

# Key Stage 4 2020



## Options Booklet

St. Mary's Catholic High School  
Chesterfield

**Gaudium et Spes**

**"Live, Love and Learn in the Light of Christ"**

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# THE GCSE SUBJECTS AT KEY STAGE 4

## CORE SUBJECTS:

Religious Education

Mathematics

English Language/English Literature

Triple Science (which counts as three GCSE's) or Combined Science (which counts as two GCSEs)

PE

History or Geography

All pupils will study all of the core subjects above and will chose from the option subjects below. It is important to maintain a breadth of curriculum to enable successful progression later on. The Government wants the majority of students to follow a curriculum, which contains the subjects of the English Baccalaureate (English, maths, science, history or geography and a modern or ancient language). The Ebacc is a suite of subjects not a qualification in itself. Employers may well look for these qualifications as well as other skills and attributes.

We believe that our curriculum offers choice for all students of all abilities and we will continue to personalise and direct pupils' choices based on previous attainment, potential and the professional advice of staff. **All pupils must choose either history or geography and two other subjects. Pupils who are capable of studying a language to GCSE (Spanish, French or German) will be guided to choose a language in addition to either history or geography. With the other core subjects, they would then achieve their EBacc. Choose History or Geography from one column then two of the following.**

## Option Subjects:

Art

Child Development

Computer Science (Maths sets 1-4 only)

Drama

Design & Technology

French

Food Technology

German

Music

ICT

Physical Education

Spanish

## **CORE SUBJECTS**

In Years Ten and Eleven pupils follow courses in Religious Education, Mathematics, English, History or Geography, Triple or Double Science and core PE. Here is a brief description of what is involved in each subject.

### **RELIGIOUS STUDIES (EDUQAS)**

The Religious Studies GCSE course addresses some of the most interesting, and challenging questions that we face in the 21<sup>st</sup> century. In lessons you will be asked to discuss and respond to diverse issues relating to faith and belief. Students will follow a course which allows them to learn about the Catholic faith as set down by the Curriculum Directory. This will both involve and allow students to develop and deepen their understanding of what it means to be a Roman Catholic. Additionally, students will spend 25% of the course studying Judaism. Students will concentrate their learning on fundamental beliefs and practices within this particular belief structure. The course is a linear course, at the end of which students will complete written exams which will form their GCSE. The skills of understanding and evaluation will be developed through the course, allowing you to explain and debate the work being studied.

### **MATHEMATICS**

GCSE Mathematics is a two year course, building on the teaching of Core Skills in Year 9, in which students extend and apply their knowledge gained in Year 7 and 8. It is assessed by three written examination papers at the end of Year 11. There will be one non-calculator and two calculator papers. All exams are equally weighted

#### **Tiers of Entry**

Foundation: Leading to grades 5, 4, 3, 2, 1, and U

Higher: Leading to grades 9, 8, 7, 6, 5, 4, U

The examinations will cover the following content headings:

- Number
- Algebra
- Ratio, Proportion and Rates of Change
- Geometry and Measures
- Probability
- Statistics

The table below illustrates the topics areas covered in the GCSE Maths qualification and the topic area weightings for the assessment of each tier:

<b>Tier</b>	<b>Topic Area</b>	<b>Weighting</b>
<b>Foundation</b>	Number	22-28%
	Algebra	17-23%
	Ratio, Proportion and Rates of Change	22-28%
	Geometry and Measures	12-18%
	Statistics and Probability	12-18%
<b>Higher</b>	Number	12-18%
	Algebra	27-33%
	Ratio, Proportion and Rates of Change	17-23%
	Geometry and Measures	17-23%
	Statistics and Probability	12-18%

## **ENGLISH LANGUAGE AND ENGLISH LITERATURE (AQA)**

### **English Language (AQA)**

- Assessed by examination (100%)
- Paper 1 = 50% of GCSE
- Paper 2 = 50% of GCSE
- Both papers will assess reading and writing skills.
- 1 tier of entry – 1 - 9.

