



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

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

2019

"Let your light shine"

Helping your Child with their Options and Career Decisions

With the Raising of the Participation Age (RPA) which took effect in 2013 **your child must now remain in compulsory education or training until they are 18 years old.**

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 get **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.

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.

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**.

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 8th February.

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.

OPTION

SUBJECTS

GCSE Art and Design (Fine Art)

Pupils choosing GCSE Art will find themselves beginning an exciting and challenging two-year course. They will have the opportunity to develop new skills in areas which include drawing & painting, textiles, photography, print-making and sculpture. They will also learn how to use a wide range of multi-media technology including Photoshop, animation and movie-making software.

The assessment consists of two components; Unit 1: Portfolio of Work (coursework) which accounts for 60% of the final grade and Unit 2: Externally Set Task (40%).

The course is recommended to pupils who have a flair for art & design; however commitment, self-motivation and drive are also essential attributes.

Progression through Art and Design

GCSE Art & Design provides a strong and appropriate foundation for further progression to art and design related courses such as A level, BTEC and Creative and Media Diplomas as well as enhanced vocational and career pathways.

Possible creative career paths include interior design, film and television, games design, architecture, theatre design, fashion design, animation and advertising.

GCSE Computer Science

Computer Science:

Our aim is to equip our learners with the skills to live and work both competently and safely in the digital world. We offer an engaging curriculum for our learners which makes use of a vast range of software and hardware.

With a national shift from ICT to Computing, our Computer Science lessons focus on how computers actually work, rather than simply how to use them. Throughout KS3 we have introduced our pupils to programming concepts so that as they reach KS4, those pupils who opt to study GCSE Computer Science, have the basic skill set to become competent computer programmers.

Extra-curricular activities and visits (KS4):

As well as our exciting curriculum, as a school we like our pupils to get involved in external competitions and challenges. This is a great opportunity for pupils who need to be stretched and challenged but also opportunity for those with an interest in technology. Activities include:

BAFTA Young Games Designer of the Year Award - Whether pupils love to code, draw or write the story, the competition allows you to explore the different areas of making a video game by either entering the Game Making Award or Game Concept Award

Bebras Challenge - The Bebras Computing Challenge introduces computational thinking to students. It is organised in over 40 countries and designed to get students all over the world excited about computing.

Visits to college/university – Where possible, we try to allow our pupils to gain experience of computing courses which could be pursued upon leaving school. It often provides alternative approaches to teaching and also an insight into alternative hardware and software which may be used.

Facilities:

Throughout the school we have 4 dedicated ICT suites which are used for both Computer Science and Creative iMedia lessons. Rooms have recently been refurbished creating a positive and pleasant learning environment for our pupils. The rooms are also a bookable resource for other departments and are utilised frequently. As standard the rooms are fully equipped with PC's for each individual, Promethean interactive boards and provisions for sound and multimedia.

Assessment:

Unit 1: Computer Systems – 50% of total GCSE.

A theory based unit which is examined in the summer of Year 11. Topics covered:

- Systems Architecture
- Memory
- Storage
- Wired and wireless networks
- Network topologies, protocols and layers

- System security
- System software
- Ethical, legal, cultural and environmental concerns

Assessment overview: 1 x written paper. 1 hour 30mins. Total marks available 80.

Unit 2: Computational Thinking, Algorithms and Programming – 50% of total GCSE.

A theory unit which is examined in the summer of Year 11. Topics covered:

- Algorithms
- Programming techniques
- Producing robust programs
- Computational logic
- Translators and facilities of languages
- Data representation

Assessment Overview: 1 x written paper. 1 hour 30mins. Total marks available 80.

Unit 3: Programming Project

A practical unit which is completed at the start of Year 11. The exam board provides three tasks of which the students are required to pick one. They are given a problem to which they must fully develop and document a working computer program. Topics covered:

- Programming techniques
- Analysis
- Design
- Development
- Testing and evaluation and conclusions

Assessment Overview: A practical programming task. 20 hours.

Please note that the completion of Unit 3 does not contribute to the final grade awarded to the pupil. However, it is an exam board requirement and work is submitted for moderation to ensure good practice at the centre. The task itself is a great opportunity for pupils to practise their programming skills; something which they will be examined on in the Unit 2 paper.

OCR Cambridge National in Creative iMedia

Creative iMedia

The focus of the course is the production of digital media products. These may include graphics, websites, game concepts/design, animation, sound, photography or video. Pupils will learn the processes involved in pre-production, such as work schedules, research, planning, budgeting and legislation, before developing their own media products.

