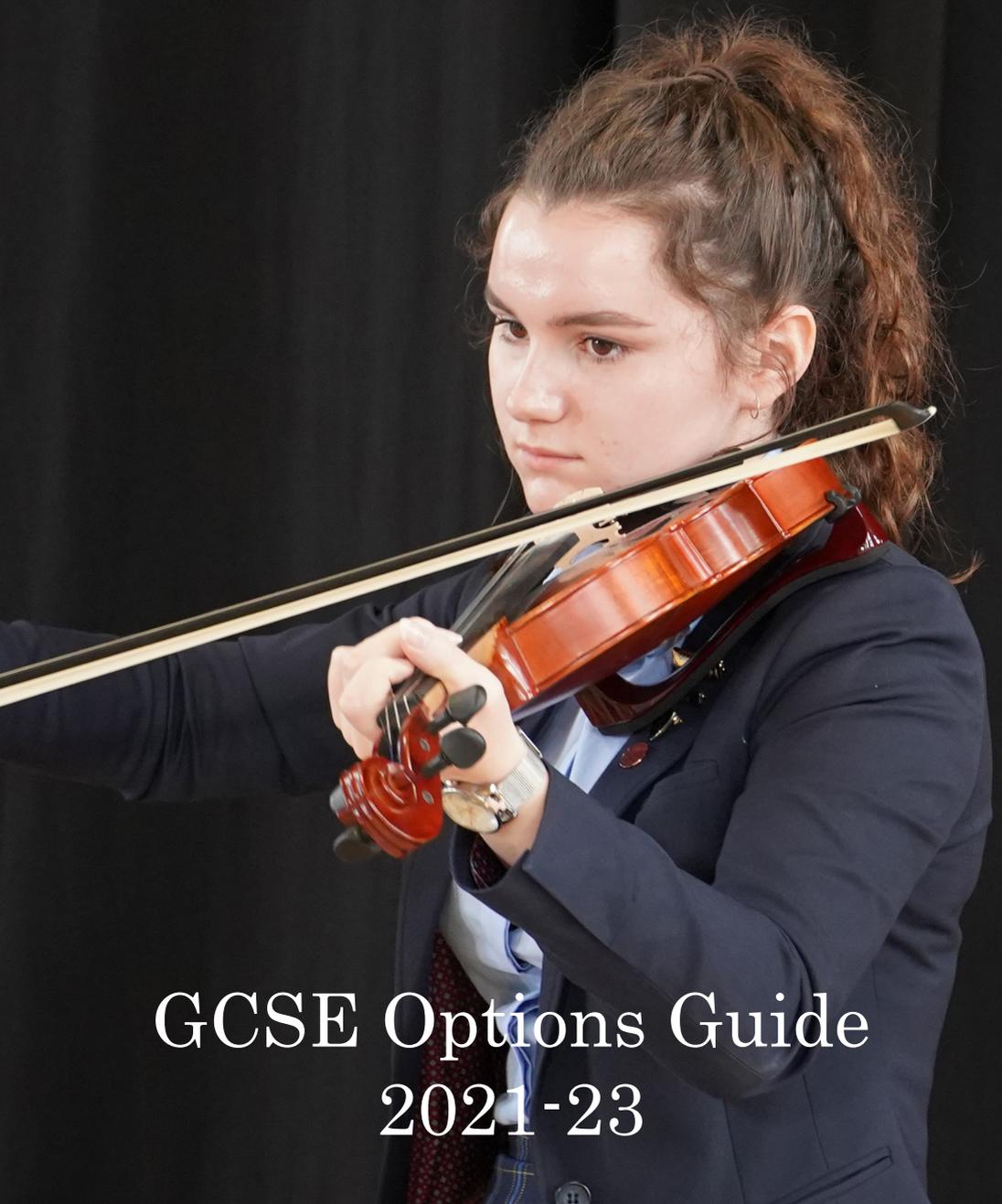




St Mary's
Colchester



GCSE Options Guide 2021-23

A range of Year 10 and 11 courses

This booklet describes the Year 10 and 11 courses that are available to you at St Mary's. It is designed to help you in making informed decisions when choosing your GCSE options.

Compulsory subjects

You **MUST** study these.

GCSE:

- **English Language**
- **English Literature**
- **Mathematics**
- **Modern Language** - a choice of French, German OR Spanish
- **Science** - all girls take Combined Science (two GCSEs) OR Separate Science - Biology, Chemistry and Physics (three GCSEs)

Non-examination:

- **PSHEE**
- **Physical Education**

Optional subjects

These are the ones to choose from.

GCSE/iGCSE:

- Art and Design**
- Classical Civilisation**
- Drama**
- Geography**
- History**
- ICT**
- Latin**
- Music**
- Physical Education**
- Religious Studies**
- Statistics** (offered to Set 1S)

Cambridge O Level:

- Fashion and Textiles**

Level 2 Award:

- Further Maths**

Vocational Award:

- Hospitality and Catering**

Making your choices

In making your choices, you should take the following factors into consideration:

10 GOOD reasons to choose an option:

- You like it or find it interesting
- You're good at it
- You need it or it's useful for your future career
- You can develop new skills by doing it
- You think you will do well in it
- It will give you satisfaction
- Your teachers think it is a suitable choice for you
- It will combine well with other options and help your general education
- You like the method of assessment and learning
- It's something you would like to become good at

Good choices are balanced choices.

