

29th January 2010

Dear Parents,

We are approaching the time when you, and your son or daughter will have some choices to make regarding their studies at Key Stage 4 - 'the options'. I hope you will already have had discussions about these choices. During the next few weeks, your son or daughter will receive advice in school from all the following sources:

- Subject Teachers*
- Form Teachers*
- Year Tutors*
- Heads of Department*
- Connexions Bury*

A member of the Connexions team will also be available on Parents' Evening (4th March). Any pupil and/or parents requiring further advice may make an appointment to see the Connexions Personal Advisers.

At the Key Stage 4 Evening on 23rd February, you will have the opportunity of listening to a presentation by myself, and the Head Teacher, Mr. McCarron.

Accompanying this letter is a list of the courses available and some information on them to help you and your child to make the necessary choices, and a Key Stage 4 option grid. Notes on how to fill it in can be found at the back of the booklet.

Each child in Key Stage 4 must follow a course in English, Mathematics, Science, Physical Education, Citizenship, and a Modern Foreign Language (the latter must be chosen from the Options).

It is obviously of the utmost importance to base any choices on the right considerations. Here are the chief points to think about :-

- 1. Pupils should choose subjects in which they have shown ability.*
- 2. They should have a real interest in that subject.*

3. *They should not let their choice be influenced by like or dislike of a particular teacher, nor by the choice of their friends.*
4. *If they already have a career in mind, it may be necessary to take certain subjects. However, care should be taken not to choose too narrow a curriculum, remembering always that ideas of a future career may change.*

Most of the subjects will be offered at G.C.S.E. but BTEC courses are available in Art, P.E. and Science. When made, each pupil's choices will be examined and talked over by his or her teachers and any doubts and recommendations that staff have will be conveyed to that pupil and discussed with him or her, and, of course, parents will be kept informed and involved. I must say at this point that the staff's views and opinions on a child's suitability for a given course should be considered by parents and child as of great importance, as these teachers are in the best position to estimate a pupil's potential and ability in any subjects.

Every effort will be made to ensure that each child can follow his/her choices from the list but it cannot be guaranteed for any pupil. The main reason for this concerns size of groups; a group may be oversubscribed or it may be too small to be considered viable. In such cases alternatives will have to be chosen.

All pupils must choose at least one Modern Foreign Language subject (marked # in the list).

Science appears in both the compulsory list and in the option list. This is because it is available as Core Science, which all students study and Additional Science. In order to take the Additional Science course, a pupil should opt for Science in Block IV. This will provide a pupil with two G.C.S.E. Science grades. Any pupil contemplating studying "A" level Science must choose the Additional Course.

In next year's curriculum all pupils will take the following subjects :

*Religious Education
English
Mathematics
Science*

*Physical Education
A Modern Foreign Language
Citizenship*

PLUS three more subjects from the Option List.

*Brief details of each subject being offered are included with this letter.
Additionally, during the next couple of weeks all Year 9 students will have
a presentation by the head of each department.*

Yours sincerely,

*P.Jordan
Assistant Headteacher*

NOTES ON THE SUBJECTS OFFERED 2010-2012

COMPULSORY

Religious Education

English

Mathematics

Science

Modern Foreign Language : French or Spanish or Italian

Physical Education

Citizenship

OPTIONAL SUBJECTS

Art and Design (General)

Art (BTEC)

Business (OCR National Level 2)

ICT (OCR National Award Level 2)

ICT (OCR National Certificate Level 2 - Double Award)

Design & Technology : Electronics

Design & Technology : Food Technology

Design & Technology : Resistant Materials

Geography

Health & Social Care - Double Award

History

Media Studies

Music

Performing Arts - Double Award

Physical Education (G.C.S.E.)

Physical Education (BTEC Double Award)

Second Modern Foreign Language

Science - Additional

COMPULSORY SUBJECTS

RELIGIOUS EDUCATION

All pupils follow the Edexcel G.C.S.E. Course.

Pupils will start the course after Easter in Year 9 when the pupils will have been placed in new set groups on the basis of assessment tests, available data and teacher input. The course is based on a study of two units which will be assessed by written examinations, one at the end of Year 10 (May 2011) and the other in the summer of Year 11 (May 2012). Each exam paper is one-and-a-half hours and worth 50% of the final grade. Religious Studies papers are not tiered and give access to the full range of grades. There is no coursework in Religious Studies.

The first paper (year 10), Unit 10, involves a study of **Catholic Christianity and broader Christian traditions**. The topics covered are:

- Beliefs and Values
- Community and Tradition
- Worship and Celebration
- Living a Christian Life

The second paper (year 11), Unit 3, involves a study of **Religion and Life based on Catholic Christianity**. The topics included are:

- Believing in God
- Matters of Life and Death
- Marriage and the family
- Religion and community cohesion

Further information can be obtained from the Edexcel web page www.edexcel.com, use the 'qualifications finder', select **GCSE (new from 2009)** and subject **Religious Studies**.

ENGLISH

There are new specifications for English

From September 2010, there will be three possible GCSE English assessment options.

GCSE English Language PLUS GCSE English Literature = 2 GCSE's

GCSE English = 1 GCSE

Assessment Structure

The assessment for each specification is broken down into units. This means that the English department at St Monica's can structure the courses in flexible way.

