

# Curriculum Guide



## Year 8 Curriculum Guide 2020 - 2023

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## Helping you make your Choices

Recently, you will have taken part in some decision-making exercises and will have been given information about the subjects available for study as you start to focus your learning in Years 9, 10 and 11. Do not worry if you feel that you cannot take this in all at once, or if there is something you do not understand. There are lots of ways to make sense of it all – by asking your teachers and tutors; by asking Mrs Lilley (Head of Year 8), Mrs Bradley (Assistant Head of Year 8), or Mrs Spencer, Mrs Ward or Miss Atkinson (Learning Mentors); and by reading this booklet as well as talking it over with family and friends.

Some of the courses available may be new to you, for example Health & Social Care. These courses can be explained to you in greater depth by the departments who deliver them and the best way to find out more is to talk to the specialist teachers on the **Options Information Evening on Thursday 19th March 2020** which we strongly encourage you to attend.

Staff from our Support and English as an Additional Language teams will also be in attendance to help with any questions you may have.

If parents/carers have additional concerns after the Information Evening and would like a private consultation at school they should arrange to see Mrs Lilley, Head of Year 8 by making an appointment through the Year 8 office.

We can also, through the year office, arrange an appointment for pupils with Mrs Connell our Careers Adviser should they wish.

**There is a lot of help and support to help you make sure that you choose wisely. Please use it!**



## Important Points to Note

When selecting your subjects, please bear in mind the following:

- Choose subjects that you like to do or think you would enjoy. These are usually the subjects in which you get the best results.
- There are no easy subjects! You may find them easy because you enjoy them and have a talent in that area but there are no soft options.
- Make sure you are clear about what subject content will be covered on the course and how it will be assessed.
- Do not choose a subject because your friend has done so. Your interests and abilities are not necessarily the same, nor is there any guarantee that you will be placed in the same teaching group.
- Do not choose because of your like or dislike of a particular teacher. Again, there is no certainty as to which teachers you will have in any year group for any subject.
- Discuss your choices with your parents as well as your teachers and if you have any questions/problems, seek advice in school or at the **Year 8 Options Information Evening** on **Thursday 19th March 2020**, at **6.30pm** in the SM6 building.
- Remember that as you focus your learning, some courses will conclude with examinations at the end of year 10 whilst others will be at the end of year 11.
- Once you have chosen a subject, you have made a commitment to follow the course over the next three years and **you will not be able to change** except under the most exceptional circumstances.



## A Broad and Balanced Curriculum

Whilst reading the booklet, you will need to think carefully about the subjects you would like to study for the next three years, deciding which ones are going to serve you well in the future. It is important to note that at this stage the choices you make are very unlikely to affect your ability to follow any given career path. The curriculum offered by St Mary's College is closely matched to the requirements of central government who state the following:

Every state-funded school must offer a curriculum which is balanced, broadly based and which:

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

With this in mind the government states that the following subjects are compulsory and must be followed by all pupils in KS4 (Years 9-11):

English  
Mathematics  
Science  
Physical Education  
Religious Education  
Citizenship, sex and relationship education

Other subject areas are not compulsory but must form part of the offer available to pupils in all schools. These include:

- **The Arts** - For example, Music, Art and Design, Drama, Media
- **Design and Technology** - For example, Food, Product Design
- **Humanities** - This comprises of Geography and History
- **Modern Foreign Languages** - For this year group, this will comprise of French and German
- **Computing**





## How your child will be assessed

You may be aware that over recent years the headlines by which a school's performance is measured has been extensively reformed. The headline measures which now appear in the National Performance Tables include:

- Progress across 8 subjects
- Attainment across the same 8 subjects
- Percentage of pupils achieving the threshold in English and Mathematics (now a grade 5)
- Percentage of pupils entering the English Baccalaureate
- EBacc average point score (across the 5 subjects)

## The English Baccalaureate

This requires students to be awarded GCSEs at grade 5 or better in Mathematics, English (Language or Literature), Science (x2), a Modern Foreign Language and a Humanity (Geography or History).

At St Mary's College, we would expect the vast majority of our students to follow an initial pathway that allows them the chance to meet the requirements of this award. This may be reviewed at the end of Year 9 dependent upon progress.

Students should select Geography or History from Subject Choice Box B and French or German from Subject Choice Box C

**PLEASE NOTE** - If you have studied French in Years 7 & 8 you should select French. Likewise please select German if you have studied this language in Years 7 & 8.

Students not choosing Geography or History in Subject Choice Box B or a Modern Foreign Language in Subject Choice Box C will be allocated a place on one of our Learning Support courses.

Details of our Learning Support courses are available from the relevant teams and staff will write directly to the parents/carers of students for whom such courses would be suitable.

## The Curriculum Model

In response to central government changes we have found it necessary to review the curriculum model used at St Mary's. If you have had older children at the school you will find this differs slightly to the model followed in previous years.

Our rationale for the changes takes into account the following considerations:

- Sufficient time is allocated to the core subjects of English and Mathematics. Students must study both English Language and English Literature. The subject content in Mathematics has now increased by around 30%
- The coursework element of many subjects has now been removed with an increased emphasis put on examinations which must all be sat at the end of the course
- Maintenance of a curriculum offer which allows students the maximum number of subject choices

Pupils will choose one subject from the Humanities Block, one from the Languages Block, one option subject to run in Years 9 & 10 and one to run in Years 10 & 11.

The table below sets out how this will look over the next 3 years.

<b><u>Subject</u></b>	<b><u>Year 9</u></b>	<b><u>Year 10</u></b>	<b><u>Year 11</u></b>
English	4	4	4
Mathematics	4	4	4
Science	4	4	5
Physical Education	2	2	2
Religious Education	3	2	3
Option Block A	3	2	
Option Block B - Humanities	3	3	
Option Block C - Languages	2	2	4
Option Block D		2	3

Citizenship, sex and relationship education will be integrated into lessons from subjects across the school and will also be specifically catered for during collapsed timetable days.



## Assessment and Accountability Reform

### Changes to the awarding of grades

You may have read about the Government's decision to replace the traditional system of awarding letters to one with numbers. The table below illustrates how Ofqual see the revised system correlating to the traditional one.

New Grades	9	8	7	6	5	4	3	2	1	U
Old Grades	A*		A	B	C	D	E	F	G	U

- Broadly the same proportion of students now achieve a grade 4 and above as traditionally achieved a grade C and above
- Broadly the same proportion of students will achieve a grade 7 and above as traditionally achieved an A and above
- The bottom of grade 1 is aligned with the bottom of a previous grade G

Different vocational qualifications vary slightly in their points allocation for different grades achieved. In broad terms a Pass is equivalent to a 4, Merit to a 5.5, Distinction to a 7 and Distinction\* to an 8.5.

### Introducing Technical Awards

For many years, vocational qualifications have helped millions of people develop the skills they need to progress. Following a national review 6 years ago, a complete overhaul of vocational qualifications has taken place. Any qualifications that meet the strict criteria for high quality and rigorously assessed programmes are now known as Technical Awards. These include BTECs, VCerts and any other accredited vocational courses.

