

# Key Stage 4 Subject Information



## Creating a Balance

This booklet is designed to help pupils and parents in year 8 with the choices they face before starting key stage 4 courses in September.

In the first two years at St. Mary's, in Key Stage 3, pupils follow a broad range of subjects, those which form part of the statutory National Curriculum along with Religious Education.

At Key Stage 4, at the start of year 9, pupils begin their GCSE courses: a three-year programme of preparation for the public examinations they will take at the end of year 11. At this point, while many subjects remain compulsory, there is a degree of choice about a number of other subjects.

What is really important is that these choices are informed. Our year 9 options process is designed to give pupils and parents all the information, advice and guidance they need to make the right choice. The key is to choose a range of subjects that provide a broad and balanced learning experience, and that enable pupils to achieve success, whatever their individual strengths and skills. A broad range of subjects also ensures the greatest possible freedom of choice after the pupils have completed their GCSE studies.

The English Baccalaureate (EBacc) is now widely recognised as the basis for success: the elements of English, Mathematics and Science are part of our compulsory core. The further elements of a humanities subject (history or geography) and a modern foreign language (French, German or Spanish) are compulsory for the majority of our students.

Because the EBacc focuses on what might be termed traditional academic subjects, we have structured our options so that pupils can take the EBacc and still have another two choices available. We offer a wide range of subjects that will suit different interests, aptitudes and learning styles.

For those students for whom an EBacc pathway is not suitable, our Mastery Pathway offers 3 choices of technical and GCSE subjects as well as giving additional time to support the mastering of English and Mathematics.

This booklet contains detailed course information about all the subjects we offer, compulsory and optional. We encourage parents and pupils to discuss choices with one another and with subject teachers. Any queries can be directed to subject teachers, to Mr Hamill (student progress leader for year 8) or Mr Sinnett (deputy headteacher responsible for the curriculum).

I look forward to your son or daughter progressing to the next stage of their schooling with enthusiasm and endeavour.

**D Beardsley**  
Headteacher



## **Ensuring Our Students Achieve Their True Potential**

The aim of our balanced curriculum is to develop, in a context of Christian understanding, the knowledge, skills, values, confidence and motivation each pupil needs to become a competent and valued member of society. To support this we provide a stimulating learning environment in which enthusiasm, commitment and enjoyment are paramount.

### **The school specifically aims to:**

- Teach the beliefs, doctrines and practices of the Roman Catholic Church.
- Instil respect for moral values and tolerance of other religions, races and cultures.
- Give the satisfaction of achievement to all pupils and develop a sense of vocation.
- Encourage personal development in all areas – physical, social and emotional and to develop good habits of work, appearance and healthy living.
- Develop an effective and imaginative use of language.
- Provide mathematical, scientific and technical knowledge and skills.
- Teach how present-day society evolved, how the nation achieves its standard of living and the ways in which nations depend on each other, including British values.
- Teach about human achievement and encourage aesthetic and environmental awareness.
- Encourage open-mindedness and rational discussion, while developing thinking and learning skills.

As pupils make the transition from Key Stage 3 to Key Stage 4 they will be required to continue studying Religious Education, English, Mathematics and Science as well as take part in Physical Education. The majority of pupils will continue to study a modern foreign language (French, German or Spanish) and a humanities subject (History and Geography). We believe that pupils benefit from a diverse programme of study and they will be encouraged to follow a broad curriculum. Pupils will continue to use and develop their ICT skills. Citizenship is addressed across a range of subjects, PSHE and sex education forms part of the programme of study in science and religious education.

Pupils will be able to access careers advice throughout Key Stage 4.

The transition from Key Stage 3 is important and there will be opportunities for both pupils and parents to discuss the appropriateness of the choice of their courses.

# GCSE FINE ART

The GCSE Fine Art course offers an exciting, extensive, education in the many different aspects of Art and Design. You are encouraged to build on your knowledge of techniques, skills, and artists and designers. You will be expected to use research, analysing, developing and experimentation skills throughout the course when producing work, using a variety of media, materials and new technologies. The course offers the chance to use your imagination, build upon skills, develop confidence and take creative risks. There will also be opportunities to visit galleries and work with artists.

## **What is the course structure?**

GCSE Fine Art is a three year course; Year 9 is classed as a foundation year to build on skills developed in Years 7 and 8. In Years 10 & 11 you will produce your coursework portfolio and prepare for your final exam. You will complete at least 2 assessed coursework projects and 2 assessed exam projects throughout Years 10 & 11 based on a variety of themes, linking your work with different cultures and artists, crafts persons, photographers and graphics designers, both past and present.

## **What subjects/units will you study in GCSE Fine Art?**

You will experience a wide range of materials and techniques such as:

DRAWING AND PAINTING

SCULPTURAL WORK AND RELIEF

CERAMICS

TEXTILES

PRINTING

MIXED MEDIA

## **How is the course assessed?**

### **COURSEWORK 60% EXAM 40%**

The portfolio of work produced in Year 10 and 11 is worth 60% of your overall GCSE grade.

The Exam unit in Year 11 and the preparation work for this, accounts for the other 40%. All work produced in class and at home is assessed.

## **Equipment/Additional information: Skills**

Home learning is an integral part of each GCSE in the Arts and expectations are high. Study support sessions are used regularly by many Art and Design pupils to supplement their coursework. Sketchbook work is an essential requirement of the course and you will be expected to purchase one from the department to complete Home learning. You will need a variety of quality art materials at home to produce refined coursework.

In September Art Packs are available which cost approximately £12.00 and Include the equipment listed below.

