



Saint Joseph's
CATHOLIC SCHOOL

— IT'S YOUR —
FUTURE

*Helping you achieve
your potential*

sjcs.org.uk

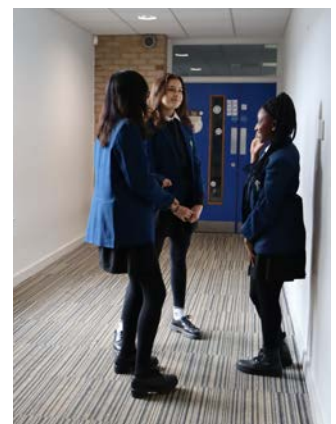
Introduction

As our pupils move towards Year 10, it is important that they consider the courses they would like to study for GCSE. Here at St Joseph's, we are dedicated to ensuring that each pupil is given the opportunity to develop knowledge and life skills as they gain the most appropriate qualifications for their post-16 career choices.

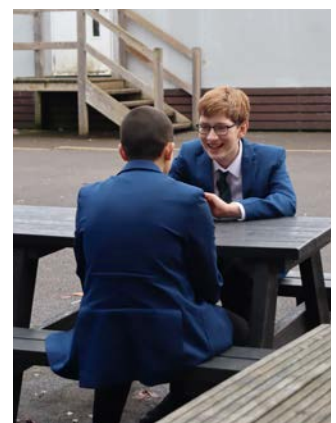
Our curriculum at Key Stage 4 has been designed to support the continued development of our pupils with a commitment to both the core subjects and options at GCSE. This year, we are very excited to be in a position to introduce several new GCSE level qualifications as we commit to ensuring a broad and balanced curriculum for all our pupils. This year, our pupils will have the opportunity to choose subjects such as Business Studies (Enterprise and Marketing), Health and Social Care, and BTEC Digital Information Technology.



Our broader selection of options at GCSE will require difficult decisions to be made and pupils are encouraged to seek the advice of subject teachers, our Lead Careers Professional Miss Gale and of course parents and carers as they consider the opportunity each option subject is offering.



This ***It's Your Future*** booklet aims to provide pupils and parents/carers with support and guidance regarding the GCSE courses available at St Joseph's (both core and option) and the method of assessment for every subject. It has also been designed so that the support offered to each pupil as they start their GCSE journey in Year 10 is clear. We look forward to working together so that the best choices for GCSE are assured for each of our pupils.



Mrs Francesca Nobis
Assistant Head (Ambitions & Futures)

The Process

By the end of the Spring Term, Year 9 pupils will have made their option choices for GCSE. This is an exciting time as their options choices will have a direct influence on the direction their future could take.

It is strongly advised that pupils spend time discussing their options with subject staff, their Year Leader, tutors and of course parents and carers. Miss Gale, our Careers Lead Professional, will also be an invaluable source of support. From January, PSHE will focus on learning more about the options process and will provide an opportunity for discussion and for questions to be asked. Pupils will feel equipped and ready to make decisions, but they are strongly encouraged to let a member of staff know should they need further support.

Pupils at St Joseph's will be able to choose three optional subjects to complement their core curriculum GCSEs. They will also need to choose one reserve GCSE option using the MS Form which will be available to all pupils after Options Evening in March.

Options blocks will then be established to allow the largest possible numbers of pupils to receive their preferred choices. In a small number of cases where the options selection cannot be accommodated, the reserve option choice will be suggested. It is helpful to be aware at this point that the school may need to reconsider the running of a course due to timetabling constraints or long term staffing.

Due to timetabling constraints, it is not currently recommended to opt for more than one BTEC/Cambridge National option.

Pupils will receive confirmation of their final option choices as early as possible in the summer term. Please note that once the option blocks have been established, if a pupil wishes to change an option they will have to choose from the established option blocks rather than having a completely free choice.

We hope that pupils will find this an exciting and empowering experience!

Timeline

DECEMBER 2024

Introduction to Options Assembly
Distribution of *It's Your Future* booklet to pupils and parents/carers

JANUARY/FEBRUARY 2025

It's Your Future sessions in PSHE supporting the options process

MARCH 2025

6th March: Options Evening
13th March: Parents' Evening
14th March: Options forms available for completion
28th March: Deadline for options form submissions

APRIL 2025

27th April: Final option choices confirmed

Grade Conversion

OLD GCSE GRADES	NEW GCSE GRADES	BTEC TECH AWARD	CAMBRIDGE NATIONAL	
A*	9	L2 Distinction*	L2 Distinction*	
	8			
A	7	L2 Distinction	L2 Distinction	
B	6	L2 Merit	L2 Merit	↑ Good Pass
	5			
C	4	L2 Pass	L2 Pass	Standard Pass
D	3	L1 Distinction	L1 Distinction	
E	2	L1 Merit	L1 Merit	
F/G	1	L1 Pass	L1 Pass	
U	U	U	U	

Subjects

At St Joseph's, we are committed to giving our pupils the very best opportunities to ensure they can access the successful futures they deserve. This means continuing with the core curriculum that all pupils in England and Wales must undertake, and supplementing this with the subjects that they are passionate about.

