

St Joseph's Roman Catholic High School



Curriculum Guide



Y8 2021-2022

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January 2021

Dear Parents and Carers,

We are pleased to introduce the Pathways Information Booklet.

Your child is about to begin a very important time in their education and the partnership between home and school is vitally important as we strive to ensure that we are working together to ensure the best possible outcomes for our children. Research shows that where there is a strong relationship between home and school a child has every opportunity to maximise their potential.

The purpose of this booklet is to inform parents, carers and students about the curriculum to be followed during Year 9, Year 10 and Year 11 at St Joseph's.

At St Joseph's, all students will follow a core curriculum of:

GCSE Religious Education
GCSE English
GCSE Mathematics
GCSE Science
Non-examined Physical Education

Most students will also study the following as part of the core curriculum:

Humanities (History and/or Geography)
International Languages (French and/or Spanish)

Students will follow one of three pathways from September 2022 and the aim of this booklet and the Pathways Presentation video is to explain the Pathway choices that are available to your child so that they are able to receive a broad and balanced curriculum; ensuring that their future options are maximised.

Please note:

Pathways Forms are to be returned to Form Tutors by:
Monday 21st March 2022

***1:1 Guidance Meetings will be available with a member of the Senior Leadership Team
should you wish to arrange one
During weeks commencing 21st and 28th February 2022***

School Contact:

*If you have any questions about the Pathways process then please contact school using the
e-mail address*

options@st-josephs.bolton.sch.uk

Information for Students and Parents

During this term, Year 8 students will begin choose the specialist subjects that they wish to study towards GCSE or equivalent qualifications. Ideally these choices should reflect the ability and interests of each student. Some students will already know which career pathway they wish to follow and may choose subjects that are specifically linked to their choice; however, other students will not yet have made their choices. It is important that choices are well balanced and cover a broad range of subjects so that future pathway decisions are unlimited.

New grades
9
8
7
6
5 STRONG PASS
4 STANDARD PASS
3
2
1
U

GCSE subjects are now graded from 9-1 with Grade 4 being known as a 'standard pass'. Grade 5 being known as a 'strong pass'. They are based on new and more demanding subject content but are still suitable for the same wide range of abilities. GCSEs are 'linear', which means they are exam focused and that all those exams come at the end of the course.

Consideration before Selecting Subjects

Generally speaking, there will be 3 choices available to students when they leave St Joseph's at age 16:

1. Full-time training.
2. Continue full-time education at Sixth Form College or a college of further education.
3. Employment with part-time training/ Apprenticeships.

When choosing a course all students should have in mind what they intend to do after leaving St Joseph's. Students need to also consider their particular interests, abilities and strengths.

Before choosing a subject, students should find out as much about the course as they can, further information is provided in this booklet. The research that students complete reduce the chance of students entering their GCSE or equivalent course to find that the subject is not what they expected it to be and trying to change subjects once the course has begun, which can result in a considerable amount of work for them to catch up on.

Students should also choose subjects that they are interested in and /or ones that are line with their future aspirations. Students should not choose subjects to be with their friends or for a particular teacher.

Teachers can provide valuable advice about the different courses and a student's ability to be successful in a particular course. The golden rule is to **ask** questions of teachers and parents, about the courses you are considering, and also be informed about what is required post 16.

It is not unusual for a student, at the end of Year 8 to be uncertain about exactly what they intend to do at the end of Year 11. The best advice is to choose a balanced range of subjects, which an individual enjoys and can be successful at.

Summary of Considerations

Some points to keep in mind when deciding on a subject(s) for Pathways choices.

- a. Keep your options 'open'
- b. Careers – students change their minds at least 20 times!
- c. Equal opportunities
- d. Don't be influenced by a friend. Take advice from someone who knows
e.g. a sensible Upper School student.
- e. What subjects do you like?
- f. What subjects are you good at?
- g. 'The teacher': does it matter?
- h. What qualifications will get you where you want to go? Think BIG!
- i. Be aware of the overall demands of your courses.

