



GCSE

Course Guide



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WELCOME TO YEAR 10 & 11

To our pupils:

This phase of your 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 St Mary's. We believe every pupil can achieve and succeed, whatever their ability. Good attendance and punctuality are crucial for success and are a basic expectation. You will be 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 Inspire Time. You will find that advice and help is available from the whole range of Key Stage 4 pastoral and curriculum staff, right through until the end of Year 11 and then on into our outstanding Sixth Form.

Our pupils are challenged at Key Stage 4 to organise and manage their study time. Inspire Time is a key focal point in each day where you will receive further support and guidance.

Assemblies and extra-curricular activities remain an important part of College life and we hope that you will manage to balance your school work 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 will recognise your good work and effort on a regular basis with celebratory phone calls and postcards to your home.

So there are lots of interesting times ahead! The first stage is to determine 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.

To our pupils, parents and carers:

As you are probably aware, there are some subjects which ALL pupils will study. Here at St Mary's, these 'core' or compulsory subjects include English, Mathematics, Science, RE, a Humanity (either Geography or History), PSHE, RSE and Core PE. All pupils have the option to study French. As you may know, currently, some universities recognise studying a language and a humanities (Ebacc) as a signal or a reference of a student's potential on a degree course. Parents and pupils will be given advice and guidance about what options are best suited to their children on the Options Evening, through pupil assemblies and through the materials available here online. We have spent a great deal of time ensuring that the currency of the courses on offer accurately meets the needs of all pupils and prepares them for further study and the competitive world they will be joining in the future.

To parents and carers:

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

Headteacher

Mr K Maddocks

MAKING UP YOUR OWN MIND

When making a decision about subjects these are some of the things you should think about:

WHAT IS THE SUBJECT ABOUT?

This guide gives brief details of each subject, but talk to your subject teachers and P&A Coach as well. Ask pupils in Years 10 and 11 about the courses they are taking.

DO I LIKE THE SUBJECT?

Most people do better studying subjects they enjoy and in which they have achieved success.

WILL I BE ABLE TO COPE WITH THE SUBJECT?

Some subjects require practical skills. Some need more writing than others. Some involve research out of school. Find out from the teachers concerned whether they think you would be good at the subjects which interest you.

DOES MY CHOICE FIT IN WITH THE TIMETABLE?

The Key Stage 4 timetable is put together so that as many people as possible can study the options they choose. However, some subjects may not run if only a few pupils choose them and you will be asked to choose a different subject.

DO I NEED THE SUBJECT FOR MY LONG-TERM AIMS?

Think about your future plans:

- Job after Sixth Form
- Job after School
- Apprenticeship
- University
- College Course

INVOLVE YOUR PARENTS

Parents and other relatives have experience of the world outside school.

Talk to them!

YOUR FORM TUTOR AND P&A COACH

Both your Form Tutor and P&A Coach will always be prepared to give help and advice. They will be very much involved in supporting your choice. Make sure you use that help.

WHAT FUTURE CHANGES MIGHT AFFECT MY CHOICE?

- Changes in the job market
- Changes in yourself
- Changes in qualifications required
- Changes in technology
- Changes in your personal circumstances

Some subjects are important but not necessarily compulsory for particular careers. Some skills you can pick up later. Find out what skills you need for careers which interest you.

Don't choose a subject just because you like the teacher or because your friends have chosen it.

The subjects identified for you help to make sure that you keep your options open and do not lose the chance of certain careers by making wrong subject choices now. The choice you make is final.

If you find after you start a subject that you do not like it, then it may be difficult or impossible to change. Other subjects that you may wish to take may be full by then.

WHAT TO DO NEXT?

- Read through the details of the courses which are on the next pages of this booklet.
- Make a list of the subjects that you might like to follow.
- Discuss with your parents, teachers Form Tutor and P&A Coach which subjects you would like to take and why.
- Complete the options form and indicate which subjects you wish to study.
- Show your form to your parents and then discuss your choices with your Form Tutor.
- Submit your option form online through the QR code provided on your options letter or on paper to your Year 9 Team.

ART & 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.

