Key Stage 4
Options Pathways
Information Booklet

St. Joseph's College

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 do. These are the core subjects.

- ➢ Religious Studies
- ➢ English (Language and Literature) – 2 GCSEs
- ➢ Maths
- ➢ Science- Combined Science 2 GCSEs (Triple Science for selected pupils)
- ➢ Games

Triple Science students will be decided at the end of Year 10. The criteria for doing Triple Science is meeting targets at the end of Year 10 final assessment and demonstrating to staff that they can meet the demands of the course in Year 11.

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 our common core plus other (English Baccalaureate) subjects. We have tried to balance these two factors in designing the options with which you have been presented. 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 the best qualifications. 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 two pathways are orange and green. 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.

GREEN PATHWAY – EBacc

The EBacc is not a qualification – it's a combination of GCSE subjects, including a language, that offer an important range of knowledge and skills to young people. Students on the green pathway must select geography or history, they must also select a language they have studies previously from Spanish or Mandarin. They will be able to choose an additional choice for their third option choice.

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. Some students may be guided to complete fewer GCSEs to ensure that they maximize their success in their chosen subject areas. This route allows students to choose more than one more practical course.

Students on the orange 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.

Guided choices explained

Within each pathway students have a choice of subject's 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 big decision. Students should make informed decisions, tutors, your Head of Year and subject teachers are all available to offer guidance and advice. Once the forms have been returned members of the Senior Leadership Team will interview each member of the year to discuss the suitability of their choices.

We ask students to number their choices from the list in order to help make up the option blocks for the timetable. It asks students to number their first choices (1 to 3) and to include reserve subjects in case the chosen combination of subjects cannot be accommodated in the timetable.

Students will be issues with a personalised Options Pathways Form, this will contain specific details on what choices need to be made.

Option Subjects

This information about the courses that you may prefer to specialise in.
Your choices will depend on the Pathway Option Form. Those on the Orange Pathway must choose an EBACC subject for their first option. You will be allocated two more from your total 5 preferred courses. It is important that you rank your preferences as the College will try, but not guarantee, to give you your first 3 Option choices.

EBACC subjects
  - **History**
  - **Geography**
  - **Mandarin (must have studied in Year 8, MEP students expected to select)**
  - **Spanish (must have studied in Year 8)**
  - **Computer Science**

Non-Ebacc Subjects
  - **Art**
  - **GCSE Business Studies / NCFE Business Studies**
  - **BTEC First Award In Sport (PE)**
  - **Computer Science**
  - **Hospitality and Catering**
  - **GCSE Music**
  - **DT – Design Technology**

The aim of the curriculum at KS4 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

HELP AND GUIDANCE

There are a number of people who can assist and advise you about appropriate choices and progression. These are:

- ❖ SLT – ask to meet with a senior teacher about making the right choices

- ❖ Form Tutor – your form tutor knows you as an individual

- ❖ Subject Teachers – they will provide you with an objective assessment about your ability in their subjects

- ❖ Head of Year – who will give you guidance and help making the best choices

- ❖ Parents and Carers who know you best of all as a person

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 chose 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

For any additional information on this process please contact Mr Cabrera – Director of Development (scabrera@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.

TERMINOLOGY

Here is a short explanation of some of the words and phrases used in this booklet.

CORE SUBJECT – A subject that everyone will study and one that is mandatory

OPTIONAL SUBJECT – A subject that you will choose to study at Key Stage 4

SYLLABUS / SPECIFICATION – Information about the course, what you will be expected to learn and what you will be able to do by the end of the course

KEY STAGE 3 – Year 7 & 8

KEY STAGE 4 – Year 9, 10 & 11

FINAL EXAM – Assessment at the end of the course

TIER – The level of exam you are entered for

KEY STAGE 4 CURRICULUM (CORE SUBJECTS)
<u>RELIGIOUS STUDIES</u>

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)

ENGLISH LANGUAGE AND ENGLISH LITERATURE

SUBJECT DESCRIPTION
EXAMINING BOARD: AQA

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 level 4 or higher in an English GCSE, and most further education courses require students to attain a level 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 N Horner, (nhorner@sjc.ac).

