

Key Stage 4

Options Pathways

Information Booklet

2024



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.

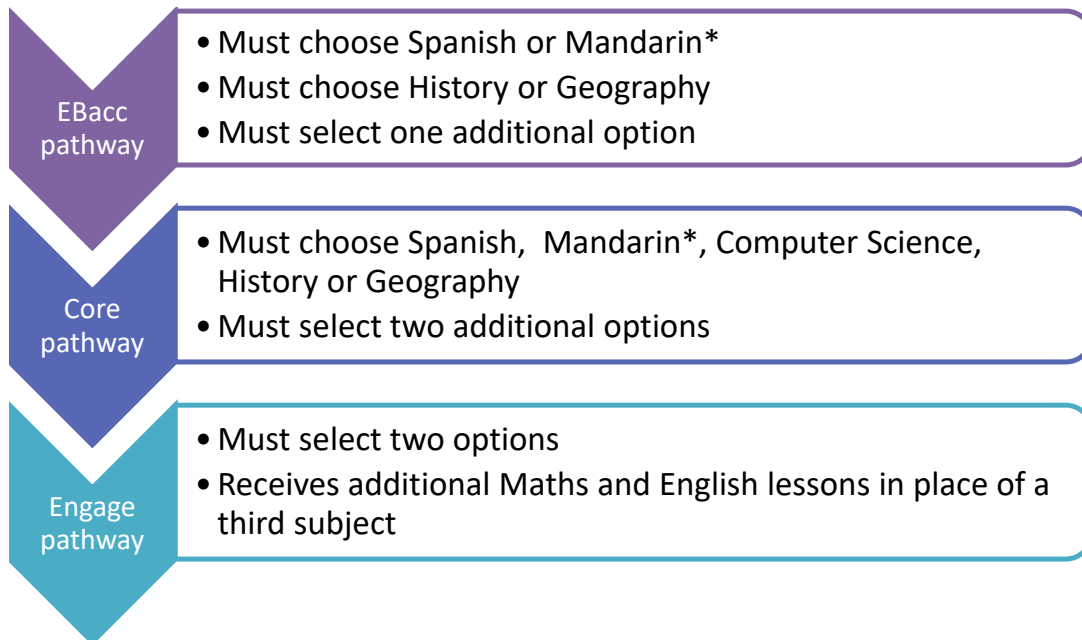
Core pathway:

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 Head of Year, Pastoral 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 Goodair – Head of Year 9 or Ms Da Costa PL for Year 9
- ❖ Careers Advisers (Mrs Ferney or Miss Ampah)
- ❖ Learning Support
- ❖ This Course Information Booklet
- ❖ The Key Stage 4 Options Page of the School Website.

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

Tuesday 6th February 2024 at 3.30 pm to 6.00 pm

Year 9 Parents' Evening & Options Programme Meetings in the Main Hall.

These are in person and as well as talking to teachers about Option's suitability, there will be presentations on the Options Process.

**Options Programme Talks will be approximately 30 minutes at:
3.30 pm, 4.30 pm and 5.30 pm.**

Monday 26th February 2024

KS4 Options Consultation Virtual Meeting

Deadline for booking Monday 19th February 2024

Monday 4th March 2024

KS4 Options Selection Deadline

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

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 these qualifications, mathematical skills, practical work, knowledge and understanding of practical, and investigative skills will be assessed as part of the written examinations. Each exam for Combined Science is 1 hour 15 minutes. The GCSE (9-1) qualifications in science have no controlled assessment units. Students are expected to complete core practicals and will then 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 M Wilkins (mwilkins@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 compulsory component in speaking and listening; they will be coached through individual presentation and a question and answer session.

ASSESSMENT ARRANGEMENTS

The 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 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 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.

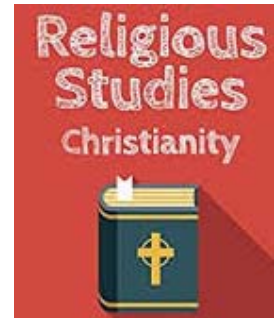
**For more Information about Mathematics please contact-
Head of Department: Mr T Mason, (tmason@sjc.ac)**

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 a multidisciplinary course that focuses on the study of nature, the physical sciences and mathematics. 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. The course looks, in 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.



COURSE CONTENT & STRUCTRE | ASSESSMENT ARRANGEMENTS

EDEXCEL B OVERVIEW OF CONTENT AND STANDARDS

	Paper 1: Global Geographical Issues – 94 marks	Paper 2: UK Geographical Issues – 94 marks	Paper 3: People and Environment Issues – 64 marks
	Written examination: 1 hour and 30 minutes 37.5% of the qualification	Written examination: 1 hour and 30 minutes 37.5% of the qualification	Written examination: 1 hour and 30 minutes 25% of the qualification
Content	Topic 1: Hazardous Earth	Topic 4: The UK’s evolving physical landscape – 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 (SPGST).	An externally assessed written exam with three sections. Of the 94 marks available up to 4 marks are awarded for (SPGST).	An externally assessed written exam with four sections. Of the 64 raw marks available, up to 4 marks are awarded for (SPGST).

<p>The exam includes multiple-choice questions, short open, open response and extended writing questions, calculations and 8-mark extended writing questions.</p>	<p>The exam includes multiple-choice questions, short open, open response, calculations, and 8-mark extended writing questions.</p>	<p>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.</p>
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SKILLS DEVELOPED AND CAREER OPPORTUNITIES

Studying Geography can help you develop data, research, scientific, and analytical skills. It involves practical work, so there are usually opportunities for fieldwork and travel. Geography also boosts soft skills, including communication, teamwork and time management, all strengths that are in demand in the job market.

