



**St Mary's**  
**Catholic College**



# **Year 10 Parents'** **Information Guide** **2021**

# SENIOR

<b>3</b>	What is my child currently studying...
<b>4</b>	Art & Design
<b>5</b>	Business Studies
<b>6</b>	Child Development
<b>7</b>	Computer Science
<b>8</b>	Digital Information Technology (ICT)
<b>9</b>	Design & Technology
<b>10</b>	Engineering
<b>11</b>	English
<b>12</b>	French
<b>13</b>	Geography
<b>14</b>	Health & Social Care
<b>15</b>	History
<b>16</b>	Hospitality & Catering
<b>17</b>	Mathematics
<b>18</b>	Music
<b>19</b>	Performing Arts - Acting
<b>20</b>	Performing Arts - Dance
<b>21</b>	Physical Education
<b>22</b>	Religious Education
<b>23</b>	Science - Combined
<b>24</b>	Science Triple - Biology, Chemistry, Physics
<b>25</b>	Sport Studies

**What is my  
child  
currently  
studying and  
how can I  
help them?**

# Art & Design

<b>Head of Department:</b>	Miss R Holman
<b>Specification:</b>	EDUQAS
<b>Qualification:</b>	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 students 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.

Students 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.

Students 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 students' 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

## How can students access support?

- To support your son/daughter at home you could proofread checklist against their portfolio/sketchbook, discuss what they have been learning in class and check they are completing homework set.
- Students can attend after school sessions on Monday and Thursday night in Art 1 & Art 2 3-4PM, The department will have an open door policy in lunch. This is available for students to get help from teachers or to complete a unit of coursework they are currently working on.
- Resources will be posted on google classroom on a regular basis and students can access this from home to again complete coursework or help support the current theory topic, The checklist for the main coursework project and any support documents are posted to support each task on the list..
- Practical support will be provided when the relevant units are completed.
- <https://www.bbc.co.uk/bitesize/subjects/z6hs34j> and <https://www.studentartguide.com> are amazing websites to get ideas or support documents from.

# Business Studies

<b>Head of Department:</b>	Mr H Ledsham
<b>Specification:</b>	Edexcel
<b>Qualification:</b>	BTEC Level 2 Technical Award in Enterprise

## 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 & 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.

## How can students access support?

- <https://qualifications.pearson.com/en/home>.
- All classwork, homework and coursework elements are set on Google Classroom
- Login is via Google Classroom using the students school login
- Business support is available Wednesday after school with Mr Ledsham.



# Child Development

<b>Head of Department:</b>	Mrs L Egerton
<b>Specification:</b>	Edexcel
<b>Qualification:</b>	BTEC Level 2 First Award in Children's Play, Learning and Development

## 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.

### Unit 1: Patterns of Child Development

This unit aims to develop your knowledge and understanding of child development. You will learn about five different areas of development – physical, cognitive, communication and language, emotional and social – and how these areas are linked. As part of your course, you will learn about the expected patterns of development, and if you choose to work with children this will help you plan activities and understand why children are doing certain things.

### Unit 2: Promoting Children's Development through Play

In this unit you will look at how early years settings use play to promote children's learning and development at different ages and stages, including babies, and the types of play opportunities that early years settings usually provide. You will find that play can be structured in broadly three ways: adult-led, adult-initiated and child initiated play. Each way has its benefits, but also potential disadvantages, and early years settings use a combination of these structures to support children's play.

### Unit 3: The Principles of Early Years Practice

In this unit you will look at some of the key principles that are reflected in best practice in early years. You will learn about inclusive practice as a way of valuing children and ensuring that they can benefit from the opportunities within the setting. You will also explore how children are empowered to ensure that children learn to become independent and develop a strong self-image, as well as ways in which this is put into practice.

## How is the course structured?

The BTEC First 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, students must complete each unit to the required minimum standard.

## How will my work be assessed?

Unit 1: Patterns of Child Development is externally assessed. This will be a written examination consisting of a one hour paper. You will take this in Year 11.

Unit 2 and 3 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.

## How can students access support?

- Google Classroom Support includes set tasks and support documents to help students complete coursework and revise.
- Website - <https://www.channel4.com/programmes/the-secret-life-of-4-and-5-year-olds>
- Every Monday and Thursday 3-4pm in VO1 we run a coursework catchup session / revision session, to support students with the current component they are working on.