Recommended basic equipment for home learning:

Small range of shading pencils

Coloured pencils

Watercolours

A3 Plastic Art folder

# GCSE COMPUTER SCIENCE

The school is offering students the opportunity to study GCSE Computer Science. The Computer Science qualification is made up of two assessed components. Each of the components is designed to stimulate the students' creativity and develop real-world computer programming skills. In addition IT skills will be developed that can be applied to further study at 'A' level as well as helping in other subject areas.

## GCSE Computer Science Outline

Students complete the qualification by studying the units of work outlined below:

| Unit  | Outline of the work to be covered   |
|---|---|
| Component 1: Computer Systems and Programming | Students learn about computer hardware, binary logic, software, representation of data in computer systems, databases, computer networks and communications together with fundamental programming concepts    |
| Component 2: Programming Project              | The computer programming project is an extensive test of the ability of students to use programming techniques to design, build and test a range of computer programs that are a solution to a given problem. |

Component 1 is assessed through **written examination** at the **end of Year 11**. Component 2 is assessed through **practical work** which is teacher marked and then sent for external moderation by OCR.

The overall final grade is calculated by adding the marks from each component. The total is used by the examination board to determine the appropriate final grade (A\* - G).

This course is academically demanding and will require students to become proficient in a number of different computer languages including (but not limited to): Python, HTML + CSS + Javascript, and SQL, in addition to visual based languages such as Google Blocks and MIT AppInventor.

There is a **strong emphasis** on pupils taking responsibility for their own learning and working towards deadlines. There is a lot of technical material and students need to be good at planning and meeting challenging goals. The component 2 assignment will be sat under **controlled conditions**. Students will be given a project brief to work towards, marking criteria to help them meet requirements and a small amount of teacher based guidance. However there is an expectation that pupils will have to be self-motivated as there can be no teacher intervention during assessments. This would mitigate against student who expect the teacher to do most of the thinking for them.

This course would not suit students who have difficulty in meeting these sorts of requirements, as they will not generate the required evidence.

Further information is available from: <http://ocr.org.uk/qualifications/gcse-computer-science-j276-from-2016/>

# GCSE DESIGN & TECHNOLOGY

## Overview:

GCSE Design and Technology will prepare students to participate confidently and successfully in an increasingly technological world. Students will gain awareness and learn from wider influences on Design and Technology including historical, social, cultural, environmental and economic factors. Students will get the opportunity to work creatively when designing and making and apply technical and practical expertise. The GCSE in Design Technology allows students to study core technical and designing and making principles, including a broad range of design processes, materials techniques and equipment. They will also have the opportunity to study specialist technical principles in greater depth.

## Assessment Details:

|                           |     |
|---------------------------|-----|
| Exam Board:               | AQA |
| Examination (2 hours)     | 50% |
| Non-Exam Assessment (NEA) | 50% |

## Course content:

The examination is divided into 3 sections:

### Section A

Core technical principles (20 marks) – A mixture of multiple choice and short answer questions assessing a breadth of technical knowledge and understanding.

### Section B

Specialist technical principles (30 marks) – Several short answer questions (2–5 marks) and one extended response to assess a more in depth knowledge of technical principles.

### Section C

Designing and making principles (50 marks) – A mixture of short answer and extended response questions.

The NEA consists of a substantial design and make task. Students will be marked on the following:

- Identifying and investigating design possibilities
- Producing a design brief and specification
- Generating design ideas
- Developing design ideas
- Realising design ideas
- Analysing & evaluating

Contextual challenges will be released annually by AQA on 1 June in the year prior to the submission of the NEA. Students will produce a prototype and a portfolio of evidence. Work will be marked by teachers and moderated by AQA

## Rationale

You may wish to study Design Technology for one or more of the following reasons:

- It is highly relevant to the modern world and man's activities in it.
- It can lead to an enormous range of career and educational opportunities.
- There are opportunities to carry out practical activities and to learn through making.
- It is highly satisfying and very rewarding.

## Opportunities post 16

Technology subjects can be the gateway to an enormous range of educational and career opportunities. Employers are particularly keen on the problem solving and systems approaches employed on these courses and value the research and analysis skills learnt in Design Technology to develop realistic design solutions. Students will be able to continue their study of Design Technology at A level.

# Level 2 TECHNICAL AWARD in FASHION AND TEXTILES

## Overview:

This new and exciting Technical Award qualification in Fashion and Textiles has been developed for learners who want to study textiles in a practical way. It replaces the out-going GCSE in Textiles Technology.

**Level 2 Technical awards will be equivalent to a GCSE qualification and will count towards performance tables. They will be considered as equal to a GCSE in fulfilling the entry requirements for post 16 study.**

Students will have the opportunity to develop and experiment with a creative approach to fashion and textiles.

They will learn and develop the technical skills involved in making basic garments and will learn about the fashion industry.

The work that students produce in lessons will form a portfolio of practical skills and theoretical knowledge which will form the Unit 1 Assessment.

## Course Content & Assessment Details:

|                             |     |
|-----------------------------|-----|
| Exam Board:                 | AQA |
| Non- Exam Assessment (NEA): | 60% |
| Examination:                | 40% |

### Unit 1: Skills Demonstration (NEA – 30%)

Students will build up a portfolio of work to include the following skills:

- Joining and finishing using seams
- Applying functional components
- Surface embellishment
- Combining materials
- Shaping and control of fullness
- Edge finishes and facings
- Patch pockets
- Fabric manipulation
- Colouring fabrics
- Developing and modifying a pattern
- Sleeve setting
- Team work and collaboration

### Unit 2: Extended making project (NEA – 30%)

For this unit, learners will undertake an extended project that showcases the skills they have developed in unit 1.