Technical Awards give students the skills they need to either move on to higher education or go straight into employment. For instance, relevant courses in Health and Social Care have led many students from St Mary's College into a career working with children or nursing after having continued studying the subject in our Sixth Form.



## General Features of Technical Awards

- Work-related qualifications suitable for a wide range of students, built to accommodate the needs of employers and allow progression to university
- Practical, real-world approach to learning without sacrificing any of the essential subject theory
- Can be taken alongside, or in place of, GCSEs and A levels
- Recognised by schools, colleges, universities, employers and professional bodies across the United Kingdom and in countries worldwide
- Continually developed and updated with, and for, industry and in response to the needs of learners
- Progress is measured throughout the course, allowing students to gauge their own performance on a continuing basis, just like in a real workplace

All accredited Technical Awards feature an element of external assessment. There are 3 common types of external assessment which are a paper based exam, a pre released examined project or an on-screen test. The type of assessment will be appropriate to the subject. This combination of assessment provides a critical mix of ongoing reward and motivation for the student along with the rigour of external benchmarking that some employers and universities are seeking.

Results for Technical Awards are currently graded as Pass, Merit, Distinction or Distinction\*. The qualifications offered are all equivalent to 1 GCSE.



## Careers advice

Advice, information and guidance is delivered at St Mary's College by a qualified Careers adviser, Mrs V Connell, based in the school. She has written the following advice to help you when making your choices.

You are now at the important point in your school life when you need to make your option choices. Key things to consider when making these choices are: what kinds of things you enjoy, what you do well at, how you prefer to study and if you have a specific career aim in mind.

You will find it beneficial to fully research all of your option choices in depth. Read through this booklet to find out what each individual subject involves, how it is taught and if it is examination based or continually assessed through assignments and coursework. Speak to the subject teachers if you require further information or guidance. They will help you make informed decisions.

You will continue studying your core subjects: English, Mathematics, Physical Education, Science and Religious Studies. These subjects will keep most career options open to you. If you do have a career aim, you may want to consider this when finalising your choices. If you are undecided on your choice of career, then choose subjects that allow you to keep your options open. Remember that subject choices don't have to be relevant to specific careers. It's fine to choose some subjects on the basis that you enjoy and are good at them.

I am based in the LRC, so if you need to talk through your ideas, then feel free to call in for an informal chat at break or lunch time. Alternatively you can ask your Form Tutor or Head of Year to arrange an appointment for you. To generate career ideas, visit [www.fasttomato.com](http://www.fasttomato.com) and use the code SMCH. Complete the questionnaire to suggest career ideas. I can also be contacted via email: [vconnell@smchull.org](mailto:vconnell@smchull.org)

**Mrs V Connell**  
**Careers Adviser**



## How to complete your Option Form

- **Choose one subject from Box A and one reserve.** This option will commence in Year 9 and end in Year 10.
- **Choose one subject from Box B, the Humanities Option Block, and one reserve.** This option will commence in Year 9 and end in Year 10.
- **Choose one subject from Box C, the Languages Option Block.** This option will commence in Year 9 and end in Year 11.
- **Choose one subject from Box D and one reserve.** This option will commence in Year 10 and end in Year 11.

Fill in the draft copy on the next two pages before you fill in the separate coloured sheet (in case of mistakes). When you have finally decided that your subject choices are correct, return the lilac coloured form **signed by you and your parent or carer**, to your form tutor, by

**Friday 27th March 2020 at the very latest.**



Name: \_\_\_\_\_

Form: 8 \_\_\_\_\_

### Year 9-11 Curriculum Subject Choices 2020-2023

<b>Choose one subject from Box A and one reserve.</b> This option will commence in Year 9 and end in Year 10.	
<b>Art and Design</b> <b>Business Studies</b> <b>Computer Science</b> <b>Performing Arts - Dance</b> <b>Performing Arts - Drama</b> <b>Hospitality &amp; Catering</b> <b>Health and Social Care</b> <b>Performing Arts - Musical Theatre</b> <b>PE and Sport</b>	<b>First Choice</b> <hr/> <b>Reserve Choice</b> <hr/>
<b>Choose one subject from Box B, the Humanities Option Block.</b> This option will commence in Year 9 and end in Year 10.	
<b>Geography</b> <b>History</b> <b>Accelerated Literacy Programme.</b> (Students for whom this course is suitable will have been invited to apply by <b>Miss Beaumont</b> ).	<b>My ONE choice in the Humanities Block is</b> <hr/>





**Choose one subject from Box C, the Languages Option Block.** This option will commence in Year 9 and end in Year 11.

<p><b>French (X Half Students)</b></p> <p><b>German (Y Half Students)</b></p> <p><b>Lifeskills.</b> (Students for whom this course is suitable will have been invited to apply by <b>Miss Beaumont</b>)</p>	<p><b>My ONE choice in the Languages Block is</b></p> <p>_____</p>
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**Choose one subject from Box D and one reserve.** This option will commence in Year 10 and end in Year 11.

<p><b>Art &amp; Design</b></p> <p><b>Computer Science</b></p> <p><b>Design &amp; Technology</b></p> <p><b>Geography</b></p> <p><b>Health &amp; Social Care</b></p> <p><b>History</b></p> <p><b>Media</b></p> <p><b>2<sup>nd</sup> Modern Foreign Language</b></p> <p><b>Music</b></p>	<p><b>First Choice</b></p> <p>_____</p> <p><b>Reserve Choice</b></p> <p>_____</p>
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**Please return by: Friday 27th March 2020**

<b>Signed by pupil</b>	
<b>Signed by parent/carer</b>	

## BTEC Level 2 Award in Art & Design

### Examining Board: Edexcel

This qualification is a vocational qualification and you will be graded either a pass, merit, distinction or distinction\*. The course is comprised of units which are all project-led, one of which is externally assessed.

This programme has been designed to allow learners to experience a broad Art and Design vocational programme of study in a range of materials areas from the following list:

Graphic Design  
Textiles



Fine Art  
Printmaking



**After experiencing various areas of Art & Design, students will have the opportunity to specialise in one of them to do their remaining units of the course, including the externally set unit.**

The course is intended for those learners who wish to go into the Art and Design industry. Students will enter design competitions and will have many opportunities to visit galleries, exhibitions and places of interest.

The units for the BTEC Level 2 award in Art & Design are:

1. Introduction to specialist pathways in Art & Design
2. Creative project in Art & Design (externally set and assessed).
3. Communicating ideas in two dimensions.
4. Building a Portfolio of work.

Throughout the course, pupils will also experience the processes of printing techniques, photography and digital imaging.

### **Progression:**

BTEC level 3 Extended Certificate or Diploma in Art and Design.

Progress on to AS and A2 level courses in Art and Design.

