



**St Mary's Catholic College
Wallasey**
A Voluntary Aided Academy

KS4 Course Guide 2019



Part of an **OUTSTANDING** Multi Academy Trust
(Holy Family Catholic MAT)



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WELCOME TO YEAR 10 & 11



This final phase of your compulsory school education is probably the most important and hopefully the most exciting part of your learning so far. The next two years will bring challenge and change, as well as increased responsibility and a wealth of opportunities as young adulthood beckons.

Expectations are high for our Key Stage 4 pupils at SMCC. We believe every pupil can achieve and succeed, whatever their ability. Good attendance and punctuality are crucial for success and are a basic expectation for all pupils. Pupils are really well supported and our outstanding pastoral system links very closely to the curriculum.

Subject Teachers report on your progress throughout the year and Form Tutors will meet regularly with you in P&A Time. You will find that advice and help is available from the whole range of Key Stage 4 pastoral and curriculum staff, not just tonight but right through until the end of Year 11.

Pupils are challenged at Key Stage 4 to organise and manage their study time. P&A Time is a key focal point in each day where you will have the opportunity to continue with coursework and other assignments. Assemblies and extra-curricular activities remain an important part of College life and we hope that pupils will manage to balance their work life with enjoyment, through participating in the many events which allow time for us to have fun and grow together as a community.

Rewarding pupils is very important to us. In each term in Key Stage 4 we will have Achievement Assemblies where we acknowledge and celebrate your hard work and encourage success.

We expect that ClassCharts positive points, which recognise good work and effort, will be awarded on a regular basis.

So there are lots of interesting times ahead! The first stage is to arrange the subjects you will be studying. Some of these you will get to choose and the details in this booklet will help with those decisions.

As you are probably aware, there are also some subjects which ALL pupils will study. Here at SMCC, these 'core' or compulsory subjects include English, Mathematics, Science, RE, Humanities, French or German and Core PE. However, in these and other subjects there are choices about which 'route' to take.

We have spent much time ensuring that the currency of the courses on offer accurately meets the needs of all pupils and prepares them for the competitive world they will be joining in the future. Current Government curriculum measures (Progress 8 and Attainment 8) require pupils to pursue a suite of specific subjects and combinations of these subjects are available for all our pupils.

Working in partnership with parents to support the learning of our pupils is something we value greatly here at SMCC – your help with this is much appreciated. Should you require any further information, please do not hesitate to contact us at the College.

Tom Quinn
Executive Head Teacher

Tony Boyle
Head Teacher

ART & DESIGN

Subject Choices

Head of Department: Miss R. Holman
Specification: EDUQAS

Qualification

GCSE in Art & Design (Art, Craft and Design)

Programme of study

The course is essentially concerned with the traditional media of painting, drawing, ceramic, textile, printing and mixed media exploration. However, in keeping with developments in contemporary art practice, you are encouraged to explore a range of media and experimental approaches including digital technology to facilitate an engagement with more 'cutting edge' methods of visual expression. This is likely to involve a study and exploration of more innovative conceptual approaches to visual communication common to the expanded field of art practice today. This will also incorporate an emphasis on the value of drawing to record the creative process, interpreted through a wide range of media.

Art is a qualification that develops transferable creative skills. All pupils will be encouraged to:

- apply a creative approach to problem solving
- communicate personal ideas through their work
- utilise relevant art media, materials and processes to develop and express those original ideas from initiation to realisation
- research, and analyse critically, art from their own and other cultures to assist with personal progression
- acquire a command of specialist artistic vocabulary and an insight into the value and significance of art in society

How is the course structured & assessed?

The course is made up of two units of work;

Unit 1: Portfolio of Work (60%); internally assessed and externally moderated.

Pupils must produce and submit for assessment a selection of work representative of their course of study.

This must contain work in at least two different mediums and include written annotation. **Unit 2:** Externally Set Task (40%); internally assessed and externally moderated.

Pupils produce their personal response to an exam board set task during a 10 hour supervised examination.

Assessment is based on four Assessment Objectives which are designed to measure pupils' progress in terms of their development of knowledge and understanding. All four are equally weighted and are as follows:

- developing ideas through investigation of art and culture
- refining ideas through experimenting with media and techniques
- recording ideas and observations
- presenting a personal response

What can these qualifications lead to?

Advances in new technologies have served to increase opportunities within the broad field of Art and Design. Creative young people with artistic flair and skills will always be in demand and there are many employment opportunities available.

Qualifications in GCSE and then A Level Art in our Sixth Form provide a stepping stone for pupils to access a multitude of creative courses in Higher Education. Art is also a subject from which pupils can obtain a great deal of personal satisfaction. No matter where pupils' career aspirations lie, Art remains a subject from which all pupils can derive an enriching life-long experience. The Art department welcomes anyone who enjoys the subject and wants to learn, irrespective of ability.

BUSINESS STUDIES

Subject Choices

Head of Department: Mr H Ledsham
Specification: Edexcel

Qualification

BTEC Level 1/2 Technical Award In Enterprise
This course is equivalent to one GCSE

Programme of study

If you are looking for a career in business and want to develop skills and understanding that are directly relevant to the business world, then this qualification is for you. The BTEC Technical Award in Enterprise has been designed to accredit a candidate's achievement in a modern and practical way. The course will help build the skills, knowledge and understanding of enterprises that are needed to continue studying and to start work. You will have the opportunity to explore what it means to set up and run an enterprise, as well as develop key skills and gain an insight into the sector. The skills and experience you will gain are vital to succeed in the business environment, thereby enhancing your employability within the business sector.

How is the course structured and assessed?

The qualification consists of three components that gives learners the opportunity to 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. Two of the units are internally assessed and externally moderated. One of the units is exam based and is externally assessed.

Component 1: Exploring Enterprises (Internally assessed worth 30%)

In this component, you will investigate the different types of enterprise and their ownership, looking at the characteristics of small and medium enterprises (SMEs) and entrepreneurs with reasons for levels of success. You will understand the importance of having a clear focus on the customer and the importance of meeting their needs whilst developing relevant skills in market research.

Component 2: Planning For and Pitching an Enterprise Activity (Internally assessed worth 30%)

In this component, you will have the opportunity to plan how best to set up the chosen enterprise and how to fund it. Learners will individually select an idea for a micro-enterprise activity to plan and pitch. They will individually pitch their business plan for their idea to an audience and then use feedback to review their plan and pitch using their knowledge of business, and demonstrating entrepreneurial characteristics, qualities and skills.

