GCSE

Course Guide 2026

COMPASSION - RESPECT - DETERMINATION - JUSTICE

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Welcome to Year 10 & 11

The next two years will bring challenge and change, as well as increased responsibility and a wealth of opportunities as young adulthood beckons.

We are inspired by the quotation from the late Nelson Mandela who makes us realise the transformative nature of education. As educators, we are privileged to work with the next generation of inventors, carers, doctors and parents to name a few.

Expectations are high for our Key Stage 4 pupils at SJP. We believe every pupil can achieve and succeed, whatever their ability. Excellent attendance and punctuality are crucial for success. Students are well supported and our excellent pastoral system links very closely to the curriculum.

Subject teachers report on your progress throughout the year and Form Tutors will meet regularly with you during form time. In addition to this, you will meet with your Learning Coach throughout the year to review your progress and to set targets to take your learning to the next level. You will find that advice and help is available from the whole range of Key Stage 4 pastoral and curriculum staff, through until the end of Year 11.

Pupils are challenged at Key Stage 4 to organise and manage their study time. Form time is a key focal point in each day where you will have the opportunity to continue your studies. Liturgical Prayer and extra-curricular activities remain an important part of College life and we hope that they will manage to balance their work life with enjoyment, through participating in the many events which allow time for us to have fun and grow together as a community.

Rewarding pupils is very important to us. In each term in Key Stage 4 we will have Achievement Assemblies where we acknowledge and celebrate your hard work and encourage success.

We expect that positive recognition for good work and effort will be awarded on a regular basis on our Arbor platform.

This is an exciting time for our students and there are lots of interesting times ahead! The first stage is to select the subjects you will be studying. Some of these you will get to choose and the details in this booklet will help with those decisions.

As you are probably aware, there are also some subjects which ALL pupils will study. Here at SJP, these 'core' or compulsory subjects include English, Mathematics, Science, RE and Core PE.

We have spent much time ensuring that the provision accurately meets the needs of all pupils and prepares them for the ever changing world we live in. Current Government curriculum measures (Progress 8 and Attainment 8) require pupils to pursue a suite of specific subjects and combinations of these subjects are available for all our pupils.

I advise you to choose subjects that you enjoy and are good at, this usually goes hand in hand.

Working in partnership with families to support learning is something we value greatly here at SJP. Together we can ensure that each student realises their potential and leads a choice-filled life. Should you require any further information, please do not hesitate to contact us at the College.

Mr P McLoughlin
Headteacher

THE OPTIONS PROCESS

1 ATTEND THE OPTIONS EVENING

Year 9 Options Evening, all Year 9 students should attend our Options Evening from 6pm - 8pm. Students will have the opportunity to speak to all Curriculum Leads from all subject areas. In addition, students will be able to speak to students that are currently studying for their GCSEs so that they can make more informed decisions about the subjects that they wish to study at GCSE.

2 READ THROUGH THE GUIDE AND MAKE AN INFORMED DECISION

After the Options Evening, students should carefully read through the Options guide and any additional materials provided. It is important to consider personal interests, strengths, and future career aspirations when selecting subjects. Discussions with teachers, parents/carers will help ensure that informed decisions are made.

3 COMPLETE THE OPTIONS FORM

Options form, which will be emailed to you and also posted on Google Classroom, this should be completed by **20th March 2026**

Core Subjects (for all pupils)

- English Language
- English Literature
- Mathematics
- Science Combined or Triple
- RE
- Core Physical Education

In addition to studying our core GCSE courses, your child will pick three additional subjects, one from each pathway. Our pathways have been created to ensure a broad and balanced curriculum offer that is compliant with the national curriculum and provides your child with the skills and knowledge necessary for future progression.

Pathway A - Humanities
Spanish, Geography, History

Pathway B - Technical
Computer Science, DT Fashion & Textiles, DT Product Design, DT Hospitality, Engineering, IT, Media

Pathway C - Creative and Spanish
Spanish, Art, Music, PE, Dance, Drama, Childcare Health & Social Care, Business Studies

* Students must pick one subject from each pathway

4 CONFIRMATION OF SUBJECTS

After all forms have been submitted, the school will review student choices and finalise subject allocations. If any changes are necessary, guidance meetings will be arranged to provide additional support. Final subject choices will be confirmed and shared with students and parents.

MAKING UP YOUR OWN MIND

When making a decision about subjects these are some of the things you should think about:

WHAT IS THE SUBJECT ABOUT?

This guide gives brief details of each subject, but talk to your subject teachers and Learning Coach as well. Ask pupils in Years 10 and 11 about the courses they are taking.

DO I LIKE THE SUBJECT?

Most people do better studying subjects they enjoy and in which they have achieved success.

WILL I BE ABLE TO COPE WITH THE SUBJECT?

Some subjects require practical skills. Some need more writing than others. Some involve research out of school. Find out from the teachers concerned whether they think you would be good at the subjects which interest you.

DOES MY CHOICE FIT IN WITH THE TIMETABLE?

The Key Stage 4 timetable is put together so that as many people as possible can study the options they choose. However, some subjects may not run if only a few pupils choose them and you will be asked to choose a different subject.

DO I NEED THE SUBJECT FOR MY LONG-TERM AIMS?

Think about your future plans:

- Job after Sixth Form
- Job after School
- Apprenticeship
- University
- College Course

INVOLVE YOUR PARENTS

Parents and other relatives have experience of the world outside school.
Talk to them!

YOUR FORM TUTOR AND LEARNING COACH

Both your Form Tutor and Learning Coach will always be prepared to give help and advice. They will be very much involved in supporting your choice. Make sure you use that help.

WHAT FUTURE CHANGES MIGHT AFFECT MY CHOICE?

- Changes in the job market
- Changes in yourself
- Changes in qualifications required
- Changes in technology
- Changes in your personal circumstances

Some subjects are important but not necessarily compulsory for particular careers. Some skills you can pick up later. Find out what skills you need for careers which interest you.

Don't choose a subject just because you like the teacher or because your friends have chosen it.

The subjects identified for you help to make sure that you keep your options open and do not lose the chance of certain careers by making wrong subject choices now. The choice you make is final.

If you find after you start a subject that you do not like it, then it may be difficult or impossible to change. Other subjects that you may wish to take may be full by then.

WHAT TO DO NEXT?

- Read through the details of the courses which are on the next pages of this booklet.
- Make a list of the subjects that you might like to follow.
- Discuss with your parents, Form Tutor and Learning Coach which subjects you would like to take and why.
- Complete the options form and indicate which subjects you wish to study.
- Show your form to your parents and then discuss your choices with your Form Tutor.
- Submit your option form via Google Forms by **20th March 2026**

Art

PROGRAMME OF STUDY

GCSE Art, Craft and Design is a broad, flexible, personalised course that requires you to develop an appreciation of the creative process through a practical response, using a wide variety of media, materials, techniques and processes you will critically explore., artists, craftspeople and designers from diverse cultures, times and societies. This allows you to experience a wide range of art and artists, giving you the opportunity to explore your own personal expression and individual style. These include paper/recycled fashion, ceramics, 3D making, drawing, painting, photography, collage, multimedia and printmaking. You also will have the opportunity to be part of the Junk Kouture Creative team.

Homework is an essential part of the course; you will be expected to spend 1 hour a week either in the Art room or at home and every piece is part of the evidence towards your final grade.

Art is a qualification that develops transferable creative, communication and life skills. As a result, you will be encouraged to:
apply a creative approach to problem solving communicate personal ideas through your work in a variety of ways utilise relevant art media, materials and processes to develop and express those original ideas in a personal way research and analyse critically art from your own and other cultures to assist with your personal development, awareness and social development.

HOW IS THE COURSE STRUCTURED & ASSESSED?

Unit 1: Portfolio of Work (60%); 3 projects, which produce a portfolio for assessment, allowing you to show your personal strengths. Project 1 is a 'foundation project' allowing you to explore a wide variety of new working methods and 2D/3D processes. Project 2 'Cultural Diversity'. Project 3 a 'Personal investigation' based on an exam question, allowing you to create an individual portfolio.

Unit 2: Externally Set Task (40%); Externally set paper in which you research and respond to a given stimulus or theme. This is set by Eduqas. You will choose a theme to respond to, then develop a body of work, try out a final piece and then create this during the 10 hour planned practical examination.