Head of Department:	Mrs C Corrigan
Exam Board	EDUQAS
Qualification:	GCSE in Art & Design (Art, Craft and Design)

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

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 students to access a multitude of creative courses in Higher Education. Art is also a subject from which students can obtain a great deal of personal satisfaction. No matter where students' career aspirations lie, Art remains a subject from which all students 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

Head of Department:	Mrs V Dougherty
Exam Board	Edexcel
Qualification:	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 you 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. Components 1 and 2 are internally assessed Pearson Set Assignments and are externally moderated and Component 3 is exam based and is externally assessed. Pearson Set Assignments (PSAs) are completed in controlled conditions, you are given preparation time to prepare notes and conduct research for each task and then controlled time to complete

Component 1 - Exploring Enterprises (Internally assessed - 30%)

During this component you will explore the activities micro, small and medium enterprises undertake and the characteristics and skills of the entrepreneurs that run them. You will explore the market research methods used by enterprises and evaluate its importance in understanding customer needs and competitor behaviours. You will carry out research into the internal and external factors that affect an enterprise and how enterprises use this research to conduct a PEST and SWOT analysis to help you understand how these factors affect their enterprises and have an impact on its success.

Component 2 - Planning and Presenting a Micro-Enterprise Idea (Internally assessed - 30%)

During this component you will generate two realistic ideas for a micro-enterprise and choose one of these to plan within a £50 budget. You will produce a business plan for your micro-business idea. You will pitch your business plan for your chosen micro-business idea and review the production and delivery of their presentation to make recommendations for improvements in the future.

Component 3 - Promotion and Finance for Enterprise (Externally assessed - 40%)

In the final component of the course, you will explore how promotion is used by enterprises and the factors that influence how enterprises identify and target their market. You will complete financial documents and statements and explore 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 L Egerton
Exam Board	OCR
Qualification:	Cambridge National in Child 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 develop knowledge, understanding and practical skills that are used in the childcare sector. And will give you the background knowledge and understanding for a future working with children. This is an engaging qualification and you will learn about how children develop 0-5 years, how to support the health and wellbeing of children from pre-conception right the way up to 5 years and how to create a safe environment and understand the nutritional needs of children 0-5 years.

Unit R057: Health & Wellbeing for Child Development

In this unit, students will learn about the importance of both pre-conception health and creating conditions in which a child can thrive, including the prevention and management of childhood illnesses and creating a safe environment.

Topic 1 – Pre-conception health and reproduction

Topic 2 - Antenatal care and preparation for birth

Topic 3 – Postnatal checks, postnatal care and the conditions for development

Topic 4 – Childhood illnesses and a child safe environment

Unit R058: Create a safe environment and understand the nutritional needs of children from 0-5 years

In this unit, students will learn how to create a safe environment for children from birth to five years in childcare settings. They will investigate and choose equipment that is both suitable and safe for use and will learn about their nutrition and dietary needs.

Topic 1 – Creating a safe environment in a childcare setting

Topic 2 – Choosing suitable equipment for a childcare setting

Topic 3 – Nutritional needs of children from birth to five years

Unit R059: Understand the development of a child from 0-5 years

In this unit, students will learn the expected developmental norms for children from one to five years. They will use observation, research techniques and skills to

investigate these development norms and explore their findings. Students will also learn the importance of creating plans and providing different play activities to support children in their development.

Topic 1 – Physical, Intellectual and social development norms from one to five years

Topic 2 – Stages and types of play and how play benefits development

Topic 3 – Observe the development of a child one to five years

Topic 4 – Plan and evaluate play activities for a child aged one to five years for a chosen area of development

HOW IS THE COURSE STRUCTURED & ASSESSED?

The OCR Cambridge National Technical Award in Child Development is run over two years and content 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.

Unit 1: Health and wellbeing for Child Development is externally assessed. This will be a written examination consisting of a one hour paper. You will take this in Year 11. It is worth 40% of the qualification.

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.

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 students may complete the course and progress to an apprenticeship or training within the early years field.

COMPUTER SCIENCE

Head of Department:	Mrs V Dougherty
Exam Board	Edexcel
Qualification:	GCSE in Computer Science

PROGRAMME OF STUDY

An exciting, practical focus on real-life programming, developing skills relevant to the future. Our GCSE in Computer Science is an engaging qualification that equips students with the knowledge and practical skills to thrive in the fast-changing world of computer science. Our qualification provides a practical approach to developing computational skills. This includes innovative, practical onscreen assessment to ensure all students develop the computational skills they need for an exciting digital future beyond the classroom.