All pupils will have the opportunity to study up to nine GCSE level qualifications. A small number of pupils may undertake an additional subject such as Further Maths or an additional language, but only their best eight grades will be considered in government statistics, or when applying to college and university.

CORE SUBJECTS

All pupils will study our core GCSE curriculum which consists of **Religious Education, English Language, English Literature, Maths** and **Combined Science**. Pupils will also continue with **Core PE** and **PSHE**. Where Separate Science is taken as an option subject, this will add five lessons of science a fortnight to their timetable.

OPTION SUBJECTS

All pupils in Year 9 can choose **three option choices** from the subjects in the Options area of this booklet from across the curriculum. It is highly recommended that pupils consider their post-18 aspirations when making these choices in order to ensure access, for example to university or apprenticeship programmes.

CORE CURRICULUM



Religious Education

5 periods per fortnight



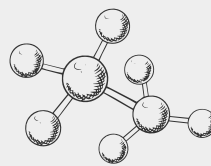
English Literature & Language

8 periods per fortnight



Maths

8 periods per fortnight



Combined Science

9 periods per fortnight



Core PE + Enrichment

4 periods per fortnight

All pupils will also continue to study PSHE (1 period per fortnight).

OPTION SUBJECTS

SUBJECT	QUALIFICATION
Separate Sciences	GCSE
Geography	GCSE
History	GCSE
French	GCSE
Spanish	GCSE
Computer Science	GCSE
Music	GCSE
Food Preparation & Nutrition	GCSE
PE	GCSE
Dance	GCSE
Drama	GCSE
Art and Design	GCSE
Business Studies (Enterprise and Marketing)	Cambridge National
Digital Information Technology	BTEC Tech Award
Creative Media Production	BTEC Tech Award
Health and Social Care	BTEC Tech Award

You can choose three of these subjects, plus one reserve option.

In a small number of cases where your options selection cannot be accommodated, your reserve option will be suggested.

Note on BTECs:

Due to timetabling constraints, it is not recommended to opt for more than one BTEC / Cambridge National option.

Lesson time:

Each option subject has 5 periods per fortnight.

Useful Information

How to choose your options

When choosing your options, it is important to think about what you would like to study as you are more likely to do well if you choose subjects that you are genuinely interested in.

To start with, consider how your GCSEs will support your post-16 choices, either at A-Level or for a college or apprenticeship course. If you are not yet too sure, try to strike a balance between theoretical and practical subjects which will highlight to future Sixth Forms and colleges that you are a well-rounded learner.

Do not choose a subject at GCSE because you like your teacher or because your friends are doing it – there is no guarantee that you will have that teacher for GCSE, and your friends may not be in your class.

What a Non-Examination Assessments (NEAs)?

Some GCSEs such as Art, Food Technology and Computer Science will be assessed not only by exam, but also by NEAs, which give pupils the opportunity to demonstrate skills and techniques that could not be demonstrated in a written examination.

NEAs are assessed under controlled conditions as required by the Examination Boards within school, and these are set throughout the GCSE course, for a number of hours or days.

NEAs are part of:

- Art
- BTEC Tech Award Creative Media Production
- Computer Science
- Dance
- Drama
- BTEC Tech Award Digital Information Technology
- Enterprise and Marketing
- Food Technology
- Health and Social Care
- Music
- GCSE PE

Who can I talk to?

It's important that you talk through your decisions with your parents and carers, but also that you take advantage of the wealth of knowledge surrounding you here in school.

Talk to people including:

- Subject teachers
- Heads of Department
- Your form tutor
- Your Year Leader, Miss Snook
- Lead Careers Professional, Miss Gale
- SENCO, Mrs Maher
- Mrs Nobis, Assistant Head and Ambition and Futures Lead
- All members of SLT
- Pupils already studying the subject in Year 10 or 11

Everyone will have an opinion but remember, **it's your future!**



Supporting the Curriculum

Pupils at St Joseph's have the right to expect the very best from their time at school and we have a proactive approach to supporting the development of the whole person. This includes ensuring we support progress in the curriculum through other aspects of school life such as Careers Guidance, PSHE, SEN and Pastoral Support.



Careers Guidance

For pupils in Year 9, there is a wealth of information regarding careers, further education route and pathways. This information will help them to navigate their way through the Options process that takes place in Year 9.

In today's constantly changing society, it is important for your child to develop the range of skills and knowledge required to prepare them for their next educational step and adult life beyond St Joseph's Catholic School. We are proud to offer a wide range of subjects and qualifications through our KS4 curriculum offer and aim to provide all pupils with a broad and balanced offer to ensure they are successful.

Some pupils have a clear career in mind and will need to know which subjects are required to progress into this industry; others are still "exploring" their options, in which case it's useful to keep their choices broad in order to keep their options open.