Subject Assessment Summary

	Examination	Controlled Assessment
Religious Education	100%	
English Language	100%	
English Literature	100%	
Mathematics	100%	
Science (Combined and Separate)	100%	
Art & Design	40%	60%
Business	100%	
Creative iMedia Cambridge National Award	25%	75%
Design & Technology GCSEs	50%	50%
Drama	60%	40%
Food and Nutrition	50%	50%
Geography	100%	
Health and Social Care BTec	40%	60%
History	100%	
iMedia	25%	75%
International Languages	100%	
Music	40%	60%
OCR National in Sport	25%	75%
Performing Arts BTec	25%	75%

Careers and Further Considerations

St Joseph's is committed to ensuring that our CEIAG (Careers Education Information and Guidance) programmes are designed to develop students' skills, confidence, knowledge and understanding, in order for them to make realistic, well informed career choices for their future. We achieve this through a designated registered Leader of Careers (Mrs D Hancock) and a designated Senior Careers Leader (Mr M Singleton). Mrs Hancock will be holding 1:1 careers pathways interviews with all students in the Spring Term of 2022.

Thinking about your future and the career path that you are going to choose is one of the most important decisions you will probably ever make. Research into your future aspirations is important. Start with considering your Post-16 options:

- <http://www.thornleigh.bolton.sch.uk/index.php/sixth-form>
- <http://sjr.ac.uk/>
- <https://www.gov.uk/topic/further-education-skills/apprenticeships>

Frequently Asked Questions

1. How many GCSEs or equivalent will my son or daughter study?

The vast majority of students will study 9 qualifications. They will be awarded six GCSEs in the core subjects – RE, English Language, English Literature, Maths, Science (2 GCSEs), a humanities subject and an international foreign language, supplemented by a specialist pathway choice.

2. Does one of my option choices have to be an International Language, Geography or History?

Nationally all schools are providing an academic curriculum with the goal that between 70-90% of all students leave Secondary school with a Humanities subject and able to speak an International Language. It is felt that learning these subjects improves student outcomes in both the academic and the practical sectors due to the wider skills they bring; analysis, communication, memory storage and retrieval, literacy, numeracy and an in depth understanding of the world around them. It is for this reason that the majority of students will continue with these subjects. Pathways for students are personalised and if you have any questions or require any advice on the most appropriate pathway for your child, please contact the school to arrange a 1:1 interview with a member of the Senior Leadership Team.

3. Once I have submitted my options form, am I guaranteed to study those subjects?

We will endeavour to meet the choices made by each student, however, sometimes it is not possible to timetable particular combinations of subjects. Sometimes subjects may be undersubscribed and it will not be viable to run as many teaching groups as we would like. We will obviously try to limit the impact of such changes. In such cases, we will make use of reserve choices if necessary. Where this isn't possible, we will contact home and discuss the options with the parents/carers and student.

4. Which subjects should my child choose?

The subjects that are best for your child depend on who they are and their future aspirations. Together you should think about your child's strengths and interests. Which subjects are they doing best in? Which subjects do they find most interesting? Consider which career route might be right and which post-16 pathway would be best. Your child is more likely to do well in a subject that they are achieving well in or that they enjoy. Much will change between now and age 18 so it's a good idea to follow a range of GCSE courses. Choosing a language and a humanities subject gives you a range of GCSE subjects and keeps your options open for A-level and/ or further study.

Dates for Your Diary

w/c 17th January 2022	Launch of Y8 -9 Pathways process Assembly for Year 8 students in person/virtually
Tuesday 18th January 2022	Y8 Virtual Pathways Information Evening
Thursday 27th January 2022	Y8 Parents' Evening: School Cloud
w/c 21st and 28th February 2022	SLT Interviews: One-to-one interviews for students and parents/carers to discuss personal process and pathway choices
Friday 18th March 2022	Y8 Report 2 issued to parents/carers
Monday 21st March 2022	Deadline for submission of KS4 Pathway Choices
June 2022	Confirmation of Course Choice letter issued to students
During Spring Term 1 2022	1:1 student interviews with Mrs Hancock: Head of Careers



Religious Education

Information

GCSE Religious Studies is regarded by Universities and Colleges as a rigorous academic qualification which demonstrates students' analytical, reasoning and evaluative skills as well as empathy which is necessary in today's climate.

Students are assessed on Knowledge, Understanding and Evaluation of topics studied.

Students will study Edexcel Specification A

Paper 1 50% - 1 hour and 45 minute examination

Students must study all four content areas based upon Catholic Christianity:

- Beliefs and Teachings
- Practices
- Sources of Wisdom and Authority
- Forms of Expression and Ways of Life

Paper 2 25% - 50 minute examination

Students must study all two content areas based upon the religion of Judaism:

- Beliefs and Teachings
- Practices

Paper 3 25% - 50 minute examination

Students must study all two content areas based upon Catholic Christianity.

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

Assessment

Public Examination GCSE – at the end of Year 11

- 100% Examination

Career Opportunities

Religious Studies GCSE leads to many A' levels, including Religion, Philosophy, Sociology, Psychology, Politics, History, Economics, Ethics and Theology.