### Unit 3: External assessment (written exam, 1 hour 30 mins – 40%)

The content of the Examination will be taught throughout the course.

## Where will this lead me?

This Technical Award is designed to equip learners with the practical skills in Fashion & Textiles they need to progress to further general or vocational study. They'll develop a broad understanding of the sector so they can make informed decisions about their career opportunities. Learners will also develop valuable transferable skills including communication and collaboration.

Technical Awards count equally alongside GCSEs when applying to do further study in either A Level or vocational qualifications.

## Career Paths

Designers shape our modern lifestyles. A Technical Award in Fashion and Textiles could lead you to an exciting career such as: fashion design, fashion retail, fashion buying, interior design, costume design for film or theatre, fashion journalism, pattern cutting, tailoring and teaching.

# GCSE FOOD PREPARATION & NUTRITION

## Overview:

This fresh and exciting new GCSE, Food Preparation and Nutrition, equips students with an array of culinary techniques, as well as knowledge of nutrition, food science, food traditions and kitchen safety. This course will inspire and motivate students, opening their eyes to a world of career opportunities and giving them the confidence to cook with ingredients from across the globe. The course began in September 2015 and has been well received by students and staff alike.

Assessment Details:

### All assessment takes place in Year 11.

|             |  |                   |
|-------------|--|-------------------|
| Exam board: | AQA  | } 50% of the GCSE |
| Exam:       | 1 hour, 45 mins (100 marks).                                     |                   |
|             | Section A – Multiple choice<br>Section B – Long answer questions |                   |

Non Exam Assessment:

|   |                   |
|---|-------------------|
| <b>Task One – 2000 word report</b><br>Focussing on the scientific principles of ingredients.  | } 50% of the GCSE |
| <b>Task Two – Practical exam (4 hours)</b><br>Day off timetable preparing three separate products.<br>Supported by 6 A3 pages of written documentation. |                   |

## Course content

*Have you ever wondered why eggs are a foam when whisked? Or why they set when they are fried? The difference between eggs from a caged hen and free range? How about the structure of an egg?*

Food Preparation and Nutrition is an exciting twenty-first century subject designed to complement both the arts and science subjects. Students studying the subject will develop an understanding of the importance of health and nutrition throughout life.

They will apply the principles to prepare and cook a repertoire of foods and dishes from cultures around the globe. It also gives students the opportunity to unleash their imagination in the kitchen, modifying existing ideas to create or even engineer twenty-first century recipes. Students will learn about the scientific principles that underlie preparation and cooking of food through active investigation and experimentation.

## What will I make?

Examples of Year 9 Products: Cottage pie, gingerbread cake, Swiss roll, profiteroles, jambalaya, vegetable tart, Chelsea buns, fish cakes, fresh ravioli, chicken stew etc

Examples of Year 10 Products: meat lasagne, spinach and ricotta cannelloni, lemon meringue pie, lemon cheesecake, chocolate orange cake, bread rolls, lamb tagine etc

## Career Paths:

The Food Industry is Britain's largest industry, and Food Preparation and Nutrition is a useful subject which could lead students into careers in nutrition, dietetics, food product development, marketing, manufacturing, hospitality, food styling and journalism.

# GCSE DRAMA

## Introduction

St. Mary's is offering a new Drama GCSE designed to inspire students across Years 9, 10 and 11. This course is split between three units and students will study a range of different areas of study through contexts such as the role of the: Performer, Director, Deviser or Designer.

## Components

The new GCSE is divided into three new components. The classroom focus remains practical, even if the assessment has changed slightly.

|  |   |
|--|---|
| <b>Component 1:</b><br><b>Devising drama</b> <b>30%</b><br>60 marks *Internally assessed   | <b>Component 2:</b><br><b>Presenting and performing texts</b> <b>30%</b><br>60 marks *Visiting OCR examiner   |
| <p>Students will create a devised performance in groups from a stimuli provided by the exam board</p> <p>They can choose to work as a performer or designer</p> <p>All performances will be supported by a portfolio which is evidence of the students' devising process.</p> <p>40 marks: For the evidence in the portfolio including analysis and evaluation of their own work.</p> <p>20 marks: For the communication of concepts and ideas in the final performance.</p> | <p>Students will study a text chosen by the centre and will take a part in two performances of two extracts from the text They can work as a performer or designer.</p> <p>In this unit students can work individually, or in a group of up to 6 Students must present at least one performance as part of a group.</p> <p>40 marks: For the demonstration of the chosen theatrical skill in the final performances.</p> <p>20 marks: For the concept pro forma describing their intention and preparation.</p> |

|  |  |
|--|--|
| <b>Component 3: Drama: Performance and response (written examination)</b> <b>40%</b>   |  |
| <b>Section A</b><br>50 marks   | <b>Section B</b><br>30 marks   |
| <p>Students will be asked about the practical preparation work on their chosen set text.</p> <p>They will draw on the experience of studying a whole text during the course.</p> <p>The questions will focus on the process of preparing a performance, as well as the performance itself.</p> | <p>This section asks the students to analyse and evaluate a performance they have seen as part of their course.</p> <p>They will be primarily assessed on their ability to analyse and evaluate. They will also be tested on theatrical knowledge and use of subject specific terminology as well as their use of extended response.</p> |

## Opportunities Post 16

AS and A-Level Drama and Theatre Studies are available in the Sixth Form at St. Mary's. Students are able to develop their performance skills to an advanced level and to deepen their study of the 6 areas of study, looking specifically at genre, style and exciting theatre companies such as Shared Experience.