### **Spoken Language (speaking and listening).**

- Assessed in class and marked by teacher.
- separate endorsement (0% weighting of GCSE)

### **English Literature (AQA)**

- Paper 1 – Shakespeare and the 19<sup>th</sup> century novel
- 1 hour 45 minutes
- 40% of GCSE

- Paper 2 – Modern texts and poetry
- 2 hours 15 minutes
- 60% of GCSE
- 1 tier of entry – 1 - 9.

## **SCIENCE (AQA)**

### **Combined Science**

Combined Science is the pathway most students will follow in Y10 and Y11. This will lead to 2 GCSE grades at the end of 2 years. The students will study Biology, Chemistry and Physics with specialist teachers. They will be assessed by written examinations, with 2 papers each in Biology, Chemistry and Physics. Each paper will be 1 hour and 15 minutes. Students will be required to carry out practical work during the course and this will be examined within the written papers.

### **Triple Science**

A limited number of students will follow the Triple Science course. Students will achieve 3 GCSE grades, one each in Chemistry, Physics and Biology. The course requires students to do 50% more content in the same curriculum time as Combined Science. Consequently students studying this course must be very committed and able to cope with the fast pace of lessons. The students will be examined through 2 written examinations for each subject. Each paper will be 1 hour 45 minutes.

Students will be required to carry out practical work during the course and this will be examined within the written papers.

Both Combined Science GCSE and Triple Science GCSE prepares students fully for A level Science courses.

## **GEOGRAPHY (AQA)**

Our GCSE Geography course covers a diverse range of topics. It examines physical geographies, human geographies and the dynamic interaction between the two.

This is a one tier entry course that covers all grades 1 – 9. Students will sit the following examinations:

1. Paper 1. Living with the Physical Environment – natural hazards, ecosystems, river and coastal landscapes in the UK. Worth 35% of the final GCSE grade.
2. Paper 2. Challenges in the Human Environment – challenges and opportunities in megacities, the changing economic world and the challenge of resource management. Worth 35% of the final GCSE grade.
3. Paper 3. Geographical applications – issue evaluation, fieldwork, geographical skills. Worth 30% of the final GCSE grade.

Geographical skills are an essential component for success in the course so are taught and examined through all papers. As part of the course requirements, we undertake 2 fieldtrips in contrasting locations to develop enquiry skills.

*“Geography explains the past, illuminates the present and prepares us for the future. What could be more important than that?”* Michael Palin.

## **HISTORY (Edexcel)**

This interesting course provides students with a broad understanding of the key issues, themes and events across a varied range of historical periods. It offers students opportunities to develop important skills such as the ability to research, comprehend, analyse and evaluate a wide range of information. History is highly regarded by both university and employers as the skills it provides are transferable and are seen as an asset for a wide variety of careers. History provides excellent preparation for a variety of careers such as the law, journalism, management and politics.

- Paper 1 Thematic Study and Historic Environment: Medicine in Britain 1250-present and The British sector of the Western Front 1914-18.
- Paper 2: Early Elizabethan England 1558-1588 and The American West, 1835-95.
- Paper 3: Weimar and Nazi Germany 1918-39.

### **Paper 1 Thematic Study and Historic Environment: Medicine in Britain 1250-present and The British sector of the Western Front 1914-18.**

- Worth 30% of the final grade
- One exam – 1 hour 15 minutes

#### **Topics studied:**

- Medicine in Medieval England
- The Medical Renaissance
- 18<sup>th</sup> and 19<sup>th</sup> Century medicine
- Medicine in Modern Britain
- British sector of the Western Front: Injuries, Treatment and the Trenches; alongside sources.

### **Paper 2: Early Elizabethan England 1558-1588 and The American West, 1835-95**

- One exam – 1 hour 45 minutes.
- Worth 40% of the final grade

#### **Early Elizabethan England 1558-1588**

- Queen, Government and Religion 1558-1569
- Challenges to Elizabeth at Home and Abroad – Revolts / Armada 69-88
- Society in the Age of Exploration 1558-88 including Raleigh and the New World.

