

ST MARY'S COLLEGE

SMC form

YEAR 8 OPTIONS 2023

2023-2026
Curriculum
Guide



ST MARY'S
COLLEGE

A young man in a dark blue school sweater is sitting on a green cushioned chair in a library, looking at a book. The background shows bookshelves filled with books. The title 'CONTENTS' is overlaid on the right side of the image in a dark blue box with white text.

CONTENTS

Making the Right Choices	4
Curriculum Overview	6
Curriculum Model	8
Assessment and Accountability	9
Careers Guidance	11
Options Choices	13
Core Subjects	
• English	15
• Mathematics	16
• Science	18
• Religious Studies	20
• Physical Education	21
Options Subjects	
• Art & Design	23
• Computer Science	24
• Design & Technology	25
• Enterprise/Business Studies	26
• Geography	27
• Health and Social Care	28
• History	29
• Hospitality & Catering	30
• MFL French	31
• MFL Spanish	32
• Music	32
• Performing Arts	34
• Physical Education and Sport	36
• Photography	39
Post 16 considerations – 6th Form	41
Disclaimer	42



ST MARY'S
COLLEGE



were once a cloud which
blew the blanket of dark clouds
It could not possibly, I thought
Snap back to reality, I was
and suddenly there they
in the middle of right at
road, and a car came
blinding of the
The mist, the
rainbow, the
clouds.
The background of
my life
NOW
getting

INTRODUCTION AND PROCESS OVERVIEW

MAKING THE RIGHT CHOICES



Helping you make your Choices

Recently, you will have taken part in some decision-making exercises and will have been given information about the subjects available for study as you start to focus your learning in Years 9, 10 and 11. Do not worry if you feel that you cannot take this in all at once, or if there is something you do not understand. There are lots of ways to make sense of it all – by asking your teachers and tutors; by asking Mrs Williams (Head of Year 8), Mrs Rollinson (Assistant Head of Year 8), Mrs McKinlaly or Ms Vulliamy (Learning Mentors) and by reading this booklet as well as talking it over with family and friends.

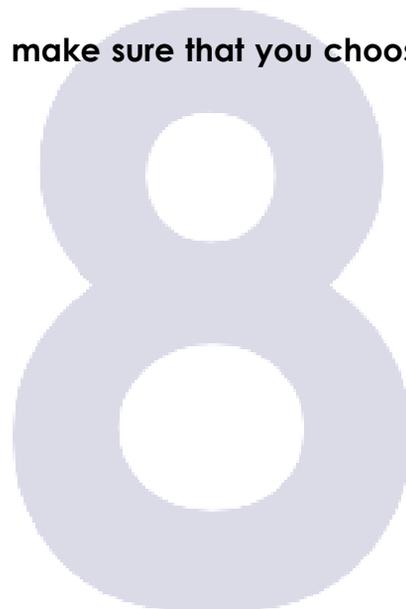
Some of the courses available may be new to you, for example Health & Social Care. These courses can be explained to you in greater depth by the departments who deliver them and the best way to find out more is to read the information in this booklet, watch the informational videos or talk to the teachers of those subjects.

Staff from our Support and English as an Additional Language teams will also be to help with any questions you may have.

If parents/carers have any specific question that they have otherwise not been able to find the answers to and would like a conversation with Mrs Williams or Mrs Rollinson then they should arrange this through the Year 8 office by emailing year8office@SMCHull.org or via telephone.

We can also, through the year office, arrange an appointment for pupils with Mrs Connell our Careers Adviser should they wish.

There is a lot of help and support to help you make sure that you choose wisely. Please use it!



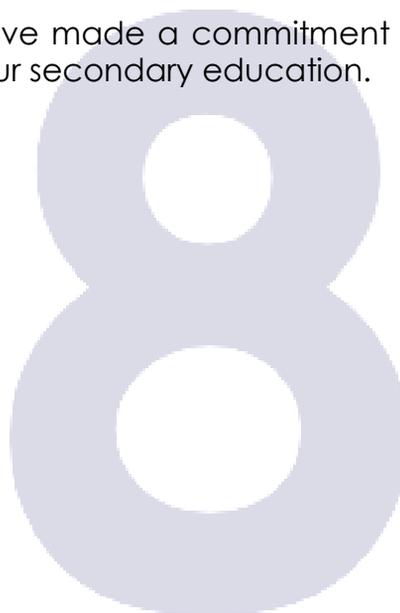
MAKING THE RIGHT CHOICES



Important Points to Note

When selecting your subjects, please bear in mind the following:

- Choose subjects that you like to do or think you would enjoy. These are usually the subjects in which you get the best results.
- There are no easy subjects! You may find them easy because you enjoy them and have a talent in that area but there are no soft options.
- Make sure you are clear about what subject content will be covered on the course and how it will be assessed.
- Do not choose a subject because your friend has done so. Your interests and abilities are not necessarily the same, nor is there any guarantee that you will be placed in the same teaching group.
- Do not choose because of your like or dislike of a particular teacher. Again, there is no certainty as to which teachers you will have in any year group for any subject.
- Discuss your choices with your parents as well as your teachers and if you have any questions/problems, seek advice in school.
- Remember that as you focus your learning, some courses will conclude with examinations at the end of Year 10 whilst others will be at the end of Year 11.
- Once you have chosen a subject, you have made a commitment to follow the course over the remainder of your secondary education.



CURRICULUM OVERVIEW



A Broad and Balanced Curriculum

Whilst reading the booklet, you will need to think carefully about the subjects you would like to study for the next three years, deciding which ones are going to serve you well in the future. It is important to note that at this stage the choices you make are very unlikely to affect your ability to follow any given career path. The curriculum offered by St Mary's College is closely matched to the requirements of central government who state the following:

Every state-funded school must offer a curriculum which is balanced, broadly based and which:

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

With this in mind the government states that the following subjects are compulsory and must be followed by all pupils in KS4 (Years 9-11):

English
Mathematics
Science
Physical Education
Religious Education
Citizenship, relationship and sex education

Other subject areas are not compulsory but must form part of the offer available to pupils in all schools. These include:

- **The Arts** - For example, Music, Art and Design, Drama, Media
- **Design and Technology** - For example, Food, Product Design
- **Humanities** - This comprises of Geography and History
- **Modern Foreign Languages** - For this year group, this will comprise of French and Spanish
- **Computing**
- **Health & Social Care**

ST MARY'S COLLEGE





The English Baccalaureate

This requires students to be awarded GCSEs at grade 5 or better in Mathematics, English (Language or Literature), Science (x2), a Modern Foreign Language and a Humanity (Geography or History).