Your son or daughter will take units, controlled assessment, as they go through the course.

Externally marked assessments, formal examinations, will be available twice a year with early entry and re-sits as appropriate.

Courses can be delivered as a one, two or three course, starting in Year 9. In the new specifications: it will be possible to attain 3 GCSE's in English, English Language and English Literature.

Controlled Assessments

Controlled assessments replace coursework. Whereas coursework could be completed at home, controlled assessments **MUST** be completed in school under controlled conditions.

AQA will set questions and control the conditions under which candidates will complete tasks. These assessments will be marked in school and then a sample of tasks will be moderated by an external AQA appointed assessor. Computers may only be used if the school can disengage internet access.

GCSE English

Controlled Assessments

Five written controlled assessments	= 40%
Speaking and Listening controlled assessment	= 20%
One formal, externally marked, examination Two hours	= 40%

GCSE English Language

Controlled Assessments

Four written controlled assessments = 40%
Speaking and Listening controlled assessment = 20%
One formal, externally marked, examination 1hr, 45 mins. = 40%

GCSE English Literature

Controlled Assessments

ONE written controlled assessment
(Shakespeare and English Literary Heritage) = 25%

TWO formal, externally marked examination papers = 75%

Paper 1 Modern Prose or Drama and Exploring Cultures 1hr, 30 mins.

Paper 2 Poetry Across Time 1hr, 15 mins.

MATHEMATICS

The course is a mixture of traditional mathematics which makes use of practical experiences, investigations and problem-solving techniques. The course is designed to allow the children to succeed and progress at a level appropriate to their capability.

The examination, *G.C.S.E.*, will appraise the children at their particular level.

There are two tiers of entry :

Higher	A*, A, B, C, D, U
Foundation	C, D, E, F, G, U

A scientific calculator is essential for *G.C.S.E.* work.

The course is Edexcel *GCSE* Mathematics - Linear.

There are two papers;

Calculator paper - 50%

Non-calculator paper - 50%

A modular course will be taken by appropriate sets.

SCIENCE

The students at St.Monica's follow the OCR 'Twenty First Century Science' course.

What is Twenty First Century Science?

Twenty First Century Science is a set of new GCSE science courses for key stage 4 (14 to 16 year olds). The courses are matched to the needs of young people.

What can we expect from the science curriculum?

We need a science curriculum that offers greater flexibility and genuine choice to cope with the diversity of students' interests and aspirations.

All of us, as citizens, need to be able to cope with the science that shapes our lives. We are on the receiving end of scientific ideas and technical information in many different roles such as householder, parent, patient, voter or juror. Some young people aspire to be scientists, or to work in careers where knowledge of science is essential. So educating the next generations of science practitioners is also crucial.

Students need both science for citizens, and science for scientists.

How many GCSE grades will students get?

A student taking just GCSE Science will be awarded one GCSE grade for Science. Students who take GCSE Science and Additional Science will be awarded two GCSE grades. Students who take Triple Science will be awarded three GCSE grades. As the courses are independent, these grades may be different.

What are the courses like?

GCSE Science - The 'core' -everyone studies this course.

It features many of the major theories of science in a way that encourages students to appreciate their importance to everyday life.

The course also explores how scientific information is obtained, how reliable it is, what its limitations are, and how this information helps society to make important decisions. Students are prepared to deal with issues involving science which they may meet, for example, mobile phone safety, decisions about childhood vaccinations, and sustainable use of resources.

Many students will want to expand their study of science, because they are interested in the subject, and also to provide grounding for possible further study of science post-GCSE.

GCSE Additional Science

You must choose this subject in Option Block 4 if you wish to progress to A levels in science subjects.

This course explores scientific concepts in more depth, and develops students' understanding of how scientists work and gives candidates an insight into how scientists develop our scientific understanding of ourselves and the world we inhabit.

Triple Science

You must choose this subject in Option Block 4 if you wish to study Triple Science. It is increasingly requested as an entry requirement to progress to A levels in science subjects. The Science Department will identify students for whom this curriculum pathway would be the best. It is expected that they will then follow Triple Science.

GCSE Chemistry, Physics, Biology

Each of which provides an opportunity for further developing an understanding of science explanations, how science works and the study of elements of applied science, with particular relevance to professional scientists.

When are the examinations?

The Written papers are externally set and marked in January and June. They consist of short objective questions. GCSE candidates do three of these tests.

Additional Science candidates would do a further three examinations.

In addition candidates have an Ideas and Context paper and Internal Assessment tasks to complete.

The allocation of marks is detailed below.

GCSE Science

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
B1, C1, P1	B2, C2, P2	B3, C3, P3	Ideas in Context	Case study + Data analysis
16.7%	16.7%	16.7%	16.7%	33.3%
January or June	January or June	January or June	During Year 10 & 11	During Year 10 & 11

GCSE Additional Science

Unit 1 B4, C4, P4	Unit 2 B5, C5, P5	Unit 3 B6, C6, P6	Unit 4 Ideas in context	Unit 5 Investigation
16.7%	16.7%	16.7%	16.7%	33.3%
January or June	January or June	January or June	During Year 10 & 11	During Year 10 & 11

GCSE Biology, Chemistry, Physics - students will do three written exams for each GCSE

Unit 1 16.7%

Unit 2 16.7%

Unit 3 (Ideas in context plus B7, C7, P7) 33.3%

Is there any assessment during the course?