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 9 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 three year GCSE course, the students will also study for three extra Maths Awards which 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 Award results as well as an end of year examination and teacher assessments.

Students in the top two maths sets of Year 11 will also follow the Level 2 Further Maths course which is examined by AQA. This will help them achieve their 8/9 Maths GCSE grades and prepare them for the rigour of A level Maths. 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 either on Hegarty Maths, Mathswatch or a written homework. 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).

COMBINED SCIENCE (2 x GCSEs)

SUBJECT DESCRIPTION
EXAMINING BOARD: EDEXCEL

All Awarding Body specifications for GCSE Science subjects will be changing from September 2016, for first assessment in summer 2018. The current grading system A*-U will be replaced with a new Point system 9-1.

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
There will be four GCSE qualifications in Science that students can sit: GCSE Biology, GCSE Chemistry, GCSE Physics and Combined Science (Double Award). There will be no opportunity to take a single Core Science GCSE. All students will complete their studies with at least two Science qualifications. All GCSE students are taught by specialist subject teachers and no decisions are made as to which qualification pathway students will follow until end of Year 10. These decisions are based entirely on students' performance throughout Year 9 and 10.

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. Total assessment time for combined Science (Double Award) will be seven hours and total assessment time for each of the separate sciences will be three-and-a-half hours. The new GCSE (9-1) qualifications in science will have no controlled assessment units. Students will be expected to complete the core practicals specified in the content, 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).

KEY STAGE 4 CURRICULUM (OPTION COURSES)

HISTORY

SUBJECT DESCRIPTION

EXAMINING BOARD: AQA

This course ensures a substantial study of history as its structure embeds the requirement to study history across three eras, three time scales and three geographical contexts. It ensures that students receive a balanced and coherent course of study which enables them to develop and extend their knowledge and understanding of specified key events, periods and societies in both a British and wider world context, exposing them to the wide diversity of human experience.

COURSE CONTENT & STRUCTURE

The course content and assessment structure is spilt between two papers. Paper one deals with the events and themes that have helped to shape the modern world. Paper one is made up of two sections, a period study and a wider world study. The period study has a focus on two key developments in a country's history over at least a 50 year period. In Section B there is world depth study. This focuses on international conflict and tension.

SECTION A: PERIOD STUDY

Germany, 1890-1945: Democracy and Dictatorship

SECTION B: WIDER WORLD DEPTH STUDY

Conflict and Tension in Asia, 1950 -1975

Paper 2 deals with the events and themes that have helped to shape the UK. Like paper 1 it is also comprised of two sections. Section A looks at key developments in Britain over a long period. In Section B there is a British depth study incorporating the study of a specific historic environment.

SECTION A: THEMATIC STUDIES

Britain: Migration, Empires and the People: 790 - present

SECTION B: BRITISH DEPTH STUDIES INCLUDING THE HISTORIC ENVIRONMENT

Elizabethan England: 1568-1603

ASSESSMENT ARRANGEMENTS

PAPER ONE: Written exam: 1 hour 45 minutes. 84 marks (including four marks for spelling, punctuation and grammar). This is to equal 50% of GCSE.

PAPER TWO: Written exam: 1 hour 45 minutes. 84 marks (including four marks for spelling, punctuation and grammar). This is equal to 50% of GCSE.

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 S Small (ssmall@sjc.ac)

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,	An externally-assessed written exam with three sections. Of the 94 marks available up to 4 marks are awarded for spelling, punctuation, grammar	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.

punctuation, grammar and use of specialist terminology	and use 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)

MANDARIN (CHINESE)

SUBJECT DESCRIPTION
EXAMINING BOARD: EDEXCEL

This is open to students who have studied Mandarin in Yr 8. It is expected that those on the MEP will study Mandarin in KS4.