Some careers require certain subjects to be studied, and others are more flexible. We advise pupils to use the support available to them to research their options.

One-to-One Support: CEIAG & Careers Advice

In line with Department for Education requirements, all pupils have the opportunity to speak to a L6-qualified Careers professional to discuss their choices and future plans. In Years 10 and 11, pupils are also supported with Work Experience and Post-16 choices and applications.

Pupils should also seek out the knowledge and expertise of their subject teachers, especially when it comes to which subjects to opt for at GCSE and what their best options are at A-Level/Level 3 and beyond.

PSHE

Within PSHE, Careers Education is taught via dedicated lessons which include key support for the GCSE options process and decision making.

Online Support

The internet is an invaluable resource for accessing up-to-date information regarding GCSE options and career choices.

CAREER PILOT

careerpilot.org.uk

We use this at St Joseph's to record one-to-one meetings and to research careers, skills and courses.

INFORMED CHOICES

informedchoices.ac.uk

For pupils wanting to go to university, this website created by the Russell Group of Universities will help them understand the subjects that would be most useful to them.

WHAT UNI SUBJECT GUIDE

whatuni.com/advice/subject-guides

Also useful: **Prospects**, **Springpod** and the **National Careers Service**.

Questions to ask (or not to ask) when making a decision:

✓ What are my strengths?

✓ What environment do I work best in?

✓ What do I enjoy?

✓ What am I like at exams?

✓ Where do I see myself in 2 years? College? Apprenticeship? Sixth form?

✓ Am I able to cope with a lot of Controlled Assessments?

✓ What do I want to do in the future? What areas might I like to work in?

✗ What teachers do I like?

✗ What will my friends do?

PSHE

The role of a Catholic school is not only to ensure academic success, but also to ensure that each pupil leaves us with an understanding of what it is to be truly human, equipped to manage the challenges they may face in modern life.

Personal, Social, Health and Economic education (PSHE) is part of our core curriculum across all year groups and complements the RSE (Relationships and Sex Education) curriculum delivered in RE by subject specialists.

PSHE is delivered by teachers in class groups, reflecting the growing importance of the PSHE curriculum in supporting our young people to develop the skills necessary to navigate the world in which they are growing up.

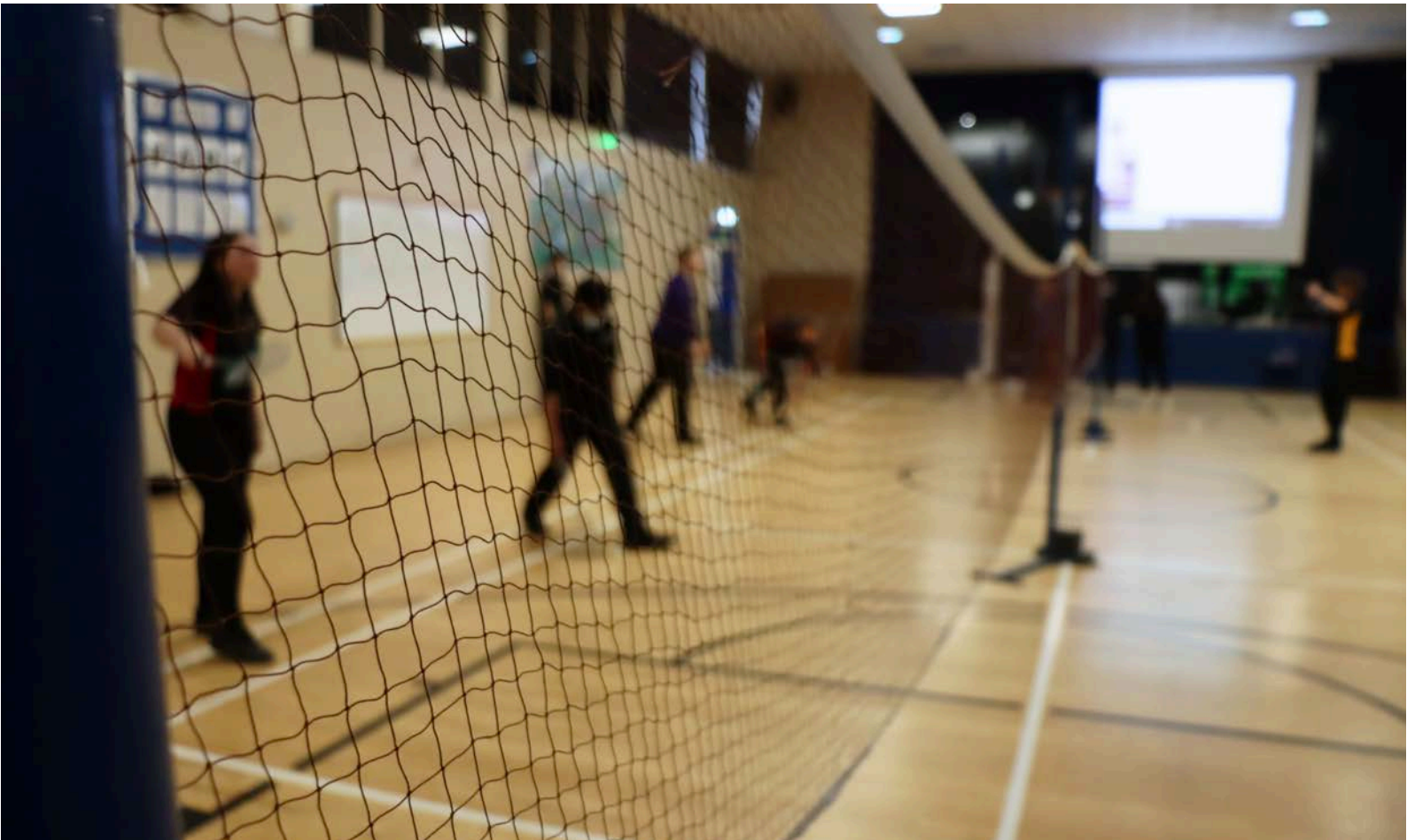
Within PSHE, each year group covers specific modules designed to ensure age-appropriate coverage of Healthy Lifestyles, Living in Our Wider World (including Careers Education, Information, Advice and Guidance), and British Values. This will continue to be the case in Year 10, which will have a focus on developing awareness and will support an exploration of the skills needed for the World of Work, culminating in a week of Work Experience in June 2026.



