



Curriculum Information 2019-2020

**St Mary's School and College
KS4 and KS5 Curriculum**

This booklet is designed to provide you with information about the core curriculum (the subjects pupils have to take) and the optional subjects we offer at St Mary’s School. Your child will be supported through this process by a sequence of events that are designed to help them make the best possible decisions for them as an individual.

The Curriculum

The Core Curriculum
English Maths Science (KS4) Computing – Functional Skills (KS4) RE Physical Education PSHE Food – Hospitality BTEC
The Optional Curriculum
One from either: : BTEC Land Based Studies; or BTEC IT Users (ITQ); or BTEC Art

Levels of study

All qualifications are measured in levels; for example, a GCSE is worth one qualification at level 2 (grade 9-4) or level 1 (grade 3-1). Some pupils are not ready to take qualifications at level 1 and will therefore take qualifications at Entry Level 1-3.

All GCSE programmes are taught over 2 years in most cases starting in Year 10 and taking the exam in Year 11. Where learners need to improve their grades as part of their career plan, it is possible to try and improve grades in years 12-14.

Entry level qualifications can help you build skills, increase your knowledge and boost your confidence. You can take Entry level qualifications at three different levels: Entry 1; Entry 2; Entry 3. They develop basic knowledge, skills and understanding and help you build experience and prepare you for further learning and work. Many learners will be able to progress from Entry level 3 to GCSEs but we take many factors into account before committing a learner to a GCSE programme.

ENGLISH (2 GCSE qualifications)

Qualification: GCSE 9-1 Level: 1 and 2

The English GCSE course aims to inspire, motivate and challenge pupils. Pupils may be entered for an English Language GCSE and potentially an English Literature GCSE.

English Language: Eduqas 8700 Assessment:

Paper 1: Explorations in Creative Reading and Writing Section A: Reading – 40 marks <ul style="list-style-type: none"> • One literature fiction text Section B: Writing – 40 marks <ul style="list-style-type: none"> • Narrative writing 	Written paper – <ul style="list-style-type: none"> • 1 hour 45 minutes • 80 marks • 50% of GCSE
Paper 2: Writers Viewpoints and Perspectives Section A: Reading – 40 marks <ul style="list-style-type: none"> • One non-fiction text and one literary non-fiction text Section B: Writing – 40 marks <ul style="list-style-type: none"> • Writing to present a viewpoint • Writing to argue and persuade 	Written paper – <ul style="list-style-type: none"> • 1 hour 45 minutes • 80 marks • 50% of GCSE
Non Examination Assessment Spoken Language	Teacher assessed 0% of GCSE

English Literature AQA: 8702 Assessment

Paper 1: Shakespeare and the 19 th Century Novel Section A: Shakespeare Section B: The 19 th Century Novel	Written exam – <ul style="list-style-type: none"> • 1 hour 45 minutes • 64 marks • 40% of GCSE
Paper 2: Modern Texts and Poetry Section A: Modern Texts Section B: Poetry Section C: Unseen Poetry	Written exam 2 hours 15 minutes 96 marks 60% of GCSE

ENGLISH

Exam Board: Edexcel Qualification: Entry Level Functional Skills

Functional Skills English qualifications are designed to give learners the skills to operate confidently, effectively and independently in education, work and everyday life. They have been created in response to employers' perceptions that many learners are not achieving a sufficiently firm grounding in the basics.

The aims of these qualifications are to develop learner understanding and skills in:

- Speaking, Listening and Communication – participate in discussions
- Reading – read and understand short, simple texts
- Writing – Write short text with awareness of the intended audience

Assessment

Controlled Assessment Task	Weighting	Level	Marks	Duration
Speaking and Listening	33.3%	E1	-	-
Reading	33.3%	E1	16	45 minutes
Writing	33.3%	E1	12	45 minutes

Controlled Assessment Task	Weighting	Level	Marks	Duration
Speaking and Listening	33.3%	E2	-	-
Reading	33.3%	E2	20	45 minutes
Writing	33.3%	E2	20	45 minutes

Controlled Assessment Task	Weighting	Level	Marks	Duration
Speaking and Listening	33.3%	E3	-	-
Reading	33.3%	E3	20	45 minutes
Writing	33.3%	E3	20	45 minutes

Note: functional skills English is being modernised and during 2019-20 will transition to a slightly different format.

MATHEMATICS

Exam Board: Edexcel Qualification: GCSE 9-1 Level: 1 and 2

This specification helps pupils to develop confidence in, and a positive attitude towards, mathematics and to recognise the importance of mathematics in their own lives and to society.

