



ST MARY'S
CE HIGH SCHOOL

St Mary's CE High School

Key Stage 4 Progression Booklet

Spring 2023

Key Stage 4 Progression Evening

The information in this booklet is critical in supporting students to make informed decisions as they progress into Key Stage 4 at St Mary's.

Subject teachers have prepared the information in this booklet to help guide students and parents / carers to the subjects that will best suit the interests and abilities of each student. Students and parents / carers will have had opportunities to talk further with subject during Parent/Carer Consultation Evening as well as having formal and informal discussions with Mrs Ford, Mr Tilbury, Mrs Watts and subject teachers.

Core Subjects

Every student will have to study the CORE subjects which include Maths, English, Science and Religious Studies.

Option Choices

Students will then have a number of option choices. These include subjects that have been taught in Key Stage 3 and an additional option such as Computer Science.

It is really important that students look carefully at the expectations and demands of each subject and then consider their personal strengths and weaknesses, areas of interest and future careers and aspirations. In Years 7-9, students will have experienced the demands of many option subjects and this will have prepared them for GCSE whether in essay writing, creative arts, developing a scientific hypothesis or ICT skills. Therefore, it is important that students read the Curriculum maps as well as the Options Booklets that complements this information as it breaks down the topics taught within each subject, identifies the assessment criteria and extended learning expectations as well as provides information on how students can get the most out of their GCSE subjects.

Pathways

The options process is set up in three different Pathways. Each student has been told the pathway that is best suited to them, according to the information we have gathered during Key Stage 3. This will ensure that students keep their aspirations and expectations high.

Blue Pathway: Students on this pathway are able to secure the EBACC qualification by choosing one of either French or Spanish and one from either Geography or History. Students that meet the stringent entry requirements can select Computer Science and or Triple Science and make a further choice of two subjects from the range of GCSE/BTEC/Level 2 subjects.

Yellow Pathway: Students choose one from Geography, History, French or Spanish and a choice of three subjects from the range of GCSE/BTEC/Level 2 subjects. Students on the yellow pathway are also able to secure the EBACC qualification by choosing either French or Spanish and either Geography or History if they so wish. Students that meet the stringent entry requirements can select Computer Science or Triple Science as one or both of their two further choices.

Green Pathway: Students choose one from Geography, History, French or Spanish and then initially choose three subjects from the range of GCSE/BTEC /Level 2 subjects. Students will have intervention lessons to support their learning across the curriculum and continue to develop their literacy and numeracy skills. Students will be recommended to this pathway. Students that meet the stringent entry requirements can select Computer Science or Triple Science as one or both of their two further choices.

Students on the green pathway will have a personalised timetable and will confirm their options choices with Mrs Lee or Mrs Blanchard from the Inclusion team.

The Options Process

Autumn Term 2022	PSHCE lessons, assembly and tutorial activities as part of Careers, Education & Guidance programme
1st February 2023	Year 9 Parent/Carer consultation
Monday 6th March 2023	Year 9 Options Evening: <ul style="list-style-type: none">▪ Presentation to explain options process▪ Opportunity to meet with subject staff to discuss Key Stage 4 courses▪ Key Stage 4 Course Information distributed
Friday 24th March 2023	Deadline for options preferences and submission of forms <u>online</u>
Week commencing 2nd May 2023	Examinations in Science and Maths to inform GCSE setting
Spring/Summer Term 2023	Options interviews with identified students to support their decision-making process
Week Beg 22nd May 2023	Students and Parents/Carers informed regarding final option choices
Monday 5th June 2023	Students begin Key Stage 4 study

Advice and Support

Options evening: Monday 6th March – for students and parents/carers. This will be a face-to-face presentation and the option process will be explained throughout the week so that they feel confident with the process and the options that they will choose. Students will also have an assembly to explain the option process during the weeks in the vicinity of the Option Evenings.

Subject Teachers can talk to students about their subject.

Mrs Ford and tutors can advise students on the rationale for the choices made, and look holistically at the career progression the option choices promote.

Careers Staff can help you with the best subjects for specific careers choices.

Mrs Lee can give students information and advice if they are on the Green pathway. Members of the leadership team and **Mrs Lee (SENDCO)** will also be available to support and advise students with choices.

Final Option Choices

Every effort will be made to ensure that every student gets their preferred option choices. Sometimes this is not possible so it is important to consider reserve option choices.

Where preferred choices cannot be provided, students and parents/carers will be consulted and advised about changes.

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CORE SUBJECTS

The subjects in this section are compulsory for all students to study in Key Stage 4

GCSE Maths

Exam Board / Edexcel (1MA1)

Course Description / Content

Each group will study these six content areas, and will build upon the mathematics that students have studied at Key Stage 3.

The six areas of content studied are:

1. Number
2. Algebra
3. Ratio proportion and rates of change
4. Geometry and measures
5. Probability
6. Statistics

Assessment

Exam Requirements			
Tiered / Non Tiered:	Tiered – Foundation & Higher (all exams to be taken at the same tier)		
Paper Title	Time	Weighting	Content
Paper 1 – Non-calculator	90mins	80 marks (33⅓%)	Number Geometry & measures Algebra Ratio proportion & rates of change Statistics Probability
Paper 2 - Calculator	90mins	80 marks (33⅓%)	
Paper 3 - Calculator	90mins	80 marks (33⅓%)	
Coursework / Controlled Assessment Requirements			
There is no coursework – grade is based on 100% final examination			

To be successful in this subject, students will need to develop and practice the following skills:

- Solving problems and puzzles
- Mental maths
- Communicating ideas / reasoning
- Logical thinking
- Resilience

Progression Routes & Career Opportunities

Statistician Engineer Accountant Scientist
Computer Programmer Architect Economist

Further Information (e.g. fieldwork requirements; specialist equipment)

Students are taught in attainment groups, initially based on their end of KS3 result.

Equipment

Students are expected to **own** and **bring** to **every** lesson and examination the following equipment;

- Maths set (ruler, pencil, compass and protractor)
- Scientific calculator (**not** for a non-calculator exam)

Recommended Books and Study Guides

- GCSE Collins Framework Mathematics (Higher or Foundation Tier)
- CGP GCSE Maths (Higher or Foundation tier, dependent on students' level of entry)

Please See: Mrs Johnston and Mr Price

Website: <http://qualifications.pearson.com/en/qualifications/edexcel-gcses/mathematics-2015.html>

GCSE English Language

Exam Board / AQA (8700)

Course Description / Content

The specification will enable students of all abilities to develop the skills they need to read, understand and analyse a wide range of different texts covering the 19th, 20th and 21st century time periods as well as to write clearly, coherently and accurately using a range of vocabulary and sentence structures.

The aims and learning outcomes of the course for students are to:

- Read a wide range of texts, fluently and with good understanding
- Read critically, and use knowledge gained from wide reading to inform and improve their own writing
- Write effectively and coherently using Standard English appropriately
- Use grammar correctly, punctuate and spell accurately
- Acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology, and linguistic conventions for reading, writing and spoken language.

In addition, students must be able to listen to and understand spoken language, and use spoken Standard English effectively.

Assessment

Exam Requirements			
Tiered / Non Tiered:	Non Tiered		
Paper Title	Time	Weighting	Content
1. Explorations in Creative Reading and Writing	105mins	50%	Section A: Literature fiction text Section B: Descriptive or narrative writing
2. Writers' Viewpoints and Perspectives	105mins	50%	Section A: Reading - one non-fiction text and one literary non-fiction text Section B: Writing - writing to present a viewpoint
Coursework / Controlled Assessment Requirements			
Area Of Study	Length	Weighting	Timing
Spoken language endorsement	N/A	N/A	Speaking and Listening will be reported on as part of the qualification, but it will not form part of the final mark

To be successful in this subject students will need to develop and practise the following:

Reading fiction and non-fiction texts
 Making comparisons between texts
 Summarising information
 Proof reading written work
 Communicating ideas using standard English

Progression Routes & Career Opportunities

Journalism	Broadcasting	Media and Advertising	Writer
Teaching	Public Relations	Publishing	Receptionist

Please See: Ms Grounds Mrs Freshwater

Website: www.aqa.org.uk/8700

GCSE English Literature

Exam Board / AQA (8702)

Course Description / Content

This course encourages students to develop knowledge and skills in reading, writing and critical thinking. Through literature, students have a chance to develop culturally and acquire knowledge of the best that has been thought and written. Studying GCSE English Literature should encourage students to read widely for pleasure, and as a preparation for studying literature at a higher level.