# GCSE ENGLISH & ENGLISH LITERATURE

## Introduction

As a core subject of the National Curriculum, all pupils study English at Key Stage 4. We follow the GCSE syllabus offered by AQA, which results in the awarding of two discrete GCSE results (English Language and English Literature).

### Key aims of the two syllabuses:

- To enable pupils to communicate clearly and effectively in speech and in writing, using standard English appropriately.
- To develop close reading skills, showing insight and engagement and using textual evidence to support comments.
- To develop pupils' ability to write engagingly for a range of different purposes and audiences.
- To enable pupils to organise ideas into paragraphs and whole texts, employing a range of sentence structures effectively with accurate punctuation and spelling.
- To develop pupils' ability to understand and respond to a wide range of literary texts, showing awareness of social and historical contexts and how language, structure and form contribute to the meanings of texts.

### Assessment Details

Pupils follow the new KS4 curriculum of the AQA GCSE English Language/English Literature specifications. This involves a move to 100% exam-based assessment as well as the addition of some fresh and exciting texts to be studied. The essential skills developed will remain the same as the legacy GCSE framework, with opportunities to study a diverse range of poetry, drama and novels, as well as media texts from the last 200 years.

### Opportunities Post-16

Success in English at GCSE provides a firm foundation for studying any A level subjects which demand well-developed essay writing skills and the use of evidence to support a commentary or argument. In particular the great popularity of English Literature, English Language and, more recently, the English Language and Literature course as subject choices at A level is partly due to the consistently high levels of success our students continue to achieve.

It should also be noted that the GCSE specification offers pupils opportunities to read and explore challenging and varied texts of all genres, which can only support and develop those essential skills vital for the highest achievements at advanced level study.

# HEALTH & SOCIAL CARE Level 2 Technical Award

## About this qualification

This course will suit you if you have a preference for more practical learning opportunities. This vocational qualification fulfils entry requirements for academic and vocational studies post – 16. It is equivalent in time allocation to one GCSE subject. The course is designed for those who have a real interest in health and social care and wish to develop skills and learn the theory that can prepare them for further study or employment in this field.

## What will you study?

### You will have to complete 3 units of work:

2 units are assessed through coursework assignments and 1 unit is assessed through an external examination.

### Unit 1: Improving the well – being of an individual

Here you will choose a client and carry out a range of testing techniques to measure.

You will evaluate their health and then produce, implement and review a plan that will aim to make lifestyles changes that could improve their health.

You will then review and evaluate the impact this plan has had on the client.

### Unit 2: Promoting healthy living

In this unit you will research and evaluate existing health promotion campaigns.

You will then plan and deliver your own promotional campaign. Here you will need to be creative, particularly as you will be free to choose the type of materials you produce, from posters or wall display in schools to promotional films or radio scripts.

At the end you will review and evaluate the success of your campaign.

### Unit 3: Development through the life stages

You will study the basics of health and social care and acquire the underlying knowledge required to carry out the two practical units above. This knowledge will be relevant when considering future career choices and further study options. This unit covers:

- The stages and patterns of human growth and development
- Expected development at each life stage
- life events
- Sources of support /services for life events
- Roles of professionals from the sectors who are involved in supporting life events
- Definitions of health and well-being
- Factors influencing health and well-being

## Which subject options would complement this course?

This qualification could be complemented by Technical Awards in other subjects or by a range of GCSE options. Taken alongside other subjects the course will offer you a progressive route through to a range of A Level subjects, Technical Certificates and other Level 3 vocational qualifications.

We are looking forward to launching this new qualification. Please contact Mrs H Humphreys at St Mary's if you would like any further information or email [h.humphreys@stmarysmonston.org](mailto:h.humphreys@stmarysmonston.org).

# GCSE GEOGRAPHY

Geography is a popular option at GCSE. This course provides a clear view of the world in the first part of the 21<sup>st</sup> century and allows for the development of 'awe and wonder' by enabling students to fully appreciate and learn from the world around them. They will be challenged to think about how to manage fragile and valuable coastal environments, as well as consider what cities will look like in the 21<sup>st</sup> century and how they can be made to work for their inhabitants. The course covers how to deal with the growing threat from climatic hazards caused by tropical storms and wildfires, as well as the increasing human and economic cost of earthquakes and volcanoes. The impact of an increasingly interconnected world and how tourism will affect societies, cultures and economies in the UK and in the developing world is also explored. Students will also investigate growing energy demands and their implications in the 21<sup>st</sup> century. At the same time they will be expected to develop the functional skills of independent enquirers and creative thinkers who can predict possible futures and make decisions about solutions, as well as being effective participants in debates and discussions. Map skills, including computer based maps (GIS), data analysis and graphical skills are a key element of the course, as is fieldwork, and students will complete an investigation into tourism management in the Lake District.

## **Course and Assessment Details**

Students will follow the AQA specification. There are 3 units, all taken at the end of the course. Unlike previous years all 3 units are assessed through an exam. There is no controlled assessment.