HOW IS THE COURSE STRUCTURED & ASSESSED?

Paper 1: Principles of Computer Science

Written examination: 1 hour and 30 minutes

50% of the qualification

This paper will assess Topics 1 to 5.

- 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.

Assessment overview

This paper consists of five compulsory questions, each one focused on one of the topic areas. The questions consist of multiple-choice, short-, medium- and extended-open response, tabular and diagrammatic items.

Paper 2: Application of Computational Thinking

On Screen examination: 2 hours

50% of the qualification

This paper will assess Topic 6: Problem solving with programming.

The main focus of this paper is:

- 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.

Assessment overview

This practical paper requires students to design, write, test and refine programs in order to solve problems.

Students will complete this assessment onscreen using their Integrated Development Environment (IDE) of choice.

They will be provided with:

- coding files
- a hard copy of the question paper
- the Programming Language Subset (PLS) – as an insert in the question paper and in electronic format.

Students will answer the questions onscreen using Python 3.

This assessment consists of six compulsory questions.

CREATIVE MEDIA PRODUCTION

Head of Department:	Mrs L Sabri
Exam Board	Edexcel
Qualification:	BTEC Level 2 Tech Award in Creative Media Production

PROGRAMME OF STUDY

This course is equivalent to one GCSE

With the new BTEC Tech Award in Creative Media Production, pupils get the chance to develop valuable skills and techniques in different disciplines, produce a practical response to a digital media brief, and explore potential careers in the industry.

Pupils will study the following three components over a period of two years:

Component 1: Exploring media products

In this component pupils will develop their understanding of how media products create meaning for their audiences. Learners will examine existing products and explore media production techniques across a number of sub-sectors: audio/moving image, publishing and interactive.

Component 2: Developing digital media production skills

Pupils will develop skills and techniques in media production processes by reworking media products from one, or all, of the following sectors: audio/moving image, publishing, interactive design.

Component 3: Create a media product in response to a brief

Pupils will apply and develop their planning and production skills and techniques to create a media product in response to a client brief. This component is designed to draw upon the knowledge acquired in Components 1 and 2. This unit is set and assessed by the exam board.

HOW IS THE COURSE STRUCTURED & ASSESSED?

The BTEC Level 2 Tech Award in Creative Media Production 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.

All components are assessed through the production of a media products, participation in practical work 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 producing media products 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 Creative Digital Media Production in Sixth Form at St Mary's. Pupils may also go on to study the subject at university or specialist colleges, or perhaps go on to work in the creative media industry. It give pupils practical experience of creating and producing their own media products.

DESIGN & TECHNOLOGY

Head of Department:	Mrs E Law
Exam Board	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.

ENGINEERING

Head of Department:	Mrs E Law
Exam Board	WJEC
Qualification:	Level 1/2 Vocational Award in Engineering (Technical Award)

PROGRAMME OF STUDY

This qualification will develop students' knowledge and understanding of the engineering sector and provide them with opportunities to develop associated practical skills. It covers manufacturing engineering products, designing engineering products and solving engineering problems which focuses on how modern engineering has had an impact on modern day life at home, work and in society in general.

HOW IS THE COURSE STRUCTURED & ASSESSED?

The course is made up of three units. Two units are internally assessed and one that's externally assessed.

Unit 1 Manufacturing Engineering Products (40%)

Unit 1 provides learners with the opportunity to interpret different types of engineering information in order to plan how to manufacture engineering products. Learners will develop knowledge, understanding and skills in using a range of engineering tools and equipment in order to manufacture and test an end product.

Unit 2 Designing Engineering Products (40%)

Unit 2 allows learners to explore how an engineered product is adapted and improved over time, and it offers learners the opportunity to apply their knowledge and understanding to adapt an existing component, element or part of the engineering outcome that they manufactured for Unit 1

Unit 3 Solving Engineering Problems (20%)

Unit 3 introduces learners to a range of considerations that impact on engineering design and how modern engineering has had an impact on modern day life at home, work and in society in general.

Unlike previous engineering courses, this course is structured to be heavily research based with a focus on developing independent practice. Unit 1 is the only practical component.

What can these qualifications lead to?

Students who successfully achieve a level 2 qualification can progress onto a level 3 qualification or onto the A-Level Product Design course offered in our sixth form. A level 2 qualification is also a requirement for many engineering organisations that offer apprenticeship schemes.