10 BAD reasons to choose an option:

- Your friends are doing it
- You think you should do it - even if you don't want to
- Your parents think it's a good idea - but you don't
- You know someone who's done it and they say it's great
- It's thought of as a cool option by most people
- You can't think of anything else to choose
- You think it will be easy
- It sounds good even though you haven't found out about it
- You really like the teacher you've got now
- You think it will impress people now or later on

Bad choices are unbalanced choices.

English Language (Edexcel 1EN0)

General aims

We aim for the English Language course to enable all students to express themselves articulately and with confidence in a variety of speaking, listening and written activities. The course covers critical, personal and imaginative responses to a variety of literary genres.

The GCSE English course encourages students to learn to read a wide range of texts fluently and with good understanding. Students read critically, using previous knowledge gained from wider reading to inform and improve their own writing. They write effectively and coherently using Standard English appropriately, using grammar correctly, punctuating and spelling accurately.

An aim of the course is for students to acquire and apply a wide vocabulary alongside knowledge and understanding of grammatical terminology and linguistic conventions for reading, writing and spoken language.

Students learn to listen to and understand spoken language and to use spoken Standard English effectively. Spoken language

will be reported as a separate grade on the student's certificate. Students are awarded either a pass, a merit or a distinction.

Content of the course and assessment

Paper 1 (40%) - Fiction and Imaginative Writing: Students study a range of prose fiction, developing skills to analyse and evaluate 19th century fiction extracts. They develop imaginative writing skills to engage the reader and use spelling, punctuation and grammar accurately.

Paper 2 (60%) - Non-fiction and Transactional Writing: Students study and analyse selections from a range of non-fiction texts (including literary non-fiction) as well as exploring and developing transactional writing skills, for example letters, articles and reports.

English Literature (Edexcel 1ET0)

General aims

Students read a wide range of classic literature fluently and with good understanding, making connections with their reading. They read in depth, critically and evaluatively, so that they are able to discuss and explain their understanding and ideas.

GCSE students develop the habit of reading widely and often and learn to appreciate the depth and power of the English literary heritage. They write accurately, effectively and analytically about their reading, using Standard English and acquire and use a wide vocabulary, including grammatical terminology and the literary and linguistic terms they need - in order to be able to criticise and analyse what they read.

Content of the course and assessment

Paper 1 (50%) - Shakespeare and Post 1914 Literature:

Students study a Shakespeare play and a post-1914 British play or novel. They develop the skills to analyse how the language, form, structure and context of texts can create meanings and effects. Students also develop

skills to maintain a critical style and informed personal response.

Paper 2 (50%) - 19th century novel and a range of romantic, heritage and contemporary poetry:

Students study a 19th century novel and a poetry anthology from the exam board. They develop skills to analyse how the language, structure, form and context of texts can create meanings and effects. Students also develop skills to maintain a critical style and informed personal response as well as comparison skills.

Mathematics (Edexcel 1MA1)

General aims

The aims of this GCSE specification are to encourage candidates to:

- develop a positive attitude to Mathematics
- consolidate basic skills and tackle appropriately challenging work
- apply mathematical knowledge and understanding to solve problems
- think and communicate mathematically - precisely, logically and creatively
- appreciate the place and use of Mathematics in society
- apply mathematical concepts to situations arising in their own lives
- understand the interdependence of different branches of Mathematics
- acquire the skills needed to use technology, such as calculators and computers, effectively
- work co-operatively, independently, practically and investigatively
- acquire a firm foundation for further study

three equally weighted written examination papers at either Foundation tier or Higher tier. The components of each tier and the grades available are shown in the following table.

Foundation tier

Paper 1F (non-calculator)
 Paper 2F (calculator)
 Paper 3F (calculator)
 1 hour 30 minutes

Grades available: 5-1

Higher tier

Paper 1H (non-calculator)
 Paper 2H (calculator)
 Paper 3H (calculator)
 1 hour 30 minutes

Grades available: 9-3

Assessment

The Edexcel GCSE in Mathematics is assessed through

Modern Languages

Students can either be entered for GCSE or FCSE French (Pearson Edexcel 1FR0), German (Pearson Edexcel 1GN0) Spanish (Pearson Edexcel 1SP0)

GCSE

Modern Languages are assessed at GCSE in the four skill areas: Speaking, Listening, Reading and Writing. All examinations are set and marked by Edexcel. They are taken at the end of Year 11.

Foundation and Higher papers are available so that every student can demonstrate her skills to the best of her ability.

The course and assessments are designed to include cultural and authentic content wherever possible, showing how language is used in real life.

FCSE (Foundation Certificate of Secondary Education)

French (AQA 8958)
 German (AQA 8968)
 Spanish (AQA 8998)

Some students may be invited to take an alternative qualification to GCSE. The FCSE provides formal certification and is a nationally recognised language

qualification. It is portfolio based and assesses Listening, Reading, Speaking and Writing. It covers the same themes as the GCSE course. Students produce 12 pieces of evidence and take tests all through the course rather than at the end of Year 11. Students are awarded either a pass, merit or distinction.

As communication skills are very important in language study, visits abroad are encouraged. We hope that all girls will take the opportunity to visit the relevant country during the course, either on trips organised by the school or through individual arrangements.



Science (Edexcel 1SC0 or 1BIO, 1CH0 and 1PH0)

Why Science?