Component 3: Promotion and Finance for Enterprise (external assessment worth 40%)

In this component, you will explore the different promotional methods used by enterprises and the factors that influence how enterprises identify and target their market. Learners will explore financial documents and how to use them to monitor and improve the performance of an enterprise in order to make decisions and recommend strategies for success.

What can these qualifications lead to?

On successful completion of this course, you may wish to study the BTEC Level 3 in Business in Sixth Form. This is the equivalent to one A Level and will further develop and extend knowledge from previous units. Students will also have the opportunity to take on and study new topics within units. On successful completion of the BTEC Level 3 in Business, students are then eligible to apply to university to continue their studies or business related vocations.

CHILD DEVELOPMENT

Head of Department: Mrs J Gregson
Specification: Edexcel

Qualification

BTEC Level 2 Tech Award in Child Development
This course is equivalent to one GCSE.

Programme of study

This is a vocational qualification so, everything you learn about will be linked to working with children aged 0-5 years. You will learn about patterns of child development and how play can help children develop the skills relating to physical, intellectual, language, communication, emotional and social development. You will also learn about the role of the adult in promoting play, learning and development for the different age groups. This BTEC course will give you the background knowledge and understanding for a future working with children.

Component 1: Children's Growth and Development

This component explores patterns in growth and development and you will look at the expected development for children of different ages. You will look at different influences on development including hereditary factors, nutrition, hormones and emotional influences. You will explore the milestones that children are expected to meet at each age and will be looking at factors that can enhance or hold back this development.

Component 2: Learning through Play

When children play, it assists development in all of the key areas. In this unit, you will understand how play promotes children's development and learning. You will learn how play becomes more complex as children get older, and how play can be organised to promote learning and meet children's needs. In this unit, you will get the opportunity to demonstrate how we can support children's learning through play by designing your own play activities and discussing how these play opportunities promote development.

Component 3: Supporting Children to Play, Learn and Develop

Every child is special and unique and will develop skills and knowledge at different rates. Some children are affected by individual circumstances, which can have an impact on how they learn and develop compared with their peers. This component will develop your knowledge and understanding of the individual circumstances that can have an impact on a child's learning and development. You will learn about the physical, cognitive and intellectual, communication and language, social, and emotional circumstances that children may experience. You will also investigate the role of the adult in making sure that all children are safe when engaging in play activities. You will investigate how activities can be adapted to ensure that all children can join in with play for their learning and development.

How is the course structured?

The BTEC Tech Award in Child Development is run over two years and content is broken down into components. Each unit is worth a specific number of points and, to successfully complete the course, pupils must complete each unit to the required minimum standard.

How will my work be assessed?

Supporting Children to Play, Learn and Develop is externally assessed. This will be a written examination consisting of a two hour paper.

The other two units are assessed through coursework completion and this means that there is no final written examination for these units. Each of these units has a number of assignments to complete in order to fulfil the individual unit requirements

What can these qualifications lead to?

This course is ideal preparation for progression to more detailed study of Health & Social Care and Early Years, such as an A Level course or a BTEC National Qualification (Level 3) in our Sixth Form. Some pupils may complete the course and progress to an apprenticeship or training within the early years field.

Subject Choices

COMPUTER SCIENCE

Head of Department: Miss V Tatler
Specification: OCR

Qualification

GCSE in Computer Science

Programme of study

A GCSE in Computer Science will give you a fantastic opportunity to work with a variety of technologies and offers you choices such as games design or computing, making it engaging and enjoyable to study. The qualification has been designed to nurture digital literacy, and provide you with up-to-date skills, knowledge and understanding of the rapidly developing digital world around you. Computer Science encourages candidates to be inspired, moved and challenged by following a coherent, satisfying and worthwhile course of study.

How is the course structured and assessed?

To achieve this qualification, you will complete 2 units. Both units are assessed through externally set and marked written exams.

Unit 01: Computer Systems

This unit will cover a wide range of Computer Science theory. Topics studied include system architecture, memory, storage, network, security, software and ethical, legal, cultural and environmental concerns. This unit is externally assessed through a written exam which lasts for 1 hour and 30, minutes set and marked by OCR.

Unit 02: Computational thinking, Algorithms and Programming

This unit investigates algorithms and programming techniques. Topics studied include algorithm design, programming techniques, facilities of programming languages, computational thinking and logic and data representation.

This unit is externally assessed through a written exam which lasts for 1 hour and 30 minutes, set and marked by OCR.

What can these qualifications lead to?

A GCSE in Computer Science opens up an incredible world of opportunities for work both in the technology industries and in supporting roles within other industries. IT professionals not only need technical skills and knowledge but also other characteristics such as an ability to communicate clearly with colleagues at all levels; planning and project management skills; and excellent self-motivation, decision-making and problem-solving abilities. OCR's Computer Science GCSE opens doors to diverse career paths such as games design, digital forensics, and mobile application development and into many areas of further study.

Subject Choices

DESIGN & TECHNOLOGY

Subject Choices

Head of Department: Mr J Griffiths
Specification: AQA

Qualification

Design Technology GCSE

Programme of study

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 work creatively when designing, making and applying technical and practical expertise.

How is the course structured & assessed?

This is a two year course with content broken into two main assessments.

Externally assessed examination

Section A: Core technical principles (20 marks)

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

Section B: Specialist technical principles (30 marks)

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

Internally assessed controlled assessment

Section C: Designing and making principles (50 marks)

Practical application of:

- Core technical principles
- Specialist technical principles
- Designing and making principles

The controlled assessment

Non-exam assessment (NEA): 30–35 hours (100 marks)

Substantial design and make task

Assessment criteria:

Identifying and investigating design possibilities, producing a design brief and specification, generating design ideas, developing design ideas, realising design ideas, analysing & evaluating

What can these qualifications lead to?

Learners who achieve this qualification can progress onto further Level 3 qualifications and A Levels, such as Advanced GCE in Design Technology Product Design in our Sixth Form.

You will gain a broad understanding of the properties of materials and commercial practice in related industries. You will also develop practical skills which will enable you to produce practical outcomes manufactured from woods, metals and plastics. You will be expected to apply technical and practical expertise to ensure that a product meets a manufacturing specification and is suitable for its intended purpose.