Aims and learning outcomes

- Read a wide range of classic literature fluently and with good understanding, and make connections across their reading
- Read in depth, critically and evaluatively, so that they are able to discuss and explain their understanding and ideas
- Develop the habit of reading widely and often
- Appreciate the depth and power of the English literary heritage
- Write accurately, effectively and analytically about their reading, using Standard English
- Acquire and use a wide vocabulary, including the grammatical terminology and other literary and linguistic terms they need to criticise and analyse what they read.

Assessment

Exam Requirements			
Tiered / Non Tiered:	Non Tiered		
Paper Title	Time	Weighting	Content
1. Shakespeare and the 19 th Century novel	105mins	40%	Section A: Shakespeare: Students will answer one question on their play of choice Section B: 19 th Century novel: Students will answer one question on their novel of choice.
2. Modern texts and Poetry	135mins	60%	Section A: Modern Texts Section B: Poetry Section C: Unseen poetry

To be successful in this subject students will need to develop and practise the following:

Supporting a point of view
Understanding social historical context
Evaluating language
Making comparisons and links between texts
Using standard English

Progression Routes & Career Opportunities

Journalism	Broadcasting	Media and Advertising	Writer
Teaching	Public Relations	Publishing	Receptionist

Please See: Ms Grounds / Mrs Freshwater

Website: www.aqa.org.uk/8702

GCSE Combined Science

Exam Board / AQA (8464)

Course Description / Content

AQA Combined Science: Trilogy

- Develops understanding of concepts and models that scientists use to explain natural phenomena.
- An academically rigorous qualification that will provide students with the knowledge to continue to study beyond GCSE.
- Will enhance students' ability to plan and carry out practical investigations and their understanding of the role of experimental work.
- Provides opportunities to learn through purposeful practical activities
- The three sciences are taught as separate topics by the same class teacher for two years. The three sciences are then sat as separate examinations. Students will be awarded two GCSEs after their examinations based on the combination of all of their results.

Assessment

Exam Requirements			
Tiered / Non Tiered:	Tiered – Foundation & Higher – No setting of classes.		
Paper Title	Time	Weighting	Content
Biology Paper 1	1hr 15 mins	16.7%	B1 Cell biology B2 Organisation B3 Infection and response B4 Bioenergetics
Biology Paper 2	1hr 15 mins	16.7%	B5 Homeostasis and response B6 Inheritance, variation and evolution B7 Ecology
Chemistry Paper 1	1hr 15 mins	16.7%	C1 Atomic structure and the periodic table C2 Bonding, structure, and the properties of matter C3 Quantitative chemistry C4 Chemical changes C5 Energy changes
Chemistry Paper 2	1hr 15 mins	16.7%	C6 The rate and extent of chemical change C7 Organic chemistry C8 Chemical analysis C9 Chemistry of the atmosphere C10 Using resources
Physics Paper 1	1hr 15 mins	16.7%	P1 Energy P2 Electricity P3 Particle model of matter P4 Atomic structure
Physics Paper 2	1hr 15 mins	16.7%	P5 Forces P6 Waves P7 Magnetism and electromagnetism
Coursework / Controlled Assessment Requirements			
Area Of Study	Length	Weighting	Content
Practical Science	N/A	15% of above question papers across all papers	The GCSE course will require students to carry out 21 required practicals.

To be successful in this subject students can support their learning through:

Being curious about the world around them and enjoying a practical and investigative approach to learning. Students will need to be able to plan a course of experiments, record observations and evaluate their findings and methods.

Progression Routes & Career Opportunities

By the end of Year 11, students will have completed two GCSE's in Science. Most colleges and sixth forms require a minimum of 2 grade 6's to study Sciences at GCE A level or a Level 3 equivalent course. The career sectors that welcome qualifications in science are growing at an exponential rate from developments in medicine, engineering and chemical engineering.

Other Information

Students will be expected to have a scientific calculator and a full maths equipment set and bring them to every lesson and examination

Further Information

Please See: Mr Dingsdale / Mr McDougall

Website:

<https://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464>

GCSE Religious Studies

Exam Board / AQA A

The aims and objectives of this qualification

GCSE Religious Studies is an in-depth study of Christianity, Islam and four contemporary ethical themes. Students will be challenged with questions about beliefs, values, meaning, purpose and truth, enabling them to develop their own attitudes towards religious and ethical issues. Students will also gain an appreciation of how religion, philosophy and ethics form the basis of our culture. They will develop analytical and critical thinking skills, the ability to work with abstract ideas, leadership and research skills. A number of ethical topics covered during the course enable students to understand issues surrounding social justice, for example; crime, punishment, worldwide poverty and charity work. GCSE RS builds students character by providing them with regular opportunities to explore, debate and discuss religious and ethical issues which are encountered within our local community and the wider world.

Course Description / Content

Component 1: The study of Christianity and Islam

Component 2: four themes within religion, philosophical and ethics in the modern world through the religions of Christianity and Islam (see themes below)

Assessment

Exam Requirements			
Tiered / Non Tiered:	Non Tiered		
Paper Title	Time	Weighting	Content
1. The study of religions: beliefs, teachings and practices (Christianity and Islam)	1 hr 45 mins	50%	Beliefs and teachings & Practices <ul style="list-style-type: none"> • Religion 1: Christianity <ul style="list-style-type: none"> ○ Key beliefs ○ Jesus Christ and salvation ○ worship and festivals ○ The role of the church in the local and worldwide community • Religion 2: Islam <ul style="list-style-type: none"> ○ Key beliefs ○ The Quran ○ Prayer and worship ○ Festivals and the community
2. Thematic Studies	1 hr 45 mins	50%	Four themes to be studied: <ul style="list-style-type: none"> • Theme A: Relationships and Families • Theme B: Religion and Life • Theme D: Religion, peace and conflict • Theme E: Religion, crime and punishment
Coursework / Controlled Assessment Requirements			
Area Of Study	Length	Weighting	Timing
None - Not applicable	n/a	n/a	n/a

Two written exams on each of the above 2 units. All exams will be taken at the end of Year 11.

To be successful in this subject, students will need to develop and practice the following:

- Describing, explaining and analysing sources
- Use evidence and reasoned argument to express and evaluate different religious beliefs, teachings and practices
- Debating moral and ethical issues within the contemporary world
- Explaining the significance and impact of beliefs, teachings, sources, practices, ways of life and forms of expressing meaning
- Recognising how differences in belief lead to differences of religious response
- Communicate their ideas using key vocabulary

Progression Routes & Career Opportunities

Philosophy and Ethics opens a variety of doors and will aid students into further study at A Level and beyond. The skill-set developed can help students to move into a large number of possible professions such

as:

Law	Journalism	Police Service	Social Work
Education	Civil service	International relations	Charity Work
Engineering	Public Relations		

Please See: Mr Seymour, Mr Prenderville.

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

EBACC & OPTION SUBJECTS

GCSE Computer Science

Exam Board / OCR Computer Science (9-1) (J276 from 2016)

Course Description / Content

This carefully planned course gives students a real, in-depth understanding of how computer technology works. It offers an insight into what goes on 'behind the scenes', including computer programming, which many students find absorbing.

Computer Science develops skills relevant to the modern, changing world of computing. It is designed to boost computing skills essential for the 21st century.

***Please note that students can only chose Computer Science as an option, if they have opted to study ICT in Year 9 and only students that meet the stringent entry requirements can select Computer Science**

Assessment

Exam Requirements			
Tiered / Non Tiered:	Non Tiered		
Paper Title	Time	Weighting	Content
1. Computer Systems	1 hr 30 minutes Written paper	50% 80 marks	This unit covers the body of knowledge about computer systems: This unit covers: 1.1 Systems architecture 1.2 Memory and storage 1.3 Computer networks, connections and protocols 1.4 Network security 1.5 Systems software 1.6 Ethical, legal, cultural and environmental impacts of digital technology
2. Computational Thinking, algorithms and programming	1 hr 30 minutes Written paper(no calculators Allowed)	50% 80 marks	This unit of work covers: 2.1 Algorithms 2.2 Programming fundamentals 2.3 Producing robust programs 2.4 Boolean logic 2.5 Programming languages and Integrated Development Environments

To be Successful in this subject students will need to develop and practice the following:

- Standard programming techniques
- Identifying successes and any limitations
- Being an independent learner
- Organising your own timing
- Meeting deadlines
- Learning about new technologies

Progression Routes & Career Opportunities

Computing GCSE provides a solid foundation for progression to Computer Science related courses, including AS-level ICT, and a career in Computer Science professions. Students who complete the GCSE in Computer Science can progress on to Level 3 ICT.