### **Paper one – Living with the physical environment**

#### **What is assessed?**

The challenge of natural hazards, the living world, Physical landscapes in the UK, and Geographical skills

#### **How it is assessed**

- Written exam: 1 hour 30 minutes
- 88 marks (including 3 marks for spelling, punctuation, grammar and specialist terminology (SPaG))
- 35% of GCSE

#### **Questions**

- Section A: answer all questions (33 marks)
- Section B: answer all questions (25 marks)
- Section C: answer any two questions from questions 3, 4 and 5 (30 marks)
- Question types: multiple-choice, short answer, levels of response, extended prose

### **Paper two – Challenges in the human environment**

#### **What is assessed?**

Urban issues and challenges, the changing economic world, the challenge of resource management, and Geographical skills

#### **How it is assessed**

- Written exam: 1 hour 30 minutes
- 88 marks (including 3 marks for SPaG)
- 35% of GCSE

#### **Questions**

- Section A: answer all questions (33 marks)
- Section B: answer all questions (30 marks)
- Section C: answer question 3 and one from questions 4, 5 or 6 (25 marks)
- Question types: multiple-choice, short answer, levels of response, extended prose

## **Paper Three – Geographical applications**

### **What is assessed?**

Issue evaluation, Fieldwork, and Geographical skills

### **How it is assessed**

- Written exam: 1 hour 15 minutes
- 76 marks (including 6 marks for SPaG)
- 30% of GCSE
- Pre-release resources booklet made available 12 weeks before Paper 3 exam

### **Questions**

- Section A: answer all questions (37 marks)
- Section B: answer all questions (39 marks)
- Question types: multiple-choice, short answer, levels of response, extended prose

## **Opportunities Post 16**

GCSE Geography provides a sound foundation for students who want to carry on to A Level or Sixth Form study in general through the skills developed. About a 40% do carry on to A Level. Students at A level achieve good results and thoroughly enjoy the course, with many going on to study Geography at university. It combines well with other subjects, as a bridge between the arts and science and drawing on the subject knowledge and skills of many other A Level subjects like History, Economics, Chemistry, Biology and Maths. Geography is one of the '*facilitating*' subjects recognised by leading universities as developing the skills required for effective study at degree level. Geography students are among the most employable graduates. Careers related to geography are varied and include finance, management, marketing and environmental consultancy.

# GCSE HISTORY

## Introduction

The GCSE course in History is interesting, worthwhile, challenging and inspiring. Its content is largely new to the students, but it also enables them to build on their skills and knowledge from Key Stage 3.

## Course details

GCSE History will be assessed by exam with 5% for spelling, punctuation and grammar. St. Mary's will offer the Schools History Project course which involves three major areas of study:

- **Component 1: British History**

This comprises of two sections, a thematic and British depth study.

For the thematic component you will study *The People's Health c. 1250 to present*. This will allow you to investigate health ranging from reactions to the Black Death and Great Plague, to the gin craze of the C17th and later developments in our society- such as the formation of the NHS. In the depth study, you will investigate the Norman Invasion and the impact of the conquest between 1065-1087.

- **Component 2: History Around Us**

At St. Mary's we hope to continue to offer an investigation of Saltaire as our local history project.

- **Component 3: World History**

This will comprise of two sections, a period study and a world depth study. This will involve The Making of America 1789-1900 and Living under Nazi Rule 1933 to 1945.

## Assessment details

There are three examination papers both of which will be taken at the end of Year 11.

## Opportunities Post-16

It may surprise you, but the opportunities for historians are boundless: you do not have to become a history teacher! A summary of the opportunities follows:

- The course provides a sound basis for further study at AS and A2 Levels.
- Employers have a high regard for history as a subject that shows a student's ability to retain, organise and analyse a large body of information and to put forward a logical argument, these are vital skills in many walks of life.
- History can open the way to a whole variety of careers, including law, the media, politics, social work, sales, and management.

## Rationale

You will have your own reasons for choosing and studying History. We, the History staff at St. Mary's, teach it because:

- We enjoy History for its own sake.
- We believe it encourages a better understanding of modern society.
- It's fascinating to find out what makes people tick.
- It allows you to develop wider learning skills such as reading, interpretation, analysis and evaluation.

# **GCSE LANGUAGES:**

## **French, German, Spanish**

### **Introduction**

A qualification in a language is increasingly seen as an essential preparation for both employment and higher education, and most pupils at St Mary's continue to study a language in Key Stage 4. The GCSE language courses allow pupils to develop essential literacy and communication skills and are highly regarded by future employers.

### **French**

The GCSE French course builds on the language skills that all pupils have developed during their study of the language at Key Stage 3. It offers pupils an engaging and motivational programme of study to enhance their ability to communicate effectively with our nearest European neighbours. They are also offered the opportunity to deepen their knowledge of French language and culture through the popular exchange.

### **German**

The GCSE German course is available to those pupils who have previously studied German at Key Stage 3. Germany is one of our leading economic trading partners and therefore the study of this language offers many exciting career prospects. Through the opportunity of the German exchange, pupils are able to develop their linguistic skills in a real-life context, while learning about the German speaking world.

### **Spanish**

The GCSE Spanish course is available to those pupils who have previously studied Spanish at Key Stage 3. Students will apply linguistic skills learned in KS3 in both French and Spanish which will enable them to progress faster but students will need to be prepared to supplement class work with independent learning at home. Pupils will have the opportunity to take up a widely spoken language and to learn about the culture of the Hispanic world.

### **Dual Linguists**

Pupils can also choose to study two languages at GCSE. People with ability in languages are much sought-after by employers, and dual linguists are a rarity in the job market. In our experience well-motivated pupils can achieve a high level in both languages at GCSE, and this provides an excellent foundation for study at A-level and beyond, as well as for employment.

### **Assessment details for languages**

In all languages, students are assessed by four final examinations in the four skills areas of listening, speaking, reading and writing.

The new examinations will assess grammatical ability and translation skills, alongside topic content

# GCSE MATHEMATICS

## Introduction

The Mathematics course aims to develop mathematical knowledge and oral, written and practical skills in a manner that encourages confidence. Pupils will need to:

- Have the ability to understand and use mathematical notation.
- Develop a feel for number.
- Apply mathematics to everyday situations.
- Solve problems.
- Apply mathematics to other subjects.
- Appreciate patterns and relationships.
- Acquire foundations appropriate to further study of mathematics or other disciplines.