Assessment is based on four Assessment Objectives which are designed to measure your progress in terms of your development of knowledge and understanding.
All four are equally weighted and are as follows:

- AO1: developing ideas through investigation of art and culture
- AO2: refining ideas through experimenting with media and techniques
- AO3: recording ideas and observations
- AO4: presenting a personal response

There is no written exam, the qualification is 100% practical.

Head of Department:	Mrs S Davies
Exam Board	EDUQAS
Qualification:	GCSE in Art & Design (Art, Craft and Design)

WHAT CAN THESE QUALIFICATIONS LEAD TO?

The creative industries are one of the fastest growing industries in the world, but whether you decide to work in this sector or not, students studying art will develop crucial employable skills in collaboration, cooperation, decision-making, leadership, communication and problem solving while working with others. Students will become more self-confident, self-disciplined, persistent and knowledgeable about how to review and improve your work to a high standard.

Studying art helps you to learn how to express your feelings, communicate ideas, explore new things and use your imagination, as well as developing a cultural and historical understanding of the arts. Studying art helps you to develop a positive work ethic, empowering you to celebrate their achievements and love of life-long learning.

Studying Art opens up the possibility of a diverse range of future career paths; some examples include working as a CEO, Manager, Fashion designer, an artist, Illustrator, Graphic designer, Photographer, Interior designer, Furniture designer, Art teacher or lecturer,Curator, Game designer,an Engineer and many many more.

Business Studies

PROGRAMME OF STUDY

If you are looking for a career in business and want to develop skills and understanding that are directly relevant to the business world, then this qualification is for you. The BTEC Technical Award in Enterprise has been designed to accredit a candidate's achievement in a modern and practical way. The course will help build the skills, knowledge and understanding of enterprises that are needed to continue studying and to start work. You will have the opportunity to explore what it means to set up and run an enterprise, as well as develop key skills and gain an insight into the sector. The skills and experience you will gain are vital to succeed in the business environment, thereby enhancing your employability within the business sector.

HOW IS THE COURSE STRUCTURED & ASSESSED?

The qualification consists of three components that gives you the opportunity to explore what it means to set up and run a business enterprise, as well as develop key skills and gain an insight into the business sector.
Components 1 & 2 are internally assessed. These are set by Pearson, marked by the centre and moderated by Pearson. The set assignments for both components have to be completed in supervised conditions in a timetabled assessment window.

Component 1: Exploring Enterprises (Internally assessed worth 30%)
Learners will explore different enterprises to develop their knowledge and understanding of the characteristics of enterprises and the skills needed by entrepreneurs to be successful. Learners will explore how enterprises use market research to find out about their customer needs and competitor behaviour and how internal and external factors may affect enterprises.

Component 2: Planning and Presenting a Micro-Enterprise Activity (Internally assessed worth 30%)
If you are going to succeed as an entrepreneur, you need to have great ideas and plan how you are going to put them into practice. Any enterprise needs to plan how it will succeed through working out how it can harness physical, financial and human resources – which means the skills that you and others bring.
For this component, learners will generate two realistic ideas for a micro-enterprise and choose one of these to plan within budget. They will individually present their business plan for their idea and review the production and delivery of their presentation to make recommendations for improvements.

Component 3: Marketing and Finance for Enterprise (external assessment worth 40%)
In this component you will consider how small and medium-sized enterprises (SMEs) use marketing and finance. You will look at the different elements of the marketing mix in order to be able to identify target markets, make

Head of Department:	Mr P Slane
Exam Board	Edexcel
Qualification:	BTEC Level 1/2 Technical Award in Enterprise

marketing decisions and put forward marketing suggestions for enterprises to use to increase their success in the future. You will analyse financial information in context, complete and use financial documents and financial statements. You will consider different payment methods. You will investigate profitability and liquidity and its effects on a given enterprise using ratios (the formulae will be provided). You will consider the importance of financial planning and forecasting for an enterprise, make financial decisions and recommend suggestions for improvements.

WHAT CAN THESE QUALIFICATIONS LEAD TO?

Successful completion of this course will help you progress to Level 3 vocational and academic qualifications. You may wish to continue studying Business Studies in Sixth Form where we offer the BTEC Level 3 Business course. This is the equivalent to one A Level and will further develop and extend knowledge from previous units. You will also have the opportunity to take on and study new topics within units. On successful completion of the BTEC Level 3 in Business, you are then eligible to apply to university to continue your studies or vocations.

The course will also help build your skills, knowledge and understanding of businesses needed to enter the world of work in fields such as: Supervisory or Management Trainee in areas such as retail management, marketing, fashion, customer service, accounting, tourism, hospitality, public relations, international business, operations management and human resources.

Computer Science

PROGRAMME OF STUDY

If you are looking for a career in business and want to develop skills and understanding that are directly relevant to the business world, then this qualification is for you. The BTEC Technical Award in Enterprise has been designed to accredit a candidate's achievement in a modern and practical way. The course will help build the skills, knowledge and understanding of enterprises that are needed to continue studying and to start work. You will have the opportunity to explore what it means to set up and run an enterprise, as well as develop key skills and gain an insight into the sector. The skills and experience you will gain are vital to succeed in the business environment, thereby enhancing your employability within the business sector.

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Head of Department:	Mr P Slane
Exam Board	Edexcel
Qualification:	GCSE in Computer Science

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The course will also help build your skills, knowledge and understanding of businesses needed to enter the world of work in fields such as: Supervisory or Management Trainee in areas such as retail management, marketing, fashion, customer service, accounting, tourism, hospitality, public relations, international business, operations management and human resources.

Child Development

PROGRAMME OF STUDY

Throughout the course you will learn some of the main values that are used by early years practitioners and how they are applied within early years settings.

You will understand how a child develops from birth to five years and how patterns of development emerge. You will also learn how practitioners use play to create a learning environment and the role of specialist workers in meeting the needs of a child.

Component 1: Children's Growth & Development (Pearson Set Assignment worth 30%)
You will investigate the factors affecting growth and development of children from birth to five years old. You will develop your knowledge and understanding of children's growth and development across five areas of development - physical, intellectual and cognitive, communication and language, social and emotional. You will explore the different patterns of development and the professionals who are responsible for monitoring the development of children.

Component 2: Learning through Play (Pearson Set Assignment worth 30%)
You will develop an understanding of how play activities can influence children's learning between the ages of birth and five years old. You will consider the different types of play in which children engage, and how activities can support children's learning and progress across the five areas of development.

Component 3: Supporting Children to Play, Learn & Develop (Exam worth 40%)
You will investigate how a child learns and develops and how to adapt activities to support the inclusion of all children in play. You will look at some of the ways children's individual circumstances can affect how they learn and develop, compared to their peers. This can include a sensory impairment, restricted movements or a delay in development. You will also investigate the role of an adult in making sure that all children are safe when engaging in play activities.

HOW IS THE COURSE STRUCTURED & ASSESSED?

The BTEC Level 1/Level 2 Tech Award in Child Development is run over two years and content is broken down into components. Assignments and the exam are graded from Pass (level 4), Merit (level 5.5), Distinction (level 7) and Distinction* (level 8.5).

The qualification consists of three components that give you the opportunity to explore how children develop from 0-5 years, as well as develop key skills and gain an insight into the sector.

Components 1 & 2 are internally assessed. These are set by Pearson, marked by the centre and moderated by Pearson. The set assignments for both components have to be completed in supervised conditions in a timetabled assessment window.

Head of Department:	Miss K Hyland
Exam Board	Edexcel
Qualification:	BTEC Level 2 Tech Award in Child Development

Component 3 is an exam unit that is set and marked by Pearson, completed under supervised conditions and timetabled by the exam board.

In order to be awarded a qualification, a learner must complete and achieve an outcome for all three components. The overall grade is a direct aggregation of performance across individual components, with each component weighted according to the GLH.

WHAT CAN THESE QUALIFICATIONS LEAD TO?