Overview of content:

- | | |
|---|--------------------------|
| 1. Number | 4. Geometry and Measures |
| 2. Algebra | 5. Probability |
| 3. Ration, proportion and rates of change | 6. Statistics |

Assessment

1MA1/1F Mathematics paper 1 (Foundation)	Written paper Calculator not permitted 80 marks 33.3% of qualification 1 hour 30 minutes
1MA1/2F Mathematics paper 2 (Foundation)	Written paper Calculator permitted 80 marks 33.3% of qualification
1MA1/3F Mathematics paper 3 (Foundation)	Written paper Calculator permitted 80 marks 33.3% of qualification

MATHEMATICS

Exam Board: Edexcel Qualification: Functional Skills

Functional Skills Mathematics qualifications are designed to give learners the skills to operate confidently, effectively and independently in education, work and everyday life. They have been created in response to employers' perceptions that many learners are not achieving a sufficiently firm grounding in the basics.

The aims of these qualifications are to develop learner understanding and skills in:

- Representing – selecting the mathematics and information to model a situation.
- Analysing – processing and using mathematics.
- Interpreting – interpreting and communication the results of the analysis

Controlled Assessment Task	Written paper Calculators allowed 100% of qualification	Level	Marks	Duration
		E1	16	1 hour
		E2	18	1 hour
		E3	20	1 1/2 hours

Note: functional skills Maths is being modernised and during 2019-20 will transition to a slightly different format.

SCIENCE

Exam Board: AQA Qualification: Entry Level 5960

This qualification is designed to be taught alongside science GCSE and includes very similar topics covered in less depth. It facilitates students moving onto further study if they are excited about scientific study.

Two Entry Level Certificate Science qualifications are available:

- Entry Level Certificate (Single Award)
- Entry Level Certificate (Double Award)

Subject content: The specification comprises six components. Each component has two assessments: one externally set and one internally set. The six components meet the Programme of Study Key Stage 4 requirements.

Component 1: Biology: The Human Body

Component 2: Biology: Environment, evolution and inheritance

Component 3: Chemistry: Elements, mixtures and compounds

Component 4: Chemistry: Chemistry in our world

Component 5: Physics: Energy, forces and the structure of matter

Component 6: Physics: Electricity, magnetism and waves

Assessments

There are two different types of assessment:

1. Externally set assignments (ESAs) consist of a short written test
2. Teacher devised assignments (TDAs) consist of a short piece of practical work.

PSHE (inc RSE)

At St Mary's School the curriculum allows for the teaching of both Relationships and Sex Education as well as Personal, Social, Health and Education. Pupils will cover a variety of topics: safety in forming and maintaining relationships; the characteristics of healthy relationships and how relationships may affect mental and physical health. There is also a focus on healthy bodies and lifestyles, including keeping safe, puberty, drugs and alcohol education,

healthy minds, including emotional wellbeing, resilience, economic wellbeing and financial capability. St Mary's School aims to better prepare our pupils for life beyond school and to improve individual life chances.

Religious Education (KS4)

RE has a vital role to play in helping the students at St Mary's develop an understanding and acceptance of other cultures and beliefs. Our aim is to provide students from KS2-KS4 with a thorough overview of the six main world religions, comparing and contrasting aspects of each, such as place of worship, Gods and Prophets and religious symbols. With a clear idea of the differences and similarities between religions we hope that the students will develop a greater sense of respect and tolerance for those with different beliefs.

PE and swimming

Physical Education should provide the opportunity for learners to get involved in a range of activities which develop personal fitness and promote an active healthy lifestyle. St Mary's offers all learners one PE lesson a week with a different theme each term (Invasion games, Outdoor Adventurous activities, Fitness/dance and Athletics).

In addition, all learners receive a one-hour swimming lesson weekly which develops a range of skills across the year including strokes, personal water safety techniques.

All lessons are supported by a team of staff who understand the physical needs of the learners with input from Occupational Therapists and Physiotherapists.

Computing

Exam Board: Edexcel Qualification Entry level 1-3

Functional Skills Information and Communication Technology (ICT) qualifications are designed to give learners the skills to operate confidently, effectively and independently in education, work and everyday life. They have been created in response to employers' feedback regarding the skills needed to work effectively in the workplace. Students learn to navigate around a computer, save and retrieve files, send emails, create documents and perform calculations using spreadsheets.

BTEC IT Users (ITQ)

Exam Board: Pearson Qualification: Entry Level to Level 1/2

This qualification offers a wide range of units which are tailored to student's needs and interests and contribute towards a qualification that will demonstrate an ability to operate effectively in office and other environments using common hardware and software.

