



**St Mary's Catholic High School,
Leyland.**

**Year 9 Options Booklet
Your Pathway to Success**

2022

"Let your light shine"

St Mary's Catholic High School, Leyland

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Year 9 Options for Key Stage 4

Dear Parent / Carer,

By Thursday 24th February there will be a section on the school website including video presentations, for all parents and carers of Year 9 pupils and for pupils in Year 9 regarding the curriculum options available at Key Stage 4, starting in September 2022.

A detailed booklet containing advice and guidance and an outline of the curriculum will be available.

The selection of Key Stage 4 options is a very important decision for all pupils. The choices they make will affect their Post 16 and career opportunities. Along with information provided by subject teachers in lessons, pupils will be offered a variety of opportunities to gain information which will help them to make this decision in an informed way and with confidence.

Year 9 Options Schedule

The aim is to meet the St Mary's Year 9 Options Schedule as follows:

1. The Year 9 Options Information Presentation.
2. The Year 9 Parents' Evening.
3. The options form must be completed online no later than Wednesday, 16th March.
4. It is not a first come basis, to allow time to consider the options with due care, however pupils who miss the deadline are put at risk of not getting their first choice.
5. Pupils will be advised of their option allocations after the Easter Holidays, during the week commencing 25th April.

I appreciate that this is a difficult time for pupils and families, asking pupils to make decisions about their future time at St Mary's that may impact on their wider progression into college and career opportunities. We have put together comprehensive information for you to make use of, and there will be further opportunities for discussion after the parents evening for any parent / carer that may wish, and we will set up meetings as appropriate.

Yours sincerely,

A handwritten signature in black ink, appearing to read 'C Meldrum'.

Mr C Meldrum

Deputy Headteacher



Helping your Child with their Options and Career Decisions

Young people today have more choices to make about their future than ever before but there are a number of factors that affect them. An increasingly competitive job market, high youth unemployment, and rising fees for higher education all impact on a young person's plans, making it even more important for them to make the right choices for their education, training and employment.

To help with making the right decisions, we endeavour to ensure that every young person should receive information, advice and guidance about their future. While for many young people a career may seem a distant prospect, decisions they make about education and training now may affect their options later on. As they make choices and plans for the future, young people need support from the people who know them best, their families. There are many ways that parents and carers can offer support with these choices and this options booklet is intended to help you with this process. However, it is important to **include your son/daughter as, ultimately, it is their future**. With the right information, advice and guidance young people can make informed decisions about their future and successfully negotiate the tricky transition to adult status.

Here are a few ideas for parents/carers:

- Talk to your daughter/son about careers they are interested in. Find out what they know already and encourage them to research to find out more. Encourage your child to talk to you about your own career and the decisions you had to face. They could also talk with the rest of the family, friends and neighbours, and even with their teachers.
- Carry out research yourself there are many internet sites that offer excellent impartial information a good place to start is the Careers Advice for Parents website: <http://www.careersadviceforparents.org> this site also contains links to many other useful sites that will provide you and your child with valuable information, advice and guidance. <http://icould.com> is another site that is well worth a visit.
- Read the information in this booklet carefully and ensure that your child does the same and understands it. Do not be afraid to contact the school if there is anything you or your child is unsure about.
- In England, to supplement the advice provided by schools, the **National Careers Service offers** online support for young people aged 11-19 via text/email, telephone services, web chat and online. <https://nationalcareersservice.direct.gov.uk>
- Make sure your child meets all the deadlines.

If after researching your child still finds it difficult to select a possible career route then please encourage them to choose a broad curriculum that will give them the most options post 16.

Your child will get a free choice and will be asked to choose **5** preferences, of these they will be awarded **3** and whilst we will make every effort to ensure the first three choices are given this cannot be guaranteed.



How to Succeed

There are several ways in which you can improve your chances of succeeding over the next two years and beyond. Some are obvious such as making the right choices for you, your abilities and your future dreams. However, there are other things that are as important that are often overlooked and include: attendance and your Attitude to Learning (ATL). Both these areas seriously affect your chances of success.

Raise your Attendance – Raise your Attainment!