Pastoral Support

At St Joseph's, pastoral support is at the heart of everything we do, ensuring that each pupil feels valued, safe, and supported. Our dedicated pastoral team works closely with pupils, parents, and staff to foster a nurturing environment that promotes emotional well-being and personal growth.

We offer a range of services, from drop ins to scheduled interventions, to address individual needs and challenges. Regular pastoral sessions and open-door policies encourage open communication, allowing pupils to share their concerns and feel supported.



Core PE

All pupils at St Joseph's will continue with Core PE, which will build on the sports and fitness knowledge they have gained and honed during Key Stage 3. Core PE will continue to support pupils to develop resilience, teamwork and strategic skills alongside increasing physical expertise.

Additionally, PE supports the development of discipline, time management, and a sense of responsibility, all of which are key transferable skills helpful beyond the sports field. Core PE is an essential part of the school's offering at KS4.

Year 9 is a great opportunity for pupils who are considering GCSE PE to make a headstart, by upskilling their practical ability and strategy skills, as both team and individual sports are required for the GCSE.

Please see the Option Subjects section of this booklet for information on the full GCSE PE.

Achieve Your Potential: SEN Support

At SJCS, we arrange for the correct access arrangements to be put in place for each pupil to ensure a level playing field occurs for all pupils.

Exam Access Arrangements (EAA) Assessment and Submission to the JCQ

This is carried out no earlier than Year 9 when the pupils are screened, and if deemed necessary, further assessments are carried out by an Educational Psychologist, to determine whether a pupil is eligible for EAA. If a pupil has already had some form of provision prior to this, this can also be taken into consideration during the assessment.

Normal Way of Working

If a pupil does not make use of the arrangement in place for them, then it is not their usual way of working and the school will withdraw the access arrangement. If the school continued with the EAA in these circumstances, they would be in breach of regulations.

History of Need and Provision

Evidence must be kept on file to show the JCQ exam inspector that an individual has used their EAAs over the years. Individual subject teachers must also support the decision to allow EAAs.

Having extra support and/or a specific learning difficulty, such as dyslexia, does not automatically or necessarily mean that EAAs will apply. Strict criteria concerning the candidates skills have to be met and given in evidence for every subject.

EAAs granted include arrangements such as additional time, having a human reader or screen reader technology, laptop provision and/or a prompt.

Where deemed appropriate, pupils may undertake a reduced GCSE timetable and choose two option subjects and a support lesson which will enable them to consolidate their learning across the curriculum. This decision would be made in conjunction with the SENCO, Year Leader, Assistant Head (Ambitions & Futures) and Deputy Head (Academic).

The Importance of Extra-Curricular

Enriching the development of the whole child, so that they experience valuable and enjoyable opportunities alongside their academic studies, is another important part of KS4.

We actively encourage our Year 10 pupils to take advantage of the lunchtime and after school clubs we have on offer, and we're thrilled to see that participation is growing.

Participation in the Duke of Edinburgh Award, sports teams, performance-based activities such as Dance Live or Drama Club, or altruistic groups such as Chaplaincy or the Inclusivity Alliance, are valued by both further and higher education establishments and should be mentioned in Personal Statements for university applications. Most importantly however, these activities support the growth of our pupils as individuals and the development of skills that will support them through life such as teamwork, independence and decision making.

From September 2025, all pupils at St Joseph's will be offered enrichment opportunities as part of their school week. This will support them to engage with the curriculum to a greater extent, engage with the various communities they are part of and develop valuable life skills.