## Course Details

There are two levels of GCSE; Higher (9 - 4) and Foundation (5 - 1): pupils will be entered at the level appropriate to their ability.

## Assessment Details

The course is presently assessed by three final external examination papers, these are equally weighted. A calculator will only be allowed in one of these exams. These test candidates' abilities in four main areas:

- Knowledge
- Skills
- Applications
- Problem solving

The new examinations include questions relating to Maths in the real world, testing the functional skills element of the syllabus.

Coursework is no longer used to assess GCSE Mathematics.

Pupils will be placed in sets appropriate to their ability. Movement between sets will take place as a result of consultation within the department. Homework is set at least once each week and regular assessment takes place.

Currently pupils in the highest group are entered for a second GCSE in Further Mathematics.

# OCR CAMBRIDGE NATIONAL IN CREATIVE iMEDIA

The Cambridge National in Creative iMedia will equip learners with a range of creative media skills and provide opportunities to develop in context transferable skills such as research, planning, and review, working with others and communicating creative concepts effectively. Through the use of these skills, learners will be creating media products. The course will also challenge all learners by encouraging independence and creativity.

The OCR Level 1/2 Cambridge National Certificate in Creative iMedia consists of two mandatory units and two optional units.

## **Unit R081: Pre-production skills**

This unit will enable learners to understand pre-production skills used in the creative and digital media sector. It will develop their understanding of the client brief, time frames, deadlines and preparation techniques which form part of the planning and creation process.

This unit will be assessed by an examination of 1 hour 15 minutes.

## **Unit R082: Creating digital graphics**

The aim of this unit is for learners to understand the basics of digital graphics editing for the creative and digital media sector. They will learn where and why digital graphics are used and what techniques are involved in their creation. This unit and the optional units will be internally assessed and moderated by OCR.

The remaining units will be chosen from the following options:

Unit R083: Creating 2D and 3D digital characters

Unit R084: Storytelling with a comic strip

Unit R085: Creating a multipage website

Unit R086: Creating a digital animation

Unit R087: Creating interactive multimedia products

Unit R088: Creating a digital sound sequence

Unit R089: Creating a digital video sequence

Unit R090: Digital photography

Unit R091: Designing a game concept

Unit R092: Developing digital games

A range of assessment methods will be used throughout the course. Students will produce a portfolio of work including written work, presentations and media products.

# GCSE MUSIC

GCSE Music is confidence building, inspiring and creative.

It is designed to stretch students of all abilities and instruments, whilst catering for different learning styles and musical tastes.

Students can perform and compose using instrumental skills or technology.

It is preferred that GCSE Musicians will contribute to the musical life of the school.

| Unit Title                 | Content   |
|----------------------------|---|
| <b>Understanding Music</b> | <p>Listening and Contextual understanding of set pieces and unheard Music</p> <p><b>How it is assessed</b></p> <p>Exam paper with listening exercises and written questions using excerpts of music.</p> <p>Section A: Listening – unfamiliar music (68 marks)<br/>Section B: Study pieces (28 marks)</p> <p><b>The exam is 1 hour and 30 minutes.</b></p> <p>This component is worth 40% of GCSE marks (96 marks).</p> |
| <b>Composing</b>           | <p>Composition 1: Composition to a brief<br/>Composition 2: Free composition</p> <p><b>A minimum of three minutes of music in total is required.</b></p> <p>This component is 30% of GCSE marks (72 marks).</p>   |
| <b>Performing Music</b>    | <p>As an instrumentalist and/or vocalist and/or via technology:</p> <p>Performance 1: Solo performance (36 marks)<br/>Performance 2: Ensemble performance (36 marks).</p> <p>This component is 30% of GCSE marks (72 marks).</p> <p><b>A minimum of four minutes is required in total</b></p>   |

# **BTEC LEVEL 2 FIRST AWARD IN PERFORMING ARTS**

The BTEC Performing Arts course is an Acting course that offers students the opportunities to train, prepare for and perform pieces of theatre to public audiences.

The course is divided into three units of study.

## **Unit 1: Individual Showcase**

In this unit students prepare and perform an audition for a further educational institution or an audition in response to an acting brief. They have to prepare two audition pieces of either acting, singing or dance in relation to a theme or brief.

Students must also prepare a letter of application to support their practical audition pieces.

This unit is examined externally

## **Unit 2: Preparation, Performance and Production**

In this unit, students must take responsibility for an entire production, from the production elements such as costume and make up, to publicity, direction and indeed performance. This performance must be to a public audience. In the past, students have performed to local primary schools, younger students and invited audiences.

## **Unit 3: Acting Skills**

In this unit, students develop and improve their acting skills. Students are required to take part in and document a series of workshops designed to improve their skills as an actor. They also have to demonstrate their acting skills in a final performance from a play. During this unit, we develop understanding of Stanislavski, Frantic Assembly and other interesting theatre practitioners and companies.