Digital Information Technology (ICT)

Subject Choices

Head of Department: Miss V Tatler
Specification: Edexcel

Qualification

BTEC Level 2 Tech Award in Digital Information Technology

This course is equivalent to one GCSE.

Programme of study

The Technical Award gives students the opportunity to develop sector-specific knowledge and skills in a practical learning environment. Students will learn key skills that demonstrate an aptitude in digital information technology, such as project planning, designing and creating user interfaces, creating dashboards to present and interpret data. Students will also have the opportunity to develop attitudes that are considered to be the most important in digital information technology, including personal management and communication. There is a focus on the understanding of how different user interfaces meet user needs, how organisations collect and use data to make decisions, virtual workplaces, cyber security and legal and ethical issues.

How will my work be structured and assessed?

The BTEC Level 2 Tech Award in Digital Information Technology is comprised of three components.

Component 1: Exploring User Interface Design Principles and Project Planning Techniques

This unit gives students the opportunity to develop their understanding of what makes an effective user interface and how to effectively manage a project. They will use this understanding to plan, design and create a user interface.

This unit is internally assessed through an assignment brief supplied by Edexcel.

Component 2: Collecting, Presenting and Interpreting Data

This unit gives students an understanding of the characteristics of data and information and how they help organisations in decision making. They will use data manipulation methods to create a dashboard to present and draw conclusions from information.

This unit is internally assessed through an assignment brief supplied by Edexcel.

Component 3: Effective Digital Working Practices

This unit gives students the opportunity to explore how organisations use digital systems and the wider implications associated with their use. Topics studied include modern technologies, cyber security, the wider implications of digital systems and planning and communication in digital systems.

This unit is externally assessed through a written exam which last for 1 hour and 30 minutes set and marked by Edexcel.

On successful completion of a component, points are awarded depending upon the level of completion. At the end of the course, the points will be added from all units to make a combined total points score.

What can these qualifications lead to?

Students will develop a range of knowledge and skills, as outlined above, which will provide a strong basis for progression to further academic or vocational study of computing and IT-related courses at Level 3 in our Sixth Form, or an apprenticeship.

Students will also develop a range of transferable knowledge and skills which will be valuable in support of any Level 3 qualification, and later in the workplace.

This qualification requires pupils to apply their knowledge and skills to respond to an assignment brief, to work professionally, to carry out research and evaluate the outcomes and to use appropriate tools to produce digital solutions.

Pupils will use their English skills via the requirement for analytical writing, and they will apply mathematical skills in the development of the digital products and solutions.

ENGINEERING

Head of Department: Mr J Griffiths
Specification: Pearson Edexcel

Qualification

Level 2 BTEC Engineering Tech Award.
This course is equivalent to one GCSE.

Programme of study

This qualification is intended as an introduction to Engineering. The three-block structure, **explore, develop and apply**, has been developed to allow students to build on and embed their knowledge. This allows them to grow in confidence and then put into practice what they have learned.

How is the course structured & Assessed?

The course is made up of three components: two that are internally assessed and one that's externally assessed.

Component 1

Exploring Engineering Sectors and Design Applications. During Component 1, you will:

- explore the different sectors, products and interconnections within the industry;
- investigate what various engineering organisations and functions do, in addition to potential career paths;
- discover the engineering design and manufacture processes.
- 30% of total course.

Component 2

Investigating an Engineering Product. During Component 2, you will:

- learn why engineers choose certain materials and components to make products;
- investigate how products are made;
- identify best practice when it comes to safety and risk management;
- develop research, observation, recording, interpretation and measuring skills;
- put what you have learned into practice by safely planning, reproducing and testing an engineered product.
- 30% of total course.

Component 3

Aim: provide solutions to real-life problems by creating their own engineered product.

Assessment: externally assessed task, where you create an engineered product based on a brief.

Weighting: 40% of total course

Responding to an Engineering Brief. To achieve this aim, you will:

- build on what you have learned in Components 1 and 2;
- identify the problem, develop a hypothesis and investigate possible solutions;
- create a prototype that meets the brief;
- record, analyse and evaluate data and outcomes, and reflect on how the product meets the brief.

What can these qualifications lead to?

Students who achieve this Level 2 Tech Award in Engineering can progress onto further Level 3 qualifications and A Levels, such as Advanced GCE in Design Technology Product Design in our Sixth Form.

This qualification is designed for learners with an interest in engineering. It will provide you with experience of using different tools and materials to enable you to use these within further education or apprenticeships. It will give you a basic understanding of what engineering may involve.

Subject Choices

ENGLISH

Core Subject

Assistant Director of English: Mr M Davies
Specification: Eduqas WJEC

Qualifications

GCSE in English Language
GCSE in English Literature

Programme of study

English Language: Pupils will study skills in Reading and Writing, studying literary and non-literary texts from the 19th Century through to the 21st Century. They will be required to show that they can write for a variety of different audiences and purposes. Pupils will also be assessed orally through Speaking and Listening, exploring the features of Spoken Language. Pupils will be required to complete one formal presentation or speech.

English Literature: Pupils will study Shakespeare, pre-and-post 1914 prose and drama as well as a range of poetry from 1789 to the present day.

How is the course structured?

In Year 10, pupils will learn the key skills needed for their English Language and Literature examination. They will look at a range of 19th Century fiction and non-fiction texts and show that they can write with technical accuracy. They will practise creative writing as well as transactional writing. For Literature, pupils will read, study and respond to the set texts (Macbeth, An Inspector Calls, A Christmas Carol, Poetry Anthology (1789-present)).

In Year 11, pupils will continue to develop their GCSE English Language skills but they will also continue to study and revise their English Literature set texts.

How will my work be assessed?

There are two main ways that pupils' work is assessed:

- a) Externally** – Both courses are linear and pupils sit all external examinations in both GCSE English and GCSE English Literature at the end of Year 11.
- b) Internally** – English teachers feedback to pupils on their progress by marking homework, feeding back and offering supportive advice in preparation for mock and external examinations.

Staff also assess and mark Speaking and Listening performance – although an external moderator may visit to check that our standards are of the highest order.

What can these qualifications lead to?

