Key Stage 4

Options Pathways Information Booklet 2022

St. Joseph's College

Please send all queries to: KS4options@sjc.ac

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Courses Information

This booklet contains key information about the KS4 courses you will be able to study at St Joseph's College as well as information regarding how to make the best choices.

Core Subjects

This is information about the courses that all students must study. These are the core subjects.

- Science- Combined Science - 2 GCSEs
- English (Language and Literature) – 2 GCSEs
- Mathematics – 1 GCSE
- PE (non-examined)
- Religious Studies- 1 GCSE

Pathways Explained

We are committed to working with students and parents to ensure that each student has access to a curriculum which is broad and balanced, covering a range of subject areas and ensuring that progression routes after year 11 are available. At the same time, the government is keen for most students to study at least eight subjects to GCSE (or equivalent) including English Baccalaureate subjects. We have tried to balance these two factors in designing our options process. Almost all students will actually study at least nine subjects to GCSE (or equivalent) level.

Students at SJC have a designated options pathway. These pathways are designed to offer each student an appropriate package of courses and choices to support their learning and allow them to achieve. This has also been designed to suit the needs of different learners and to ensure that all students at SJC are as successful as possible in their current and future education.

The three pathways are called Ebacc, Core and Engage. Students are allocated to their pathway using a combination of KS2 information, current KS3 information and predicted KS4 GCSE performance information. If you have any questions regarding pathway allocations, please ask.

EBacc Pathway:

The EBacc is not a qualification – it's a combination of GCSE subjects, including a language and a humanity. Studying this combination of subjects provides an important range of knowledge and skills to young people. Students on the Ebacc pathway must select Geography or History, they must also select a language they have studied previously from Spanish or Mandarin. They will be able to choose an additional choice for their third option choice.

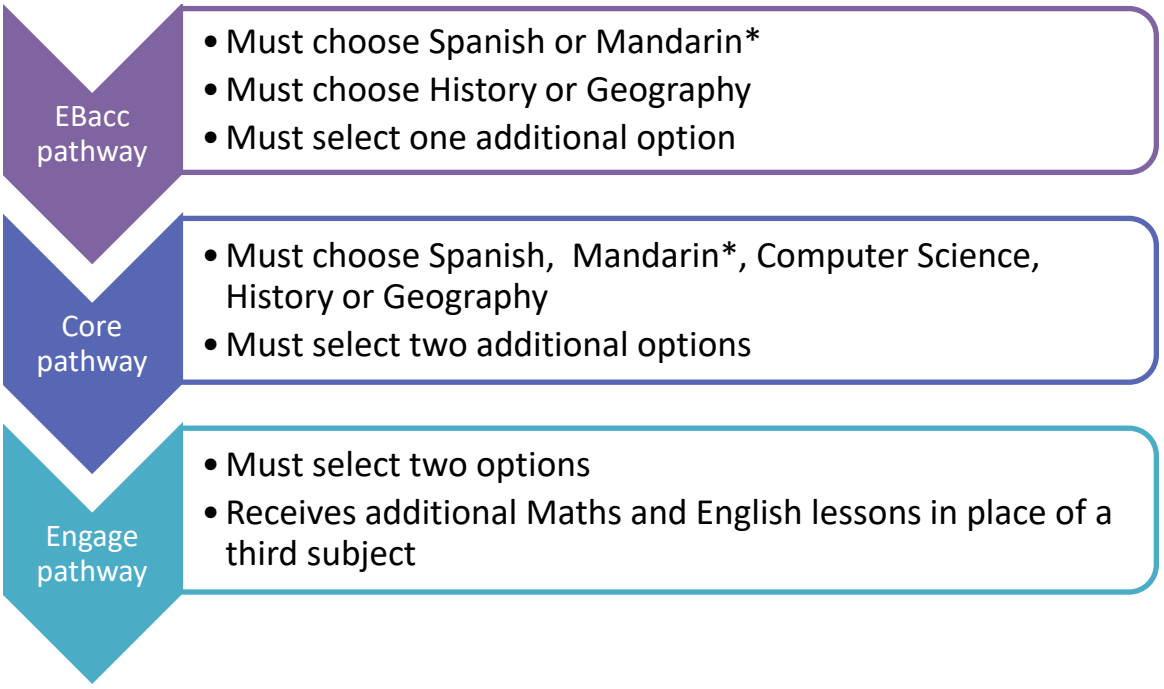
Core pathway:

This pathway is designed for students who enjoy all styles of learning. Some students may want to focus on traditional subjects and may want to achieve the English Baccalaureate. Other students may want more practical subjects to meet their learning style or a combination of practical and academic subjects. Students on the Core pathway must select an EBacc subject for their first choice. This would be from: Spanish, Geography, History, or Computer Science. Students will be able to choose an additional two choices. This route allows students to choose more than one practical course.

Engage pathway:

This pathway is designed for students that require additional Maths and English support in order to access their Key Stage 4 Curriculum. They will be guided to complete fewer GCSEs to ensure that they maximise their success in their chosen subject areas. This route allows students to choose more than one practical course. Students on the Engage pathway would select two option subjects and this would be complemented with additional Maths and English lessons.

Below is a synopsis of the three different pathways students may be allocated to.



*Students must select the language they have previously studied i.e. Spanish or Mandarin.

Guided choices explained

Within each pathway students have a choice of subjects to add to their core curriculum. It is these choices which students and parents will need to research to help decide which are of interest **and** suit the learning style of the student.

Making options choices is a big decision. Students should make informed decisions. Tutors, your Academic Progress Lead and subject teachers are all available to offer guidance and advice. Videos on each option subject are available and provide an overview of what you would study on the course, how you would be assessed and future pathways the subject can lead to.

Students will be asked to select their options **in order of preference** and will need to select **reserve subjects** in case their chosen combination of subjects cannot be accommodated in the timetable.

Students will be issued with a personalised Options Pathway when they go to select their choices on SIMs Options online, this will contain specific details on what choices need to be made.

For further information on the SIMs Options Online process please refer to the separate document on this.

Option Subjects

Below is further information on the option subjects students may choose from.
The first list is the Ebacc subjects and below that is the list of non- Ebacc subjects

EBACC subjects

- Computer Science**
- Geography
- History
- Mandarin (must have studied in Year 8 and we expect MEP students to select it)
- Spanish (must have studied in Year 8)

Non-EBacc Subjects

- Art
- BTEC Enterprise (Business Studies)
- GCSE Business Studies
- Cambridge National Certificate in Creative i-Media
- GCSE Drama
- GCSE DT – Design Technology
- BTEC First Award In Sport (PE)
- GCSE Food and Nutrition
- GCSE Music
- GCSE Triple Science** (students studying this will study 3 separate Sciences in Biology, Chemistry and Physics instead of Combined Science)

**Assessments are used alongside options selected to ascertain the suitability of students for both GCSE Computing and Triple Science.