Successful completion of this course will help you progress to Level 3 vocational and academic qualifications. You may wish to study Health and Social Care in Sixth Form as the skills and content is transferable. We offer the BTEC Level 3 Health and Social Care Extended Certificate; this is equivalent to one A Level and will further develop and extend knowledge from the Child Development course. On successful completion of the BTEC Level 3 course, you are then eligible to apply to university to continue your studies or vocations in Child Development.

Dance

PROGRAMME OF STUDY

The Level 1/2 Award Tech Award in Dance (Performing arts) is offered as a two year course with content broken down into units; this course is made up of three units of work.

The Tech Award gives learners the opportunity to develop sector-specific applied knowledge and skills through realistic vocational contexts. Learners will have the opportunity to develop knowledge and technical skills in the following areas:

- development of key skills that prove their aptitude in dance (performing arts), such as reproducing repertoire and responding to stimuli
- processes that underpin effective ways of working in dance (performing arts) such as development of ideas, rehearsal and performance
- attitudes that are considered most important in dance (performing arts) including personal management and communication
- knowledge that underpins effective use of skills, processes and attitudes in the sector, such as roles, responsibilities, performance disciplines and styles.

It provides a broadening experience and skill participation in different types of performance activities, with the opportunity to practically apply knowledge and skills through project work, such as developing ideas and performing for specific audiences.

HOW IS THE COURSE STRUCTURED & ASSESSED?

Unit 1: Exploring the performing arts
This unit allows you to develop a practical understanding of how dance (performing arts) work is created. You will look at elements such as roles, responsibilities and the application of relevant skills and techniques. You will have the chance to explore practically the work of different professionals to develop an appreciation of the methods they use to explore a theme and communicate to audiences through their work. You will broaden your knowledge through observing existing repertoire and by learning about professionals' approaches and how they create and influence performance material. This component will give you an understanding of professional dance (performing arts) work and the processes and practices that contribute to the creation of a range of performance styles.

Unit 2: Developing skills and techniques in the performing arts
In this component, you will develop performing or design skills and techniques. You will have the opportunity to specialise as a performer in dance.. You will take part in workshops and classes where you will develop technical, practical and interpretative skills through the rehearsal and performance process. You will work from existing dance (performing arts) repertoire, applying relevant skills and techniques to reproduce performance or design elements of the work. Throughout your development, you will review your own progress and consider how to make improvements.

Head of Department:	Mrs A Spicer
Exam Board	WJEC
Qualification:	The Level 1/2 Award Tech Award in Dance

Unit 3: Responding to a brief

You will have the opportunity to respond to a brief. You will be given a brief that outlines the performance and design requirements and asks you to consider your target audience and to start the creative process by using the stimulus included in the brief. Working as part of a group, you will develop your ideas for a workshop performance and apply your skills and techniques to communicate your creative intentions to your audience. The performance or design skills you will use will vary depending on features such as your selected performance discipline and the content of the work, your venue and target audience. The work may involve improvisation, vocal work, movement techniques or assisting with audience involvement. The group performance may involve some solo or small-group work or it may be an ensemble piece. You will have the opportunity to inform the performance using existing or newly develop

WHAT CAN THESE QUALIFICATIONS LEAD TO?

Learners who generally achieve at Level 2 across their Key Stage 4 learning might consider progression to:

- A Levels as preparation for entry to higher education in a range of subjects
- study of a vocational qualification at Level 3, such as a BTEC National in Performing Arts, which prepares learners to enter employment or apprenticeships, or to move on to higher education by studying a degree in the performing arts or production arts areas.

Learners who generally achieve at Level 1 across their Key Stage 4 learning might consider progression to study at Level 2 post-16 in a range of routes designed to lead to work, employment, apprenticeships or further study at Level 3.

D&T Engineering

PROGRAMME OF STUDY

WJEC Level 1/2 Award in Engineering is offered as a two year course with content broken down into units; this course is made up of three units of work.

This engineering course will enable you to develop a number of transferable skills that are attractive to employers. Skills such as communication, critical thinking, learning independently, research skills, taking responsibility, time management and much more.

During the course learners will gain experience using a variety of engineering tools and equipment such as laithes, milling machines and pillar drills, they will learn to design and manufacture engineering products to tight tolerances, adapt engineering products to solve a problem and learn about the factors and solutions that engineering uses to solve the problems of the world around us. The Engineering Level 1/2 Award offers an excellent foundation for students to enter the world of engineering and develop a career that is challenging and rewarding.

HOW IS THE COURSE STRUCTURED & ASSESSED?

Unit 1: Manufacturing Engineering Products
Unit 1 provides learners with the opportunity to interpret different types of engineering information in order to manufacture an Engineering product. Learners will develop knowledge, understanding and skills in using a range of engineering tools and equipment in order to produce and test an end product. The product is given to the students by the examining board at the start of the 2 year course and must be manufactured to within a supplied tolerance. This unit is worth 40% of the final grade and will be internally assessed.

Unit 2: Designing Engineering Products
Unit 2 allows learners to explore how an engineered product is adapted and improved over time, and it offers learners the opportunity to apply their knowledge and understanding to adapt an existing component, element or part of the engineering outcome that they produced for Unit 1. This adaptation will be provided by the examining board in the form of a theme or scenario that must be interpreted and used as a basis for the improvement. This unit is worth 20% of the final grade and will be internally assessed.

Unit 3: Solving Engineering Problems
This is a written exam focusing on general material properties, manufacturing methods and engineering tools. It also introduces learners to a range of considerations that impact on engineering design and how modern engineering has had an impact on modern day life at home, work and in society in general. This is an 80 mark exam that is worth 40% of the final grade and is externally assessed.

Head of Department:	Mr C Milton
Exam Board	WJEC
Qualification:	Level 1/2 Award in Engineering

WHAT CAN THESE QUALIFICATIONS LEAD TO?

Engineering accounts for more than 20% of the UK's annual turnover, this equates to over £1.2 trillion, so there are a huge number of opportunities that follow this course.

Careers that could be utilised using this qualification include aerospace engineering, biomedical engineering, civil or structural engineering, computer engineering, electrical engineering, environmental engineering, marine or mechanical engineering and much more.

In addition to this students could further study Design & Technology at A Level at SJP, complete a degree in Engineering or start an apprenticeship with companies like Airbus or Cammell Laird.

D&T Fashion

PROGRAMME OF STUDY

The GCSE Design & Technology course is part of a two-year study programme which is aimed at preparing you for design A Level or Level 3 courses and careers in the creative, technical or marketing & merchandise industries.

This course involves learning about how garments and other textile products are designed, decorated and made both in the classroom and in the wider textile industry. Throughout the course you will develop designing and making skills specific to textiles. You will learn to communicate and visualise your designs on paper, use a range of appropriate tools and equipment including computerised sewing machines and CAD/CAM technology. Products you can design and manufacture include garments such as dresses and children's clothing, bags and accessories or toys for a child.

By studying this course you will learn about the following areas:

- learning from existing products
- implications of wider issues
- design thinking and communication
- manufacturing
- technical understanding

HOW IS THE COURSE STRUCTURED & ASSESSED?

The course is offered as a two year course with content broken into two main assessments:

Component 1: Iterative Design Challenge Controlled Assessment:
Internally assessed, externally moderated, 50% of the qualification and based on a range of tasks released by the exam board. There will be three open and real-world contexts for learners to interpret through the processes of 'explore, create and evaluate'. You will use the skills and knowledge to design a product based on your chosen materials area, and make imaginative solutions to a range of practical tasks. You could be asked to design a product to facilitate 'community cohesion', encourage people to be more physically active or to wear for a 'celebration'.

Component 2: Principles of Design & Technology External Examination:
Externally assessed, 2 hour paper worth 50% of overall grade. This is a single examination component with questions covering both 'core' and 'in-depth' specialist content in fibres and fabrics. This content requires you to apply mathematical and scientific knowledge.

Head of Department:	Mr C Milton
Exam Board	OCR
Qualification:	GCSE in Design & Technology, specialising in Textiles

WHAT CAN THESE QUALIFICATIONS LEAD TO?

The fashion and textiles industry is a global industry with many opportunities. This course is particularly creative so would be suited to artistic careers such as fashion or textile design; it leads particularly well into A Level Product Design and Textiles courses and it also leads to careers in product management, textile technology, fashion buying or merchandising, fashion journalism or interior design.

