MARICOURT
CATHOLIC
HIGH SCHOOL
& SIXTH FORM CENTRE

YEAR 9 OPTIONS 2023-2025

"Our Maricourt family, with Christ at the centre, is a community of welcome, compassion and respect in which we are encouraged to discover our true purpose and empowered to achieve the extraordinary so as to be the change we want to see in our world.'

INSPIRE
WITH
MARICOURT

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INTRODUCTION

This options booklet contains information about option subjects for you to select as you prepare to begin GCSE's. It is important that you think carefully about your choices so you can achieve the highest grades possible. All GCSE subjects are now graded on a 9 to 1 scale (9 is the highest possible grade). Vocational courses in ICT, Dance, Health Studies, Hospitality and Catering and Performing Arts are graded on a Distinction*, Distinction, Merit and Pass scale.

The core curriculum followed by all pupils includes the following subjects

GCSE Religious Education
GCSE Mathematics
GCSE English
GCSE English Literature
GCSE Combined Science (2 GCSE's including Biology, Chemistry and Physics content)
PSHE (Personal, Social and Health Education)
Core PE

Pupils must then select **one** subject from each option group on the options form. You cannot select more than one subject from each option group.

A pupil's **2-week** timetable will have the following structure:

<table>
<tr><td>RE (5hrs)</td><td>Option A (5hrs)</td></tr>
<tr><td>Option B (5hrs)</td><td>Option C (5hrs)</td></tr>
<tr><td colspan="2">English Language and English Literature (8hrs)</td><td>PE (2hr)</td></tr>
<tr><td colspan="3">Combined Science (10hrs)
(Includes Biology, Chemistry and Physics)</td></tr>
<tr><td colspan="2">Mathematics (9hrs)</td><td>PSHE
(1hr)</td></tr>
</table>

RELIGIOUS STUDIES

Maricourt is a Roman Catholic school, founded and supported by the Sisters of Mercy to help educate students in the Roman Catholic faith; however, there is a much deeper reason for studying religion than that. Most people live their lives based on religious principles of some nature and these principles affect whole societies as well as individuals. It is important to be aware of why these principles are held and where they come from. By studying the religious beliefs of other people, you can begin to understand and appreciate your own position with regard to religion. This will change as you develop, but it is important that you begin to be aware of the role of religion in your own life now.

Course content
Eduqas Route B

- Foundational Catholic Theology (37.5%)
- Applied Catholic Theology (37.5%)
- Study of Judaism (25%)

Foundational Catholic Theology:

- **Origins and Meaning** – students will consider the origins and value of the universe from Catholic and other Christian perspectives. They will have the opportunity to consider these issues from Humanist and non-religious perspectives.
- **Good and Evil** – students will explore some of the biggest philosophical questions generated by belief in God. They will also examine teachings that form the foundation of Christianity.

Applied Catholic Theology:

- **Life and death** – students will consider Catholic beliefs about life after death, what constitutes a 'good death' and a range of opinions on euthanasia. Students will also consider the ways artefacts, music and prayer help people process the death of a loved one.
- **Good and Evil** – students will explore how we know the difference between right and wrong, the concept of justice, concepts of sin and forgiveness in religion and in society.

Judaism – Students will study key beliefs, teachings and practices of Judaism. Through their studies, students will gain an understanding of the influence these beliefs, teachings and practices have on individuals and on their communities. Students will also gain an appreciation of the common and divergent views within Judaism.

Assessment

Students will sit three examinations at the end of Year 11

Paper 1 Foundational Catholic Theology – 1 hour 30 minutes

Paper 2 Applied Catholic Theology – 1 hour 30 minutes

Paper 3 Study of Judaism – 1 hour

All examinations will be sat at the end of Year 11. Religious Studies papers are designed to give access to the full range of grades and are not tiered.

Progression

The GCSE course lays a solid foundation for A Level Religious Studies or A Level Philosophy. Students may continue their studies in RE at University through studying Theology and related courses. RE is highly valued for careers where you are required to deal with other people or where you are expected to demonstrate an awareness of deep thinking and an openness of mind.

PHSEE, CITIZENSHIP AND CAREERS EDUCATION

The course builds on work already undertaken in the areas of Citizenship with a particular focus on topical issues within UK society and our wider global community. The course also includes lessons on Government and Democracy as well as managing personal finances. In Years 10 and 11 there is naturally a greater emphasis on Careers Education, focusing particularly on Individual Action Planning, CV building and enhancement and Work Experience. Individual Action Planning aims to provide each pupil with a detailed plan of what they must do to achieve the careers goal they have decided upon. It should provide a process whereby each pupil has thought about, found out about and is following the correct path of educational and other experiences necessary to achieve their goal.

Towards the end of Year 10 all pupils will undertake a two-week Work Experience placement as a practical introduction to the world of work. In Year 11, all pupils complete a Mock Interview with an external employer. All vocational experiences are built into a Career Portfolio, which is moderated by a local employer. All year 10 and 11 students also have the opportunity to attend a Careers Convention and regular opportunities to attend workshops with external providers.

The emphasis on Careers Education does not mean that the other important areas of the Citizenship and Personal & Social Education curriculum are neglected. Aspects of Health Education, Study Skills and Personal Development, so important in the teenage years, are still explored as fully as possible. The important work of preparing young people to be good citizens is also an integral part of the course.

Enterprise education is covered in years 9-11. The purpose is to prepare pupils for life after school, college and university. Employers are looking for employees who have:

- **Enterprise Capability**- innovation, creativity, risk management, risk taking and a "can do" attitude and the drive to make things happen.
- **Financial Capability**-which is the ability to manage one's own finances and to become questioning and informed consumers of financial services.
- **Business and Economic understanding** –which is the ability to understand the business context and make informed choices between alternative uses of scarce resources.