Further Information (*e.g. fieldwork requirements; specialist equipment*)

Please note that due to the heavy theory element of this subject, intervention classes will run after school to help support students.

Careers include:

Software developer

Software architect

Software engineer

Computer programmer

Application architecture and development consultant.

Please note that this option is subject to entry requirements*

Please See: Ms Dowd /Mr Benjeddi / Mrs Johnston

Website: <https://ocr.org.uk/qualifications/gcse/computer-science-j277-from-2020/>

GCSE French & Spanish

Exam Board / AQA (French 8658/Spanish 8698)

Course Description / Content

Students study all of the following themes on which the assessments are based :

Theme 1: Identity and culture

Theme 2: Local, national, international and global areas of interest

Theme 3: Current and future study and employment

Assessment

Exam Requirements			
Tiered / Non Tiered:	Tiered – Foundation & Higher		
Paper Title	Time	Weighting	Content
1. Listening	35mins (F) 45mins (H)	25%	Understanding and responding to different types of spoken language
2. Speaking	7-9mins (F) 10-12mins (H)	25%	Communicating and interacting effectively in speech for a variety of purposes
3. Reading	45mins (F) 60mins (H)	25%	Understanding and responding to different types of written language
4. Writing	60mins (F) 75mins (H)	25%	Communicating effectively in writing for a variety of purposes

To be Successful in this subject, students will need to develop and practice the following:

- Working independently
- Seeing patterns in language/language and words
- Listening
- Literacy
- Problem solving
- Communicating and speaking out loud
- Team work
- Research skills

Progression Routes & Career Opportunities

Language skills are highly valued by many employers and particularly in business and companies with offices in other countries. A qualification in a modern foreign language may also support entry and study at university. Languages can be studied alongside a range of different subjects e.g. French and Law, Spanish and Journalism

Students may only choose the language that they are currently studying in Year 9

Please see: Mr Rammell (French) /Mrs Iniesta (Spanish)

Websites: www.aqa.org.uk/subjects/languages/gcse/french-8658
www.aqa.org.uk/subjects/languages/gcse/spanish-8698

GCSE Geography

Exam Board / OCR B

OCR's GCSE (9–1) in Geography B (Geography for Enquiring Minds) will enable learners to build on their Key Stage 3 knowledge and skills to:

- Develop and extend their knowledge of locations, places, environments and processes, and of different scales including global; and of social, political and cultural contexts (know geographical material).
- Gain understanding of the interactions between people and environments, change in places and processes over space and time, and the interrelationship between geographical phenomena at different scales and in different contexts (think like a geographer).
- Develop and extend their competence in a range of skills including those used in fieldwork, in using maps and Geographical Information Systems (GIS) and in researching secondary evidence, including digital sources; and develop their competence in applying sound enquiry and investigative approaches to questions and hypotheses (study like a geographer).
- Apply geographical knowledge, understanding, skills and approaches appropriately and creatively to real world contexts, including fieldwork, and to contemporary situations and issues; and develop well-evidenced arguments drawing on their geographical knowledge and understanding (applying geography).

Course Description / Content

Our Natural World

- Topic 1: Global Hazards
- Topic 2: Changing Climate
- Topic 3: Distinctive Landscapes
- Topic 4: Sustaining Ecosystems

People and Society

- Topic 5: Urban Futures
- Topic 6: Dynamic Development
- Topic 7: UK in the 21st Century
- Topic 8: Resource Reliance

Fieldwork and Geographical Exploration

- Fieldwork
- Geographical Exploration

Assessment

Exam Requirements			
Tiered / Non Tiered:	Non Tiered		
Paper Title	Time	Weighting	Content
Paper 1-Our Natural World	1 hour 15 minutes	35%	Global Hazards. Changing Climate. Distinctive Landscapes. Sustaining Ecosystems. Fieldwork. Geographical Skills
Paper 2- People and Society	1 hour 15 minutes	35%	Urban Futures. Dynamic Development. UK in the 21 st Century. Resource Reliance. Fieldwork. Geographical Skills
Paper 3- Geographical exploration	1 hour 30 minutes	30%	Geographical exploration. Geographical Skills

To be successful in this subject, students will need to develop and practice the following:

- Forming opinions and understanding the opinions of others
- Debating issues and current affairs
- Analysing sources
- Discussing key issues relevant to the world of today
- Learning about the world in which we live
- Understanding how we can secure the future of our planet
- Investigation the links between human, economic and environmental topics
- Learning through fieldwork

Progression Routes & Career Opportunities

Geography subjects bridge the gap between the arts and sciences. It includes elements of History, Biology, English, Business Studies, Geography, Law, RE, Citizenship and ICT - keeping your longer-term options open. Geography can lead to any number of careers including: accountancy; journalism; hotel and leisure management; the police; veterinary science; law; archaeology; pilot; ICT and banking and many more!

Further Information (*e.g. fieldwork requirements; specialist equipment*)

Field work is a compulsory element of GCSE Geography. It is highly likely that this will be completed during a compulsory fieldtrip undertaken in the Summer term of Y10 and the Autumn Term of Year 11. Students will then complete a human and physical investigation which will be examined externally within an examination. The cost of this is heavily subsidised by the School and a parental contribution of approximately £40 is requested. Students should not be deterred from opting for Geography if concerned about the cost of the trip. Field work will be examined in all three GSCE written papers, so students are unlikely to pass the exam if they do not take part in the field trip.

Please See: Miss Douglas / Mrs Grindley / Miss Brooksbank / Mr Jordan / Mr Casimir

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

GCSE History

Exam Board / Edexcel

The aims and objectives of this qualification are to enable students to:

- Develop and extend their knowledge and understanding of specified key events, periods and societies in local, British, and wider world history; and of the wide diversity of human experience
- Engage in historical enquiry to develop as independent learners and as critical and reflective thinkers
- Develop the ability to ask relevant questions about the past, to investigate issues critically and to make valid historical claims by using a range of sources in their historical context
- Develop an awareness of why people, events and developments have been accorded historical significance and how and why different interpretations have been constructed about them
- Organise and communicate their historical knowledge and understanding in different ways and reach substantiated conclusions

Assessment and Course Content

Exam Requirements			
Tiered / Non Tiered:	Non Tired		
Paper Title	Time	Weighting	Content
Paper 1 – Thematic and historic environment	1hr 15	30%	Migrants in Britain c800-Present Notting Hill c1948-c1970
Paper 2 – Period study and British depth study	1hr 45	40%	British depth study: Anglo Saxon and Norman England c1066-88 Period study: Superpower Relations and the Cold War 1041-1991
Paper 3 – Modern depth study	1hr 20	30%	Weimar and Nazi Germany, 1918-39

To be Successful in this subject, students will need to develop and practice the following:

- Forming opinions and understanding the opinions of others
- Debating issues and current affairs
- Analysing source
- Discussing key issues relevant to the world of today
- Independent research
- Reading
- Forming arguments

Progression Routes & Career Opportunities

By studying History at GCSE level you study further at A level and then to degree level. History is a facilitating subject and can lead into a number of careers such as:

Law

Publishing

Politics

Journalism

Teaching

Police

Civil Service

Media

Accountancy

Please See: Mr King/Ms Hughes/Mr Worker/Miss Soylu

Website: [http://qualifications.pearson.com/content/dam/pdf/GCSE/History/2016/specification-and-sample-assessments/9781446925867 GCSE2016 L12 History Web.pdf](http://qualifications.pearson.com/content/dam/pdf/GCSE/History/2016/specification-and-sample-assessments/9781446925867_GCSE2016_L12_History_Web.pdf)

GCSE Separate Science (Triple)

Exam Board / AQA (8461/8462/8463)

Course Description / Content

AQA Biology (8461)

AQA Chemistry (8462)

AQA Physics (8463)

- Develops understanding of concepts and models that scientists use to explain natural phenomena.
- An academically rigorous qualification that will provide students with the knowledge to continue to study beyond GCSE. Provides a broader and deeper curriculum, learning about more advanced concepts within the sciences.
- Will enhance students' ability to plan and carry out practical investigations and their understanding of the role of experimental work.
- Provides opportunities to learn through purposeful practical activities
- The three sciences will be taught to students by separate teachers in a separate set to combined science students. Students will receive three GCSEs, one in each of the three sciences. Students will receive an extra 5 hours a fortnight of timetabled science lessons.