# Computer Science

<b>Head of Department:</b>	Mrs V Dougherty
<b>Specification:</b>	Edexcel
<b>Qualification:</b>	GCSE in Computer Science

## Programme of study

GCSE Computer Science enables students to understand and apply the fundamental principles and concepts, including abstraction, decomposition, logic, algorithms, and data representation. Students will learn how to analyse problems in computational terms through practical experience of solving such problems, including designing, writing and debugging programs. Being able to think creatively, innovatively, analytically, logically and critically are really important in Computer Science, these skills will be developed throughout the course. Opportunities to understand the components that make up digital systems and how they communicate with one another and with other systems, the impact of digital technology on wider society, including issues of privacy and cybersecurity will also be studies.

There is an emphasis on the ability of students to apply mathematical skills relevant to computer science.

## How is the course structured & assessed?

Students will sit two exam papers at the end of Year 11.

### Paper 1 – Principles of Computer Science

Written exam: 1 hour and 30 minutes, 50% of qualification, 75 marks

- Topic 1: Computational thinking – understanding of what algorithms are, what they are used for and how they work; ability to follow, amend and write algorithms; ability to construct truth tables.
- Topic 2: Data – understanding of binary, data representation, data storage and compression.
- Topic 3: Computers – understanding of hardware and software components of computer systems and characteristics of programming languages.
- Topic 4: Networks – understanding of computer networks and network security.
- Topic 5: Issues and impact – awareness of emerging trends in computing technologies, and the impact of computing on individuals, society and the environment, including ethical, legal and ownership issues.

### Paper 2 – Application of Computational Thinking

Onscreen exam – 2 hours, 50% of the qualification, 75 marks

- Topic 6: Problem solving with programming.
- understanding what algorithms are, what they are used for and how they work in relation to creating programs
- understanding how to decompose and analyse problems
- ability to read, write, refine and evaluate programs

## How can students access support?

- All classwork and homework are set on Google Classroom. These are accessible on any device that is connected to the Internet. There is a dedicated section in the classroom that students can use to send their teacher a direct question if they need help or support outside of their timetabled lessons.
- For any gaps in theoretical knowledge we will use a combination of teacher resources on Google Classroom and a dedicated revision website, <https://student.craigndave.org/gcse-edexcel-videos>.
- Departmental staff are available to support students during break and lunch each day, as well as after school on a Thursday.

# Digital Information Technology

<b>Head of Department:</b>	Mrs V Dougherty
<b>Specification:</b>	Edexcel
<b>Qualification:</b>	BTEC Level 2 Tech Award in Digital Information Technology

## 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 is the course structured & 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 worth 30% and 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 worth 30% and 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, planning and communication in digital systems.

This unit is worth 40% and 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.

## How can students access support?

- Students are completing their final coursework unit this year using Microsoft Excel or Google Sheets. There will be lots of real world practice tasks that you could look through together on Google Classroom, talking about how your child has automated processes and made calculations.
- All classwork and homework are set on Google Classroom. These are accessible on any device that is connected to the Internet. There is a dedicated section in the classroom that students can use to send their teacher a direct question if they need help or support outside of their timetabled lessons.
- For any gaps in theoretical knowledge we will use a combination of teacher resources on Google Classroom and a dedicated revision website, [www.knowitallninja.com/](http://www.knowitallninja.com/).
- Students' school email address, and password are used to access both Google Classroom and Know It All Ninja.
- Departmental staff are available to support students during break and lunch each day, as well as after school on a Thursday.



# Design & Technology

<b>Head of Department:</b>	Mr J Griffiths
<b>Specification:</b>	AQA
<b>Qualification:</b>	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.

## How can students access support?

- Students can attend after school sessions on Monday night in DT3. This is available for students to get help from teachers or to complete a piece of coursework they are currently working on.
- Resources will be posted on google classroom on a regular basis and students can access this from home to again complete coursework or help support the current theory topic.
- Practical support will be available, in lessons and after school, when the appropriate section is reached.

# Engineering

<b>Head of Department:</b>	Mr J Griffiths
<b>Specification:</b>	Edexcel
<b>Qualification:</b>	Level 2 BTEC Engineering Tech Award

## 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.

## How can students access support?

- Students can attend after school sessions on Monday night in DT3. This is available for students to get help from teachers or to complete a unit of coursework they are currently working on.
- Resources will be posted on google classroom on a regular basis and students can access this from home to again complete coursework or help support the current theory topic.
- Practical support will be provided when the relevant units are completed.