All Awarding Body specifications for GCSE Science subjects will be changing from September 2017, for first assessment in summer 2019. The current grading system A*- U will be replaced with a new Point system 9-1.

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 Edexcel GCSE in Chinese consists of four units based on the following skills: speaking, listening, reading and writing. The Edexcel GCSE in Chinese: Spoken Language is formed of two of these units (speaking and listening) and the Edexcel GCSE in Chinese: Written Language is formed of the other two units (reading and writing). The GCSE combines external assessment of speaking with external assessments for listening, reading and writing skills.

UNIT 1: LISTENING AND UNDERSTANDING IN CHINESE

This paper draws on vocabulary and structures across all the themes and topics. Students are assessed on their understanding of standard spoken Chinese by one or more speakers in a range of public and social settings. Students will respond to multiple-response and short-answer open-response questions based on a recording featuring male and female Chinese speakers.
Students must answer all questions in both sections.
There is no requirement for students to produce written responses in Chinese.

UNIT 2: SPEAKING IN CHINESE

This paper draws on vocabulary and structures across all the themes and topics. Students are assessed on their ability to communicate and interact effectively through speaking in Chinese for different purposes and in different settings.

There are three tasks which must be conducted in the following order:

Task 1 – a role play based on one topic that is allocated by Pearson

Task 2 – questions based on a picture stimulus based on one topic allocated by Board

Task 3 – conversation based on two themes. The first theme is based on the topic chosen by the student in advance of the assessment. The second theme is allocated by Pearson.

UNIT 3: READING AND UNDERSTANDING IN CHINESE

This paper draws on vocabulary and structures across all the themes and topics. Students are assessed on their understanding of written Chinese across a range of different types of texts, including advertisements, emails, letters, articles and literary texts. Students are required to respond to multiple-response and short-answer questions based on these texts. Students must answer all questions in each of the three sections:

Section A is set in English. The instructions to students are in English.

Section B includes a translation passage from Chinese into English.

UNIT 4: WRITING IN CHINESE

This paper draws on vocabulary and structures across all the themes and topics. Students are assessed on their ability to communicate effectively through writing in Chinese for different purposes and audiences. Students are required to produce responses of varying lengths and types to express ideas and opinions in Chinese. The instructions to students are in English. Character counts are specified for each question.

ASSESSMENT ARRANGEMENTS

Unit 1	Listening and Understanding in Chinese	Unit code: 1CN0/1F and 1H	
	Externally assessed Availability: June	25% of the total GCSE Short Course	25% of the total GCSE
Unit 2	Speaking in Chinese	Unit code: 1CN0/2F and 2H	
	Externally marked Availability: June	25% of the total GCSE	
Unit 3	Reading and Understanding in Chinese	Unit code: 1CN0/3F and 3H	
	Externally assessed Availability: June	25% of the total GCSE Short Course	25% of the total GCSE
Unit 4	Writing in Chinese	Unit code: 1CN0/4F and 4H	
	Externally assessed Availability: June	25% of the total GCSE Short Course	25% of the total GCSE

For more Information about Mandarin please contact-

Subject Lead: Mr O Austin, (oasutin@sjc.ac).

SPANISH

SUBJECT DESCRIPTION
EXAMINING BOARD: Edexcel

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:

LISTENING

Higher paper will be 45 minutes long – with 5 minutes reading time.
Foundation paper will be 35 minutes long – with 5 minutes reading time.

SPEAKING

Will take place in April or May of Year 11.
Higher will last 10-12 minutes with 12 minutes preparation time.
Foundation will last 7-9 minutes with 12 minutes preparation time.

The speaking will be made up of:

1. A role-play
2. Questions about a picture
3. A conversation based on two themes – one chosen by the student, one by the exam board

READING

Higher paper will be 60 minutes long. Foundation paper will be 45 minutes long.
WRITING
The instructions will be in Spanish.
 Dictionaries are not allowed

Higher will last 1 hour and ten minutes answering 3 extended questions and one translation into English.