D&T Product Design

PROGRAMME OF STUDY

GCSE Design & Technology is a two-year course that develops creative, technical and practical skills through the design and manufacture of products that solve real and relevant problems. Students will learn how to identify design needs, generate ideas, and develop solutions through iterative design, modelling and testing. The course encourages independent thinking, creativity and problem-solving, while building a strong understanding of materials, manufacturing processes and modern technologies.

Throughout the course, students will design and make high-quality prototypes using a wide range of materials, with a particular focus on timbers, metals and polymers, alongside smart materials and emerging technologies. Students will also develop skills in CAD/CAM, workshop practices and safe use of tools and machinery.

By studying GCSE Design & Technology, students will develop knowledge and skills in:

- iterative design and problem solving
- designing for users and real-world contexts
- materials and manufacturing processes
- technical and practical skills
- modelling, testing and evaluation
- communication through sketches, drawings and CAD

HOW IS THE COURSE STRUCTURED & ASSESSED?

The course is assessed through two components, taken at the end of Year 11.
Component 1: Written Examination
50% of the qualification
2 hour written exam

Externally assessed
This exam tests students' understanding of core technical principles, including:

- materials and their working properties
- manufacturing processes and techniques
- design strategies
- sustainability and environmental impact
- new and emerging technologies

Students will also answer questions related to their chosen specialist material area (e.g. timbers, metals, polymers), applying mathematical and scientific knowledge where appropriate.

Component 2: Non-Examined Assessment (NEA)
50% of the qualification

Internally assessed
Moderated by AQA

Students will complete a substantial design-and-make project based on a contextual challenge set by AQA. This involves:

- investigating a real design problem
- producing and developing design ideas
- modelling and testing solutions
- manufacturing a high-quality prototype
- evaluating the final outcome

Head of Department:	Mr C Milton
Exam Board	OCR
Qualification:	GCSE Design & Technology

This component rewards creativity, independence, technical skill and the ability to respond effectively to feedback and testing.

The subject develops transferable skills highly valued by employers, including problem-solving, creativity, resilience, planning, and practical competence.

WHAT CAN THESE QUALIFICATIONS LEAD TO?

GCSE Design & Technology provides a strong foundation for A Level and Level 3 courses in Design, Engineering and related subjects.
It also supports progression into a wide range of careers, including:

- product and industrial design
- engineering and manufacturing
- architecture and construction
- interior, furniture and automotive design
- technical and creative industries

D&T Hospitality

PROGRAMME OF STUDY

Hospitality and catering is a dynamic, vibrant and innovative sector delivering vital jobs, growth and investment in the heart of our local communities - important culturally, socially and economically. The sector is a major contributor to the UK economy, employing 2.9 million people and generating £130bn in economic activity, while paying £38bn in taxation to fund important local and national services. Hospitality is the 3rd largest private sector employer in the UK; double the size of financial services and bigger than automotive, pharmaceuticals and aerospace combined.1 Businesses which make up the hospitality sector include hotels, restaurants, coffee shops, pubs and bars, leisure parks, stadia, nightclubs, contract caterers, food service operators, entertainment and visitor attractions.

Employment can range from waiting staff, receptionists and catering assistants to chefs, hotel and bar managers, and food technologists working for supermarket chains. Some of these roles require further education and training either through apprenticeships or further and higher education
This course is part of a two year study programme which is aimed at preparing you for careers in the Hospitality and Catering Industry or further education in Food Science and Nutrition courses delivered at Level 3 and beyond.

HOW IS THE COURSE STRUCTURED & ASSESSED?

The Level 2 Vocational Award in Hospitality & Catering is offered as a two year course with content broken down into units; this course is made up of two units of work.

Unit 1: The hospitality and catering industry - this unit enables learners to gain and develop comprehensive knowledge and understanding of the hospitality and catering industry including provision, health and safety, and food safety. Assessment is through a written examination lasting 1 hour 20 minutes and is worth 40% of qualification.

Unit 2: Hospitality and catering in action - this unit 2 enables learners to develop and apply knowledge and understanding of the importance of nutrition and how to plan nutritious menus. They will learn the skills needed to prepare, cook and present dishes. They will also learn how to review their work effectively.
Assessment is through controlled assessment supervised in lesson time. Pupils are given approximately 12 hours to respond to the assignment brief from WJEC. Unit 2 is worth 60% of the overall qualification.

Head of Department:	Mr C Milton
Exam Board	EDUQAS
Qualification:	WJEC Level 1/2 Vocational Award in Hospitality andCatering (Technical Award)

WHAT CAN THESE QUALIFICATIONS LEAD TO?

The Vocational Award in Hospitality & Catering can be studied alongside a variety of other subjects allowing pupils to draw on knowledge from across the curriculum.

Popular course combinations include Business Studies, Chemistry, Biology, Health & Social Care, Child Development and Physical Education.

The hospitality and catering industries are major employers in the UK, both highly competitive and challenging sectors offering a wealth of employment opportunities. There is also extensive learning in nutrition through this course meaning that pupils are able to access further education;in nutrition related career pathways such as sports nutritionist, dietician, nursing, physiotherapy, food scientist, childcare, and many more.

English

PROGRAMME OF STUDY

English Language: Pupils will study skills in Reading and Writing, studying literary and non-literary texts from the 19th Century through to the 21st Century. They will be required to show that they can write for a variety of different audiences and purposes. Pupils will also be assessed orally through Speaking and Listening, exploring the features of Spoken Language. Pupils will be required to complete one formal presentation or speech. English Literature: pupils will study Shakespeare, pre-and-post 1914 prose and drama as well as a range of poetry from 1789 to the present day.

HOW IS THE COURSE STRUCTURED & ASSESSED?

In Year 10, you will learn the key skills needed for your English Language examination as you begin to study some of your English Literature set texts. You will look at a range of 19th – 21st Century fiction and non-fiction texts and show that you can write with technical accuracy.

You will practise creative writing as well as transactional writing.

In Year 11, you will continue to develop your GCSE English Language skills but will also study the remaining English Literature set texts.
There are two main ways that pupils' work is assessed:

a) Externally – Both courses are linear and pupils sit all external examinations in both GCSE English and GCSE English Literature at the end of Year 11.
b) Internally – English teachers feedback to pupils on progress made by marking homework, feeding back and offering supportive advice in preparation for trial and external examinations.

Staff also assess and mark a Speaking and Listening performance – although an external moderator may visit to check that our standards are of the highest order.

Head of Department:	Miss E Stanley
Exam Board	EDUQAS
Qualification:	GCSE in English Language / GCSE in English Literature

WHAT CAN THESE QUALIFICATIONS LEAD TO?

Clearly a good pass in GCSE English is a must for all pupils leaving school hoping to embark on a career in the world of work or apply for a place in our Sixth Form. An English GCSE, along with a Maths GCSE, is a crucial qualification for pupils making their way after Year 11. In our Sixth Form, a good pass in English and English Literature will enable you to apply to study A Levels in English Literature or English Combined.

Future career links and info for English are as follows: Through the study of English you will improve and gain skills in critical and evaluative thinking, self-management, excellent written communication and interpersonal skills, as well as research and analysis skills.

All of these skills would lend themselves effective to careers in Marketing, PR and Sales, Journalism and Broadcasting and Law.
A career in Marketing and PR will require the creativity that an English student possesses, devising strategies to promote an organisation through a variety of social platforms.

Journalism and Broadcasting requires the skill to tell a compelling story which will capture the attention of the media and the world.

The writing skills that you gain from English are vital in the field of Law showcasing your ability to carefully construct language when composing contracts, legal documents and courtroom arguments.

Geography

PROGRAMME OF STUDY

Geography develops your knowledge and understanding of the world in which we live today. Topics are chosen from a range of physical and human options explored through relevant case studies in their own world and the fast changing world around them. Geography encourages you to ask questions about the world we live in, process ideas and evaluate key global issues. Pupils of Geography are given the opportunity to develop opinions, assess the reliability of evidence and communicate ideas and information in a variety of formats.

You will have numerous opportunities to take part in extra-curricular activities within the subject, focusing on fieldwork and geographical skills. The department presently leads field trips in the local area. This permits pupils to carry out primary data collection and experience elements of Core Geography in a real world setting.