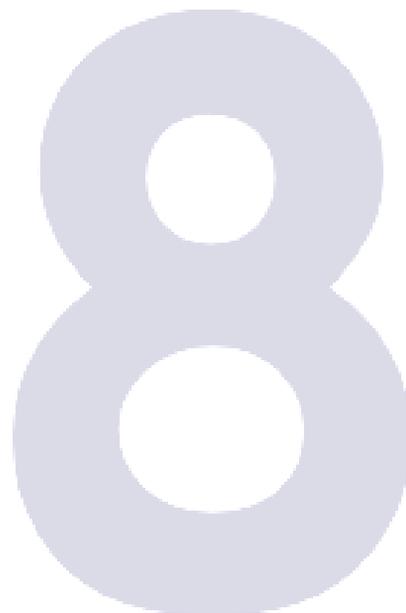
At St Mary's College, we would expect the vast majority of our students to follow an initial pathway that allows them the chance to meet the requirements of this award. This may be reviewed at the end of Year 9 dependent upon progress.

Students should select Geography or History from Subject Choice Box B and French or Spanish from Subject Choice Box C.

PLEASE NOTE - If you have studied French in Years 7 & 8 you should select French. Likewise, please select Spanish if you have studied this language in Years 7 & 8.

Students not choosing Geography or History in Subject Choice Box B or a Modern Foreign Language in Subject Choice Box C will be allocated a place on one of our alternative pathways.

Details of our alternative pathways are available from the relevant teams and staff will write directly to the parents/carers of students for whom such courses would be suitable.



CURRICULUM MODEL



Whilst being designed to ensure that our curriculum is the most broad and balanced curriculum we can offer, its design takes into account the following considerations:

- Sufficient time is allocated to the core subjects of English and Mathematics. Students must study both English Language and English Literature.
- Maintenance of a curriculum offer which allows students the maximum number of subject choices

Pupils will choose one subject from the Humanities Block, one from the Languages Block, one option subject to run in Years 9 & 10 and one to run in Years 10 & 11.

The table below sets out how this will look over the next 3 years.

Subject	Year 9	Year 10	Year 11
English	4	4	4
Mathematics	4	4	4
Science	4	4	5
Religious Education	2.5	2.5	3
Physical Education	2	2	2
Option Block A	3	2	
Option Block B - Humanities	3	3	
Option Block C - Languages	2	2	4
Option Block D		2	3

Citizenship, relationship and sex education will be integrated into lessons from subjects across the school and will also be specifically catered for during collapsed timetable days.



How your child will be assessed

You may be aware that over recent years the headlines by which a school's performance is measured has been extensively reformed. The headline measures which now appear in the National Performance Tables include:

- Progress across 8 subjects
- Attainment across the same 8 subjects
- Percentage of pupils achieving the threshold in English and Mathematics (now a grade 5)
- Percentage of pupils entering the English Baccalaureate
- EBacc average point score (across the 5 subjects)

Changes to the awarding of grades

You may be aware of the Government's decision to replace the traditional system of awarding letters to one with numbers. The table below illustrates how the revised system broadly correlates to the traditional one.

New Grades	9	8	7	6	5	4	3	2	1	U	
Old Grades	A*		A	B		C	D	E	F	G	U

- Broadly the same proportion of students now achieve a grade 4 and above as traditionally achieved a grade C and above
- Broadly the same proportion of students will achieve a grade 7 and above as traditionally achieved an A and above
- The bottom of grade 1 is aligned with the bottom of a previous grade G

Different vocational qualifications vary slightly in their points allocation for different grades achieved. In broad terms a Pass is equivalent to a 4, Merit to a 5.5, Distinction to a 7 and Distinction* to an 8.5.



Technical Awards

For many years, vocational qualifications have helped millions of people develop the skills they need to progress. Following a national review, a complete overhaul of vocational qualifications has taken place. Any qualifications that meet the strict criteria for high quality and rigorously assessed programmes are now known as Technical Awards. These include BTECs, VCerts and any other accredited vocational courses.

Technical Awards give students the skills they need to either move on to higher education or go straight into employment. For instance, relevant courses in Health and Social Care have led many students from St Mary's College into a career working with children or nursing after having continued studying the subject in our Sixth Form.

General Features of Technical Awards

- Work-related qualifications suitable for a wide range of students, built to accommodate the needs of employers and allow progression to university
- Practical, real-world approach to learning without sacrificing any of the essential subject theory
- Can be taken alongside, or in place of, GCSEs and A levels
- Recognised by schools, colleges, universities, employers and professional bodies across the United Kingdom and in countries worldwide
- Continually developed and updated with, and for, industry and in response to the needs of learners
- Progress is measured throughout the course, allowing students to gauge their own performance on a continuing basis, just like in a real workplace

All accredited Technical Awards feature an element of external assessment. There are 3 common types of external assessment which are a paper-based exam, a pre released examined project or an on-screen test. The type of assessment will be appropriate to the subject. This combination of assessment provides a critical mix of ongoing reward and motivation for the student along with the rigour of external benchmarking that some employers and universities are seeking.

CAREERS ADVICE



Advice, information and guidance is delivered at St Mary's College by a qualified Careers adviser, Mrs V Connell, based in the school. She has written the following advice to help you when making your choices.

You are now at the important point in your school life when you need to make your option choices. Key things to consider when making these choices are: what kinds of things you enjoy, what you do well at, how you prefer to study and if you have a specific career aim in mind.

You will find it beneficial to fully research all of your option choices in depth. Read through this booklet to find out what each individual subject involves, how it is taught and if it is examination based or continually assessed through assignments and coursework. Speak to the subject teachers if you require further information or guidance. They will help you make informed decisions.

You will continue studying your core subjects: English, Mathematics, Physical Education, Science and Religious Studies. These subjects will keep most career options open to you. If you do have a career aim, you may want to consider this when finalising your choices. If you are undecided on your choice of career, then choose subjects that allow you to keep your options open. Remember that subject choices don't have to be relevant to specific careers. It's fine to choose some subjects on the basis that you enjoy and are good at them.

I am based in the LRC and if you need to talk through your ideas, then feel free to ask your Form Tutor or Head of Year to arrange an appointment for you.

You can use the careers matching and information website www.Morrisby.com and use the code MC382187. Complete the questionnaire to generate career ideas.

I can be contacted via email: vconnell@smchull.org

Careers Adviser – Mrs V Connell



ST MARY'S
COLLEGE



OPTIONS CHOICES

OPTIONS CHOICES



How to complete your Options Choices

You must make your choices using the following guidance:

- **Choose one subject from Block A and one reserve.** This option will commence in Year 9 and end in Year 10.
- **Choose one subject from Block B, the Humanities Option Block, and one reserve.** This option will commence in Year 9 and end in Year 10.
- **Choose one subject from Block C, the Languages Option Block.** This option will commence in Year 9 and end in Year 11.
- **Choose one subject from Block D and one reserve.** This option will commence in Year 10 and end in Year 11.