This is achieved by:

- Individual subjects; enterprise education has been written into schemes of work.
- Enterprise days.
- Personal and social education

MATHEMATICS

Mathematics is a compulsory subject because of its importance. It is the most powerful way of communicating ideas and the language is common across all the countries of the world. This is a very popular subject at Maricourt and it has many links with a variety of other subjects.

The study of Mathematics provides a vital qualification which opens up huge opportunities both in employment and further education. A very good grade at GCSE would enable you to study Mathematics at AS or A Level in the Sixth Form.

Course Content

The work studied is split into Number, Algebra, Geometry and Measures, Statistics and Probability, Ratio, Proportion and Rates of change. The work is split up into units of work in order to make the teaching and learning easier. All students are required to have a scientific calculator.

Assessment

The GCSE course will be assessed at the end of Year 11. There are two tiers of entry and the students will sit 3 exam papers at the end of the course. Students will be graded from 9 – 1. The grades available at each tier are as follows.

HIGHER: Grades 4-9
FOUNDATION: Grades 1-5

There is no coursework in Mathematics

Frequent homework and assessments will feature over the course, which encourages students to be able to work independently. Students are also supported through resources on the VLE as well as the PIXL Maths APP, 'My Maths' and Mathswatch software.

Careers

A Mathematics qualification is a requirement of most employment or Further Education now. The central importance of a mathematics qualification cannot be understated. A mathematics qualification is so highly prized that it opens up a vast range of careers such as medicine, law, teaching, accountancy, actuarial science, architecture, engineering, banking, insurance, physiotherapy, radiography, nursing etc.

ENGLISH LANGUAGE

This course consists of 3 units

Course content

Paper 1: Exploration in creative reading and writing.
Section A Reading: Pupils respond to one fiction text.
Section B Writing: Pupils produce a descriptive or narrative writing response.
Examination 1 hour 45 minutes 50%

Paper 2: Writer's viewpoints and perspectives
Section A Reading: Pupils respond to one non-fiction text and one literary non-fiction text.
Section B Writing: Pupils write to present a viewpoint on a topic.
Examination 1 hour 45 minutes 50%

Non-Examination Assessment

Spoken Language
Throughout the course pupils will take part in speaking activities which ask them to present their ideas, respond to questions and feedback and to use Standard English. This part of the assessment is filmed and submitted to the examination board.
This assessment is not included in the final subject award.

Assessment

The course is linear and will be assessed at the end of year 11. The subject is assessed by 100% examination. Pupils will be graded 9-1. There is not a tier of enter, all students sit the same examination.

ENGLISH LITERATURE

This course consists of 2 units.

Course content

Paper 1

Shakespeare and the 19th century novel.
Pupils will study one Shakespeare text and a 19th century novel. They will be required to write in detail about an extract from each text and then to write about each text as a whole.
Examination 1 hour 45 minutes 40%

Paper 2
Modern Texts and Poetry
Section A: Modern Texts
Pupils will study either a modern prose or drama text and will answer one essay question in the examination on this text.
Section B: Poetry
Pupils study an anthology of poetry and will be required to respond to one comparative question on a named poem and one other poem from their chosen anthology cluster.
Section C Unseen poetry:
Pupils will answer one question on one unseen poem and one question comparing this poem with a second unseen poem.

Assessment

The course is linear and will be assessed at the end of year 11. The subject is assessed by 100% examination. All students sit the same examination, there is not a tier of entry.

Progression in English and English Literature

These qualifications are recognised parts of the National Qualifications framework. As such, GCSE provides progression from Key Stage 3 to post-16 studies.

It lays an appropriate foundation for further study of these subjects or related subjects.

ART AND DESIGN

The UK has deservedly gained an enviable reputation worldwide for its excellence in the creative industries. Art and design encompass many different fields, including graphic design, photography, web design, illustration, fashion and textiles-so there are many career options available:

- Advertising
- Marketing
- Graphic design
- Fabric/textile design
- Interior design

Course content

Students' submissions should include practical and critical/contextual work in one or more areas of Fine Art, such as Drawing, Painting, Sculpture, Digital Media, Printmaking or Mixed Media.
Students study major artists and their work and use the knowledge to inform and develop their own style. Research is the backbone of the course and sketchbooks are vitally important. Homework is a crucial part of a practical subject as there is not enough time in school to develop the skills necessary to gain a high grade at GCSE. To this end, students will be expected to stay behind after school. and the art room is always open to GCSE students during dinner times, this practice is actively encouraged.

The course is organised into two units of coursework and a practical examination of ten hours duration at the end.

Coursework-Sep (Year 10-Dec Year 11)
Externally Set Task-(Jan Year 11-May Year 11)
Coursework 60% of total marks
Practical examination 40% of total marks

Assessment

The course requires students to focus on four areas and is marked accordingly.
Students must demonstrate their ability to:
Develop their ideas through investigations informed by contextual and other sources demonstrating analytical and cultural understanding.
Refine their ideas through experimenting and selecting appropriate resources, media, materials, techniques and processes.
Record ideas, observations and insights relevant to their intentions in visual and/other forms.
Present a personal, informed and meaningful response demonstrating analytical and critical understanding, realising intentions and where appropriate, making connections between visual, written, oral, or other elements.

BTEC TECH AWARD IN ENTERPRISE

This course is focused on building sector specific applied knowledge and practices through vocational contexts. Students will focus on studying concepts like enterprises, entrepreneurs, customers, competitors, the external environment, business planning, marketing and finance.