Every minute matters

A good attendance and punctuality record shows commitment, attentiveness and a determination to succeed. Whatever career pathway you choose, an employer will keep a check on your attendance and timekeeping just as we do in school so start as you mean to continue. Be present, on time and maximise your chances throughout your life!

In school there is a clear link between attendance and success. Our best results correspond with our highest attendance levels. This is why maximum attendance is so important.

Your attendance is **90%**, is this good?

NO!

90% attendance = 1/2 day missed every week. This is 4 weeks over a year.

In the world of work you would be classed as Part time!

Research suggests that **17** missed school days a year = GCSE **grade DROP** in achievement. (DFE)

The greater the attendance the greater the chance of achievement.

So 90% is NOT as good as it first seemed.

Make the right choice when choosing your options and make the right choice to be present at school every day!

Attitude to Learning (ATL)

Your attitude is key to your success both at school and in life. If you want to learn and succeed you **can!** History is full of people who have achieved what others thought impossible. Each year we have students who are expected to get Grade **“3”**s at GCSE who get grade **“7”**s but we sadly also get a few students who should get grade **“7”**s GCSE who get grade **“3”**s. The difference is their attitude to learning.

Employers and colleges not only request your grades but also ask for references. It might be useful for you to write a reference you would like to receive in two years and then plan how you will get that reference. The sooner you start the easier it is to succeed.



Key Stage 4 (Year 10 & 11) Curriculum

In Key Stage 4 pupils must follow a **Core** of compulsory subjects which are complemented by **Option** subjects. The purpose of the curriculum is to offer an education that is relevant to each individual pupil and helps them to progress to the next stage of their education or training and future employment.

What is the Core?

Certain subjects have to be studied by all and these are known as the core subjects. The core subjects are:

ENGLISH

RELIGIOUS EDUCATION

MATHEMATICS

PHYSICAL EDUCATION

SCIENCE

During KS4 you will also study either as part of other subjects or standalone sessions: Citizenship, Personal, Social & Health Education (PSHCEE) and Careers.

What are the Options?

In addition to the Core you can select additional subjects which form your "Options".

The subjects that are available are listed on the preference sheet at the back of this booklet.

How do I make these decisions?

Consider

- Which of the available subjects do you like?
- Which of these subjects are you good at?
- Which of these subjects will help me post 16?

Remember

- Don't choose a subject because of your like or dislike for a particular teacher – they may not teach you next year.
- Don't choose a subject simply because your friend has, you will probably be in a different group anyway.
- Do listen to and consider any advice offered to you.
- Choose areas where you have interest and ability.

Discuss

- At home
 - With your Form Tutor
 - With your Head of Year
 - With the Subject Teachers
-



What courses and qualifications are available?

The range of qualifications available this year should allow all pupils to select a package of courses that suits their own needs as well as their preferred learning style.

What is a GCSE?

GCSEs (General Certificates of Secondary Education) are academic qualifications in a particular subject area such as English or Maths. They are graded upwards from 1 to 9. Grades 9-5 are the most highly regarded levels. If you wish to study at Advanced Level after you leave St Mary's you would generally be expected to have attained these higher levels in FIVE subjects, preferably at Grades 5 or above and at Grade 6 in subjects to be studied at A Level.

What is a Technical Award?

The Tech Awards are designed to be taught alongside GCSEs, giving your students a glimpse into a professional sector whilst teaching them transferable skills for life:

- specifically designed for 14-16 year olds in schools
- graded across Level 1 and Level 2 to recognise the achievements of all students
- assessed using assignments and practical tasks to suit vocational students

The English Baccalaureate.

The government has recently introduced a new measure of pupil performance known as the English Baccalaureate. This is not a qualification in itself but rather is a recognition of pupils who achieve a particular combination of subjects at GCSE. The Baccalaureate combination includes;

1. English
2. Mathematics
3. Two Science grades
4. History or Geography
5. A Modern or Ancient Language (French / Spanish at St Mary's)

Pupils who wish to achieve the Baccalaureate combination will need to ensure that all five of the above subject areas are chosen on their options form.

At present, none of the local colleges are making the English Baccalaureate a condition of entry for any of their courses. However, those pupils wishing to study at one of the prestigious "Russell Group" universities should consider their GCSE choices carefully as this will have a bearing on the choice of A level courses available. In this sense, the Baccalaureate ensures a broad and balanced curriculum that is highly regarded by such universities.