Block A Subjects	Block B Subjects
Art and Design Computer Science Health and Social Care Hospitality and Catering Photography PE and Sport Performing Arts - Dance Performing Arts - Drama Performing Arts - Musical Theatre	Geography History
Block C Subjects	Block D Subjects
French (X Half) Spanish (Y Half)	Art & Design Computer Science Design & Technology Enterprise Geography Health & Social Care History Photography Music PE and Sport 2 nd Modern Foreign Language

If you have issues accessing the options form online then you can telephone the Year 8 team who will be happy to complete the form over the telephone.



ST MARY'S
COLLEGE



CORE SUBJECTS



Students study a fully integrated course which combines both of the disciplines of language and literature.

English Language allows students to demonstrate their ability to use English in real life context and uses an investigative and analytical approach to language topics drawing on personal experience.

English Literature allows candidates to explore texts from a personal perspective and offers an experience of:

- Literature today
- The English Literary Heritage (ELH)

These GCSEs provide an excellent bridge to A-level English courses offered within the centre, creating a smooth transition to Key Stage 5.

English Language

The English Language GCSE will be assessed by two examinations that will assess students reading and writing skills. Students will be required to:

- Respond to both fiction and non-fiction texts and include texts created before and after 1900
- Write for a variety of purposes and audiences

This qualification will also include a compulsory assessment of speaking and listening skills, although this element will not form part of the final GCSE award.

English Literature

English Literature will be assessed by two examinations that will provide students with the opportunity to explore prose, poetry and drama. Students will be examined on each of the following:

- A play by Shakespeare
- A 19th century novel
- Modern Texts

Poetry, including unseen texts

MATHEMATICS



Maths is for everyone. It is diverse, engaging and essential in equipping students with the right skills to reach their future destination, whatever that may be.

Aims and Objectives

To enable students to:

- Develop their mathematical knowledge and oral, written and practical skills in a manner which encourages confidence, enjoyment and perseverance.
- Develop a feel for number, carry out calculations and understand the significance of the results obtained.
- Apply mathematics in everyday situations, and develop an understanding of the part which mathematics plays in the world around us.
- Solve problems, present the solutions clearly, check and interpret the results.
- Recognise when and how a situation may be presented mathematically, identify and interpret relevant factors and, where necessary, select appropriate mathematical methods to solve problems.
- Develop the ability to reason logically, classify, hypothesise, generalise and prove.

Assessments

GCSE Mathematics has a Foundation tier (grades 1 – 5) and a Higher tier (grades 4 – 9). Students must take three question papers at the same tier. All question papers will be taken in the Summer of year 11.

The information in the table below is the same for both Foundation and Higher tiers.

Paper 1: non-calculator	+	Paper 2: calculator	+	Paper 3: calculator
What's assessed Content from any part of the specification may be assessed		What's assessed Content from any part of the specification may be assessed		What's assessed Content from any part of the specification may be assessed
How it's assessed <ul style="list-style-type: none">• written exam: 1 hour 30 minutes• 80 marks• non-calculator• 33⅓% of the GCSE Mathematics assessment		How it's assessed <ul style="list-style-type: none">• written exam: 1 hour 30 minutes• 80 marks• calculator allowed• 33⅓% of the GCSE Mathematics assessment		How it's assessed <ul style="list-style-type: none">• written exam: 1 hour 30 minutes• 80 marks• calculator allowed• 33⅓% of the GCSE Mathematics assessment
Questions A mix of question styles, from short, single-mark questions to multi-step problems. The mathematical demand increases as a student progresses through the paper.		Questions A mix of question styles, from short, single-mark questions to multi-step problems. The mathematical demand increases as a student progresses through the paper.		Questions A mix of question styles, from short, single-mark questions to multi-step problems. The mathematical demand increases as a student progresses through the paper.

MATHEMATICS



Subject Content

The content has been organised into broad topic areas:

Number
Algebra
Ratio, proportion and rates of change
Geometry and measures
Probability
Statistics

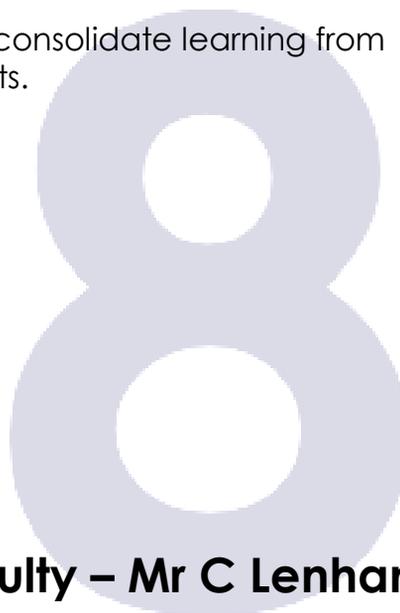
All content can be assessed on any of the three question papers. As such, some questions will draw together, elements of maths from different topic areas.

The table below shows the approximate weightings of the topic areas for the overall tier of assessment, not for each individual question paper.

Topic Area	Foundation Tier (%)	Higher Tier (%)
Number	25	15
Algebra	20	30
Ratio	25	20
Geometry	15	20
Probability and statistics (combined)	15	15

Expectations

- Consistent hard work in lessons and all pieces of homework completed to a good standard each week.
- Keep up with the schedule of work and catch up on any work missed due to absence or illness.
- Use revision guides and/or Mathswatch to consolidate learning from lessons and revise for upcoming assessments.



Head of Faculty – Mr C Lenham



In Science at St Mary's College students follow different programmes of study leading to GCSE qualifications.

The main points are as follows:

- Importance is attached to the knowledge, skills and understanding of how science works in the world at large as well as in the laboratory.
- This is set in the context of knowing and understanding a body of scientific facts.
- Pupils have the opportunity to access the curriculum, make progress at a level that is most suitable for them and importantly enjoy the subject.
- Suitable KS5 pathways in science are available for as many pupils as possible.

Year 9 Science

All students will commence with a Transition year Science course in Year 9 covering Biology, Chemistry and Physics.

Dual Award GCSE SCIENCE

This specification leads to the award of 2 GCSEs. This course covers Biology, Chemistry and Physics content and practical skills. The awarding body is AQA.

Assessment is through written examinations in the summer of Year 11.

Although there is not a coursework component within the course, practical skills are a key element and are assessed through written questions in the terminal examinations.

Progression at Key Stage 5

Students following this programme may progress onto the traditional A Level subjects or the Applied Science course.

Triple Science

This programme builds on the knowledge of the Dual Award and leads to the award of 3 GCSEs and is suitable for our most able pupils. Students completing this programme will study separate GCSEs in Biology, Chemistry and Physics. The awarding body is AQA.

All examinations will be sat in the summer of Year 11. Although there is not a coursework component within the course, practical skills are a key element and are assessed through written questions in the terminal examinations.