Course content

The BTEC Tech Award in Enterprise comprises of the following units:

Component 1: Exploring Enterprises

Learners will explore different enterprises to develop their knowledge and understanding of the characteristics of enterprises and the skills needed by entrepreneurs to be successful. Learners will explore how enterprises use market research to find out about their customer needs and competitor behaviour and how internal and external factors may affect enterprises.

Component 2: Planning and presenting a micro-enterprise idea

Learners will generate two realistic ideas for a micro-enterprise and choose one of these to plan within budget. They will individually present their business plan for their idea and review the production and delivery of their presentation to make recommendations for improvements.

Component 3: Marketing and finance for enterprise

Learners will explore how marketing is used by enterprises and the factors that influence how enterprises identify and target their market. Learners will complete financial documents and statements and explore how to use them to monitor and improve the performance of an enterprise in order to make decisions and recommend strategies for success.

Assessment

Two, internal controlled assessments, assignment briefs are set and released by the exam board. These take place under exam conditions in school. Each controlled assessment has a set period of monitored preparation (6hrs each). Then the assessment will take place supervised across the period of 2 days. For Component 1, this is a 5hr supervised assessment, for Component 2 this is a 7hr supervised assessment.

One external formal 2hr written assessment. (Component 3). This is externally marked by the exam board. This is called a terminal assessment and can only be completed after Component 1 and 2 are complete.

Progression

BTEC Tech Award in Enterprise is designed to provide a broad introduction to working in the sector and offers opportunities for accessing further study, such as the Business GCE A Levels and/or the Applied General in Business in the sixth form at Maricourt.

Careers

BTEC Tech Award in Enterprise provides a route to employment/apprenticeships into the many diverse areas of business. These could include:

- Roles in specialist areas such as marketing, finance, customer service or human resources in large organisations.
- A more generic role in a small local business.

COMPUTER SCIENCE

The OCR GCSE Computer Science course builds on the computing skills established through the Key stage 3 program of study. The course gives students a real, in-depth understanding of how computer technology work and an insight into what goes on 'behind the scenes', including computer programming.

Pupils will learn how to apply the fundamental principles and concepts of computer science including abstraction, decomposition, logic, algorithms and data representation. They will learn how to apply this knowledge to the practical design and implementation of computer programs through the Python programming language.
Students will develop the ability to think creatively, innovatively, analytically, logically and critically

Course Content and assessment

Unit 1: Computer Systems (50% of total GCSE): This is the core computing theory unit which is assessed via a 90-minute written examination. Topics for the unit include: Systems architecture, memory, storage, networks, system security, system software, Ethical, legal and environmental concerns

Unit 2: Computational Thinking, Algorithms and programming (50% of total GCSE): This unit covers programming theory and structures. It is assessed via a 90-minute written examination. Topics for the unit include: Algorithms, programming techniques, producing robust programs, Computational logic, Data representation.

Progression

OCR GCSE Computer Science is designed for progression to the OCR A Level Computer Science course. Students could also progress to the OCR Cambridge Technical IT qualification on this route.

Careers

Computer systems design and related services is the fastest growing sector in terms of employment in the UK today with a 45% increase in jobs in the last ten years. There are opportunities for employment across a range of different sectors of industry and a high demand for skilled people.

Specific career paths in Computer Science may include virtual reality systems development, Artificial Intelligence, Software development, App development, Systems Analyst, Multimedia programmer, Web design and development.

Assessment

Assessment is by means of two externally assessed written exam papers

DANCE

The study of dance as an art form contributes to students' aesthetic and social development. As a physical activity it promotes fitness and well-being. Dance also supports learning across a range of subjects. As performers, students develop confidence and self-esteem. They develop self and body awareness as well as sensitivity to others and team working skills. Effective performance requires physical effort and the determination to succeed and improve.

The BTEC Tech Award level 2 Dance course offers pupils a vocational experience in which they will learn dance skills and techniques to prepare them to enter the workplace. Learners will develop knowledge and understanding by applying their learning and skills in a work-related context.

Additionally, the dance course will engage learners to take responsibility for their own learning and to develop skills that are essential for the modern-day workplace.

Students should have an interest and enthusiasm for one or more styles of dance. They should enjoy dance and have practical ability due to the nature of assessment.

Course content

There is a strong focus on practical dance however written coursework will be completed in order to support the practical work.

Over the two years pupils will complete 3 components:

The three components in the qualification give learners the opportunity to develop broad knowledge and understanding of the performing arts industry and specialist skills and techniques at Levels 2.

Component 1: Exploring Performing Arts and Dance. This component gives students the opportunity to examine professional performance work. They will explore the interrelationships between features of existing performance material.

Component 2: Develop Skills and Techniques in Dance. Students will develop their own skills and techniques for performance. Apply the acquired skills and techniques in rehearsal and performance. Review their own development and performance through the completion of a logbook.

Component 3: Students will be given the opportunity to work as part of a group to contribute to a workshop performance as either a performer or designer in response to a given brief and stimulus.

Assessment

Students will be assessed over the 2 years. Students will demonstrate technique, performance, safe practice, choreography, self-analysis and improvement.

Component 1 – Internally assessed 30%
Component 2 – Internally assessed 30%
Component 3 – Externally assessed 40%

Progression

Students can progress into BTEC Level 3 Dance leading to numerous Higher Education and employment opportunities.