Religious Studies forms the basis of many vocational courses in the caring services and many moral issues raised in GCSE Religious Studies are relevant for the Police, the Armed Forces, Nursing, Social Care, Medicine and Teaching.

Why is this subject important to me?

Religious Education is a compulsory core subject, studied by every student. You will study world issues, discuss a range of ideas and beliefs, considering the perspectives of others and thinking for yourself.

Comments from students:

"In RE I enjoy discussing moral issues and learning about different ideas and opinions. I would like to be a journalist and this is good preparation for discussing issues in the news."

"I enjoy practising my communication skills by justifying my decisions."



English

Information

The English Department offers GCSE English Language and English Literature courses to students.

A vital part of success at GCSE English Language and English Literature is independent study, including reading for pleasure. Your son/daughter's English teacher will provide him/her with a recommended reading list at the start of the course and they will be encouraged to select titles from this list to read at home. It is important that as well as reading a range of high quality fiction, your son/daughter reads a broadsheet newspaper on a regular basis to help prepare him/her for the English Language examination.

Assessment

100% examination in both English Literature and English Language courses.

Career Opportunities

GCSE English Language teaches students to be clear and fluent speakers, perceptive readers and confident writers. GCSE English Literature gives students the opportunity to engage with a range of literary texts and to explore writers' ideas and themes. English Language and English Literature provide stepping stones into any future career: all reputable colleges and employers place great value on both of these qualifications.

Many students decide to extend the study of English by completing AS and A2 Level courses in English Language, Literature or Combined English.

A GCSE qualification in English Language and English Literature provide entry into a range of careers such as: teaching, journalism, law, publishing, information resources and public relations.

Why is this subject important to me?

English Language and Literature are compulsory core subjects, studied by every student.

The study of English Language is essential in building vital skills for life and is valued highly by employers and further education establishments.

The study of English Literature is essential in widening students' cultural knowledge and experiences, and is also highly valued by employers and further education establishments.

Comments from students:

"I want to study Criminology in the future but it is not available at GCSE level. Studying English Literature has been valuable as I have been able to develop the critical and analytical skills that will be important when I am continuing my studies."

"English contains a lot of content but there is something for everyone to find interesting."

"English allows me to be creative in so many ways and it has really helped me to find my voice."



Mathematics

Information

The Mathematics syllabus is broken down into the following areas:

- Number
- Algebra
- Ratio, proportion and rates of change
- Geometry and measures
- Statistics and Probability

Using and Applying Mathematics will be assessed in the context of the above subject areas.

The course encourages students to:

- Develop fluent knowledge, skills and understanding of mathematical methods and concepts
- Acquire, select and apply mathematical techniques to solve problems
- Reason mathematically, make deductions and inferences, and draw conclusions
- Comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the information and context.

Why is this subject important to me?

Mathematics is a compulsory core subject studied by all students. It is essential in building vital skills for life and is valued highly by employers and in further education.

Tier	Topic area	Weighting
Foundation	Number	22 - 28%
	Algebra	17 - 23%
	Ratio, Proportion and Rates of change	22 - 28%
	Geometry and Measures	12 - 18%
	Statistics & Probability	12 - 18%
Higher	Number	12 - 18%
	Algebra	27 - 33%
	Ratio, Proportion and Rates of change	17 - 23%
	Geometry and Measures	17 - 23%
	Statistics & Probability	12 - 18%

Assessment

The Edexcel Scheme of Assessment consists of 3 exams at the end of Year 11, each 1 hour and 30 minutes long. One non-calculator paper and two calculator papers (each 33.3% weighting). Students are assessed at Higher level (grades 4-9 available) or Foundation level (grades 1-5 available). Grade 8 and 9 topics will only be taught to higher achieving students and mastered by the highest achievers (those likely to go on to A-level study in Mathematics).

The table illustrates the topic areas covered in this qualification and the topic area weightings for the assessment of the Foundation tier and the assessment of the Higher tier.

Career Opportunities

Many students decide to extend the study of Mathematics by completing A Level courses in Mathematics & Further Maths.

Finance, accounting, economics, teaching Mathematics, business, electronics, statistics, architecture, astronomy, scientific research, ecologist, civil engineering, mechanical engineering, electrical engineering, electronic engineering, medicine, pharmacy, data analyst, aeronautics, stock market analyst, software engineering, pilot, computer hardware engineer, geology, air traffic controller.