#### **The American West 1835-95:**

- Early settlement of the West 1835-62
- Development of the Great Plains 1862-76
- Conflicts and Conquest 1876-95 – farming, Plains Indians

### **Paper 3: Weimar and Nazi Germany 1918-39. (Modern Depth Study)**

- One exam – 1 hour 20 minutes
- Worth 30% of the final grade

Example content:

- The Weimar Republic 1918-1929
- Hitler's Rise to Power 1919-1933
- Nazi control and dictatorship, 1933-1939
- Life in Nazi Germany, 1933-1939

## **PHYSICAL EDUCATION**

At Key Stage 4 there are two periods allocated to Physical Education in Y10 and 2 periods in Y11.

Pupils will tackle complex and demanding physical activities. They should get involved in a range of activities that develops personal fitness and promotes an active, healthy lifestyle.

Pupils will be taught to:

- use and develop a variety of tactics and strategies to overcome opponents in team and individual games
- develop their technique and improve their performance in other competitive sports
- evaluate their performances compared to previous ones and demonstrate improvement across a range of physical activities to achieve their personal best
- continue to take part regularly in competitive sports and activities outside school through community links or sports clubs.

## **CAREERS**

Careers Education is delivered throughout Key Stage Four to all pupils. This takes place during form time and assemblies and is designed to help pupils develop their Career Planning skills. They are encouraged to recognise their own talents and preferences; appreciate the benefits of making well-informed and realistic decisions and receive information about opportunities post-16 and how to effect a smooth transition into their chosen options. These processes are enhanced at appropriate stages by inputs from a Careers adviser and outside agencies either through group work or individual interviews. The Careers Education and Guidance programme is designed to encourage our students to participate in the reviewing, recording and planning of their future career and education choices.

Our Careers Library is to be found within the main School Library and contains an extensive range of printed materials which are frequently updated. Direct links to organisations offering career based information are accessible freely on well over 2000 internet sites. For advice, the National Careers Service (<https://nationalcareersservice.direct.gov.uk>) is a useful start point. It has personal interests and skills quizzes, action planning tools as well as a wide variety of detailed job profiles.

A Careers Adviser will have a drop in session at lunchtime for pupils to discuss their career planning. Should any queries or concerns regarding Careers Education and Guidance arise they may be addressed by contacting Miss McKay, Dr Dando or Miss Killingsworth.

# YEAR TEN AND ELEVEN COURSES

## OPTIONAL SUBJECTS

### GERMAN, SPANISH, FRENCH (AQA)

We are delighted to be able to offer students the option of studying a language. You will learn to understand and appreciate different cultures and communities, develop the skills needed to communicate in your chosen language and gain the ability to learn other languages in the future.

#### **Career opportunities**

The learning of Modern Foreign Languages develops skills which are transferable to a wide variety of career paths - including Interpreting, Engineering, Fashion Buying and Scientific Research - and are widely recognised and valued by employers and universities. Using a language at work could raise your salary by up to 20%!

#### **Course content**

In all languages the course builds on the knowledge and skills you have gained in Years 7, 8 and 9. As well as practising the everyday language needed when you travel abroad, you will also learn how to talk about topics such as:

- Social media and technology, music, cinema and TV, the world of work including voluntary work, relationships with your family and friends, healthy living and lifestyle, the environment, social issues such as poverty.

As your language skills improve, you will become more confident in using the language and develop the ability to talk in much greater depth about issues which interest you.

#### **Enrichment**

In recent years, students have had the opportunity to take part in various trips.

#### **Assessment**

Exams in all four skills (Speaking, Writing, Listening and Reading) will take place in the Summer of Year 11.

### FINE ART (AQA)

#### **Unit 1 - 60% of the final grade**

The first project is a workshop project which explores a variety of experiences which challenge the students to explore and experiment with a rich diversity of art materials and processes. This includes acrylic paint, oil paint, dipping ink, digital art, photography, modroc modelling and clay. They work in a sketchbook and organise the body of work to show understanding for ongoing process.

With the second project the students choose their own starting point from a list of possible choices. The students are then taken through the four Assessment Objectives sequentially and they learn how and what to produce to satisfy the criteria. The continuous assessment ensures that that they are monitored and can monitor their own progress to ensure that they are on target to be successful.