Science is an invaluable GCSE. It can be the launch pad for a huge variety of careers in sport, engineering, medicine and, of course, working for NASA. The Science Department follows the Edexcel GCSE course with a high standard of scientific content. Science is compulsory but there is an element of choice with two potential routes: Combined Science or Separate Science.

Separate Science or Combined Science?

Combined Science is the most common route with around 70% of students choosing this option. You study Physics, Chemistry and Biology and sit six exams of 1 hour and 10 minutes resulting in two GCSE awards on the 9-1 grade scale.

Combined Science is a good option for those students who might want to use their extra option for a different subject. You can still study a Science at A-Level if you sit this course with most colleges asking for a minimum of a Grade 6.

With the **Separate Sciences** you study for three GCSE awards: Physics, Biology and

Chemistry. Naturally there is more content and some of this content is challenging. At the end of Year 11 you would sit 6 exams of 1 hour and 45 minutes each.

Which one is for me?

Students who choose the Separate Sciences are usually very academically motivated and are happy to work independently where required. We would expect you to be scoring consistently good grades in your assessments (as a guide somewhere around a Grade 5). You would also need to be confident with your Maths ability as each of the Sciences has a significant percentage of Maths content (Physics has 30%, Chemistry 20% and Biology 10%). A good reading ability and level of English is also desirable. Lastly, we would be expecting a good overall result for your End of Year exams in Year 9, averaging out at around a Grade 5 to 6 with a Grade 4 to 5 in your Maths.

Separate Sciences are often a choice for students wishing to study more than one Science at A-Level (e.g. potential medics would choose this option) or students that are especially interested in the subjects.

What if I cannot decide?

Speak to your teachers as they can help guide you as to whether this is an appropriate option for you. They will know if you would be able to cope with the various demands of the course including the essential ability to work independently.

Higher and Foundation

Students will be guided to take either the Higher or Foundation tier. The Higher paper is taken by students who can comfortably achieve a Grade 5 and above. In the Foundation papers there are more multiple-choice questions and fewer long answer questions. You can reach a maximum of a Grade 5 if you sit the Foundation papers. It is worth noting your GCSE certificate will not detail which tier you sat.

Most students will be taught the Higher content allowing students the opportunity for improvement across the course. The final choice of tiers is usually made halfway through Year 11.

In summary

	Combined	Separate Sciences
GCSE awards	2	3
Can I study A-Level?	Yes (minimum Grade 6)	Yes (minimum Grade 6)
How many exams?	6 x 1hr and 10 mins	6 x 1hr and 45 mins
What grade can I achieve?	4-9 Higher 1-5 Foundation	4-9 Higher 1-5 Foundation

Personal, Social, Health and Economic Education (no exam)

General aims

Personal, Social, Health and Economic Education aims to cover the following topics with a view to preparing girls to make informed decisions at the appropriate stages in their futures:

- Personal Relationships
- Health Education and Hygiene
- Citizenship
- Careers and the World of Work

Careers advice is available throughout students' time at St Mary's in order to help them to make informed decisions. Specific skills in writing letters of application, compiling CVs (Curriculum Vitae) and attending interviews are developed in Year 11. Practice interviews are held in the Autumn term.

Content of the course

The final two years at St Mary's play an important part in preparing students for the future and that includes all aspects, not only the academic ones. The approaches used in PSHEE offer the opportunity for in-depth discussion, and with such techniques, the ability to listen is of equal value to that of voicing your own opinion.

PSHEE lessons provide an opportunity for students to discuss the more personal and social aspects of life in preparation for the future.



Physical Education (no exam)

General aims

The aim of the PE Course in Years 10 and 11 is for the students to experience a wide range of popular sporting activities in order to stimulate an interest that may be continued after leaving school. We aim to develop practical abilities and knowledge to a level that will give students the confidence to join an outside organisation.

Girls are grouped in a variety of ways - by their own chosen social group, their chosen activity group and sometimes by their ability, in order to increase their social skills.

Girls are encouraged to begin to take responsibility for their own fitness and physical well-being.

Content of the course

Major games and activities: Consolidating the games/ activities that have been studied in Years 7-9 (basketball, volleyball, netball, fitness, tennis, rounders, athletics and swimming). Personal skill levels are improved largely within game situations, while knowledge of the sport, tactics and teamwork are developed.

Introductory courses: New sporting activities may include badminton and racketball. This leads students, where possible, to make their own selection of activities in Year 11, that they can follow over the two terms, allowing for greater depth of enjoyment.

It is hoped that sufficient interest and skill level will be achieved in one or more of these activities to enable each girl to want to continue with an activity that she enjoys after leaving school.



Art and Design Fine Art (Edexcel 1FA0)

Photography (Edexcel 1PY0)

Content of the course

Art and Design equips students with the skills to enjoy, produce and engage with the visual arts throughout their lives, and it has immense value as a GCSE subject.

GCSE Art and Design provides the opportunity for students to:

- explore both contemporary and historical sources of art, craft and design.
- take an individual approach to their art, craft and design making
- develop the skill of selecting their best and most appropriate work for presentation.

Students are required to actively engage in the creative process of art, craft and design in order to develop as effective and independent learners, and as critical and reflective thinkers with enquiring minds.

The GCSE course in Art and Design is structured into two internally assessed and externally moderated components.