HOSPITALITY AND CATERING

This new course will give learners the opportunity to develop practical skills and creativity preparing a wide range of dishes. Students will also learn about the many sectors of the hospitality industry including hotels, restaurants, coffee shops, pubs and bars, leisure parks, stadia, nightclubs, contract caterers, food service operators, entertainment and visitor attractions. The hospitality industry is the 3rd largest private sector employer in the UK and employs 2.9 million people. The greatest challenge facing the hospitality and catering industry today is the shortage of skilled staff at all levels; the industry offers fantastic careers to all.

The course is assessed as follows: all assessments will take place in year 11

Non-Exam Assessment (NEA) Unit 2 60%

In this unit learners will gain knowledge and understanding of the importance of nutrition and how to plan nutritious menus. They will learn the skills needed to prepare, cook and present dishes. They will also learn how to review their work effectively. The assessment of this unit is a piece of written coursework and the preparation of a two-course meal.

Written examination Unit 1 40%

In this unit learners will gain a comprehensive knowledge and understanding of the hospitality and catering industry including provision, health and safety, and food safety. In June of year 11 students will be assessed with an external written exam.

Subject content

- Hospitality and catering provision
- How hospitality and catering providers operate
- Health and safety in hospitality and catering
- Food safety in hospitality and catering
- The importance of nutrition
- Menu planning
- The skills and techniques of preparation, cooking and presentation of dishes
- Evaluating cooking skills

Which careers can this course lead to:

Studying Hospitality and Catering can lead to exciting and well-paid career options. The food and drink industry is booming. Careers include; chef, buyer, food product developer, quality manager, teacher, food scientist, dietician, food technologist, hotel and restaurant management and events planner

GEOGRAPHY

Why Study Geography?

Geography is a very popular and successful subject at Maricourt which combines well with a range of other subjects across GCSE

You will:

- Learn about and understand the world that you live in.
- Develop skills that will help you in other subjects and your future career.
- Learn by investigating, not just listening and reading.

Course Content

There are three modules. These are:

1. The Physical Environment (UK Landscapes – Rivers, Coasts, Weather and Climate and Ecosystems)
2. The Human Environment (Changing Cites – Liverpool and Sao Paula, Global Development – India and Resource Management
3. Geographical Investigations: Fieldwork and UK Challenges
    a. This unit will involve going out of school to carry out two contrasting pieces of fieldwork and then writing it up. Day 1 River Clywedog, North Wales. Day 2 Bowness, Lake District

Tiering & Assessment

The course is linear and will be assessed at the end of year 11. The subject is assessed by 100% examination. There is no controlled assessment or coursework for this qualification. There is also no Tiering

Course Organisation & Assessment

Unit 1 and unit 2 are both worth 37.5% of your total marks. Unit 3 is worth 25% of the qualification.

Each of units has an exam.

- Unit 1 (The Physical Environment) 1 hour 30 minute exam
- Unit 2 (The Human Environment) 1 hour 30 minute exam
- Unit 3 (Geographical Investigations: Fieldwork and UK Challenges)
- 1 hour 30 minute exam.

Progression to 6th Form

Many students carry on with Geography in the Sixth Form. It is a popular and successful subject at A Level. The GCSE provides progression from Key Stage 3 to post-16 studies in Geography.

Future Careers

Geography is useful as it helps you to understand the world and the way in which people live. The skills that you learn in Geography help to make Geography graduates popular with employers.

Geography students usually go into teaching, tourism, transport planning, town planning, environmental work, research, sales, marketing, banking, retail and business management. Often this work is with major companies.

HISTORY

Why study History?

- History is a very popular and successful subject at Maricourt.
- You may have enjoyed History in KS3 and it will develop the skills you already have.
- You will have a greater opportunity to study the topics in greater detail.
- You may be interested in world affairs and the History of your country. History will help you understand how the world was shaped.
- It is taught in challenging and engaging lessons.
- History combines well with many other GCSE subjects.
- Educational trips to London, Berlin or Krakow to visit Auschwitz, Berlin Wall and meet a concentration camp survivor.
- History is not just 'knowing about Hitler'. It helps develop analysis, resilience, debating, coherent reporting, supporting judgements based on evidence and independence of mind which many employers want from employees.
- History is a popular subject in the Sixth Form where students achieve grades in the top 10% of the country.

History Course content

- Crime and Punishment 1000- to now. With a historical enquiry on Whitechapel and the Jack the Ripper murders.
- American West 1835-1895
- Elizabeth Ist and her problems 1558-1603
- A study in depth about Germany 1918-1939

Three Examinations – Four Papers

The course is linear, with three written exams in Year 11.
Paper One – Crime and Punishment and Whitechapel – 1hr 15 minutes.
Paper Two – Elizabeth Ist and The American West – 1 hr 45 minutes.
Paper Three – Germany 1918-1939 – 1hr 20 minutes

Future Careers

Law, Marketing, Public Sector, Economics, Sciences, Insurance, Business, Teaching, Archaeology, and many more, due to the skills you develop for many different career pathways.

What our students say about GCSE History

"I would recommend taking History GCSE because it offers great opportunities to gain real life experiences which help support your studies."

"History is an important subject and there are opportunities such as the Poland trip to expand your knowledge and understandings of interesting topics. The teachers are amusing, supportive and effective in ensuring you achieve your grades."

"It's a challenge, but it's worth it!"

"I would recommend History because it is important and interesting to learn about our past, our country and the subject."

HEALTH & SOCIAL CARE

The BTEC Tech Award in Health and Social Care provides an engaging robust, broad-based introduction to the health sector. The course gives learners the opportunity to gain a broad understanding of human lifespan development and care values whilst working through a number of health-related scenarios. Learners are also given the opportunity to develop a range of personal skills and techniques, through the selection of units that are essential for successful performance in working life.