A minimum of a standard pass (Grade 4) in GCSE English is important for all pupils leaving school hoping to embark on a career in the world of work or applying for a place in our Sixth Form. An English GCSE, together with a Maths GCSE, is a crucial qualification for pupils progressing beyond Year 11. In our Sixth Form, a Grade 5 and above in English and English Literature will enable you to apply to study A level in English Literature and A level English Combined.

GEOGRAPHY

Subject Choices

Head of Department: Miss J New
Specification: Eduqas

Qualification

GCSE in Geography

Programme of study

Geography develops students' knowledge and understanding of the world in which they live today. Topics are chosen from a range of physical and human options explored through relevant case studies in their own world and the fast changing world around them. Geography encourages students to ask questions about the world they live in, process ideas and evaluate key global issues. Geography students are given the opportunity to develop opinions, assess the reliability of evidence and communicate ideas and information in a variety of formats.

Students will have numerous opportunities to take part in extra - curricular activities within the subject, focusing on fieldwork and geographical skills. The department leads a number of field trips in to different localities. This permits students to carry out primary data collection and experience elements of core Geography in a real world setting.

How is the course structured?

Students will sit three examination papers at the end of Year 11. These are outlined below:

Component One: Changing Physical and Human Landscapes.

The topics for this paper are:

- Landscapes and Physical processes
- Rural-Urban Links
- Tectonic landscapes and Hazards

Component Two: Environmental and Developmental Issues.

The themes for this paper are:

- Weather, Climate and Ecosystems
- Development and Resource Issues
- Social Development Issues

Component Three: Applied Fieldwork Enquiry

Students will complete two pieces of fieldwork in contrasting areas to develop critical enquiry skills. Throughout all of the units, there will also be opportunities to develop their cartographical, statistical and graphical skills.

How will my work be assessed?

Component One: One exam (worth 35% of the qualification) available in one tier.

Component Two: One exam (worth 35% of the qualification) available in one tier.

Component Three: One exam (worth 30% of the qualification) available in one tier.

Pupils will also complete a decision making exercise. The justification for their chosen decision will be assessed through one 12 mark extended writing question.

Each exam will be 1 hour & 30 minutes.

What can these qualifications lead to?

Geography develops skills in literacy, numeracy, ICT, problem solving, teamwork and thinking skills.

Students can go on to study Geography at A Level in our Sixth Form and beyond that at degree level.

In addition, the subject equips students with important skills that are transferable in the ever changing and competitive workplace. Students develop the ability to think analytically, gather relevant information, evaluate facts and apply their own point of view. Future careers can include a wide range of sectors including scientific research, health care, social work, accountancy, retail, teaching, business and finance, journalism, marketing / sales and advertising, as well as town planning and the travel and tourism industry.

HEALTH & SOCIAL CARE

Subject Choices

Head of Department: Mrs J Gregson
Specification: Edexcel

Qualification

Level 2 BTEC Tech Award in Health and Social Care

This course is equivalent to one GCSE.

Programme of study

This is a vocational qualification so everything you learn about will be linked to real jobs and scenarios in health and social care. Throughout the course you will learn some of the main values that are used by care practitioners and how they are applied within Health, Social Care and Early Years settings. This BTEC course will give you background knowledge that you need to succeed and will help you develop the skills to work in the health and social care industry.

Component 1: Human Lifespan Development

This component will give you the opportunity to explore how individuals grow and develop throughout their lives and how to investigate the different factors that affect this growth and development for example illness, relationships and income. You will get the opportunity to explore the impact of expected life events, such as leaving school, marriage and having children, and unexpected life events such as illness, disease and accidents. You will look at the type of support available to help people manage the impact of these events.

Component 2: Health & Social Care Services and Values

In this component you will learn about the range of health and social care services available, any barriers that individuals may face when accessing these services and how these barriers may be overcome. Individuals accessing health and social care services are often vulnerable, for example children or people with physical disabilities. For this reason a set of values exists to support them. You will learn how to adopt caring behaviours and practise demonstrating care values, reviewing your own practice and improving on it. By doing this, you will develop skills that will be of use in all careers in the health and social care sector.

Component 3: Health and Wellbeing

This component looks at what we mean by 'Health and Wellbeing' and considers different factors that can have an impact on it. You will recognise indicators of poor health and how to interpret health and lifestyle data. You will also learn how to develop a health and wellbeing improvement plan, with short and long term targets and consider the obstacles that may prevent an individual following the plan and ways to overcome these obstacles.

How is the course structured?

The Level 2 BTEC Tech Award in Health and Social Care is broken down into three components. Each component is worth a specific number of points and to successfully complete the course, students must complete each unit to the required minimum standard and achieve the required number of points to achieve the qualification.

How will my work be assessed?

Component 1 & 2: are assessed through coursework completion and this means that there is no final written examination for these components. Each component has a number of assignments to complete in order to fulfil the individual unit requirements.

Component 3: is externally assessed. This will be a controlled exam lasting 2 hours.

What can these qualifications lead to?

This course is ideal preparation for progression to a more detailed study of Health & Social Care and Early Years, such as an 'A' Level course or a BTEC National qualification (Level 3) in our Sixth Form. Some students may complete the course and progress to an apprenticeship or training in a specialised area within the Health, Social Care or Early Years fields.

HISTORY

Subject Choices

Head of Department: Miss R Parry
Specification: Edexcel

Qualification
GCSE in History

Programme of study

History allows students to gain knowledge and understanding of the world in which they live today. Topics are chosen for their relevance to modern society and links to events taking place all around the world. History encourages students to think independently, to ask questions and make judgments. History students train their minds to assemble, organise and present facts and opinions.

Students will encounter a variety of teaching techniques from discussion and debate to group work and personal reflection. They will also see the subject brought to life through ICT and authentic footage. Students will have opportunities to take part in extra-curricular activities.

How is the course structured?

The GCSE History course is divided into four units that will all be assessed through three examinations at the end of year 11.

Paper 1: British Thematic Study with Historic Environment Medicine in Britain, c1250 – present

Medicine in medieval Britain, the Medical Renaissance in England, the extent of change in care and treatment c1800 – c1900. medicine in Modern Britain.

Historic Environment Study

The British sector of the Western Front: injuries, treatment and the trenches

Paper 2: British Depth Study and Period Study

British Depth Study – Anglo-Saxon and Norman England, c1066 - 88

The Battle of Hastings and the Norman conquest, William I in power: securing the kingdom, the feudal system, the Norman system of government.