HOW IS THE COURSE STRUCTURED & ASSESSED?

You will sit three examination papers at the end of Year 11. These are outlined below:

Paper 1: Living with the physical environment.

The topics for this paper are:

- The challenge of natural hazards
- The living world
- Physical landscapes in the UK

Paper 2: Challenges in the human environment.

The topics for this paper are:

- Urban issues and challenges
- The changing economic world
- The challenges of resource management

Paper 3: Geographical application.

The topics for this paper are:

- Issue evaluation (Pre-release resource booklet available 12 weeks before
- paper 3)
- Fieldwork Geographical skills are embedded into each topic and are continually practised throughout the GCSE course.

Component One: One exam worth 35% of the qualification available – 1 hour 30 minutes.
Component Two: One exam worth 35% of the qualification available – 1 hour 30 minutes.
Component Three: One exam worth 30% of the qualification available – 1 hour 15 minutes.

Head of Department:	Miss A Varley
Exam Board	AQA
Qualification:	GCSE in Geography

WHAT CAN THESE QUALIFICATIONS LEAD TO?

Geography develops skills in literacy, numeracy, ICT, problem solving, teamwork and thinking skills. Pupils can go on to study Geography at A Level and beyond.

In addition, the subject arms you with important skills that are transferable in the ever-changing and competitive workplace. You will develop the ability to think analytically, gather relevant information, evaluate facts and apply their own point of view. Future careers can include a wide range of sectors including scientific research, health care, social work, accountancy, retail, teaching, business and finance,journalism, marketing/ sales and advertising, as well as town planning and the travel and tourism industry.

Health & Social Care

PROGRAMME OF STUDY

Throughout the course you will learn some of the main values that are used by care practitioners and how they are applied within health, social care and early years settings. You will gain an understanding of the factors that can affect growth and development and how to implement a health plan. This BTEC course gives you the background knowledge and will help you to develop the skills to work in the care industry.

Component 1: Human Lifespan Development (Pearson Set Assignment worth 30%)
You will explore different aspects of growth and development and the factors that can affect this across the life stages. You will explore the different events that can impact on individuals' physical, intellectual, emotional and social (PIES) development and how individuals cope with and are supported through changes caused by life events.

Component 2: Health & Social Care Services & Values (Pearson Set Assignment worth 30%)
You will explore health and social care services and how they meet the needs of service users. You will also study the skills, attributes and values required when giving care which are common across the sector (some of which are transferable to other sectors that involve interactions with clients or customers).

Component 3: Health & Wellbeing (Exam worth 40%)
This is a synoptic component, bringing in new content and revisiting the content from assignments. You will increase your knowledge and understanding of human lifespan development and life events, sources and types of support, health and social care services, the skills, attributes and values that contribute to care and the barriers and personal obstacles to accessing services. You will also explore physiological and lifestyle indicators in relation to health and wellbeing, as well as examining person-centred approaches to make recommendations to improve an individual's health and wellbeing.

HOW IS THE COURSE STRUCTURED & ASSESSED?

The BTEC Level 1/Level 2 Tech Award in Health and Social Care is run over two years and content is broken down into components. Assignments and the exam are graded from Pass (level 4), Merit (level 5.5), Distinction (level 7) and Distinction* (level 8.5).

The qualification consists of three components that give you the opportunity to explore how children develop from 0-5 years, as well as develop key skills and gain an insight into the sector.

Head of Department:	Miss K Hyland
Exam Board	Edexcel
Qualification:	BTEC Level 2 Tech Award in Health & Social Care

Components 1 & 2 are internally assessed. These are set by Pearson, marked by the centre and moderated by Pearson. The set assignments for both components have to be completed in supervised conditions in a timetabled assessment window.

Component 3 is an exam unit that is set and marked by Pearson, completed under supervised conditions and timetabled by the exam board. In order to be awarded a qualification, a learner must complete and achieve an outcome for all three components. The overall grade is a direct aggregation of performance across individual components, with each component weighted according to the GLH.

WHAT CAN THESE QUALIFICATIONS LEAD TO?

Successful completion of this course will help you progress to Level 3 vocational and academic qualifications. You may wish to study Health and Social Care in Sixth Form where we offer the BTEC Level 3 Health and Social Care Extended Certificate; this is equivalent to one A Level and will further develop and extend your knowledge in Health and Social Care. On successful completion of the BTEC Level 3 course, you are then eligible to apply to university to continue your studies or vocations.

History

PROGRAMME OF STUDY

History allows you to gain knowledge and understanding of the world in which we live today. Topics are chosen for their relevance to modern society and links to events taking place all around the world. History encourages you to think independently, to ask questions and make judgments. Pupils of History train their minds to assemble, organise and present facts and opinions.

You will encounter a variety of teaching techniques from role-play, discussion and debate to group work and personal reflection. You will also see the subject brought to life through ICT and authentic footage. You will have numerous opportunities to take part in extra-curricular activities. The department frequently organises out-of-school learning opportunities such as revision conferences and overseas visits. For example, GCSE and A Level pupils have visited Munich, Germany and Poland.

HOW IS THE COURSE STRUCTURED & ASSESSED?

The GCSE History course is divided into four units that will all be assessed through examinations at the end of Year 11.

Paper 1: Thematic Study and Historic Environment: (30% of the qualification)
Medicine in Britain 1250-present and the British sector of the Western Front, 1914-18: injuries, treatment and the trenches. The exam will involves answering questions on the key features of the period, explaining similarities and differences of the period, detailed source analysis and reaching a judgement through contextual knowledge and a balanced argument.

Paper 2: Period study and British Depth Study: (40% of the qualification)
Contains two units:
The American West 1835-1895 and Tudor depth option. The exam paper will be split into a Period Study on the American West and a depth study on Elizabethan England. You will answer questions explaining consequence, importance and features of the period. There will also be a question asking you to reach a reasoned judgement using contextual knowledge.

Paper 3: Modern Depth Study: (30% of the qualification) USA: Conflict Home and Abroad 1954-75
The exam has a large focus on sources and interpretations. You will be asked to make inferences from sources, analyse the utility of sources and explain the reasons for differences between interpretations. You will also need to reach a judgement on how far they agree with a statement using interpretations, sources and relevant contextual historical knowledge.

The four externally examined units will be sat at the end of Year 11. Paper 1 is worth 30% of the qualification through a written examination of 1 hour and 15 minutes. Paper 2 (contains two units) is worth 40% and is a written examination of 1 hour and 45 minutes. Finally paper 3 is worth 30% and is a written examination of 1 hour and 20 minutes.

Head of Department:	Mrs L Davies
Exam Board	Edexcel
Qualification:	GCSE in History

These exams all require you to develop your extended writing skills, and in this respect History can be as challenging as English. As well as being assessed on specific historical knowledge, you will be expected to use all they have learned in English to produce a high standard of written communication. Source analysis skills are essential and you will be taught to rigorously evaluate evidence to form an opinion and answer questions.

WHAT CAN THESE QUALIFICATIONS LEAD TO?

You have the opportunity to continue your studies in this subject at A Level and beyond. History is an excellent preparation for many jobs such as management, business consultancy, the police, law and positions in local and central government.

ICT

PROGRAMME OF STUDY

GCSE Digital Technology is a modern and forward-thinking qualification designed to equip students with the knowledge, skills and understanding needed to thrive in an increasingly digital world. The course goes beyond basic ICT skills and instead focuses on how digital technologies are designed, developed and used to solve real problems in society and business. Students develop a secure understanding of digital systems, data, cyber security and emerging technologies, while also learning how digital products are planned, created and evaluated.

A key strength of this qualification is its use of real-world and engaging contexts, including gaming and interactive media. These contexts are not used for entertainment purposes, but as meaningful examples that help students understand how technology works in practice. Through this approach, students learn how games and digital products are built, tested and improved, and how digital solutions are designed to meet the needs of users. This makes learning highly relevant, motivating and clearly linked to future careers in digital industries.

HOW IS THE COURSE STRUCTURED & ASSESSED?