Foundation will be 1 hour and twenty minutes answering 2 extended questions and one translation into English.

The five themes to be studied are:

1. Identity and culture
2. Local area, holiday and travel
3. School
4. Future aspirations, study to work
5. International and global dimension

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.

Jobs specifically related to languages include:

Pilot
Translator
Cabin crew
Teacher
Customer Services
Interpreter
Travel Agency – shop and on-line
Holiday rep
Any job in the medical profession
Any job in business
Web designer
Sportsperson

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

ART AND DESIGN:

SUBJECT DESCRIPTION
EXAMINING BOARD: EDEXCEL

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:

COMPONENT 1: PERSONAL PORTFOLIO 60%
COMPONENT 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: Ms D Fryer dfryer@sjc.ac

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 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: Mrs J Ampah (jampah@sjc.ac)

LEVEL 2 CERTIFICATE IN BUSINESS AND ENTERPRISE

SUBJECT DESCRIPTION
EXAMINING BOARD: NCFE

COURSE CONTENT AND STRUCTURE

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

ASSESSMENT ARRANGEMENTS

There are four mandatory units, three are internally assessed through a portfolio of evidence and one is an externally assessed assignment. Students will be awarded a Pass, Merit, Distinction or Distinction* for each of the four units.

Unit 1: Introduction to Business and Enterprise (Internally Assessed)
Unit 2: Marketing for Business and Enterprise (Internally Assessed)
Unit 3: Finance for Business and Enterprise (Internally Assessed)
Unit 4: Plan, Develop and Participate in a Business or Enterprise Project (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 NCFE Business Studies please contact-
Head of Department: Mrs J Ampah (jampah@sjc.ac))

BTEC FIRST 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 four mandatory units. This qualification equals one full GCSE. Outlined below are the units covered through this course.

> Unit 1 Fitness for Sport and Exercise (Mandatory)
> Unit 2 Practical Sports Performance (Mandatory)
> Unit 5 Training for Personal Fitness (Mandatory)
> Unit 6 Leading Sports Activities (Mandatory)

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 Fitness for Sport and Exercise (Internal Exam)
> Unit 2 Practical Sports Performance (Practical Assessment)
> Unit 5 Training for Personal Fitness (Coursework)
> Unit 6 Leading Sports Activities (Coursework)

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.ac).

COMPUTER SCIENCE

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 encourage students to use the new-found programming skills to solve the real-world problem.

COURSE CONTENT AND STRUCTURE

Students selecting Computer Science as an option will take component 01, 02 and 03 which are Computer Systems, Computational thinking, algorithms and programming and Programming project.

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 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 PROGRAMMING PROJECT

Learners will need to create suitable algorithms which will provide solution to the problems identified in the task. They will then code their solution in a suitable programming language. The solution must be tested at each stage to ensure they solve the stated problem and learners must use a suitable test plan with appropriate test data.

The code must be suitably annotated to describe the process. Test results should be annotated to show how these relate to the code, the test plan and the original problem.

Learners will need to provide an evaluation of their solution based on the test evidence.

Content Overview	Assessment Overview	

Computer systems
    Systems Architecture
    Memory
    Storage
    Wired and wireless networks
     Network topologies, protocols and layers
    System software
     Ethical, legal, cultural and environment concerns
	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 techniques
    Producing robust programs
    Computational logic
     Translator and facilities of languages
    Data representation
	Computational thinking, algorithms and programming
	
	(01)
	
	80 marks
	
	1 hour and 30 minutes
	
	Written paper
	
	(no calculators)
		50% of total
		
		GCSE

Programming project **
    Programming techniques
    Analysis
    Design
    Development
     Testing and evaluation and conclusions
	Programming project
	
	(03/04)
	
	Totaling 20 hours
	
	Non-Exam Assessment(NEA)
		Required to be completed but does not add up to the total of

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: Mr D Lunani, (dlunani@sjc.ac).