Key Questions

Will I have a free choice of subjects?

In the main YES. However, some subjects are only suitable for particular students. An example of this is the separate Sciences (Biology, Chemistry and Physics) this option is restricted predominantly to pupils who have achieved or are expected to achieve a Level 7 in Science at the end of KS3.

Can I change subjects at a later date?

It is so important to **make the right decisions now**. Once you have started a course it is very difficult to change because you will have missed important aspects of the subject you wish to change to. Changes are very rare and subject to alternative class sizes, curriculum time lost prior to change and after consultations with parents and Curriculum Deputy Headteacher.

If I can't decide which subjects to choose what happens?

The teachers, after talking with you, will make the decision based on their professional judgement of your ability in the subject.

Do I have to study a language?

The compulsory study of a Modern Foreign Language ends in Key Stage 3. However, students are encouraged to continue with a language for a broad and balanced curriculum and leading universities will require pupils to have studied a language at GCSE level. Those wishing to achieve the new "English Baccalaureate" must study a language to achieve this award.

Can I be refused my choice of subject?

If a particular subject is over-subscribed and an additional group cannot be created then there will have to be some selection. In this event you will be fully involved in the decision.

If a particular subject is under-subscribed it will be withdrawn and you will have to choose another subject.

If your previous performance and your ability to cope with the subject are of concern, then you may be guided to a more suitable course.

When do I have to decide?

There is a timetable at the back of this booklet which you must follow but you should be thinking and listening to advice from now on.

Do I have to plan for a job or 'A' Levels now?

The subjects you will follow should give you a balanced education and should prepare you for your future. A Level or job considerations are only important at this stage if you are certain about what you want to do in your future. However, if you wish to study for a particular subject at A Level then it is wise to take the relevant GCSE where this is available. e.g. if you wish to study A Level Geography you should take GCSE Geography whereas if you are considering A Level Psychology there is no corresponding course. If you are unsure about a particular career path or anything else **don't be afraid to ask for explanations or help**.



Extra-Curricular

As well as the subjects you choose, getting involved with the life of the school and events both in and out of school can give you an advantage when it comes to the next steps in your career. Employers and Colleges want people who are well balanced and have interests and hobbies and this is often asked for in a C.V. and at interviews. You can also build and demonstrate a wide range of skills, such as commitment, teamwork, being organised and self-management.

“Then their eyes were opened, and they recognised him” (Lk 24:31)

Experience means learning through direct personal contact with people and things, and new experiences or information can challenge people to think again. The course that you are venturing on is a learning journey that will enable you to reach your full potential. The disciples on the road to Emmaus were forced by their new experience of the death of Jesus not only to reassess Jesus but also to reassess themselves.

Our expectations are always modified in the light of our experience. If expectations about others or situations mostly grow out of our experience, our experience tends to have the final say. Expectations are deepened, modified or cancelled in the light of what we learn over time.

As you venture through your academic studies, remember that Christ will travel with you, just as He did with His disciples on the road to Emmaus. We are all called by Christ to share our gifts and talents with others. In supporting each other, we are empowered to spread the love and joy of Christ to everyone that we meet.

Lord Jesus,
Open our eyes, Lord.
Without the gift of your revelation,
our eyes are kept from recognizing you.
Appear before us, suddenly, unexpectedly, in all your glory.
So that we, too, may proclaim to a world in despair,
that we have seen the risen Lord.
Amen.

let your
LIGHT
SHINE



Instructions for Completing the Options Form

You must read these instructions carefully and ensure that you follow them exactly. Failure to do so may result in you failing to get the choices you want.

This year, we have widened the Options to offer every pupil the opportunity of selecting a balanced, vibrant course of study for KS4.

SELECTING A BALANCED CURRICULUM

We feel strongly of the importance of a balanced curriculum for all our pupils. With this in mind, we urge pupils and parents to consider studying a humanity subject and a language subject in KS4. Studying in these two subject areas will give our pupils a wide breadth of educational experiences, as well as qualifications that will open many opportunities to them once they leave St Mary's. Our option forms are designed so that these areas are considered when selecting your subjects.

Please Note. If you fail to fill the form in correctly it will seriously affect your chances of getting your preferred choices.