The aim of the curriculum at KS4

The aim of the curriculum is to:

- To develop talents and abilities
- To develop knowledge and understanding in subjects of interest
- To maintain a broad curriculum that will lead to a range of life choices
- To take pride in achievement
- To pursue success
- To have high standards in work and behaviour and to take responsibility for self-development

These aims are based on a partnership between students, parents and teachers
It is important to note that whether or not a course runs will be depend on:

- The number of students choosing the course
- The school having the correct staff to teach the course

As we wish to ensure each student's curriculum remains broad and balanced students **cannot** study the following combinations

- GCSE Computer Science and Cambridge National Certificate in Creative i-Media
- GCSE Business Studies and BTEC Enterprise

Help and guidance:

There are a number of people and resources which can assist and advise your son about appropriate choices and progression. These are:

- Tutor
- Subject Teachers
- Mr Pavli – Head of Year 9
- Careers Adviser (Ms Cashmore)
- Learning Support
- This Course Information Booklet
- The Key Stage 4 Options Page of the School Website and the Youtube subject videos available here

Important things to consider

- Evaluate your subjects and your ability in terms of preference
- Consider if the subject is needed for a particular career
- Aim for a balanced subject selection to allow yourself a number of options in the future
- Work to your strengths and choose subjects you will do well in- use your report to assist you in identifying which subjects are areas of strength
- Choose a subject you want to do – not that your friend wants you to do as there are often more than one class per subject hence you may not be in the same class as your friends
- Choose a subject because you're interested in the subject – not because you like the teacher as there is no guarantee you will have the teacher you want

Key Dates for Year 9

Monday 7th February 2022 at 5.30 pm

Options Programme Webinar – explaining the process for options.

Tuesday 8th February 2022

Parents' Evening
KS4 Options Selection (Online opens)

Monday 28th February 2022

KS4 Options Consultation meeting –
Deadline for booking Thursday 24th February 2022

Monday 7th March 2022

KS4 Options Selection Deadline

For any additional information on this process please contact the Key Stage 4 Options Team on ks4options@sjc.ac

New Grading System

Please be aware that all GCSE grades will now be reported as a as a numerical value of 9-1 rather than the traditional A* - G. Using this new GCSE Grading Structure a 'good pass' will be a grade of 5. This will be more difficult to achieve than the old 'C' grade as it is estimated that only the top one third of students who previously achieved a C grade will achieve this 'good pass' of a 5. As a result pupils will need to work very hard to achieve highly in their GCSEs.

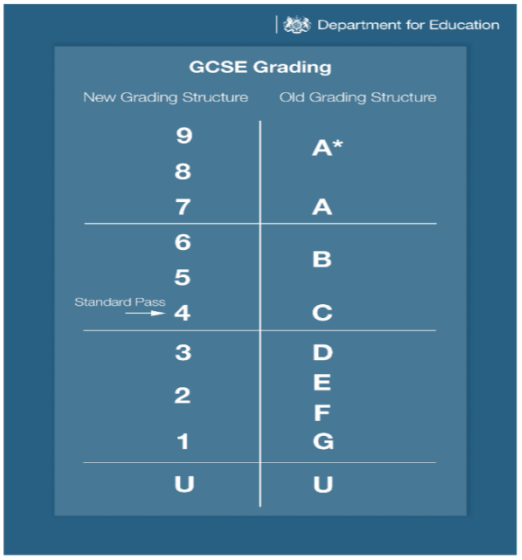
Top facts about the new GCSEs

1. The new GCSEs in England have a 9 to 1 grading scale, to better differentiate between the highest performing students and distinguish clearly between the old and new qualifications.

2. Grade 9 is the highest grade and will be awarded to fewer students than the old A*.

3. The first exams in new GCSEs for English language, English literature and maths were sat in summer 2017. A further 20 new GCSEs were examined for the first time 2018, and in summer 2019 there will be 25 new GCSEs examined for the first time. For GCSEs in a small number of languages new exams will be sat for the first time in 2020, but most students will have all their GCSEs graded 9 to 1 in 2019.

4. The new GCSE grading scale is not directly equivalent to the old A* to G one. However, there are some comparable points between the old grades and the new ones, as the diagram shows:



- The bottom of grade 7 is aligned with the bottom of grade A;
- The bottom of grade 4 is aligned with the bottom of grade C; and
- The bottom of grade 1 is aligned with the bottom of grade G.

5. Although the exams will cover more challenging content, students will not be disadvantaged by being among the first to sit the new GCSEs. The approach used by Ofqual, the qualifications regulator in England, ensures that, all things being equal, broadly the same proportion of students will get grades 1, 4 and 7 and above in the reformed subjects, as would have got G, C or A and above in the old system.

Core Subjects:

GCSE COMBINED SCIENCE

SUBJECT DESCRIPTION

EXAMINING BOARD: AQA (2 GCSEs)

Science at Key Stage 4 is designed to develop and inspire future scientists and provides a good scientific grounding. Our world is constantly changing and evolving; Science and how it relates to the real world is a fascinating subject to students of all abilities and aspirations.

COURSE CONTENT AND STRUCTURE

Combined Science (Trilogy) is the equivalent of two GCSEs, students will sit 6 exams at the end of Year 11. This content will be taught over two years.

Biology: Cell biology, Organisation, Infection and response, Bioenergetics, Homeostasis and response, Inheritance, variation and evolution and Ecology.

Chemistry: Atomic structure and the Periodic table, Bonding, structure and the properties of matter, Quantitative chemistry, Chemical changes, Energy changes, Rate of reactions, Organic chemistry, Chemical analysis, Chemistry of the atmosphere and Using resources.

Physics: Energy, Electricity, Particle model of matter, Atomic Structure, Forces, Waves and Magnetism and electromagnetism.

ASSESSMENT ARRANGEMENTS

The GCSE (9-1) qualifications are linear courses. Assessments will all be at the end of Year 11. In the new qualifications, mathematical skills, practical work, knowledge and understanding of practical, and investigative skills will be assessed in a different way to the current GCSEs. Each exam for Combined Science is 1 hour 15 minutes. The new GCSE (9-1) qualifications in science will have no controlled assessment units. Students will be expected to complete the core practicals and will be tested on their practical and investigative skills within the written examination papers.

SKILLS DEVELOPED AND CAREER OPPORTUNITIES

Science can help you make sense of the world, to assist understanding of current issues and develop transferable skills that are necessary throughout life. It enables students to develop enquiring minds, problem solving, good communication, data handling and team working skills. Students become more aware of the importance of science in their everyday lives as well as becoming more socially and environmentally informed.

A good scientific background is important for most walks of life and can lead to a multitude of careers, including medicine, dentistry, astrophysics, research, engineering, pharmacy, sports science and many more.

We aim to motivate our students, encourage scientific curiosity, reinforce scientific thinking and enable all our students to enjoy and succeed in Science.

For more Information about Science please contact-
Head of Department: Miss A Campbell (acampbell@sjc.ac)

GCSE ENGLISH LANGUAGE AND ENGLISH LITERATURE

SUBJECT DESCRIPTION

EXAMINING BOARD: AQA (2 GCSEs)

COURSE CONTENT AND STRUCTURE

The English Department delivers **two separate compulsory GCSE courses**.

English Language develops inference and comprehension skills across a range of 19th, 20th and 21st century texts, as well as refining students' own written communication and creativity.

English Literature exposes students to plays, poetry and classic novels. Students will also take a further certificate in speaking and listening; they will be coached through group discussion, drama performance and an individual presentation

ASSESSMENT ARRANGEMENTS

The new specifications in Language and Literature are 100% examination. The skills-based Language papers test students' ability to respond to unseen material as well as their ability to produce fiction and non-fiction writing.

The two Literature papers test students' ability to respond to the texts that they will study across the two year GCSE course.