- Component 1: Personal

Portfolio (internally set)

- Component 2: Externally Set Assignment.

Component 1: Personal Portfolio **60% of the qualification**

- Students create a personal portfolio of work that demonstrates knowledge, understanding and skills.
- The portfolio takes a thematic approach and linear structure exploring a broad theme like 'Structure' or 'Upside Down & Inside Out'.

Component 2: Externally Set Assignment

40% of the qualification

- The Externally Set Assignment represents the culmination of the GCSE course as it draws together all the knowledge, understanding and skills developed in Component 1.
- Students must present a personal response to an externally set broad-based thematic starting point, set by Pearson.

Areas of Study

We offer an opportunity for the

girls to take a number of different components within the choice of Art and Design. These components include Fine Art and Photography. There is a need for all students to use drawing in their studies (even photographers), and annotate using historical and contextual references (to write a series of explanations in sketch books).

Assessment Qualification Aims and Objectives

This GCSE Art and Design qualification requires students to:

- develop creative, imaginative and intuitive capabilities when exploring and making images, artefacts and products
- become confident in taking risks and learn from experience when exploring and experimenting with ideas, processes, media, materials and techniques
- develop critical understanding through investigative, analytical, experimental, practical, technical and expressive skills
- develop and refine ideas and proposals, personal outcomes or solutions with increasing independence
- acquire and develop technical skills through working with a broad range of media, materials, techniques, processes and technologies with purpose and intent
- develop knowledge and understanding of art, craft and design in historical and contemporary contexts, societies and cultures
- develop an awareness of the different roles and individual work practices evident in the production of art, craft and design in the creative and cultural industries
- develop an awareness of the purposes, intentions and functions of art, craft and design in a variety of contexts and as appropriate to students' own work
- demonstrate safe working practices in art, craft and design.

Classical Civilisation (OCR J199)

General aims

The Classical Civilisation GCSE course focuses on the civilisations of Greece and Rome, and is a wide-ranging subject involving the study of literature, art, artefacts, archaeological sites, and the ancient historical context.

From women in the Ancient World, to the study of religious beliefs and ancient ideas about war, Classical Civilisation involves interesting discussions about issues that still affect us today

The Classical Civilisation course can improve skills in essay writing and source analysis, and teach how to structure an argument. It shows good thinking and evaluation skills, and an interest in people and cultures so is great preparation for A levels in a wide variety of subjects, from Archaeology to Politics and Law.

Content of the course and assessment

Component Group 1: Thematic Study

This involves a comparative study of ancient Greece and Rome, and combines literary and visual/material sources. Written exam,

1 hour 30 minutes = 50% of total marks.

Women in the Ancient World:

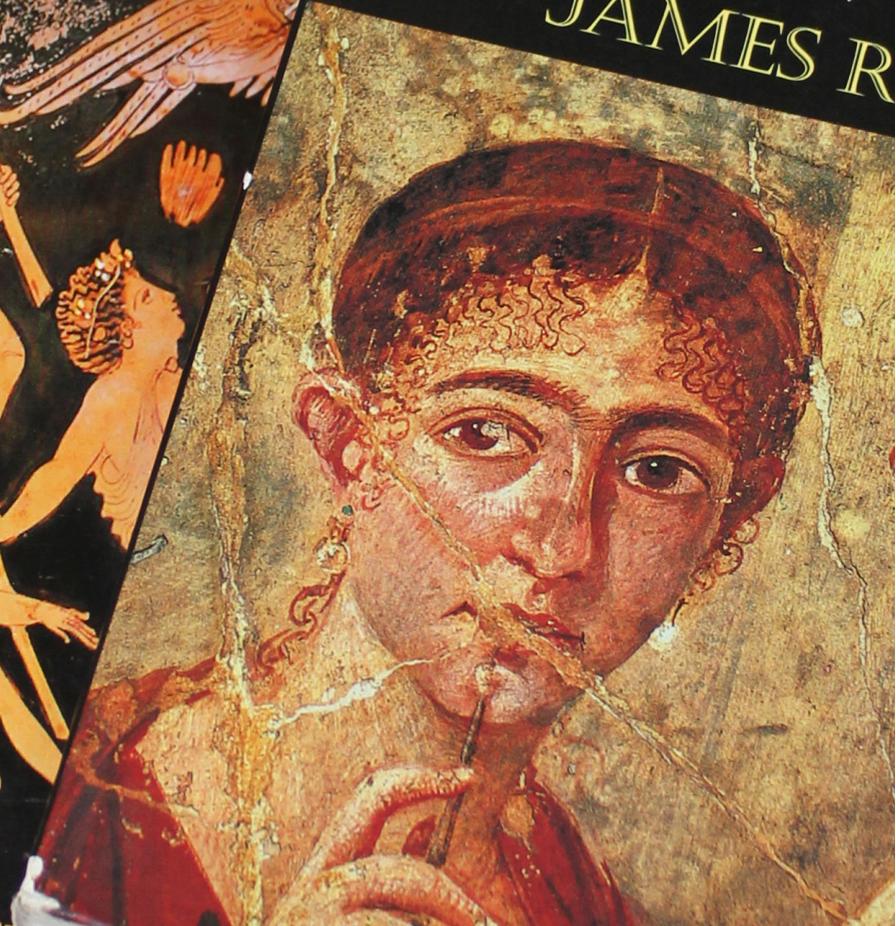
- Women of Legend: Depiction of women in myths and legends of Greece and Rome, eg Pandora, Helen of Troy.
- Young Women: Everyday life for a young woman in Greece and Rome and what this implies about their status in society.
- Women in the Home: The roles and responsibilities of female members of the household.
- 'Improper' Women: The legal and social position of women who were unmarried; ideas about how females should behave.
- Women and Religion: Roles of women in religious rites.
- Women and Power: The extent to which women were able to be involved in the political process or effect political change.
- Warrior Women: Women warriors in art and literature.
- Women to be Feared - The presentation of foreign, powerful women in art and literature, including how they compare to 'respectable' women in each culture.