Leads to further training and/or employment within the field of Art & Design. For information please contact:

**Mrs R Postill**

**Head of Creative Arts, Design & Media Faculty**



## Business Studies

You are surrounded by Business everyday of your life, this course offers you a detailed insight into the world of business using knowledge based exercises and simulated situations.

The course follows the following aspects of business:

- Business ownership
- Aims and objectives of a business
- Location issues
- Marketing
- Finance
- Planning for your own Enterprise idea



### Structure

Covering all the main topics students should be inspired, moved and challenged by following a broad, coherent, satisfying and worthwhile course of study and gain an insight into related sectors. The course will allow them to make informed decisions about learning opportunities and career choices.

The students will sit one examination in Year 10 that must gain a pass in order to achieve the overall examination. This result will be combined with two assignments that the students will complete during Years 9 and 10.

### Activities & Learning Experiences

Knowledge and understanding will be achieved through notes, discussions, worksheet tasks, and case study activities which will be completed in class and for homework.

### Homework

**Business Studies is an academic subject** and you will be expected to take notes in class and pay full attention. Homework is set once a week, and will extend and build upon your existing knowledge. You will be expected to use your business skills and imagination to solve real life business problems.

### Opportunities at the end of the course

A-level in Business Studies and College courses can help lead you straight into many full time employment jobs.

Success and interest in this area will allow you to develop your studies further in our Sixth Form .

**Course Leader Miss V Hudson**  
**Head of Faculty for Business Studies, Computer Science & Economics**



# GCSE Computer Science

## Course overview

Computing counts as a science option in the English Baccalaureate (EBacc) alongside Physics, Biology and Chemistry. Through studying this course students will develop their understanding of current and emerging technologies and how they work; they will look at the use of algorithms in computer programs, developing them into discerning computer users. Students will have the opportunity to develop computer programs to solve problems by applying their creative and critical thinking skills. The course covers three main areas of study: the theoretic understanding of how a computer works, an investigative computing task demonstrating how certain aspects of computing can be used to solve problems and a programming task which involves developing a coded solution to a given problem.

## Why choose Computing?

Computing is a great way to develop critical thinking, analysis and problem solving skills; all of which can be transferred to further learning and everyday life. The course also offers the opportunity to develop applications for the Raspberry Pi and other innovations through an engaging and challenging programme of study.

## Student Voice

'I'm currently studying Computer Science GCSE and have enjoyed all the lessons we have done, especially the practical work - coding using Visual Studio and applying the skills we've learnt through practise using the resources provided. I also find the theory interesting as it is important that I know what happens inside the computer when I run my code; our teacher helps us if we are struggling and there is a friendly and supportive atmosphere in the class'

## How it is assessed

The course is assessed through two written examinations. The exams are not tiered, so allow all students to achieve their full potential.

<b>Paper 1: Computational Thinking &amp; Problem Solving</b> 1.5 hour written examination  80 marks/50%	<b>Paper 2: Written assessment</b> 1.5 hour written examination  80 marks/50%
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This course offers clear progression to study A-Level Computer Science; but also provides the necessary skills to prepare for study of most A-Level subjects. It will also provide you with the skills you need to be successful in most lines of work.

For more information on GCSE Computer Science or any other GCSE offered by the csbee faculty please contact:

**Mr S Knott - Head of Computer Science**



## GCSE Design & Technology

This is a GCSE qualification and aims to develop skills and techniques, using a range of materials and techniques in product design and manufacture. The course encourages students to design and make products with creativity and originality as well as understanding user needs, sustainable design, product evolution, industrial manufacturing and designer responsibilities.

Pupils will learn a range of both manual and CAD (computer aided design) skills and techniques and they will be able to apply these in their own creative projects. They will be able to recognise, join, manipulate, detail and finish materials to create innovative and functional products. The qualification includes an externally set assessment (NEA), and this is worth 50% of the final GCSE grade. There is also one written exam which is taken at the end of the course. It is important to note that the written paper is 15% Maths as a STEM subject.

The course structure:

**NEA (non-examined assessment): 50% of GCSE**

**Written paper: 50% of GCSE**



The course is intended for those learners who enjoy designing, making and exploring the design of products in society. It is a suitable course for those students who wish to go into creative, design or engineering industries and various apprenticeships. It is also an enjoyable course for those students who enjoy creative learning.

### **An overview of the course content:**

Materials	Components	Designer responsibility	Sustainable Design
Designer influences	Manufacturing	Product Evolution	Industrial Practice
CAD CAM	Assembly techniques	ICT in design	Systems & Control

### **Progression:**

Progression to AS and A2 level courses in Design & Technology

Progression to BTEC level 3 course in Art and Design & Engineering

Leads to further education / training and/or employment within the field of Art & Design, Technology, Engineering & Manufacturing.

**Mrs R Postill**

**Head of Creative Arts, Design & Media Faculty**

Years 9-11 Curriculum Guide 2020 - 2023



## GCSE English Language and Literature

Students study a fully integrated course which allows for greater distinctiveness between the disciplines of language and literature.

**English Language** allows students to demonstrate their ability to use English in real life context and uses an investigative and analytical approach to language topics drawing on personal experience.

**English Literature** allows candidates to explore texts from a personal perspective and offers an experience of:

- Literature today
- The English Literary Heritage (ELH)



These GCSEs provide an excellent bridge to A-level English courses offered within the centre, creating a smooth transition to Key Stage 5.

In September 2015 new English Language and English Literature GCSEs were introduced. These qualifications will be graded on a new grading system of 1-9 and these courses will be assessed by terminal examinations only.

### English Language

The new English Language GCSE will be assessed by two examinations that will assess students reading and writing skills. Students will be required to:

- Respond to both fiction and non-fiction texts and include texts created before and after 1900
- Write for a variety of purposes and audiences

This qualification will also include a compulsory assessment of speaking and listening skills, although this element will not form part of the final GCSE award.

### English Literature

English Literature will be assessed by two examinations that will provide students with the opportunity to explore prose, poetry and drama. Students will be examined on each of the following:

- A play by Shakespeare
- A 19th century novel
- Modern Texts
- Poetry, including unseen texts



**Miss K Smith**  
**Head of English**



## Level 2 Vocational Award in Hospitality & Catering (Eduqas)

This qualification aims to develop skills in using a range of ingredients and culinary techniques to produce food products and meals. The course teaches safety in the kitchen, how to work efficiently in terms of timings and ingredients and how to apply quality control procedures. Students will test, modify and evaluate to produce quality products for intended users.

Pupils will learn about the functional and nutritional properties of foods and the effects of combining ingredients. They will be able to plan and cook in response to an external brief. Pupils will learn about the Hospitality & Catering industry and all factors involved in it's success.

### The Course Structure:

1. Coursework Portfolio (60% of the qualification). This includes evidence of menu planning in response to a brief, practical work and demonstrating understanding of nutritional values of foods. It also demonstrates understanding of balanced diets and application of Food safety and hygiene procedures.
2. 1 x 2 hour exam in the final year of the course (40% of the qualification). This exam tests understanding of the hospitality and catering industry including roles, business management and factors affecting the success of the industry.