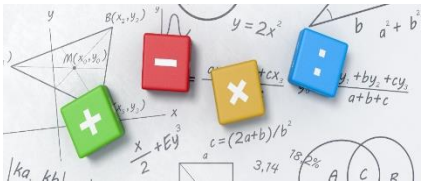
SKILLS DEVELOPED AND CAREER OPPORTUNITIES

The government requires all school leavers to attain a Grade 4 or higher in an English GCSE, and most further education courses require students to attain a Grade 5 or higher in English Language. This is because the GCSE courses develop students' capacity to access and manipulate a variety of texts as well as a strong command of written communication. Students who wish to continue with their studies of Language or Literature may go on to train as lawyers, broadcasters, editors, published writers and journalists.

For more Information about English Language and English Literature please contact-
Head of Department: Miss E Howard, (ehoward@sjc.ac).

GCSE MATHEMATICS

SUBJECT DESCRIPTION



EXAMINING BOARD: EDEXCEL (Maths GCSE) & AQA (Further Maths course)

Students develop logical thought processes to solve problems and are encouraged to show their method clearly, extending knowledge to incorporate algebraic manipulation and geometrical theorems in addition to sophisticated analysis of statistical tables. This subject is highly regarded for Higher Education and lends itself to many career opportunities.

COURSE CONTENT AND STRUCTURE

In Year 10 the students start studying their Maths GCSE course. They will take the New Linear (9-1) exam at the end of Year 11 (Edexcel Code 1MA1). The examination is split into two levels – Foundation (possible grades: 1-5) and Higher (possible grades: 4-9). Throughout the two-year GCSE course, the students can also study for three extra Maths Awards. These contain GCSE content plus some extension topics. These awards are examined by Edexcel and their function is to test the skills required by the students to answer their GCSE questions effectively, so are a valuable test of their knowledge in the areas of Statistics, Number and Algebra. At the start of Year 10, students are rearranged into sets on the basis of their Year 9 end of year examination and teacher assessments.

Students in the top math's set of Year 11 will also follow the Level 2 Further Maths course which is examined by AQA (AQA code 8365). This will help them achieve their 8/9 Maths GCSE grades and prepare them for the rigor of A level Maths, in addition to achieving an additional GCSE qualification. They will also take this exam at the end of Year 11.

All students will require a scientific calculator throughout the course. Homework will be regularly set on either Sparx, Mathswatch or Dr Frost Maths; or students will be given a written piece of homework including past GCSE questions or a past paper. The students will also have free access to these sites, which they will be able to access on computers, laptops, tablets and phones. Past exam papers and revision materials will be supplied before exams.

SKILLS DEVELOPED AND CAREER OPPORTUNITIES

Mathematics will enable students to develop skills such as problem solving, logic, data handling, spatial awareness, accuracy and good communication. Students become more aware of the importance of mathematics in their everyday lives. A good mathematical background is necessary for all walks of life. Furthermore, these are examples of Mathematics Careers:

Engineering: Your training in mathematics will prepare you to quickly learn the specific issues in a new field, and your creative problem solving skills will be a strong asset to the engineering firm.

Cryptography: From the Secret Service to a smaller company doing commerce on the web, the demand for mathematicians that can understand the number-theoretic issues in cryptography is great.

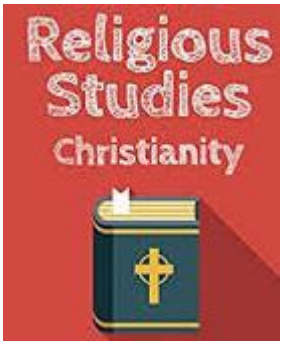
Actuary: Among the highest-paid professions are actuaries, who compute the statistics behind life insurance other tables of predictive data.

Finance: Most financial companies hire mathematicians to study financial models and make predictions based on statistical evidence.

Management: Management consulting firms look for individuals who can quickly source the root of a problem, and find creative and effective solutions, and critically choose from among many options.

For more Information about Mathematics please contact-
Head of Department: Mrs P Mantillas, (pmantillas@sjc.ac)

GCSE RELIGIOUS STUDIES



SUBJECT DESCRIPTION

EXAMINING BOARD: AQA
Course: GCSE AQA Religious Studies A

COURSE DESCRIPTION

St. Joseph's College is founded on the traditions of St. John Baptist de la Salle and Religious Education is the cornerstone of the educational experience we offer. The course will enable students to focus in depth on the Christian faith, by looking at beliefs, teachings, practices, sources of authority and forms of expression within different denominations of Christianity. Students will broaden their understanding of religion by studying the beliefs and practices of a second world faith: Islam. Finally, they will study 4 themed contemporary ethical issues through religious and non-religious perspectives.

COURSE CONTENT AND STRUCTURE

Half of the course will be spent studying Christianity and Islam: What are key practices and forms of expressions? How do denominations differ? How does scripture and key beliefs give rise to these expressions?
The other half of the course will examine contemporary moral issues: when looking at the ethical dilemmas of our time, how do religious and non-religious people decide what is right? We will be looking at ethical dilemmas on the following themes: Relationships & Families; Crime & Punishment; the Right to Life; and Human Rights & Social Justice.

ASSESSMENT ARRANGEMENTS

2 x 1 hour 45 minute exams, sat at the end of Year 11.
Paper 1- Religion: Christianity & Islam
Paper 2- Thematic Studies: Ethics.

SKILLS DEVELOPED AND CAREER OPPORTUNITIES

The course will help students understand theological concepts and religious doctrines, and it will also promote and equip students with valuable skills for their future development, such as analytical and critical thinking, the ability to work with abstract ideas, leadership and research skills.
The students will also develop the skills of communication, language, empathy, understanding alternative points of view, enquiry and evaluation. The course also helps to develop spirituality in the students and, as a part of this, retreat experiences are offered. The GCSE develops skills which are utilised in the highly successful and popular A Level course of Philosophy and Ethics, as well as other humanities.
These skills lend themselves successfully to any career that requires analysis and evaluative thinking, alongside careers where students will need skills of empathy and ethical judgements. Fields may include the Law, Medicine, Science, Priesthood, Youth Work, Teaching, and Journalism.

For more Information about Religious Education please contact-
Head of Department: Mr T Arthur (tarthur@sjc.ac)

EBacc Option subjects:

GCSE GEOGRAPHY

SUBJECT DESCRIPTION

EXAMINING BOARD: EDEXCEL B

Geography is an exciting and extremely hands-on course, offering opportunities for out- of-class learning not often experienced in other subjects. It combines practical fieldwork techniques and theoretical knowledge to build a critical understanding of our changing planet.
With our new exam board: Edexcel B, we look in more detail at both the physical and human worlds, with an increased level of focus on how they interrelate. It is a contemporary subject and consequently uses up-to-date case study examples to explore some of the challenges facing our world today.

COURSE CONTENT & STRUCTRE | ASSESSMENT ARRANGEMENTS

EDEXCEL B OVERVIEW OF CONTENT AND STANDARDS

	Paper 1: Global Geographical Issues	**Paper 2:** UK Geographical Issues	**Paper 3:** People and Environment Issues
	Written examination: **1 hour and 30 minutes** 37.5% of the qualification 94 marks	Written examination: **1 hour and 30 minutes** 37.5% of the qualification 94 marks	Written examination: **1 hour and 30 minutes** 25% of the qualification 64 marks
Content	Topic 1: Hazardous Earth	Topic 4: The UK's evolving physical landscape – including sub-topics 4A: Coastal change and conflict 4B: River processes and pressures.	Topic 7: People and the biosphere
	Topic 2: Development dynamics	Topic 5: The UK's evolving human landscape – including a Case Study - Dynamic UK cities.	Topic 8: Forests under threat
	Topic 3: Challenges of an urbanising world	Topic 6: Geographical investigations – including one physical fieldwork investigation and one human fieldwork investigation linked to Topics 4 and 5.	Topic 9: Consuming energy resources
Assessment	An externally-assessed written exam with three 30-mark sections. Of the 94 raw marks available, up to 4 marks are awarded for spelling, punctuation, grammar and use of specialist terminology	An externally-assessed written exam with three sections. Of the 94 marks available up to 4 marks are awarded for spelling, punctuation, grammar and use of specialist terminology.	An externally-assessed written exam with four sections. Of the 64 raw marks available, up to 4 marks are awarded for spelling, punctuation, grammar and their of specialist terminology.
	The exam includes multiple-choice questions, short open, open response and extended writing questions, calculations and 8-mark extended writing questions.	The exam includes multiple-choice questions, short open, open response, calculations and 8-mark extended writing questions.	The exam includes multiple-choice questions, short open, open response and extended writing questions. Section C will include 8-mark extended writing questions and Section D will offer a choice of one from three decisions assessed through a 12-mark extended writing question.