Whilst media production is one of the main skills pupils will develop, the course also allows learners to develop in other areas such as problem solving and thinking creatively, innovatively, analytically, logically and critically - desirable skills which today's employees are looking for!

Extra-curricular activities and visits (KS4):

As well as our exciting curriculum, as a school we like our pupils to get involved in external competitions and challenges. This is a great opportunity for pupils who need to be stretched and challenged but also opportunity for those with an interest in technology. Activities include:

BAFTA Young Games Designer of the Year Award - Whether pupils love to code, draw or write the story, the competition allows you to explore the different areas of making a video game by either entering the Game Making Award or Game Concept Award

Bebras Challenge - The Bebras Computing Challenge introduces computational thinking to students. It is organised in over 40 countries and designed to get students all over the world excited about computing.

Visits to college/university – Where possible, we try to allow our pupils to gain experience of media and ICT courses which could be pursued upon leaving school. It often provides alternative approaches to teaching and also an insight into alternative hardware and software which may be used.

Facilities:

Throughout the school we have 4 dedicated ICT suites which are used for both Computer Science and Creative iMedia lessons. Rooms have recently been refurbished creating a positive and pleasant learning environment for our pupils. The rooms are also a bookable resource for other departments and are utilised frequently. As standard the rooms are fully equipped with PC's for each individual, Promethean interactive boards and provisions for sound and multimedia.

Assessment:

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

Unit Title	How it is assessed
Mandatory Units	
R081: <i>Pre-production skills</i>	How - Written paper completed during Year 10. Duration - 1 hour 15 mins Total Marks Available - 60
R082: <i>Creating digital graphics</i>	How - Centre assessed task which is OCR moderated Duration - Approx 10 hours Total Marks Available - 60 marks
Optional Units	
There are several choices of optional units. These are decided by both the teacher and students based on skills and hardware/software available. Options include: <ul style="list-style-type: none">• Creating a Multipage Website• Creating a Digital Animation• Creating a Sound Sequence• Creating a Video Sequence• Designing a Game Concept• Developing a Digital Game	How - Centre assessed task which is OCR moderated Duration - Approx 10 hours Total Marks Available - 60 marks

GCSE Dance

Dance is a powerful and expressive subject which encourages students to develop their creative, physical, emotional and intellectual capacity, whatever their previous experience in the subject.

This specification recognises the role of dance in young people's lives and students will study a range of dance styles and style fusions. Apart from the solo performance, they can choose any style in which to perform and choreograph, providing it meets the assessment criteria.

The study of the anthology of professional works will develop their ability to critically appraise professional dance works and provide a springboard for engaging in practical tasks.

Subject content areas

3.1 Performance

- Students must develop and apply the following knowledge, understanding and skills to perform dance as a soloist for approximately **one minute** and in a duet/trio for a minimum of **three** minutes.
- The total duration of a student's performance must be no less than **three and a half minutes**.

3.2 Choreography

Students must learn how to respond creatively to an externally set stimulus, to choreograph their own complete dance. The dance created must be either:

- a solo dance of a minimum of **two** minutes and a maximum of **two and a half** minutes
- or
- a group dance of a minimum of **three** minutes and a maximum of **three and a half minutes** for two to five dancers.

3.3 Dance appreciation

Through written communication and use of appropriate terminology, students must be able to critically analyse, interpret and evaluate their own work in performance and choreography and demonstrate their knowledge and understanding of professional practice in the six set works in the GCSE Dance Anthology.

Dance appreciation is assessed through a written exam of one and a half hours duration.

GCSE Drama

Students develop a collaborative approach to working by looking at creating, performing and evaluating. Through practical lessons, pupils will develop their ability to use voice, movement, gesture and expression through improvisation. They will express and manage their thoughts and feelings – shared and experienced – while working in a safe and controlled environment. The development of these skills will encourage self-confidence and self-awareness. It will also promote the development of the individual in a group context: roles and ideas are negotiated, problems solved and decisions made together.

The Course Elements

Throughout Year 10, students will be furnished with the ability to explore stimulus material through a range of dramatic explorations. These include acting, directing, costume, staging etc. They will learn how to analyse and evaluate their own work and that of others. The course is highly, creative and co-operative, with students actively encouraged to work independently to create, make and perform, whilst supporting their peers.

There are three key areas to the GCSE Drama Curriculum.

1. Drama Exploration – Students engage in an exploration of a variety of genres and practitioners of drama and then engage in a devising project.
2. Exploring Play Texts - Students will explore the variety of play and play styles written for theatre, exploring social, historical and cultural contexts and how the plays work in performance.
3. Drama Performance – Students demonstrate their understanding of practical drama skills through their application to a live audience.