JAMES R. HAW

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OCR C

Component Group 2: Literature and Culture

This contains two elements: one in-depth cultural study and one study of related literature. Written exam, 1 hour 30 minutes = 50% of total marks.

slaves and masters, women and men, patrons and clients?

Roman City Life: Culture

- Roman Housing: House design including flats, Pompeian domus. Rich and poor living conditions.
- The Roman Home and Family: Paterfamilias, patrons and clients, education, dinner parties.
- Society: Citizens and citizenship, politicians, slaves and freedmen.
- Leisure and Entertainment: Amphitheatre, chariot races, Circus Maximus, the theatre, Roman baths.

Literature

- Satire and Fiction: The origins and purposes of satire; use of humour and exaggeration.
- Pliny and his Letters: Pliny's letters as a personal commentary on Roman life.
- Experiencing Roman City Life: What was life like for rich and poor? What were the dangers of city life? What did people do in their leisure time?
- Relationships and Roman Society: What were the Roman attitudes towards

Drama (iGCSE Cambridge 0994)

General aims

This mixture of practical performance and written exam develops self-confidence, the ability to work with others and also the ability to think on your feet in most situations. Drama is also useful for helping with social skills that are invaluable in later life. And, of course, candidates learn all about theatre and how to create and analyse performance work of a high standard. This subject is useful for anyone wishing to pursue Drama or Performance at a higher level, or indeed anyone who is looking to challenge themselves. It is both demanding and rewarding, requiring a high level of commitment and enthusiasm. Language skills, both written and oral, should be of at least a good standard.

drama and theatre. This includes study of extracts from two plays and analysis and evaluation of a piece of devised practical work performed during the course.

Component 2: Practical Work (60%)

Candidates work in groups to create a piece of theatre from a given stimulus. They are assessed on the performance. Candidates must also act in two extracts from a play, one an individual performance, the other a group. Marked by the teacher and externally moderated by Cambridge.

Content of the course and assessment

The specification requires students to study practical drama, text work and written analysis.

Paper 1: Understanding Drama (40%)

A written paper assessing knowledge and understanding of





Geography (Edexcel A 1GA0)

General aims

Geography focuses on the issues that will face students as citizens of the future. For example:

- Will the Earth be able to provide us with all the resources we take for granted?
- What really causes 'natural disasters', such as floods, earthquakes and volcanoes? Can people cope with them?
- How do coastal processes affect or threaten our future and how - or indeed should - we manage them?
- What causes people to migrate and what impact does this have on the country of origin and the host country?
- Is there any point to recycling, or should we just be less wasteful?

You will enjoy this course if you want to study a subject that:

- is relevant to the world you live in, and to your future.
- encourages you to discuss current affairs and issues.
- focuses on the environment.
- involves practical work outdoors.
- is studied through investigation, not just listening and reading.

- develops a full range of skills that will be useful in the other subjects you study, and in employment.

Content of the course and assessment

The Physical Environment: The changing landscapes of the UK - two studies from coastal, river or glaciated landscapes; weather hazards and climate change - two studies of tropical storms and drought; ecosystems, biodiversity and management - two studies of tropical rainforests and temperate deciduous woodlands. 37.5% 90 marks, 1 hour 30 minutes written paper.

The Human Environment: Changing cities - two studies including a UK city and a city in a developing or emerging country; global development - a study of a developing or emerging country; resource management - a study of energy or water. 37.5%, 90 marks, 1 hour 30 minutes written paper.

Geographical Investigations: Fieldwork and UK Challenges. The changing landscapes of the UK - two studies from coastal, river or glaciated landscapes; weather hazards and climate

change - two studies of tropical storms and drought; ecosystems, biodiversity and management - two studies of tropical rainforests and temperate deciduous woodlands; changing cities - two studies including a UK city and a city in a developing or emerging country; global development - a study of a developing or emerging country; resource management - a study of energy or water.

Fieldwork: One physical and one human investigation; UK Challenges - a study drawing across knowledge and understanding from The Physical Environment and The Human Environment. 25%, 60 marks, 1 hour 15 minutes written paper.

There are numerous opportunities for field work, both locally and further afield. The exam board expectation is that each student has the opportunity to have completed their field work for Paper 3 in a location that contrasts to where she lives. Examples of previous visits are to Snowdonia in North Wales and Somerset, where we spend four days, Monday to Friday completing this section of the course. The cost for this is approximately £450.

History (OCR B J411)

General aims

History GCSE is a stimulating, challenging and wide-ranging option and we hope to inspire our students to be open-minded, yet critical, citizens of the twenty-first century.