Exam Requirements			
Tiered / Non Tiered:	Non Tiered – All students will sit higher tier examinations		
Paper Title	Time	Weighting	Content
Biology Paper 1	1hr 45 mins	16.7%	B1 Cell biology B2 Organisation B3 Infection and response B4 Bioenergetics
Biology Paper 2	1hr 45 mins	16.7%	B5 Homeostasis and response B6 Inheritance, variation and evolution B7 Ecology
Chemistry Paper 1	1hr 45 mins	16.7%	C1 Atomic structure and the periodic table C2 Bonding, structure, and the properties of matter C3 Quantitative chemistry C4 Chemical changes C5 Energy changes
Chemistry Paper 2	1hr 45 mins	16.7%	C6 The rate and extent of chemical change C7 Organic chemistry C8 Chemical analysis C9 Chemistry of the atmosphere C10 Using resources
Physics Paper 1	1hr 45 mins	16.7%	P1 Energy P2 Electricity P3 Particle model of matter P4 Atomic structure
Physics Paper 2	1hr 45 mins	16.7%	P5 Forces P6 Waves P7 Magnetism and electromagnetism P8 Space
Coursework / Controlled Assessment Requirements			
Area Of Study	Length	Weighting	Content
Practical Science	N/A	15% of above question papers across all papers	The GCSE course will require students to carry out 21 required practicals.

To be successful in this subject students can support their learning through:

Being curious about the world around them and enjoying a practical and investigative approach to learning. Students will need to be able to plan a course of experiments, record observations and evaluate their findings and methods.

Progression Routes & Career Opportunities

By the end of Year 11, students will have completed two GCSE's in Science. Most colleges and sixth forms require a minimum of 2 grade 6's to study Sciences at GCE A level or a Level 3 equivalent course. The career sectors that welcome qualifications in science are growing at an exponential rate from developments in medicine, engineering and chemical engineering.

Other Information

Students will be expected to have a scientific calculator and a full maths equipment set and bring them to every lesson and examination

Further Information

Please See: Mr Dingsdale / Mr McDougall

Website:

<https://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464>

OPTION SUBJECTS

GCSE Art and Design

Course Description/Content

The Art Department's aim is to engage, empower, and encourage students to reach their highest potential in the area of all arts and skills to:

- Develop student creativity, technical skill and processes.
- Explore and develop their cultural and social knowledge required to create and interpret art and design.
- Develop imagination and creative expression to communicate and understand thoughts and concepts of the world they live in.
- Experiment with a wide range of 2D, 3D and digital media and processes.
- Refine drawing and painting skills from primary and secondary sources.
- Develop research and annotation skills to be able to respond to their own work and that of other artist's.

Course Requirements			
Tiered / Non Tiered:	Non-Tiered		
Area of Study	Time	Weighting	Content
Component 1:Portfolio	36 hours	50%	Exploration of art and design skills, techniques, processes and ideas. Developing a portfolio of work to show this journey.
Component 2: Externally set assignment	10 exam with preparation time	50%	A sustained art project developed in response to a question, subject, theme, task or brief evidencing the journey from initial engagement with an idea(s) to the realisation of intention(s).

To be Successful in this subject students will need to develop and practice the following:

- 2D,3D and Digital Art
- Creative thinking and confidence in taking risks
- Presentation and Sketchbook layout
- Annotation and Evaluation of your own work and the work of others
- Researching and Investigation
- Meeting deadlines

Progression Routes & Career Opportunities

Graphic Artist	Fine Artist	Photographer	Designer
Illustrator	Architecture	Journalist	Fashion
Teacher/Educator	Print/Web Designer	Set Designer	Psychologist
Journalism	Editor	Events Management	Animator
Textile Designer	Interior Designer	Jewelry Designer	Art Therapist

Further Information (*e.g. fieldwork requirements; specialist equipment*)

Due to the high percentage of coursework required in Art, it is recommended that students look carefully at the coursework component of subjects when choosing option combinations. A personal interest in creative practices is beneficial.

Please See: Ms Papadopoulos

Website: <http://qualifications.pearson.com/content/dam/pdf/BTEC-Firsts/Art-and-Design/2012/Specification>

BTEC Art and Design

Edexcel Level 2 Art and Design (2AD01)

Pearson BTEC Level 2 Art and Design

The Art Department's aim is to engage, empower, and encourage students to reach their highest potential in the area of all arts and skills to:

- Develop student creativity, technical skill and processes.
- Explore and develop their cultural and social knowledge required to create and interpret art and design.
- Develop imagination and creative expression to communicate and understand thoughts and concepts of the world they live in.
- Experiment with a wide range of 2D, 3D and digital media and processes.
- Refine drawing and painting skills from primary and secondary sources.
- Develop research and annotation skills to be able to respond to their own work and that of other artist's.

Course Requirements			
Tiered / Non Tiered:	Non-Tiered		
Unit Title	Time	Weighting	Content
Unit 1: Introduction to Specialist Pathways in Art and Design Internal	30 hours	25%	The Pathway unit is a compulsory unit internally marked. An introduction into 2D, 3D and Digital Art. Exploring multimedia artists and crafts people. Developing confidence and knowledge in the core skills of annotation, evaluation, drawing, painting, printing, 3D clay, mono printing, photography and digital art.
Unit 2: Creative Project in Art and Design External	30 hours	25%	This is an externally set exam paper, externally moderated. Students will work to brief in order to produce a portfolio of work and an outcome in their chosen discipline. (20 hours on research and planning and 10 hours on final outcome)
Unit 3: Communicating Ideas in 2D Internal	30 hours	25%	2D unit exploring drawing, painting, mono printing, lino printing, digital art, photography, stencil art and spray paint.
Unit 4: Communicating Ideas in 3D Internal	30 hours	25%	3D unit exploring clay, paper construction, plaster, wire, assemblage and installation art.

To be Successful in this subject, students will need to develop and practice the following:

- 2D,3D and Digital Art
- Creative thinking and confidence in taking risks
- Presentation and Sketchbook layout
- Annotation and Evaluation of your own work and the work of others
- Researching and Investigation
- Meeting deadlines

Progression Routes & Career Opportunities

Graphic Artist	Fine Artist	Photographer	Designer
Illustrator	Architecture	Journalist	Fashion
Teacher/Educator	Print/Web Designer	Set Designer	Psychologist
Journalism	Editor	Events Management	Animator
Textile Designer	Interior Designer	Jewelry Designer	Art Therapist

Further Information (*e.g. fieldwork requirements; specialist equipment*)

Due to the high percentage of coursework required in Art, it is recommended that students look carefully at the coursework component of subjects when choosing option combinations. A personal interest in creative practices is beneficial.

Please See: Ms Papadopoulos

Website: <http://qualifications.pearson.com/content/dam/pdf/BTEC-Firsts/Art-and-Design/2012/Specification>

GCSE Drama

Exam Board / Edexcel GCSE Drama (1DRO)

Course Description / Content

This qualification focuses on the practical exploration of performance texts that will be studied for the examination. Students will learn how to articulate how they would perform in certain roles and direct and design for key extracts, putting practical work at the heart of this course.

