & Coursework	Pupils must respond to stimuli to devise an original piece of theatre. Pupils must produce a portfolio and a performance or design realisation.	40%
Text in Performance - Practical Examination	Pupils perform two key extracts from a performance text. There is the option to create a design realisation.	20%
Theatre Makers in Practice – Written Examination	Pupils study a complete set text and review a live performance	40%

Additional Notes

It is a course requirement that candidates experience a variety of live theatre performances; the department offers theatre visits and trips throughout the course.

All units are internally assessed and externally moderated.

English Language & English Literature

Course

At the end of two years' study with the English department, pupils will have two exam results: one for Language and one for Literature. Although generally English Language examines non-fiction material and encourages pupils to experiment with forms in their own writing (stories, diaries, journals, letters and speeches to name but a few), both Language and Literature rely heavily upon the ability to read closely and analyse a range of texts. Pupils will be encouraged to improve their accuracy in writing, read collaboratively and independently, and above all we will ask them to speak their minds. Personal response is at the heart of the course and pupils must learn to think and respond for themselves. Clear written and verbal communication is central to nearly all subjects at GCSE. Work with the English department will help with accuracy in other disciplines when pupils try to justify an answer they have formulated or analyse a piece of complicated data and have to explain it in their own words.

Pupils will take reading and writing exams for English Language. The reading paper tests the understanding of non-fiction material, demanding a knowledge of audience, purpose, analysis and summary. The writing paper tests directed writing and composition (the construction of a debate, then a story or description).

English Literature requires pupils to explore a variety of texts. The terminal exams are based on poetry, prose, drama and unseen literature.

Assessment		
CAIE iGCSE		
English Language (0990)		
Paper 1 (Reading) 2hr written paper		50%
AND		
Paper 2 (Directed Writing and Composition) 2hr written paper		50%
English Literature (0992)		
Paper 1 Poetry and Prose	1hr 30m written paper (closed book)	50%
Paper 3 Drama	45m written paper (open book)	25%
Paper 4 Unseen	1hr 15m written paper	25%

Geography

Course

The IGCSE Geography syllabus is designed to develop a 'sense of place' by looking at the world around us on a local, regional and global scale. We study a range of natural and man-made environments, and examine some of the processes which have affected their development.

We also look at the ways in which people interact with their environment, and the opportunities and challenges an environment can present, thereby gaining a deeper insight into the different communities and cultures that exist around the world.

The course helps students to develop life-long skills including the ability to use and understand data, to make judgements and decisions, to communicate clearly and to have an appreciation of the need to make a sustainable future.

The syllabus is divided into three themes:

Theme 1: Population and Settlement – the challenges facing our peoples and cities in the 21st century.

Theme 2: The Natural Environment – understanding the changing physical environment of rivers, coasts, weather, climate, volcanoes and earthquakes and the challenges of living in a world that can be wild and unpredictable.

Theme 3: Economic Development – the challenges of resource management and securing a fair and sustainable quality of life for all people on our planet.

Each theme is illustrated with case study examples from across the globe.

Assessment

CAIE iGCSE

Pupils are assessed in three ways, two examinations in the summer of the Fifth form year and one piece of coursework during the Christmas term of the Fifth form.

Paper 1 – Themes	75 marks	1hr 45 examination	45%
Paper 2 – Skills	60 marks	1hr 30 examination	27.5%
Coursework	60 marks		27.5%

The coursework element is an investigation into a local, contemporary issue and is based on fieldwork carried out as a group. The whole project is guided by a teacher and is written up as a 2000 word report.

Additional Notes

Fieldwork is an exciting and essential part of the course. The cost of fieldwork is met by the school.



History

Course

The course focuses exclusively on twentieth century history. At present, we study Germany 1918 – 1945, Russia 1914 – 1953, and the Middle East: conflict, crisis and change, 1919 - 2012. There is no longer any controlled assessment or coursework.

Assessment			
Edexcel iGCSE			
Paper 1	90 minute written paper	Development of dictatorship: Germany, 1918 – 45 Dictatorship and conflict in Russia, 1924 - 53	50%
Paper 2	90 minute written paper	Russia in revolution, 1914 - 24 The Middle East: Conflict, crisis and change, 1919 - 2012	50%

Additional Notes

The department, where possible, offers trips to GCSE pupils.