Some of the total marks for the course are given for work students do during the course.

This percentage of marks for this work is:

GCSE Science, GCSE Additional Science, Biology, Chemistry, Physics = 33.3%

BTEC Level First Certificate and Diploma in Applied Science

This qualification is an alternative to GCSE Core Science. The qualification offers an approach based on the learner taking on the role of being employed within the science industry. The qualification is 100 per cent internally assessed using a series of assignments and activities encouraging learners to take responsibility and ownership for their learning. The Science Department will identify students for whom this curriculum pathway would be the best. It is expected that they will then follow BTEC Science.

Students can be awarded Pass, Merit or Distinction. Learners may progress to a BTEC National in Applied Science or related BTEC Nationals, GCE Applied Science or related NVQ qualifications, or enter employment.

MODERN FOREIGN LANGUAGES

French

Pupils will study for G.C.S.E. The 4 skills of Listening (20% of mark), Reading (20% of mark), Speaking (30% of mark. Internally assessed) and Writing (30% of mark: 2 pieces of coursework). 40% will be assessed by an examination at the end of the course in Year 11, and 60% by

coursework/speaking during the two years. The following topics will be covered:

- Life style (Health and Relationships and Choices)
- Leisure (Free time and the Media/Holidays)
- Home and Environment (Home and Local Area/Environment)
- Work and Education (School/Colleges and Future Plans/Current and Future Jobs)

Spanish (For students who studied Spanish in Year 9 only and 'Fast Track' students).

Pupils will study for G.C.S.E. The 4 skills of Listening (20% of mark), Reading (20% of mark), Speaking (30% of mark. Internally assessed) and Writing (30% of mark: 2 pieces of coursework). 40% will be assessed by an examination at the end of the course in Year 11, and 60% by coursework/speaking during the two years. The following topics will be covered :

- Life style (Health and Relationships and Choices)
- Leisure (Free time and the Media/Holidays)
- Home and Environment (Home and Local Area/Environment)
- Work and Education (School/Colleges and Future Plans/Current and Future Jobs)

Italian

Students opting for Italian at KS4 should, ideally have a flair for languages as starting a new language at KS4 will be demanding .

Pupils will study for G.C.S.E. The 4 skills of Listening (20% of mark), Reading (20% of mark), Speaking (30% of mark. Internally assessed) and Writing (30% of mark: 2 pieces of coursework). 40% will be assessed by an examination at the end of the course in Year 11, and 60% by coursework/speaking during the two years. The following topics will be covered:

- Life style (Health and Relationships and Choices)
- Leisure (Free time and the Media/Holidays)
- Home and Environment (Home and Local Area/Environment)
- Work and Education (School/Colleges and Future Plans/Current and Future Jobs)

Other language opportunities

There will be an opportunity to study Mandarin. The course will be aimed at pupils who have shown proven ability in languages at Key Stage 3. If you think this course might be suitable for your child, have him or her speak to their French or Spanish teacher.

"A" level "bridging the gap" course will also be available for students who are doing G.C.S.E Spanish but wish to keep up with their French.

Career routes: Cultural briefing consultant, Interpreter, Teacher/trainer, Translator.

Occupations with Languages: Bilingual computer programmer, credit controller, International sales manager, customer support adviser, executive search consultant, events organizer, market research professional, bilingual secretary/PA, strategic business consultant, website localizer/translator, lawyer (specializing in European Law), travel and tourism.

PHYSICAL EDUCATION

The course allows for a widening of the scope of physical activity undertaken in years seven, eight and nine and is consistent with the overall programme of Physical Education and the National Curriculum.

The pupils pursue a course of activities designed to achieve improvement in planning, performance and evaluation of the activities undertaken.

The course is split between Trampoline, Squash, Table-tennis, Badminton, Volleyball, Health and Fitness, Basketball, Athletics, Tennis and Rounders, and major games of Football, Rugby, Netball and Hockey. Fitness training is carried out by all pupils in Year 10.

Pupils will be expected to provide the correct P.E. uniform for participation in these activities.

CITIZENSHIP PROGRAMME

Each and every day of our lives we make choices. These choices are influenced by many factors including our personal relationships with other people.

The aim of this non-examination course is to develop the skills required to make reasoned decisions in relation to one's own personal welfare and the welfare of others.

Pupils will be involved in issues relating to Citizenship, Careers and Work Experience. We assist the pupils by giving them quality time and the production and improvement of work relating to their examination subjects, and develop an awareness of their abilities, interests and values through the preparation of their Record of Achievement. They will be given knowledge of the courses available to them at both further and higher education and an appreciation of the requirements of the occupations to which they are attracted. They will be offered work experience which will give direct experience of the world of work.

OPTIONAL SUBJECTS

ART AND DESIGN

Art and Design is successfully taught through to GCSE level by building onto and extending the range of experiences touched upon in lower school. During Year 10 students follow a broader course, using a variety of both media and approaches to learning including the use of ICT. By the start of Year 11, when students choose starting points from previous examination papers, they will be able to pursue increasingly personal areas of interest and specialise in the media in they feel most confident.

The course is examined through an exhibition of work at the end of Year 11. This will have a maximum of 3 major projects (60%) and an examination produced from February to April of the final year (40%).