SKILLS DEVELOPED AND CAREER OPPORTUNITIES

Geography will help you develop your communication and teamwork skills. You'll also develop your research and analysis skills through IT and fieldwork, which means you will be able to collect and look for patterns in data. This directly helps to improve evaluative ability, which is a key component of many other GCSE syllabuses.

Employers love the mix of technical and social skills people get from studying geography, which they see as very transferable, i.e. useful for a whole range of jobs.

The Royal Geographical Society states that Geography graduates have some of the highest rates of graduate employment. Geography is great for any kind of career that involves the environment, planning, or collecting and interpreting data.

Popular careers for people with geography qualifications include: town or transport planning, surveying, conservation, sustainability, waste and water management, environmental planning, tourism, and weather forecasting. The army, police, government, research organisations, law and business world also love the practical research skills that geographers develop. As geographers learn about human and population development, geography can be useful for jobs in charity and international relations too.

For more Information about Geography please contact-
Head of Department: Miss L Williams (lwilliams@sjc.ac)

GCSE HISTORY

SUBJECT DESCRIPTION

EXAMINING BOARD: Edexcel 1-9

This course offers the opportunity to study the most popular topics in history. All of the topics we have selected to study tell a story about a period that shaped the world we live in today. The units cover a diverse range of new and familiar topics, and will deepen the knowledge you have already gained about particular periods as well as introduce new and exciting material!

COURSE CONTENT & STRUCTURE

The course consists of three externally examined papers. The total qualification mark is 168, of which 8 marks are for spelling, punctuation, grammar and use of specialist terminology (SPaG).

- Paper 1: Thematic study
- Paper 2: Period study
- Paper 3: Period study and B for British depth

Paper 1: Thematic Study

Crime and punishment in Britain, c1000–present and Whitechapel, c1870–c1900: crime, policing and the inner city

Assessment arrangements: Written examination: 1 hour and 15 minutes 30%* of the qualification 52 marks (16 for the historic environment, 36 for the thematic study)

Paper 2:

Early Elizabethan England, 1558–88 and Conflict in the Middle East, 1945–95.

Assessment arrangements: Written examination: 1 hour and 45 minutes 40%* of the qualification 64 marks (32 for the period study and 32 for the British depth study)

Paper 3: Weimar and Nazi Germany, 1918–39

Section A: Students answer a question based on a provided source and a question that assesses their knowledge and understanding.

Section B: Students answer a single four-part question, based on two provided sources and two provided interpretations.

Assessment arrangements: Written examination: 1 hour and 20 minutes 30%* of the qualification 52 marks

SKILLS DEVELOPED AND CAREER OPPORTUNITIES

History teaches us to ask two very important questions: why and how. This is key to sharpening critical thinking abilities, which combine analysis, evaluation, research, essay writing and communication skills to help to solve problems and form arguments for debate. Historians look at all the available evidence and come to conclusions, a lot like a good detective, which helps them learn to be organised and manage information.

Studying History at GCSE will help with other GCSE and A-level essay subjects like English Literature, Languages, Media Studies, Law, Politics, Philosophy, Psychology, Economics and Sociology. This is because it helps you develop both written and analysis skills. It can also be really useful alongside a science subject or Maths to broaden your knowledge and abilities. The Russell Group of Universities recommend History as an excellent subject for keeping your options open when thinking about further and higher education. With the analytical, writing, debate and investigative skills gained by the study of History, students will be primed for a huge range of careers including law, politics, public sector, business, marketing, journalism, economics, teaching, academia, insurance, social research, archaeology and curation (museums, galleries, archives and libraries).

For more Information about History please contact-
Head of Department: Miss S Small (ssmall@sjc.ac)

GCSE MANDARIN (CHINESE)

SUBJECT DESCRIPTION

EXAMINING BOARD: AQA

- **This is open to students who have studied Mandarin in Year 7, 8 and 9.**
- **It is expected that those on the MEP will study Mandarin in KS4.**

Mandarin GCSE is a fabulous opportunity to become a competent linguist, with a solid grasp of one of the most important and challenging languages in the world. There is no denying that Mandarin is a challenging subject, and that it requires commitment and resilience in order to succeed. Not only does a GCSE in Mandarin demonstrate solid linguistic ability, it also demonstrates skills that are highly regarded by employers. Resilience, tenacity, hard work, problem solving, creativity are all skills that students will develop in the Mandarin classroom, and are skills which will be very beneficial to their future prospects.

Key aims of GCSE Chinese (Mandarin) are to enable students to develop:

- An understanding of Chinese in variety of contexts
- A knowledge of Chinese vocabulary and structures
- Transferable language learning skills
- The ability to communicate effectively in Chinese
    - Awareness and understanding of countries and communities where Chinese is spoken

COURSE CONTENT AND STRUCTURE

The AQA GCSE in Chinese covers a range of units covering topical and relevant topics. The topics covered are:

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

Assessment will cover the four core skills of language learning, namely: listening, speaking, reading and writing. The GCSE combines external assessment of speaking with external assessments for listening, reading and writing skills.

- AO1: Listening – understand and respond to different types of spoken language.
- AO2: Speaking – communicate and interact effectively in speech.
- AO3: Reading – understand and respond to different types of written language.
- AO4: Writing – communicate in writing.

ASSESSMENT ARRANGEMENTS

The Mandarin GCSE offers both Foundation and Higher Tier assessment.

- Listening exam: 35 minutes (Foundation Tier), 45 minutes (Higher Tier)
- Speaking exam 7–9 minutes (Foundation Tier) + preparation time 10–12 minutes (Higher Tier) + preparation time
- Reading 45 minutes (Foundation Tier), 1 hour (Higher Tier)
- Writing 1 hour (Foundation Tier), 1 hour 15 minutes (Higher Tier)

SKILLS DEVELOPED AND CAREER OPPORTUNITIES

Not only does a Mandarin GCSE allow you to develop your language skills to their full potential, equipping you with the knowledge to communicate in a variety of contexts with confidence, it will also develop skills that are hugely attractive to potential employers.

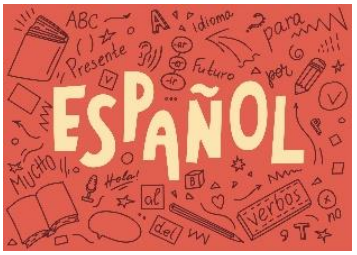
Modern Languages traditionally help with careers in sales, marketing, education. Languages are a social skill, with listening and speaking being very important, they therefore lend themselves to roles with personal interaction – including customer services and client management.
Additionally, skills developed whilst learning Mandarin include resilience, tenacity, problem solving and creativity. These skills help open up doors into all industries.