The course is intended for those learners who enjoy cooking, designing dishes and experimenting with different foods and culinary techniques. It is a suitable course for those students who wish to go into sport science, nutrition, dietetics and the hospitality and catering industries.

### An overview of the course content:

Safety - Social & Economic issues - Types of service - Business Management

Culinary techniques - Balanced diets - Sustainability

Nutrition - Adapting/refining recipes - Food Storage - Cultural issues

### Progression:

AS and A2 level courses in Food Preparation & Nutrition.

Catering courses.

Apprenticeships within the catering, healthcare and hospitality industries.

Further education/training and/or employment within Food Science and Nutrition.

**Mrs R Postill**

**Head of Creative Arts, Design & Media Faculty**



# Geography

Geography is about the **amazing and dynamic** world we live in. Geographers study the **natural and human environment** and in particular, the interactions between these.

## You should study Geography because it will help you to:

- Make sense of the world around you.
- Discuss and address global and local problems.
- Read maps and know where places are.
- Have a sense of environmental responsibility.
- Learn how to argue about controversial geographical issues and justify your decisions.
- Improve your literacy, numeracy and ICT skills.
- Get a job! It is highly respected by colleges, universities and employers.
- Support your other subjects and keep your future job options open! There are a lot of cross curricular links in Geography.



## The course: GCSE Eduqas B

### Paper 1:

#### Theme 1 Changing Places: Changing Economies

This unit deals with exciting and contemporary human geography topics such as: **urbanisation** in contrasting **global cities**, urban and rural processes in the UK and **global development** issues.

#### Theme 2 Changing Environments

This unit covers essential physical geography content such as: **coasts** and their management, **rivers** and their management, **weather and climate** and **climate change**.

#### Theme 3 Environmental Challenges

Students develop a crucial knowledge of: **ecosystems** and how they function, why ecosystems are under threat, **water resource management** and **desertification**.

**Assessment:** Paper 1 is assessed by a 1 hr 45 minute exam and it is worth 40% of the qualification.

### Paper 2:

#### Problem Solving Geography

This unit will assess content from all three themes (above) and takes the format of a **decision making paper**. Students have to make and **justify a decision on a controversial issue**. This unit is a great opportunity for students to learn how to **argue** and justify their choices! Students will also greatly enhance their **mathematical skills** as Geography involves the use of statistics, map skills and analysis of data.

**Assessment:** Paper 2 is assessed by a 1 hr 30 minute examination and it is worth 30% of the qualification.

### Paper 3:

#### Applied Fieldwork

Students will experience **fieldwork** to learn about Geography **outside the classroom** in two contrasting locations. The fieldwork experience will then be tested in paper 3.

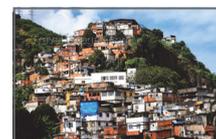
**Assessment:** Paper 3 assessed by a 1 hr 30 minute examination and it is worth 30% of the qualification.

#### Lessons:

Students will be taught by creative Geographers who use photographs, diagrams, maps, textbooks, computers, debates, group work, video, problem solving exercises and many more exciting teaching and learning tools.

**Please note, this is a 2 year course, ending in Year 10 (2022)**

**Miss S Parish  
Head of  
Humanities**



# CACHE Health and Social Care

## What grades can I achieve?

You will be awarded a **Pass, Merit or Distinction** in the **CACHE Level 2 Award in Health and Social Care**.

## Units studied

The **CACHE Level 2 Award in Health and Social Care** comprises of three units of coursework, plus a synoptic exam. This is a short answer question paper.

The 3 coursework units include:

Unit 1: Introduction to the Health & Social Care sector.

Unit 2: Professional practice and the Health & Social Care practitioner.

Unit 3 : Human Growth & Development through the life stages.

## Progression

- CACHE Level 3 or BTEC National courses in Health & Social Care and Child Care & Development.
- Joining the Medical, Health & Social Care Academy at St Mary's College 6th Form.
- Further training and employment within the Health Care, Social Care and Early Years sectors.

## Work Experience

Although it is not a requirement of the course it is strongly recommended that students opt for a health and social care or early years work experience placement in Year 10 to help them put theory into practice.

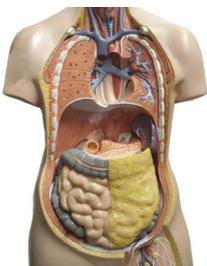
## Why study Health and Social Care

You will be given opportunities to;

- Develop independent learning and self-assessment skills.
- Develop a greater understanding of the skills needed for a career in the health, social care or early years sector.



Health and Social Care is delivered by an experienced and dedicated staff who provide coursework support sessions at lunchtime/afterschool to help you reach your full potential. The specifications can be accessed from the CACHE website: [www.cache.org.uk](http://www.cache.org.uk)



**Miss C Alsbury - Partnership Director  
Medical, Health & Social Care Academy**



## History

### Why should I choose GCSE History?

1. You are interested in the past, but want to know more.
2. You want to understand the world you live in.
3. You enjoy discussing different points of view.
4. You enjoy using detective skills to question evidence.
5. You like expressing your own opinion.
6. You like lessons to be varied, exciting and well taught.
7. You are willing to work hard.
8. You want to get a good result.
9. You want a respected qualification that demonstrates your ability to evaluate and interpret information and write coherently.



### What will I study?

#### Paper 1:

#### Medicine in Britain, c1250 - present and the Western Front:

This topic looks at **serious diseases** across time and how people have tried different methods to cure them. We study such varied topics as the **Black Death**, outbreaks of **cholera**, the **Great Plague** of 1665, Jenner and the development of vaccinations. More modern advances in medicine include “magic bullets”, **heart transplants** and the development of **antibiotics**. We then study medical advances in the context of the Western Front in **World War One**. Through studies of major battlefields such as the Somme and Ypres we examine the terrible **injuries** caused by weapons and the awful diseases caused by conditions in the trenches.

#### Paper 2:

#### Early Elizabethan England, 1558 - 88 and The American West, c1835 - c1895:

For this paper we examine some of the major changes taking place in England during the time of **Elizabeth I**. You will study the thorny question of Elizabeth's marriage and the foreign powers that threatened England at this time. We study the **Spanish Armada** as well as the gruesome **execution of Mary, Queen of Scots**. Finally, we examine how the Elizabethans explored the world and helped found what would become the USA.

In the second part of this paper we examine the **American West** and the lifestyle of the **Native Americans** including their attitude towards war and religion. You will then examine the effects that the migrations of white people had on the lifestyle of the Native Americans in events such as the **Gold Rush** of 1849, the **Mormon Migration** and the **Donner Party**. This inevitably brought a clash between these two cultures so we study the **Plains Wars** and events such as the **Sand Creek Massacre**. Finally, you will look at **cowboys** and law and order in the American West.