The qualification is studied over two years in Years 10 and 11 and is divided into three units. Each unit develops a different aspect of digital knowledge and skills, ensuring students gain both academic understanding and practical experience. Assessment is balanced, with one externally assessed examination and two non-examined assessments, allowing students to demonstrate their strengths in different ways. Throughout the course, students are assessed on their ability to understand digital concepts, apply skills to realistic scenarios, analyse data and evaluate digital solutions. This ensures the qualification is both rigorous and relevant, rewarding students who can think logically, work independently and justify their decisions.

Unit 1: The Digital World (40%)
Unit 1 is assessed through an on-screen examination and contributes 40 percent of the final GCSE grade. This unit develops students' understanding of how digital technology works and how it impacts individuals, organisations and society. Students learn about digital systems, data representation, digital communication methods, cyber security and the importance of digital safety. They also explore the value of digital technology and consider emerging and future technologies.

Unit 2: Digital Practices (40%)
Unit 2 is a substantial non-examined assessment and also contributes 40 percent of the final grade. In this unit, students are given a real-world scenario and a data set which they must analyse to identify patterns and trends. Using this analysis, students then design and develop a digital product in response to the brief.

The specification allows for the creation of a website that includes either an animation or a game, making this unit particularly engaging for students with an interest in gaming and interactive media. Students are required to plan their solution carefully, develop digital assets, test their product thoroughly and evaluate how effectively it meets the needs of users.

Head of Department:	Mr P Slane
Exam Board	Edexcel
Qualification:	BTEC Level1/2 Technical Award in Digital Information Technology

They also maintain a development log to demonstrate their thinking and decision-making throughout the process.

Unit 3: Communicating in the Digital World (20%)
Unit 3 is a shorter non-examined assessment worth 20 percent of the GCSE. This unit focuses on how digital technology is used to communicate information effectively to different audiences. Students create digital content and plan an online communication or marketing campaign based on a given context.

Students consider how digital platforms such as websites and social media are used by organisations to communicate messages, promote products or events, and engage users. They evaluate the effectiveness of their communication methods and justify their choices. Gaming and interactive media contexts may be used, such as promoting a digital product or gaming event, helping students understand how digital communication supports real organisations and industries.

WHAT CAN THESE QUALIFICATIONS LEAD TO?

GCSE Digital Technology provides excellent preparation for further study and future employment in a wide range of sectors. Students often progress to A-Level Computer Science, BTEC IT or Digital Information Technology, as well as subjects such as Business, Media Studies and Creative Digital courses. The qualification also supports progression into apprenticeships and employment in areas such as digital marketing, game design and testing, IT support, software and app development, cyber security and data analysis.

Mathematics

PROGRAMME OF STUDY

We use mathematics to explain and understand the world we live in and to make predictions about what will happen in the future. Mathematics is a problem-solving tool that allows us to develop an understanding of all things.

Pupils will continue to build on the skills learnt at Key Stage 3 covering number, ratio, algebra, geometry and handling data in more detail. Pupils will learn new skills and techniques in these areas, and then apply them in practical situations to see how mathematics solves real life problems. There is now a much greater emphasis in the assessment of mathematics being used in real life situations.

HOW IS THE COURSE STRUCTURED & ASSESSED?

The GCSE mathematics course relies on pupils having grasped mathematical methods in Years 7, 8, and 9. Mathematics in every year continues to build on the knowledge learnt in previous years to ensure progress over time. Problem solving underpins maths lessons to enable pupils to tackle complex problems and to apply knowledge learnt across the age range to deepen mathematical concepts and to become great problem solvers. Pupils have the opportunity to apply their problem solving skills to answer a range of questions in an examination series at the end of Year 11.

They require these skills to access the questions and show their mathematical ability and application of maths in everyday life.
There are two main ways that pupils' work is assessed:

a) Internally:
Self assessed and peer assessed work is encouraged within maths lessons to enable the students' teachers to intervene in the moment and address common misconceptions in their lessons. Pupils use purple pens to assess their work. Effective questioning and frequent use of mini whiteboards are used to assess pupils' knowledge and understanding of the topic being taught. In addition to this, mathematics teachers mark and provide feedback on homeworks, end of unit assessments and trial examinations. We offer supportive advice that stems from all of the above methods to ensure all of our pupils understand their main areas of development and to make sure they make the necessary progress in line with their peers.

b) Externally:
The exam board that is used by the SJP maths department is Pearson Edexcel. Pupils will sit a full GCSE examination at the end of Year 11. There are three examination papers in total, each exam paper lasts 1 hour and 30 minutes and totals 80 marks. Each paper has equal weighting. Paper 1 is a non-calculator exam and papers 2 and 3 will require a scientific calculator.

Head of Department:	Mrs K Jones
Exam Board	Edexcel
Qualification:	GCSE in Mathematics

Pupils will be entered for either the Higher or Foundation Tier in line with the new grading system: Higher Tier (Possible grades achieved 9 - 4) or Foundation Tier (possible grades achieved 5 - 1) based on their performance and teacher assessment. This will be regularly monitored and resources will be used by the examination board to decide which tier is the most suitable for your child including discussions with class teacher, parents and child. The tier is not usually finalised until the last possible opportunity to ensure there isn't a ceiling on a child's progress.

WHAT CAN THESE QUALIFICATIONS LEAD TO?

Many careers and higher education courses require a 'standard pass' at a grade 4 or a 'strong pass' at a grade 5.

Studying Maths opens up the possibility of a diverse range of future career paths; some examples include working as a Financial analyst, Accountant, Game Designer, or an Engineer.

Music

PROGRAMME OF STUDY

Through focused listening and music-making activities, you will explore a variety of musical styles and understand the key stylistic features of different genres of music. You will apply these stylistic features to performance, composition and music production activities. Through a combination of practical and taught sessions you will investigate how music from a variety of genres is performed, created and produced.

You will explore personal and professional techniques for musicians and how musicians share their music with others. You will learn to use a variety of methods of evidencing processes and outcomes and communicating skills development. You will participate in workshops and sessions to identify and develop musical skills and techniques in music performance, when creating original music, and in music production.

You will learn how to respond to a commercial music brief, by selecting and applying musical skills in response to a brief, presenting a final musical product, and commenting on the creative process and outcome.

Component 1: Exploring Music Products and Styles

You will take part in many different music-making workshops over several months to explore a wide range of different styles and iconic performers. Throughout this you will produce a portfolio of your work.

This portfolio will include many forms of work such as:

- Short videos
- Audio
- Text
- Graphics
- Annotated photos

This unit is designed to introduce you to performing, composing, producing (using technology) and listening skills.

Component 2: Musical Skills Development

You will focus on developing specific skills, specialising in two out of these three areas:

- Performing (on your chosen instrument. Remember your voice is an instrument too!)
- Composing (writing your own music)
- Producing (using technology to create music)

Component 3: Responding to a Commercial Brief

You will be given a brief from the exam board to work on that will ask you to reimagine a song into a musical style different from the original.

- After planning how to utilise your time and resources, you will then develop and present an original creation. You can present this as a solo or group performance or as audio recording or a project using Bandlab.
- You work entirely to your strengths.

Head of Department:	Mr S Payne
Exam Board	Edexcel
Qualification:	BTEC Level 2 First Award in Music

HOW IS THE COURSE STRUCTURED & ASSESSED?

The BTEC Level 2 Tech Award in Music Practice is run over two years and the content is broken down into three components. In order to be awarded a qualification, a learner must complete and achieve an outcome for all three components. The overall grade is a direct aggregation of performance across individual components, with each component weighted according to the GLH.

Component 1: Internally assessed unit. 30% of the total course grade.
Component 2: Internally assessed unit. 30% of the total course grade.
Component 3: Externally set task. 40% of the total course grade.

WHAT CAN THESE QUALIFICATIONS LEAD TO?

The BTEC Music Qualification allows you to progress to, Level 3 RSL and BTEC courses, A Level Music and Music Technology courses, and higher education courses such as degrees in Music, Popular Music, Music Technology and Music Business.

The course will develop skills which would provide a strong foundation for careers within the music industry, such as: being session musician, working as a solo artist or within a band, producing and composing music, or even working in music journalism.

Media Studies

PROGRAMME OF STUDY

Component 1: Exploring Media Products
You will develop your understanding of how media products create meaning for your audiences. You will examine existing products and explore media production techniques..