Period Study – The American West, c1835 – c1895

The early settlement of the West, c1835 – c1862, development of the Plains, c1862 – c1876. ranching and the cattle industry, the destruction of the Plains Indians' way of life.

Paper 3: Modern Depth Study

The USA, 1954 – 75: conflict at home and abroad

The development of the civil rights movement, 1954 – 60, peaceful protests and their impact, Malcolm X and the Black Power movement, US involvement in the Vietnam War, reasons for the failure of the USA in Vietnam.

How will my work be assessed?

The three externally examined units will be sat at the end of Year 11. Paper 1 is worth 30% of the qualification through a written examination of 1 hour and 15 minutes. Paper 2 is worth 40% and is a written examination of 1 hour and 45 minutes. Finally, Paper 3 is worth 30% and is a written examination of 1 hour and 20 minutes.

These exams all require students to develop their extended writing skills, and in this respect History can be as challenging as English. As well as being assessed on specific historical knowledge, students will be expected to use their literacy skills to produce a high standard of written communication. Source analysis skills are essential and students will be taught to rigorously evaluate evidence to form a reasoned judgement.

What can these qualifications lead to?

Students have the opportunity to continue their studies in this subject at A Level in our Sixth Form and beyond that to degree level. History is a well-respected, academic subject. A good or better qualification in History is an excellent preparation for employment in Law, the Police, Journalism, management, accountancy, teaching and many others.

HOSPITALITY & CATERING

Subject Choices

Head of Department: Mr J Griffiths
Specification: WJEC

Qualification
BTEC Tech Award in Hospitality & Catering Level 2
This qualification is equivalent to one GCSE

Programme of study

This course is aimed at preparing students for Hospitality, Catering and Food Science and Nutrition courses at Level 3 and beyond. This course will develop the skills and knowledge required to prepare students for a career in the catering and hospitality sectors, including all businesses that provide food, beverages, and/or accommodation services. This includes restaurants, hotels, pubs and bars. It also includes airlines, tourist attractions, hospitals and sports venues: businesses where hospitality and catering is not their primary service but is increasingly important to their success.

How is the course structured & assessed?

The Level 2 Certificate in Hospitality & Catering a two year course with content broken down into units; this course is made up of two units of work.

Unit 1: is a task which is a 90 minute online external examination focusing on the Hospitality and Catering Industry. This examination contains short and extended answer questions based around applied situations. Pupils will be required to use stimulus material presented in different formats to respond to questions.

Unit 2: is an assignment based on Hospitality and Catering in Action. Within this assignment tasks will be completed to PASS, MERIT or DISTINCTION level; this work will be set and marked internally. Pupils apply their learning to safely prepare, cook and present nutritional dishes. They will draw on their learning of different types of provision, kitchen and front of house operations in Unit 1, as well as personal safety in their preparations. This task involves 6 hours under supervised conditions which will be set and moderated by the exam board.

What can these qualifications lead to?

The WJEC Level 2 Certificate in Hospitality & Catering can be combined with a variety of other subjects to suit the needs of the student. Popular course combinations include Business Studies, Chemistry, Health & Social Care and Physical Education. It is widely accepted by universities if continued to Level 3.

The hospitality and catering industries are major employers in the UK, both highly competitive and challenging sectors offering a wealth of employment opportunities.

MATHEMATICS

Core Subject

Head of Department: Miss E Daniels
Specification: Edexcel

Qualification
GCSE in Mathematics

Programme of study

We use mathematics to explain and understand the world we live in and to make predictions about what will happen in the future. Mathematics is a problem-solving tool that allows us to develop an understanding of all things in the world in which we live.

Pupils will continue to build on the skills learnt at Key Stage 3, covering number, algebra, shape and space and handling data in more detail.

Pupils will learn new skills and techniques in these areas, and then apply them in practical situations to see how mathematics solves real life problems. There is now a much greater emphasis in the assessment of mathematics in its use in real life scenarios.

How is the course structured?

We follow a five-year plan to provide full coverage of the curriculum to ensure the best possible progress is made. All students will be entered for their Mathematics GCSE at the end of Year 11, as we follow a linear specification.

How will my work be assessed?

There are two main ways that pupils' work is assessed:

a) Internally – Mathematics teachers feed back to pupils on their progress by marking homework, mock assessments and offering supportive advice in preparation for examinations. Sets contain small numbers to facilitate targeted support in key areas. This support will help pupils to achieve their target grade in mathematics.

b) Externally – pupils will sit a full GCSE examination at the end of Year 11. There are three 1 hour 30 minutes assessments, all carrying equal weighting. Paper 1 will be a non-calculator exam.

Papers 2 & 3 will require a scientific calculator.

Pupils will be entered at either Higher or Foundation Tier in line with the new grading system: Higher Tier (9, 8, 7, 6, 5, 4) or Foundation Tier (5, 4, 3, 2, 1) based on their performance and teacher assessment.

What can these qualifications lead to?

The GCSE grading system has set a 'standard pass' at a grade 4 and 'strong pass' at a grade 5. A Mathematics GCSE, along with an English GCSE, is a crucial qualification for pupils' progression after Year 11. Pupils who are successful at the Higher tier grades are generally encouraged to consider taking Mathematics at A Level in the Sixth Form.

MFL - FRENCH

Subject Choices

Head of Department: Mrs M Hoey
Specification: AQA

Qualification
GCSE in French

Programme of study

In GCSE French, you will learn to use four main aspects of essential skills for communication in French (and, indeed, in any language): Listening, Speaking, Reading and Writing. There will be an emphasis on understanding of grammar here, too. During the course, you will cover topics within the following themes:

Identity and Culture

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

Local, national, international and global areas of interest

- Home, town, neighbourhood and region
- Social issues
- Global issues
- Travel and tourism
- My studies
- Life at school/college
- Education post-16
- Jobs, career choices and ambitions

How is the course structured?

The four skill areas of Listening, Speaking, Reading and Writing are each worth 25% and are examined at the end of Year 11. Lessons will focus on each of these skill areas, building your vocabulary base and deepening your understanding and application of grammar. It will build on the skills and grammar you have learned during Key Stage 3 and develop more complex and sophisticated language.

How will my work be assessed?

In your French GCSE all four areas of Listening, Speaking, Reading and Writing will be assessed by separate examinations at the end of Year 11 at either foundation or higher tier.