#### Paper 3:

#### Weimar and Nazi Germany, 1918 - 39:

For this paper we examine the tumultuous interwar period in Germany which began with the **revolution** against the Kaiser and led to Germany in the 1920s becoming the most free and liberal country in Europe between the wars. We look at how many people tried to **overthrow** the democratically elected government in the early 1920s and then how culture flourished as the economy stabilised. Then, when all seemed to be going so well, we look at the cataclysmic **Depression** which led to the rise of the **Nazis** and the establishment of the **terror state**.

Please note, this is a 2 year course, ending in Year 10 (2022)

**Miss R Wickenden - Lead Teacher of History**



## Mathematics Linear GCSE 8300

Maths is for everyone. It is diverse, engaging and essential in equipping students with the right skills to reach their future destination, whatever that may be.

### Aims and Objectives

To enable students to:

- Develop their mathematical knowledge and oral, written and practical skills in a manner which encourages confidence, enjoyment and perseverance.
- Develop a feel for number, carry out calculations and understand the significance of the results obtained.
- Apply mathematics in everyday situations, and develop an understanding of the part which mathematics plays in the world around us.
- Solve problems, present the solutions clearly, check and interpret the results.
- Recognise when and how a situation may be presented mathematically, identify and interpret relevant factors and, where necessary, select an appropriate mathematical method to solve the problem.
- Develop the ability to reason logically, classify, hypothesise, generalise and prove.

### Assessments

GCSE Mathematics has a Foundation tier (grades 1 – 5) and a Higher tier (grades 4 – 9). Students must take three question papers at the same tier. All question papers will be taken in the Summer of year 11.

The information in the table below is the same for both Foundation and Higher tiers.

Paper 1: non-calculator	+	Paper 2: calculator	+	Paper 3: calculator
<b>What's assessed</b> Content from any part of the specification may be assessed		<b>What's assessed</b> Content from any part of the specification may be assessed		<b>What's assessed</b> Content from any part of the specification may be assessed
<b>How it's assessed</b> <ul style="list-style-type: none"> <li>• written exam: 1 hour 30 minutes</li> <li>• 80 marks</li> <li>• non-calculator</li> <li>• 33⅓% of the GCSE Mathematics assessment</li> </ul>		<b>How it's assessed</b> <ul style="list-style-type: none"> <li>• written exam: 1 hour 30 minutes</li> <li>• 80 marks</li> <li>• calculator allowed</li> <li>• 33⅓% of the GCSE Mathematics assessment</li> </ul>		<b>How it's assessed</b> <ul style="list-style-type: none"> <li>• written exam: 1 hour 30 minutes</li> <li>• 80 marks</li> <li>• calculator allowed</li> <li>• 33⅓% of the GCSE Mathematics assessment</li> </ul>
<b>Questions</b> A mix of question styles, from short, single-mark questions to multi-step problems. The mathematical demand increases as a student progresses through the paper.		<b>Questions</b> A mix of question styles, from short, single-mark questions to multi-step problems. The mathematical demand increases as a student progresses through the paper.		<b>Questions</b> A mix of question styles, from short, single-mark questions to multi-step problems. The mathematical demand increases as a student progresses through the paper.



## Subject Content

The content has been organised into broad topic areas:

- Number
- Algebra
- Ratio, proportion and rates of change
- Geometry and measures
- Probability
- Statistics

All content can be assessed on any of the three question papers. As such, some questions will draw together, elements of maths from different topic areas. The table below shows the approximate weightings of the topic areas for the overall tier of assessment, not for each individual question paper.

Topic Area	Foundation Tier (%)	Higher Tier (%)
Number	25	15
Algebra	20	30
Ratio	25	20
Geometry	15	20
Probability and statistics (combined)	15	15

## Expectations

- Consistent hard work in lessons and all pieces of homework completed to a good standard each week.
- Keep up with the schedule of work and catch up on any work missed due to absence or illness.
- Use revision guides, mymaths and mathswatch to consolidate learning from lessons and revise for upcoming assessments.

**Mrs S Paddock**  
**Head of Mathematics**



## Media Studies

Have you ever questioned what you are watching on TV, what you are reading in a magazine or what is real on the internet? Have you ever thought you would like to learn skills to create magazine articles or a film poster for a new teenage film? If you have asked yourself any of these questions Media Studies is the course for you.

Throughout the course students will learn media terminology, understand why a place or person is represented in the way they are and the influence of Institutions in the construction of a media product.

Your studies will allow you to demonstrate knowledge and understanding of how media products reflect the social, cultural, historical contexts in which they are produced. You will analyse a range of products and how they differ depending on the audience they are made for or the institution that produced them.

You will learn a variety of practical skills using Professional Adobe packages such as Photoshop & InDesign. Students could make a variety of products such as music videos, magazine articles or advertising campaigns. You will learn how to design a media product, take photos with a digital SLR camera and manipulate images to create a creative practical production.

Media is a modern and interactive subject which encourages students to develop their creative, analytical, research, and communication skills, through exploring a range of media products. If you choose to study media then you will learn new skills, you will grow in confidence and most importantly you will have the chance to be creative.



**Miss C Vitoria**  
**Head of Media Studies**





## Modern Foreign Languages

### Why pick a second Modern Foreign Language?

Languages are fun, challenging and exciting. Being able to speak one foreign language is a real asset to you for your future but you cannot call yourself a true linguist until you speak at least two foreign languages. Picking a second foreign language are for those who are enthusiastic about languages and the world we live in and are keen to learn as much as they can about how to communicate with as many different people across the world. There are approximately 196 countries in the world; 33 speak French as their first language, 88 speak English and approximately 220 million people speak German across the world. If you can speak all three, you can travel confidently and widely in Europe and beyond and communicate in their language. How amazing is that?!

In addition, scientific research shows that bilingualism enhances mental abilities and critical thinking skills are improved through the study of Modern Foreign Languages. Globalisation is shrinking the business world; those who speak more than one language will really have the edge.

Why pick French?	Why pick German?
<p>Paris is the most visited city in the world. 80 million people visit France every year.</p> <p>French is very similar to English; 50% of current English vocabulary is derived from French.</p> <p>French is spoken on every continent.</p> <p>French is an official language of the United Nations, European Commission, Médecins Sans Frontières and The Red Cross.</p> <p>The French economy is ranked 5<sup>th</sup> in the world (just in front of Britain).</p> <p>France is the third destination for foreign investment in the world.</p> <p>French is the third most used language on the internet.</p> <p>The sixth biggest French speaking city in the world is London!</p>	<p>Germany plays a vital role in scientific research and innovation.</p> <p>German is the most widely spoken language in the EU.</p> <p>The most productive countries in European trade are German-speaking.</p> <p>German is the language of cultural giants- Beethoven, Mozart, Goethe, Kant...</p> <p>10% of all books worldwide are published in German.</p> <p>German holidaymakers are major contributors to European and global tourism.</p> <p>After China, Germany is the second biggest exporter worldwide.</p> <p>Studying German helps us understand how the English language works.</p> <p>International companies see German-speaking employees as a great asset.</p> <p>There are a wide range of opportunities for foreigners to study in German-speaking countries.</p>



## Course Structure

This is a GCSE course. There are examinations at the end of the course in all 4 skills.