Art (Unendorsed)

Year 10 Abstract Assignment

This project is an opportunity to revisit and enhance skills, introduce new ways of working and ensure a successful start to the course. Students produce initial observational drawings on the theme of Natural Forms and then explore both the images and potential of a variety of media including types of paint, pastel, print, collage, ink, clay and digital medium. Emphasis is placed on development of an understanding of the basic elements of art in line, tone, colour, pattern, texture and composition.

Year 10 Personal Assignment

This work seeks to emphasise an increasingly personal response to a starting point and provide opportunities for reflection and development of ideas. Students are guided and encouraged to use their own experiences, beliefs and observations on life to produce artwork of an increasingly individual nature. The refined traditional skills developed in the previous assignment are supplemented with a greater use of ICT.

Year 11 Mock Assignment

For their final piece of coursework students choose a starting point from the previous years' GCSE examination paper. This will provide them with greater choice, independence and the experience of tackling a timed set of work. After an initial preparation period students are given a total of 10 hours to complete the work and this result also acts as the mock examination for reporting purposes.

Year 11 Terminal Examination

At the beginning of February students are given an examination paper that provides 7 starting points for pieces of work. It will be very similar to that already used by them for the final assignment. After preparing for 4 school weeks they have a total of 10 hours in which to complete their work which is then exhibited alongside all coursework at the start of May.

Art (BTEC)

The BTEC First Certificate in Art and Design is a challenging and exciting course that is new for 2009. The Art and Design programme of 180 hours gives the opportunity to motivate learners and encourage widening participation in education and training courses. The course is designed for you to study other GCSE qualifications along side. The achievement of the BTEC First Certificate is the equivalent of 2 GCSE grades A*-C.

You will study 3 Units of work across the range of skills:

- Drawing
- Photography
- Print-making
- Digital media including drawing software
- Digital 3D techniques
- 3D (ceramics, glass, wire work etc)
- Textiles
- Art History
- Professional Practice (studio practice and health and safety)

You will make sketchbooks and an end of year exhibition of all your work. The course is designed to give you knowledge, understanding and competency needed when considering entering employment in the Art and Design sector. Preparation for specific jobs in Art for example Graphic Design, Jewellery design and making and Fine art and fashion design Textiles.

You will go on trips and visits to enhance and support your studies. Recent Art trips have included The National Gallery and Tate Britain in London. Future trips will include Manchester, Liverpool galleries and exhibitions. You will also have the opportunity to work with specialist staff and Artists, Designers and Craftspeople from outside of school on each of the units of work.

ICT OCR Nationals level 2

Over view

This course has been developed to recognise learners' skills, knowledge and understanding of Information and Communication Technology functions, environments and operations.

We will offer this subject as a double and a single option

Single option: OCR Level 2 National Award in ICT

Can be equivalent to two GCSE grades A* -C

Double option: OCR Level 2 National Certificate in ICT

Can be equivalent to four GCSE grade A* - C

The students carry out a range of tasks that have been designed to recognise their achievements in a modern, practical way that is relevant to the workplace.

Unit 1 - ICT skills for business and Unit 21 - Creating computer graphics should have been completed by all current year 9 students. Both these units together are equivalent 1 GCSE.

In year 10 and 11 the students will continue their studies through either website design or multimedia. (Double option will do both)

Website design includes:

- Unit 2 Webpage creation
- Unit 20 Creating animation for the WWW using ICT

Multimedia includes:

- Unit 3 Digital imaging - plan and produce computer graphics
- Unit 4 Design and produce multimedia products
- Unit 22 Creating sound using ICT
- Unit 23 Creating video

Specification aims

These qualifications specifically aim to:

- Develop learner's knowledge and understanding of the Information and Communication Technology sector
- Develop learner's skills, knowledge and understanding in contexts that are directly relevant to employment situations, thereby enhancing their employability within the Information and Communication Technology sector
- Develop learner's ability to work autonomously and effectively in an Information and Communication Technology context
- Enable learners to develop knowledge and understanding in specialist areas of Information and Communication Technology, and demonstrate the skills needed to participate in the operation and development of ICT specific or ICT non-specific business organisations
- Encourage progression by assisting in the development of skills, knowledge and understanding that learners will need to access further or higher education programs or occupational training on a full-time or part-time basis
- Encourage progression by assisting in the development of skills, knowledge and understanding that learners will need to enter employment or enhance their current employment status
- Promote interaction between employers, centres and learners by relating teaching and assessment to real organisations.

How will this qualification be assessed?

All units are centre-assessed and externally moderated by OCR. There are **no timetabled exams** for this qualification.

How is the qualification graded?

The full award and units from this qualification are graded as Pass, Merit or Distinction

Business OCR Nationals level 2

Overview

This course has also been developed to recognise learners skills, knowledge and understanding of business functions, environments and operations.

The learners carry out a range of tasks that have been designed to recognise their achievements in a modern, practical way that is relevant to the workplace.