Assessment

Component 1 - 40% - Students chose a Theatre Practitioner or Theatre Genre and, in groups, create their own play of up to 20 minutes. They keep a research log of up to 900 words and then complete an extended written essay charting the process of their work from research, through development to performance.

Component 2: 20% - Students will be given two extracts from one play which they will rehearse and perform to an examiner in the Spring term of Year 11.

Component 3 – 40% - Written exam (1 hour 30 mins) the exam is split up into two sections: Section A will be on the play War Horse analysing character motivations, rehearsal techniques and staging requirements, Section B will be an analysis of a live theatre performance that the students have observed.

Essential Requirements

- Students must be able to work in a group. Much of the work in drama is collaborative and independent.
- The nature of the group work requires GCSE Drama students to have good attendance.
- Students must analyse live theatre as part of their exam. Theatre trips will be organised and students must attend at least one as part of the course.
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Progression – GCSE Drama provides a strong foundation for further progression to any Drama, Performing Arts or creative related course at A Level and BTEC. Furthermore, Drama is good preparation for careers in the theatre, the media, law, advertising, teaching, counselling and social work to name but few, as it is highly valued by a range of subjects and employees for its ability to instil confidence, collaborative working and independence in students.

OCR Cambridge National Certificate in Engineering Manufacture

Our Engineering students develop an understanding of the processes involved in transferring a design concept into a product. They apply their knowledge and skills by operating manufacturing equipment following a design specification, using tools such as CAD/CAM.

The subject is delivered using a practical approach to teaching and learning, and will provide learners with knowledge in engineering technology, develop critical thinking, creativity and dextrous skills through engaging practical experiences.

Pupils opting to study this course must appreciate that whilst there is a significant proportion of practical work a substantial amount of research, theory and the detailed writing up of assignments are essential!

Extra-curricular activities and visits (KS4):

As well as our exciting curriculum, as a school we like our pupils to get involved in external competitions and challenges. This is a great opportunity for pupils who need to be stretched and challenged but also opportunity for those with an interest in technology. Activities include:

Experience of Workplaces – with links with local business such as Leyland Trucks, where possible we try to incorporate visits to the workplace which tie in with our units of work. It provides pupils with real life examples of topics such as health and safety, quality control and engineering processes and practices.

Visits to college/university – Where possible, we try to allow our pupils to gain experience of engineering related courses which could be pursued upon leaving school. It often provides alternative approaches to teaching and also an insight into alternative machinery and tools which may be used.

Facilities:

Recent renovations mean that our pupils have access to three state of the art workshops. Whilst all workshops serve as multifunctional classrooms each has a specific focus; resistant materials, engineering and electronics.

Pupils are given the opportunity to use a range of specialist machinery including:

- Laser cutters that will cut a variety of materials (wood, metal, glass, fabric, card, board)
- Lathes
- Wood turning lathe
- Vacuum formers
- CNC Machine
- 3D Printers

Pupils will also be given the opportunity to develop skills in a range of CAD and CAM software.

Assessment:

Unit Title	How it is assessed
Mandatory Units	
R109: <i>Engineering materials, processes and production</i>	How - Written theory examination Duration - 1 hour Total Marks Available - 60
R110: <i>Preparing and planning for manufacture</i>	How - Centre assessed task which is OCR moderated Duration - Approx 10-12 hours Total Marks Available - 60 marks
R111: <i>Computer aided manufacturing</i>	How - Centre assessed task which is OCR moderated Duration - Approx 10-12 hours Total Marks Available - 60 marks
R112: <i>Quality control of engineered products</i>	How - Centre assessed task which is OCR moderated Duration - Approx 10-12 hours Total Marks Available - 60 marks

GCSE FOOD PREPARATION AND NUTRITION

Food Technology is a successful department which proves to be very popular with our students. Pupil uptake at KS4 is consistently higher than the national average and results commonly position the department amongst the highest performing subjects in the school.

A new and exciting curriculum in 'Food and Nutrition' is now being taught throughout the school. Pupils are taught the scientific principles behind food and nutrition and how to use a variety of cooking techniques. They look at the economic and sustainability issues within the subject, as well as investigating the source, seasonality and characteristics of a broad range of ingredients.

Practically, they will prepare and cook food as well as being able to make informed choices about their own healthy and varied diet. They will become competent in a range of cooking techniques (for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using their own ingredients/recipes).