Content

The BTEC Tech Award comprises the following units:

Component 1: Human Lifespan Development. In this component, students will study how people grow and develop over the course of their life, from infancy to old age, this includes physical, intellectual, emotional and social development and the different factors that may affect them. An individual's development can be affected by major life events, such as marriage, parenthood or moving house, and students will learn about how people adapt to these changes as well as the types and sources of support that can help them.

Component 2: Health and Social Care Values

At some point in your life people need health care. It is likely that students will have already had an appointment with a doctor. If they did, they are described as a 'service user'. That means they have been given health care from a person who was trained to give them care – they are called 'service providers'. They might know someone who needs social care. This is different from health care, although both types of care are very closely linked. People who need social care are not always ill – they may be unable to do everyday activities like getting dressed or feeding themselves, or need help with their day-to-day lives.

Providing good health and social care services is very important and a set of 'care values' exists to ensure this happens. Care values are important because they enable people who use health and social care services to get the care they need and to be protected from different sorts of harm.

Component 3: Health and Well-being

In this component students will look at the factors that can have a positive or negative influence on a person's health and wellbeing. Students will learn to interpret physiological and lifestyle indicators, and what they mean for someone's state of health. They will learn how to use this information to design an appropriate plan for improving someone's health and wellbeing, including short- and long-term targets. Additionally, students will explore the difficulties an individual may face when trying to make these changes.

Assessment

Components 1 and 2 are assessed through internal assessment.

There is one external assessment, Component 3, which provides the main synoptic assessment for the qualification.

Progression

Following completion of the BTEC Tech Award in Health and Social Care, successful candidates would be able to enter initial employment as a healthcare assistant or social worker.

The BTEC Tech Award in Health and Social Care is designed to provide a broad introduction to working in the sector and offer study, such as the BTEC Level 3 National qualifications in Health and Social Care in the Sixth Form at Maricourt. There are very strong and complementary links between Psychology and Sociology GCE's.

Careers

The health and care sector is vast, comprising the statutory, private and voluntary provision of care services. Within this field there are wide ranging, diverse career opportunities for healthcare professionals. The BTEC Tech in Health and Social Care is a very good starting point for the wide range of jobs available in the care services sector which include: nursing, social work and working as care assistants with children and adults.

ICT (iMedia)

Pupils study the OCR Cambridge National in Creative iMedia. Pupils will develop independence, creativity and awareness of the digital media sector. The Cambridge Nationals in Creative iMedia will equip learners with a range of creative media skills and provide opportunities to develop desirable and transferable skills such as research, planning, and review, working with others and communicating creative concepts effectively. No matter what job pupils are thinking of going into we can guarantee skills developed during this course will enhance employability. Pupils will learn how media products get their meaning across, how to create impact and appeal to people through media. Pupils will develop skills on how to create original digital graphics for specific audiences and the design and development of original characters and comics. Pupils can learn how to plan and create animations with audio or create, testing and making playable digital games or creating a multiple page website. Course Content Pupils will complete the following two mandatory units:

- R093: Creative iMedia in the media industry (Written paper) 40% In this unit pupils will learn about the media industry, digital media products, how they are planned, and the media codes which are used to convey meaning, create impact and engage audiences. Topics include: o The media industry o Factors influencing product design o Pre-production planning o Distribution considerations
- R094: Visual identity and digital graphics (NEA) 25% This is assessed by completing a set assignment. In this unit pupils will learn to how to develop visual identities for clients and use the concepts of graphic design to create original digital graphics to engage target audiences. Topics include

Develop visual identity. Plan digital graphics for products Create visual identity and digital graphics.

Pupils will then complete one of the following optional NEA units, centre assessed worth 35%. As a school we can choose which unit we complete depending on the interests of the pupils in the class:

- R095 Characters and comics: Plan, create and review characters and comics
- R096 Animation with audio: Plan create and review animation with audio
- R097 Interactive digital media: Plan, create and review interactive digital media
- R098 Visual imaging: Plan, create and review visual imaging portfolios
- R099 Digital games: Plan, create and review digital games Careers and Progression

This qualification will provide pupils with knowledge and practical skills for progression to a number of routes, including the Cambridge Technical IT level 3 course in sixth form or progression to Apprenticeships or jobs 17 in digital marketing, games developing, web development just to name a few. Pupils will develop a range of skills to help them succeed not only in the workplace but in other subjects too. These skills include Analytical skills, Digital presentation skills, Creative thinking, Problem solving and Research and planning. Assessment The qualification is assessed by means of: Externally assessed Exam (R093) worth 40% of the overall marks for the qualification. There is opportunity to sit the exam in January and June of each year. Two Internally assessed (externally

moderated) practical NEA project worth 60% of the overall marks for the qualification. The assignment for the project is provided by OCR.

SPANISH

Why study a foreign language?

Learning a language helps to break down borders and get to know and understand other cultures, which is so important in today's global climate. Here are some language facts to think about;

· Over 60% of British trade is with non-English speaking countries.
· 94% of the world's population do not speak English as their first language.
· Spanish is the second most spoken language worldwide, spoken across 21 major countries spanning 4 continents and in our increasingly global society it is even more important to learn a different language
· On average, people who use languages earn 10% more than their colleagues.
· Universities value knowledge of a foreign language so it will strengthen your application.

One of the greatest benefits of studying a foreign language is that you will develop excellent communication skills. Everything you do when learning a language is forcing you to think and reflect on the way you are communicating. This is obviously very desirable to employers in every aspect of the job market.