EXPLORE OUR

Core Curriculum

“Education is the most powerful weapon which you can use to change the world.”

– *Nelson Mandela*




Religious Education

In Religious Education we give pupils rich and varied ways of exploring the world God created and we offer many opportunities to recognise that we have all been created ‘Imago Dei’; in God’s image and likeness. Pupils learn that the world and its resources have been created for our benefit and that we must take this responsibility seriously by being good stewards of it; pupils learn that we are all responsible for God’s creation as is stated in Pope Francis’ Encyclical ‘Laudato Si’.

Throughout Religious Education we encourage questioning and promote becoming independent learners, who grow in the spirit of enquiry through learning about other faith ideas and perspectives. This is continued at GCSE where pupils learn not only about key Catholic theological discussions (the nature of good and evil, for example) but also key Jewish beliefs and practices. In RE, we want to develop our pupils to contribute positively to life in multi-cultural Britain.


Head of Department:

 **Mr O. Blaho-Schlogl**

Qualification:

 **GCSE**

Examination Board:

 **Eduqas**

Specification:

 eduqas.co.uk/qualifications/religious-studies-gcse/





English

English Language

Our course follows the AQA specification and allows pupils to develop the ability to communicate clearly, accurately and effectively when writing and speaking whilst allowing pupils to broaden their vocabulary. It allows pupils an opportunity to both explore and create a wide range of fiction and non-fiction texts from the 19th century to the present day.

English Literature

Our Literature course follows the AQA specification and allows pupils to explore a wide range of literary texts such as An Inspector Calls and Macbeth. The course aims to give pupils an opportunity to read classic literature and make connections across their reading.

Head of Department:

 **Mrs G. Hansford**

Qualification:

 **GCSE**

Examination Board:

 **AQA**

Specification:

 [aqa.org.uk/subjects/english](https://www.aqa.org.uk/subjects/english)





Mathematics

Maths

Our aim is to develop pupil's confidence in their mathematical abilities with understanding and an enjoyment in finding solutions to solving problems. The syllabus focusses on developing mathematical skills, techniques and concepts so that pupils are able to apply these to practical situations.

Further Maths

Our most able pupils will have the opportunity to study Further Maths as an extra qualification. The course is designed to encourage learners to challenge and develop their skills further. An introduction to new areas of mathematics and new techniques will be beneficial to those taking mathematics beyond GCSE.


Head of Department:

 Mrs M. Henry

Maths:

 GCSE

 Pearson Edexcel


 [qualifications.pearson.com/en/qualifications/edexcel-gcse/mathematics-2015.html](https://www.pearson.com/qualifications/edexcel-gcse/mathematics-2015.html)



Further Maths:

 Level 2 Cert

 AQA

 [aqa.org.uk/subjects/mathematics/aqa-certificate/mathematics-8365/specification](https://www.aqa.org.uk/subjects/mathematics/aqa-certificate/mathematics-8365/specification)





Combined Science

Separate Science or Combined Science?


Science has something to offer every pupil, and all pupils continue with the study of all three sciences at KS4, receiving either two GCSEs in Combined Science, or separate GCSEs in Biology, Chemistry and Physics by opting for Separate Sciences.

Combined Science

All pupils are taught by specialist teachers who will deliver the factual content for Biology, Chemistry and Physics, developing pupils' ability to question, debate and evaluate decision making processes, linking practical science with the theory behind it.

Please see the Option Subjects section in this booklet for information on Separate Sciences.

Head of Department:

 **Mr H. Wilkinson**

Qualification:

 **GCSE**

Examination Board:

 **AQA**

Specification:

 [aqa.org.uk/subjects/science/gcse/science-8464/specification](https://www.aqa.org.uk/subjects/science/gcse/science-8464/specification)



EXPLORE OUR

Option Subjects

“Education is the foundation
upon which we build our
future.”

– *Christine Gregoire*



History


A traditional and respected course by employers, but with modern relevance, GCSE History looks at our past as a nation and wider world through sources and evidence. By looking at the reliability of information, deciding what is relevant, identifying significant events through time and looking at how history rhymes through the ages, it is one of the most suitable courses for the internet age.

History:

 **Mrs J. Ingham**

 **GCSE**

 **AQA**

 aqa.org.uk/subjects/history/gcse/history-8145/specification



Geography


Pupils will travel the world from their classroom, exploring case studies in the United Kingdom (UK), higher income countries (HICs), newly emerging economies (NEEs) and lower income countries (LICs). Topics of study include climate change, poverty, deprivation, global shifts in economic power and the challenge of sustainable resource use. Pupils are also encouraged to understand their role in society, by considering different viewpoints, values and attitudes.

Geography:

 **Mr S. Kellie**

 **GCSE**

 **AQA**

 aqa.org.uk/subjects/geography/gcse/geography-8035/specification



Business Studies (Enterprise & Marketing)

Our Cambridge National in Enterprise and Marketing will support pupils to understand and apply the principles and concepts of Enterprise and Marketing including characteristics of successful entrepreneurs, market research, financial viability, the marketing mix and factors to consider when starting up and running an enterprise. This course will help develop the learning and practical skills that can be applied to real-life contexts and work situations by supporting pupils to think creatively, innovatively, analytically, logically and critically.