Latin

Course

The study of Latin offers a unique and valuable opportunity to develop language awareness, whereby pupils can develop a sensitive and analytical approach to language and learn the considerable influence that Latin has had on a range of modern European languages. Pupils who study Latin demonstrate systematic and logical thought processes and attention to detail which, coupled to the research and analysis that the subject demands, remains widely valued.

Our course combines a traditional grammatical approach with a range of readings from Roman History, Legends and Myths. The set texts include extracts from Virgil, dramatic scenes from high profile courts cases as seen through the prism of Cicero's speeches and comments on contemporary Roman life from political figures such as Pliny and Tacitus.

Much of the necessary language work is covered by the end of 3rd Form, and is completed in the 4th Form. The focus in Fifth Form is reading Latin literature and developing further linguistic confidence.

The Department offers a biennial trip to Italy with tours of Rome, Pompeii and the Bay of Naples. These opportunities provide an excellent chance to contextualise classroom studies and to extend pupils' appreciation of Classical heritage.

Assessment			
OCR GCSE			
01	1h 30 minute written paper	Latin Language	50%
02 or 03	1h written paper	Prose Literature	25%
04 or 05	1h written paper	Verse Literature	25%

Additional Notes

Language papers include a mix of translation, comprehension, grammatical analysis and derivation work.

Set texts encompass a variety of authors and poets, with work focusing on translation, comprehension and critical analysis. Examinations involve both short and longer written responses.

There is no Controlled Assessment.

Greek with Latin: 'Gratin'

Course

Whilst keeping the unique and valuable skills offered by the study of Latin, studying Greek as well presents a fresh challenge to the most aspirational and committed pupils. As a language, Greek shares much of the structure of Latin, and so study can be swift. Pupils are rewarded by a unique and powerful experience of the literature and culture of Greece which lies at the heart of so much of modern Western society. Both GCSEs allow pupils to develop language awareness, whereby pupils can develop a sensitive and analytical approach to language and learn the considerable influence that both languages have had on a range of modern European languages. Pupils who study Latin and Greek demonstrate systematic and logical thought processes and attention to detail which, coupled to the research and analysis that the languages demand, remains widely valued.

Much of the necessary language work in both subjects is completed in the 4th Form, so leaving ample time for revision, consolidation and literature/society and culture work before the GCSE at the end of the Fifth Form.

Pupils will gain GCSE grades in both subjects.

There are regular trips to Mediterranean countries, with a tour of Pompeii and the Bay of Naples regularly running in October Half Term. These opportunities provide an excellent chance to contextualise classroom studies and to extend pupils' appreciation of Classical heritage.

Assessment			
OCR GCSE			
01	1h 30 minute written paper	Latin/Greek Language	50%
02 or 03	1h written paper	Prose Literature	25%
04 or 05*	1h written paper	Verse Literature	25%
06*	1h written paper	Society and Culture	25%
* GCSE Greek pupils study for one of the two literature options only, alongside Paper 6; in Latin, both literature options will be studied			

Additional Notes

Language papers include a mix of translation, comprehension, grammatical analysis and derivation work.

Set texts encompass a variety of authors and poets, with work focusing on translation, comprehension and critical analysis. Examinations involve both short and longer written responses.

Pupils who have made this option will be introduced to Greek during the summer term of the 3rd year.

Success at either GCSE would allow pupils to progress to a full A level in that language.



Mathematics

Course

The IGCSE Mathematics qualification enables pupils to:

- Develop their knowledge and understanding of mathematical concepts and techniques.
- Acquire a foundation of mathematical skills for further study in the subject or related areas.
- Enjoy using and applying mathematical techniques and concepts, and become confident to use mathematics to solve problems.
- Appreciate the importance of mathematics in society, employment and study.

Pupils are required to demonstrate application and understanding of the following:

- Number
 - Numbers and the number system.
- Algebra
 - Equations, formulae and identities
 - Sequences, functions and graphs.
- Geometry
 - Shape, space and measure
 - Vectors and transformation geometry.
- Statistics
 - Graphical representation of data.
 - Statistical measure.
 - Probability.