Listening 25%

Reading 25%

Speaking 25%

Writing 25%

## Subject Content

- Identity & Culture
- Local, national, international areas of interest
- Current and future study and employment

## Levels Available

There are two levels of entry available for each paper, Foundation and Higher. Performance during the course, up to and including the mock examinations in December of Year 11 will allow for guidance on the appropriate level to be taken for the examinations in June of Year 11.

Level	Possible Grades
Foundation	1-5
Higher	4-9

## Opportunities

Trip to the Rhineland in Germany

Trip to Paris

French visitor exchange programme

Language skills are very significant in the modern world. We need to be able to communicate with people everywhere. At St Mary's College, we believe that students benefit greatly from studying one, even two languages, as we develop ever more interlinks. It is important that all students learn to look beyond their immediate environment and to be tolerant and positive about other cultures. Learning languages is fun, satisfying, offers you lots of opportunities and enriches your life.

## Who can take this subject?

Many students choose to continue with their first language to GCSE but also have the option of picking a second language (French if you already study German and German if you already study French).

**Mrs A Scott**  
**Head of Modern Foreign Languages**



## MUSIC (Two Pathways)



### GCSE (Examination Board: Eduqas)

#### Course Requirements

**Listening** - One listening exam which is worth 40% of the qualification, during which you will be asked to answer questions about two set pieces which you will have studied during the course. You will then be asked to do the same for pieces of music you've never heard before.

**Performing** - 30% of the qualification. You will be asked to record a performance(s) which lasts for a minimum of 4 minutes.

*\*You will ideally need to be of a secure grade 3 or 4 standard on your instrument by the end of the course to enable to you to gain the best possible result.\**

**Composition** - Your composition work makes up the remaining 30% of your qualification. In year 10 you will compose a piece in the style of your choice (free composition). In year 11 the exam board will send 3 or 4 tasks and you will compose to one of these (set brief composition).

#### Four Areas of Study

**Area of Study 1** – Musical Forms and Devices: Learners engage with a variety of music from the Baroque, Classical and Romantic eras to understand how music is created, structured and developed.

**Area of Study 2** – Music for Ensemble: Learners study a range of styles including Musical Theatre, Jazz and Blues and Chamber Music to explore how instruments are used within ensembles.

**Area of Study 3** – Film Music: Learners study how music for film is created, the techniques composers use and the impact that it has on an audience.

**Area of Study 4** – Popular Music: Learners explore a variety of different styles of popular music, uncovering how songs are written, how instruments are used and how techniques developed over time.

#### BTEC

**There are four units to complete across years 10 & 11:**

- **Unit 1: The Music Industry** – Learn about how the music industry works, the different job roles that exist and how different organisations work together to create opportunities for musicians.
- **Unit 2: Managing A Music Product** – Learn how to bring an original music product (album, concert, event) to life, from the planning stage right through to making it a reality.
- **Unit 3: Composition** – Learn how to create your own music, working towards a final completed piece
- **Unit 4: Performance** – Work together in a group to rehearse and perform a short concert



**Mr A McIntosh**  
**KS4 Music Curriculum Leader**



## BTEC Tech Award Performing Arts - Dance, Drama, Musical Theatre

As the *BTEC Tech Award in Performing Arts* is a practical introduction to life and work in the industry, you can explore 1 discipline within the performing arts while:

- developing specific skills and techniques
- devising and delivering a workshop performance
- analysing, evaluating and enhancing your skills.



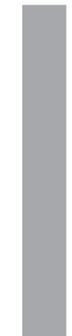
The course has two internally assessed components, and one that's externally assessed:

Component 1: Exploring the Performing Arts (30%)
<b>Aim:</b> get a taste of what it's like to be a professional actor, dancer or musical theatre performer across different styles.
<b>Assessment:</b> internally assessed assignments
<ul style="list-style-type: none"><li>• performance styles, creative intentions and purpose</li><li>• performance roles, responsibilities and skills</li><li>• performance techniques, approaches and processes</li><li>• how practitioners create and influence what's performed</li></ul>

Component 2: Developing Skills and techniques (30%)
<b>Aim:</b> develop skills and techniques in the chosen discipline(s) of acting, dance and musical theatre.
<b>Assessment:</b> internally assessed assignments
<ul style="list-style-type: none"><li>• <b>Apply</b> your technical, stylistic and interpretative skills in performances</li><li>• <b>Gain</b> physical, interpretative, vocal/physical and rehearsal skills during workshops and classes</li><li>• <b>Reflect</b> on their progress and use of skills in performance, as well as how they could improve</li></ul>

Component 3: Performing to a brief (40%)
<b>Aim:</b> consider how practitioners adapt their skills for different contexts, and put this into practice in a performance.
<b>Assessment:</b> externally assessed task where students work in groups of between 3 and 7 members to create a performance based on a set brief.
<ul style="list-style-type: none"><li>• <b>use</b> the brief and what they've learned to come up with ideas for the performance</li><li>• <b>choose</b> the skills and techniques they'll need</li><li>• <b>build on</b> their skills in classes, workshops and rehearsals</li><li>• <b>Review</b> the development process within an ideas and skills log</li><li>• <b>Perform</b> a piece lasting 10–15 minutes (which is timed) to their chosen target audience</li><li>• <b>Reflect</b> on the performance in an evaluation report</li></ul>





**Requirements from candidates:**

- A love of performing is essential. As part of this course, you will be required to perform in any combination of solo work, duet work or group performance. Performances will take place within class and public performances.
- Throughout the duration of the course, after school rehearsals may be needed in readiness for performances.
- The subjects of **Dance, Drama and Musical Theatre** all fall within the same qualification. When choosing your options, please choose which discipline/pathway you wish to follow. **You may choose one pathway only.**
- This is a hugely practical course which will require the full completion of working log books for each of the components.
- Students opting for Dance will need to purchase the SMC Dance uniform at the start of the course.

**Typical Drama pathway:**

Focus on acting skills, body language, acting techniques, improvisation, scripted work, devising skills, practitioners, performances.

**Typical Musical Theatre pathway:**

Focus on vocal work, characterisation, scripted work, vocal techniques, musical theatre practitioners, performances.

**Typical Dance pathway:**

Focus on Dance skills, musicality, expressive skills, anatomy, practitioners, performances, choreographic devices, interpretation.

For more information on the different pathways, please speak to a member of the Performing Arts Faculty.