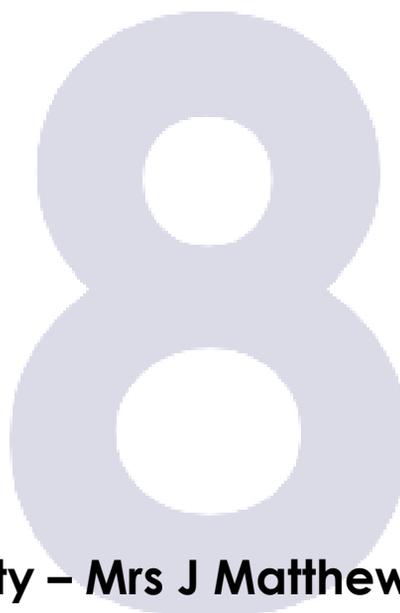


Progression at Key Stage 5

The content in this course is designed to provide challenge for the most able students and those following this pathway would be most suited to following the traditional A Level courses of Biology, Chemistry and Physics.

Course Summary

	Separate Biology, Chemistry, Physics	Dual Award Science
Year 9	Transition Year Science covering Biology, Chemistry and Physics	
Year 10	Biology GCSE Chemistry GCSE Physics GCSE	Dual Award GCSE Science
Year 11		
Award	3 GCSE's	2 GCSEs
	Key Stage 5 Progression	Key Stage 5 Progression
	Traditional A Levels in Biology, Chemistry or Physics	Traditional A Levels in Biology, Chemistry, Physics or Applied Science



RELIGIOUS STUDIES



Aims

This course aims to build upon previous 'Foundation Learning' providing an opportunity to:

- Acquire knowledge and develop understanding of the beliefs, values and traditions of the Roman Catholic Church and Judaism.
- Consider the influence of the beliefs, values and traditions associated with the Roman Catholic Church and Judaism.
- Consider religious and other responses to moral issues
- Identify, investigate and respond to fundamental questions of life raised by religion by human experiences, including questions about the meaning and purpose of life
- Develop skills relevant to the study of religion

The 'Focused Learning' of students in Religious Education will not only help them develop key academic skills, but deepen their understanding of the role and significance religion has in the world today.

Examination Levels

This is a single tier examination

Course Requirements

Students will sit two 1hr 45 minutes exams, at the end of Year 11.

Course content

Students will study topics that explore the Catholic faith, looking at core beliefs and practises and how they influence both the individual and the community. An in-depth study of Judaism also forms a part of the syllabus, focusing on Jewish traditions, beliefs and practises. The study of Catholicism and Judaism is complemented by thematic studies, which focus on key philosophical and ethical topics such as 'Relationships and the Family' and 'Peace and Conflict'.

Expectations

To be successful students will need to work consistently hard throughout the course.

ST MARY'S COLLEGE

Head of Faculty – Mrs O Furbank

PHYSICAL EDUCATION



Aims

In line with the national curriculum, the St Mary's College curriculum for physical education aims to ensure that all pupils:

- develop **competence to excel in a broad range** of physical activities
- are **physically active** for **sustained periods of time**
- engage in **competitive sports and activities**
- lead **healthy, active lives**
- are prepared to **effectively articulate their knowledge and skills** in the way that best represents these in relevant assessments such that they have the requisite outcomes to enable the widest access of opportunity.

Our PE Curriculum will...

Promote and develop:

Health, fitness and wellbeing
Character and resilience
Positive values

Inspire everyone to:

Succeed and excel
Become physically, mentally and social confident
Make positive lifestyle choices within and beyond the school

Physical Literacy Framework

Throughout years 9 to 11 students will participate in a wide range of sport during their Core PE lessons. They will be assessed on their Physical Literacy Competency which comprises the following components:

- Physical Skills
- Cognitive Skills
- Personal Qualities
- Physical Fitness

ST MARY'S COLLEGE

Head of Faculty – Mr D Wilson



ST MARY'S
COLLEGE



OPTIONS SUBJECTS

ART & DESIGN



This is a GCSE qualification and the pathway we choose to study is Art, Craft and Design. Within the two years of study, students will have the opportunity to explore, photography, textiles, printmaking, Computer Aided Design, as well as traditional art techniques.



The qualification is broken down into two components:

- Component 1 – Portfolio 60%
- Component 2 – Externally set assignment 40%, including a 10-hour exam in April/May of the final year of study.



The course is intended for those learners who enjoy art or who may wish to go into the Art and Design industry. Students will enter design competitions and will have many opportunities to visit galleries, exhibitions and places of interest.

Overview of the course:

1. Introduction to portraiture (fine art, photography, printmaking)
2. Distortion of portraiture (exploring and developing own ideas)
3. Natural forms (exploring and developing own ideas)
4. Mock exam (choice of either portraits or natural forms) where students will produce final pieces, developed from their ideas.
5. Externally set assignment (themes are released in January of the second year)



Progression:

BTEC level 3 Extended Certificate or Diploma in Art and Design.
Progress to A-level courses in Art and Design or Photography.
Leads to further training and/or employment within the field of Art & Design.

For information, please contact

Miss L Chapman (KS4 Coordinator)
or Mrs R Postill (Head of Faculty)

ST MARY'S COLLEGE



COMPUTER SCIENCE



GCSE Computer Science Course overview

Computing counts as a science option in the English Baccalaureate (EBacc) alongside Physics, Biology and Chemistry. Through studying this course students will develop their understanding of current and emerging technologies and how they work; they will look at the use of algorithms in computer programs, developing them into discerning computer users. Students will have the opportunity to develop computer programs to solve problems by applying their creative and critical thinking skills. The course covers three main areas of study: the theoretic understanding of how a computer works, an investigative computing task demonstrating how certain aspects of computing can be used to solve problems and a programming task which involves developing a coded solution to a given problem.

Why choose Computing?

Computing is a great way to develop critical thinking, analysis and problem solving skills; all of which can be transferred to further learning and everyday life. The course also offers the opportunity to develop applications for the Raspberry Pi and other innovations through an engaging and challenging programme of study.

Student Voice

'I'm currently studying Computer Science GCSE and have enjoyed all the lessons we have done, especially the practical work - coding using Visual Studio and applying the skills we've learnt through practise using the resources provided. I also find the theory interesting as it is important that I know what happens inside the computer when I run my code; our teacher helps us if we are struggling and there is a friendly and supportive atmosphere in the class'

How it is assessed

The course is assessed through two written examinations. The exams are not tiered, so allow all students to achieve their full potential.

Paper 1: Computational Thinking & Problem Solving 1.5 hour written examination 80 marks/50%	Paper 2: Written assessment 1.5 hour written examination 80 marks/50%
--	--

This course offers clear progression to study A-Level Computer Science; but also provides the necessary skills to prepare for study of most A-Level subjects. It will also provide you with the skills you need to be successful in most lines of work.

For more information on GCSE Computer Science or any other GCSE offered by the CSBEE faculty please contact:

Head of Computer Science – Mr S Knott

ST MARY'S COLLEGE



DESIGN & TECHNOLOGY



This is a GCSE qualification and aims to develop skills and techniques, using a range of materials and techniques in product design and manufacture. The course encourages students to design and make products with creativity and originality as well as understanding user needs, sustainable design, product evolution, industrial manufacturing and designer responsibilities.