Assessment		
Edexcel iGCSE		
4MA1	2h written paper	Paper 1H
4MA1	2h written paper	Paper 2H

Additional Notes

There is no coursework for IGCSE Mathematics. The specification is assessed by two examinations at the end of fifth form, in which calculators can be used.

The specifications have two tiers of entry, with grades available as shown in the table below:

Tier	Highest Grade Awarded
Foundation	5
Higher	9

It is expected that the vast majority of pupils will be entered at the Higher Level, but for some of those pupils who find mathematics difficult, it may be more appropriate for them to be entered for the Foundation Tier.

A small number of pupils may be offered the opportunity of a Level 2 Further Mathematics. There are no additional classes for this. Pupils for whom this is appropriate will be given this option after the Trial examinations in the January of Fifth Form.



Modern Languages (French, German and Spanish)

Course

The knowledge of foreign languages helps to promote cultural educational and technical cooperation among nations. That is why one of the characteristic features of life in our country today should be to develop a great interest in the study of foreign languages. We believe that languages are a skill for life and something that pupils should find enjoyable and rewarding.

The aim of our course is to develop an ability to use the language, with confidence, for the purpose of practical communication in a variety of contexts and allow pupils to focus on the production of concise, accurate language.

The course is based on the linked language skills of Listening, Reading, Speaking and Writing and also aims to offer insights into the culture and civilization of countries where the language is spoken, in order to encourage positive attitudes towards language learning and towards speakers of foreign languages.

The course is taught and examined within the following topic areas: Identity and Culture, Local, National, International and Global areas of Interest and Current and Future Study and Employment. Pupils must all choose one language but are encouraged to consider two. The style of teaching and scheme of assessment is the same for all three languages.

Assessment		
AQA GCSE		
Paper 1	25%	Listening
Paper 2	25%	Speaking
Paper 3	25%	Reading
Paper 4	25%	Writing
All papers are equally weighted		

Additional Notes

We promote a culture of "Languages for All" and we encourage pupils of all abilities to study more than one language in both the Middle School and Sixth Form if they have a strong interest in languages. In order to develop cultural understanding and especially to improve confidence in the spoken language it is an enormous bonus that we have native speakers from our target language countries who work with various middle school classes and who see all our sixth form linguists each week.

Music

Course

We use the GCSE specification offered by AQA which is a two year course in three parts.

Component 1 will be Listening and Contextual understanding, which is examined at the end of the course through a written paper of 1 hour 30 minutes. The pupils study four areas of study for the listening section, these are:

The Western Classical Tradition 1650-1910

Popular Music

Traditional Music (folk music in traditional form or as arranged in a more popular style)

The Western Classical Tradition since 1910

Pupils must be able to listen attentively to unfamiliar music from all four areas of study to identify and accurately describe musical elements and use musical language (including staff notation). The pupils will also need to take on a more in-depth study of The Western Classical Tradition 1650- 1910 and one of the other three areas of study above. For the Western Classical Tradition 1650- 1910 there is a study piece. Currently this is Mozart's *Clarinet Concerto in A major*, K. 622, 3rd movement, Rondo. We choose option 4 alongside this, which is Western Classical Tradition since 1910 and the set work is Zoltán Kodály's *Battle and Defeat of Napoleon and Intermezzo* from Háy János. The pupils study these and then answer questions in the examination, showing that they can critically appraise the music using knowledge and understanding of:

- the effect of audience, time and place on how the study pieces were created, developed and performed
- how and why the music across the selected areas of study has changed over time.
- how the composer's purpose and intention for the study pieces is reflected in their use of musical elements

Component 2 will be performance. There is a range of options but our pupils normally perform a solo with accompaniment on an acoustic instrument/voice with a level of demand of Grade 5 and an ensemble piece at the same level of demand, which is often a duet with their instrumental/singing teacher. The combined duration of the two performances will need to be a minimum of four minutes and no longer than a maximum of seven minutes. The ensemble part of this programme must last at least one minute. The repertoire for both performances will therefore be carefully chosen and timed to produce an effective, contrasting programme and this will be taught in their individual music lessons.

Component 3 will be composition. This will be in two parts, composition to a set brief and free composition. The set briefs are broad and the free composition allows pupils to write in any style, which is a wonderful opportunity to explore a particular genre or style that may be of interest to them as an individual. The combined composition time has been set at a minimum of 3 minutes and a maximum of 4.5 minutes.