Extra-curricular activities and visits:

Our pupils are always keen to get involved in the extra-curricular activities offered by the department. In many cases the fun and competitive tasks are sure to draw a crowd, whilst in some instances pupils attend to improve their culinary knowledge and expertise. Activities include:

Inter House Bake Off – a competition that is witness to the culinary skills being expressed in a variety of ways. Enjoyment is had and thoroughly appreciated by all.

Holiday revision school – as exam season approaches intervention sessions are held for those students who, for various reasons, may have fallen behind or those who simply want extra revisions sessions or to revisit topics in which they feel less confident. The sessions offer a pupil centred approach as sessions are based on the students' needs. Despite being offered in the school holidays, these sessions are traditionally well attended and contribute significantly to the impressive results achieved.

Facilities:

There are 2 classrooms that are fully functioning classroom kitchens with workable practical space for 20 pupils in each. Both rooms are equipped with essential cooking utensils for every pupil to access and as a department there are utensils available to support practical development.

Assessment:

The following units of work are covered:

- Section A Nutrition
- Section B Food: food provenance and food choice
- Section C Cooking and Food Preparation
- Section D Skills Requirements: preparation and cooking techniques

Throughout KS4 there are 3 formal assessments which assess pupils' skills and understanding in the above topics. Assessments and their weighting towards the final GCSE grade are as follows:

1: Food Preparation and Nutrition – 50% of total GCSE.

A theory based unit which is assessed in the summer of Year 11.

Assessment overview: 1 x written paper. 1 hour 30mins. Total marks available 100.

2: Food Investigation - 15% of total GCSE.

A food investigation task to focus on scientific principles.

Assessment Overview: Non-examined assessment (NEA). Total marks available 80.

3: Food Preparation – 35% of total GCSE

A 3 hour practical examination to showcase and demonstrate cookery skills and a variety of techniques.

Assessment Overview: Non-examined assessment (NEA). Total marks available 105.

GCSE Geography

Overview

We believe that pupils should take Geography because it helps them:

To understand the environment at local and global scales

To know the world through fieldwork

To make decisions that balance environmental and developmental concerns

To develop a wide range of skills such as presenting arguments or map skills

To use computers and other technology

For analysis / presentation skills

To understand other cultures throughout the world

To know where places in the world are without having to use Wikipedia!

What you will study

Paper 1. Challenges for the Physical Environment (35%)

Natural Hazards & Climate Change

Ecosystems

UK Physical Landscapes

Paper 2. Challenges for the Human Environment (35%)

Urban Issues & Challenges

Changing Economic World

Resources Management

Paper 3. Geographical Applications (30%) – replacing controlled assessment

Issues Evaluation

Fieldwork

How Will Geography be useful to you in the future?

Geography will help students to be more aware of everyday situations and issues faced by the people who live around them, in other parts of the UK, and across the world. Geography is a highly topical subject, ever changing as world events unfold. When you see newspaper articles or television reports about a potential cataclysmic 'super volcanic' eruption in the USA, then your geography course will help you make sense of what is going on by making balanced judgements.

Geography will make you an aware and better informed citizen.

Progression through Geography

Choosing geography with other subjects that interest you could lead to a promising future career. Some combinations are listed below along with the type of jobs they could expect to qualify for:

- Tourism
- Town Planning
- Land Surveying
- Environmental Management

GCSE Graphics (Design and Technology)

Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values.

They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. All projects will reflect the modern fast moving world of technology. Pupils will be encouraged to use a wide range of design and making methods including Computer Aided design, lazer cutting and 3D printing. Pupils are expected to critique, evaluate and test their ideas and products and the work of others

Facilities:

Recent renovations mean that our pupils have access to three state of the art workshops. Whilst all workshops serve as multifunctional classrooms each has a specific focus; resistant Materials, engineering and electronics.

Pupils are given the opportunity to use a range of specialist machinery including:

- Laser cutters
- Vacuum formers
- 3D Printers

Pupils will also be given the opportunity to use a range of specialist software including:

- Photo Editing software
- CAD/CAM software

Assessment:

Paper 1 – 50% of total GCSE

A theory based unit which is examined in the summer of Year 11. What is assessed:

- Core technical principles
- Specialist technical principles
- Designing and making principles

Assessment overview: 1 x written exam. 2 hours. Total marks available 100 marks

Non Examined Assessment (NEA) – 50% of total GCSE

GCSE History

The History Department at St Mary's will be studying the AQA GCSE in History. This exam offers the pupils the best chance to maintain interest in the fascinating areas of the past and encourages and guides the children to access rigour that the new exams demand. The exams falls into four sections across two papers:

1. Britain Health & the People: c1000 to the Present day
2. Conflict & Tension 1918-1939.
3. Germany 1890-1945: Democracy & Dictatorship.
4. Elizabethan England 1568-1603

Each exam is 1 hour and 45 minutes long. They are a mixture of short and longer answers and contain a framework to aid pupils in constructing their answers. There is no controlled assessment within this exam.