The aims of the GCSE course are:

- to make history meaningful - we encourage students to become curious, to develop their own opinions based on a respect for evidence, and to build a deeper understanding of the present by engaging with and questioning the past;
- to develop a wide and deep knowledge – students will gain knowledge of significant historical issues that will help them in their further study of history and in making sense of their world;
- to engage in historical enquiry and understanding interpretations – students will be consistently encouraged to develop their own ideas and understanding, by looking at the way the past is continually viewed from different points of view; this ensures that learners are consistently thinking about how and why it is possible to arrive at different interpretations of the same events;
- to use historical sources – we will look at a range of authentic source material including eye witness accounts, documents, historical sites, archaeological evidence and the writing of historians;
- study diversity – we will look at a variety of periods from a variety of perspectives, to develop an understanding of social and cultural diversity within a local, British and global context;
- discover about History Around Us – we will study our local historic environment, which is a stimulating and life-enhancing way of engaging with history, and will enhance our students' developing sense of identity;
- encourage enjoyable and rigorous learning.

Content of the course

The GCSE History course offers an exciting opportunity to gain a better understanding of the world in which we live and to fire our students' enthusiasm for the past.

At GCSE we try to explain some



Everyone should
Care for the earth
O

10 Alev's Roles Responsibility
First Captain: Sophie
First Captain: Alex
Emily + Ciara
Emily's

Weekly Plan
Monday: After School Assembly
Tuesday: Quiz day
Wednesday: Games
Thursday: After School Activities
Friday: Homework & Private Study

Round Square Coffee Shop
Hot drinks and warm treats
Every Thursday breaktime
in the Food Tech room

Maths
Competition
Every Thursday breaktime
in the Food Tech room



of the significant issues which have shaped the world, country and local area we live in:

- How has life in Britain changed over the previous centuries?
- What was the significance of crucial events in British history?
- How have local historical sites been developed, shaped and interpreted?
- What was it like to live under a dictatorship?
- How similar and different is the modern day to past eras?

Content of the course and assessment

The GCSE is assessed solely by written examination. There are five strands to the OCR GCSE History B syllabus, which are assessed over three examinations:

The first examination (1 hour 45 minutes paper) will contain the British Thematic study on Migration to Britain from c.1250 to the present day (20%) and the British Depth Study on the Norman Conquest, 1065-1087 (20%)

The second examination (1 hour paper) will be based on a site study analysing History Around Us, where we will look at the Kelvedon Hatch Secret Nuclear Bunker and the history of the

Cold War (20%)

The third examination (1 hour 45 minutes paper) will contain the World Period Study studying the Making of America, 1789-1900 (20%) and the World Depth Study looking at Living under Nazi Rule, 1933-1945 (20%).

As part of the course, students will be offered the opportunity to visit Krakow and Auschwitz-Birkenau in Poland, to further their understanding of Living Under Nazi Rule.

Whilst History is a valuable subject in its own right, it also builds bridges to many other subjects and teaches skills that prove useful in working life:

- A greater understanding of current affairs and important events in the world.
- Experience in judging the reliability of information.
- Learning to look at problems and arguments in a balanced and unbiased way.
- Developing skilful oral and written communication.
- Becoming an independent thinker.

Hospitality and Catering (WJEC Eduqas Level 1 and 2 Vocational Award)

General aims

This course concentrates on the hospitality and catering industry. You will develop the knowledge and understanding related to a range of hospitality and catering providers; how they operate and what they have to take into account to be successful. You will have the opportunity to learn about issues related to nutrition and food safety and how they affect successful hospitality and catering operations. In this qualification, you will also develop food preparation and cooking skills as well as the transferable skills of problem solving, organisation and time.

You will learn about the hospitality and catering industry by completing lots of practical work to learn new skills with weekly practical lessons. Therefore, it is essential that you are prepared to bring ingredients at least once a week.

Future career opportunities include becoming a chef, sports science, dietician, food journalism, product development, home economist, events management, hospitality, front of house, conference management,

buyer, production manager, public relations, hygiene control, National Health Service, health promotion, technical management, food quality, food preparation and retail.

Assessment

Unit 1 (40%): The Hospitality and Catering Industry will be externally assessed with an online examination that lasts 90 minutes. You will be graded as follows:

- Level 1 Pass
- Level 2 Pass
- Level 2 Merit
- Level 2 Distinction

Unit 2 (60%): Hospitality and Catering in Action is internally assessed. This involves you completing a piece of controlled assessment in school under examination conditions (NEA). You will be set a task by Eduqas and will have to safely plan, prepare, cook and present dishes to satisfy the task. This qualification develops students' skills in communication, creativity, independence, team building and evaluation. Food is one of the fastest growing industries with many varied jobs on offer.



ICT (Edexcel iGCSE 4IT1)

General aims

This course enables students to:

- explore how digital technology impacts on the lives of individuals, organisations and society;
- learn about current and emerging digital technologies and the issues raised by their use, in a range of contexts, by individuals and organisations;
- develop awareness of the risks that are inherent in using ICT and the features of safe, secure and responsible practice;
- work with a range of digital tools and techniques to produce effective ICT solutions in a range of contexts.

Topic 2: Connectivity

Topic 3: Operating Online

Topic 4: Online Goods and Services

Paper 2: Practical Paper - 50% of the total

Students are assessed through a three-hour practical examination, set and marked by Pearson (includes printing time). The examination window takes place during one week in May/June. Students must study both of the following topics:

Topic 5: Applying Information and Communication Technology

Topic 6: Software Skills (Graphics, Web authoring, Presentations, Databases, Spreadsheets).