Employment opportunities

More and more businesses are operating globally which means there are plenty of opportunities for people who can speak a second language. Being able to speak Spanish increases the number of job opportunities available as Spain and Latin America are major forces within the global economy (in many sectors such as engineering, banking, fashion, entertainment and International law.) Choosing Spanish at GCSE will give you an advantage to compete in the global workplace.

Course content and assessment

You can enter at either Foundation or Higher level.

Paper 1- Listening Comprehension (25%)
Understanding short conversations and passages spoken by a native speaker. 35mins at Foundation Level, 45mins at Higher

Paper 2 – Speaking – (25%)
Communicating and interacting verbally with your teacher in Spanish. You will respond to a photo stimulus, taking part a role-play, and a general conversation. The test lasts 8 to 10 minutes.

Paper 3 - Reading Comprehension (25%)
Understanding and responding to different types of written language in Spanish. There will be a translation from Spanish into English. 45 minutes at Foundation Level, 1 hour at higher.

Paper 4 - Writing (25%)
Communicating effectively in writing in a variety of purposes. There will be structured writing tasks and translation from English to Spanish.

Progression

On completion of the GCSE Spanish course many students continue to study Spanish at A level in 6th form and then at degree level at university.

MUSIC

GCSE Music enables you to listen to, analyse, perform and compose music of a variety of genres. It suits learners that have a passion for music, love playing an instrument and are interested in learning all about Music and its place in today's society. You will learn about Pop Music, Music for Ensembles, Musical Forms and Devices and Film Music. You will be assessed on three components:

Performance
Composition
Appraising Music

Course Content:
Musical Forms and Devices
Pop Music
Music for Ensembles
Film Music

Assessment: You will be assessed in the following ways:

Performance (30%) – two separate performances lasting between four – six minutes combined. This can be on any instrument (including DJing) and one of the performances must be an ensemble.

Composition (30%) – two separate compositions lasting between three – six minutes combined. One will be free (you can compose whichever genre you like) and the other will be to a brief set by the exam board.

Appraising (40%) – You will sit a 1hr 15 minutes listening exam at the end of Year 11. You will be expected to aurally analyse different pieces of music from the areas of study and answer questions on them.

Progression
GCSE is excellent preparation for further musical study such as A Level or BTEC Level 3. As well as developing and deepening understanding of musical theory, there are lots of opportunities on the course to perform and gain experience of how music can be used as part of an exciting and rewarding career.

PERFORMING ARTS

What does the qualification cover?

The Award gives learners the opportunity to develop sector-specific knowledge and skills in a practical learning environment.

Component 1: Exploring the Performing Arts

Learners will develop their understanding of the performing arts by examining practitioners' work and the processes used to create performance. To develop as a performer and/or designer you will need a broad understanding of performance work and influences. This component will help you to understand the requirements of being a performer (in acting, dance, or musical theatre) and/or designer across a range of performances and performance styles.

You will look at elements such as roles, responsibilities and the application of relevant skills and techniques. You will broaden your knowledge through observing existing repertoire and by learning about the approaches of practitioners, and how they create and influence performance material.

This component will give you an understanding of practitioners' work and the processes and practices that contribute to a range of performance styles. You will develop transferable skills, such as research and communication, which will support your progression to Level 2 or 3 vocational or academic qualifications.

Component 2: Developing Skills and Techniques in the Performing Arts

Learners will develop their performing arts skills and techniques through the reproduction of acting, dance and/or musical theatre repertoire as performers or designers.

Working as a performer or designer requires the application of skills, techniques and practices that enable you to produce and interpret performance work. You will communicate intentions to an audience through a variety of disciplines such as through performing or designing in any performance style from acting, dance or musical theatre.

In this component, you will develop performing or design skills and techniques. You will have the opportunity to specialise as a performer or designer in one or more of the following disciplines: acting, dance, musical theatre. You will take part in workshops and classes where you will develop technical, practical and interpretative skills through the rehearsal and performance process. You will work from existing performing arts repertoire, applying relevant skills and techniques to reproduce performance or design elements of the work.

Throughout your development, you will review your own progress and consider how to make improvements.

Component 3: Responding to a Brief

Learners will be given the opportunity to work as part of a group to contribute to a workshop performance as either a performer or designer in response to a given brief and stimulus.

In this component, you will have the opportunity to respond to a brief. You will be given a brief that outlines the performance and design requirements and that asks you to consider your target audience and to start the creative process by using the given stimulus included in

the brief. Working as part of a group, you will develop your ideas for a workshop performance and apply your skills and techniques to communicate your creative intentions to your audience. The group performance may involve some solo or small-group work or it may be an ensemble piece. You will have the opportunity to inform the performance using existing or newly developed skills, in performing or designing and adapting them to suit the performance.

Assessment

This external component builds on knowledge, understanding and skills acquired and developed in Components 1 and 2 and includes synoptic assessment. Learners will apply their skills and techniques creatively to a workshop performance for a selected audience. Learners will capture their ideas on planning, development and effectiveness of the production process in a written log and an evaluation report. For assessment, learners will be given a brief and stimulus to create performance material as either a performer or designer. In groups consisting of a minimum of three and a maximum of seven performers, learners will respond to the stimulus and create a workshop performance that communicates ideas and creative intentions to a target audience of their choice.

Homework will be a combination of practical and written tasks. The written tasks will be reviewing practical lessons, your own rehearsals, other groups' work, target setting and evaluations. You will be expected to rehearse your performances as part of your homework and after school/weekends.