For more Information about Mandarin please contact:
Subject Lead: Mr O Austin (oaustin@sjc.ac)

GCSE SPANISH

SUBJECT DESCRIPTION

EXAMINING BOARD: AQA



This is open to students who have studied Spanish in Year 7, 8 and 9.
Spanish GCSE is a fabulous opportunity for your son to become a competent linguist. This is a challenging course and your son will need to be totally committed and work extremely hard. Learning Spanish will help your son in many ways – for example travel & job opportunities – it is a lifelong skill and will prepare him well to take A level and later on a language degree at university.

How your son will be assessed:

- Each skill – listening, speaking, reading and writing is 25% of the final GCSE
- All exams are taken at the end of Year 11 – there is no coursework
- Grading will be 1-9
- Higher will be graded from 4 to 9
- Foundation will be graded from 1 to 5

The Spanish GCSE is structured as below:

Foundation

- **Listening**: 35 minutes
- **Speaking**: 7-9 minutes + preparation time
- **Reading**: 45 minutes
- **Writing**: 1 hour

Higher

- **Listening**: 45 minutes
- **Speaking**: 10-12 minutes + preparation time
- **Reading**: 1 hour
- **Writing**: 1 hour 15 minutes

Themes Studied:

1: Identity & Culture

2: Local, National, International & Global Areas of Interest

3: Current & future study & employment

SKILLS DEVELOPED AND CAREER OPPORTUNITIES

All employers are impressed with linguists – it shows a great skill and talent to speak another language well. All jobs will be enhanced by being able to speak another language – particularly if you work with the public.

Some of the jobs specifically related to languages include:

- Gaming: Game translator, representative (national / international)
- Technology: Brand specialist, web designer
- Media and Film industry; photographer, actor, singer
- Business / business management / project management
- Sportsperson
- IT; cyber security
- Education (global; primary, secondary, university)
- Banks and Insurance companies; analyst or associate – international banking and finance
- Government & Law

For more Information about Spanish please contact-
Head of Department: Miss T Pazos (tpazos@sjc.ac)

Option Subjects:

GCSE ART AND DESIGN

SUBJECT DESCRIPTION

EXAMINING BOARD: AQA

Students can choose to work in variety of approaches including drawing, installation, lens and light based media, mixed media, printing, painting and sculpture. Students will learn how to use the formal elements and visual communication and improve their observational skills to record from sources and communicate ideas. Students will begin to understand the characteristics of media and materials and understand the properties of colours. The drawing component of this endorsement will develop their skills in drawing from life, describing mood and emotion as well as capturing atmosphere, expression and tension using a variety of approaches including mark making.

COURSE STRUCTURE AND CONTENT:

Art and Design work on thematic based topics for their Personal portfolio which allows students to demonstrate an ability to construct a sustained line of reasoning which is coherent, relevant, sustained and logically structured which are all relevant to their individual creative journey. Their investigations through development, experimentation and recording relevant to their individually chose idea will lead to one or more outcome in a variety of resolutions. Previous themes have included 'Structures' and 'Surfaces' The Externally Set Assignment (Exam) is a theme set by Edexcel and students create personal responses based on the broad-based thematic starting point. Past Exam topics include 'Past, Present, Future' and 'Order and Disorder'. These themes will be released to students on February 1st each year.

ASSESSMENT ARRANGEMENTS:

Art and Design is assessed in two components:

Unit 1: PERSONAL PORTFOLIO 60%
Unit 2: EXTERNALLY SET ASSIGNMENT 40% WITH A 10 HOUR SUSTAINED FOCUS PERIOD (EXAM)
Students will be assessed on four different assessment objectives for both components:

AO1: Developing ideas through investigations, demonstrating critical understanding of sources and contexts, time, societies and cultures

AO2: Refining work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. Students will be expected to test and refine a range of techniques and select processes that appropriate to their style and work.

AO3: Recording ideas, observations and insights relevant to intention as work progresses. All students in both subjects will be expected to draw as part of their idea development whether this is quick sketches with annotation to more detailed observations. Student are also expected to use subject specific language when annotating their work.

AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language. Student's final pieces need to show links between their research, development and ideas when producing exhibition pieces.

SKILLS DEVELOPED AND CAREER OPPORTUNITIES:

Through Art and Design students learn a range of transferable skills including:

- Applying a creative approach to problem solving
- Consider and develop original ideas from initiation to realisation
- Analyse critically their own work and the work of others
- Express individual thoughts and choices confidently
- Take risks, experiment and learn from their mistakes.

Students who take GCSE Art and Design can go on to become private practitioners and may work on client commissions, work in studios, galleries or for larger design firms. With the increase in digital media, creative skills are needed in engineering, architecture, industrial design and technology industry including web development and digital magazines and blogs.

For more Information about Art and Design please contact-
Head of Department: Miss A Ellis-Hayle (aellishayle@sjc.ac)

GCSE BUSINESS STUDIES

SUBJECT DESCRIPTION

EXAMINING BOARD: EDEXCEL

Students of Business Studies will take a critical approach to business and economics, focusing on topics such as building a business, finance, organisational structure, and the extent to which business and economic activity can be ethical and sustainable.

COURSE CONTENT AND STRUCTURE:

GCSE in Business Studies actively engages students in the study of businesses and entrepreneurship, helping them to develop and apply their knowledge, understanding and skills to contemporary issues in a range of local, national and global contexts.

Students will focus on 2 themes:

Theme 1

- Enterprise & Entrepreneurship
- Spotting a business opportunity
- Putting a business idea into practice
- Making the business effective
- Understanding external influences on business

Theme 2

- Growing the business
- Making marketing decisions
- Making operational decisions
- Making financial decisions
- Making human resource decisions

ASSESSMENT ARRANGEMENTS:

Theme 1: Investigating small business: **Written Examination Paper - 50% (90 marks)**
Theme 2: Building a Business: **Written Examination Paper - 50% (90 marks)**

SKILLS DEVELOPED AND CAREER OPPORTUNITY:

The following are skills within business contexts you would expect a student to develop during the course;

- Practical skills – time management, personal organisation and action planning
- Presentational skills – addressing audiences using a variety of media and forms
- Personal skills – showing evidence of progression
- Interpersonal skills – communication and group work
- Cognitive skills – reflection and review of own and others' performances.

A GCSE in Business Studies can lead to jobs in many areas including Financial Services, Marketing/Advertising, Local Government, Law etc.

For more Information about Business Studies please contact
Head of Department: Ms J Ampah (Jampah@sjc.ac)

BTEC LEVEL 2 TECH AWARD IN ENTERPRISE

SUBJECT DESCRIPTION

EXAMINING BOARD: BTEC EDEXCEL

The BTEC Technical Award in Enterprise has been designed to provide an engaging and stimulating introduction to the world of business. The aim of the course is to encourage personal development of knowledge and skills relevant to the business world through practical participation in a range of vocational business activities.

COURSE CONTENT AND STRUCTURE

This qualification gives learners an introduction to enterprise that includes a vocational and hands-on element. It will enthuse and inspire learners about a career in business and enterprise. Designed to help learners to develop knowledge and understanding through applying their learning to work-related contexts. After completing this qualification, learners may wish to either set up their own business, move into employment, or progress onto further study.