Assessment			
AQA GCSE			
Component 1	1h 30m written exam	Listening and Analysis	40%
Component 2	Performance	Solo and Ensemble Piece	30%
Component 3	Composition	Composition 1 Composition 2	30%



Religious Studies

Course

We follow the AQA (Spec A) Religious Studies Specification. This includes the study of Christian and Buddhist beliefs and practices for paper 1. Paper 2 explores themes of morality and philosophy. There is no coursework.

This curriculum aims to encourage pupils to be inspired, moved and changed by following a broad, satisfying and worthwhile study of religion and ethics. It is a critical approach that will challenge and equip them to lead constructive lives in the wider modern world.

Religious Studies helps pupils to reflect on and develop their own values, opinions and attitudes in light of their learning and enhance their spiritual and moral development, as well as contribute to their health and wellbeing.

It is very much an academic subject and develops important skills. These analytic and evaluation skills can be transferred to many other subjects and areas of personal enquiry. By its nature the subject explores what it means to be human and what it means to be happy.

Assessment		
AQA Specification A		
Paper 1	The Study of religions: beliefs, teachings and practices (Christianity and Buddhism)	50%
Paper 2	Thematic Studies <ul style="list-style-type: none"> • Religion and Life • Crime and Punishment • War and Peace • Philosophical arguments for and against God's Existence 	50%

Science

Course

All pupils at St Peter's will follow Edexcel's IGCSE specification for Science (Double Award). The separate areas of Biology, Chemistry and Physics are taught by specialist teachers in the relevant departments. The specifications encourage close co-operation between the three disciplines. Each department has its own scheme of work which extends the requirements of the specification in a direction which we believe stretches each pupil appropriately and thoroughly prepares pupils for further study of the sciences at A level. Practical work plays an important role in a scientific education and significant time will be devoted to this.

Key subject aims

- To impart a systematic body of scientific knowledge and facts, and an understanding of scientific concepts, principles, themes and patterns
- To further pupils' appreciation of the practical nature of science, developing experimental skills based on correct and safe laboratory techniques
- To develop an appreciation of the importance of accurate experimental work to scientific method and reporting
- To develop pupils' ability to form hypotheses and design experiments to test them
- To sustain and develop an enjoyment of, and interest in, the scientific world
- To foster an appreciation of the significance of science in wider personal, social, environmental, economic and technological contexts, with a consideration of ethical issues
- To enable pupils to select, organise and present information clearly and logically, using appropriate scientific terms and conventions
- To prepare pupils for more advanced courses in each of the three scientific disciplines that comprise this specification.

Assessment			
Edexcel iGCSE			
4SCO/1B	2h written paper	Biology Paper 1	33.3%
4SCO/1C	2h written paper	Chemistry Paper 1	33.3%
4SCO/1P	2h written paper	Physics Paper 1	33.3%

Additional Notes

The written papers are single tier papers meaning that pupils are not entered for a Higher or Lower tier. The marks from the three papers are then combined and the pupils are awarded a double grade, 9,9 to 1,1. Practical work is assessed within the three separate papers.

Careers

The Careers Department's Role

From the beginning of Third Form the Careers Department provides individually tailored support to pupils helping them prepare themselves for not only their educational life, but work beyond their time at St Peter's. This support takes the form of information and guidance about careers in general as well as specific advice and assistance relating to progression to Higher Education, a school leaver scheme, apprenticeship or employment.

Guidance is provided in a planned and coordinated manner throughout pupils' time at school – both through the PSHE programme and in combination with topics and activities organised to coincide with critical periods in pupils' academic careers when important decisions need to be made. Pupils are encouraged to develop their self-awareness, understanding and knowledge: not only their own abilities, skills and potential but also opportunities in education and employment to enable them to make informed choices. As much as possible, parents are involved in the process.

Decisions on subject choices and possible career options are never easy. Pupils need to recognise that their views can change as their understanding and knowledge of subjects, as well as specific careers, develop.