BTEC Hospitality

Exam Board: Excel Qualification: Entry level award to Level 1 Certificate

This is a very practical qualification which explores the hospitality industry and the nature of the work within it. Pupils learn how to prepare themselves and the environment for cooking, prepare suitable dishes safely, serve customers in different environments and clean down. They develop knowledge and skills in a variety of roles, including front of house and other service related roles. The course has a very positive impact on communication skills.

BTEC Art

Exam Board: Person Qualification: Entry level award to Level 1

Entry 3, Level 1 Award and Level 1 Certificate courses will be offered. Students will study two projects across two Units focusing on Art and Design, painting and Mixed media.

Entry 3 Unit - pupils will explore 2D and 3D.

Level 1 Unit - pupils will explore Mixed Media

Level 1 Certificate - pupils will explore Painting and Surface Relief

BTEC Land Based Studies

Exam Board: Person Qualification: Entry level award to Level 1

Entry 3 - Care of Farm Animals (6 credits)

Entry 3 - Developing Practical Skills for Maintaining Plants (3 Credits) and Horticulture: Plant Flower Bulbs for Naturalisation or Bedding (3 Credits)

Level 1 - Land-based studies: Farm Animal Health (4 credits); Health and Safety on a Farm (4 credits).

Level 1 - Land based studies certificate: Farm Animal Health (4 credits); Health and Safety on a Farm (4 credits); Assist with the Care of Animals (2 credits); Assist with the Movement of Animals (2 credits); Assist with Preparing and maintaining Livestock accommodation (2 credits).

Vocational Studies

Exam Board: AQA Qualification: Entry level

The vocational centre develops work related skills through realistic settings in order to prepare students for further study in specific careers at college, apprenticeships or work. The college currently offer experiences in a Café, Print shop, Reception area and Car wash. Students work and learn in these environments allowing them to complete units which focus on skills important for employment. Students can achieve these at different levels as described below.

Unit Topic	Pre-Entry Level	Entry Level
Terms 1 & 2 Self-Management and Time-Management	Completing a set of responsibilities (AQA Unit 110681)	Employability Skills: Self- Management (AQA Unit 30330)
Terms 3 & 4 Team working	Communication with others (AQA Unit 93952)	Employability Skills: Team-working (AQA Unit 30334)
Terms 5 & 6 Enterprise	Team work in a mini Enterprise (AQA Unit 108933)	Planning for work: Taking part in a mini Enterprise (AQA Unit 41803)

Unit Topic	Level 1	Level 2	Level 3
Terms 1 & 2 Self-Management and Time-Management	Employability Skills: Self- Management (AQA Unit 30331)	Employability Skills: Self- Management (AQA Unit 30332)	Employability Skills: Self- Management (AQA Unit 30333)
Terms 3 & 4 Team working	Employability Skills: Team-working (AQA Unit 30335)	Future Skills Award: Team work (AQA Unit 72910)	Employability Skills: Team-working (AQA Unit 30337)
Terms 5 & 6 Enterprise	Setting up and running a mini enterprise (AQA Unit 110261)	Setting up and running a mini social enterprise (AQA Unit 74980)	Producing a digital and printed magazine (Unit 2) (AQA Unit 70076)

Transition and Careers

St Mary's uses the Gatsby Benchmarks as a guide to plan our Pathways and Enrichment programme. As part of our commitment to informing our pupils of the full range of learning and training pathways on offer to them that will suit their individual needs. We actively seek further opportunities for training, work experience and vocational opportunities for all of our pupils.

It is our aim at St Mary's to continue to build relationships with local agencies to further improve the opportunities and life chances of our pupils.

Signing

At St Mary's all pupils have speech, language and communication needs, therefore sign language is used in all environments as a key part of our Total Communication approach.

To help understanding of words: most of our pupils have much stronger visual processing skills, thus signing words supports their understanding of spoken language.

To develop vocabulary and concepts: difficulties with auditory processing impacts on pupils' ability to learn and store language. If the sign is consistently used with the spoken word, this will help the pupils to store that word. Therefore, we always speak at the same time as signing.

To support word retrieval (if they have word finding difficulties): or to support them to slow down their rate of speech so that they can organise their language more effectively.

We have developed our own Sign Language Programme to meet the needs of our pupils. Each stage of around 50 words/signs reflects a combination of the most frequently used first words in typical language development, useful words for the St Mary's environment as well as words required to access the curriculum.