# GCSE PHYSICAL EDUCATION

|  |  |
|--|--|
| Theory weighting                                   | 60%  |
| Practical weighting (not incl coursework)          | 30%  |
| Number of activities assessed                      | 3  |
| Coursework piece weighting                         | 10%  |
| Nature of coursework                               | Written  |
| Name of exam 1                                     | <b>Physical factors affecting performance</b>  |
| Weighting of exam 1                                | 30% (60marks) 1hr  |
| Name of exam 2                                     | <b>Socio-cultural issues &amp; sports psychology</b>   |
| Weighting of exam 2                                | 30% (60marks) 1hr  |
| Total marks  | 120  |
| Total time in exams                                | 120mins  |
| Number of marks for extended questions             | 12   |
| Highest number of marks for an individual question | 6  |
| How it's assessed                                  | 20 marks awarded for each activity<br><b>20 marks</b> awarded for range of skills, quality of skills, physical attributes, decision making |
| Coursework   | <b>20 marks available</b><br>AEP (Analyse & evaluate performance)  |
| Total marks  | <b>80</b> (3 x 20 for each practical activity, 20 for AEP)   |

## Subject Aims and Learning Outcomes

- Develop theoretical knowledge and understanding of the factors that underpin physical activity and sport and use this knowledge to improve performance
- Understand how the physiological and psychological state affects performance in physical activity and sport
- Perform effectively in different physical activities by developing skills and techniques and selecting and using tactics, strategies and/or compositional ideas
- Develop their ability to analyse and evaluate to improve performance in physical activity and sport
- Understand the contribution which physical activity and sport make to health, fitness and well-being
- Understand key socio-cultural influences which can affect people's involvement in physical activity and sport

## Subject Content

### Applied Anatomy and Physiology

Develop knowledge and understanding of the key body systems and how they impact on health, fitness and performance in physical activity and sport, including:

- The structure and functions of the musculo-skeletal system
- The structure and functions of the cardio-respiratory system
- Anaerobic and aerobic exercise
- The short and long term effects of exercise

### Movement Analysis

Understand the basic principles of movement and their effect on performance, including:

- Lever systems, examples of their use in activity and the mechanical advantage they provide in movement
- Planes and axes of movement

### Physical Training

The principles of training and different training methods in order to plan, carry out, monitor and evaluate personal exercise and training programmes, including:

- The relationship between health and fitness and the role that exercise plays in both
- The components of fitness, benefits for sport and how fitness is measured and improved
- The principles of training and their application to personal exercise/training programmes
- How to optimise training and prevent injury
- Effective use of warm up and cool down

### Use of Data

Data analysis in relation to key areas of physical activity and sport. Students should be able to:

- Demonstrate an understanding of how data are collected – both qualitative and quantitative
- Present data (including tables and graphs)
- Analyse and evaluate data

## **Sport Psychology**

The psychological factors that can affect performers in physical activity and sport, including:

Classification of skills (basic/complex, open/closed)

- The use of goal setting and SMART targets to improve and/or optimise performance
- Guidance and feedback on performance
- Mental preparation for performance

## **Socio-cultural Influences**

The socio-cultural factors that impact on physical activity and sport, and the impact of sport on society including:

- Engagement patterns of different social groups in physical activity and sport
- Commercialisation of physical activity and sport
- Ethical and socio-cultural issues in physical activity and sport

## **Health, Fitness and Well-being**

The benefits of participating in physical activity and sport to health, fitness and well-being, including:

- Physical, emotional and social health, fitness and well-being
- The consequences of a sedentary lifestyle
- Energy use, diet, nutrition and hydration

## **Practical Performance**

- Assessed in three different activities in the role of player/performer. One of these assessments must be in a team sport/activity, one assessment must be in an individual sport/activity, with the third assessment being from either a team or individual sport/activity. Students can only be assessed once in any sport or activity.
- Demonstrate skills in physical activity and sport, applying appropriate technique(s).
- Demonstrate and apply appropriate decision making skills, strategies and/ or compositional ideas within physical activity and sport, taking into account personal strengths and weaknesses.
- Demonstrate ideas and problem solving solutions in spontaneous and/or pre-determined ways whilst under pressure in physical activity and sport.
- Use appropriate physical characteristics/attributes (eg strength, stamina, speed, agility, flexibility, coordination) to achieve successful performance in physical activity and sport.
- Demonstrate psychological control (eg arousal, anxiety, aggression) to achieve successful performance (and fair play) in physical activity and sport.
- Adhere to 'rules', health and safety guidelines, and consider appropriate risk management strategies in physical activity and sport.
- Analyse and evaluate performance to bring about personal improvement in physical activity and sport.
- Demonstrate their ability in team sports and activities by:
  - Applying team strategies and/or compositional ideas taking account of the strengths and weaknesses of fellow team member(s), as appropriate.
  - Showing awareness of, and responding to, the actions of other player(s)/performer(s).
  - Communicating effectively with other player(s)/performer(s).
  - Demonstrating their individual role in achieving the collective outcome.

# **PHYSICAL EDUCATION (CORE)**

Physical Education is a unique and valuable part of the core curriculum at St. Mary's. The aim of the department is to provide opportunities that will positively influence the physical, social, moral and emotional development of the individuals we teach.

Having followed a Foundation Course in Years 7 - 8, the pupils are provided with a programme of activities drawn from the following areas:

- Outwitting opponents – Games activities.
- Replicating movement patterns – Gymnastic activities.
- Producing maximum levels of performance – Athletic activities.
- Exploring creative movement – Dance activities.
- Health related exercise and personal fitness programmes.
- Leadership opportunities in sport including the Level 1 Leaders Award in Year 10.

The Key Stage 4 PE programme allows students to extend their skills, knowledge, understanding and fitness via a range of different sporting activities. Here they will focus upon the use of more advanced skills, including applying relevant strategies and tactics. Students will also be given the opportunity to be more involved in officiating and leading in lessons. Inter-form competitions also provide a major part of the Key Stage 4 curriculum.

# GCSE RELIGIOUS STUDIES

## Introduction

Religious Studies is a key subject at the core of the KS4 curriculum at St. Mary's, a school founded on the Roman Catholic faith. Most pupils will complete a full GCSE Religious Studies course. This subject is an opportunity for personal religious growth, reflection on the place of religion in society and the development of religious literacy so pupils can be effective citizens in a multicultural society. Religious Studies is a challenging, thought provoking and relevant course. The course delivery includes discussion, formal debates, role-play, presentation and video work as well as teaching pupils active revision and exam strategies. Pupils are encouraged to take a more active and responsible role in their learning.