This project lasts for a number of weeks and enables the students to thoroughly meet the assessment criteria and to review and refine progress as required. The art experience is further diversified and students explore printing, digital art and a higher standard of drawing and painting.

## **Unit 2 - 40% of the final grade**

This is the External Assignment and students choose their starting point from a list sent by the exam board. They then have a trip to major Art galleries to explore world class international art to inform the critical research. The students then create their own project, providing the highest quality evidence for the same four Assessment Objectives. The course is finished by Spring Bank holiday in Year 11.

## **DRAMA (AQA)**

### **Why choose GCSE Drama?**

- Drama encourages you to explore and actively engage in a wide range of creative tasks
- It will allow you to develop a range of practical, creative and performance skills.
- You will work imaginatively and creatively in groups, developing and communicating ideas
- It provides a strong foundation for further progression to Drama courses, including A-level Drama and Theatre Studies
- You will also develop transferable skills including, analysis and independent enquiry, that can be applied to a wide range of subjects

### **You will study and be assessed on the following components:**

<b>Component 1:</b>	<b>Component 2:</b>	<b>Component 3:</b>
Understanding Drama	Devising Drama	Performance of a scripted play
Written exam 1 hour and 45 minutes	Creation of performance and written log book of devising process	Live Performance to an examiner
40%	40%	20%

**Pupils are required to have a genuine interest in performing and enjoy working as a group.**

**It will be compulsory for all pupils to attend evening theatre trips as well as lunchtime and after school rehearsals when preparing for performances.**

## **MUSIC (AQA)**

### **Why choose GCSE Music?**

GCSE Music is about making and listening to music. Students will be introduced to a wide variety of musical styles, from Popular Music to Blues, and World Music to Western Classical Music. The course is varied and interesting and has links to real life. It is academically rigorous, respected by top universities and is fulfilling and challenging.

Students will enjoy GCSE Music if they want to study a subject that:

- involves performing
- involves listening to all kinds of music
- involves creatively composing or arranging music
- gives them the opportunity to create and play music with others, for example in a rock group, jazz band, orchestra, or vocal group
- gives them the opportunity to use music technology

### **Career Opportunities**

Students who study GCSE Music will find plenty of options when it comes to choosing a future path. Equipped with an awareness of musical genres and styles; performing, listening and composing skills; and music technology proficiency, students will be well equipped to pursue a musical profession. GCSE Music also offers a wealth of transferable skills relevant to ongoing musical and non-musical study as well as future career development, including literacy, critical thinking, social skills, team working, leadership and communication, time management and organisational skills.

### **GCSE Music**

<b>Unit Title</b>	<b>Assessment</b>	<b>Weighting</b>
Listening and Contextual Understanding	Exam	40%
Performing Music	Coursework	30%
Composing Music	Coursework	30%

### **Listening and Contextual Understanding**

The exam is based upon 4 key areas of study:

1. Western classical tradition 1650–1910
2. Popular music
3. Traditional music
4. Western classical tradition since 1910

### **Performing Music**

Pupils are required to perform 2 pieces of music. The total length must be a minimum of 4 minutes.

1. Solo performance
2. Ensemble performance

### **Composing Music**

Pupils are required to compose 2 pieces of music. The total length must be a minimum of 3 minutes.

1. Composition to a brief
2. Free Composition

**All pupils taking GCSE Music must take part in Upper School Choir and attend theory classes (unless pupils have Grade 5 theory).**

## **INFORMATION TECHNOLOGY (OCR) ICT Creative i-Media**

### **Syllabus reference: J817**

At St Mary's we believe that the future workforce will need technical expertise in areas such as I.T. and computing, plus skills which robots cannot replace – flexibility, empathy, creativity and enterprise.

The Digital Revolution was prompted by the Bank of England's prediction that up to 15 million jobs are at risk of automation across the UK economy including professions such as law and accountancy.

The economy is changing at an unprecedented pace. Every day, jobs are being lost in professions we used to regard as careers for life. Artificial intelligence, robots, 3D printing and driverless vehicles will impact on sectors as varied as the legal profession, transport and construction.