Assessment

Exam Requirements			
Tiered / Non Tiered:	Non-Tiered		
Paper Title	Weighting	Content	
Component 1: Devising	40% (60 marks)	<ul style="list-style-type: none">• Create and develop a performance that is devised from a stimulus• Analyse and evaluate the devising process and performance• Students produce a portfolio of written work• Performer or designer routes available Internal examination/external moderation	
Component 2: Performance from Text	20% (48 marks)	<ul style="list-style-type: none">• Students will either perform in or create a design realization for two key extracts from a performance text.• Centre choice of performance text• Performer or designer routes available. External examination of performances	
Component 3: Theatre Makers in Practice	40% (60 marks)	<ul style="list-style-type: none">• Practical exploration and study of one complete performance text from an actor, director and design perspective• Choice of eight performance texts• Live theatre evaluation – free choice of production.	
Coursework / Controlled Assessment Requirements			
Area Of Study	Length	Weighting	Timing
Component 1: Written Portfolio: Portfolio covering the creating and developing process and analysis and evaluation of this process Performance of the DEVISED piece OR design realisation	Handwritten or typed evidence of 1,500-2,000 words OR Recorded verbal evidence 8-10 minutes OR Combination of hand written evidence (750-1,000 words) AND recorded evidence (between 4-5 minutes) Groups of 3-4 students (15 minutes) Groups of 5-6 students (25 minutes)	40% of overall grade 60 marks in total 45 marks for the portfolio 15 marks: Performance	Summer term of year 10 OR Autumn Term of Year 11
Component 2:	Group performance: 12 minutes	20% of the overall grade	Spring Term of

Performance from Text Group performance AND Duologue OR Monologue Supporting statement of intention	Duologue: 5 minutes Monologue: 3 minutes 100-200 words	48 marks in total 24 Marks per performance	Year 11 (January – March)
Component 3: Theatre Makers in Practice This is a written examination Section A: Bringing Texts to Life Section B: Live Theatre Evaluation	1 Hour and 45 minutes	40% of the overall grade 60 marks in total	Summer Term of Year 11 written exam

To be successful in this subject, students will need to develop and practice the following:

- Performing or directing
- Giving and receiving constructive criticism
- Characterisation: experimenting with using your voice, body, gestures, movement and space
- Going to the theatre and watching other live performances
- Experimenting with different genres of drama
- Devising work according to a particular theatre genre/practitioner
- Have the potential to evaluate and analyse through written work
- Recognising the dramatic potential of a text
- Group work and practical tasks
- Develop your memory skills in remembering your lines in performance
- Work with a variety of different students in the class
- Reading plays and developing your knowledge in theatre production

Progression Routes & Career Opportunities

Students who complete the GCSE in Drama can progress on to A level Drama and Theatre Studies or BTEC Performing Arts alongside a range of other A Level options; the GCSE develops the students historical, theoretical and practical knowledge and experiences and these provide the required prior knowledge for Level 2 and 3 Performing Arts courses as well as a number of transferable skills.

Career opportunities:

Teaching	Acting	Directing	Script writing
Stage Management	Therapy	Make-up artistry	Journalism
Costume design	Team based jobs	Law	Theatre Technician
Social Work	Management/Team	Radio production	
Law	Leadership	HR	

Further Information

Attendance on at least one theatre trip throughout the year is compulsory

Attendance at additional organised workshops either in school or out of school is compulsory

Please See: Mrs Crawford or Mrs Mathews for further information access the website : Edexcel GCSE Drama

BTEC Music Tech Award

Exam Board / Pearson Edexcel BTEC Tech Award in Music Practice

Course Description / Content

Students will explore and learn individually and collaboratively the skills to ensure that they develop the confidence, the creativity and the thoughtfulness to be a skilful and informed musician. The BTEC Music Tech Award in Music Practice is a two-year course, equivalent to one GCSE, and is a good foundation for students who wish to pursue a career within the industry sector. The course specifically features skills required in the music industry and a chance to specialise in music performance, composition and/ or production. All learners will have regular opportunities to perform as part of our Performing Arts Academy at events throughout the year.

Course Requirements			
Tiered / Non Tiered:	Non-Tiered		
Unit Title	Time	Weighting	Content
Component 1: Exploring Music Products and Styles <i>Internal</i>	36 hours	30%	Students will explore the techniques used in the creation of different musical products and investigate the key features of different musical styles and genres. This involves an understanding of genre, developing instrumental and vocal techniques, advancements in recording and techniques of production and theoretical knowledge and application of musical devices. Students will respond to a set brief released by Pearson that showcases their understanding and application of various styles and genres, including recording of short examples and evaluative responses/analysis of performances. (Final responses to component 1 are under 12 hours of supervised conditions and is completed in the first year of the course)
Component 2: <i>Music Skills Development</i> <i>Internal</i>	36 hours	30%	Students will explore personal and professional techniques for musicians and how to share their music with others. They will learn to use a variety of methods of evidencing processes and outcomes and communicating skills development. Students will participate in workshops and sessions to identify and develop musical skills and techniques in the following 3 disciplines: 1. Music Performance 2. Creating Original Music 3. Music Production. Students will develop a Skills Understanding Portfolio containing written, audio or video evidence that documents their knowledge and understanding of personal, professional and musical skills.
Component 3: Responding to a Commercial Music Brief <i>External Synoptic</i>	48 hours	40%	Students will apply musical skills and techniques in response to a brief to produce a music product. The external assessment is based on a key task that requires learners to demonstrate that they can identify and use effectively an appropriate selection of skills, techniques, concepts, theories and knowledge from across the whole qualification in an integrated way. The external assessment takes the form of a set task taken under supervised conditions , which is then marked and a grade awarded by Pearson.

To be successful in this subject student will need to be:

- Already interested in playing an instrument or singing with some experience at performing in front of an audience
- Have a good independent working ethic and managing your time effectively
- Work well as part of a team

Progression Routes & Career Opportunities

The skills you will learn from this course will enable you to form part of your suite of qualifications for entry into sixth form.

Further information

Taking part / belonging to groups or clubs in performing arts outside of school is extremely encouraged as is having instrumental or singing lessons, all of which can be provided in school as part of the Performing Arts Academy study support provision.

Please See: Miss King (Performing Arts Academy Lead) or Mr Crosby (Director of Performing Arts)

Website: <https://qualifications.pearson.com/en/qualifications/btec-tech-awards/music-practice.html>

Level 1/2 Award in Sport Science

Exam Board / Specification: OCR CAMBRIDGE NATIONAL LEVEL 1/2 AWARD IN SPORT SCIENCE

Sport Science is a vocationally related qualification, where students develop knowledge and understanding by applying their learning and skills in a work-related context. Students study 3 units over two years. Unit 1 is an externally assessed examination based unit. The remaining units are coursework based and internally assessed. This course totals 120 guided learning hours and makes the qualification equivalent to one GCSE.

Elite Sport has embraced scientific disciplines wholeheartedly in the past few decades. The Cambridge National in Sport Science offers learners the opportunity to study the key areas of this, including, anatomy and physiology, scientific testing, injury and performance: the science of training and application of training principles and psychology in sports performance. This course offers a solid foundation for further study. Students develop a wide range of highly desirable, transferable skills such as communication, problem solving, team working and conducting scientific tests and data analysis.

Exam Requirements			
Tiered / Non Tiered:	Non-Tiered		
Paper Title	Time	Weighting	Timing & Content
R180: Reducing the risk of injuries (External) (Theory)	48 guided learning hours 1 hour 15 minutes written exam	40%	Paper consists of multiple choice, short and long answer questions. 70 marks available. Students will learn the scientific basis behind reducing the risk of sports injuries. They will discover the treatment and responses to injuries and common medical conditions. The unit explores the physiological and psychological elements of sports injuries.
Coursework Requirements			
Area Of Study	Length	Weighting	Timing & Content
R181: Applying principles of training (Internal) (Theory)	48 guided learning hours	40%	Students will cover the science behind how athletes train in order to achieve peak performance. They will be tasked with conducting scientific fitness tests, ensuring reliability, validity and correct testing protocol. Students are then required to analyse the data sets and produce an evidence based programme, applying the scientific principles of training.
R183: Nutrition and sports performance (Internal) (Theory)	24 guided learning hours	20%	Students learn about different nutrients and supplements and their effects on the physiological and psychological state of the human body. The unit requires students to conduct scientific baseline testing in order to assess the effectiveness of a nutrition programme. Data analysis allows students to evidence that their programme meets the key nutritional principles.

To be successful in this subject students will need to:

- Have a very strong passion for science and the scientific elements of sports performance
- Ability to analyse data sets and use key mathematical principles to evidence progress
- Have a good understanding of the human anatomy and how it responds to physical activity in the short and long term.
- Passionate about elite sports performance and the nutritional elements involved with successful performance.
- Be able to independently complete extended writing projects
- Be organised and stick to strict work deadlines
- Understand that the course is theory based and there are very few practical lessons

Progression Routes & Career Opportunities

Cambridge National qualifications are courses that enable candidates to progress either directly to employment, or to proceed to further levels of study. Employment opportunities include: Sports scientist, Physiotherapist, strength and conditioning professional, Psychologist, Sports Development, Sports Administration, National Government Bodies and Public Services. The natural academic route would be to progress to a Level 3 sport course, offered here at St Mary's Sixth Form and Leadership centre.