Languages

French and **Spanish** are widely spoken across the world, far beyond Europe. Universities and employers are increasingly looking for pupils with language skills. Being bilingual or multilingual requires and builds patience, perseverance, adaptability, and resilience.


Learning another language requires thinking outside the box and improves problem solving and creativity. The intercultural understanding developed through the study of a new language opens doors to enjoying a wealth of music, art, film, cuisine and much more.

This course is for pupil who wish to become well-rounded individuals, confident communicators, effective listeners, skilled leaders and informed and engaged global citizens.

Business Studies
(Enterprise & Marketing):


 Mrs G. Hansford

 Cambridge
National

 ocr.org.uk/qualifications/cambridge-nationals/enterprise-and-marketing-level-1-2-j837/



Languages:


 Mrs S. Barratt

 GCSE

 Edexcel

 qualifications.pearson.com/en/qualifications/edexcel-gcses/french-2024.html



 qualifications.pearson.com/en/qualifications/edexcel-gcses/spanish-2024.html



Separate Sciences

Thinking of going into medicine, engineering, research, the growing space industry? Enjoy problem solving and thinking logically? Consider taking Separate Sciences. All jobs are becoming more technical and the problem solving skills you will develop within Separate Science lessons are much in demand.

Due to the challenging nature of the course, we advise that pupils with target grades of 5 or above consider Separate Sciences; only higher tier examinations will be offered.

Biology

GCSE Biology supports the development of an understanding of the living world alongside promoting environmental awareness. This course equips pupils for a range of diverse STEM pathways such as medicine, biotechnology and ecology.

Chemistry


GCSE Chemistry promotes understanding the world at a molecular level, while encouraging curiosity and problem solving skills. Real world applications include chemical engineering, pharmaceuticals and resolving environmental issues.

Physics

GCSE Physics has been designed to foster curiosity about our universe, and promotes analytical thinking and innovation. It helps to equip pupils to address global challenges and drive technological advancements for a sustainable future.



Head of Department:

 **Mr H. Wilkinson**

Qualification:

 **GCSE**

Examination Board:

 **AQA**

Specification:

 [aqa.org.uk/subjects/biology/gcse/biology-8461/specification](https://www.aqa.org.uk/subjects/biology/gcse/biology-8461/specification)

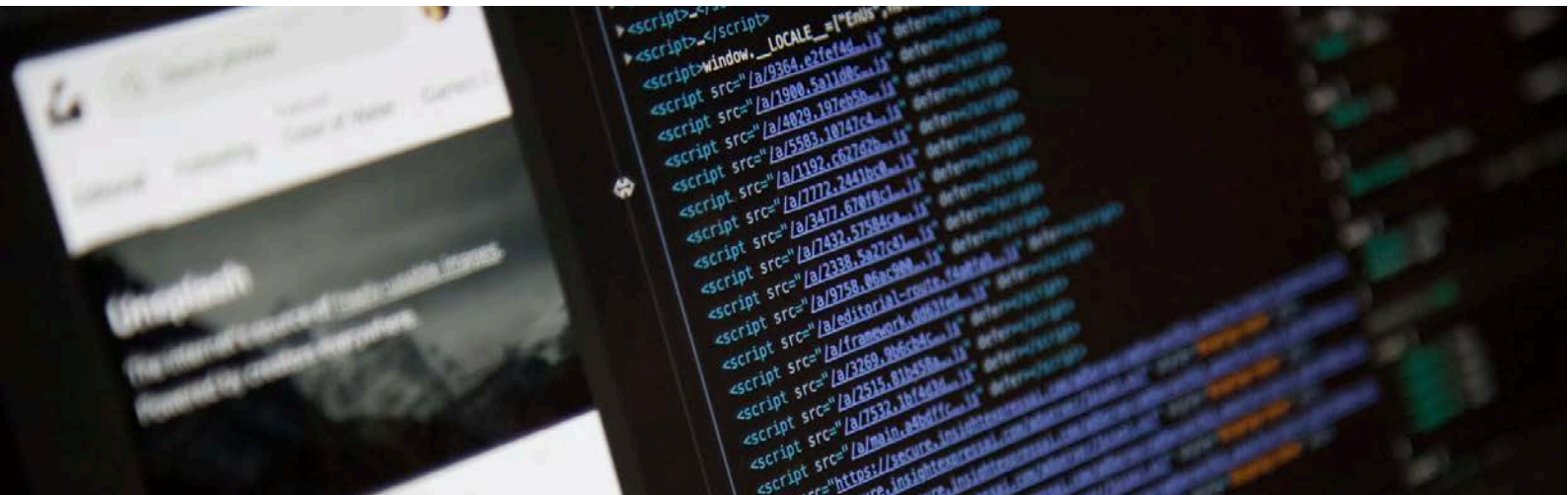


 [aqa.org.uk/subjects/chemistry/gcse/chemistry-8462/specification](https://www.aqa.org.uk/subjects/chemistry/gcse/chemistry-8462/specification)