ASSESSMENT ARRANGEMENTS

The qualification has three mandatory components that focus on the assessment of knowledge, skills and practices. Component 1 and 2 are internally assessed. Internal assessment is through assignments that are subject to external standards verification. There is one external assessment which provides the main synoptic assessment for the qualification. Students will be awarded a Pass, Merit, Distinction or Distinction* for each of the three units.

Component 1: Exploring Enterprises (Internally Assessed)
Component 2: Planning for and Pitching an Enterprise Activity (Internally Assessed)
Component 3: Promotion and Finance for Enterprise (Externally Assessed)

SKILLS DEVELOPED AND CAREER OPPORTUNITIES

This qualification aims to:

- Develop a broad and comprehensive understanding of business and enterprise
- Develop a significant knowledge core which spans the vocational sector
- Provide academic and study skills that will support progression within business and enterprise and more broadly.

The objectives of this qualification are to help learners to:

- Add breadth to their knowledge and understanding of the sector as part of their career progression and development plans
- Progress to a Level 3 qualification, an apprenticeship or set up their own enterprise.

For more Information about Level 2 Enterprise please contact-
Head of Department: Ms J Ampah (Jampah@sjc.ac)

CAMBRIDGE NATIONAL CREATIVE iMEDIA

SUBJECT DESCRIPTION
EXAMINING BOARD: OCR

This qualification will help students develop specific and transferable skills such as research, planning, and review, working with others and communicating creative concepts. The qualification's hands-on approach has strong relevance to the way young people use the technology required in creative media.

The mandatory units of pre-production and creating digital graphics underpin the qualification and reflect key industry skills. The pre-production skills unit is assessed through an examination and contributes 25% of the marks for the qualification.

The wide range of optional units cover different media disciplines which appeals to range of learning styles and allow students to demonstrate their ability and passion. Each optional unit is assessed through a practical task-based assessment with OCR-set tasks to support our students in producing assessment evidence.

COURSE CONTENT AND STRUCTURE

R081: PRE PRODUCTION SKILLS – PAPER EXAM (1HOUR 15MINS)
This first unit reinforces all other learning in this qualification. Students will learn how to plan pre-production effectively including understanding of client requirements and reviewing pre-production briefs. They will use this knowledge in the optional units when they develop their own media products. This unit also provides excellent transferable skills such as project planning which will be useful in a wide variety of contexts.

R082: CREATING DIGITAL GRAPHICS – COURSEWORK UNIT
Digital graphics are a key part of most digital products and this mandatory unit will help support the other optional units in the suite. Students will learn the basics of digital graphics editing for the creative and digital media sector, considering client requirements that they learnt about in R081.

UNIT R084 STORYTELLING USING COMIC STRIPS – COURSEWORK UNIT
Comic strips are as popular today as they have ever been in their history. They have evolved from their origins in the early part of the 20th century from simple story strips to become whole genres of interest which span the world. This unit will enable students to understand the basics of comic strip creation. It will enable them to interpret a client brief, use planning and preparation techniques and to create their own comic strip using digital techniques. On completion of this unit, students will be able to explore different genres of comic strip and how they are created, plan and create a comic strip to specific requirements, and review the final comic against a specific brief.

UNIT R085: CREATING A MULTIPAGE WEBSITE – COURSEWORK UNIT
This unit enables students to understand the basics of creating multipage websites. Students will use their creativity to combine components to create a functional, intuitive and aesthetically pleasing website against a client brief.

ASSESSMENT ARRANGEMENTS

Content Overview	Assessment Overview	
R081: Pre production skills (Mandatory Unit)	**(R081) 60 marks 1 hour and 15 minutes Written paper**	25% of total Level 2 Certificate
R082: Creating digital graphics (Mandatory Unit)	**(R082) 60 marks Centre-assessed tasks (OCR-moderated)**	25% of total Level 2 Certificate
R084: Storytelling with a comic strip (Optional Unit)	**(R084) 60 marks Centre-assessed tasks (OCR-moderated)**	25% of total Level 2 Certificate
R085: Creating a multipage website (Optional Unit)	**(R085) 60 marks Centre-assessed tasks (OCR-moderated)**	25% of total Level 2 Certificate

SKILLS DEVELOPED AND CAREER OPPORTUNITIES

This course will provide students with essential knowledge, transferable skills and tools to improve their learning in other subjects with the aims of enhancing their employability when they leave education, contributing to their personal development and future economic well-being.

The qualifications will encourage independence, creativity and awareness of the digital media sector. The Cambridge Nationals in Creative iMedia will equip students with a range of creative media skills and provide opportunities to develop, in context, desirable, transferable skills such as research, planning, and review, working with others and communicating creative concepts effectively.

With the ever changing landscape of employability it is paramount we provide students with the essential skills which will enable them to obtain and sustain successful jobs in the future. It is our belief that by having the skills obtained by completing this qualification it will enable our students the opportunity to continue on a career paths linked to the creative industry.

Employment skills we develop in this course are as follows;

- Creativity
- Interpreting a client brief
- Research skills
- Resilience
- Independence
- Pre-Production skills
- Timekeeping
- Planning
- Reviewing and Evaluating
- Photography Skills
- ICT functional skills

For more Information about ICT please contact:
Head of Department - Miss Z Diamond (zdiamond@sjc.ac)

SUBJECT DESCRIPTION

EXAMINING BOARD: OCR

Computer Science GCSE course is built on the pioneering qualification development in this field. Relevant to the modern, changing world of computing, it's designed to boost computing skills essential for 21st century. This course is engaging and contemporary. It has a great emphasis on 'Computational thinking'. It also encourages students to use new-found programming skills to solve real-world problems.

COURSE CONTENT AND STRUCTURE

Students selecting Computer Science as an option will take Components 01 (Computer Systems) and 02 (Computational thinking, algorithms and programming.

CONTENT OF COMPUTER SYSTEMS

This component will introduce learners to the Central Processing Unit (CPU), computer memory and storage, wired and wireless networks, network topologies, system security and system software. It is expected that learners will become familiar with the impact of Computer Science in a global context through the study of the ethical, legal, cultural and environmental concerns associated with Computer Science.

CONTENT OF COMPUTATIONAL THINKING, ALGORITHMS AND PROGRAMMING

This component incorporates and builds on the knowledge and understanding gained in Component 01, encouraging learners to apply this knowledge and understanding using computational thinking. Learners will be introduced to algorithms and programming, learning about programming techniques, how to produce robust programs, computational logic, translators and facilities of computing languages and data representation. Learners will become familiar with computing related mathematics.

CONTENT FOR PRACTICAL PROGRAMMING

Students will be given the opportunity to undertake programming tasks throughout their course of study. They will create suitable algorithms which will provide solutions to the problems identified. The solutions will be tested at each stage to ensure they solve the stated problems.

The programming task(s) will allow them to develop skills within the following areas when programming:

- Design
- Write
- Test
- Refine

ASSESSMENT ARRANGEMENTS

Content Overview	Assessment Overview	
Computer systems • Systems architecture • Memory and storage • Computer networks, connections and protocols • Network security • Systems software • Ethical, legal, cultural and environmental impacts of digital technology	**Computer Systems** **(01)** **80 marks** **1 hour and 30 minutes** **Written paper** **(no calculators)**	50% of total GCSE
Computational thinking, algorithms and programming • Algorithms • Programming fundamentals • Producing robust programs • Boolean logic • Programming languages and Integrated Development Environments	**Computational thinking, algorithms and programming** **(02)** **80 marks** **1 hour and 30 minutes** **Written paper** **(no calculators)**	50% of total GCSE
Practical Programming **All students will be given the opportunity to undertake programming task(s), either to a specification or to solve a problem (or problems), during their course of study. Students will draw on some of the content in both components when engaged in Practical Programming.**		

SKILLS DEVELOPED AND CAREER OPPORTUNITIES

Computing is of enormous importance to the economy, and the role of Computer Science as a discipline itself and as an 'underpinning' subject across Science and Engineering is growing rapidly. Computer technology continues to advance rapidly and the way that technology is consumed has also been changing at a fast pace over recent years. The growth in the use of mobile devices and web-related technologies has exploded, resulting in new challenges for employers and employees.