Assessment

Paper 1: Written Paper - 50% of the total

Students are assessed through a 1 hour 30 minute written examination, set and marked by Pearson. This comprises a mixture of multiple-choice, short/long questions. The total number of marks available for the examination paper is 100.

Students must study all of the following topics:

Topic 1: Digital Devices

Latin (WJEC Eduqas C990)

General aims

Latin GCSE aims to provide a foundation in linguistic and cultural competence, enabling learners to gain knowledge and understanding of the Roman world through reading and responding to its language and literature. Students will be encouraged to use their knowledge and understanding of the ancient language to deepen their understanding of English and other languages. They will be able to develop research and analytical skills which will empower them to become independent learners and equip them for further study in many different areas. If students have opted to take the WJEC Level 1 Exam in Year 9, they will have covered some of this course already.

Assessment

Component 1:

Latin Language - Written examination: 1 hour 30 minutes = 50% of total marks.

Section A: This takes the form of a momentum test consisting of a narrative in Latin divided into three passages. There are comprehension questions on

parts one and three, and the middle part is to be translated into English.

There is a Defined Vocabulary List of 440 words in this section.

Section B: This offers a choice between a translation from English into Latin of a small number of simple (single-clause) sentences, or the recognition, analysis and explanation of syntax and accidence within a short passage of Latin (ie identifying the grammar).

Component 2:

Latin Literature and Sources

(Themes) - Written examination: 1 hour 15 minutes (open-book exam) = 30% of total marks. 2021-2023 Theme is 'Superstition and Magic'

Component 3:

3B Roman Civilisation - Written examination 1 hour = 20% of total marks. 2021-2023 Topic is 'Daily Life in a Roman Town'.

Music (Edexcel 1MU0)

General aims

GCSE Music aims to give a solid foundation to both hobby and career musicians and accommodates a range of abilities. It focuses on the core activities of Understanding Music, Performing, and Composing. As most candidates take performing lessons privately, some of the preparation for the performance component is usually undertaken by students' instrumental/voice teacher.

Post-16 study can include A-level Music, A-level Music Technology or Performing Arts courses.

Many Music students maintain it as a valued hobby throughout adulthood, whereas for others music can be a career in its own right. It can be followed, for example, through performing, composing (eg for TV and film, stage, concert hall), teaching/lecturing, sound technology (eg in a theatre or studio), music journalism, music therapy, education/arts management and consultancy.

Content of the course and assessment

Understanding Music (40%):

This is a listening paper taken at the end of the course. There are set areas of study plus some specific works from a wide variety of genres.

Performing Music (30%):

Candidates perform one solo and one ensemble piece on a chosen instrument or voice in Year 11. Those who have taken instrumental/vocal examinations will find they are familiar with this requirement which makes Music an excellent choice for them. It is important that those taking Music GCSE gain performing experience through participation in school groups such as Choir, Chamber Choir or Orchestra where applicable and taking part in school concerts and events.

Composing Music (30%):

Candidates are required to compose two pieces of music. It is possible to compose in a wide variety of styles and for any combination of instruments/voices. Popular choices include songs of any sort and solos/duets for any instrument with piano accompaniment.



Physical Education (Eduqas C55OQS)

General aims

The GCSE PE course is designed to encourage and enable students to develop theoretical knowledge and understanding of the factors that underpin physical activity and sport; they will also then be able to apply this knowledge to improve performance. Students will be expected to take part in physical activities that they may not themselves opt to take as one of their three sports. In all activities they will have the opportunity to develop skills and techniques, select and use tactics, strategies and/or compositional ideas. Students will also develop their ability to analyse and evaluate to improve performance in physical activity and sport. Please note that candidates should be strong in three sports, ie school, club or county standard as a minimum, in order to access the higher grades at GCSE PE.

Content of the course and assessment

Component 1 - Theory: The theory element of the course is broken down into sections and covers a range of content. Candidates learn about Health, training and exercise; Exercise

physiology; Movement analysis; Psychology or sport and physical activity; Socio-cultural issues in physical activity and sport. This is comprised of two units and is assessed via a two-hour exam, which carries 60% of the total marks. Students are assessed through short and extended answers to questions.

Component 2 - The Active

Participant: Practical controlled assessments on three different sports, one of which must be a team sport and one must be an individual sport; the third can be either. Any activities taken off-site must be recorded on video, both in Year 10 in order to moderate and in Year 11 as candidates' final exam piece. The three sports count for 30% of the total marks; the remaining 10% is assessed through an analysis and evaluation of candidates' performance in one of their chosen activities.

For the practical element, students are formally assessed on one day during Year 11, between March and May. An external assessor visits the school to watch the performances/videos. Candidates must offer three performances, at least one as a team player and one as an individual performer.

For the analysis and evaluation, students must design and carry out a personal training programme, with the aim of providing recommendations to improve performance in one of the practical activities in which they are being assessed. Any activities taken off-site must be recorded on video, both in Year 10 in order to moderate and in Year 11 as their final exam piece.

Team sports: association football, badminton, basketball, camogie, cricket, dance, Gaelic football, handball, hockey, hurling, lacrosse, netball, rowing, rugby league and union, squash, table tennis, tennis and volleyball.
Individual activities: amateur boxing, athletics, badminton, canoeing, cycling, dance, diving, golf, gymnastics, equestrian, kayaking, rock climbing, rowing (sculling), skiing, snowboarding, squash, swimming, table tennis, tennis, trampolining.