The log books are completed regularly throughout the two years and will need time at home for completion too. Throughout the course the practical work that is completed will also be documented by video and photographs. You will be expected to attend the theatre during your course and learn the skills of critically viewing live theatre. This may be in your own time.

CONSTRUCTING THE BUILT ENVIRONMENT

Course Content

Safety and Security in Construction

This unit is externally assessed. This means you will have to take an examination based on the content of this unit.

Joinery

· Symbols used in constructional floor plans
· Planning permissions
· Plan sequence work
· Identifying hand tools and equipment
· Type of Wood joints.

Painting and Decorating

· Symbols relating to Painting &

Decorating

· Plan sequence of work
· Identifying hand tools and equipment
· Safety using ladders and scaffolding

Plumbing

· Symbols used in Plumbing
· Plan sequence of work
· Identifying hand tools and equipment
· Calculating and costing materials.

Progression

The WJEC Level 1/2 Vocational Award in Designing the Built Environment has been designed to develop in learners the skills needed for progression from Key Stage 4 and GCSE learning to further educational, employment training.

The successful completion of this qualification, together with other equivalent qualifications, such as maths and sciences, could provide the learner with opportunities to access a range of qualifications including GCE, apprenticeships, vocationally related and occupational qualifications.

These include:

· GCE in Physics and Environmental Studies
· Diplomas in Sustainable Constructions and Built Environmental Design
· Apprenticeships in Surveying and Civil Engineering

The qualification is built from discrete units which focusses on learning and application which is relevant to the built environment. But more than this, it will require learners to consider how the use and application of their learning impacts on individuals, employers, society and the environment. The learners will also put this into practical examples.

It will provide:

· Skills required for independent learning and development
· A range of generic and transferable skills
· The ability to solve problems
· The fundamental ability to work alongside other professionals, in a professional environment.
· The ability to apply learning in vocational contexts.

COMBINED SCIENCE

At Maricourt we place an emphasis on "How Science Works" which means not just learning science theory but also understanding the practical side of science and its relation to the world in which we live. The AQA science Trilogy GCSE course we provide prepares students for further academic study and science related work. It enables students to solve problems and apply principles and concepts to unfamiliar situations; it provides the opportunity to acquire the scientific skills, knowledge and understanding necessary for life as a citizen.

Course content

Science is a National Curriculum core subject and the course we offer (AQA Trilogy) fully covers the mandatory content in the programme of study.

Course organisation

Pupil study a GCSE in Combined Science. This course is a combination of the three sciences; Biology, Chemistry and Physics. It gives students an opportunity to enjoy a deep knowledge and understanding of scientific principles whilst developing an interest in and enthusiasm for science. They will learn to develop a critical approach to scientific evidence and methods. They will acquire an understanding of "How science works" and its essential role in society. This leads to an award of two Science GCSEs.

Assessment

Written papers which cover both scientific content and knowledge of practical skills & techniques:

- 6 exams: 2 biology papers; 2 chemistry papers and 2 physics papers each lasting 75 minutes and worth 70 marks.
- 21 required practical activities (6 for Chemistry, 7 for Biology and 8 for Physics).
- There is no coursework element for a GSCE in Combined Science. Science learning from required practical activities will be assessed in written exams.

Mathematical requirements

There is a strong emphasis on the use of mathematical skills in GCSE science. Pupils will be asked to demonstrate their skills in a number of areas including arithmetic computation, data handling, algebra and graphs.

Progression

The course provides a foundation for a variety of post 16 courses such as 'A' levels in Biology, Chemistry and Physics or a Level 3 Applied Science qualification.

SPORT/PE

GCSE PE or Vocational Award in Sport and Coaching Principles

These are two highly successful courses. The primary aim of the P.E Department is to build on the knowledge and experiences the pupils have acquired at KS3. At KS4 the pupils must specialise in four areas of activity. They will undertake different roles as well as performer such as coach, choreographer, official and leader.

GCSE Physical Education

If you have a keen interest in sport and a good all-round National Curriculum ability level then you have the pre-requisites we are looking for. Successful applicants to this course should be aware of the theory and written homework requirements.

Course content

Students are taught a number of practical activities and will have the opportunity to take part in a range of traditional practical activities and individual activities such as Climbing. Students will then be marked on their 3 best activities. They will also need to show observation and analysis skills.

Theory -Over 2 years students will cover:

Section 1-. Physical factors affecting performance. This section includes applied anatomy and physiology, movement analysis, effects of exercise on the body and training.

Section 2-.Socio-cultural issues and sports psychology. This section covers ethical and socio-cultural issues in physical activity and sport along with sports psychology.

EDUQAS Vocational Award in Sport and Coaching Principles

-broadly equivalent to 1 GCSE

3 units to be assessed over 2 years will include:

Unit 1 Improving Sport Performance Psychological, physiological and technical factors that affect performance. Ways to improve the performance of performers

Unit 2 Fitness for Sport -You will learn about different body systems, effects of exercise, components of fitness, principles and methods of training, target setting for a PEP

Unit 3 Coaching Principles -Skills and qualities needed for effective sports leadership and Coaching. Through this unit you will also develop the planning process required in developing and reviewing a sports leadership session.

Pupils will complete an Online Examination for Unit 2 and produce a coursework assessment for Units 1 & 3 for Pass, Merit or Distinction grades.

Assessment -GCSE-40% practical, 60% final theory exams.

Vocational- 3 units of work throughout the 2 years. 1 Externally assessed (40%), 2 internally assessed (30% each)

Organisation

Pupils will receive 1 theory and 1.5 practical lessons per week in Year 10. Year 11 pupils have 2 lessons per week, 1 theory and 1 practical.