With completion of GCSE Computer Science course, learners will be able to grasp the fundamental skills and knowledge of computer systems, computational thinking and programming. They will become technologically-aware individuals and ready for the further study in order to be competitive in the digital world, especially in the gaming, mobile and web related industries.

For more Information about Computer Science please contact
Head of Department: Miss Z Diamond (zdiamond@sjc.ac)

GCSE DRAMA

SUBJECT DESCRIPTION

EXAMINING BOARD: AQA GCSE Drama

Our specification engages and encourages students to become confident performers and designers with the skills they need for a bright and successful future.

We've built in as much opportunity as possible for students to do what they like best – participate in performance. All students devise drama. All students explore texts practically and work on two text-based performances. Students can choose to develop as a:

• performer
• designer (lighting, sound, set, costume, puppets)
• performer and designer.

Whichever option they choose, students can be sure to gather many invaluable skills, both theatrical and transferable, to expand their horizons.

COURSE CONTENT, STRUCTURE AND ASSESSMENT ARRANGEMENTS:

Component 1: Understanding drama

What's assessed

- Knowledge and understanding of drama and theatre
- Study of one set play from a choice of six
- Analysis and evaluation of the work of live theatre makers

How it's assessed

- Written exam: 1 hour and 45 minutes
- Open book
- 80 marks
- 40% of GCSE

Questions

- Section A: multiple choice (4 marks)
- Section B: four questions on a given extract from the set play chosen (44 marks)
- Section C: one question (from a choice) on the work of theatre makers in a single live theatre production (32 marks)

Component 2: Devising drama (practical)

What's assessed

- Process of creating devised drama
- Performance of devised drama (students may contribute as performer or designer)
- Analysis and evaluation of own work

How it's assessed

- Devising log (60 marks)
- Devised performance (20 marks)
- 80 marks in total
- 40% of GCSE

This component is marked by teachers and moderated by AQA.

Component 3: Texts in practice (practical)

What's assessed

- Performance of two extracts from one play (students may contribute as performer or designer)

Free choice of play but it must contrast with the set play chosen for Component 1

How it's assessed

- Performance of Extract 1 (20 marks) **and** Extract 2 (20 marks)
- 40 marks in total
- 20% of GCSE

This component is marked by AQA.

SKILLS DEVELOPED AND CAREER OPPORTUNITIES

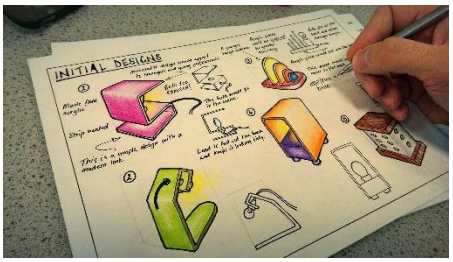
Drama is a subject that is relevant to almost every thinkable career path. This is because in most careers you will have to:

- Work as a productive member of a team to achieve a shared aim (this skill is nurtured in components 2 and 3).
- Think carefully about how the way you are saying something might be perceived (this skill is nurtured in components 1, 2 and 3).
- Think about how what you are saying or doing might be perceived (this skill is nurtured in components 1, 2 and 3).

As well as this, Drama will help open doors to careers in a number of industries such as: Marketing, T.V, Film and Theatre. You don't need to be an actor, writer, designer, director, producer or technician for a Drama GCSE to help your career. No matter what path you choose to take, a Drama GCSE will help make you a better candidate for the working world.

For more information about Drama please contact:
Head of Department: Mr C Goodair, (cgoodair@sjc.ac)

GCSE DESIGN TECHNOLOGY



SUBJECT DESCRIPTION
EXAMINING BOARD: AQA

GCSE Design Technology prepares students for a successful and fulfilling life in the 21st century – an increasingly technological world. Students will learn communication, problem solving, designing, making and technical skills and expertise relating to social, cultural, historical, environmental and economic areas.

COURSE STRUCTURE AND CONTENT:

The Design Technology specification has been rewritten for the new 1-9 grading system and now comprises an exam and coursework which are both worth 50% of the final grade. The course places emphasis on understanding and applying iterative design processes.

The new specification combines theory and practice of both modern and well-established technologies, materials, systems and practices. Students learn theory across a range of material areas including fabric, metal, wood, paper and boards and plastic. This material knowledge informs their coursework in which they design their own solution to a problem within a given context. For the coursework they must produce a full A3 portfolio of research, designing, testing and evaluating alongside a high quality prototype. Students have the opportunity to understand real user design needs and wants as well as demonstrate their own flair, creativity and values.

The course brings together a range of disciplines including Art, Physics, Chemistry, Business and Geography. It contains 15% Maths and Science.

Example topics covered include core technical principles such as *New and Emerging Technologies*, specialist technical principles such as *Ecological and Social Footprint* as well as designing and making principles, for instance *The Work of Others* and *Communication of Design Ideas*.

Assessment Arrangements

Written Exam: 2 hours
100 marks - 50% of GCSE
Non-exam assessment (NEA): 30–35 hours
100 marks - 50% of GCSE

SKILLS DEVELOPED AND CAREER OPPORTUNITIES:

GCSE Design Technology is excellent preparation for A Level Design Technology (AQA) which can be combined with BTEC Engineering (worth two A Levels). These can lead to university courses, apprenticeships and careers in a plethora of fields.

For more information about Design Technology please contact:
Mr C Gallimore (cgallimore@sjc.ac) Head of Design Technology

BTEC Technical AWARD IN SPORT (PE)

SUBJECT DESCRIPTION

EXAMINING BOARD: BTEC EDEXCEL

The Edexcel BTEC First Award in Sport has been designed to provide an engaging and stimulating introduction to the world of sport. The qualification builds on learning from Key Stage 3 for those who wish to explore a vocational route throughout Key Stage 4. It covers a wide range of topics such as Fitness for Sport, Sports Psychology, Personal Performance and more.

COURSE CONTENT AND STRUCTURE

The Edexcel BTEC First Award in Sport consists of three mandatory units. This qualification equals one full GCSE. Outlined below are the units covered through this course.

Unit 1 Preparing Participants to Take Part in Sport and Physical Activity
Unit 2 Taking Part and Improving Other Participants Sporting Performance
Unit 3 Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity

ASSESSMENT ARRANGEMENTS

The BTEC First Award in Sport is internally assessed. One core unit is assed via an online exam, whilst remaining units have specified assessment and grading criteria and completed via coursework. Coursework will take various forms including written work, presentations, projects, practical demonstrations and group discussions.