There are limitations on some combinations of sports, for example candidates may not take skiing and snowboarding.

Religious Studies (Edexcel B 1RB0)

General aims

Religious Studies at GCSE allows students to study two religions in depth, looking at their beliefs, practices and ethics. Not only do students learn about what followers of religions believe, but also how this affects their behaviour and views in today's world. When looking at ethical issues, we also consider the non-religious points of view. A good level of written English and good revision skills are necessary for this course.

Content of the course and assessment

The examination consists of two papers:

The first paper covers Christian beliefs and practices, issues to do with relationships, marriage and family and issues on life and death (abortion, life after death etc). At present we offer Judaism as the second paper. This covers Jewish beliefs and practices, crime and punishment and issues to do with peace and conflict. Students have the opportunity to travel to Krakow, where they visit the cathedral, a synagogue and Auschwitz.

Statistics (Edexcel 1ST0)

General aims

The Statistics course complements the Edexcel Mathematics syllabus. This subject is not included in the option blocks as the course is taught in Mathematics lessons throughout Years 10 and 11. Students learn how to interpret and apply data to a number of scenarios, both across the curriculum and in the real world, and builds skills useful for

subjects such as Science and Geography, as well as providing a solid background for the study of Statistics beyond GCSE level. This qualification is suitable only for students in Mathematics Set 1S.

Content of the course and assessment

In June, Year 11 students sit two externally-examined papers of equal weighting.

Further Maths (Level 2 AQA 8365)

General aims

This course complements the Edexcel Mathematics syllabus, particularly the algebraic reasoning, and is designed to stretch and challenge high achieving mathematicians. The course emphasises higher order technical proficiencies, problem-solving skills and rigorous argument. The students are introduced to calculus and matrices, and develop further their skills in trigonometry, graphs and functions. This subject is not included in the option blocks as the course is taught in Mathematics lessons throughout Years 10 and 11. This

qualification is suitable only for Mathematics Set 1F students expected to achieve Grades 7, 8 or 9 in GCSE Mathematics and who are likely to progress to A-Level Mathematics and possibly Further Mathematics. Students must be self-motivated, committed and hard working.

Content of the course and assessment

This qualification is assessed through two written examination papers sat at the end of Year 11: Paper 1 (non-calculator) carries 40% of the marks and Paper 2 (calculator) carries 60% of the marks.



Fashion and Textiles (Cambridge O Level 6130)

General aims

Fashion and Textiles provides a useful background for many creative career paths and is a valuable life skill. The project-based approach with emphasis on design and making, develops creativity, graphic communication, the application of ICT in the workplace as well as developing technical skills. Students must be self-motivated and dedicated. It is not necessary to be able to draw beautifully to take this course, but students should have a creative mind backed up with an ability to develop good practical skills and the ability to present work well.

Content of the course and assessment

The course builds on the basic skills taught in Key Stage 3 and aims to develop students' knowledge, skills, creativity and enjoyment of Fashion and Textiles. Students will learn to develop and use a design brief in response to varying consumer needs. They will explore the design principles of line, form and colour as well as develop and refine their practical skills, to produce high quality, desirable textile end products. Commercial practice, including the use of ICT (Information

Computer Technology), CAD (Computer Aided Design), and CAM (Computer Aided Manufacturing), will be studied as well as contemporary fashion design and accessory design. This is a practical based course demonstrating technical skills supported with theoretical knowledge.

Component 1 Fundamentals of Fashion and Textiles (Written Examination): 50% externally assessed, the written exam is two-hours and covers fibres and fabrics, manufacturing processes, surface decoration, CAD/CAM, commercial practices and sustainability.

Component 2 Coursework: 50% internally assessed and externally moderated. Two coursework projects provide candidates with the opportunity to demonstrate the ability to integrate their knowledge from Component 1, through designing and making skills to produce one quality textile garment and one fashion accessory which satisfy a specific need or function. Each product will have a portfolio to evidence the planning, development, testing and evaluation stages. This award will be examined in October 2022.

St Mary's Year 10 and 11 courses

Compulsory

Subject	Board & code
English Language	Edexcel 1EN0
English Literature	Edexcel 1ET0
Mathematics	Edexcel 1MA1
Modern Languages:	
French OR	Edexcel 1FR0
German OR	Edexcel 1GN0
Spanish	Edexcel 1SP0
Science: Combined or Separate	Edexcel 1SC0 or 1BI0, 1CHO&1PH0
PSHEE	No exam
Physical Education	No exam

Optional

Subject	Board & code
Art and Design	
Fine Art	Edexcel 1FA0
Photography	Edexcel 1PY0
Classical Civilisation	OCR J199
Drama	Cambridge iGCSE 0994
Fashion and Textiles	Cambridge O Level 6130
Further Maths	AQA 8365
Geography	Edexcel A 1GA0
History	OCR B J411
Hospitality and Catering	WJEC Eduqas Level 1/2
ICT	Edexcel iGCSE 4IT1
Latin	WJEC Eduqas C990
Music	Edexcel 1MU0
Physical Education	Eduqas C550QS
Religious Studies	Edexcel B 1RB0
Statistics	Edexcel 1ST0