# English

<b>Head of Department:</b>	Ms P Wright
<b>Specification:</b>	Eduqas WJEC
<b>Qualification:</b>	GCSE in English Language, GCSE in English Literature

## Programme of study

English Language: Students 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. Students will also be assessed orally through Speaking and Listening, exploring the features of Spoken Language. Students will be required to complete one formal presentation or speech.

English Literature: Students 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, students 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, students will read, study and respond to the set texts (Macbeth, An Inspector Calls, A Christmas Carol, Poetry Anthology (1789-present)).

In Year 11, students 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 students' work is assessed:

a) Externally – Both courses are linear and students sit all external examinations in both GCSE English and GCSE English Literature at the end of Year 11.

b) Internally – English teachers feedback to students 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.

## How can students access support?

- The English department have produced a range of bespoke revision and enrichment materials, including videos, revision guides, key quotes pages and exam-style questions. These are all available in your child's English GoogleClassroom and students will also be provided with a paper copy.
- Online support for literature is available on <https://www.sparknotes.com> and <https://senecalearning.com/en-GB/>.
- For language, students are advised to visit <https://www.bbc.co.uk/bitesize/examspecs/zpxh82>.
- Reading widely will also benefit your child. Our school library is open during break and lunch times and after school. We encourage students to make use of these facilities and take out books as regularly as possible.

# French

<b>Head of Department:</b>	Mrs M Hoey
<b>Specification:</b>	AQA
<b>Qualification:</b>	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

### Current and Future Study and Employment

- 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?

- Students should be regularly learning vocabulary through <https://www.quizlet.com>. If there are technical issues or lack of internet access at home, students can seek help from any member of the MFL team; students can complete their learning with us in after school sessions.
- Every week there are activities posted to Google classroom including a direct link to the Quizlet learning set.
- For self study and revision of French grammar, use <https://www.languagesonline.org.uk>

# Geography

<b>Head of Department:</b>	Miss J New
<b>Specification:</b>	Eduqas
<b>Qualification:</b>	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 into 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.

Students 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.

## How can students access support?

- You can support student understanding by encouraging them to watch or read the news on a regular basis. This will help them to stay abreast of current contemporary issues and compound understanding.
- Regular, chunked revision can be accessed via the Google Classroom as well as through YouTube channels such as 'Five Minute Geography Lessons'.
- A knowledge checklist can be found on Google Classroom in the Revision folder. This can be used to self assess areas that students need to improve in.
- Students are welcome to speak to any member of the department and can arrange to stay after school as needed.



# Health & Social Care

<b>Head of Department:</b>	Mrs L Egerton
<b>Specification:</b>	Edexcel
<b>Qualification:</b>	Level 2 BTEC Tech Award in Health and Social Care

## 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 an exam lasting two hours.

## How can students access support?

- To support your son/daughter at home you could proofread coursework, test them when they are revising and discuss what they have been learning in class and share your own experiences within health and social care.
- External Websites = <https://www.nhs.uk/>, <https://www.peoplefirstinfo.org.uk/health-and-well-being/>, <https://www.bbc.co.uk/bitesize/topics/zkdqhyc>, <https://www.bbc.co.uk/bitesize/topics/zpsv9j6>
- Google Classroom - supporting documents including writing frames and guidance to support students to complete coursework and to aid revision for the Component 3 exam.
- Every Monday and Thursday 3-4pm in VO1 we run a coursework catchup session / revision session, to support students with the current component they are working on.

# History

<b>Head of Department:</b>	Miss R Parry
<b>Specification:</b>	Edexcel
<b>Qualification:</b>	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.

## How can students access support?

- To support your child at home, you could test them on any History revision they have undertaken or discuss relevant topical issues with them relating to their course.
- External Website links - [www.youtube.com/results?search\\_query=bbc+teach+history](https://www.youtube.com/results?search_query=bbc+teach+history) [www.qualifications.pearson.com/en/qualifications/edexcel-gcses/history-2016.html](https://www.qualifications.pearson.com/en/qualifications/edexcel-gcses/history-2016.html)
- Google Classroom support - There are a range of revision materials available, as well as lesson resources that can be further used for revision of topics your son or daughter may be revising.

# Hospitality & Catering

<b>Head of Department:</b>	Mr J Griffiths
<b>Specification:</b>	WJEC
<b>Qualification:</b>	BTEC Tech Award in Hospitality & Catering Level 2

## 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 / written external examination focusing on the Hospitality and Catering Industry. This examination contains short and extended answer questions based around applied situations. Students will be required to use stimulus material presented in different formats to respond to questions.