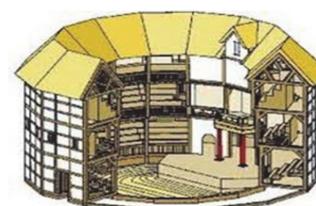
**Mr B Lancaster**  
**Head of Faculty - Performing Arts**



Recognised Awards Scheme: Recognised School



Recognised Awards Scheme: Recognised Teacher



## Physical Education & Sport Option

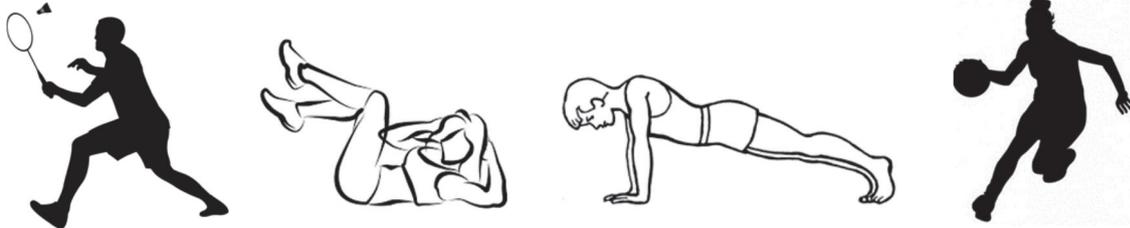
### GCSE Physical Education/BTEC Sport



Students choosing the Physical Education and Sport option will be selected to study either the AQA GCSE in Physical Education or the Pearson BTEC Level 1/2 First Award in Sport. The PE department will assign courses based on the learning and performance needs of each student and matching them to the most appropriate qualification. We do this with the sole aim of maximising every pupil's chances of making better than average progress and achievement by the end of the course.

Throughout the options process students will be provided with on-going information, support and guidance from their PE teachers in order to help them identify if the PE and Sport option is most suited to their strengths as a learner and sports performer. We are confident in our ability to guide all of our students in the right direction and hope that the following information will support parents, carers and students in making well-informed option choices.

Please take a look at the information below that covers our requirements for this option and the information on the two courses available. It is important to look closely at the content of each qualification, the method of delivery and method of assessment.



#### Requirements:

- A genuine interest plus regular involvement in sport as a performer, coach and/or official
- Clear commitment and a positive attitude towards Physical Education
- Willingness to participate in extra-curricular opportunities inside/outside of school
- Appetite for studying the theory of PE and Sport
- Positive approach to final assessment at the end of Year 10

#### Delivery:

Both of the courses delivered through the PE and Sport option involve a significant amount of theoretical study, therefore students must be prepared to spend a large majority of their time in the classroom. Practical lessons are scheduled around the specific units being studied at that time so this can vary throughout the course.



## GCSE PE

Examination board: AQA

### Content:

The GCSE in Physical Education comprises of two units:

<p><b>1) <u>The Theory of Physical Education</u></b></p> <p><b>Paper 1 - The Human Body and Movement in Physical Activity &amp; Sport</b></p> <ul style="list-style-type: none"><li>• Applied anatomy &amp; physiology</li><li>• Movement analysis</li><li>• Physical training</li><li>• Use of data</li></ul> <p style="text-align: center;"><b>30%</b></p> <p><b>Paper 2 - Socio-cultural Influences and Well-being in Physical Activity and Sport</b></p> <ul style="list-style-type: none"><li>• Sports psychology</li><li>• Socio-cultural influences</li><li>• Health fitness &amp; well-being</li><li>• Use of data</li></ul> <p style="text-align: center;"><b>30%</b></p> <p style="text-align: center;"><b>= 60% of GCSE</b></p>	<p><b>2) <u>Performance in Physical Activity &amp; Sport</u></b></p> <ul style="list-style-type: none"><li>• Practical performance in 3 different sports of activities <b>30%</b></li><li>• Analysis and evaluation of performance. <b>10%</b></li></ul> <p style="text-align: center;"><b>= 40% of GCSE</b></p>
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### Requirements:

The course requires pupils to develop knowledge and understanding of PE and physical activity in relation to balanced healthy lifestyles. Students will also develop knowledge in relation to performance in physical activity and how a healthy lifestyle contributes to the growth and development of body systems and structures. In addition to this, pupils will fulfil a performance role as player/performer, and be required to analyse and evaluate performance. Pupils will be assessed on their performance in 3 different practical activity areas. **Pupils should have a high level of practical ability in a variety of sports.** Due to the practical nature of this pathway pupils **should be actively participating in competitive sport either inside/outside of school and have an interest in further developing their skills** in extra-curricular sport clubs.



## Pearson - BTEC Level 1/2 First Award in Sport

### Content:

The BTEC Level 1/2 First Award in Sport is designed to provide a specialist work-related qualification suitable to a range of vocations in the sports sector. Students will study practical and theoretical components through modules focused on various topics in the sports industry. Learners are assessed via a number of ways such as coursework, practical activities and an on-line assessment. The online assessment includes multiple-choice, short answer and matching exercises to allow learners to demonstrate their understanding of a unit in a fully synoptic way.

### Units Covered

Unit 1	Fitness for Sport and Exercise (Core Unit)	Externally assessed by 1hr online exam
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In this unit you will:

- know about the components of fitness and the principles of training
- explore different fitness training methods
- investigate fitness testing to determine fitness levels

Unit 2	Practical Sports Performance (Core Unit)	Internally assessed
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In this unit you will:

- understand the rules, regulations and scoring systems for selected sports
- practically demonstrate skills, techniques and tactics in selected sports
- Be able to review sports performance

Unit 3	Applying the Principles of Personal Training	Internally assessed
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In this unit you will:

- know about the short-term responses and long-term adaptations of the body systems to exercise
- know about the different energy systems used during sports performance.

Unit 6	Leading Sports Activities	Internally assessed
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In this unit you will:

- know the attributes associated with successful sports leadership
- undertake the planning and leading of sports activities
- review the planning and leading of sports activities.



### Core PE at St Mary's College

During year's 9, 10 and 11 all students will continue to follow a high quality core physical education programme, delivered across two 60-minute lessons per week. This compulsory programme offers a broad and balanced experience and aims to develop our students' confidence to take part in different activities and learn the value of a healthy and active lifestyle. We are confident that our students will enjoy the opportunities provided and will succeed in many kinds of ways, discovering what they like to do whilst developing a wide range of physical, mental and social skills.

**Mr D Wilson - Head of Physical Education**



## **GCSE Religious Studies**

Examination Board AQA

### **Aims**

This course aims to build upon previous 'Foundation Learning' providing an opportunity to:

- Acquire knowledge and develop understanding of the beliefs, values and traditions of the Roman Catholic Church and Judaism.
- Consider the influence of the beliefs, values and traditions associated with the Roman Catholic Church and Judaism.
- Consider religious and other responses to moral issues
- Identify, investigate and respond to fundamental questions of life raised by religion by human experiences, including questions about the meaning and purpose of life
- Develop skills relevant to the study of religion

The 'Focused Learning' of students in Religious Education will not only help them develop key academic skills, but deepen their understanding of the role and significance religion has in the world today.

### **Examination Levels**

This is a single tier examination

### **Course Requirements**

Students will sit two 1hr 45 minutes exams, at the end of Year 11.