IT: Creative I Media

SUBJECT DESCRIPTION
EXAMINING BOARD: OCR

IT: OCR Cambridge National Certificate in Creative I Media

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 Certificate size qualification.

The wide range of optional units cover different media disciplines allowing you to offer your students a course that will motivate them, appeal 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.

Units:

R081 Pre Production Skills – Paper exam 1.15Hrs
This first unit underpins the other learning in this qualification. Students will learn about 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 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.

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 learners 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, learners 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.

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

WJEC (Eduqas) Level 1 / Level 2 Hospitality and Catering

SUBJECT DESCRIPTION
EXAM BOARD: WJEC

Course Outline

Level: WJEC Level 1 and 2 Hospitality and Catering

This course concentrates on the hospitality and catering industry. You will develop the knowledge and understanding related to a range of hospitality and catering providers; how they operate and what they have to take into account to be successful. You will have the opportunity to learn about issues related to nutrition and food safety and how they affect successful hospitality and catering operations. In this qualification, you will also develop food preparation and cooking skills as well as transferable skills of problem solving, organisation and time

UNIT 1: THE HOSPITALITY AND CATERING INDUSTRY

The applied purpose of the unit is for learners to use their knowledge and understanding of the hospitality and catering industry in order to propose new hospitality and catering provision to meet specific needs.

LO1 Understand the environment in which hospitality and catering providers operate
LO2 Understand how hospitality and catering provision operates
LO3 Understand how hospitality and catering provision meets health and safety requirements
LO4 Know how food can cause ill health
LO5 Be able to propose a hospitality and catering provision to meet specific requirements

UNIT 2: HOSPITALITY AND CATERING IN ACTION

The applied purpose of the unit is for learners to safely plan, prepare, cook and present nutritional dishes.
LO1 understand the importance of nutrition when planning menus
LO2 understand menu planning
LO3 be able to cook dishes

ASSESSMENTS ARRANGEMENTS

WRITTEN EXAM: 1 HOUR 30 MINUTES

Unit 1 (40%): The Hospitality and Catering Industry will be externally assessed with an on line examination that lasts 90 minutes. You will be graded as follows:
Grading: Level 1 Pass, Level 2 Pass, Level 2 Merit, Level 2 Distinction

Unit 2 (60%): Hospitality and Catering in Action is internally assessed:

This involves you completing a piece of controlled assessment in school under examination conditions. You will be set a task by WJEC and will have to safely plan, prepare, **cook** and present dishes to satisfy the task.

EXTENDED LEARNING
Extended learning is set on a regular basis. It will test and extend class work activities.

SKILLS DEVELOPED AND CAREER OPPORTUNITIES

FOOD RETAILING

Retail Management
Brand Management
Marketing
Sensory Science
Food Microbiologist
Food buyer
Research manager

PUBLIC HEALTH

Dietician
Nutritionist
Occupational therapy
Midwifery and Nursing

OTHER CAREER OPPORTUNITIES

Hospitality Industry
Hotel and Catering
Food Service Management
Events Management
Leisure and Tourism
Sports exercise + Nutrition Personal Trainer

**For more Information about Level 1 / 2 Hospitality and Catering
please contact Subject lead Mrs B Musamadya, (bmusamadya@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.