Students who do well in this course are those with an interest in working for one of several engineering sectors, and are highly proficient in English, Maths and Design Technology. Engineering sectors of interest include: civil; mechanical; manufacturing; industrial; aerospace; structural; green energy; architecture.

ENGLISH

Head of Department:	Mrs Hessey and Mrs Lowe
Exam Board	Eduqas WJEC
Qualification:	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 & ASSESSED?

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.

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

- 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.
- 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.

WHAT CAN THESE QUALIFICATIONS LEAD TO?

A minimum of a standard pass (Grade 4) in GCSE English is important for all students 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 students 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.

FRENCH

Head of Department:	Mr LeNormand
Exam Board	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 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 & ASSESSED?

GCSE French has a Foundation tier (grades 1–5) and a Higher tier (grades 4–9). Students must take all four question papers at the same tier. All question papers must be taken in the same series.

Paper 1: Listening

- Understanding and responding to spoken extracts comprising the defined vocabulary and grammar for each tier
- Dictation of short, spoken extracts

Paper 2: Speaking

- Speaking using clear and comprehensible language to undertake a Role-play
- Carry out a Reading aloud task
- Talk about visual stimuli

Paper 3: Reading

- Understanding and responding to written texts which focus predominantly on the vocabulary and grammar at each tier
- Inferring plausible meanings of single words when they are embedded in written sentences
- Translating from French into English

Paper 4: Writing

- Writing text in the language in a lexically and grammatically accurate way in response to simple and familiar stimuli
- Translating from English into French

How it's assessed

- Written exam: 1 hour 10 minutes (Foundation tier), 1 hour 15 minutes (Higher tier)
- 50 marks (for each)

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.

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 & ASSESSED?

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 Coastal Hazards

Component Two: Environmental and Developmental Issues.

The themes for this paper are:

- Weather, Climate and Ecosystems
- Development and Resource Issues
- Environmental Challenges

Head of Department:	Miss J New
Exam Board	Eduqas
Qualification:	GCSE in Geography

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.

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.

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

Head of Department:	Mrs L Egerton
Exam Board	OCR
Qualification:	Cambridge National Technical 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 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.

Unit R032: Principles of care in health and social care settings

In this unit, students will learn about the importance of the rights of service users, person-centred values and how to apply them. Students will also learn about the importance of effective communication skills when providing care and support for individuals using care settings and the procedures and measures used to protect service users and service providers such as safeguarding, hygiene and security.

Topic 1 – The rights of service users in health and social care settings

Topic 2 – Person-centred values

Topic 3 – Effective communication in health and social care settings

Topic 4 – Protecting service users and service providers in health and social care settings.

Unit R033: Supporting Individuals through life events

In this unit, students will learn about life stages and the factors that affect them. They will understand expected and unexpected life events and the impact they will have on physical, social/emotional and socio-economic aspects in an individual's life. Students will research the service providers and practitioners that can support individuals, recommend support and justify how this will meet the needs of a specific individual.

Topic 1 – Life Stages

Topic 2 – Impact of life events

Topic 3 – Sources of support

Unit R035: Health Promotion Campaigns

In this unit, students will have the opportunity to explore the various public health challenges the country faces, the approaches used to encourage health and wellbeing and the importance of this to society. They will understand the factors affecting a healthy lifestyle so that campaigns can be designed to target different groups of people. Students will also learn how to plan and deliver their own small-scale health promotion campaign and how to evaluate their planning and delivery.

Topic 1 – Current public health issues and the impact on society

Topic 2 – Factors influencing health

Topic 3 – Health promotion campaigns

HOW IS THE COURSE STRUCTURED & ASSESSED?

The OCR Cambridge National Technical Award in Health and Social Care is run over two years and content is broken down into 3 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.

Unit R032: Principles of Care in Health and Social Care Settings externally assessed. This will be a written examination consisting of a 1hr 15minutes paper. You will take this in Year 11. It is worth 40% of the qualification.

Unit R033: Supporting Individuals through life events and Unit R035: Health Promotion Campaigns 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 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

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 & ASSESSED?

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 – Early Elizabethan England, 1558 - 1588

The situation regarding Elizabeth's accession to the throne, plots and revolts at home, the Spanish Armada and changes to Elizabethan society.