Jobs which this qualification can eventually lead to are;

Teaching	Sports Coaching	Sports Journalism
Fitness Instructor	Physiotherapy	Personal Trainer
Sports Development	Sports Psychologist	Leisure Centre Manager
Nutritionist	Sport Scientist	Performance Analyst

Please See: Mr Hunt (PE Lead)

Website: <https://www.ocr.org.uk/qualifications/cambridge-nationals/sport-science-level-1-2-j828/>

Level 1/2 Vocational Award in Hospitality and Catering

Exam Board / WJEC

Course Description / Content

Students will learn about:

The Hospitality and Catering Industry

Learners apply their learning by considering all aspects of the vocational sector. They should acquire knowledge of all aspects of the industry and be able to propose new hospitality and catering provision for specific locations. Learners will be able to use their learning of different types of establishment and job roles to determine the best option. They will then apply their learning in relation to front of house and kitchen operations to determine how the proposed hospitality and catering provision will operate efficiently legally and financially viable whilst meeting the needs of their potential market. This unit provides a broad introduction to the vocational sector in a way that is purposeful and develops a range of transferable skills.

Hospitality and Catering in Action

Learners apply their learning to safely prepare, cook and present nutritional dishes. They will draw on their learning of different types of provision and kitchen and front of house operations in Unit 1, as well as personal safety in their preparations. The content is relevant not only to employees within food production, but also those with a responsibility for food safety in the industry, nutritionists and managers and owners. This extends the learners appreciation of the whole vocational area beyond the kitchen environment.

Assessment

Exam Requirements			
Tiered / Non Tiered	Non Tiered		
Paper Title	Time	Weighting	Content
Unit 1: Written/online Paper	1 hr 20 mins	40%	The Hospitality and Catering industry
Coursework / (Non-Exam Assessment)			
Area Of Study	Length	Weighting	Content
Unit 2: Hospitality and Catering in action	12hrs	60%	Coursework unit investigating food skills for the catering industry, linking to hospitality

To be Successful in this subject students will need to develop and practice the following:

- Organisation
- Following Instructions
- Working in a team
- Completing independent tasks
- Making a variety of food products
- Working with a range of equipment/utensils
- Analysing food products and adapting recipes

Progression Routes & Career Opportunities

L3 Food Science and Nutrition

Product development for Food companies and supermarkets

Dietician

Teaching

A Level/BTEC in a Food related subject

Food journalism

Hotel and Catering management/career in the hospitality industry

Further Information

The organisation and purchasing of ingredients is a requirement for the successful completion of Hospitality and Catering

Please note that there is a heavy coursework element to this subject, be sure to bear this in mind when you are selecting your options. It is recommended that you look at the coursework component of subjects when choosing option combinations.

Please See: Mr Massop

Website: https://www.wjec.co.uk/media/ukvevv1a/wjec_l1-2-vocaward-hospitality-and-catering_spec-21-09-2021_e.pdf

GCSE Art & Design: Textile Design

Exam Board / AQA

Course Description / Content

Students will learn about:

- art textiles
- fashion design and illustration
- costume design
- constructed textiles
- printed and dyed textiles
- surface pattern
- stitched and/or embellished textiles
- soft furnishings and/or textiles for interiors
- digital textiles
- Installed textiles.

Assessment

Assessment			
Exam Requirements			
Non Tiered			
Non Exam Assessments			
Area Of Study	Length	Weighting	Content
Component 1: Portfolio	36hrs	50%	Exploration of skills and design journeys, showing understanding and skill of design
Component 2: Externally set assignment	10hr exam + prep time	50%	A sustained project developed in response to a subject, theme, task or brief evidencing the journey from initial engagement with an idea(s) to the realisation of intentions.

To be Successful in this subject, students will need to develop and practice the following:

- Meeting deadlines
- Completing independent tasks
- Organisation
- Making a variety of fashion and textiles products
- Designing and creating imaginative products
- Analysing existing products

Progression Routes & Career Opportunities

A level/BTEC in a Fashion related subject

Fashion, Costume, Textiles and Interior design

Textile Design

Fashion buying and merchandising

Product developer

Further Information

The organisation and purchasing of materials and components is a requirement for the successful completion of Fashion and Textiles.

Please note that there is a heavy coursework element to this subject, be sure to bear this in mind when you are selecting your options. It is recommended that you look at the coursework component of subjects when choosing option combinations.

Please See: Ms Southgate

Website: <http://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206/introduction>

Level 2 Engineering Design

Exam Board / OCR

Course Description / Content

Students will learn about:

- Design cycles
- Specifications
- Product analysis
- Computer Aided Design & Manufacture
- Communicating design ideas
- Using various tools and equipment
- Exploring Timber, polymers and Metal

Assessment

Exam Requirements			
Non Tiered			
Paper Title	Time	Weighting	Content
R038: Principles of engineering design	1hr 15 mins	40%	In this unit, students will learn about the different design strategies and where they are used, as well as the stages that are involved in iterative design, which is currently one of the most widely used design strategies. They will learn about the type of information needed to develop a design brief and specification, and the manufacturing and other considerations that can influence a design. Students will develop knowledge of the types of drawing used in engineering to communicate designs, as well as the techniques used to evaluate design ideas and outcomes, including modelling methods.
Coursework / Controlled Assessment Requirements			
Area Of Study	Length	Weighting	Content
R039: Communicating designs	10-12hrs	30%	In this unit, students will learn how to develop their techniques in sketching, and gain industrial skills in engineering drawing using standard conventions that include dimensioning, line types, abbreviations, and representation of mechanical features. Students will enhance their confidence and capabilities by using computer aided design (CAD), 2D and 3D software, to produce accurate and detailed drawings and models that visually communicate their designs.
R040: Design, evaluation and modelling	10-12hrs	30%	In this unit, students will learn how designers can quickly create and test models to develop a working prototype of a design. They will develop their virtual modelling skills using computer aided design (CAD) 3D software, to produce a

			high-quality model that will be able to simulate their design prototype. Students will also develop their physical modelling skills using modelling materials or rapid-prototyping processes to produce a physical prototype.
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To be Successful in this subject, students will need to develop and practice the following:

- Creating products and exploring practical skills
- Organisation
- Presenting information and designs
- Meeting deadlines
- Completing independent tasks
- Using technical tools and machinery correctly
- Creating products to a good level of quality
- Completing independent tasks
- Being creative when designing and manufacturing
- working products

Progression Routes & Career Opportunities

Carpenter	CAD Specialist	New Materials Researcher
Model Maker	CAM Operator	Industrial Designer
Construction worker	Furniture Designer	Engineer
Draughtsman	Product Designer	

Further Information

The organisation and purchasing of materials is a requirement for the successful completion of Engineering Design.

Please note that there is a heavy coursework element to this subject, be sure to bear this in mind when you are selecting your options. It is recommended that you look at the coursework component of subjects when choosing option combinations.

Please See: Mr Massop

Website: <https://ocr.org.uk/qualifications/cambridge-nationals/engineering-design-level-1-2-j822/specification-at-a-glance/>

Level 2 Health and Social Care

Exam Board / OCR

Course Description / Content

Students will learn about:

- Individual rights
- Values of Care
- Safeguarding
- Communication in a care settings
- Healthcare
- Wellbeing
- Public health

Assessment

Exam Requirements			
Non Tiered			
Paper Title	Time	Weighting	Content
R032: Principles of care in health and social care	1hr 15 mins	40%	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.
Coursework / Controlled Assessment Requirements			
Area Of Study	Length	Weighting	Content
R033: Supporting individuals through life events	10-12hrs	30%	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.
R035: Health promotion campaigns	10-12hrs	30%	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.

To be Successful in this subject, students will need to develop and practice the following:

- biological processes
- Organisation
- Presenting information
- Meeting deadlines
- Completing independent tasks
- understand social care
- interest in the healthcare system
- Completing independent tasks

Progression Routes & Career Opportunities

Healthcare provision
Care assistant
Biologist

Childcare Provision
childminder
Nursery Assistant

Social worker
Paramedic
Nursing

Further Information

Please note that there is a heavy coursework element to this subject, be sure to bear this in mind when you are selecting your options. It is recommended that you look at the coursework component of subjects when choosing option combinations.