In the Digital Revolution, knowledge is as necessary as ever, but it is not enough. It has to be connected with the real world through practical applications. This is why we are offering all KS4 pupils the opportunity to study:

#### **(IT) Certificate in Creative i-Media.**

We will not just go back to a 19th century diet of academic subjects for all. We need 21st century education for a 21st century economy. Currently, the UK has the largest digital economy in the G20 but with growth of 15 per cent expected next year the skills gap likely to worsen before.

The qualifications aim to empower learners to play an active role in the digital sector rather than being simply consumers of digital content. Tailor-made to meet the needs of today's creative industries, the qualifications covers

- Unit 1 – Understanding Computer Systems (R081) - Written exam (1 hour) – 60 marks
- Unit 2 – Creating Digital Graphics (R082) - Coursework – 60 marks
- Unit 3 – Creating Interactive Multimedia Products (R087) – Coursework 60 marks
- Unit 4 – Story telling with a comic strip (R084) - Coursework – 60 marks

The qualification is ideal for students who want the opportunity to explore and acquire a broad understanding and knowledge of the creative digital industries, and the ability to apply that knowledge in practical contexts

The course will give a preference for practical, rather than theoretical learning.

The qualifications fulfil entry requirements for academic and vocational study post-16, and will count as equivalent to one GCSE in the Key Stage 4 performance tables.

Learning will take place through a mixture of real life case studies and practical tasks.

Pupils will be assessed throughout the course, via practical assignments and a practical exam. These assessments will provide the pupils with regular feedback and the opportunity to analyse and improve their performance, as well as help build confidence in applying their knowledge.

This course is unique in the fact it offers a 75% internally assessed practical, 25% external practical examination weighting, which we feel will really benefit our students.

After completing the qualification, you'll have the foundation of knowledge and skills you need to progress to further study of computing and IT-related courses at St Mary's sixth form or elsewhere.

**You will succeed on this course if you:**

- Enjoy designing and completing challenging ICT tasks
- Are happy to work hard in a practical way
- Are willing to go that extra mile to get the best grade you can
- Like to use the Internet and work online independently

## **GCSE Computer Science (OCR) (Maths sets 1-4 only)**

### **Syllabus reference: J276**

What can you achieve?

GCSE grades 9-1

#### **Course content**

This course involves working with real-world programming and provides a good understanding of the fundamental principles of computing. You will have a chance to look at computer systems, networks and security, and the use of algorithms in computer programs. You will also evaluate the effectiveness of computer programs / solutions and the ethical, legal, cultural and environmental impact of computer technology in society today and in the future. This GCSE provides an academically challenging specification for students of all ability levels.

#### **How will you be assessed?**

There are two externally assessed examinations at the end of Year 11. There is a considerable amount of practical programming to build skills, but it is likely that from 2019 this will no longer be externally assessed.

#### **You will succeed on this course if you:**

- Have an interest in computers and how they work
- Enjoy completing practical programming tasks
- Like working independently both offline and online
- Are happy to work hard at analysis and problem solving
- Enjoy being on the edge of your knowledge and like a challenge

**Note that this is an academically challenging and demanding course, most suitable for students who have a target grade of 6 or above in maths, and / or an aptitude for languages.**

## **PHYSICAL EDUCATION (AQA)**

We're confident the AQA GCSE Physical Education will inspire and challenge students to do their best. It encompasses a wide range of theory assessed on two different exam papers at the end of the course.

The weighting is 60% theory and 40% practical performance.

### **Assessments**

**Paper 1:** The human body and movement in physical activity and sport

- Applied anatomy and physiology
- Movement analysis
- Physical training
- Use of data

Written exam: 1 hour 15 minutes • 78 marks • 30% of GCSE

Answer all questions. A mixture of multiple choice/objective test questions, short answer questions and extended answer questions.

**Paper 2:** Socio-cultural and well-being in physical activity and sport

- Sports psychology
- Socio-cultural influences
- Health, fitness and well-being
- Use of data

Written exam: 1 hour 15 minutes • 78 marks • 30% of GCSE

Answer all questions. A mixture of multiple choice/objective test questions, short answer questions and extended answer questions.