Unit 2: is a written assignment and practical examination 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. Students apply their learning to safely prepare, cook and present nutritional dishes. They will draw on their learning about different types of provision, kitchen and front of house operations in Unit 1, as well as personal safety in their food preparations. This task involves 10 hours under supervised conditions, 7 hours on the written assignment and 3 hours practical exam to produce a two course nutritional balanced meal which will be set and moderated by the exam board.

## How can students access support?

- Students can attend after school sessions on Wednesday night in DT6 / RB3. This is available for students to get help with recipe selection for practical sessions and also to complete any missed theory work in preparation for the 7 hour non examined element of the coursework.
- Resources are posted on Google Classroom on a regular basis and students can access this from home to again complete coursework or help support the current theory topic.

# Mathematics

<b>Head of Department:</b>	Miss E Daniels
<b>Specification:</b>	Edexcel
<b>Qualification:</b>	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.

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

Students 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 students' work is assessed:

- Internally – Mathematics teachers feed back to students 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 students to achieve their target grade in mathematics.
- Externally – students 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.

Students 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.

## How can students access support?

- Google classroom has past papers and mark schemes for students to practice the exam style questions. The mark schemes will encourage students to be confident in marking their own answers so they become familiar with what is expected in each answer. Google Classroom also includes set tasks and support documents to help students and revise
- All students have access to Hegarty Maths ([www.hegartymaths.com](http://www.hegartymaths.com)). This website includes revision videos, quizzes to assess knowledge in particular areas and other facilities to revise.
- Students can also use onmaths.com. This allows students to complete online past papers which are automatically marked as they complete the questions.
- The department provides a drop session on Wednesday after school to help students with areas they would like more support with.

# Music

<b>Head of Department:</b>	Mr A Chew
<b>Specification:</b>	Edexcel
<b>Qualification:</b>	BTEC Level 2 First Award in Music

## Programme of study

Throughout this course, students will learn about how music and music technology are used today in the professional world of recording studios, live concerts and live theatre performances. Students 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, students 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, students 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, students 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. Students 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.

## How can students access support?

- General revision exercises, worksheets and course content for the Unit 1 exam can be found within the department's Google Classroom workspace.
- For their Managing a Music Product (Podcasting, Unit 2) and Music Sequencing (Unit 7) elements, students will be able to use the online Soundtrap and/or Bandlab software platforms to create, revise and refine their own creative compositions to a professional standard.
- The department is open for Y11 students to complete and develop coursework skills using the technology during our after school clubs, Mondays, Wednesdays and Thursdays.



# Performing Arts (Acting)

<b>Head of Department:</b>	Miss C McCallion
<b>Specification:</b>	Edexcel
<b>Qualification:</b>	BTEC Level 2 Tech Award in Performing Arts (Acting)

## Programme of study

Throughout the course, students 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. Students 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. Students 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 students 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

Students 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. Students 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. Students 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.

## How can students access support?

- Parents can support students at home by encouraging them to read additional plays, help learn lines and rehearse performance work.
- Watching live theatre is hugely beneficial, if you can't visit the theatre in person there are lots available online.
- Google Classroom material is available to help support both written and practical work.
- Drama KS4 drop in is available for Year 11 students to attend every Wednesday after school. This can be used to catch-up on written work, to rehearse performance work or speak to staff.

# Performing Arts (Dance)

<b>Head of Department:</b>	Mrs C Hickey
<b>Specification:</b>	Edexcel
<b>Qualification:</b>	BTEC Level 2 Tech Award in Performing Arts (Dance)

## Programme of study

Throughout this course, students will explore different dance genres, practitioners and professional dance works. Students 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. Students will follow three components over a period of two years:

### 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. Students will explore performance styles, creative intentions and purpose. Students 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 students will develop skills and techniques in the chosen discipline of dance. Over the course of the two years students will take part in workshops, classes and rehearsals, gain physical, interpretative, and rehearsal skills and apply these in the performance work. Students 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 students' work is set and assessed by the examination board. Students 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. Students 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 performance. 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.

## How can students access support?

- Parents can support their son/daughter by attending local theatres and watching live dance.
- Youtube is a great source for watching dance, put in the style of dance and the choreography list is endless.
- Support can be found on Google Classroom, where teaching resources, lessons and homework is located.
- Dance insists on students taking part in extracurricular activities. Students will be expected to perform and choreograph in school shows, dance festivals, mass, celebrations and whole school celebrations. Theatre visits and residential at home and abroad will be run allowing students to take part in workshops and watch professional dance works.