Comments from students:

“I enjoy Maths and I intend to continue studying it beyond GCSE. It is an important qualification for college and is considered as very advantageous in careers such as finance and insurance.”



Science

Information

Science is one of the core subjects of the National Curriculum and therefore is a compulsory element of the Curriculum for all students nationally.

Students study topics from the AQA specification which covers the content required by the Department for Education. They will either study Trilogy Combined Science or Separate Science. Trilogy Combined Science will lead to two GCSE's in Science whereas Separate Science will lead to three independent GCSE's in Biology, Chemistry and Physics. These will be graded 9-1. All students will initially study the Separate Science course. Entry to either Trilogy Combined or Separate Science will depend upon a student's aptitude and progress in the subject.

Students will be taught to:

- Recognise the impact of Science & Technology on everyday life
- Demonstrate knowledge and understanding of scientific techniques and procedures
- Develop numeracy skills through analysis and interpretation of data
- Develop literacy skills by drawing conclusions and through the application of scientific ideas, and evaluation of experimental procedures.

Assessment

The AQA specification is assessed by 6 written examinations at the end of Year 11, which is two papers per discipline. However, students will be expected to complete a range of Required Practical Activities throughout the course to develop their scientific skills. These skills will be necessary in order to recall, describe and explain scientific investigations in the written examinations. Students will be encouraged to tackle complex and problem solving contexts including continuous sampling in an investigation.

Trilogy Combined Science; 6 x 1 hour 15 mins exams (2 Biology, 2 Chemistry, 2 Physics)
Separate Science; 6 x 1 hour 45 mins exams (2 Biology, 2 Chemistry, 2 Physics)

Biology Paper 1	Chemistry Paper 1	Physics Paper 1
<ul style="list-style-type: none">• Cell biology• Organisation• Infection & response• Bioenergetics	<ul style="list-style-type: none">• Atomic structure and the periodic table• Bonding, structure & properties• Quantitative Chemistry• Chemical changes• Energy changes	<ul style="list-style-type: none">• Energy• Electricity• Particle model of matter• Atomic structure

Biology Paper 2	Chemistry Paper 2	Physics Paper 2
<ul style="list-style-type: none"> • Homeostasis and response • Genetics, variation and evolution • Ecology 	<ul style="list-style-type: none"> • Rates of reaction • Organic chemistry • Chemical analysis • Chemistry of atmosphere • Using resources 	<ul style="list-style-type: none"> • Forces • Waves • Magnetism • + Space for Separate Scientists

For Separate Sciences, the topics will be studied in greater detail than for Combined Science (and in Physics they will study one further unit). This will allow students to develop a deeper understanding of the concepts and will be much more challenging. Separate Science is ideal for students with a passion for the subject and who intend to study it at A Level and beyond. Homework is essential to reinforcing the understanding of scientific concepts. It will be set twice per week to encourage independent learning and will cover a variety of tasks to help develop a wide range of skills – research, planning, analysing data, evaluating evidence, assessing risk etc.

NOTE:

It is expected for students to have demonstrated an aptitude in both Science and Mathematics in order to be able to cope with the academic demands of Separate Science, as the Physics Paper consists of approximately 30% Mathematics. The pursuit of Separate Science will be at the discretion of these two departments in consultation with parents, where applicable.

Career Opportunities

Most of our Combined Science students will go on to take A Levels or further education, some gain apprenticeships in STEM (Science, Technology, Engineering and Maths) careers.

Medicine, teaching, research, forensics, psychology, sports science, conservation, architecture, pharmacology, veterinary surgeon, design, dentistry, agriculture geology, archaeology, astronomy, marine sciences.

Why is this subject important to me?

Science is a compulsory core subject studied by all students. It is essential in building vital skills for life and is valued highly by employers and in further education.

It develops skills such as logic, enquiry, problem solving, imagination, developing relationships, observing patterns, drawing conclusions and evaluation. All of these skills are transferrable into a range of different areas of further study.

Comments from students:

“I really enjoy Science, the lessons are fun and they make you think about how things work. I am looking forward to studying Science at A Level and hopefully becoming a Doctor.”

“Triple Science is a great opportunity for those who love Science, work hard in Year 9 to be able to continue this in Y10. Each lesson will focus on a certain aspect of Science to develop your Science skills. The amount of content increases but it is rewarded with 3 Science grades.”



Physical Education- Core

Information

All students continue with their Physical Education throughout Years 9, 10 and Year 11 when the scope of the programme is widened to try to meet their varied needs.

An element of choice is introduced. The choice is varied but students are expected to choose activities which cover the requirement of the National Curriculum.