Component 2: Developing Digital Media Production Skills
You will develop and apply skills and techniques in media production processes by creating a media product from one of the following sectors: audio/ moving image, print or interactive design.

Component 3: Create a Media Product in Response to a Brief
You will apply and develop your planning and production skills and techniques to create a media product in response to a client brief.

HOW IS THE COURSE STRUCTURED & ASSESSED?

The three components focus on the assessment of applied knowledge, skills and practices. These are all essential to developing a basis for progression and therefore learners need to achieve all components in order to achieve the qualification.

The three components in the qualification give learners the opportunity to develop broad knowledge and understanding of the media sector, and relevant skills such as research, planning, problem solving and communication at Level 2.

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.

There is one external assessment, Component 3, which provides the main synoptic assessment for the qualification. Component 3 builds directly on Components 1 and 2 and enables learning to be brought together. The design of this external assessment ensures that there is sufficient stretch and challenge, enabling the assessment of knowledge and understanding at the end of the learning period.

The qualification is graded over seven grades from Level 1 Pass to Level 2 Distinction*. The overall grade is a direct aggregation of performance across individual components.

Head of Department:	Mr S Witcher
Exam Board	Pearson
Qualification:	BTEC Tech Award Level 2 in Creative Media Production

WHAT CAN THESE QUALIFICATIONS LEAD TO?

The skills developed through an education in creative media are integral to many roles within the creative sector, which is a collection of exciting and vibrant industries including film, television, games, web and app development, and publishing. As digital technology continues to evolve, media techniques have become more sophisticated and media products are becoming more advanced. However, what hasn't changed is that media products still have the power to enthral, intrigue and affect audiences. Collectively, the creative sector in the UK contributed nearly £112 billion to the economy in 2019 and has grown by 7.4 per cent since 2017, a rate of growth five times that of the overall UK economy.

The BTEC Tech Award suite is an introduction to vocational learning. The qualifications give learners the opportunity to build applied knowledge and skills that show an aptitude for further learning, both in the sector and more widely. The approach to the suite is based on well-established BTEC assessment approaches that are proven to be successful in building applied knowledge and skills and motivating learners to engage fully with challenging study.

Studying Media Studies opens up the possibility of a diverse range of future career paths; some examples include working in Digital Media, Media Production, Media and Communications Journalism and Media Digital Marketing

Performing Arts

PROGRAMME OF STUDY

Throughout the course, you will become a member of a theatre company, devising and rehearsing performance material for a live audience. The course is a vocational course and as such it is designed to develop knowledge and understanding of the Performing Arts sector by applying skills during performance. You will study the following three components over a period of two years:

Component 1: Exploring the Performing Arts
In this component you will develop a practical understanding of how performing arts work is created. You will look at elements such as roles, responsibilities and the application of relevant skills and techniques. You will have the chance to explore practically the work of different professionals to develop an appreciation of the methods they use to explore a theme and communicate to audiences through their work. You will broaden your knowledge through observing existing repertoire and by learning about professionals' approaches and how they create and influence performance material.

This component is assessed through written portfolio work that is internally marked and externally moderated.

Component 2: Develop Skills and Techniques in the Performing Arts
This component will help you develop your performing arts skills and techniques through the reproduction of acting repertoire as performers. This component is assessed through both the production of a live performance and written portfolio work that is internally marked and externally moderated.

Component 3: Performing to a Brief
You will be given the opportunity to work as part of a group to contribute to a workshop performance as either a performer or a designer in response to a brief and stimulus. This component is designed to draw upon the knowledge acquired in components 1 and 2 and as such should showcase skills.
This component is set and externally assessed by the exam board.

HOW IS THE COURSE STRUCTURED & ASSESSED?

The BTEC Level 2 Tech Award in Performing Arts (Acting) is run over two years and the content is broken down into three components. In order to be awarded a qualification, a learner must complete and achieve an outcome for all three components. The overall grade is a direct aggregation of performance across individual components, with each component weighted according to the GLH. Components 1 & 2 are internally assessed. These are set by Pearson, marked by the centre and moderated by Pearson.

The set assignments for both components have to be completed in supervised conditions in a timetabled assessment window. Component 3 is an externally set task worth 40% of the total course grade. This is marked by Pearson as an external exam.

Head of Department:	Mrs N Ousey
Exam Board	Edexcel
Qualification:	BTEC Level 2 First Award in Performing Arts

WHAT CAN THESE QUALIFICATIONS LEAD TO?

This course prepares you for Further and Higher Education and employment. It may lead to studying Performing Arts in Sixth Form at SJP. You may also go on to study the subject at university or specialist colleges, or perhaps go on to work in the entertainment industry. The course may also be a good choice for those who just wish to develop their confidence through Performing Arts or have a passion for performing.

Physical Education

QUALIFICATIONS

The leadership courses we currently offer are:

- Sports Leaders – Multi activity
- Sports Leaders– Football
- Dance Leaders

PROGRAMME OF STUDY

All pupils will follow a leadership course.
The courses aim to allow pupils to develop confidence, communication and organisational skills. Pupils will have extensive opportunities to develop these skills and will work with younger pupils, including primary pupils, to plan and lead sessions and activities. Many of the sports leaders organise and run extra-curricular activity clubs in the local primary schools as part of their assessment.

HOW IS THE COURSE STRUCTURED & ASSESSED?

As a compulsory subject, all pupils will continue with PE throughout Years 10 and 11.
The PE programme of study at Years 10 and 11 allows pupils to select activities from various options, giving them the opportunity to try out new activities and take on various roles. Pupil progress will continue to be monitored within lessons and in a variety of roles (the performer, the official and through analysis work) as in Years 7 - 9. Leadership is a strong strand within all core PE lessons and pupils will continue to be encouraged to lead various aspects of lessons through guided tasks.

Pupils will opt for the Leadership course they would like to follow. The delivery of this course will take place during core PE lessons. Pupils will follow a variety of units, focusing on developing specific skills and qualities needed to be a good sports leader. Pupils will then work in small groups to plan activity sessions and lead these with primary school pupils.

All pupils will continue to be awarded an ATL grade according to their attitude to learning within lessons, which will be reported throughout the year.

Pupil progress will be monitored within the specific activity areas, taking into account pupil performance in all roles and will not just be based upon practical ability. This information will be discussed with pupils during review weeks within the learning programme.

Head of Department:	Mrs A Spicer
Specification	Core PE

Physical Education

PROGRAMME OF STUDY

The Tech Award gives you the opportunity to develop sector-specific applied knowledge and skills through realistic vocational contexts. You will have the opportunity to develop applied knowledge and skills in the following areas: investigating provisions for sport including equipment and facilities to enhance sport planning and delivery of sport drills and sessions fitness for sport including fitness testing and methodology.

Component 1 Preparing Participants to Take Part in Sport and Physical Activity (30% final mark)
You will explore the different types and provision of sport and physical activity available for different types of participants, barriers to participation and ways to overcome these barriers to increase participation in sport and physical activity. You will also research equipment and technological advances in a chosen sport or physical activity and how to prepare our bodies for participation in sport and physical activity.

Component 2 Taking Part and Improving Other Participants Sporting Performance (30% final mark)
All pupils will investigate the components of fitness and the effect on performance, take part in practical sport, explore the role of officials in sport and learn to apply methods and sporting drills to improve other participants' sporting performance.

Component 3 Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity (40% final mark)
You will be introduced to and develop an understanding of the importance of fitness and the different types of fitness for performance in sport and physical activity. You will also develop an understanding of the body and fitness testing.

HOW IS THE COURSE STRUCTURED & ASSESSED?

Two of the units are internally assessed and externally moderated. One of the units is exam based and is externally assessed. In order to be awarded a qualification, a learner must complete and achieve an outcome for all three components. The overall grade is a direct aggregation of performance across individual components, with each component weighted according to the GLH.

Head of Department:	Mrs A Spicer
Exam Board	Edexcel
Qualification:	BTEC Tech Award in Sport

WHAT CAN THESE QUALIFICATIONS LEAD TO?

Following a BTEC programme is an exciting way to study. It gives you the opportunity to develop the knowledge, skills and understanding that you will need in the world of work and university. BTEC courses put you more in charge of your own learning and allow extensive opportunities to develop the ability to work with independence.