The Listening and Reading units will require you to respond to spoken or written French demonstrating that you can understand and identify key information. In the Reading unit you will also be required to translate from English into French. The Speaking unit consists of a role play, picture based discussion and general conversation lasting from 7 to 12 minutes and will be conducted by your teacher. For the Writing unit you will answer a series of questions requiring you to demonstrate your ability to structure a response using appropriate vocabulary and a range of tenses. You will also be required to translate from French into English.

What can these qualifications lead to?

A GCSE in French is extremely useful for a variety of jobs, not just teaching or translating; for example, you might use these skills in careers such as tourism, web design, medicine, engineering or ICT. If you are thinking you would like a career in any of these fields, or you just want to keep your options open for the future, a GCSE in a language may be just what you need! GCSE French will also count towards the English Baccalaureate. Some of the top universities require a GCSE qualification in Modern Foreign Language as an entry requirement. If you decide to continue your language learning to university level, you will be given the opportunity to spend time in France or a French speaking country. A qualification in a language will always look good on your CV whether you use the language in the course of your work or not, as it tells potential employers and colleges that you can use the four essential skills for communication.

MFL - GERMAN

Head of Department: Mrs M Hoey
Specification: AQA

Qualification
GCSE in German

Programme of study

In GCSE German, you will learn to use four main aspects of essential skills for communication in German (and, indeed, in any language): Listening, Speaking, Reading and Writing. There will be an emphasis on the understanding of grammar here, too. During the course, you will cover topics within the following themes:

Identity and Culture

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

Local, national, international and global areas of interest

- Home, town, neighbourhood and region
- Social issues
- Global issues
- Travel and tourism
- My studies
- Life at school/college
- Education post-16
- Jobs, career choices and ambitions

How is the course structured?

The four skill areas of Listening, Speaking, Reading and Writing are each worth 25% and are examined at the end of Year 11. Lessons will focus on each of these skill areas, building your vocabulary base and deepening your understanding and application of grammar. It will build on the skills and grammar you have learned during Key Stage 3 and develop more complex and sophisticated language.

How will my work be assessed?

In your German GCSE all four areas of Listening, Speaking, Reading and Writing will be assessed by separate examinations at the end of Year 11 at either foundation or higher tier. The Listening and Reading units will require you to respond to spoken or written German demonstrating that you can understand and identify key information. In the Reading unit you will also be required to translate from English into German. The Speaking unit consists of a role play, picture based discussion and general conversation lasting from 7 to 12 minutes and will be conducted by your teacher.

For the Writing unit you will answer a series of questions requiring you to demonstrate your ability to structure a response using appropriate vocabulary and a range of tenses. You will also be required to translate from German into English.

What can these qualifications lead to?

A GCSE in German is extremely useful for a variety of jobs, not just teaching or translating; for example, you might use these skills in careers such as tourism, web design, medicine, engineering or ICT. If you are thinking you would like a career in any of these fields, or you just want to keep your options open for the future, a GCSE in a language may be just what you need! GCSE German will also count towards the English Baccalaureate. Some of the top universities require a GCSE qualification in a Modern Foreign Language as an entry requirement. If you decide to continue your language learning to university level, you will be given the opportunity to spend time in Germany or a German speaking country. A qualification in a language will always look good on your CV whether you use the language in the course of your work or not, as it tells potential employers and colleges that you can use the four essential skills for communication.

Subject Choices

MUSIC

Head of Department: Mr A Chew
Specification: Edexcel

Qualification
BTEC Level 2 First Award in Music
This course is equivalent to one GCSE

Programme of study

Throughout this course, pupils will learn about how music and music technology are used today in the professional world of recording studios, live concerts and live theatre performances. Pupils will choose from a pathway of performance-based work or technology-based work developing the skills required to support a live production, including sound, lighting, staging and costumes.

How is the course structured?

The BTEC Level 2 First Award in Music is broken down into units. Each unit is worth a specific number of points and, to successfully complete the course, pupils must complete each unit to the required minimum standard. Each unit is worth 25% of the overall grading level.

Unit 1: The Music Industry (Mandatory Core Unit)

This unit focuses on learning about the music industry.

Unit 2: Managing a Music Product (Mandatory Core Unit)

In this unit, pupils will create a CD and will take on a specific performing or production role.

Two specialist units must also be completed:

Unit 4: Introducing Music Composition

In this unit, pupils will look at the ways in which professional composers operate, creating a range of ideas, developing them and producing a full-length composition.

Unit 5: Introducing Music Performance

This unit focuses on the ways in which professional musicians prepare for auditions, along with the ways in which they can develop themselves as performers through a rehearsal routine. Pupils will be expected to perform pieces in ensemble, as well as producing solo performances.

How will my work be assessed?

Unit 1: The Music Industry unit is assessed externally. This assessment takes the form of a controlled assessment and is a 1 hour written paper.

The other three units are assessed through coursework completion. Within assignments, tasks will be completed to PASS, MERIT or DISTINCTION level. Each individual assignment must be completed to the minimum required standard in order to pass the whole unit. All assignment tasks are coursework and contribute to the completion of the course.

On successful completion of a unit, points are awarded depending upon the level of completion and the size of the unit. At the end of the course, the points will be added from all four units to make a combined total points score.

What can these qualifications lead to?

This course prepares pupils for study in our Sixth Form. Pupils may then go on to study the subject at university or specialist colleges, or perhaps go on to work in the entertainment industry. The course will also be a good choice for those who just wish to develop their confidence through performing or creating Music.

Subject Choices

PERFORMING ARTS (ACTING)

Subject Choices

Head of Department: Miss C McCallion
Specification: Edexcel

Qualification

BTEC Level 2 Tech Award in Performing Arts (Acting)
This course is equivalent to one GCSE

Programme of study

Throughout the course, pupils will become a member of a theatre company, devising and rehearsing performance material for a live audience. The course is a vocational course and as such it is designed to develop knowledge and understanding of the Performing Arts sector by applying skills during performance. Pupils will study the following three components over a period of two years:

Component 1: Exploring the Performing Arts

This component is designed to give an overview of what it is like to work in the performing arts industry. Pupils will explore performance styles, creative intentions and purpose. They will also investigate how practitioners create and influence what is performed. They will discover performance roles, skills, techniques and processes.

Component 2: Develop Skills and Techniques in the Performing Arts

In this component pupils will take part in workshops and rehearsals of existing work, and reflect on the whole process and explore where their talents lie.