Progression through History

Students who study History will find it useful in a variety of careers / jobs. For example students have gone on to the following careers:

Tourism Town Planning

Journalism (TV and paper)

Law and legal services

Secretaries

Accountants

Media work (T.V., Newspapers, and Magazines) Design and architecture.

Researcher.

Costume and make up design.

Law enforcement.

Emergency Services.

Civil emergency planning.

Social Care.

Medical services. Teaching.

Any job which requires looking at and analysing information will benefit from a history option. GCSE History will teach you important transferrable skills. This is a highly respected GCSE in the eyes of employers and colleges as it remains a true academic subject.

Modern Foreign Languages

GCSE French and Spanish are offered in Key Stage 4 and pupils have the option to study both languages if they so wish. Pupils learn how to understand and provide information and opinions about a variety of topics relating to their own experience and those of other people, including people in countries/communities where French/Spanish is spoken.

A GCSE language forms part of the English Baccalaureate (EBacc).

What will I study?

The AQA specification covers three distinct themes:

Theme 1: **Identity and culture** (Me, my family and friends, Technology in everyday life, Free-time activities and Customs and festivals in French-speaking countries/communities).

Theme 2: **Local, national, international and global areas of interest** (Home, town, neighbourhood and region, Social issues, Global issues and Travel and tourism).

Theme 3: **Current and future study and employment** (My studies, Life at school/college, Education post-16 and Jobs, career choices and ambitions).

The four key skills of language learning are listening, reading, speaking and writing so lessons will include a variety of interactive activities that focus on developing linguistic fluency in these areas.

How will I be assessed?

The qualification is linear, meaning that pupils will sit all their exams at the end of the course. The four skill areas are equally weighted at 25% each.

Paper 1: Listening – understanding and responding to different types of spoken language.

Paper 2: Speaking – communicating and interacting effectively in speech for a variety of purposes.

Paper 3: Reading – understanding and responding to different types of written language.

Paper 4: Writing – communicating effectively in writing for a variety of purposes.

Listening, reading and writing skills are all assessed via end of course written exams. The speaking component is a non-exam assessment and takes the format of a role-play, photo card and a general conversation.

Candidates can enter for either Foundation or Higher Tier across the skill areas and the AQA GCSE French/Spanish syllabus covers the full range of grades from 1 to 9.

Why choose a language?

The benefits of having a language GCSE are extensive and not only for those pupils who want to become a teacher or an interpreter! In the current climate, where multinational businesses and global trade are the norm, many employers are looking for candidates with conversational ability in a second language. Even if you are not planning to study a language past GCSE level, it is still a definite advantage in the workplace.

Furthermore, GCSE language studies develop key skills such as communication, working with others, problem solving and ICT, all of which are transferable to the workplace. Many university courses and careers require language qualifications. Some example are:

- International and Business law Journalism
- Fashion Gaming
- Banking Marketing
- Technology Travel and Tourism
- The Armed Forces Teaching
- Translation and Interpreting
- The Services Industry

Want to find out more?

Talk to a member of the MFL department or take a look at the below website for further information and guidance on taking a language at GCSE:

http://www.whystudylanguages.ac.uk/ks4/why_languages

GCSE Music

AREAS OF STUDY

AoS 1 Western Classical Tradition (1650-1910)

AoS 2 Popular Music (includes blues, jazz and pop)

AoS 3 Traditional Music (from across the world – India, Africa and more)

AoS 4 Western Classical Tradition (since 1910)

Within these areas you will focus on the following elements of music

- A) Rhythm and metre
- B) Harmony and tonality
- C) Texture and melody
- D) Timbre and dynamics
- E) Structure and form

COMPOSING – 30% OF THE TOTAL MARKS

Internally Marked and Externally Moderated

COURSEWORK

For this coursework section you will use Sibelius 7 composing software (available on all computers in the music classroom.)

1. You have two pieces to compose. Each should be 2-3 minutes in length.
2. One piece will be a set brief which comes from the exam board. Your composition is submitted with a score, a recording and notes where you describe the composition process.
3. Your other piece has more free choice but must focus on the elements of music. This will also be submitted with a score, a recording and any notes about the compositional process.