You must complete your on-line Options form by **Wednesday 16th March**. If you can make your choices before this date you may return your form as soon as you are ready. The early return of forms does not guarantee places on courses, although those **received after the deadline may miss out on option choices**.

Students will be advised of their option choices after Easter

If you have any problems do not hesitate to ask for help or advice.

Good luck in achieving the future and dreams you want. The choices you make today will stay with you so take care and make the choices **You Want** that give you the most choices when you leave school.

Aspire
have not to **more**
but to **be**
more

Archbishop Raimond

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Options Form

Please complete the on line form no later than Wednesday 16th March 2022.

The Option Choices for September 2022 are:

Option Subject		
Please select 5 preferences, 1 for your first choice, 2 for your 2 nd choice etc.		
French <input type="checkbox"/>	Art <input type="checkbox"/>	Technical Awards
Spanish <input type="checkbox"/>	Drama <input type="checkbox"/>	Creative iMedia <input type="checkbox"/>
Geography <input type="checkbox"/>	Design and Technology <input type="checkbox"/>	Engineering <input type="checkbox"/>
History <input type="checkbox"/>	Food Science and Nutrition <input type="checkbox"/>	Sport Studies <input type="checkbox"/>
Computer Science <input type="checkbox"/>	Music <input type="checkbox"/>	Health and Social Care <input type="checkbox"/>
Separate Science <input type="checkbox"/>	Physical Education <input type="checkbox"/>	Travel and Tourism <input type="checkbox"/>
Photography <input type="checkbox"/>	Sociology <input type="checkbox"/>	



CORE SUBJECTS



GCSE Religious Education

RE is at the heart of the curriculum at St Mary's, providing a foundation for your child's future. Many skills are gained through RE, challenging your child to apply their knowledge; remember key facts; apply their beliefs to everyday life situations and have the ability to evaluate contrasting views. RE addresses fundamental human questions and allows discourse to occur. In providing these opportunities in RE, your child will have the ability to think deeply about complex issues, and inspire them to live out the Gospel values both in and out of school.

Extra Curricular activities

The RE department works closely with Chaplaincy, developing the spiritual growth of your child. Each year your child will be given the opportunity to develop their beliefs through a number of extra curricular activities.

Year 10: Retreat to Castlerigg

Year 11: Various opportunities to lead and support Worship both in and out of school.

Charity: Thinking of others is at the heart of our faith. Each year group supports a different charity, with many events taking place throughout the year.

Facilities:

RE is taught in 2 designated rooms, along with 2 other classrooms belonging to non specialists. All pupils have the opportunity to use IT facilities throughout the year; through bookable IT suites.

Assessment

Pupils are regularly tested throughout the year. Each pupil is given a target level which they can track after each assessment. Pupils are expected to act upon teacher comments to improve work, so as to show continual progress.

Schemes of Work

Year 9

In the late spring/ early summer term pupils begin the first unit of their AQA Paper 1 course Creation (See KS4)

Key Stage 4: All Pupil's study a full GCSE in RE which consists of:

- AQA Specification B Paper 1 – Roman Catholic Christianity (Year 10)
- AQA Specification B Paper 2 – Perspectives on Faith (Year 11)
- Pupils will sit two 1hour 45 minute examinations for each Unit at the end of Year 11. Both are worth 50% of their final GCSE grade in RE.
- Pupils in Year 10 will sit a 'mock' examination in the summer term of Year 10.
- Pupils in Year 11 will sit a 'mock' examination in January of Year 11.

There are no tiered papers in RE and every pupil has full access to the whole range of number grades 9-1.



What's assessed; Paper 1 – Catholic Christianity (50%)

1. Creation
2. Incarnation
3. Triune God, Mission and Prayer
4. Redemption
5. Church and Kingdom of God
6. Eschatology, Life, Death and Eternity

How it's assessed

- Written exam: 1 hour 45mins
- 96 marks
- 50% of GCSE

What's assessed; Paper 2 – Perspectives of Faith (50%)

Judaism; key beliefs and practices

Themes (2 out of 3 themes are studied)

- **Religion, Relationships and Families**
- **Religion Peace and Conflict**
- **Human Rights and Social Justice**

How it's assessed

- Written exam: 1 hour 45mins
 - 96 marks
 - 50% of GCSE
-



GCSE English

ENGLISH LANGUAGE

Syllabus: WJEC - 100% Examination in 2017 and onwards

Examinations:

Component 1: 20th Century Literature Reading and Creative Prose Writing

Written examination: 1 hour 45 minutes 40% of qualification.