Component 3: Performing to a Brief

Pupils will respond to the provided brief, using previous knowledge to develop performance material. This component is designed to draw upon the knowledge acquired in Components 1 and 2 and as such should showcase skills. Pupils will develop and perform a piece of theatre to a selected audience and will be required to reflect on the work created. This unit is set and assessed by the exam board.

How is the course structured?

The BTEC Level 2 Tech Award in Performing Arts (Acting) is run over two years and the content is broken down into three components. Points are awarded for each component based upon the final grade obtained for each one. Pupils must complete all three components in order to achieve the required amount of points.

Component 1: Internally assessed unit. 30% of the total course grade.

Component 2: Internally assessed unit. 30% of the total course grade.

Component 3: Externally set task. 40% of the total course grade.

How will my work be assessed?

All components are assessed through the production of a live performance and written portfolio work.

All work completed for Component 3 will be set by the exam board in the form of a pre-released brief and externally assessed. Work completed for Components 1 and 2 will be marked and assessed internally and covers the full range of activities, including the performance and supporting written portfolio work.

What can these qualifications lead to?

This course prepares pupils for Further and Higher Education and employment. It may lead to pupils studying Performing Arts in Sixth Form at SMCC. Pupils may also go on to study the subject at university or specialist colleges, or perhaps go on to work in the entertainment industry. The course is also a good choice for those who wish to develop their confidence through Performing Arts or have a passion for performing.

PERFORMING ARTS (DANCE)

Subject Choices

Head of Department: Mrs C Hickey
Specification: Edexcel

Qualification

BTEC Level 2 Tech Award in Performing Arts (Dance).

Programme of study

Throughout this course, pupils will explore different dance genres, practitioners and professional dance works. Pupils will be expected to choreograph, rehearse and perform for a live audience. This is a vocational course and is designed to develop knowledge and understanding of the Performing Arts.

Pupils will follow three components over a period of two year:

Component 1: Exploring the Performing Arts

This component is designed to give a synopsis of what it's like to be a professional dancer in the Performing Arts industry. Pupils will explore performance styles, creative intentions and purpose. Pupils will discover performance roles, skills, techniques and processes. The work will culminate in a final performance, with a written log to support all practical work.

Component 2: Developing Skills and Techniques in the Performing Arts.

In this component pupils will develop skills and techniques in the chosen discipline of dance. Over the course of the two years pupils will take part in workshops, classes and rehearsals, gain physical, interpretative, and rehearsal skills and apply these in the performance work. Pupils will be asked to reflect on progress, performance and how dance work can be improved.

Component 3: Performing to a Brief

In this component the pupils' work is set and assessed by the examination board. Pupils will build on previous knowledge and understanding to develop the performance material. This component is designed to draw upon the information acquired in components 1 and 2, based on the skills and techniques in the Performing Arts.

St Mary's Dancers will get the opportunity to perform at the Floral Pavilion, featuring in the chorus and main cast of school productions. Competitions, performances in local schools and residential experiences abroad and at home are all part of the annual dance programme and students are encouraged to visit theatres to see professional dance.

How is the course structured?

The BTEC Level 2 Tech Award in Performing Arts (Dance) is run over two years and the content is broken down into three components. Points are awarded for each component based upon the final grade obtained for each one. Pupils must complete all three components in order to achieve the required amount of points.

Component 1: Internally assessed unit. 30% of the total course grade.

Component 2: Internally assessed unit. 30% of the total course grade.

Component 3: Externally set task. 40% of the total course grade.

How will my work be assessed?

All components are assessed through the production of a live performance and written portfolio work.

Component 3 will be set by the examination board in the form of a pre-released brief and externally assessed. Work completed for components 1 and 2 will be marked and assessed internally and covers the full range of activities, including the performance and supporting written portfolio work.

What can these qualifications lead to?

After completing the BTEC Level 2 course, can continue to study Level 3 BTEC in Performing Arts: Dance in Sixth Form at SMCC. This course prepares pupils for further and Higher Education, either through studying at degree level, leading to either a career in the Performing Arts or starting employment in their chosen field. This course is also a good choice to develop confidence.

PHYSICAL EDUCATION (CORE)

Core Subject

Director of PE: Mr B Nunnery

Qualifications

The leadership courses we currently offer are:

- Sports Leaders – Multi activity
- Sports Leaders– Football
- Dance Leaders

Programme of study

All pupils will follow a leadership course. The courses aim to allow pupils to develop confidence, communication and organisational skills. Pupils will have extensive opportunities to develop these skills and will work with younger pupils, including primary pupils, to plan and lead sessions and activities. Many of the sports leaders organise and run extra-curricular activity clubs in the local primary schools as part of their assessment.

How is the course structured?

As a compulsory subject, all pupils will continue with PE throughout Years 10 and 11.

The PE programme of study at Years 10 and 11 allows pupils to select activities from various options, giving them the opportunity to try out new activities and take on various roles. Pupil progress will continue to be monitored within lessons and in a variety of roles (the performer, the official and through analysis work) as in Years 7 - 9. Leadership is a strong strand within all core PE lessons and pupils will continue to be encouraged to lead various aspects of lessons through guided tasks.

Pupils will opt for the Leadership course they would like to follow. The delivery of this course will take place during core PE lessons. Pupils will follow a variety of units, focusing on developing specific skills and qualities needed to be a good sports leader. Pupils will then work in small groups to plan activity sessions and lead these with primary school pupils.

How will my work be assessed?

All pupils will continue to be awarded an ATL grade according to their attitude to learning within lessons, which will be reported throughout the year. Pupil progress will be monitored within the specific activity areas, taking into account pupil performance in all roles and will not just be based upon practical ability. This information will be discussed with pupils during review weeks within the learning programme.

PHYSICAL EDUCATION

Subject Choices

Director of PE: Mr B Nunnery

Specification: Edexcel

Qualification

Edexcel BTEC Level 1/Level 2 First Award in Sport.

This course is equivalent to one GCSE.

Programme of study

Unit 1: Health and Fitness for Sport and Exercise (Mandatory Core Unit)

This unit will give pupils the opportunity to explore the essential fitness requirements and training methods used to achieve successful sports performance. Pupils will explore a variety of training methods and investigate their personal fitness levels by participating in a series of fitness tests.