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
Written Exam: 2 hours
100 marks - 50% of GCSE

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

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:
Miss A Robinson (arobinson@sjc.ac)
Head of Design Technology and Engineering

MUSIC- GCSE

SUBJECT DESCRIPTION
EXAMINING BOARD: EDEXCEL

If you love performing and composing music and want to know how music works then this is the GCSE for you! The Edexcel 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	Students perform two pieces: 1. Solo: minimum one piece, minimum one minute 2. Ensemble: minimum one piece, minimum one minute Total: four minutes	Minimum total two pieces 30 marks each Total of 60 marks 30% of GCSE
Component 2: Composing	Students write two compositions: 1. Exam board brief: minimum 1 minute 2. Free composition: minimum 1 minute Total: minimum four minutes	Two pieces 30 marks each Total of 60 marks 30% of GCSE
Component 3: Appraising	Students explore four Areas of Study with two set works in each: 1. Instrumental Music 1700-1820 2. Vocal Music 3. Music for Stage and Screen 4. Fusions	1 hour and 45 minute exam Total of 80 marks 40% of GCSE

ASSESSMENT ARRANGEMENTS:

See above for details. The controlled coursework is internally marked and externally moderated. The Component 3 Appraising examination is externally marked by Edexcel.

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 AS and 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)

GREEN OPTION PATHWAY FORM (example)

Student Name:_____ **Form:**_____

Parent/Carer signature: _____

Date: _____

From each of the blocks choose 1 course and write it in the space provided.
You must make 5 choices – do not leave any blanks or they will be filled in for you.
We will try to allocate your top 3 choices as far as possible otherwise we will use reserves.

Preference 1	Preference 2	Preference 3	Reserve 1	Reserve 2
Write Choice here	*Write Choice here*	*Write Choice here*	*Write Choice here*	*Write Choice here*
History **Or** **Geography**	**Mandarin** (If studied at KS3) **Or** **Spanish**	History Geography Mandarin Spanish Computer Science* IT – Camb Nat(v) Art Business Studies *or* BTEC Business (v) BTEC Sport (v) Food Prep Music Design & Technology (DT)	History Geography Mandarin Spanish Computer Science* IT – Camb Nat(v) Art Business Studies *or* BTEC Business (v) BTEC Sport (v) Food Prep Music Design & Technology (DT)	History Geography Mandarin Spanish Computer Science* IT – Camb Nat(v) Art Business Studies *or* BTEC Business (v) BTEC Sport (v) Food Prep Music Design & Technology (DT)

*You can only choose Computer Science if you will be a Doddle Level 3 in Maths by the end of Year 8.
- Vocational Courses are marked with a (v) these have more project based assessment than more traditional GCSE routes.

This form must be returned to Form Tutors by:

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ORANGE OPTION PATHWAY FORM (example)

Student Name:_____   **Form:**_____

Parent/Carer signature: _____

Date: _____

From each of the blocks choose 1 course and write it in the space provided.
You must make 5 choices – do not leave any blanks or they will be filled in for you.
We will try to allocate your top 3 choices as far as possible otherwise we will use reserves.

Preference 1	Preference 2	Preference 3	Reserve 1	Reserve 2
Write Choice here	*Write Choice here*	*Write Choice here*	*Write Choice here*	*Write Choice here*
History	History	History	History	History
Geography	Geography	Geography	Geography	Geography
Mandarin	Mandarin	Mandarin	Mandarin	Mandarin
Spanish	Spanish	Spanish	Spanish	Spanish
Computer Science*	Computer Science*	Computer Science*	Computer Science*	Computer Science*
	IT – Camb Nat(v)	IT – Camb Nat(v)	IT – Camb Nat(v)	IT – Camb Nat(v)
	Art	Art	Art	Art
	Business Studies *or*	Business Studies *or*	Business Studies *or*	Business Studies *or*
	BTEC Business (v)	BTEC Business (v)	BTEC Business (v)	BTEC Business (v)
	BTEC Sport (v)	BTEC Sport (v)	BTEC Sport (v)	BTEC Sport (v)
	Food Prep	Food Prep	Food Prep	Food Prep
	Music	Music	Music	Music
	Design & Technology (DT)	Design & Technology (DT)	Design & Technology (DT)	Design & Technology (DT)

*You can only choose Computer Science if you will be a Doddle Level 3 in Maths by the end of Year 8.
- Vocational Courses are marked with a (v) these have more project based assessment than more traditional GCSE routes.

This form must be returned to Form Tutors by:

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