# Physical Education

<b>Head of Department:</b>	Mrs N Lam
<b>Specification:</b>	Edexcel
<b>Qualification:</b>	BTEC Level 2 Tech Award

## Programme of study

Looking after the physical, mental and social well being of young people underpins everything we do at St Mary's. Physical education has more potential than ever before to change the lives of young people. Our Key Stage 4 curriculum is centered around continuing to develop an understanding amongst students of the importance of a healthy active lifestyle, helping them to make positive life choices in the adult world.

Physical Education is at the centre of well being and achievement and we strongly believe that physical activity plays a significant role in the development of the whole child and can support our students in achieving success across the range of subjects. Consequently, students will take part in 3 PE lessons over a two week period, having the opportunity to participate in a number of different types of sport and physical activity including traditional sports like netball, football, rounders and badminton to fitness based activities such as step aerobics, HITT training and yoga.

## How is the course structured?

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

Through the broad range of sporting activities, delivered across the curriculum, and beyond, our aim is to inspire and foster a lifelong passion towards sport, giving pupils every chance of continued positive physical, mental and social health as they get older.

Students will also be provided with the opportunity to develop their leadership skills and their ability to cooperate with each other, working as part of a team and we believe that these skills will become lifelong qualities which will assist in helping them to 'be more' and become well rounded adults who are able to make a positive contribution to society.

## How will my work be assessed?

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

# Religious Education

<b>Head of Department:</b>	Mrs M Wilson
<b>Specification:</b>	EDUQAS/WJEC
<b>Qualification:</b>	GCSE in Religious Studies

## Programme of study

The Religious Studies GCSE will develop students' 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. Students will develop the skills to construct a well informed and balanced argument including their own beliefs and questions. Students 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.

Students 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:** Students 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:** Students 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:** Students 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:** Students 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

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

## How can students access support?

- Google classroom has past papers and mark schemes for students to practice the exam style questions. The mark schemes will encourage students to be confident in marking their own answers so they become familiar with what is expected in each answer.
- Students will receive a revision pack in October. This will have a revision booklet for each of the papers so that all of their revision notes are in one place. They will have opportunities in class to build on this using different techniques such as revision frames, cue cards, mind maps and revision clocks.
- Revision powerpoints and frames are also available on Google classroom to help students structure chunks of content and recap the units they have studied over the GCSE course
- <https://www.youtube.com/c/MrMcMillanREvis> is an excellent youtube site to use as it covers all the units we have studied in small video revision clips covering content, quotes and teachings and different revision strategies
- On Thursday evenings there are RE revision sessions from 3.00-4.00pm where students will have the opportunity to work with their teacher looking at the structure of exam questions and also revision strategies to help them feel prepared.

# Science Combined

<b>Head of Department:</b>	Mrs V Brown
<b>Specification:</b>	AQA
<b>Qualification:</b>	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.

Students 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. Students will spend time investigating issues relating to the topics in a practical way, where appropriate.

## How is the course structured & assessed?

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

Students 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, students will complete practical assignments throughout the course and their understanding and application of these practicals will be assessed within the final GCSE examinations.

## How can students access support?

- 40% of GCSE combined science assesses students knowledge and understanding of the course. The best support that you can give your child is to help them in regularly practising the factual content of the course, such as physics equations. Support materials such as CGP revision guides and CGP revision cards are available to purchase in school.
- A wide range of appropriate resources can be found on [https://www.cgpbooks.co.uk/secondary-books/gcse/science?sort=best\\_selling&quantity=36&page=1&view=grid&currentFilter=SyllabusType\\_887&filter\\_exam%20board=ExamBoard\\_140&filter\\_course%20or%20syllabus%20type=SyllabusType\\_887](https://www.cgpbooks.co.uk/secondary-books/gcse/science?sort=best_selling&quantity=36&page=1&view=grid&currentFilter=SyllabusType_887&filter_exam%20board=ExamBoard_140&filter_course%20or%20syllabus%20type=SyllabusType_887)
- YouTuber “Free science lessons” found at [https://www.youtube.com/channel/UCqbOeHaAUXw9II7sBVG3\\_bw](https://www.youtube.com/channel/UCqbOeHaAUXw9II7sBVG3_bw) present short videos covering the entire GCSE course in an easy to understand and concise manner
- Google classrooms from last year have been carried over into year 11 so that students still have access to all of the resources that were posted last year and their previously completed work. Student’s google classrooms will be regularly updated with relevant current work, homework and additional revision materials to help support students in the lead up to their final exams.
- Students are welcome to attend biology, chemistry and physics revision sessions on a \_\_\_ to help support their learning.