Pupils will learn a range of both manual and CAD (computer aided design) skills and techniques and they will be able to apply these in their own creative projects. They will be able to recognise, join, manipulate, detail and finish materials to create innovative and functional products. The qualification includes an externally set assessment (NEA), and this is worth 50% of the final GCSE grade. There is also one written exam which is taken at the end of the course. It is important to note that the written paper is 15% Maths as a STEM subject.

The course structure:

NEA (non-examined assessment): 50% of GCSE

Written paper: 50% of GCSE



The course is intended for those learners who enjoy designing, making and exploring the design of products in society. It is a suitable course for those students who wish to go into creative, design or engineering industries and various apprenticeships. It is also an enjoyable course for those students who enjoy creative learning.

An overview of the course content:

- Materials	Components	Designer	responsibility
Sustainable Design			
Designer influences	Manufacturing	Product Evolution	
Industrial Practice			
CAD CAM	Assembly techniques	ICT in design	Systems & Control

Progression:

Progression to AS and A2 level courses in Design & Technology
Progression to BTEC level 3 course in Art and Design & Engineering
Leads to further education / training and/or employment within the field of Art & Design, Technology, Engineering & Manufacturing.

**Head of Creative Arts, Design & Media Faculty –
Mrs R Postill**

ST MARY'S COLLEGE



ENTERPRISE



You are surrounded by Business everyday of your life, this course offers you a detailed insight into the world of business using knowledge based exercises and simulated situations.

The course follows the following aspects of business:

- Business ownership
- Aims and objectives of a business
- Location issues
- Marketing
- Finance
- Planning for your own Enterprise idea



Structure

Covering all the main topics students should be inspired, moved and challenged by following a broad, coherent, satisfying and worthwhile course of study and gain an insight into related sectors. The course will allow them to make informed decisions about learning opportunities and career choices.

The students will sit one examination in Year 10 that must gain a pass in order to achieve the overall examination. This result will be combined with two assignments that students will complete during Years 9 and 10.

Activities & Learning Experiences

Knowledge and understanding will be achieved through notes, discussions, worksheet tasks, and case study activities which will be completed in class and for homework.

Homework

Business Studies is an academic subject and you will be expected to take notes in class and pay full attention. Homework is set once a week, and will extend and build upon your existing knowledge. You will be expected to use your business skills and imagination to solve real life business problems.

Opportunities at the end of the course

A-level in Business Studies and College courses can help lead you straight into many full time employment jobs.

Success and interest in this area will allow you to develop your studies further in our Sixth Form .

**Head of Business Studies & Computer Science
Faculty – Miss V Hudson**

ST MARY'S COLLEGE



GEOGRAPHY



Geography is about the **amazing and dynamic** world we live in. Geographers study the **natural and human environment** and in particular, the interactions between these.

You should study Geography because it will help you to:

- Make sense of the world around you.
- Discuss and address global and local problems.
- Read maps and know where places are.
- Have a sense of environmental responsibility.
- Learn how to argue about controversial geographical issues and justify your decisions.
- Improve your literacy, numeracy and ICT skills.
- Get a job! It is highly respected by colleges, universities and employers.
- Support your other subjects and keep your future job options open! There are a lot of cross curricular links in Geography.

The course: GCSE Eduqas B

Paper 1:

Theme 1 Changing Places: Changing Economies

This **theme** deals with exciting and contemporary human geography topics such as: urbanisation in contrasting **global cities**, urban and rural processes in the UK and **global development** issues.

Theme 2 Changing Environments

This **theme** covers essential physical geography content such as: **coasts** and their management, **rivers** and their management, **weather and climate** and **climate change**.

Theme 3 Environmental Challenges

Students develop a crucial knowledge of: **ecosystems** and how they function, why ecosystems are under threat, **water resource management** and **desertification**.

Assessment: Paper 1 is assessed by a 1 hr 45 minute exam and it is worth 40% of the qualification.

Paper 2:

Problem Solving Geography

This unit will assess content from all three themes (above) and takes the format of a **decision making paper**. Students have to make and **justify a decision on a controversial issue**. This unit is a great opportunity for students to learn how to **argue** and justify their choices! Students will also greatly enhance their **mathematical skills** as Geography involves the use of statistics, map skills and analysis of data.

Assessment: Paper 2 is assessed by a 1 hr 30 minute examination and it is worth 30% of the qualification.

Paper 3:

Applied Fieldwork

Students will experience a **local fieldwork trip** to learn about Geography **outside the classroom** in two contrasting locations. The fieldwork experience will then be tested in paper 3.

Assessment: Paper 3 assessed by a 1 hr 30 minute examination and it is worth 30% of the qualification.

Lessons:

Students will be taught by creative Geographers who use photographs, diagrams, maps, textbooks, computers, debates, group work, videos, problem solving exercises and many more exciting teaching and learning tools.

Please note, this is a 2 year course, ending in Year 10 (2024)

Head of Humanities – Miss S Parish

ST MARY'S COLLEGE



HEALTH & SOCIAL CARE



What grades can I achieve?

You will be awarded:

- Level 1 – Pass, Merit, Distinction
- Level 2 – Pass, Merit, Distinction



Units studied

There will be 8 topics to study during this course. You will be assessed by completing 1 Synoptic Exam based on all of the 8 units, as well as 1 internal controlled assessment based on some of the 8 topics. Each of these will be worth 50% of your total grade. The topics you will study include:

- Topic 1: Health and social care provision and services
- Topic 2: Job roles in health and social care and the care values that underpin professional practice
- Topic 3: Legislation, policies and procedures in health and social care
- Topic 4: Human development across the life span
- Topic 5: The care needs of the individual
- Topic 6: How health and social care services are accessed
- Topic 7: Partnership working in health and social care
- Topic 8: The care planning cycle

Progression

- A T-level course in Health or a T-level in Education & Childcare
- Joining the Medical, Health & Social Care Academy at St Mary's College 6th Form.
- Further training and employment within the Health Care, Social Care and Early Years sectors.

Work Experience

Although it is not a requirement of the course it is strongly recommended that students opt for a health and social care or early years work experience placement in Year 10 to help them put theory into practice.

Why study Health and Social Care

You will be given opportunities to;

- Develop independent learning and self-assessment skills.
- Develop a greater understanding of the skills needed for a career in the health, social care or early years sector.

Health and Social Care is delivered by an experienced and dedicated staff who provide coursework support sessions at lunchtime/afterschool to help you reach your full potential. The specifications can be accessed from the CACHE website: www.cache.org.uk

Partnership Director of the Medical, Health & Social Care Academy – Miss C Alsbury

Why should I choose GCSE History?