PERFORMING - 30% OF THE TOTAL MARKS

Internally Assessed and Externally Moderated

COURSEWORK

1. You perform *one solo* piece (15%) and *one ensemble* piece (15%). Your performance skills should be around Grade 3/4 ABRSM standard, therefore it is important that you regularly practice on an instrument and have lessons where possible with an accredited teacher of that instrument (voice is an instrument too). Extra instrumental lessons can be requested through school if desired.

LISTENING – 40% OF THE TOTAL MARKS EXAMINATION

Externally assessed

1. At the end of Year 11 there is a one and a half hour Listening and Appraising exam. You will listen to extracts of music which cover all the Areas of study and answer questions relating to the elements of music outlined at the beginning. There is some longer answer questions which require extended writing.

Progression through Music

GCSE Music is ideal preparation for A Level music or a BTEC Level 3 in Music, Music

Technology or other performing arts qualifications. Students who study this subject improve their chances of getting into the music industry. Music is also held in high regards from all universities as an academic subject as well as a performance one.

BTEC Tech Award in Performing Arts

How does the course work?

The course is made up of **three components**: two that are internally assessed and one that's externally assessed. The three-block structure, **explore, develop and apply**, has been developed to allow students to build on and embed their knowledge. This allows them to grow in confidence and then put into practice what they have learned.

The assessment structure is also designed so that students can build on what they learn, and develop their skills, as they move through the course.

Exploring the Performing Arts: get a taste of what it's like to be a professional actor, dancer or musical theatre performer

During Component 1, they will:

- **explore** performance styles, creative intentions and purpose
- **investigate** how practitioners create and influence what's performed
- **discover** performance roles, skills, techniques and processes.
- Internally assessed assignments
- 30% of the total course

Developing Skills and Techniques in the Performing Arts: develop skills and techniques in the chosen discipline(s) of acting, dance and musical theatre.

During Component 2, they will:

- **take part** in workshops, classes and rehearsals
- **gain** physical, interpretative, vocal and rehearsal skills
- **apply** these skills in performance
- **reflect** on their progress, their performance and how they could improve.
- Internally assessed assignments
- 30% of the total course

Performing to a Brief: consider how practitioners adapt their skills for different contexts, and put this into practice in a performance.

To achieve this aim, they will:

- use the brief and previous learnings to come up with ideas
- build on their skills in classes, workshops and rehearsals
- review the process using an ideas and skills log
- perform a piece to their chosen audience
- reflect on their performance in an evaluation report.
- Externally assessed task
- 40% of the total course

GCSE PE

Specification = OCR GCSE (Grades 9-1)

This is an OCR academic course and as much time is spent on the theoretical aspects of sport (60%) as on practical performances of sport (40%). It is aimed at students who are strong sporting performers i.e. at least school team performers. It is also aimed at those students who have a real interest in: The physiological and psychological effects of exercise on the body; How the body biomechanically produces movements and; the impact sport has on society as a whole both nationally and internationally.

Students in Year 10 will have two options lessons per week to cover the theory content and two core lessons per week to cover the practical content. Students in Year 11 will have three options lessons per week to cover the theory content and two core lessons per week to cover the practical content. A variety of GCSE PE only extra-curricular activities will be offered to develop the necessary practical skills.

Students will sit **all** of their exams at the end of the course.

Subject content

- Applied Anatomy and Physiology
- Physical Training
- Sports Psychology
- Socio-Cultural Influences and Health
- Fitness and Wellbeing.

Alongside this are the practical skills of PE which are examined via practical assessment within school.

Assessments

Theory Content 60%, Non-Exam Assessment (NEA) 10%, and Practical Assessment 30%. Students will sit two written exams for GCSE PE at the end of Year 11.

Component 1: Physical Factors Affecting Performance (30%)

What's assessed

- Topic 1.1 – The structure and function of the skeletal system.
- Topic 1.2 – The structure and function of the muscular system.
- Topic 1.3 – Movement analysis.
- Topic 1.4 – The cardiovascular and respiratory systems.
- Topic 1.5 – The effects of exercise on the body systems.
- Topic 2.1 – Components of fitness.
- Topic 2.2 – Applying the principles of training.
- Topic 2.3 – Preventing injury in physical activity and training.

How it's assessed

- Written examination: 1 hour
- 60 marks
- 30% of GCSE PE

Questions

- **Section A** – 30 marks
 - 20 questions ranging in size/mark allocation across the topics
- **Section B** – 30 marks
 - 3 x 10 mark questions, 2 on A&P and 1 on physical training
 - Questions broken down into part questions.