Specific support by academic year

Third Form

- Personal Profiles are used as a tool to track pupil aspirations and interests throughout their time at St Peter's.
- Pupils are given an introduction to the Careers Department and information on how to use and access resources.
Pupils are given training in the use of a Careers software programme, in the ICT Room.
Individual advice is provided on choice of GCSE subjects.
- A one day off-timetable Employability Skills Day.

Fourth Form

- All pupils undertake the Morrisby psychometric tests which give an indication of individual strengths, interests and abilities.
- A one day off-timetable course is held to develop team building and communication skills.

Fifth Form

- One-to-one interviews are held with pupils to discuss their Morrisby Reports as well as possible career options and subject choices for the sixth form.

- Each pupil is encouraged to identify work experience placements which may be relevant to any A level studies being considered alongside any future areas of interest for Higher Education, a school leaver scheme, apprenticeship or employment.
- A Careers Convention takes place when representatives from a range of professions are available to talk to pupils on a one-to-one basis.

Lower Sixth

- A Careers evening is held for parents and pupils providing advice on choosing courses and universities.
- One-to-one interviews are held with pupils to discuss the way forward after St. Peter's including Higher Education course and university options, as well as discussing alternative routes.
- Preliminary information is provided to pupils and parents on completing university applications and writing personal statements.
- Presentations are organised on a range of topics related to careers in general as well as Higher Education choices, as well as alternative routes, including feedback from recent past pupils and techniques and skills that will assist pupils in their choices and applications

Upper Sixth

- Individual guidance is given to pupils on completing applications to universities as well as alternative opportunities.
Coordination of the school's input and overall quality assurance is provided to the pupils' university applications.
- Tailored interview preparation is provided, including tips on techniques and mock interviews by external experts where appropriate.
Support and advice is provided to pupils as required on Results Day and beyond.

Further Support Available

- A comprehensive programme of activities and events at key transition stages. For instance: visits from outside visitors and speakers on a range of topics including specific careers, Higher Education choices and admissions processes; Careers Convention where representatives from a variety of professions are available to discuss career options in one focused forum; as well as external visits.
- One-to-one discussions and advice e.g. on personal options and choices; Morrisby Profiling (specialist psychometric tests which are taken at the end of Fourth Form) and one-to-one feedback sessions.
- Investigation into Post-18 opportunities: ultimately leading to individual guidance and quality assurance checks on higher education or alternative applications, including Personal Statements; mock interviews; post exam results advice and guidance.

- Specialist advice, for instance on specific courses, such as Medicine and Veterinary Medicine, and applications to Oxbridge and international universities.
- Guidance on the importance, and securing, of work experience placements for pupils. We encourage all pupils to undertake work experience at the end of Fifth Form, enabling them to acquire a vital range of skills which can be used as essential evidence for increasingly competitive university applications. We have an in-house co-ordinator who can arrange self or school-sought placements through NYBEP (Business and Education Partnership for York and North Yorkshire).
- A dedicated Careers Library with open access to a comprehensive, up-to-date range of careers information including:
 - books, journals;
 - pre-university career experience courses e.g. for Medicine and Law; University prospectuses;
 - guides to alternative routes;
 - information on Gap year opportunities;
 - computer software that enables pupils to examine their own strengths, interests, ambitions and career options;
 - internet access to web sites which can assist with career and Higher Education choices.

The school has been awarded the **Career Mark 6 Quality Award** for high quality Careers Education, Information, Advice and Guidance.

The school is a member of ISCO (Independent Schools Careers Organisation) and CRAC (The Careers Research and Advisory Centre).

PLEASE COMPLETE AND RETURN THIS FORM TO THE SCHOOL OFFICE BY

9:00am Thursday 22 February 2024

(Copies of this form are available on the School Website
www.stpetersyork.org.uk)

SURNAME _____

FORENAME _____

HOUSE _____

Your First Modern Language

Your THREE option subjects

1 _____

2 _____

3 _____

Remember:

You may choose 1 additional Modern Foreign Language giving a total of 2

You may choose Latin or Latin with Greek (Gratin) but not both

SIGNATURE OF PARENT OF GUARDIAN

Dates for the Diary

Wednesday 7 February 2024

Parents Evening to discuss GCSE options

Thursday 22 February 2024

Option choices to be returned to the School Office by 9am





St Peter's School
YORK