Period Study – Super Power Realations and the Cold War, 1941-1991

The origins of the Cold War, 1941-58; Cold War Crises, 1958-1970 and The end of the Cold War, 1970-91.

Head of Department:	Ms. H Stoneley
Exam Board	Edexcel
Qualification:	GCSE in History

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.

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

Head of Department:	Mrs E Law
Exam Board	WJEC
Qualification:	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.

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.

Head of Department:	Mrs V Dougherty
Exam Board	WJEC / EDUQAS
Qualification:	Level 2 Vocational Award in ICT (Technical Award)

PROGRAMME OF STUDY

Unit 1 allows students to explore the wide range of ways digital technology is used in everyday life, workplaces and organisations. Students will investigate how hardware, application and specialist software are used to solve problems, manage information and support communication across business, education and home contexts. This unit helps students understand the role ICT plays in modern society and the skills needed to use technology effectively, responsibly and securely.

Unit 2 introduces students to a broad working knowledge of databases, spreadsheets, automated documents and digital images. Students will develop practical, hands-on skills by planning, creating, modifying and refining digital solutions to meet specific vocational needs. Through this applied approach, students build transferable skills such as problem-solving, organisation, accuracy and independent working, which are valuable across a wide range of subjects and future career pathways.

HOW IS THE COURSE STRUCTURED & ASSESSED?

Students will complete two units that combine understanding how ICT is used in the real world with developing practical, transferable digital skills.

Unit 1 – ICT in Society

- On-screen examination: 1 hour 20 minutes
- 40% of qualification | 80 marks

Digital technology is used in almost every career and industry. In this unit, students develop essential knowledge that underpins many ICT-related roles and supports confident, informed use of technology. Students will explore how hardware, application and specialist software are used in real-world contexts, including business, education and everyday life.

Students will also consider the wider impact of technology on society and how ICT must be used responsibly and securely.

Students will explore:

how organisations and individuals use ICT to meet real-world needs
how data is created, transferred and used to support decision-making
the legal, ethical, cultural and environmental impacts of ICT
the importance of cybersecurity in protecting systems and information

Unit 2 – ICT in Context

- Controlled assessment: 40 hours
- 60% of qualification | 120 marks

This unit is highly practical and skills-focused. Students apply their knowledge by working with digital tools commonly used in workplaces. As digital technology becomes increasingly important in employment, this unit develops the practical ICT skills that employers value.

Students will plan, create, modify and refine digital solutions in response to realistic vocational scenarios.

WHAT CAN THESE QUALIFICATIONS LEAD TO?

Students will develop a wide range of practical knowledge and digital skills that provide a strong foundation for progression to further academic or vocational study in computing and ICT-related courses at Level 3 in our Sixth Form, or into an apprenticeship. The skills developed also support success in many other Level 3 subjects and are highly valued in modern workplaces.

Throughout the course, students will apply their knowledge in realistic contexts by responding to vocational assignment briefs, working independently and professionally, carrying out research and evaluating outcomes. Students will use industry-relevant software and digital tools to design and produce effective digital solutions.

MATHEMATICS

Head of Department:	Mr I Cameron
Exam Board	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.

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 & ASSESSED?

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.

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

a) 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.

b) 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 (9,8,7,6,5,4,3) 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 students' progression after Year 11. Students who are successful at the Higher tier grades are generally encouraged to consider taking Mathematics at A Level in the Sixth Form.

PROGRAMME OF STUDY

This qualification is for learners interested in taking a hands-on course alongside their GCSEs that will offer them an insight into what it is like to work in the Music sector – a vibrant, exciting and competitive industry that offers many different and exciting new work opportunities, whether in composing, performing, or producing music.

This course allows learners to explore the sector, and to learn and try out new skills, techniques and styles, allowing them to make an informed decision about their future learning and career. The course gives learners an opportunity to explore music in a practical setting and to develop understanding of the techniques used to create and realise music.

They will explore a variety of musical styles and the musical theory and techniques that underpin them and develop technical and practical skills through workshops and classes. In addition, learners will develop transferable and employability skills such as responding to a brief, self-development, planning, time management and communication.

HOW IS THE COURSE STRUCTURED & ASSESSED?