Section A (20%) – Reading - One extract (about 60-100 lines) of literature from the twentieth century.

Section B (20%) – Prose writing - One creative task drawn from a selection of four titles.

Component 2: 19th and 21st Century Non-Fiction Reading and Transactional/Persuasive Writing.

Written examination: 2 hours - 60% of qualification

Section A (30%) – Reading - Two extracts (about 900-1200 words in total) of high-quality nonfiction writing from the nineteenth and twenty-first centuries.

Section B (30%) – Writing - Two compulsory transactional/persuasive writing tasks

ENGLISH LITERATURE

Syllabus: WJEC - 100% examination from 2017

Component 1: Shakespeare and Poetry

Written examination: 2 hours, 40% of qualification

Section A (20%) Shakespeare - One extract question and one essay question based on the reading of a Shakespeare text from a prescribed list.

Section B (20%) Poetry from 1789 to the present day - Two questions based on poems from the WJEC Poetry Anthology, one of which involves comparison.

Component 2: Post-1914 Prose/Drama, 19th Century Prose and Unseen Poetry.

Written examination: 2 hours and 30 minutes, 60% of qualification.

Section A (20%) 19th Century Prose/Drama - One source based question on a post-1914 text from a prescribed list

Section B (20%) 19th Century Prose - One source based question on a 19th century prose text from a prescribed list.



Section C (20%) Unseen Poetry - Two questions based on unseen poems, one of which involves comparison.

Progression through English

English is now graded 9-1 (9 being the highest).

English provides a solid foundation for ALL career opportunities.

Specific career opportunities exist in journalism, law, publishing, teaching, TV, cinema and theatre.



GCSE Mathematics

Overview

This is a core subject and all students follow the Linear Edexcel (9-1) course. Good maths qualifications will allow a wider choice of exciting careers. Without maths qualifications, many jobs and college courses will be unavailable to students.

What you will study

The course reflects the requirements of the National Curriculum which is split into 'Number and Algebra', 'Ratio/Proportion/Rates of Change', 'Geometry and Measures' and 'Statistics and Probability'. There is now a much greater emphasis on solving non-routine problems in mathematical and non-mathematical contexts.

How you will be assessed

Students will sit three papers at the end of Year 11. One paper is non-calculator and the other two are both calculator papers. Each paper is given equal weighting and are one and a half hours in length. There are two tiers of entry. The Higher tier is for Grades 5-9 and the Foundation tier is for Grades 1-5. The decision regarding tier of entry will be determined at the end of Year 9 and will be based on results to date. However the level of Mathematics taught to a student will be monitored, with their results, throughout Years 10 and 11.

Equipment

The department expects all students to have all their mathematical equipment with them for all of the mathematics lessons. This includes a scientific calculator. We would welcome support from parents in ensuring that equipment is complete and in good condition.

Progression through Mathematics

Many courses and jobs specify GCSE Grade 5 in Maths as a minimum entry requirement and even where this is not the case you will very often have to pass a maths skills test.

If students are thinking of going to university to study any subject, they may be required to get at least a Grade 5 in Maths.

To study this subject at A-Level you will need a minimum of Grade 6 at GCSE.

Mathematics is a part of most jobs but for some it is central to that career route for example:

- Accountancy
- Banking
- Engineering
- Science

Any questions? Please don't hesitate to discuss the matter with your child's class teacher on Parents' Evening on the Wednesday 4th March.



GCSE Science

The National Curriculum dictates that **all** students must undertake a balanced course of study of all three science disciplines; Biology, Chemistry and Physics. This may consist of either....

Route A – Combined Science – AQA Trilogy (x2 GCSE science qualifications)

2/3 of all students complete this programme of study, providing them with an excellent foundation in science for further educational choices such as apprenticeships and academic study including A-levels. This route does not limit further life choices regarding scientific careers or university choices.

- GCSE grades 9-9, 9-8 though to 2-1 or 1-1 are awarded.