Studying PE opens up the possibility of a diverse range of future career paths; some examples include working as an PE teacher, personal trainer, sports analyst, sports media, physiotherapist.

Religious Education

PROGRAMME OF STUDY

At SJP, we follow the Edexcel A GCSE Religious Studies course, which gives pupils a broad understanding of the Catholic faith, divergent Christian beliefs, Judaism, philosophy, ethics, and society. The course is divided into three areas of study :

HOW IS THE COURSE STRUCTURED & ASSESSED?

This area of study comprises a study in depth of Catholic Christianity as a lived religion in the United Kingdom and throughout the world.

This paper is taught under 4 key headings -

1. Beliefs and Teachings
2. Practices
3. Sources of Wisdom and Authority
4. Forms of Expression and Ways of Life

This area of study covers topics such as;

- The nature of God, the Trinity, and the Incarnation
- Sacraments, liturgy, and prayer
- Moral teachings, including social justice and Catholic Social Teaching
- Life events, including marriage, family, and death

Paper 2F – Judaism - 25% - 50 mins

This area of study comprises a study in depth of Judaism as a lived religion in the United Kingdom and throughout the world.

This paper focuses on Jewish beliefs, teachings, and practices, including:

- Core beliefs about God, the covenant, and the Torah
- Festivals and rituals, such as Shabbat, Passover, and Rosh Hashanah
- Ethical teachings and how Jewish law influences daily life

This paper is taught under 2 key headings -

1. Beliefs and Teachings
2. Practices

Paper 3A – Catholic Christianity - Philosophy and Ethics - 25% - 50 mins

This area of study comprises a study in depth of aspects of Philosophy and Ethics in the context of Catholic Christianity as a lived religion within the United Kingdom and throughout the world. There are two sections:

1. Arguments for the Existence of God
2. Religious Teachings on Relationships and Families in the 21st Century

Head of Department:	Mrs C Harvey
Exam Board	Edexcel
Qualification:	GCSE in Religious Studies

WHAT CAN THESE QUALIFICATIONS LEAD TO?

By following the Edexcel A course, pupils at SJP:

- Gain a deep understanding of Catholic Christianity and another major world faith
- Develop critical thinking, ethical reasoning, and philosophical skills
- Learn to reflect on their own values and understand the beliefs of others
- Are prepared for a wide range of further study and careers, from law and medicine to education and social work

Science Combined

PROGRAMME OF STUDY

Combined Science is studied as part of the Core Curriculum and as such is a compulsory subject.

Pupils will study Biology, Chemistry and Physics. They will learn about topics including human biology and evolution, where raw materials come from and about the universe. There is great emphasis on learning to become responsible citizens, looking after our planet and understanding the implications of being wasteful with our resources. Pupils will spend time investigating issues relating to the topics in a practical way where appropriate.

HOW IS THE COURSE STRUCTURED & ASSESSED?

Due to recent government changes to the assessment of GCSEs, pupils will sit all their examinations in the June examination series at the end of Year 11.

Pupils will sit six examinations at the end of Year 11. Each examination contributes 16.7% of the final GCSE grades for Combined Science.
There will be:

- two Biology papers
- two Chemistry papers
- two Physics papers

Pupils will complete practical assignments throughout the course and their understanding and application of these practicals will be assessed within the final GCSE examinations.

WHAT CAN THESE QUALIFICATIONS LEAD TO?

GCSEs in Combined Science naturally lead to A'level in Biology, Chemistry and/or Physics. These qualifications can then lead to a variety of science-based degrees at university. Pupils can also progress to Applied Science KS5 course which is appropriate for pupils wishing to pursue a career in nursing, engineering, paramedics, forensics or other science-based apprenticeships.

Head of Department:	Mr K Lysaght
Exam Board	AQA
Qualification:	Two GCSEs in Combined Science

Science Triple

BIOLOGY, CHEMISTRY, PHYSICS

PROGRAMME OF STUDY

Triple Science takes place in the allocated Combined Science timetable.
Grades awarded 9 – 1 under the new grading system.

Pupils will study separate GCSEs in Biology, Chemistry and Physics and therefore receive a GCSE for each of the three sciences.

In Biology pupils will learn about a range of topics including the transport of substances in plants and animals and using micro-organisms to produce food and fuels.

In Chemistry pupils will learn about topics including the development of the periodic table, what makes acids and alkalis acidic and alkaline and how to calculate the energy in various chemical reactions.

In Physics pupils will learn about topics including how planets, moons and satellites remain in orbit and the effect prisms and lenses have on light.

HOW IS THE COURSE STRUCTURED & ASSESSED?

Due to recent government changes to the assessment of GCSEs, pupils will sit all their examinations in the June examination series at the end of Year 11.

This Triple Science course is worth three GCSEs. Pupils will sit six examinations at the end of Year 11. Each examination contributes 50% of the final GCSE grades for each of the three separate science subjects. There will be:

- two Biology papers leading to the Biology GCSE
- two Chemistry papers leading to the Chemistry GCSE
- two Physics papers leading to the Physics GCSE

Pupils will complete practical assignments throughout the course and their understanding and application of these practicals will be assessed within the final GCSE examinations.

Head of Department:	Mr K Lysaght
Exam Board	AQA
Qualification:	Three GCSEs in Biology, Chemistry and Physics

WHAT CAN THESE QUALIFICATIONS LEAD TO?

If you are opting for the separate sciences (Triple Science) you are likely to want to study two or more sciences at A level (Biology, Chemistry and/or Physics).

However, this does not preclude anyone with a keen interest and ability for the subject from choosing this pathway even if you are intending to study only one science at A level. This is the route that you should take if you have aspirations of continuing your study in university for veterinary science, medicine, pure sciences, dentistry, engineering or other science-related disciplines.

Spanish

PROGRAMME OF STUDY

In GCSE Spanish you will learn to use four main aspects of essential skills for communication in Spanish (and, indeed, in any language): Listening, Speaking, Reading and Writing.

During the course you will cover topics within the following themes:

Identity and Culture
- describing yourself and others
- learning about customs and festivals in Spanish speaking countries

Local area, holiday and travel
- describing your town, local area and neighbourhood
- describing holidays you have been on and your future travel plans

School
- describe your school life, your subjects and rules at your school

Future aspirations, study and work
- explain what you would like to do in the future in terms of study and work plans
- describe what plans you have for the future

International and global dimension
- global issues such as the environment and poverty

HOW IS THE COURSE STRUCTURED & ASSESSED?

The four skill areas of listening, speaking, reading and writing are each worth 25% and are examined at the end of Year 11. Lessons will focus on each of these skill areas, building your vocabulary base and deepening your understanding and application of grammar. It will build on the skills and grammar learned during Key Stage 3 and develop more complex and sophisticated language.

In Spanish GCSE all four areas of listening, speaking, reading and writing will be assessed by separate examinations at the end of Year 11 at either foundation or higher tier.

The listening and reading units will require you to respond to spoken or written Spanish demonstrating that you can understand and identify key information. In the reading unit you will also be required to translate from English into Spanish.

The speaking unit consists of a role play, picture based discussion and general conversation lasting from 7 to 12 minutes and will be conducted by your teacher.

The writing unit involves a series of questions requiring you to demonstrate your ability to structure a response using appropriate vocabulary and a range of tenses. You will also be required to translate from Spanish into English.

Head of Department:	Mrs D Sadler
Exam Board	AQA
Qualification:	GCSE in Spanish

WHAT CAN THESE QUALIFICATIONS LEAD TO?

A GCSE in Spanish is extremely useful for a variety of jobs, not just teaching or translating. For example, you might use these skills in careers such as tourism, web design, medicine, engineering or ICT. If you are considering a career in any of these fields, or if you just want to keep your options open for the future, a GCSE in a language may be just what you need! GCSE Spanish will also count towards the English Baccalaureate.

If you decide to continue your language learning to university level, you will be given the opportunity to spend time in Spain or Latin America.

A qualification in a language will always look good on your CV, as it tells potential employers or colleges that you can use the four essential skills of communication. It will also prove to be particularly useful as the UK leaves the European Union.

Employers have been actively seeking those with foreign language skills to fill a variety of positions in their companies.

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