Progression

Pupils who do well at GCSE PE or Vocational Sport and Coaching Principles are encouraged to follow a pathway towards AS and A2 PE or BTEC Level 3. There are numerous Higher Education courses and employment opportunities within this option.

ART & DESIGN (TEXTILES)

Art and Design textiles, is a practical subject where pupils can develop their creativity and making skills. Pupils will explore a variety of different techniques and experiment with materials, components, paints, dyes and surface decoration. Pupils will look at the work of existing designers or artists as inspiration and produce a portfolio of work reflecting a chosen topic. The course is divided into two units;

Unit 1; Portfolio 60%

Pupils produce a portfolio of work based on a starting point of their choice. This first unit is designed to develop pupil's core skills, knowledge and critical thinking. Pupils will also explore a variety of practical skills and techniques. They will research and analyse their task looking at the work of existing designers or artists as inspiration, and make a final product/ piece which reflects their body of work.

Unit 2; Externally set assignment 40%

Pupils produce a personal response to a topic issued by the exam board. Pupils will research a theme or stimulus and create a portfolio of work based around their chosen starting point. Pupils will then produce a final product/ piece based on their portfolio under exam conditions over a ten-hour period. Pupils must have a keen interest in textiles and have a commitment to supply materials for their portfolio.

Possible career opportunities

Surface pattern designer, Fashion designer, fashion buyer, garment technologist, stylist, fashion marketing, Visual merchandising, fashion photographer, fashion promotions, and teaching

SEPARATE SCIENCE

Course content

Chemistry

Separate Science GCSE will enhance your chemistry knowledge of the topics studied in 'regular' science. Topics such as 'nanoparticles' and 'transition metals' will be studied and other topics such as Quantitative Chemistry and Organic Chemistry will be enhanced with extra lessons. You will also study how we perform 'forensic like' tests that can identify specific elements and compounds in mystery samples when studying the extra lessons in the topic Chemical Analysis. We always look at the real life applications of the knowledge being studied and you will look at the chemistry behind alloys, rusting and fertilisers as well as looking into the chemical structure of DNA. The GCSE chemistry course will give you an excellent foundation to study Chemistry to a higher level and is perfect for those wishing to study careers such as medicine, dentistry and pharmacy at university.

Physics

Choosing separate science at GCSE will give you a more complete understanding of Physics and prepare you well for engineering courses and academic studies involving Physics. The separate Physics GCSE course goes into more detail in almost all of the units studied at GCSE and also includes an extra unit entitled "Space Physics" in which you will learn how the Universe formed, how stars live and die and what a black hole is amongst other astrophysical phenomenon. You will also study how we observe space. The GCSE physics course will give you better insight into the world around you and a solid platform from which to advance your studies.

Biology

Biology is a key subject for lots of STEM careers particularly in healthcare, medicine and jobs involving plants or animals.

Separate Science Biology gives students a solid foundation for A-Level Biology. As well covering the Trilogy topics students will gain skills in culturing microorganisms as well as develop an understanding of the important role monoclonal antibodies, cloning and genetics in medicine.

Students who have progressed to A-level Biology have found that having the extra experience of A-level style topics in Separate Science Biology made their transition much easier compared to students in Trilogy.

Previous Biology students at Maricourt have pursued careers in nursing, dentistry, psychology, physiotherapy, neurology, environmental science, zoology, geology, pharmaceuticals, energy, teaching science, genetics and research.

Assessment

Written papers which cover both scientific content and knowledge of practical skills & techniques:

- 6 exams: 2 biology papers; 2 chemistry papers and 2 physics papers each lasting 1 hour 45 minutes and worth 100 marks.
- 28 required practical activities (8 for Chemistry, 10 for Biology and 10 for Physics).
- There is no coursework element for a GSCE in Biology, Chemistry or Physics. Science learning from required practical activities will be assessed in written exams.

Mathematical requirements

There is a strong emphasis on the use of mathematical skills in GCSE separate science. Pupils will be asked to demonstrate their skills in a number of areas including arithmetic computation, data handling, algebra and graphs.

Progression

The course provides a foundation for a variety of post 16 courses such as 'A' levels in Biology, Chemistry and Physics or a Level 3 Applied Science qualification.

DESIGN AND TECHNOLOGY

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

Course Content

Core technical principles-

In order to make effective design choices you will need technical knowledge and understanding that consists of:

- new and emerging technologies
- energy generation and storage
- developments in new materials
- systems approach to designing
- mechanical devices
- materials and their working properties.

Specialist technical principles-

In addition to the core technical principles, you will develop an in-depth knowledge and understanding of the following specialist technical principles:

- selection of materials or components
- forces and stresses
- ecological and social footprint
- sources and origins
- using and working with materials
- stock forms, types and sizes
- scales of production
- specialist techniques and processes
- surface treatments and finishes.

Designing and making principles-

You will need to demonstrate and apply knowledge and understanding of designing and making principles in relation to the following areas:

- investigation, primary and secondary data
- environmental, social and economic challenge
- the work of others
- design strategies
- communication of design ideas
- prototype development
- selection of materials and components
- tolerances
- material management
- specialist tools and equipment
- specialist techniques and processes.

Assessment

Non-examined assessment (NEA)

- 100 marks
- 50% of GCSE.

Practical application of:

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

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Written exam: 2 hours

- 100 marks
- 50% of GCSE.

Progression

A career in the design, construction or engineering industries.

A-level Product Design at Maricourt sixth form.

Design, trade or engineering level 2-3 Apprenticeship.

Design, trade or engineering level 2-3 college course.

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