Single option :OCR Level 2 National Award in Business

Equivalent to two GCSE grades A* -C

List of Unit Titles available

Mandatory

- Unit 1 Investigating business
- Unit 4 Communication in business

Optional (You will choose one of the following units to complete your award)

- Unit 2 Enterprise and operations
- Unit 3 Finance in business
- Unit 5 Working with people in business
- Unit 6 Managing money
- Unit 7 Promotion in business
- Unit 8 Business and enterprise in Europe
- Unit 9 E-business
- Unit 10 Office administration
- Unit 11 Keeping customers happy
- Unit 12 Career planning for business
- Unit 13 Work experience in business

Specification aims

These qualifications specifically aim to:

- Develop learner's knowledge and understanding of the business sector.
- Develop learner's skills, knowledge and understanding in contexts that are directly relevant to employment situations, thereby enhancing their employability within the business sector.
- Develop learner's ability to work autonomously and effectively in a business context.

- Enable learners to develop knowledge and understanding in specialist areas of business, and demonstrate the skills needed to participate in the operation and development of real business organisations.
- Encourage progression by assisting in the development of skills, knowledge and understanding that learners will need to access further programs or occupational training on a full-time or part-time basis.
- Encourage progression by assisting in the development of skills, knowledge and understanding that learners will need to enter employment or enhance their current employment status.
- Promote interaction between employers, centres and learners by relating teaching and assessment to real organisations.

How will this qualification be assessed?

All units are centre-assessed and externally moderated by OCR. There are **no timetabled exams for this qualification.**

How is the qualification graded?

The full award and units from this qualification are graded as Pass, Merit or Distinction.

GCSE HEALTH & SOCIAL CARE DOUBLE AWARD

Are you interested by these issues and would like to know more about them ?

Adolescence, Alcohol, Blood Pressure, Playgroups, Disabled People, Discrimination, Elderly People, Environmental Pollution, Family Fitness, Friendships, Foster Care, Homelessness, Hospitals, Hygiene, Housing, Mental Health, Personal Relationships, Physiotherapy, Poverty, Religion, Sexual Orientation, Smoking, Speech Therapy, Unemployment.

This course helps you to understand current issues involved in health and well being and how they affect ordinary people. It will suit candidates who have a strong interest and potential future in health care professions, teaching and related higher education courses.

You will be offered a challenging programme of learning which will equip you with a range of intellectual, personal and social skills that are greatly valued by employers and colleges.

Entry Requirements

- Have a minimum of 5 A* - C GCSE grade profile
- Capacity for independent study
- Strong interest in this area
- Mature attitude to study
- Academic and personal reference from school

Structure

The course will be run on 2 days per week **at Holy Cross College**

What will I be studying ?

Year 1

Unit 2 Promoting Health and Well-Being

This is a coursework unit.

It covers these areas :

- Understanding health and well-being; definitions and differences
- Factors positively influencing health and well-being e.g. Diet, exercise, relationships
- Risks to health and well-being e.g. Substance abuse, unbalanced diet, stress
- Indicators of physical health : blood pressure, pulse, body mass index
- Health promotion and improvement methods: assessment, setting targets, motivation.

Unit 3 Understanding Personal Development and Relationships

This is an Exam unit.

It covers these areas :

- Human growth and development; from infancy to later adulthood
- Factors that affect growth and development: eg. Genetic, families, income
- Effects of relationships on personal developments : family, friends, sexual, work colleagues
- Self-concept : age, appearance, gender, culture
- Effects of life events: relationship changes, puberty, moving house, retirement.

Year 2

Unit 1 Health, Social care and early years provision

This is a coursework unit.

It covers these areas :

- Care needs of client groups: babies and children, adolescents, adults, older people, disabled people.
- Types of care services: health, social and early years
- Ways of obtaining care services: referral systems, barriers
- Main jobs in health and social care
- Values of care work: anti-discriminatory practice, confidentiality, protection from abuse, effective communication.

DESIGN & TECHNOLOGY - ELECTRONIC PRODUCTS

DT Electronic Products is a practical, problem solving activity in which pupils design and make products, which can be tested to see how well they perform. Students are encouraged to make decisions, to communicate ideas using suitable graphical means, and to apply scientific, mathematical, aesthetic and economic principles to their designing and making activities. ICT forms an integral part of the course.

The course involves students in a variety of "real" design and making activities using a wide range electronic components and systems. Students will encounter a wide range of industrial techniques including prototyping, breadboarding, circuit design, computer aided design (CAD) of printed circuit boards (PCBs), computer simulation, vacuum forming plastic sheet materials and computer aided making (CAM). Throughout the course students are encouraged to produce work combining a high level of designing and making skills.

The course leads to a full GCSE certificate in DT Electronic Products. Examination takes the form of a single coursework project (design folder plus practical product), which is worth 60% of the marks, together with a written examination paper, which is worth 40% of the marks. This makes the course ideally suited to students who respond well to teacher guidance in controlled learning environments - a good piece of coursework (design folder plus practical product) virtually guarantees a C grade at GCSE.

For the Future

This subject can lead to further courses of study, e.g., "A" level, BTEC, GNVQ and City & Guilds. Students who show real ability in the subject can follow degree courses leading to careers in designing, manufacturing and communications industries or any industry making use of electronic control technology. It can also lead to good and extensive career opportunities in and related to: -

- Electrician
- Telecoms engineer
- Mobile telephone network engineer
- Automotive electronics engineer
- Retail Industry
- Technical sales
- Teaching
- Advertising
- Marketing

DESIGN & TECHNOLOGY - FOOD TECHNOLOGY

Design & Technology Food Technology is a practical, problem solving activity in which pupils design and make products which can be tested to see how well they perform. The Food Industry is rapidly expanding and this course has developed to include industrial practices as well as the traditional needs. Much of the course is practical work, particularly in Year 10 and pupils are encouraged to be creative and apply their knowledge. Students are encouraged to use IT to enhance their work.