1. You are interested in the past, but want to know more.
2. You want to understand the world you live in.
3. You enjoy discussing different points of view.
4. You enjoy using detective skills to question evidence.
5. You like expressing your own opinion.
6. You like lessons to be varied, exciting and well taught.
7. You are willing to work hard.
8. You want to get a good result.
9. You want a respected qualification that demonstrates your ability to evaluate and interpret information and write coherently.



What will I study?

Paper 1: Medicine in Britain, c1250 - present and the Western Front:

This topic looks at **serious diseases** across time and how people have tried different methods to cure them. We study such varied topics as the **Black Death**, outbreaks of **cholera**, the **Great Plague** of 1665, Jenner and the development of vaccinations. More modern advances in medicine include "magic bullets", **heart transplants** and the development of **antibiotics**. We then study medical advances in the context of the Western Front in **World War One**. Through studies of major battlefields such as the Somme and Ypres we examine the terrible **injuries** caused by weapons and the awful diseases caused by conditions in the trenches.

Paper 2: Early Elizabethan England, 1558 - 88 and The American West, c1835 - c1895:

For this paper we examine some of the major changes taking place in England during the time of **Elizabeth I**. You will study the thorny question of Elizabeth's marriage and the foreign powers that threatened England at this time. We study the **Spanish Armada** as well as the gruesome **execution of Mary, Queen of Scots**. Finally, we examine how the Elizabethans explored the world and helped found what would become the USA.

In the second part of this paper we examine the **American West** and the lifestyle of the **Native Americans** including their attitude towards war and religion. You will then examine the effects that the migrations of white people had on the lifestyle of the Native Americans in events such as the **Gold Rush** of 1849, the **Mormon Migration** and the **Donner Party**. This inevitably brought a clash between these two cultures so we study the **Plains Wars** and events such as the **Sand Creek Massacre**. Finally, you will look at **cowboys** and law and order in the American West.

Paper 3: Weimar and Nazi Germany, 1918 - 39:

For this paper we examine the tumultuous interwar period in Germany which began with the **revolution** against the Kaiser and led to Germany in the 1920s becoming the most free and liberal country in Europe between the wars. We look at how many people tried to **overthrow** the democratically elected government in the early 1920s and then how culture flourished as the economy stabilised. Then, when all seemed to be going so well, we look at the cataclysmic **Depression** which led to the rise of the **Nazis** and the establishment of the **terror state**.

Please note, this is a 2 year course, ending in Year 10 (2025)

HOSPITALITY & CATERING



This qualification aims to develop skills in using a range of ingredients and culinary techniques to produce food products and meals. The course teaches safety in the kitchen, how to work efficiently in terms of timings and ingredients and how to apply quality control procedures. Students will test, modify and evaluate to produce quality products for intended users.

Pupils will learn about the functional and nutritional properties of foods and the effects of combining ingredients. They will be able to plan and cook in response to an external brief. Pupils will learn about the Hospitality & Catering industry and all factors involved in it's success.

The Course Structure:

1. Coursework Portfolio (60% of the qualification). This includes evidence of menu planning in response to a brief, practical work and demonstrating understanding of nutritional values of foods. It also demonstrates understanding of balanced diets and application of Food safety and hygiene procedures.
2. 1 x 2 hour exam in the final year of the course (40% of the qualification). This exam tests understanding of the hospitality and catering industry including roles, business management and factors affecting the success of the industry.

The course is intended for those learners who enjoy cooking, designing dishes and experimenting with different foods and culinary techniques. It is a suitable course for those students who wish to go into sport science, nutrition, dietetics and the hospitality and catering industries.

An overview of the course content:

Safety - Social & Economic issues - Types of service - Business Management - Culinary techniques - Balanced diets - Sustainability
Nutrition - Adapting/refining recipes - Food Storage - Cultural issues

Progression:

AS and A2 level courses in Food Preparation & Nutrition.
Catering courses.

Apprenticeships within the catering, healthcare and hospitality industries.
Further education/training and/or employment within Food Science and Nutrition.

**Head of Creative Arts, Design & Media Faculty –
Mrs R Postill**

ST MARY'S COLLEGE





Why pick a second Modern Foreign Language?

Languages are fun, challenging and exciting. Being able to speak one foreign language is a real asset to you for your future but you cannot call yourself a true linguist until you speak at least two foreign languages. Picking a second foreign language is for those who are enthusiastic about languages and the world we live in and are keen to learn as much as they can about how to communicate with as many different people across the world. There are approximately 196 countries in the world; 33 speak French as their first language, 88 speak English and approximately 400 million people speak Spanish across the world. If you can speak all three, you can travel confidently and widely in Europe and beyond and communicate in their language. How amazing is that?!

In addition, scientific research shows that bilingualism enhances mental abilities and critical thinking skills are improved through the study of Modern Foreign Languages. Globalisation is shrinking the business world; those who speak more than one language will really have the edge.

Why pick French?	Why pick Spanish?
<ul style="list-style-type: none"> • Paris is the most visited city in the world. • 80 million people visit France every year. • French is very similar to English; 50% of current English vocabulary is derived from French. • French is spoken on every continent. • French is an official language of the United Nations, European Commission, Médecins Sans Frontières and The Red Cross. • The French economy is ranked 5th in the world (just in front of Britain). • France is the third destination for foreign investment in the world. • French is the third most used language on the internet. • The sixth biggest French speaking city in the world is London! 	<ul style="list-style-type: none"> • There are 400 million native Spanish speakers in the world. • More than 50 million people visit Spain every year. • Spain is the fourth most visited country in the world. • It is the 4th most commonly spoken language in the world (after English, Hindi and Mandarin). • Spanish is easy to learn – the words are pronounced exactly as they're seen. • There are 41 million Spanish speakers in the USA and 18% of New Yorkers speak Spanish. Spanish speaking people travel widely and settle in all parts of the world; the chances are you already know at least one Spanish speaking person already.



MODERN FOREIGN LANGUAGES



Course Structure

This is a GCSE course. There are examinations at the end of the course in all 4 skills.

Listening 25%
Reading 25%

Speaking 25%
Writing 25%

Subject Content

- Identity & Culture
- Local, national, international areas of interest
- Current and future study and employment

Levels Available

There are two levels of entry available for each paper, Foundation and Higher. Performance during the course, up to and including the mock examinations in December of Year 11 will allow for guidance on the appropriate level to be taken for the examinations in June of Year 11.

Level Possible Grades

Foundation 1-5
Higher 4-9

Opportunities (Covid & international situation permitting)

Trip to Alicante (in Spain)
Trip to Paris
French visitor exchange programme

Language skills are very significant in the modern world. We need to be able to communicate with people everywhere. At St Mary's College, we believe that students benefit greatly from studying one, even two languages, as we develop ever more interlinks. It is important that all students learn to look beyond their immediate environment and to be tolerant and positive about other cultures. Learning languages is fun, satisfying, offers you lots of opportunities and enriches your life.