## Course Details

This course does not presuppose faith and is designed to be accessible to all. Pupils will examine religious beliefs and practices and explore the authority and organisation of the Catholic faith. They will also be encouraged to reflect upon and develop their own religious and moral beliefs on issues facing young people in the 21st century in the UK. This will be done through:

- A study of Catholic Christianity
- A study of Judaism
- a study Religious, philosophical and ethical studies in the modern world

PSHE is studied as part of the Key Stage 4 programme of study. Distinct units such as sex education, prejudice and discrimination are covered throughout the key stage, in an informative manner. The aim is to promote citizens of the future who will demonstrate tolerance for those who are different, compassion for the needy and those on the margins of society along with self respect and respect for others.

Pupils will be taught in mixed ability groups, which allow pupils the maximum opportunity to achieve in a supportive and motivated environment.

## Aims of the course:

- Develop students' knowledge and understanding of Catholic Christianity and one other religion.
- Develop students' knowledge and understanding of the religious beliefs, teachings, and sources of wisdom and authority of the Catholic faith.
- Provide opportunities for students to engage with questions of belief, value, meaning, purpose, truth, and their influence on human life.
- Challenge students to reflect on and develop their own values, beliefs and attitudes in the light of what they have learnt and contribute to their preparation for adult life in a pluralistic society and global community.
- Develop students' ability to construct well-argued, well-informed, balanced and structured written arguments, demonstrating their depth and breadth of understanding of the subject.
- Develop transferable skills – discursive writing, evaluation, analysis, gathering and presenting evidence, empathy, revision strategies and exam technique.

## Assessment Details

The specification is still being written and assessment details have not yet been released.

## Opportunities Post 16

Theology is offered at A Level and it has a well-established tradition of excellent results. The A Level course is particularly for those with an enquiring mind and the more sceptical among you! Theology is a very popular degree course at many universities. However, even if you did not want to study it further, the skills acquired through Religious Studies are extremely useful for History, English, Philosophy, Law or Science. Careers relating to Religious Studies go beyond priesthood or the convent, although these are admirable vocations! Careers include education, public service, media or specialist broadcasting, working in international business or any career, which requires problem solving or analysis skills.

# GCSE SCIENCE

**Separate Science GCSE (3 GCSE) or combined Science (2 GCSE)**

## **Summary of content**

### **Biology**

- Cell biology
- Organisation
- Infection and response
- Bioenergetics
- Homeostasis and response
- Inheritance, variation and evolution
- Ecology

### **Chemistry**

- Atomic structure and the periodic table
- Bonding, structure, and the properties of matter
- Quantitative chemistry
- Chemical changes
- Energy changes
- The rate and extent of chemical change
- Organic chemistry
- Chemical analysis
- Chemistry of the atmosphere
- Using resources

### **Physics**

- Forces
- Energy
- Waves
- Electricity
- Magnetism and electromagnetism
- Particle model of matter
- Atomic structure

## **Co-teachable**

The subject content and the practicals appear in both suites of courses. This means that we have the flexibility to move students between combined and separate sciences during their studies if appropriate.

## **Mathematical skills**

A minimum of 10% of marks will test maths skills in GCSE Biology; 20% in GCSE Chemistry; and 30% in GCSE Physics. The same ratio will be applied within the combined science qualifications. There will be a variety of question types testing maths skills, including multi-step and open calculations. Some skills will be tested more than others such as use of decimals and translation of graphs.

## **Practical work**

There is no controlled assessment (ISA). Students will do eight practicals for each of Biology, Chemistry and Physics, and 16 for Combined Science. Students will be assessed on their practical skills in their exams with at least 15% of the marks coming from questions relating to practicals.

Students will be entered for the right GCSE qualifications for them, be it separate or combined science, foundation or higher tier. This decision will be made by teachers making professional judgements using a variety of data sets and attitude indicators.

# CAMBRIDGE NATIONAL CERTIFICATE SPORTS SCIENCE

This award has received accreditation from the Department for education. It will be a 120 Guided Learning Hour (one GCSE equivalent) award.

This highly regarded vocational course is a work-related study programme focussing on the world of sport and physical activity; a huge growth sector for further study and employment in the UK.

The 4 unit Cambridge National Certificate offers students the opportunity to study, investigate and experience sport in the widest sense. The units provide challenging assignments focussing on areas such as reducing the risks of injury, applying principles of training, sports nutrition and technology in sport. Most of the units are vocational in context so the course delivery is based on the investigation and experience of what actually happens in the sporting world. The course includes a 1 hour examination in Year 10 focussing on reducing the risks of injury.

The course will include being practically involved in sports performance, fitness testing and fitness training.

The course will be challenging and is aimed at developing the learning and study skills of our pupils in a sporting environment/context. We will expect independent research and the use of the internet/ICT media to be a central feature of study on this course. In the first year most of the work will include a great deal of guidance from staff as pupils develop their knowledge and independent learning skills. Good practical ability in sport **is not** a pre-requisite for this course but candidates must have a real interest in sport and physical activity, possibly as a vocational/career pathway. This might include Coaching, Teaching, Instructing, Performing or Activity Leadership.

Successful completion of the 4 unit Cambridge National Certificate is regarded as a level 2 qualification.

In addition to the lessons involved in this course, students will participate in two core curriculum P.E. lessons per week, which offers the opportunity to further develop skills, knowledge and understanding to support the work of the course.