There is investigative work, which includes recipe development, working with ingredients, and their combinations, properties and uses and students are encouraged to use practical time to develop their skills.

The course leads to a full G.C.S.E. certificate in Design & Technology - Food Technology. Examination takes the form of a single coursework project, which is 60% of the examination marks (and includes a good deal of practical work), together with a written paper, which is 40% of the marks.

For the Future

This subject can lead to further courses of study, e.g., "A" level, BTEC, GNVQ and City & Guilds. It can also lead to good and extensive career opportunities in and related to:-

- The Food Industry
- Hotel Management
- Chef
- Commercial Nutritionist
- Food Technologist
- Dietetics
- Food Demonstrator
- Teaching
- Media Work
- Catering
- Occupational Therapist

DESIGN & TECHNOLOGY-RESISTANT MATERIALS TECHNOLOGY

Design & Technology Resistant Materials Technology is a practical, problem solving activity in which pupils design and make products, which can be tested to see how well they perform. Pupils are encouraged to make decisions, to communicate ideas using suitable graphical means, and to apply scientific, mathematical, aesthetic and economic principles to their designing and making activities. ICT forms an integral part of the course.

The course involves students in a variety of "real" designing and making activities using a wide range of constructional materials and related techniques. Pupils will encounter a wide range of industrial hand and machine techniques for cutting, forming and joining woods, metals and plastics. These will include prototyping, using the lathe and milling machine to produce complex shapes in metals and plastics, vacuum forming plastic sheet materials, using industrial routing techniques to simplify production and computer simulation. They will learn how smart materials together with CAD/CAM (computer aided design/computer aided manufacture) have revolutionized industrial design and production techniques. Throughout the course pupils are encouraged to produce work combining a high level of designing and making skills.

The course leads to a full G.C.S.E. certificate in DT Resistant Materials Technology. Examination takes the form of a single coursework project

(design folder plus practical product), which is worth 60% of the marks, together with a written examination paper, which is worth 40% of the marks. This makes the course ideally suited to students who respond well to teacher guidance in controlled learning environments - a good piece of coursework (design folder plus practical product) virtually guarantees a C grade at GCSE.

For the Future

This subject can lead to further courses of study, e.g., "A" level, BTEC, GNVQ and City & Guilds. Students who show real ability in the subject can follow degree courses leading to careers in designing, manufacturing and communications industries or any industry making use of Computer Aided Design and Manufacture (CAD/CAM). It can also lead to good and extensive career opportunities in and related to: -

- Plumbing
- Joinery
- Car mechanic
- Automotive engineering industry
- Retail Industry/Technical sales
- Advertising/Marketing
- Product design
- Production engineering
- Teaching
- Interior design/Exhibition design/Display

GEOGRAPHY

Since September 2009 we have followed WJEC B Geography course. In this syllabus we study three themes during the two year course:

1. Challenges of living in a built environment - In this theme pupils will look at what life is like in different residential environments around the world, from the favelas of Brazil to the large countryside dwellings of the UK. They will look at how residential environments have changed, for example the regeneration of Manchester. Finally pupils will look at the interaction between rural and urban areas.
2. People & the natural world interactions - This theme covers weather and climate, ecosystems, rivers and coasts. It is the only physical Geography theme on the syllabus but it encompasses a

great deal of material. Pupils will learn about the impacts weather and climate and ecosystems have on people and, in return, how people manage these influences. They will learn about river and coastal landforms, and the advantages and disadvantages these bring to people.

3. People, work & development - Within the final theme pupils learn about why countries around the world are at different stages of development, the employment structures of different countries and world interdependence. They also learn about trade and aid and the impact of economic activities on people and the environment. Multinational companies and globalization are also a key part of this theme.

25% of the final marks are given for two controlled assessments. The first piece is an issue based study and titles are set by the exam board annually. This is worth 10% of the overall mark. The second is a geographical enquiry, which constitutes 15% of the final mark. These tasks are also set by the exam board and require fieldwork to be undertaken by the pupils. Field trip destinations in the past have included Malham, Salford Quays and shopping areas in Bury.

The course has several advantages over other *G.C.S.E. Geography* courses including :

- themes chosen to be relevant to young people;
- the case studies are up to date and contemporary , so young people learn about the fast changing world around them;
- a syllabus not overloaded with content, giving time for a variety of activities and for revision;
- a choice of questions in the final examination;

Geography is useful in many ways as a preparation for the world of work or further education or simply as an enjoyable, interesting, subject. It is widely accepted as a good balancing subject which helps you to :

- (a) Talk with interest about a variety of topics
- (b) Understand the major problems and issues in the world

- (c) Have some understanding of people
- (d) Acquire a variety of useful job skills

Many pupils use their school Geography as a way of showing their general ability. In this way, it is a good general qualification and can lead to employment in most types of job, and can help you qualify for entrance to many further courses at college or university. Statistics show that people who have studied Geography are among the most employable.