### **Course content**

Students will study topics that explore the Catholic faith, looking at core beliefs and practises and how they influence both the individual and the community. An in-depth study of Judaism also forms a part of the syllabus, focusing on Jewish traditions, beliefs and practises. The study of Catholicism and Judaism is complemented by thematic studies, which focus on key philosophical and ethical topics such as 'Relationships and the Family' and 'Peace and Conflict'.

### **Expectations**

To be successful students will need to work consistently hard throughout the course.

**Miss R Flanagan**  
**Head of Religious Education**



## Science

In Science at St Mary's College students follow different programmes of study leading to GCSE qualifications.

The main points are as follows:

- Importance is attached to the knowledge, skills and understanding of how science works in the world at large as well as in the laboratory.
- This is set in the context of knowing and understanding a body of scientific facts.
- Pupils have the opportunity to access the curriculum, make progress at a level that is most suitable for them and importantly enjoy the subject.
- Suitable KS5 pathways in science are available for as many pupils as possible.

### **Year 9 Science**

All students will commence with a Transition year Science course in Year 9. This will cover the first sections of the dual award GCSE and provide them with a foundation for their remaining GCSE learning.

### **Dual Award GCSE SCIENCE**

This specification leads to the award of 2 GCSEs. This course covers Biology, Chemistry and Physics content and practical skills. The awarding body is AQA.

Assessment is through written examinations in the summer of Year 11.

Although there is not a coursework component within the course, practical skills are a key element and are assessed through written questions in the terminal examinations.

### **Progression at Key Stage 5**

Students following this programme may progress onto the traditional A Level subjects or the Applied Science course.

### **Triple Science**

This programme builds on the knowledge of the Dual Award and leads to the award of 3 GCSEs and is suitable for our most able pupils. Students completing this programme will study separate GCSEs in Biology, Chemistry and Physics. The awarding body is AQA.

All examinations will be sat in the summer of Year 11. Although there is not a coursework component within the course, practical skills are a key element and are assessed through written questions in the terminal examinations.

### **Progression at Key Stage 5**

The content in this course is designed to provide challenge for the most able students and those following this pathway would be most suited to following the traditional A Level courses of Biology, Chemistry and Physics.



## Course Summary

	Separate Biology, Chemistry, Physics	Dual Award Science
<b>Year 9</b>	<b>Transition Year Science covering Biology, Chemistry and Physics</b>	
<b>Year 10</b>	Biology GCSE Chemistry GCSE Physics GCSE	Dual Award GCSE Science
<b>Year 11</b>		
<b>Award</b>	<b>3 GCSE's</b>	<b>2 GCSEs</b>
	<b>Key Stage 5 Progression</b>	<b>Key Stage 5 Progression</b>
	Traditional A Levels in Biology, Chemistry or Physics	Traditional A Levels in Biology, Chemistry, Physics or Applied Science

**Mrs J Matthews**  
**Head of Science**



## Learning Support

### KS4 Additional Literacy Program (ALP)

ALP has been provided at KS4 for some years now, with great success. It is designed to offer literacy support for those students who may need additional assistance in this area. There is no exam at the end of this course and no qualification is achieved, however, during Years 9 & 10, students study the 'Step Up' programme which is designed alongside the assessment criteria for GCSE English Language. This is a foundation programme which is designed to build confidence in all aspects of English Language and can earn students a foundation qualification at Silver or Gold level if they do not achieve the standard for Levels 1-9 at GCSE level at the end of year 10.

During Year 11, students receive extra support in both English Language skills and English Literature analysis. Although most students will have already gained their GCSE English Language, basic literacy skills are still needed to gain maximum marks in their other exams in Year 11. Support is therefore centred around improving speaking and listening, writing, spelling, grammar and reading skills to maximise achievement in other subjects across the curriculum.

This programme is offered to students in place of a Modern Foreign Language qualification.

Letters will be sent to parents of pupils who it is felt will benefit from this course of study in years 9, 10 and 11, to facilitate greater access to the wider curriculum and increase and improve their literacy skills.

### Lifeskills

This is an Assessment based course that has elements of the wider curriculum embedded. It is structured around 6 Key Skills, which are intended to show the students' understanding and development in these areas. These Key Skills involve Working as a Team, Oral Presentation, Improving Own Learning, Research, Problem Solving and Group Discussion.

The rest of the course is based around 12 Modules which cover topics ranging from the Arts, Sport and Fitness, the Environment and Science Technology. Each Module is made up of challenges which are worth credits. Some credits may be gained from work completed in the student's other subject areas.

To complete the course, students **MUST** complete ALL of the Key Skills and complete enough challenges to achieve 12 credits. The Key Skills have an option of being completed at Level 1 or Level 2 - this determines the final outcome of the course.





### **Lifeskills cont'd**

These are not recognised in the school's headline figures, but are widely accepted by other institutions. It is up to the discretion of the teacher to assess whether the student is working at Level 1 or 2, though most of our students do achieve a level 2 qualification. A level 2 pass for this qualification is the equivalent of a good pass at GCSE.

Following the English Language GCSE in the summer of Year 10, students will then embark on preparation for the Bronze Duke of Edinburgh's Award (The World's leading Youth achievement award) for two hours a week.

This is an amazing opportunity for our students to gain new skills, grow in confidence and become more independent. It opens doors to education and employment opportunities for young people and those who have gained the qualification speak of how it has changed their lives.

**Miss E Beaumont - Assistant Headteacher/SEN Lead**

### **SM6 - St Mary's College Sixth Form**

Our Sixth Form offers a broad range of A levels and vocational qualifications. We have world class, state of the art facilities which allow our students to access outstanding provision across the curriculum and in the wider life of the school. Further details regarding all of our courses can be found on the Sixth Form section of our website.

#### **Further and Higher Education**

There is increasing competition for places at top Universities, therefore you need to take care in choosing your subjects so you have the correct qualifications to access your chosen degree. As ever, students with qualifications in Science, Technology, Engineering and Mathematics are in high demand, vocational courses also provide an excellent pathway to higher education and employment. It is therefore important to consider how best to gain access to the courses as you focus your learning moving through years 9 to 11.

Should you want to contact the Sixth Form to discuss any academic or vocational queries you have, please do so via the email address: [jcharlton@smchull.org](mailto:jcharlton@smchull.org)

**Mrs J Perry**  
**Head of Sixth Form**

**Mr L Haworth**  
**Director of Sixth Form**



## **Disclaimer**

At the time of printing this Guide, the information contained in it is correct.

Please note however, that any of the courses described may be altered, added to or deleted from our programme in the light of changed circumstances and/or in response to central government directives in what is increasingly a rapidly changing education environment.

Whilst we work very hard and do all we can to ensure pupils follow the courses they want to, we cannot guarantee all students their first choice of subjects, though in the vast majority of cases this will happen. We will consult with students on an individual basis where they may not be able to follow their chosen subjects.