Please See: Mr Massop / Mrs Ogunwenmo

Website: <https://ocr.org.uk/qualifications/cambridge-nationals/health-and-social-care-level-1-2-j835/specification-at-a-glance/>

There will be two options for Business: one will be assessed predominantly by coursework and will be BTEC qualification and the other will be assessed by examination and be a GCSE qualification.

BTEC Award in Enterprise

Exam board: Pearson

With the new BTEC Tech Award in Enterprise, students can explore what it means to set up and run a business enterprise, as well as develop key skills and discover potential careers.

Course Description / Content

As the BTEC Tech Award in Enterprise is a practical introduction to life and work as an entrepreneur, students will:

- delve deeper into how the sector works
- appreciate the importance of business planning and understanding the market
- analyse and evaluate the skills they develop

Practical Assignments		
Tiered / Non Tiered:		
Externally Assessed Unit		
Unit Title	Weighting	Content
Promotion and Finance for Enterprise (External Synoptic)	40%	External assessment set and marked by Pearson, completed under supervised conditions. <ul style="list-style-type: none"> • The assessment must be completed in 2 hours. • 60 marks
Internal Assessments		
Area Of Study	Weighting	Content
Exploring Business (Internal)	30%	Learners will examine different enterprises to develop their knowledge and understanding of the characteristics of enterprises and the skills needed by entrepreneurs. For this assessment students will be given: <ul style="list-style-type: none"> • 6 hours supervised preparation time • 5 hours formal supervision to complete tasks
Planning for running an enterprise (Internal)	30%	Learners will select an idea for an enterprise to plan and pitch. They will work as a small group to run a micro-enterprise activity and will develop their skills in operating and reviewing the success of the enterprise. For this assessment students will be given: <ul style="list-style-type: none"> • 6 hours supervised preparation time • 7 hours formal supervision to complete tasks

To be successful in this subject, students will need to develop and practice the following:

- | | |
|---|--|
| <ul style="list-style-type: none"> ▪ Learning about new developments ▪ An interest in the world of business ▪ Good at meeting deadlines ▪ Organised ▪ Self-motivated | <ul style="list-style-type: none"> ▪ Presentation and report writing ▪ Project management ▪ Problem solving ▪ Logical thinking |
|---|--|

Progression Routes & Career Opportunities

Level 2 Business provides a solid foundation for progress to Level 3 Business Studies and a career in business professions.

Possible careers include:

Teaching
Marketing
Human Resources

Accountancy
General Management
Market Research

Commercial Banking
Advertising
Investment Banking

Further Information

Please See: Mrs Achilleos, Ms Johnson, or Mrs Johnston

Website: [Pearson BTEC Tech Award Level 1/2 in Enterprise 2022](#)

Please be aware that this course could change as some BTEC courses are being revised

GCSE Business

Exam Board / Pearson Edexcel GCSE (9-1) in Business (1BS0)

Course Description / Content

Business GCSE is a qualification that is engaging and inspiring, and which reflects the demands of a truly modern and evolving business environment – a qualification that enables students to develop as commercially minded and enterprising individuals and helps them to succeed in their chosen pathway.

This course aims to develop learners as effective and independent students, and as critical and reflective thinkers with enquiring minds, which will encourage them to use an enquiring, critical approach to make informed judgements

Assessment

Exam Requirements			
Tiered / Non Tiered:	Non Tiered		
Paper Title	Time	Weighting	Content
Theme 1: Investigating small business	1 hr 30 minutes The paper will consist of calculations, multiple-choice, short-answer and extended-writing questions	50% 90 marks	Theme 1 concentrates on the key business concepts, issues and skills involved in starting and running a small business. It provides a framework for students to explore core concepts through the lens of an entrepreneur setting up a business. <ul style="list-style-type: none"> • Topic 1.1 Enterprise and entrepreneurship • Topic 1.2 Spotting a business opportunity • Topic 1.3 Putting a business idea into practice • Topic 1.4 Making the business effective • Topic 1.5 Understanding external influences on business
Theme 2: Building a business	1 hr 30 minutes The paper will consist of calculations, multiple-choice, short-answer and extended-writing questions	50% 90 marks	Theme 2 examines how a business develops beyond the start-up phase. It focuses on the key business concepts, issues and decisions used to grow a business, with emphasis on aspects of marketing, operations, finance and human resources. Theme 2 also considers the impact of the wider world on the decisions a business makes as it grows. <ul style="list-style-type: none"> • Topic 2.1 Growing the business • Topic 2.2 Making marketing decisions • Topic 2.3 Making operational decisions • Topic 2.4 Making financial decisions • Topic 2.5 Making human resource decisions

To be Successful in this subject, students will need to develop and practice the following:

- Learning about new developments
- An interest in the world of business
- Identifying successes and any limitations
- Being an independent learner
- Organising your own timing
- Meeting deadlines
- Logical thinking
- Learning about new trends and technologies

Progression Routes & Career Opportunities

Business GCSE provides a solid foundation for progression to Business and Economics related courses, including Level 3 in Business BTEC National and Business A 'Level, and a career in the business or finance professions. Further progression includes accounting, Finance and Business Management related subjects. This course would also support your application for a business apprenticeship at 16+.

Further Information (*e.g. fieldwork requirements; specialist equipment*)

The assessment of this course is solely dependent on exams at the end of year 11 so is suited to students more comfortable with exams rather than coursework.

Careers include:

Teaching

Marketing

Human Resources

Accountancy

General Management

Market Research

Commercial Banking

Advertising

Investment Banking

Please See: Mrs Achilleos or Mrs Johnston

Website: [Specification \(pearson.com\)](https://www.pearson.com)

Level 2 BTEC Tech Award in DIGITAL INFORMATION TECHNOLOGY

Exam Board / Specification

The Pearson BTEC Level 1/Level 2 Tech Award in Digital Information Technology is for learners who want to acquire technical knowledge and technical skills through vocational contexts by studying the knowledge, understanding and skills related to data management, data interpretation, data presentation and data protection as part of their Key Stage 4 learning.

Course Description / Content

The Award gives learners the opportunity to develop sector-specific knowledge and skills in a practical learning environment. The main focus is on four areas of equal importance, which cover:

- development of key skills that prove learners' aptitude in using IT tools and techniques such as using spreadsheets to analyse and model data, and gathering and combining
- digital assets to create an interactive product
- knowledge that underpins effective use of skills, processes and attitudes in the sector such as different IT systems and technologies and how they are used by organisations and
- associated individuals
- product development process that underpins effective ways of developing IT products and solutions
- attitudes and ways of working that are important in the IT sector such as managing ethical and security issues, and developing solutions to meet audience requirements.

Assessment

External Assessment			
Tiered / Non Tiered:	Level 1 and Level 2		
Unit Title	Time	Weighting	Content
Component 3 (External Synoptic)	75mins	40%	Learners will study the use of information technology (IT) systems by both organisations and individuals, and the implications these uses have for organisations, users and wider society.
Internal Assessments			
Area Of Study	Length	Weighting	Content
Component 1 (Internally Assessed)	36GLH	30%	Creating an Interactive Product
Component 2 (Internally Assessed)	36GLH	30%	Developing a Spreadsheet Solution to model data

To Be Successful In This Subject ,Students Will Need To Be Good At And Enjoy

- Standard programming techniques
- Identifying successes and any limitations
- Being an independent learner
- Organising your own time
- Meeting deadlines
- Learning about new technologies

Progression Routes & Career Opportunities

Teaching	Programming	Network engineer
Game Design	IT consultant	Systems analyst
Computer Systems developer	Multimedia programmer	Web Design

Further Information (e.g. fieldwork requirements; specialist equipment)

Please note that there is a heavy coursework element to this subject, be sure to bear this in mind when you are selecting your options. It is recommended that you look at the coursework component of subjects when choosing option combinations.