Geography fits with science subjects such as Biology, Physics, and Maths. But it also works well with social science options, such as Politics, Economics, History and Arts subjects. It's a good general subject and it leads to a wide range of careers. These can be accessed at A Level, Apprenticeships and University Degree Courses.

A **Cartographer** can find work in private and government organisations, including publishing, conservation, and surveying.

Landscape Architects design and manage outdoor spaces and other public places to look aesthetically pleasing.

A **Journalist** creates content for newspapers, blogs, and online publications.

An **Environmental Scientist** uses scientific methods to conduct research to identify, control and get rid of the source of pollutants and hazards to the environment.

Environmental Lawyers typically focus on corporate social responsibility (making sure businesses manage the impact they have on the environment).

A **GIS specialist** creates GIS databases in regions, cities, and towns with geospatial and field data.

An **Urban Planner** takes an overview of land in a particular community or town and creates residential and public development plans.

Surveyors (land, quantity, or estate) work with engineers, construction workers and map makers to ensure proper measures and data are provided.

An **Economic Consultant** gives expert advice to government or commercial clients. Economic consultants research financial, political, and socioeconomic influences on a company and seek ways of improvement.

Estate Agent appraisers play a major role in the process of valuing, selling, and buying homes and buildings in general.

Drone pilots remotely operate aircraft used in work like surveying, filmmaking, and aerial photography.

Emergency Planners play a key role in planning for and responding to threats to public safety. **Catastrophe Modellers** are responsible for using data and computer calculations to help companies assess loss, in the event of a disaster.

The Royal Geographic Society states, 'Geography is highly respected by employers. Geography students have one of the highest rates of graduate employment, pursuing a wide range of career paths. It's often said that there is no such thing as a Geography job; rather there are multiple jobs that Geographers do.'
Geography students tend to be open-minded and interested in the world around them, qualities which are attractive to employers.'

**For more Information about Geography please contact-
Head of Department: Mr R Copping (rcopping@sjc.ac)**

GCSE HISTORY

SUBJECT DESCRIPTION

EXAMINING BOARD: Edexcel 9-1

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: **Medicine through time** (foundation of the NHS)
- Paper 2: **Elizabeth I** (foundation of the British Empire), followed by **Superpower relations and the Cold War 1941-1991** (Star Wars, Vietnam and Afghanistan wars)
- Paper 3: **Weimar and Nazi Germany 1918-1939** (Adolf Hitler and road to World War Two)

Paper 1: Thematic Study

Medicine through time, c1250-present

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 Superpower relations (1941-91)

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: Ms E Stevenson (estevenson@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:
Head of Department: Mr O Austin (oaustin@sjc.ac)**

Option Subjects:

GCSE ART AND DESIGN

SUBJECT DESCRIPTION: Fine Art Specification

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:

Fine Art course works 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 AQA and students create personal responses based on the broad-based thematic starting points. Past Exam topics include 'Past, Present, Future' and 'Order and Disorder'. These themes will be released to students in their second year on the course; start of January when they are in year 11.

ASSESSMENT ARRANGEMENTS:

Fine Art 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. Students 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 Fine Art 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 Fine Art 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 Fine Art please contact-
Head of Department: Ms H King (hking@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:

A GCSE in Business Studies actively engages students in the study of businesses and entrepreneurship. It helps students 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 and Law to name a few.

**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

Components 1 and 2 are assessed through non-exam internal assessment. The non-exam internal assessment for these components has been designed to demonstrate application of the conceptual knowledge underpinning the sector through realistic tasks and activities. This style of assessment promotes deep learning through ensuring the connection between knowledge and practice. Non-exam internal assessment is delivered through Pearson-set Assignments. These assignments are marked by teachers and moderated by the Exam Board. All components are awarded on a six-point grade scale from Level 1 Pass to Level 2 Distinction. Learners will receive a Uniform Mark for each component.

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)**

Creative iMedia -Cambridge National Award



SUBJECT DESCRIPTION

EXAMINING BOARD: OCR

Digital Media is a key part of many areas of our everyday lives and vital to the UK economy. Production of digital media products is a requirement of almost every business so there is huge demand for a skilled and digitally literate workforce. This course will provide you with the skills for further study in subjects such as media, journalism, design or business.

COURSE CONTENT AND STRUCTURE

Students must complete three units:

- one externally assessed unit (exam)
- two centre-assessed units (NEA)

R093: Creative iMedia in the Media Industry – Mandatory Exam Unit

In this unit you will learn about the sectors, products and job roles that form the media industry.

- You will learn the legal and ethical issues considered and the processes used to plan and create digital media products.
- You will learn how media codes are used within the creation of media products to convey meaning, create impact and engage audiences.

The exam must be taken in the final assessment series before qualification certification. The result from the exam taken in the final series will be the one that counts towards a student's overall grade.

R094: Visual Identity and Digital Graphics – Mandatory Coursework Unit

In this unit you will learn how to develop brands and visual identities for clients.

- You will also learn to apply the concepts of graphic design to create original digital graphics which incorporate your visual identity to engage a target audience.
- You will also learn a range of design skills using Photopea.

R097 Interactive Digital Media – Optional Coursework Unit

In this unit you will learn to design and create interactive digital media products for chosen platforms.

- Interactive digital media products are found across the media industry, in games, websites and apps, and learning.
- You will learn to select, edit and repurpose multimedia content of different kinds and create the interactive elements necessary for an effective user experience.