**Non-exam assessment:** Practical performance in physical activity and sport

- Practical performance in three different physical activities in the role of player/performer (one in a team activity, one in an individual activity and a third in either a team or in an individual activity).
- Analysis and evaluation of performance to bring about improvement in one activity.
- Assessed by teachers • Moderated by AQA • 100 marks • 40% of GCSE Questions
- For each of their three activities, students will be assessed in skills in progressive drills (10 marks per activity) and in the full context (15 marks per activity).
- Students will be assessed on their analysis (15 marks) and evaluation (10 marks) of performance to bring about improvement in one activity.

## DESIGN AND TECHNOLOGY SUBJECTS

Design and Technology (D&T) is the inspiring, rigorous and practical subject which prepares young people to live and work in the designed and made world. Design and Technology is about providing opportunities for students to develop their capability, combining their designing and making skills with knowledge and understanding in order to create quality products.

Design and Technology is a practical and valuable subject. It enables students to actively contribute to the creativity, culture, wealth and well-being of themselves, their community and their nation. It teaches how to take risks and so become more resourceful, innovative, enterprising and capable. Students develop a critical understanding of the impact of Design and Technology on daily life and the wider world. Additionally, it provides excellent opportunities for students to develop and apply value judgments of an aesthetic, economic, moral, social, and technical nature both in their own designing and when evaluating the work of others.

Design and Technology provides young people with a wide range of skills which are invaluable when applying for universities, apprenticeships and employment.

The Technology department offers a range of interesting and challenging KS4 courses:

### GCSE DESIGN AND TECHNOLOGY (Edexcel)

GCSE Design and Technology is a new qualification where pupils will study the following components: **Component 1 - Core** – all pupils will explore the different areas of Design & Technology (EXCEPT FOOD) and then focus on one of the following specialist areas from Easter in Year 10:

1. Systems (Electronics)
2. Papers and Boards (Graphics)
3. Timbers (Resistant Materials)

**Please note – Not all the specialist areas may be offered as this depends on student numbers opting for the specialist areas.** The specialist areas are explained in more detail further down the page.

**Assessment:** External Exam - 50% of total marks. The exam will consist of the following: **Core 40%** and **chosen specialist area 60%**

**Component 2 – NEA (Non Examined Assessment).** Students will produce a Design and Make project i.e. a folder and practical item in their chosen specialist area – 50% of total marks. The theme of the NEA is released by Edexcel on the 1<sup>st</sup> June during Year 10.

Specialist Areas –

#### 1. SYSTEMS (Electronics)

Electronic products and systems can be found in all areas of our modern life and they are always changing!

The subject content of the Systems course is intended to provide candidates with a knowledge and understanding of electronics and materials which, when linked with relevant designing and making skills, will allow them to design and make electronic products in response to appropriate design contexts and user needs.

The activities completed will be varied and will include those which give pupils an appreciation of industrial practices, control systems, materials, and an awareness of commercially produced electronic products on the market today.

Computer Aided Design and Computer Aided Manufacture (e.g. Laser Cutter) will be used during the course, where appropriate, to design and make electronic products, including their circuits and casing.

While most of the content is based around electronic products, pupils will also gain a significant depth of knowledge when learning about, and working with materials. Once pupils have completed electronic circuits they will then use materials and construction processes (including CAD/CAM) to make a casing for their circuit. Pupils will have access to both the Electronics workshop and the Wood/Metals workshop in order to complete tasks set.

The NEA provides candidates with the opportunity to demonstrate the ability to integrate their electronics knowledge, materials knowledge, design skills and making skills to produce commercially viable electronic products of quality which satisfies a specific need, function or client. Sound maths and science skills will benefit pupils studying this course.