Further Information Please See: Ms Dowd or Mrs Johnson

Website: <https://qualifications.pearson.com/content/dam/pdf/btec-tec-awards/information-technology/2022/specification-and-sample-assessments/btec-tech-award-digital-information-technology-spec.pdf>

Please be aware that this course could change as some BTEC courses are being revised

Options Evening- Monday 6th March 2023

Frequently asked questions and answers

Common questions asked by students before the evening

1. I am on blue pathway and want to change to yellow, can I do this?

The pathways that you were sent are our strong recommendation and are based on prior attainment at Key Stage 2. The blue pathway encourages those students who were high prior attaining to study a language and qualify for the Ebacc. The languages department have also looked at blue pathway students and confirmed and added those students they feel have excelled at languages so far and should therefore study a language at Key Stage 4. If you feel strongly that the blue pathway, and in particular studying a language, is not appropriate for you or your child please complete a yellow pathway form and send a letter or email for the attention of Mrs Watts explaining the reasons for the change.

2. I am on yellow pathway, can I change to blue?

This is unnecessary, there is nothing on a blue form that isn't on the yellow. Just choose a language and Geography or History on the yellow form, and it is then the same as a blue as you qualify for the Ebacc

3. Can I study a subject that I haven't studied in year 9?

No, you cannot. If you choose a subject you have not studied in year 9 on your options form, you will not be allocated that subject and will be allocated your reserve choice. I look at all the forms that come in and compare them to your current timetable to check this.

4. I would like to study computer science, how do I know if I will be able to do this?

Computer Science is a challenging GCSE who suits students who have a passion in this field, but who are also strong mathematicians. Firstly, you can only study computer science if you have studied IT in year 9, but also you have to have a high prior attainment level or current progress in IT and Maths to achieve well in this subject. For example, be on the mastering or excelling pathway. If you unsure if you are suited to this subject, speak to Mr Benjeddi or Miss Dowd when you come back to school who will liaise with the maths teams too.

5. I chose Enterprise/Business for year 9 and want to switch to IT, can I do this?

No, you cannot do this for the reasons previously stated. You haven't studied IT for a year and would be at a significant disadvantage. You also can't switch the other way from IT to business or study any subjects that you haven't studied this year as previously mentioned.

6. I want to opt for more than one BTEC/Vocational subject, can I do this?

Yes in a simple answer but.... BTEC subjects are assessed very differently to GCSE's, fundamentally they have far more coursework elements and only one smaller exam. If you plan to choose more than one BTEC subject, you will be under pressure to complete regular coursework in these subjects although you will have less exams at the end. BTEC is relentless because you are continually completing and refining work to attain your target grade. It is important to be able to meet deadlines because the course does not stop and new content will continually be taught so it is important you are able to manage your time well. If this type of studying works for you and you work well independently, then two BTEC's would be no problem. If you perform well under exam conditions, then maybe consider taking just one BTEC subject.

7. I have been recommended green pathway, will I get support with my choices?

Yes, Mrs Lee and Mrs Blanchard in the Student Centre can help you and will even complete the form with you. They will be aware of your progress journey, your strengths and your career aspirations so will help you choose the best options to meet your needs.

8. When will we start our new timetables?

At the moment, we plan for Year 9 to start their new courses after summer half term, which will be Monday 5th June.

9. What happens if after completing my form I change my mind or make a mistake and want to redo the form?

Only one options form will be accepted, but this will be the last form you submit. All previous forms will be ignored, so if you make a mistake or change your mind before the deadline, submit another form, but please try and complete the form correctly first time!!

10. What happens if I miss the deadline?

*Forms are not treated 'first come first served', but forms submitted after the deadline are less likely to get their first and second preferences and more likely to get their reserve choices.
The deadline is the 31st March 2023*

11. What happens if I don't get my preferred choices?

In 97% of cases, students will receive their preferred choices but sometimes there are difficulties with students who opt for unique combinations or who don't complete the form correctly. If there is a problem and we need to use a reserve choice, we will ask to see you to discuss alternatives. We won't just put you into a reserve choice without a conversation.

Questions from parents/carers who went through this process last year

12. Do those on green pathway have more opportunities than those on the blue pathway?

No, Green pathway students may actually study fewer qualifications, but are given additional time to make progress in those that they do choose. They also spend an additional lesson each week to consolidate their literacy and numeracy skills and will study an ASDAN course.

13. Would taking both History and geography be difficult?

It would be challenging, but if you enjoy these subjects and have a strength in writing, this combination could be a good choice for you, many students study both geography and history. All GCSE's / L2 courses are challenging and with hard work in lessons and keeping on top of extended learning, students can manage their time very well.

14. Does a Performing Arts/Technology subject have to be picked?

No

15. Do you have to be in a specific maths set in order to take computer science?

No, but you must have a passion for Maths (and Science) and have attained well at Key Stage 2 and made good progress in Key Stage 3 in these subjects and ICT. Your child will need to be proficient in maths and be on the mastering or excelling pathway or alternatively making good excellent progress (+1/+2) progress on the securing pathway.

16. Does your maths set affect your maximum GCSE grade?

No, but the tier of paper you take does. There are two papers which have different tiers, foundation and higher, and the maximum and minimum grades you can achieve vary in both papers. For the higher tier students can achieve a grade 9-4 and grades 5-1 on the foundation. It is imperative students work hard throughout their GCES's to ensure staff have lots of evidence to place students in the right tier.

- 17. What's the difference between Computer Science and ICT? How do I know what to choose? I do ICT in year 9...**
Computer Science is a GCSE and ICT is a BTEC qualification. Computer Science comprises of more programming but please look at the description in the booklet for more information or speak to Miss Dowd.
- 18. When should they start revising for their GCSE's?**
Revision is effective when it is done often, continually reflecting and revisiting lesson content and practicing skills. It is never too early and this process will have already started for some students.
- 19. If the preferred options are not allocated on a first come basis, how are they allocated?**
Options are allocated when all the choices are submitted after the deadline. The option 'blocks' are formed based on what students select, in 97-98% of cases, students receive their preferred choices and we always start with their favourite subject through to their second/third choice when we allocate them. If there is a problem and we have to use a reserve, we will make you aware and have a conversation. Think carefully about your reserve choices
- 20. Does behaviour effect what you will be able to take?**
No, but students who behave well and exhibit positive learning behaviours will make the most progress and have a better chance of achieving their potential at GCSE/L2 and beyond. Data analysis shows that students with poor attendance and behaviour make significantly less progress than their peers.
- 21. For those students on the Blue Pathway what resources will St Marys offer students to manage/organise workload? i.e study groups, exam practice etc?**
Intervention is planned throughout Year 10-11 to provide opportunities for students to consolidate their learning; practising skill and retrieving knowledge. This is provided for all student who need additional support in. This also includes access to tutoring, holiday interventions and tutor time as well as those planned after school.
- 22. What is EBACC and what does it effect?**
Schools are measured by the percentage of students they enter for the Ebacc and those that achieve it. This is a grade 4 or better in English, Maths, Science, a Language and Geography or History or Computer Science
- 23. Can you leave out a Humanities subject in my options?**
Yes, if you opt on the yellow or green pathway and choose a language in the first step
- 24. What to do if I have chosen an option then later on decided that I don't like it?**
Re-submit a form before the deadline, your latest form will be considered, the earlier one deleted. However, if your child has started their options and then decides they have not made the right decision they will only have a small window in which to change. It must be noted that at this point in their learning, an alternative subject may have reached a maximum allocation of students so a change to a different option may not be possible. This is why taking time to consider the options you chose is important.
- 25. What are the BTEC/Vocational subjects ?**
BTEC's are equivalent qualifications to GCSE's that contain more coursework. They normally have one exam worth approx. 25%. Most GCSE's have limited coursework and have two or three big exams at the end of the course
- 26. Is level 2 equivalent to GCSE?**
Yes, Level 2 is studied to GCSE, Level 3 is studied in the Sixth Form and is A levels and level 3 BTEC's.

27. Do Universities and/or colleges care about which GCSE options you choose?

For a small amount of very specific courses, GCSE courses and grades achieved can matter, but for most Degrees, Level 3 courses and grades are more important

28. Is coursework not used for a grade anymore?

Some GCSE's contain a small amount of coursework, but BTEC subjects contain a lot of coursework

29. My child is on the blue pathway and is currently studying a language out of school, so would prefer not to take a language in school what can be done about that?

It would be best to have a conversation with us in this instance, it is not possible to answer this question without the specifics but don't forget, students who are excellent linguists and have a passion for languages can study more than one in year 10 and 11.