Who can take this subject?

Many students choose to continue with their first language to GCSE but also have the option of picking a second language (French if you already study Spanish and Spanish if you already study French).

Head of Modern Foreign Languages – Mrs A Scott

ST MARY'S COLLEGE





We offer two different pathways in Music, a GCSE course and a vocational qualification. You do not need to specify on the options form which course you think would suit you best, this is something we will discuss at a later date. However, it is important to know what the two different courses involve so that you can think about which you might enjoy the most.

GCSE Music (Eduqas)

Course Requirements

Listening - One listening exam which is worth 40% of the qualification, during which you will be asked to answer questions about two set pieces which you will have studied during the course. You will then be asked to do the same for pieces of music you've never heard before.

Performing - 30% of the qualification. You will be asked to record a performance(s) which lasts for a minimum of 4 minutes.

You will ideally need to be of a secure grade 3 or 4 standard on your instrument by the end of the course to enable you to gain the best possible result.

Composition - Your composition work makes up the remaining 30% of your qualification. In year 10 you will compose a piece in the style of your choice (free composition). In year 11 the exam board will send 3 or 4 tasks and you will compose to one of these (set brief composition).

Four Areas of Study

Area of Study 1 – Musical Forms and Devices: Learners engage with a variety of music from the Baroque, Classical and Romantic eras to understand how music is created, structured and developed.

Area of Study 2 – Music for Ensemble: Learners study a range of styles including Musical Theatre, Jazz and Blues and Chamber Music to explore how instruments are used within ensembles.

Area of Study 3 – Film Music: Learners study how music for film is created, the techniques composers use and the impact that it has on an audience.

Area of Study 4 – Popular Music: Learners explore a variety of different styles of popular music, uncovering how songs are written, how instruments are used and how techniques developed over time.

Vocational Music (Eduqas)

Similar in style to a BTEC, we also offer a vocational music qualification. This is a very hands-on, practical course and is split into three components:

Unit 1 – Performance: In this unit you will work hard to develop your instrumental skills, rehearsing and preparing for a performance. You will consider how best to practice, how to choose appropriate pieces to play and how to present yourself positively in front of an audience. You will then give a performance and complete the project by reviewing and evaluating your progress.

Unit 2 – Composition: In this unit you will develop your creative skills to write and produce your own music. Responding to a brief from the exam board, you will strive to develop your own individual voice and work independently to create brand new pieces of music. You will get to explore different instruments and new technology and again will finish by evaluating and reviewing your work.

Unit 3 – Music in Practice: In this unit you will bring together all of your skills to work on a big music project. You will again have a brief to respond to from the exam board, which will challenge you to plan and deliver your own music product. You might want to bring in your performance skills, or perhaps compose some more original music or even organise an event. You will be responsible for designing and developing your project before promoting and presenting it to a target audience.

Head of Music – Mr A McIntosh

PERFORMING ARTS



BTEC Tech Award Performing Arts - Dance, Drama, Musical Theatre

As the *BTEC Tech Award in Performing Arts* is a practical introduction to life and work in the industry, you can explore 1 discipline within the performing arts while:

- developing specific skills and techniques
- devising and delivering a workshop performance
- analysing, evaluating and enhancing your skills.



The course has two internally assessed components, and one that's externally assessed:

Component 1: Exploring the Performing Arts (30%)
Aim: get a taste of what it's like to be a professional actor, dancer or musical theatre performer across different styles.
Assessment: internally assessed assignments
<ul style="list-style-type: none"> • performance styles, creative intentions and purpose • performance roles, responsibilities and skills • performance techniques, approaches and processes • how practitioners create and influence what's performed
Component 2: Developing Skills and techniques (30%)
Aim: develop skills and techniques in the chosen discipline(s) of acting, dance and musical theatre.
Assessment: internally assessed assignments
<ul style="list-style-type: none"> • Apply your technical, stylistic and interpretative skills in performances • Gain physical, interpretative, vocal/physical and rehearsal skills during workshops and classes • Reflect on their progress and use of skills in performance, as well as how they could improve
Component 3: Performing to a brief (40%)
Aim: consider how practitioners adapt their skills for different contexts, and put this into practice in a performance.
Assessment: externally assessed task. Students work in groups of between 3 and 7 members to create a performance based on a set brief.
<ul style="list-style-type: none"> • use the brief and their learning to create a performance • choose the skills and techniques they'll need • build on their skills in classes, workshops and rehearsals • Review the development process within an ideas and skills log • Perform a piece lasting 10–15 minutes (which is timed) to their chosen target audience • Reflect on the performance in an evaluation report

ST MARY'S COLLEGE



PERFORMING ARTS



Requirements from candidates:

- A love of performing is essential. As part of this course, you will be required to perform in any combination of solo work, duet work or group performance. Performances will take place within class and public performances.
- Throughout the duration of the course, after school rehearsals may be needed in readiness for performances.
- The subjects of **Dance, Drama and Musical Theatre** all fall within the same qualification. When choosing your options, please choose which discipline/pathway you wish to follow. **You may choose one pathway only.**
- This is a hugely practical course which will require the full completion of working log books for each of the components.
- Students opting for Dance will need to purchase the SMC Dance uniform at the start of the course.

Typical Drama pathway:

Focus on acting skills, body language, acting techniques, improvisation, scripted work, devising skills, practitioners, performances.

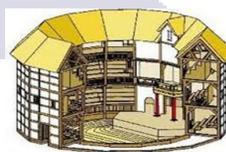
Typical Musical Theatre pathway:

Focus on vocal work, characterisation, scripted work, vocal techniques, musical theatre practitioners, performances.

Typical Dance pathway:

Focus on Dance skills, musicality, expressive skills, anatomy, practitioners, performances, choreographic devices, interpretation.

For more information on the different pathways, please speak to a member of the Performing Arts Faculty.



Head of Performing Arts Faculty – Mr B Lancaster



Students choosing the Physical Education and Sport option will be selected to study either the AQA GCSE in Physical Education or the Pearson BTEC Level 1/2 First Award in Sport. The PE department will assign courses based on the learning and performance needs of each student and matching them to the most appropriate qualification. We do this with the sole aim of maximising every pupil's chances of making better than average progress and achievement by the end of the course.

Throughout the options process students will be provided with on-going information, support and guidance from their PE teachers in order to help them identify if the PE and Sport option is most suited to their strengths as a learner and sports performer. We are confident in our ability to guide all of our students in the right direction and hope that the following information will support parents, carers and students in making well-informed option choices.

Please take a look at the information below that covers our requirements for this option and the information on the two courses available. It is important to look closely at the content of each qualification, the method of delivery and method of assessment.