- Unit 1 Preparing Participants to Take Part in Sport and Physical Activity (Coursework/Marked Internally) – **30% of final grade**
- Unit 2 Taking Part and Improving Other Participants Sporting Performance (Coursework/Marked Internally) – **30% of final grade**
- Unit 3 Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity (1.5 hour exam/Marked Externally) – **40% of final grade**

All units are assessed and an overall grade for the qualification is awarded at Pass, Merit or Distinction:

- To achieve a 'pass' a learner must have satisfied all the pass criteria (equivalent to 1 x GCSE grade C / grade 4)
- To achieve a 'merit' a learner must additionally have satisfied all the merit criteria (equivalent to 1 x GCSE grade B / grade 6)
- To achieve a 'distinction' a learner must additionally have satisfied all the distinction criteria (equivalent to 1 x GCSE grade A - A* / grade 7-8)

SKILLS DEVELOPED AND CAREER OPPORTUNITIES

Through the study of the BTEC First you will develop a wide range of important skills, such as **decision making, evaluation, critical enquiry and collaborative working**. These are skills which will be useful in many other areas of study, as well as in daily life and future employment.

Following this qualification students can choose to take their studies further via completing the BTEC Extended Diploma in Sport or A-level PE. This excellent examination can also support students working within the sports and leisure industry as sports coaches, event's organisers, sports media, physiotherapy and many more.

For more Information about BTEC First Award in Sport please contact:
Head of Department: Mr R Atkins (ratkins@sjc)

SUBJECT DESCRIPTION

EXAM BOARD: AQA

The GCSE food preparation and nutrition is an exciting and creative course which focuses on practical cooking skills to ensure that students develop a thorough understanding of nutrition, food provenance, and the working characteristics of food materials.

COURSE CONTENT AND STRUCTURE

At its heart, this qualification focuses on nurturing students' practical cookery skills to give them a strong understanding of nutrition.
Food preparation skills are integrated into five core topics:

- Food, nutrition and health
- Food Science
- Food Safety
- Food Choice
- Food Provenance

ASSESSMENT ARRANGEMENTS

Written exam of 1 hour 45 minutes accounting for 50% of GCSE grade.

It will contain multiple choice questions (20 marks) and five questions each with a number of sub questions (80 marks)

Non-exam assessment: Students complete two tasks, a food investigation and a food preparation assessment.

The food investigation assesses a students' understanding of the working characteristics, functional and chemical properties of ingredients. The food preparation assessment assesses a students' knowledge, skills and understanding in relation to the planning, preparation, cooking, presentation of food and application of nutrition related to the chosen task. Students will prepare, cook and present a final menu of three dishes within a single period of no more than three hours, planning in advance how this will be achieved.

SKILLS DEVELOPED AND CAREER OPPORTUNITIES

Students who study food perpetration often go on to study Level 3 Food science and nutrition, thus allowing them to consider careers in hospitality, food research or go on to university. Many students have gone on to study food science at university, while considering careers in the sporting, medical and leisure industries.

For more Information about please contact:
Subject Lead: Mrs J Lombard (jlombard@sjc.ac)

GCSE MUSIC

SUBJECT DESCRIPTION

EXAMINING BOARD: EDUQAS (WJEC)

If you love performing and composing music and want to know how music works then this is the GCSE for you! The Eduqas GCSE Music course is designed to inspire the next generation of musicians by developing your knowledge and understanding of music through performing, composing, listening and appraising.

As the course is made up of 60% coursework with the performance and composition components, practical music making is at the forefront of lessons and independent learning. Meanwhile the 40% appraising unit is intended to enhance your analytical and critical skills when listening to different kinds of music.

COURSE CONTENT AND STRUCTURE

Component	Overview	Assessment
Component 1: Performing	A minimum of **two pieces**, one of which **must** be an ensemble performance of at least one minute duration. The other piece(s) may be either solo and/or ensemble. One of the pieces performed must link to an area of study of the learner's choice.	Total duration of performances: 4-6 minutes Non-exam assessment: internally assessed, externally moderated **30%** of qualification
Component 2: Composing	**Two compositions**, one of which must be in response to a brief set by Eduqas. Learners will choose one brief from a choice of four, each one linked to a different area of study. The briefs will be released during the first week of September in the academic year in which the assessment is to be taken. The **second composition** is a free composition for which learners set their own brief.	Total duration of compositions: 3-6 minutes Non-exam assessment: internally assessed, externally moderated **30%** of qualification
Component 3: Appraising	This component is assessed via a listening examination. Eight questions in total, two on each of the four areas of study: **1: Musical Forms and Devices** **2: Music for Ensemble** **3: Film Music** **4: Popular Music**	Written examination: **1 hour 15** minutes (approximately) **40%** of qualification

ASSESSMENT ARRANGEMENTS:

See the table for details. The controlled coursework is internally marked and externally moderated. The Component 3 Appraising examination is externally marked by Eduqas.

SKILLS DEVELOPED AND CAREER OPPORTUNITIES

Students will be encouraged to engage critically and creatively with a wide range of music, develop an understanding of the place of music in different cultures and contexts, and reflect on how music is used in the expression of personal and collective identities. Alongside practical performance projects students will also develop their notation reading skills and their ability to respond to and analyse unfamiliar music.

The GCSE Music course is ideal for students who want to progress to BTEC Level 3/ A Level Music, and beyond that to degree level and professional or amateur music making. GCSE Music also complements humanities and science subjects because it is an expressive art that stimulates the brain, strengthens transferable skills and enhances the soul.

For more information about Music please contact:
Head of Department: Mr N Arnaoutis, (narnaoutis@sjc.ac)

GCSE TRIPLE SCIENCE

SUBJECT DESCRIPTION

EXAMINING BOARD: AQA

Students who select this as an option will study not Study Combines Science and instead study GCSE in Biology, Chemistry and Physics. Science at Key Stage 4 is designed to develop and inspire future scientists and provides a good scientific grounding. Our world is constantly changing and evolving; Science and how it relates to the real world is a fascinating subject to students of all abilities and aspirations.

COURSE CONTENT AND STRUCTURE

Students will sit two exams in each subject at the end of Year 11. This content will be taught over two years by subject specialist teachers.

Biology: Cell biology, Organisation, Infection and response, Bioenergetics, Homeostasis and response, Inheritance, variation and evolution and Ecology.

Chemistry: Atomic structure and the Periodic table, Bonding, structure and the properties of matter, Quantitative chemistry, Chemical changes, Energy changes, Rate of reactions, Organic chemistry, Chemical analysis, Chemistry of the atmosphere and Using resources.

Physics: Energy, Electricity, Particle model of matter, Atomic Structure, Forces, Waves, Magnetism and electromagnetism and Space.

ASSESSMENT ARRANGEMENTS

The GCSE (9-1) qualifications are linear courses. Assessments will all be at the end of Year 11. In the new qualifications, mathematical skills, practical work, knowledge and understanding of practical, and investigative skills will be assessed in a different way to the current GCSEs. Each exam for Triple Science is 1 hour 45 minutes. The new GCSE (9-1) qualifications in science will have no controlled assessment units. Students will be expected to complete the core practicals and will be tested on their practical and investigative skills within the written examination papers.

SKILLS DEVELOPED AND CAREER OPPORTUNITIES

Science can help you make sense of the world, to assist understanding of current issues and develop transferable skills that are necessary throughout life. It enables students to develop enquiring minds, problem solving, good communication, data handling and team working skills. Students become more aware of the importance of science in their everyday lives as well as becoming more socially and environmentally informed.

A good scientific background is important for most walks of life and can lead to a multitude of careers, including medicine, dentistry, astrophysics, research, engineering, pharmacy, sports science and many more.

For more Information about Science please contact-
Head of Biology: Miss A Campbell (acampbell@sjc.ac).
Head of Chemistry: Miss M Wilkins (mwilkins@sjc.ac).
Head of Physics: Miss A Campbell (acampbell@sjc.ac).