HISTORY

G.C.S.E. History at St. Monica's is a natural progression from lower school work. Any pupil who has enjoyed History at Key Stage 3 will find this course interesting. The course has been greatly reduced in recent years. This means we are now able to study a smaller number of topics in detail.

We offer a course in Modern World History. It is relevant to a wide range of careers including medicine, law and all types of clerical work. The course helps pupils to understand the world in which we live, and to become informed citizens.

Our experience suggests that pupils who succeed in History in lower school are capable of making a success of the subject at G.C.S.E. level. This is partly because lower school work provides such a good foundation for the demands of the examination.

As all pupils at St. Monica's will know, History is not about memorising facts. It is concerned with understanding the actions of people in the past, studying sources, organising evidence and explaining causes and effects. These skills are of great relevance to numerous aspects of life in modern society and have both specific and general career relevance.

The course is in three elements :

- (a) a study of the causes and main events of wars during the 20th Century, e.g. World War II. This section of the course is tested by an evidence-based paper which carries 37.5% of the marks. This exam will be June 2010 (at the end of year 10).
- (b) a study of the U.S.A. and Germany during the 1920's and 1930's. This is tested by a paper which involves pupils answering a number

of short questions and producing two pieces of extended writing.. This paper carries 37.5% of the marks. This exam will be June 2011 (at the end of year 11).

- (c) Coursework has now been replaced by a controlled assignment which will be completed in class. Pupils are required to submit only one piece of work based on "The British People in War". This element carries 25% of the marks.

Career routes : Law, Journalism/Media, Travel/Tourism, Office work.

MEDIA STUDIES

This is a largely practical course in the processes, techniques and technologies of the Mass Media.

It begins with a study of the ways in which the Media use language, sound and images to entertain, influence and persuade the public.

Six study areas are specified :

1. Media Language
2. Media Audiences
3. Genre: what this means and its implication for the Media industries.
4. Ownership and control of the Media
5. How Media texts are produced.
6. Representation: what this means and its implications for media audiences.

The following industries will be studied :

- | | |
|------------------------|---------------------------------|
| 1. Film | 2. Television |
| 3. Radio | 4. Newspapers |
| 5. Popular Music/Video | 6. Magazines/comic publications |

Almost 50% of the course will consist of practical work in the production of Media "texts" (i.e., film making, television programme production, broadcasting techniques, etc.) leading to the final production of a film, magazine, video newspaper or radio programme.

There will be a formal examination at the end of the course, which carries 50% of the total marks.

MUSIC

The Edexcel GCSE Music course is designed to give students an understanding of music through Performing, Composing, and Listening and Appraising.

The course is open to anyone going into Year 10 and will be useful for anyone who enjoys performing, on their own or with others. Those who enjoy writing music will have lots of opportunities to write in any style they wish.

There are many opportunities for employment in the ever-growing music industry and an award in this subject may open many doors. Opportunities include performing and arranging, studio work at all levels, music production for television and films, retail opportunities of musical items including CDs and newer forms of music storage, internet opportunities and the distribution of music in a variety of formats. Work-related learning is apparent many times within the course.

The Edexcel GCSE in music comprises of three units

Unit 1: Performing Music.

This is internally assessed. Pupils must perform one solo and one ensemble performance. The performance can take place on any instrument and can be sequenced. Even performances on DJ Decks/turntables can be used.

Unit 2: Composing Music

You will need to create

- two compositions, or
- two arrangements, or
- one composition and one arrangement.

These need to be recorded for assessment and moderation and a score or detailed annotation created for each.

Unit 3: Listening and Appraising

This is externally assessed.

There is a one and a half hour written paper with questions relating to the 4 areas of study:

Area of study 1- Western Classical Music

Area of study 2- Music in the 20th Century

Area of study 3- Pop Music in context
Area of study 4- World Music.

There will be 3 set works to study in each of the above areas.

The use of music technology is encouraged throughout the course. Pupils will have the opportunity to work with electronic keyboards and MIDI-equipped computers. Print Music software is available to assist with composition and printing music.

To be successful at GCSE Music, students should be able to sing or play an instrument with confidence, as much of the work is of a practical nature.

PHYSICAL EDUCATION (DOUBLE AWARD BTEC First Diploma in Sport)

Students must select P.E. in blocks 1 and 4

Pupils opting for double PE will experience the following course:-

(a) BTEC Diploma - Equivalent of four GCSEs where candidates will be required to complete six units of work over the two years.

There is no formal examination with the BTEC course. Pupils will be awarded a Pass, Merit or Distinction for each completed unit. The choices of units are as follows:-

- Body in Sport
- Health, Safety and Injury in Sport
- Practical Sport
- Skills and Tactics in Sport
- Fitness for Sports Performance
- Planning and Leading Sports Activities
- Preparation for Sport
- The Sports Industry
- Work Placement in Sport

The BTEC course will suit pupils who are keen on sport, though not just those who excel at it. Pupils opting for this subject will receive six PE lessons per week split equally between practical sessions and theoretical lessons so a fundament interest is a necessity.

There is no examination in the vocational BTEC. Pupils will complete six pieces of coursework over the two years. One assignment will include a work placement within a sector of the sport and leisure industry.

The BTEC Diploma is equivalent to 4 GCSE passes at GCSE level, for example pupils who gain Distinctions in all six of their assignments receive four A* grades at GCSE.