## **2. PAPERS and BOARDS (Graphics)**

This is an interesting and challenging subject which well-motivated pupils thoroughly enjoy. In the early part of the course, the pupils acquire various graphics skills which include:-

- perspective sketching – freehand drawing techniques
- pictorial drawing – use of drawing board equipment for isometric drawing
- working drawing – orthographic drawing
- presentation skills - rendering/texture/marker pens etc
- use of colour
- CAD/CAM - computer graphics, use of the laser cutter
- packaging – nets, vacuum forming
- mechanisms – card engineering, pop-ups, locking mechanisms etc.
- promotional materials – advertising, point of sale, posters, leaflets.

Pupils complete a NEA project which accounts for 50% of the final grade, enabling pupils who are prepared to work hard the opportunity of doing extremely well. Pupils select their own client and design need for the project, they will work through the design process, producing a folio of ideas, developing a final solution, then manufacture a prototype of their final product. During this part of the course candidates will also study how graphic products are produced in industry.

### **3. TIMBERS (Resistant Materials)**

This course enables pupils to work with a range of materials both modern and traditional. The main material used is wood (and where necessary metal and plastics) in addition to this pupils will learn about a range of smart materials developed through new technologies.

Pupils will learn about material properties, manufacturing techniques and processes. They will use Computer Aided Design and Computer Aided Manufacture, and learn about structures and mechanical systems. In addition, pupils will also undertake activities in which they investigate, disassemble and evaluate existing products. Pupils will design and make functional products whilst learning about industrial practices and the application of systems and control.

Pupils complete a NEA project (design & make) which accounts for 50% of the final grade, enabling pupils who are prepared to work hard the opportunity of doing extremely well. Pupils select their own client and design need for the project, they will work through the design process, producing a folio of ideas, then manufacture their developed final product.

Most pupils particularly enjoy the practical aspect of the course, pupils produce high quality products of value and worth.

### **FOOD TECHNOLOGY (AQA)**

GCSE Food Preparation and Nutrition is an exciting and creative course which focuses on practical cooking skills to ensure students develop a thorough understanding of nutrition, food provenance and the working characteristics of food materials.

This course covers the following topics:

- Food, nutrition and health
- Food science
- Food safety
- Food choice
- Food provenance

#### **Assessment:**

- **50% exam.**
- Question paper split into two sections.
- **50% non-exam assessment (NEA).**
- NEA consists of one food investigation (a 1,500 to 2,000 word report)
- And one food preparation assessment (plan, prepare, cook and present a three course menu)

## **BTEC Tech Award in CHILD DEVELOPMENT (Pearson)**

The BTEC Tech award in Child Development is equivalent to 1 GCSE graded A\*-C. Students who achieve an overall pass grade or better in the Tech Award could progress to a higher level qualification such as the Level 3 BTEC National in Children's Care, Learning and Development. They would also be able to enter employment or continue into 'A' level studies.

BTEC awards are different from GCSEs in several ways. BTEC Tech awards are work-related and practical. All the topics students study relate to the skills and knowledge they will need in the workplace. They will learn how to apply this knowledge, both independently and as a member of a team.

Over the two years of the course, students complete assignments set by their teachers, based on learning outcomes set by Pearson. These will be given out throughout the course, and each will have a deadline. The remaining unit is assessed in the form of an exam set by the awarding body which is taken during the second year of the course and which is based on the learning students have done for their assignments.

Students will have the opportunity to develop knowledge and technical skills in the following areas:

- The characteristics of children's development from birth up to five years.
- Factors that affect growth and development.
- The importance of play.
- How play promotes children's learning and development.
- Reasons why children may need support.
- Child-friendly environments to support play, learning and development in children from birth to five years old.
- Supporting all children to learn and develop physically, intellectually, emotionally and socially, and adapting activities to support children's play, learning and development.

The course consists of the following Components:

Component 1: Children's Growth and Development (internally assessed; makes up 30% of the qualification)

Component 2: Learning Through Play (internally assessed; makes up 30% of the qualification)

Component 3: Supporting Children to Play, Learn and Develop (externally assessed; makes up 40% of the qualification)

# **MAKING YOUR CHOICE**

When making your choice you should think out the answers to these questions:-

## **WHICH SUBJECTS DO I LIKE?**

Remember that you tend to do better in subjects that you like. But don't let your feelings about particular teachers affect your judgement:- you may have different teachers next year.