Unit 2: Practical Sports Performance (Mandatory Core Unit)

Pupils will have the opportunity to follow a variety of sporting activities throughout the course. The aim of this unit is for pupils to develop knowledge of the rules, skills and techniques for various sports through practical application. Pupils will also develop in the role of coach and official within these activities. Opportunities will allow pupils to participate in analysis of performance work.

Unit 5: Fitness for Training (Optional Specialist Unit)

The aim of the unit is to design a Personal Training Programme that will be carried out over a 6 week period.

The pupils will do this by identifying their areas of weakness in a particular sport and creating a programme that will help them to improve these areas. Students will also identify possible barriers to their training programme and be able to suggest recommendations as to how to overcome these. Once the students have completed their training programme they will then review it and explain the strengths and areas for improvement.

Unit 6: Leading Sports Activities (Optional Specialist Unit)

Pupils will develop knowledge of the skills, qualities and responsibilities of an effective sports leader. Pupils will have the opportunity to work with primary pupils and younger pupils at SMCC in order to plan and lead sports activities and events. The aim of this unit is to give learners an opportunity to inspire, motivate and improve the performance of a selected target group through the delivery of a sports activity and event.

How is the course structured?

The BTEC Level 1/Level 2 First Award in Sport is run over two years and content is broken down into units. Each unit is worth a specific amount of points and to successfully complete the course, pupils must complete each unit to the required minimum standard. Pupils must complete the selected four units in order to achieve the required amount of points.

Each unit contributes to 25% of the overall grading level.

How will my work be assessed?

Unit 1, Health and Fitness for Sport and Exercise, is assessed externally. This takes the form of a controlled assessment and is an online screen test. Pupils will be tested on their knowledge of content from the unit. The assessment is marked out of 50 and on completion pupils will be awarded the relevant PASS, MERIT or DISTINCTION level.

The three other units are assessed through coursework completion and this means that there is no final written examination for these units. Each unit has a number of assignments to complete in order to fulfil the individual unit requirements. Within assignments, tasks will be completed to PASS, MERIT or DISTINCTION level. Each individual assignment must be completed to the minimum required standard in order to pass the whole unit. All assignment tasks are coursework and contribute to the completion of the course.

What can these qualifications lead to?

Following a BTEC programme is an exciting way to study. It gives you the opportunity to develop the knowledge, skills and understanding that you will need in the world of work and university. BTEC courses put you more in charge of your own learning and allow extensive opportunities to develop the ability to work with independence. 75% of the course is assessed through coursework assignments and 25% of the course is assessed through an online controlled assessment. Each assignment will have a deadline, so you will need to be organised and have a mature attitude towards independent learning.

RELIGIOUS EDUCATION

Core Subject

Head of Department: Mrs M Wilson
Specification: Eduqas/WJEC

Qualification

GCSE in Religious Studies

Programme of study

The Religious Studies GCSE will develop pupils knowledge and understanding of religious beliefs, teachings and practices. They will focus on Catholic beliefs but also compare them to non-religious beliefs such as humanism and atheism. Pupils will develop the skills to construct a well informed and balanced argument including their own beliefs and questions. Pupils will be given the opportunity to reflect on their own values and how they can contribute to the local and global community.

How is the course structured and assessed?

The course consists of three externally examined units.

Pupils will be examined on the course at the end of Year 11. Papers 1 and 2 are both 1 hour 30 minutes and worth 90 marks each. Paper 3 is 1 hour and is worth 60 marks.

Paper 1: Foundational Catholic Theology – 37.5% of overall mark

Origins and Meaning: Pupils will study the different creation accounts and evaluate their importance. They will analyse different forms of art work showing God's creation and understand how Religion and Science can work together.

Good and Evil: Pupils will debate the problem of evil and suffering in the world alongside the existence of God. They will evaluate different philosophical responses and form their own views.

Paper 2: Applied Catholic Theology– 37.5% of overall mark

Life and Death: Pupils will study the Catholic Beliefs on life and death and how these beliefs impact on society. They will link their own beliefs to Bible teachings, modern day art work and moral issues.

Sin and Forgiveness: Pupils will study the difference between crime and sin and the different forms of punishment in the legal system. They will evaluate the importance of forgiveness and redemption for Catholics.

Paper 3: Judaism - 25% of overall mark

Pupils will study Judaism with a focus on the nature of God, worship and practices, and daily life

What can these qualifications lead to?

A GCSE in Religious Studies demonstrates the ability to think critically and to be able to evaluate arguments and other differing opinions, in addition to developing respect, understanding and knowledge of the world in which we live. It leads on well to our Sixth Form A Level Philosophy and Ethics course. It is regarded by employers, colleges and universities as a subject with academic rigour and high-order critical thinking skills. Traditionally it has led to careers in education, law, media, and social work.

SCIENCE COMBINED

Core Subject

Director of Science: Mr B Bowden-Graham
Specification: AQA

Qualifications

Two GCSEs in Combined Science

Programme of study

Combined Science is studied as part of the Core Curriculum and as such is a compulsory subject.

Pupils will study Biology, Chemistry and Physics. They will learn about topics including human biology and evolution, where raw materials come from and about the universe. There is great emphasis on learning to become responsible citizens, looking after our planet and understanding the implications of being wasteful with our resources. Pupils will spend time investigating issues relating to the topics in a practical way, where appropriate.

How is the course structured & assessed?

Pupils will sit all their examinations in the June examination series at the end of Year 11.

Pupils will sit six examinations at the end of Year 11. Each examination contributes 16.7% of the final GCSE grades for Combined Science.

There will be:

- two Biology papers
- two Chemistry papers
- two Physics papers

Unlike the previous GCSE science courses, there will be no Individual Skills Assignments (ISA – controlled assessment). Thus, pupils will complete practical assignments throughout the course and their understanding and application of these practicals will be assessed within the final GCSE examinations.

What can these qualifications lead to?

GCSEs in Combined Science naturally lead to AS/A2 in Biology, Chemistry and/or Physics in our Sixth Form. These qualifications can then lead to a variety of science-based degrees at university. Pupils can also progress to the Applied Science BTEC Level 3 course in our Sixth Form which is appropriate for pupils wishing to pursue a career in nursing, engineering, paramedics, forensics or other science-based apprenticeships

Aspire
not to
have **more**
but to **be**
more...

Archbishop Romero

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