Requirements:

- A genuine interest plus regular involvement in sport as a performer, coach and/or official
- Clear commitment and a positive attitude towards Physical Education
- Willingness to participate in extra-curricular opportunities inside/outside of school
- Appetite for studying the theory of PE and Sport
- Positive approach to final assessment at the end of Year 10

Delivery:

Both of the courses delivered through the PE and Sport option involve a significant amount of theoretical study, therefore students must be prepared to spend a large majority of their time in the classroom. Practical lessons are scheduled around the specific units being studied at that time so this can vary throughout the course.



GCSE PE

Examination board: AQA

Content:

The GCSE in Physical Education comprises of two units:

<p>1) The Theory of Physical Education - 30%</p> <p>Paper 1 - The Human Body and Movement in Physical Activity & Sport</p> <ul style="list-style-type: none"> • Applied anatomy & physiology • Movement analysis • Physical training • Use of data <p>Paper 2 - Socio-cultural Influences and Well-being in Physical Activity and Sport - 30%</p> <ul style="list-style-type: none"> • Sports psychology • Socio-cultural influences • Health fitness & well-being • Use of data <p>= 60% of GCSE</p>	<p>2) Performance in Physical Activity & Sport</p> <ul style="list-style-type: none"> • Practical performance in 3 different sports of activities 30% • Analysis and evaluation of performance. 10% <p>= 40% of GCSE</p>
---	--

Requirements:

The course requires pupils to develop knowledge and understanding of PE and physical activity in relation to balanced healthy lifestyles. Students will also develop knowledge in relation to performance in physical activity and how a healthy lifestyle contributes to the growth and development of body systems and structures. In addition to this, pupils will fulfil a performance role as player/performer, and be required to analyse and evaluate performance. Pupils will be assessed on their performance in 3 different practical activity areas. **Pupils should have a high level of practical ability in a variety of sports.** Due to the practical nature of this pathway pupils **should be actively participating in competitive sport either inside/outside of school and have an interest in further developing their skills** in extra-curricular sport clubs.



PE & SPORT



Pearson - BTEC Level 1/2 First Award in Sport

The BTEC Level 1/2 First Award in Sport is designed to provide a specialist work-related qualification suitable to a range of vocations in the sports sector. Students will study practical and theoretical components through modules focused on various topics in the sports industry. Learners are assessed via a number of ways such as coursework, practical activities and an on-line assessment. The online assessment includes multiple-choice, short answer and matching exercises to allow learners to demonstrate their understanding of a unit in a fully synoptic way.

Unit 1	Fitness for Sport and Exercise (Core Unit)	Externally assessed by 1hr online exam
In this unit you will: <ul style="list-style-type: none"> · know about the components of fitness and the principles of training · explore different fitness training methods · investigate fitness testing to determine fitness levels 		
Unit 2	Practical Sports Performance (Core Unit)	Internally assessed
In this unit you will: <ul style="list-style-type: none"> · understand the rules, regulations and scoring systems for selected sports · practically demonstrate skills, techniques and tactics in selected sports · Be able to review sports performance 		
Unit 3	Applying the Principles of Personal Training	Internally assessed
In this unit you will: <ul style="list-style-type: none"> · know about the short-term responses and long-term adaptations of the body systems to exercise · know about the different energy systems used during sports performance. 		
Unit 6	Leading Sports Activities	Internally assessed
In this unit you will: <ul style="list-style-type: none"> · know the attributes associated with successful sports leadership · undertake the planning and leading of sports activities · review the planning and leading of sports activities. 		

ST MARY'S COLLEGE

PHOTOGRAPHY



This is a GCSE qualification. Within the two years of study, students will have the opportunity to use high quality photography equipment, learn how to compose images, use Creative Cloud applications (including photoshop), as well as CAD. Students will learn how to conduct shoots and develop effective images through digital, traditional, artistic and technical methods. The qualification is broken down into two components:



- Component 1 – Portfolio 60%
- Component 2 – Externally set assignment 40%, including a 10-hour exam in April/May in the final year of study.

The course is intended for those learners who have a keen interest in photography, media and art and wish to go into the creative / digital industries. Students will enter competitions and will have many opportunities to visit galleries, exhibitions and places of interest.



Overview of the course:

1. Introduction to a camera (how to compose an effective photograph, use of camera settings and kit, Photoshop editing techniques)
2. Portraiture and Distortion (Lighting techniques, manipulating images using different methods.)
3. Still life (specialist equipment, exploring and developing own ideas)
4. Mock exam to produce a collection or final piece from refining own work.
5. Externally set assignment (themes are released in January of the final year).

Progression:

BTEC level 3 Extended Certificate or Diploma in Art and Design.
A-level Photography course.

Leads to further training and/or employment within the field of Photography, Media, Art & Design. For information please contact:

Miss L Chapman (KS4 Coordinator)
or Mrs R Postill (Head of Faculty)

ST MARY'S COLLEGE





ST MARY'S SIXTH FORM COLLEGE



ST MARY'S
COLLEGE

sixth form



sm6
ST MARY'S SIXTH FORM COLLEGE

Visitors for St Mary's College please use
Cranbrook Avenue Reception.

← SM6

← Theatre of Dreams

SM6 - 6th FORM



Our Sixth Form offers a broad range of A levels and vocational qualifications. We have world class, state of the art facilities which allow our students to access outstanding provision across the curriculum and in the wider life of the school. Further details regarding all of our courses can be found on the Sixth Form section of our website.

The following tables shows all the subject areas available to students wanting to study with us at Sixth Form level

A-level		Applied/Vocational
Biology	German	Applied Science
Business Studies	History	Art & Design
Chemistry	Law	Criminology
Core Maths	Maths	Dance
Computer Science	Media	Drama
English Language	Music	Health and Social Care
English Lang/Lit	PE	Law
English Literature	Physics	Media
Economics	Photography	Music
French	Politics	Performing Arts
Film	Psychology	Psychology
Further Maths	RE	Sport
Geography	Sociology	Work skills
	Spanish	

Further and Higher Education

There is increasing competition for places at top Universities, therefore you need to take care in choosing your subjects so you have the correct qualifications to access your chosen degree. As ever, students with qualifications in Science, Technology, Engineering and Mathematics are in high demand, vocational courses also provide an excellent pathway to higher education and employment. It is therefore important to consider how best to gain access to the courses as you focus your learning moving through years 9 to 11.

Should you want to contact the Sixth Form to discuss any academic or vocational queries you have, please do so via the email address: jcharlton@smchull.org

Head of 6th Form – Mrs C Curtis
Director of 6th Form – Mr L Haworth





Disclaimer

At the time of printing this Guide, the information contained in it is correct.

Please note however, that any of the courses described may be altered, added to or deleted from our programme in the light of changed circumstances and/or in response to central government directives in what is increasingly a rapidly changing education environment.

Whilst we work very hard and do all we can to ensure pupils follow the courses they want to, we cannot guarantee all students their first choice of subjects, though in the vast majority of cases this will happen. We will consult with students on an individual basis where they may not be able to follow their chosen subjects.