## **WHICH SUBJECTS AM I GOOD AT?**

Ask teachers about how good or bad you are and how well you would cope at GCSE level - you might be surprised!

## **WHAT SORT OF CAREER AM I AIMING FOR?**

Particular careers require certain GCSE'S. Ask Miss Killingsworth for advice or visit the careers section of the school library during any break or lunchtime - someone will be there to help you. Make sure that you read the last section of 'Which Way Now'.

## **DO I KNOW ENOUGH ABOUT THE SUBJECTS I INTEND TO FOLLOW?**

Ask subject teachers if you are unsure what each GCSE course involves. Remember that some courses might sound fun or exciting but would involve more than you think.

REMEMBER: Do not choose subjects just because they are what your friends want to do. Make your own choice. Consider all the advice you have been given carefully in advance and avoid a last minute-rushed decision.

## Enrolment Requirements for St Mary's Sixth Form

<b>A Level Pathway</b>		
<b>Minimum 5 x 9-5 grades inc Maths and English Lang/Lit</b>		
<b>Art</b>	5 or above in GCSE Art	
<b>Photography</b>	5 or above in GCSE Art (if taken at GCSE)	
<b>Biology</b>	6 or above Biology (triple Science) OR 66 Combined Science, must be from higher tier exam. <b>AND</b> 6 in Maths	
<b>Business</b>	5 or above in Maths and English Language/Literature	
<b>Chemistry</b>	6 or above Chemistry (Triple Science) OR 66 Combined Science – must be from higher tier exam. <b>AND</b> 6 in Maths	
<b>Computer Science</b>	6 or above in computing (Merit or better BTEC Level 2) <b>AND</b> 6 or above in Maths	
<b>Product Design – Design and Technology</b>	5 or above in GCSE DT or Engineering.	
<b>Drama</b>	6 or above in Drama (if taken at GCSE) (Merit or better BTEC Level 2)	Experience in performing & attending live theatre desirable
<b>Economics</b>	5 or above in English Language/Literature & Maths	
<b>English Lang</b>	6 or above in English Language & Literature	
<b>English Lit</b>	6 or above in English Language & Literature	
<b>French</b>	6 or above in GCSE French	
<b>German</b>	6 or above in GCSE German	
<b>Geography</b>	6 or above in GCSE Geography	
<b>History</b>	6 or above in GCSE History	
<b>Maths</b>	7 or above in GCSE Maths	
<b>Maths Further</b>	8 or above in GCSE Maths	
<b>Music</b>	6 or above in GCSE Music (Merit or better BTEC Level 2) 5+ Instrument/voice 5+ Theory (if not obtained can gain whilst at school)	
<b>PE</b>	6 or above in GCSE PE (Merit or better BTEC Level 2)	Desirable to have performed in a competitive sports activity.
<b>Physics</b>	6 or above in Physics (Triple Science) OR 66 Combined Science – must be from higher tier exam <b>AND</b> 6 in Maths	
<b>Psychology</b>	Grade 55 in GCSE Combined Science from higher tier 5 or above in English Lang & Maths	
<b>Religious Studies</b>	6 or above in GCSE RS (if taken at GCSE)	
<b>Sociology</b>	5 or above in English Language/Literature	
<b>Spanish</b>	6 or above in GCSE Spanish	

<b>Vocational Pathway</b>		
<b>Minimum 5 x 9-4 grades inc Maths and English Lang/Lit at 4 or above</b>		
<b>BTEC Level 3 IT</b>		
<b>BTEC Level 3 Applied Science – double award</b>		
<b>Mixed Pathway</b>		
<b>Minimum 5 x 9-4 grades inc Maths and English Lang/Lit at 4 or above</b>		
<b>AND specific course requirements illustrative example in here:</b>		
A student wants to study: Applied Science/IT/Psych		
The student needs 5 x 9-4 grades, but also 55 in Combined Science and 5s in Maths and English		
This means they need a minimum of 4 x 5 grades in the specified subjects and 1 additional 4 grade		