After completing the BTEC Sport First Diploma pupils can undertake full time sport courses at either Bury College or Hopwood Hall or begin careers in sport or related industries where similar practical skills are required.

PHYSICAL EDUCATION (G.C.S.E. Course)

The G.C.S.E. course will give a useful qualification for pupils hoping to study more advanced courses in P.E. and Sport, which are now available at Sixth Form Colleges. Such courses might lead ultimately to vocational opportunities in teaching, leisure management and active careers, e.g., in the armed forces or the police.

The course is split between the practical and theory elements:

In the practical section pupils' performance/knowledge of rules will be assessed in four activities, selected from a list including Soccer, Netball, Fitness, Basketball, Swimming, Athletics, Trampoline, Hockey, Rounders and Badminton, depending on staffing arrangements. As well as having to perform to a good standard in four activities, pupils must also be able to observe a performance and analyse strengths and weaknesses.

In the theory section these are the main areas of study:

1. The effects of training and exercise on the individual.
2. Factors affecting participation in physical activity: including different kinds of fitness and fitness training.
3. Safety Aspects of Physical Activity: prevention of injury and recognition of the basic signs and symptoms of some sports injuries.
4. Anatomy and Physiology: a study of the main systems of the body.

Assessment is by:

- (a) performance in 4 practical components - 50%

- (b) end of course 1 $\frac{3}{4}$ hour written examination - 40%
- (c) analysis or individual performance - 10%

Career Opportunities BTEC Sport and GCSE PE related: PE Teaching, Physiotherapy, Sports Development, Armed and Emergency Services, Health and Fitness Coordinator, Fitness Trainer, coaching organizations, sports medicine, recreation management, Leisure and Tourism.

GCSE PERFORMING ARTS - Double Award

Students should select Performing Arts in blocks 1 and 2.

This course will offer students the opportunity to take practical performance, design and marketing skills to public performance in a work-related context.

They will choose two disciplines from a range of options including acting, dance, music, technical and design areas, stage and front of house management.

Students will be responsible for planning and organizing every aspect of performance.

Assessment

75% Portfolio of Evidence

Their work will be assessed through the submission of a portfolio of evidence of the tasks they have performed and completed in the course of planning and presenting performances. This will include plans, designs, video recordings and photographic evidence of production and performance skills and responsibilities.

25% Showcase Performance

This will be assessed by a visiting examiner who will moderate a sample of live performances from briefs set by the exam board.

The course will lead to a double grade award at GCSE.

NOTES ON HOW TO FILL IN THE OPTION GRID

On the separate option grid you will find the choices for 2010 - 2012 drawn up onto four separate blocks; you will notice that some subjects appear in more than one block. Every pupil in the present Year 9 must choose one subject only from each block, that is, four subjects altogether, and write that choice in the space below each block.

All pupils must choose at least one Modern Foreign Language subject (marked #).

Should your son or daughter opt for the ICT (OCR National Certificate Level 2 - Double Award)

Or Performing Arts, the subject must be chosen in BOTH option block 1 and option block 2.

Should your son or daughter opt for the P.E. Double Award BTEC course, the subject must be chosen in BOTH option block 1 and option block 4.

Should your son or daughter opt for the Health and Social Care course, the subject must be chosen in BOTH option block 3 and option block 4.

Should your son or daughter opt for the Art (BTEC) course, the subject must be chosen in BOTH option block 3 and option block 4.

Should your son or daughter opt for Additional Science, only option block 4 is taken up.

It is not possible for us to guarantee that a pupil will be able to take all subjects chosen because there are restrictions on the size of groups as well as their number, and some may be over-subscribed. For these reasons, your son or daughter is also asked to keep some alternatives in mind.

There are two copies of the option slip, one for you to keep as a record, the other to be returned to your child's form teacher by Monday 8th March.

Compulsory subjects - Religious Education ; English; Mathematics; Science; Physical Education; a Modern Foreign Language (Chosen from the blocks); Citizenship

CHOICES - One from each of the following blocks:

BLOCK 1	BLOCK 2	BLOCK 3	BLOCK 4
P.E. French # Spanish # ICT (OCR Nat. Award) Website Design ICT (OCR National Award) Multimedia Geography	D.T.: Electronics Geography History Music Business (OCR National Award)	French # Spanish # Italian # Media Studies Art (General) Geography	Additional Science D.T.: Food Technology Art (General) ICT (OCR Nat. Award) Website Design ICT (OCR National Award) Multimedia P.E. History
ICT (OCR National Certificate) Performing Arts:Double Award		D.T.:Resistant Materials Technology Health and Social Care Art (BTEC)	

Choices

BLOCK 1	BLOCK 2	BLOCK 3	BLOCK 4
P.E. French # Spanish # ICT (OCR Nat. Award) Website Design ICT (OCR National Award) Multimedia Geography	D.T.: Electronics Geography History Music Business (OCR National Award)	French # Spanish # Italian # Media Studies Art (General) Geography	Additional Science D.T.: Food Technology Art (General) ICT (OCR Nat. Award) Website Design ICT (OCR National Award) Multimedia P.E. History
ICT (OCR National Certificate) Performing Arts:Double Award			

Choices

Name	Form	Parents signature
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