Route B – Separate Sciences AQA Biology, Chemistry and Physics (x3 GCSE science qualifications)

1/3 of pupils currently complete this programme of study, providing them with the very best academically based scientific education currently available at GCSE.

This course is ultimately designed for students who have a very keen interest in science and aspire to completing further scientific qualifications such as A-levels and a BSc university degree. It is an ideal choice for pupils aiming to enter any scientific based career.

GCSE Biology

This GCSE will be studied over a two year period, years 10 and 11, and examined through 2 terminal examinations in the summer of the final year.

GCSE grade 9 to 1 will be awarded.

GCSE Chemistry

This GCSE will be studied over a two year period, years 10 and 11, and examined through 2 terminal examinations in the summer of the final year.

GCSE grade 9 to 1 will be awarded.

GCSE Physics

This GCSE will be studied over a two year period, years 10 and 11, and examined through 2 terminal examinations in the summer of the final year.

GCSE grade 9 to 1 will be awarded.

Separate Science Entry requirements

A **minimum end of KS3 level 7** (although the attainment of this level does not guarantee selection) is required to be eligible for this programme of study. This is due to the extra academic demands required to fully understand the more in-depth curriculum content of each scientific discipline. The final end of year



student level will be calculated using the marks from a combination of internal examinations, conducted throughout year 9, and possibly one terminal KS3 examination score. This data will then allow a fair and consistent ranking of the students to take place, from which approximately 50 pupils, of those who have opted to be considered for the course, will be selected. The final decision will ultimately be made by the Curriculum Leader for Science.

Pupil performance and attitude throughout KS3, especially year 9 is therefore essential.

- GCSE grades 9 to 1 are awarded
- Three independent GCSE qualifications are completed i.e. Biology, Chemistry and Physics

Progression through Science

GCSE Science is suitable for meeting the entry requirements of most college courses. It is particularly suitable for those who are interested in scientific or technical careers e.g. medicine, midwifery, nursing, engineering, forensics, electrician, laboratory work, physiotherapy, Royal Navy, teaching and auto designers.



- the ability to apply knowledge and understanding of travel and tourism to a variety of contexts, including factors influencing tourism and the impact of tourism on a variety of destinations.

Internal assessment is through assignments that are subject to external assessment/standardisation. Assignment briefs will contain guidance and are adapted to give a local context. Assignments provide the valid and rigorous final summative assessment for each learning component.

External assessment

There is one external assessment. Component 2: Global Influences on Travel and Tourism requires learners to apply their knowledge and understanding of the factors influencing tourism, the impact of tourism on destinations and destination management to travel and tourism contexts. The qualification is graded over seven grades from Level 1 Pass to Level 2 Distinction*.

Learners must achieve all components at Level 1 Pass or above in order to be awarded a qualification. The overall grade is a direct aggregation of performance across individual components, with each component weighted according to guided learning hours.

Component 1: Travel and Tourism Organisations and Destinations. Students will investigate travel and tourism organisations, their aims and how they work together. Students will explore types of travel and tourism and the features that make destinations appealing to visitors. This is assessed through a piece of coursework marked internally and moderated by the exam board.

Component 2: Influences on Global Travel and Tourism. Students will explore the different factors that may influence global travel and tourism, and how travel and tourism organisations and destinations respond to these factors. Students will examine the potential impacts of tourism at global destinations and how destinations can manage the impacts of tourism and control tourism development to achieve sustainable tourism. This is assessed with an exam marked externally by the exam board.

Component 3: Customer Needs in Travel and Tourism. Students will investigate how organisations use market research to identify travel and tourism trends, and customer needs and preferences. Students will apply their understanding by selecting products and services, and planning a holiday to meet customer needs and preferences. This is assessed through a piece of coursework marked internally and moderated by the exam board.

“But I don’t want to be a travel agent...”

The most common myth is that this course is only for those wanting to be a travel agent – that couldn’t be further from the truth! In the past students have gone on to either further study (at Conyers or local colleges) or into the world of apprenticeships. Skills developed on the course will allow you to work in the following sectors to name a few:

- Airline Management/Aviation
 - Business Management/Administration
 - Retail and Commerce
 - Customer Service Orientated Roles
-