Component Two: Socio-Cultural Issues and Sport Psychology (30%)

What's assessed

- Topic 3.1 – Engagement patterns of different social groups in physical activities
- Topic 3.2 – Commercialisation of physical activity and sport.
- Topic 3.3 – Ethical and socio-cultural issues in physical and sport.
- Topic 4.1 – Characteristics of skilful movement and classification of skills.
- Topic 4.2 – Goal setting.
- Topic 4.3 – Mental preparation.
- Topic 4.4 – Types of guidance and feedback.
- Topic 5.1 – Health, fitness and well-being.
- Topic 5.2 – Diet and nutrition.

How it's assessed

- Written examination: 1 hour
- 60 marks
- 30% of GCSE PE

Questions

- Written examination: 1 hour
- **Section A** – 30 marks
 - 20 questions ranging in size/mark allocation across the topics
- **Section B** – 30 marks
 - 3 x 10 mark questions, 1 on each topic
 - Questions broken down into part questions.

Component Three: Performance in Physical Education (40%)

What's assessed

Part One: Practical Assessment - (30%)

- The assessment consists of learners completing three physical activities from a set list.

How it's assessed

- 60 marks. Each activity is out of 20 marks.
- One must be a team activity.
- One must be an individual activity.

- The final activity can be a free choice.

Team Activities

Association football	Goal ball	Rugby League
Badminton	Handball	Rugby Union
Basketball	Hockey – Field Hockey only	Squash
Blind cricket	Hurling	Table cricket
Camogie	Netball	Table tennis
Cricket	Powerchair football	Tennis
Dance	Lacrosse	Volleyball
Gaelic football	Rowing	Wheelchair basketball
		Wheelchair rugby

Individual Activities

Amateur Boxing	Equestrian	Snowboarding
Athletics	Golf	Squash
Badminton	Gymnastics	Swimming
Boccia	Kayaking	Table Tennis -
Canoeing	Polybat	Tennis
Cycling Track or road cycling only.	Rock climbing	Trampolining
Dance	Sculling	
Diving	Skiing	

What's assessed

Part Two: Analysing and Evaluating Performance (AEP) - (10%)

- Non-Exam Assessment (NEA)
- Coursework based formed of two parts: Performance

How it's assessed

- 20 marks
- Internally marked and externally moderated
- Performance analysis of a sport or activity from the approved DfE list. This does not have to be the same sport or activity that was undertaken in part one, although it can be.

Cambridge Nationals – Sports Studies (BTEC)

Specification = OCR (Grades: Pass, Merit, Distinction)

Sport qualifications offer students the chance to develop a wide range of highly desirable, transferable skills through practical means. Cambridge Nationals deliver these skills and understanding, effectively engaging and inspiring students of all abilities to achieve.

The Cambridge Nationals in Sport Studies take a more sector-based focus, whilst also encompassing some core sport/Physical Education themes. Students have the opportunity to apply theoretical knowledge about different types of sport and physical activity, skills development and sports leadership to their own practical performance. They will learn about contemporary issues in sport such as funding, participation, ethics and role models, and sport and the media. Students will develop an appreciation of the importance of sport locally and nationally, different ways of being involved in sport and of how this shapes the sports industry.

Component One: Sport Studies Unit R051: Contemporary issues in sport (25%)

What's assessed

- Learning Outcome 1: Understand the issues which affect participation in sport
- Learning Outcome 2: Know about the role of sport in promoting values
- Learning Outcome 3: Understand the importance of hosting major sporting events
- Learning Outcome 4: Know about the role of national governing bodies in sport

How it's assessed

- 1 hour written paper
- 60 marks
- Comprises short answer questions, extended response questions and some use of multiple choice questions - assesses the quality of written communication.
- Can re-sit exam once if not passed.

Component Two: Sport Studies Unit R052: Developing sports skills (25%)

What's assessed

- Learning outcome 1: Be able to use skills, techniques and tactics/strategies/compositional ideas as an individual performer in a sporting activity
- Learning Outcome 2: Be able to use skills, techniques and tactics/strategies/compositional ideas as a team performer in sporting activity
- Learning Outcome 3: Be able to officiate in a sporting activity
- Learning Outcome 4: Be able to apply practice methods to support improvement in a sporting activity

How it's assessed

- Approx 10 hours internal assessment – Practical / Coursework
- 60 marks
- Comprises of centre assessed task(s).
- Internally marked and externally moderated

Component Three: Sport Studies Unit R053: Sports leadership (25%)

What's assessed

- Learning Outcome 1: Know the personal qualities, styles, roles and responsibilities associated with effective sports leadership
- Learning Outcome 2: Be able to plan sports activity sessions
- Learning Outcome 3: Be able to deliver sports activity session
- Learning Outcome 4: Be able to evaluate own performance in delivering a sports activity session