 [aqa.org.uk/subjects/physics/gcse/physics-8463/specification](https://www.aqa.org.uk/subjects/physics/gcse/physics-8463/specification)






Computer Science

The Edexcel 2020 GCSE Computer Science course offers pupils a comprehensive understanding of both the theoretical and practical aspects of computing. The course is designed to equip learners with the skills necessary to succeed in a rapidly evolving technological landscape, fostering problem-solving, logical thinking, and an understanding of how technology impacts society.

pupils explore the fundamentals of computer systems, including hardware components, system architecture, memory, and storage. They also learn about operating systems, networks, and cybersecurity. The course also focuses on developing pupils' computational thinking through understanding algorithms, data representation, and problem-solving techniques. pupils are introduced to programming, where they practice writing code using a variety of languages to solve real-world problems.

In addition to the exams, the course encourages practical skills, with pupils gaining hands-on experience in programming and problem-solving. This combination of theoretical knowledge and practical application prepares pupils for further study in computer science or careers in the technology sector.

Head of Department:

 **Mr O. Ford**


Qualification:

 **GCSE**

Examination Board:

 **Edexcel**

Specification:

 www.pearson.com/en/qualifications/edexcel-gcse/computer-science-2020.html



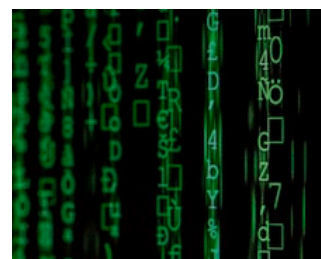
BTEC Digital Information Technology

This qualification is for pupils interested in taking a hands-on course that will offer them an insight into what it is like to work in the digital sector. Digital skills span all industries, and almost all jobs in the UK today require employees to have a good level of digital literacy, putting it increasingly on a par with English and maths skills.


The BTEC Tech Award in Digital Information Technology gives pupils a broad introduction to several aspects of 'digital' – from UX and interface design to data management and IT systems – enabling them to see what areas they are most keen on and keeping their options wide open for progression.

Through the study of these topics, pupils will not only acquire sector-specific applied knowledge and skills but also the processes and attitudes that underpin the sector. Using realistic vocational contexts, pupils will have the opportunity to explore, develop and apply highly sought-after key skills such as data management and data protection, project planning, and the design of user interfaces and dashboards as a way to present and interpret data. They'll learn about the iterative design process, cyber security, virtual teams, codes of conduct, and legal and ethical issues. In addition, pupils will gain an understanding of relevant employability skills and personal attributes, such as self-management and communication skills and the ability and willingness to evaluate and critically analyse their own performance.

Due to timetabling constraints, it is not currently recommended to opt for more than one BTEC option.




Head of Department:

 **Mr O. Ford**


Qualification:

 **BTEC Tech Award**

Examination Board:

 **Pearson**

Specification:


 qualifications.pearson.com/en/qualifications/btec-tech-awards/digital-information-technology-2022.html





BTEC Creative Media Production


Head of Dept.:

 Mr O. Ford

Qualification:

 BTEC Tech Award

Examination Board:

 Pearson

Specification:

qualifications.pearson.com/en/qualifications/btec-tech-awards/creative-media-production-2022.html



The new BTEC Tech Award in Creative Media Production gives pupils the chance to develop valuable skills and techniques in different disciplines, produce a practical response to a digital media brief, and explore potential careers in the media industry.

Pupils will work to develop a range of high level practical skills in industry standard IT software and produce a range of multimedia products whilst developing an understanding of how these skills can be put to use in the media sector.

Pupils will also study a number of theory-based topics essential to the media industry including audience demographics, marketing strategies, genre, narrative, pre-production and production techniques. An interest in the media industry is recommended. Pupils will examine in-depth the audio-visual sector (TV and film) to explore how products are made (camera angles, lighting, character and set design, soundtracks etc) and the techniques used to engage the intended audience.

This course features two internal assessment tasks which will make up 60% of the pupils' overall grade. These are extended tasks undertaken independently so a high level of personal organisation is beneficial.

Due to timetabling constraints, it is not currently recommended to opt for more than one BTEC option.



Art & Design

This dynamic and broad-based art course offers pupils the opportunity to develop a diverse range of creative skills, knowledge, and understanding. Through hands-on projects and practical application, pupils will explore the varied disciplines within art, craft, and design, expanding their artistic abilities while also cultivating a deeper understanding of the wider art world.

The course is designed to allow flexibility in artistic exploration, with options available in different areas such as:

- **Drawing and Painting**
- **Installation Art**
- **Mixed Media**
- **Digital Media**

Pupils will have the chance to discover and refine their personal interests and artistic style, whether they are drawn to traditional forms or more contemporary, experimental methods. This course encourages creativity, critical thinking, and problem-solving, enabling pupils to express themselves confidently and thoughtfully across a variety of media.