# Science Triple (Biology, Chemistry, Physics)

<b>Head of Department:</b>	Mrs V Brown
<b>Specification:</b>	AQA
<b>Qualification:</b>	A GCSE in each of Biology, Chemistry and Physics

## Programme of study

Students will study separate GCSEs in Biology, Chemistry and Physics and therefore receive a GCSE for each of the three sciences.

In Biology, students will learn about a range of topics including the transport of substances in plants and animals and using micro-organisms to produce food and fuels.

In Chemistry, students will learn about topics including the development of the Periodic Table, what makes acids and alkalis acidic and alkaline and how to calculate the energy in various chemical reactions.

In Physics, students will learn about topics including how planets, moons and satellites remain in orbit and the effect prisms and lenses have on light.

## How is the course structured & assessed?

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

Each examination contributes 50% of the final GCSE grades for each of the three separate science subjects. There will be:

- two Biology papers leading to the Biology GCSE
- two Chemistry papers leading to the Chemistry GCSE
- two Physics papers leading to the Physics GCSE

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

## How can students access support?

- 40% of GCSE triple science assesses students knowledge and understanding of the course. The best support that you can give your child is to help them in regularly practising the factual content of the course, such as physics equations. Support materials such as CGP revision guides and CGP revision cards are available to purchase in school.
- A wide range of appropriate resources can be found on [https://www.cgpbooks.co.uk/secondary-books/gcse/science?sort=best\\_selling&quantity=36&page=1&view=grid&currentFilter=SyllabusType\\_887&filter\\_exam%20board=ExamBoard\\_140&filter\\_course%20or%20syllabus%20type=SyllabusType\\_887](https://www.cgpbooks.co.uk/secondary-books/gcse/science?sort=best_selling&quantity=36&page=1&view=grid&currentFilter=SyllabusType_887&filter_exam%20board=ExamBoard_140&filter_course%20or%20syllabus%20type=SyllabusType_887)
- YouTuber “Free science lessons” found at [https://www.youtube.com/channel/UCqbOeHaAUXw9II7sBVG3\\_bw](https://www.youtube.com/channel/UCqbOeHaAUXw9II7sBVG3_bw) present short videos covering all three GCSE courses in an easy to understand and concise manner
- Google classrooms from last year have been carried over into year 11 so that students still have access to all of the resources that were posted last year and their previously completed work. Student’s google classrooms will be regularly updated with relevant current work, homework and additional revision materials to help support students in the lead up to their final exams.
- Students are welcome to attend biology, chemistry and physics revision sessions on a \_\_\_ to help support their learning.

# Sport Studies

<b>Head of Department:</b>	Mrs N Lam
<b>Specification:</b>	WJEC
<b>Qualification:</b>	Level 2 Vocational Award in Sport and Coaching Principles

## Programme of study

The qualification is centred around sports coaching and focuses on:

- Improving your own and others performance
- How to assess needs and identify actions plans to develop physical fitness for sport or health
- How to coach different groups with different needs

During the course you will:

- Develop knowledge and understanding of the factors that underpin physical activity and sport
- Use this knowledge to improve performance
- Understand how the physiological state can affect performance in physical activity and sport
- Understand the contribution which physical activity and sport make to health, fitness and well-being
- Demonstrate knowledge and understanding of the skills and techniques needed for successful coaching
- Demonstrate how to plan, organise and communicate effectively
- Demonstrate creativity and innovation

## How is the course structured?

The course 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, students must complete each unit to the required minimum standard. Students must complete the selected three units in order to achieve the required amount of points. The content of the course is delivered practically where possible, but there will also be a significant number of theory based lessons.

## How will my work be assessed?

The course is assessed in 3 units:

Unit 1: Improving Sporting Performance (coursework 30%)

Unit 2: Fitness for Sport (Online Exam 90 mins – 90 Marks 40%)

Unit 3: Coaching Principles (coursework tasks 30%)

You will be given a points score for each unit and these scores will be totalled and the final grade awarded ranging from Level 1 pass through to distinction\*.

## How can students access support?

Students will be encouraged to support the St Mary's extra-curricular programme, in order to develop their coaching experience. There will also be after school support available for coursework completion.

Additional resources will be posted on the google classroom in addition to the use of the everlearner programme, where students will be issued with an individual login where they can personalise their revision according to the individual gaps in their learning

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