How it's assessed

- Approx 10 hours internal assessment – Practical / Coursework
- 60 marks
- Comprises of centre assessed task(s).
- Internally marked and externally moderated

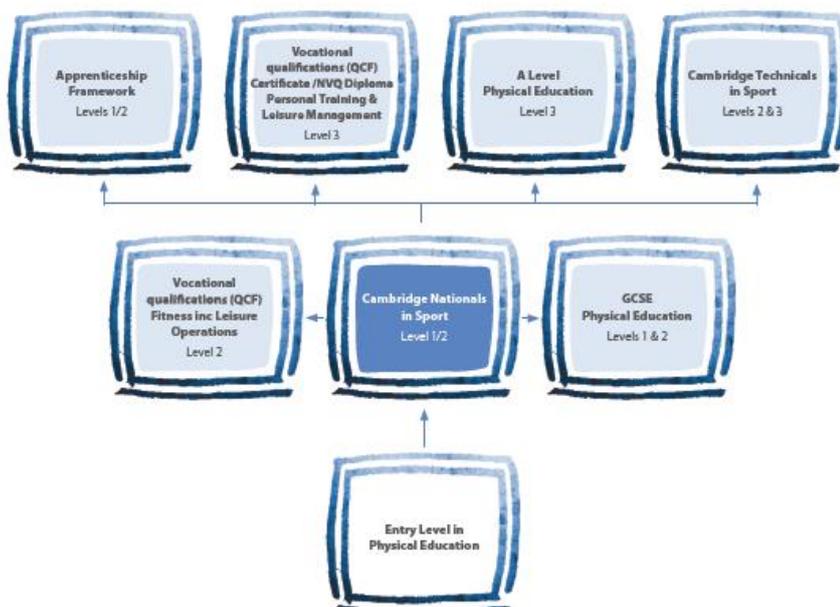
Component Four: Sport Studies Unit R055: Working in the sports industry (25%)

What's assessed

- Learning Outcome 1: Know the areas of employment within the sports industry
- Learning Outcome 2: Know the skills and knowledge required to work within the sports industry
- Learning Outcome 3: Be able to apply for jobs within the sports industry
- Learning Outcome 4: Understand the impacts which the sports industry has in the UK

How it's assessed

- Approx 10 hours internal assessment - Coursework
- 60 marks
- Comprises of centre assessed task(s).
- Internally marked and externally moderated



GCSE Sociology

Students develop a wide range of knowledge and understanding about society, and how sociologists study and understand its structures, processes and issues.

Sociology is exciting, interesting and relevant to students' lives. This specification encourages students to take a questioning approach to evidence and issues, thus developing their critical, evaluative skills.

The Subject Content is divided into sections that deal with particular kinds of social relations or with different aspects of the social structure of British and global society. [Students will complete units on:](#)

- Society
- Family
- Education
- Crime and Deviance
- Social Stratification

Teachers are encouraged to stress the connections within social life and to examine the links between various kinds of social relations. They should show the role of sociological concepts, models and perspectives concerned with both structure and process, in understanding and explaining patterns of social life.

This specification has been developed to enable a smooth progression to GCE Sociology, so students who do this GCSE Sociology specification will be well prepared when moving on to AS and A Level Sociology

This course enables learners to:

- recognise that their sociological knowledge, understanding and skills help them to develop an understanding of the interrelationships between individuals, groups, institutions and societies
- analyse critically the nature and sources of information and to base reasoned judgements and arguments on evidence
- Organise and communicate their knowledge and understanding in different and creative ways, and reach substantiated judgements.

People who study sociology can go on to careers in Teaching, Law, journalists, civil servants, researchers, academics and a whole host of other jobs. It links well with AS and A—level Sociology, Psychology, Politics and Law.

Assessment

100% Examination

A practical unit examined at the start of Year 11. Students will produce a prototype and a portfolio of evidence in response to a contextual challenge which is released annually by AQA. Skills to be identifying and investigating design possibilities

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

Assessment overview: Non-exam assessment (NEA). 30–35 hours approx . Total marks available 100.

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.

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 made our Options forms more personalised to offer every pupil the opportunity of selecting a balanced, vibrant course of study for KS4.

SCIENCE & DOUBLE AWARD BLOCK

In this block you must choose only **ONE** of the two options. Some pupils' forms will already have their Science option pre-selected due to their current performance in Science.

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 and return your Options form by **Tuesday 26th February**. 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.