As a creative subject with a focus on music practice, there is no written exam. All components, including the externally assessed synoptic component, are assessed through engaging, open, and flexible set tasks, designed to give learners as much freedom as possible in how they respond, allowing them to work to their own strengths and interests, and to focus on the area of the music sector that most excites and appeals to them.

Component 1: Exploring Music Products and Styles

Learners will explore the techniques used in the creation of different musical products and investigate the key features of different musical styles.

Head of Department:	Mr G Hughes
Exam Board	Edexcel
Qualification:	BTEC Tech Award in Music Practice

Component 2: Music Skills Development

Learners will have the opportunity to develop two musical disciplines through engagement in practical tasks, while documenting their progress and planning for further improvement.

Component 3: Responding to a Music Brief

Learners will be given the opportunity to develop and present music in response to a given music brief.

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

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.

All work completed for Component 3 will be set by the exam board in the form of a pre-released brief and externally assessed.

WHAT CAN THESE QUALIFICATIONS LEAD TO?

This Tech Award complements the learning in GCSE programmes by broadening experience and skills participation in different types of musical techniques for different musical styles. It is a great stepping-stone into further vocational or academic study in the music sector. The course will also be a good choice for those who just wish to develop their confidence through performing or creating Music.

PERFORMING ARTS - ACTING

Head of Department:	Miss A keen
Exam Board	Edexcel
Qualification:	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 & ASSESSED?

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.

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 students for Further and Higher Education and employment. It may lead to students studying Performing Arts in Sixth Form at St Mary's. Students 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

Head of Department:	Mrs L Sabri
Exam Board	Edexcel
Qualification:	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

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 dance to a selected audience, based on the brief provided 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 & ASSESSED?

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.

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.

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 St Mary's. This course prepares students 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.

PSYCHOLOGY

Head of Department:	Mrs L Egerton
Exam Board	AQA
Qualification:	GCSE Psychology

PROGRAMME OF STUDY

GCSE Psychology will provide students with an understanding of human behaviour. The programme covers five core areas Biological, Cognitive, Social, Developmental and Individual differences in a range of different topics including memory, social influence, the brain and psychological problems. Students will develop their skills in short answer questions and extended writing where they will be expected to analyse research and draw conclusions to the research whilst then evaluating the advantages and disadvantages of research. Students will use their mathematical ability to explain research methods and evaluate the different methods that psychologists use to test their theories. Students will complete 2 exams at the end of the 2 years.

HOW IS THE COURSE STRUCTURED & ASSESSED?

Students will complete exams both worth 50% each to make up the final GCSE grade

Paper 1: Cognition and behaviour

Memory - Processes of memory: encoding (input) storage and retrieval (output), structures of memory and memory as an active process.

Perception - sensation and perception, visual and constancies, Gibson's direct theory of perception – the influence of nature, visual illusions, Gregory's constructivist theory of perception – the influence of nurture, factors affecting perception.

Development - early brain development, Piaget's stage theory and the development of intelligence, the role of Piaget's theory in education, the effects of learning on development.

Research methods - Formulation of testable hypotheses, Types of variable, sampling methods and planning and conducting research.

Students will be expected to draw on knowledge and understanding of the entire course of study to show a deeper understanding of these topics. Questions

Paper 2: Social context and behaviour

Social influence - Conformity, Obedience, Pro-social behaviour, Crowd and Collective Behaviour.

Language, thought and communication - The possible relationship between language and thought, Differences between human and animal communication, Non-verbal communication, Explanations of non-verbal behaviour.
Brain and neuropsychology - Structure and function of the nervous system, Structure and function of the brain.

Psychological problems - Effects of mental health, theories of depression, theories of addiction.

Students will be expected to draw on knowledge and understanding of the entire course of study to show a deeper understanding of these topics.

WHAT CAN THESE QUALIFICATIONS LEAD TO?

Students will acquire a range of knowledge that allows them to understand people and how they behave. This would be useful in any people focused role such as nursing, police or any customer facing roles or Human resources. The course leads on perfectly to progress to A Level Psychology as it provides a foundation of which to build their understanding of human behaviour. It sits alongside other social science courses such as A Level Sociology by complimenting its understanding of the wider society. Many transferable skills are learnt in Psychology, such as mathematical skills and scientific knowledge. The course also includes extended writing skills that would be useful for other subjects that analyse and evaluate context and theory.