Head of Department:

 **Mrs K. Miles**

Qualification:

 **GCSE**

Examination Board:

 **OCR**

Specification:

 ocr.org.uk/qualifications/gcse/art-and-design-j170-j176-from-2016/





Music

The GCSE Music course is a practical focused course that builds upon the key performance and compositional based skills worked on during KS3. Pupils will also build on their knowledge of the key elements of music gained at KS3 (Melody, Harmony, Tonality, Rhythm, Tempo, Structure, Instrumentation).

Pupils are required to prepare two performances (a solo and an ensemble) and write two compositions (one in any style they want and one to a brief set by the exam board). The practical element of the course is worth 60% of the overall grade.

Pupils are also expected to study an anthology of set works, learning about eight pieces of music in detail (appraisal). The appraisal element of the course ends with a listening paper based on knowledge of the set works and the ability to analyse unfamiliar works. The appraisal component is worth 40% of the overall grade.

It is highly recommended that pupils can play an instrument or sing to be able to complete this course.

Subject Lead:

 **Mr R. Blakey**


Qualification:

 **GCSE**

Examination Board:

 **Edexcel**

Specification:

 qualifications.pearson.com/en/qualifications/edexcel-gcse/music-2016.html



Food Preparation & Nutrition

The GCSE in Food Preparation & Nutrition is an exciting, creative and hands-on course that nurtures pupils' understanding of food through cooking tasks. The course focuses on developing practical cookery skills to gain an understanding of the associated theory. It will prepare pupils to have the knowledge, skills and understanding to open further opportunities in food, as well as health, food science and nutrition pathways. The course covers the main pillars of the subject: food science, food provenance, food safety, nutrition, and cooking skills.

BTEC Health & Social Care


The BTEC Tech Award in Health & Social Care gives pupils the opportunity to develop knowledge and skills in a practical learning environment. The qualification includes coursework and an exam. The course covers:

- the development of key skills to be able to interpret data to assess an individual's health.
- how to be effective when working in health and social care such as designing plans to improve an individual's health and wellbeing.
- to understand the core values and important attitudes in the health and social sector and the opportunity to practice applying them.
- to understand key concepts of Health, growth and development, health and social care services and factors affecting people's health and wellbeing.

Studying Health & Social Care can lead to a variety of jobs across all sectors including hospitals, childcare, clinics, care homes, medical and dental practices and emergency services.

Due to the amount of coursework and time required to complete this qualification, it is not recommended to take more than one BTEC Award.

Food Prep & Nutrition:

 Mr S. Sibley

 GCSE

 AQA


 aqa.org.uk/subjects/food-preparation-and-nutrition/gcse/food-preparation-and-nutrition-8585/specification




Health & Social Care:

 Mrs C. Kenney

 BTEC Tech Award

 Pearson

 qualifications.pearson.com/en/subjects/health-and-social-care/btec-health-social-care.html



GCSE PE

Pupils will develop their knowledge, understanding, skills and values to maintain performance in physical activities, while gaining an understanding of the benefits of health, fitness and wellbeing. They will develop techniques, tactics, strategies and/or compositional ideas to enhance their practical performances.

Drama

Drama is the perfect subject for encouraging creativity, personal growth, self-confidence, communication and analytical skills. It promotes pupils' involvement in, and enjoyment of, drama as performers, devisers, directors and designers, and all pupils will have opportunities to attend theatre performances including pantomimes, Shakespeare, and more.

Pupils can opt to study GCSE Drama in KS4, where they will learn more about the subject and its contribution to social and cultural commentary. They will come to appreciate that drama provides significant opportunities for expressing cultural and personal identity. It allows pupils to research the potential careers available in the Performing Arts Industry.

Dance

Dance is a powerful and empowering form of non-verbal communication and it is both expressive and physical. This well-established and popular course encourages pupils to develop their creative, physical, emotional and intellectual capacity, whatever their previous experience in the subject.


Due to the group elements of these courses, please be aware that GCSE Drama and GCSE Dance both require attendance of at least 90%. They are both practical and exam-based subjects.

GCSE PE:

 Mrs A. Goulding


 GCSE

 AQA


 [aqa.org.uk/subjects/physical-education/gcse/physical-education-8582/specification](https://www.aqa.org.uk/subjects/physical-education/gcse/physical-education-8582/specification)



Drama:

 Mrs G. Hansford / Mrs C. Blake


 GCSE

 Eduqas


 [eduqas.co.uk/qualification/drama-gcse](https://www.eduqas.co.uk/qualification/drama-gcse)




Dance:

 Mrs A. Goulding / Mrs C. Blake

 GCSE

 Eduqas

 [aqa.org.uk/subjects/dance/gcse/dance-8236/specification](https://www.aqa.org.uk/subjects/dance/gcse/dance-8236/specification)