RELIGIOUS EDUCATION

Head of Department:	Mrs M Wilson
Exam Board	Edexcel
Qualification:	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 & ASSESSED?

The course consists of three externally examined units.

Students will be examined on the course at the end of Year 11. Paper 1 is 1 hour 45 minutes and Paper 2 and 3 are 50 minutes.

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: Catholic Christianity - 50% of the overall mark

This paper consists of 4 units:

Beliefs and Teachings - Students are taught the foundation beliefs within Catholic Christianity, including the belief in the Trinity, Creation and Life after Death.

Practices - Students look at how the beliefs affect their behaviour in their practices, such as Funeral rites, Pilgrimage and Catholic Social Teaching.

Sources of Wisdom - Students are taught about different places authority comes from for Catholics, including the role of the Magisterium, different sources of ethical decision making and the importance of the Bible.

Forms of Expression - The final unit in paper 1 focuses on how belief is expressed, students will study the architecture of the church, the importance of symbols, art and music within Catholicism.

Paper 2: Judaism - 25% of the overall mark

This paper consists of 2 units:

Judaism Beliefs and Teachings - This is the foundation beliefs within Judaism, including the importance of the Covenants, Jewish belief in the sanctity of life and Jewish belief in Life after Death.

Judaism Practices - This unit focuses on how the beliefs affect a Jewish person's life and students will learn about Jewish rituals and festivals, as well as Kosher dietary laws and the Synagogue.

Paper 3: Catholic Christianity - Philosophy and Ethics - 25% of the overall mark

This paper consists of 2 units:

Philosophy - Students will study arguments for and against the existence of God, including the design and cosmological arguments, religious experience and the problem of evil and suffering.

Ethics - This final unit focuses on Relationships in the 21st Century and includes ethical issues such as Marriage and Divorce, Catholic attitudes to sexual relationships and attitudes towards contraception.

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

Head of Department:	Mrs V Brown
Exam Board	AQA
Qualification:	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.

WHAT CAN THESE QUALIFICATIONS LEAD TO?

GCSEs in Combined Science naturally lead to A levels 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, paramedicine, forensics or other science-based apprenticeships.

SPORT AND COACHING

Head of Department:	Mr J Murray
Exam Board	WJEC
Qualification:	WJEC 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 & ASSESSED?

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.

On Course unit assessments this needs to be tidied to:

Unit 1: Fitness for Sport (Written exam out of 80 marks - 40%)

Unit 2: Improving Sporting Performance (coursework - 25%)

Unit 3: Coaching Principles (coursework - 35%)

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*.

WHAT CAN THESE QUALIFICATIONS LEAD TO?

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 .

TEXTILES

PROGRAMME OF STUDY

The Textiles course focuses on fabric, fibre and surface design, exploring both traditional textile techniques and contemporary textile art. You will experiment with materials in exciting and inventive ways, learning how textiles can be used to create both functional items and expressive artworks.

Students will explore processes such as:

- hand and machine embroidery
- fabric manipulation (pleating, folding, distressing, layering)
- printing onto fabric (block print, mono print, stencil, transfer techniques)
- dyeing and surface pattern
- appliqué and embellishment
- mixed media textiles combining stitch with other materials

You will be encouraged to take creative risks, combining texture, colour, pattern and structure to develop highly personal outcomes. Drawing remains an important part of the course and is used to explore ideas, plan designs and record observations.

Textiles students will also study the work of textile artists, fashion designers and surface pattern designers to inspire and inform their own work.

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.

Head of Department:	Mrs C Corrigan
Exam Board	EDUQAS
Qualification:	GCSE in Textiles

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

Textiles is a hands-on, creative subject where you will learn to:

- design and make textile pieces from start to finish
- use a sewing machine confidently
- develop surface decoration techniques
- combine materials creatively
- explore colour, texture and pattern
- problem solve through practical making
- present ideas visually in a sketchbook
- analyse and evaluate your own work
- take inspiration from artists and designers
- work independently and develop personal ideas

You will build resilience and confidence as you experiment, refine and improve your work.

WHAT CAN THESE QUALIFICATIONS LEAD TO?

Textiles can lead to many creative careers, including:

- Fashion design
- Costume design
- Textile design
- Interior design
- Surface pattern design
- Illustration
- Art therapy
- Teaching
- Creative industries and digital design

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