Regardless of the activity chosen it is hoped that each individual will develop the following areas:

- ✓ Enjoyment
- ✓ Confidence
- ✓ Healthy, active lifestyle.
- ✓ Stamina, suppleness and strength
- ✓ Commitment
- ✓ Thinking and decision making
- ✓ Understanding
- ✓ Participation
- ✓ Skills – including leadership
- ✓ Desire to improve.

Participation is obviously an important part of the curriculum but there are many other roles that students can be involved in. Even when ill or injured and they are encouraged to bring their kit to every lesson. A sound knowledge and understanding of fitness and health becomes even more important as does an awareness of sporting opportunities available in the community and post-16.

Competitions and inter-form tournaments are held in many sports for all students. There is also the opportunity for students who attend practices and clubs to represent St. Joseph's in inter-school fixtures. Many out of hours learning opportunities continue throughout Key Stage 4 and all students are encouraged to attend at lunchtime and after school.



Art and Design

Information

Art and Design provides opportunities for students to analyse and evaluate their own work and the work of other artists, developing an appreciation of Art and Design in the world around us. The subject allows students to experiment with diverse media and techniques from fine art, photography, textiles, three-dimensional and graphic design, to produce their own personal and individual responses to a theme.

Art and Design enriches students' practical skills within the Art studio and provides students with an understanding of art/design development commercially and within a gallery setting, the commitment and diligence of an artist/designer and the wide range of careers available beyond the classroom. Students undertaking Art and Design will build up a strong portfolio of work, valuable in an interview situation to display an individual's skills and strengths. Art and Design is a very independent course and you must be organised and willing to work in your own time.

Is this the right subject for me?

The personal skills you need are:

- creative
- visual
- interested in artists' work
- expressive
- experimental
- hard-working
- practical
- resilient
- well-organised

To be successful in Art and Design you need to demonstrate a mature and consistent approach. You need to be able to concentrate for long periods of time to create your Controlled Assessment & Final piece.

Assessment

Assessment in Art and Design consists of two components:

Unit 1: Portfolio of Work (60%) – Consisting of two sketch books (30% each) based on internally set themes. The sketch books must display a range of skills, and written commentary and analysis to help demonstrate the students understanding of art.

Unit 2: Externally Set Task (40%) – Consisting of a 10 hour exam based on any one of seven themes set by the exam board.

Career Opportunities

Art and Design can lead to A Level courses such as Fine Art, Textiles Design, Graphic Communication, 3D Design, Photography and Art History also BTEC Advanced National Diploma in Art and Design.

Art and Design helps to promote creative and practical skills, beneficial in many vocations. For example, directly linked careers include Architect, Advertising Executive, Ceramicist, Fashion Designer, Games Designer, Graphic Designer, Fine Artist, Illustrator, Interior Designer, Photographer, Packaging Designer, Web Designer, Gallery Assistant and Make-Up Artist, whilst other creative industries include; Floristry, Hairdressing, Magazine/Newspaper Editor, Cookery and Teaching.

Comments from students:

“Art and Design is the perfect GCSE to improve artistic skills, as well as organisation and independence”.

“If you choose Art make sure you are prepared to do lots of additional work at home to build your portfolio.”

Business



Information

GCSE Business is a new qualification at St Joseph's. The course is structured into two themes, taking students from how entrepreneurs start businesses (Theme 1) through to growing and global businesses (Theme 2). There are two equally weighted exam papers, focusing on each specification theme.

- **Theme 1** concentrates on the key business concepts, issues and skills involved in starting and running a small business. It provides a framework for students to explore core concepts through the lens of an entrepreneur setting up a business.
- **Theme 2** examines how a business develops beyond the start-up phase. It focuses on the key business concepts, issues and decisions used to grow a business, with an emphasis on aspects of marketing, operations, finance and human resources. It also considers the impact of the wider world on the decisions a business makes as it grows.

Business requires students to write extended answers in examinations, making coherent arguments and explaining their choices to justify their decisions. Students will also be required to calculate mathematical equations and solve mathematical problems in relation to Business i.e. profit/loss, balance sheets, break even points etc. Calculators are permitted to be used in both examinations.

Is this the right subject for me?

If you would like:

- to one day be running your own business
- to understand what goes on in the world of work
- to know what businesses look for when they recruit staff
- to understand why the same big business operate around the world

then Business is for you.

Comments from students:

"Business gives me an insight into the world of work and key business ideas."

"Business is really interesting and covers ideas that I have never studied before."

Assessment

The scheme of assessment consists of two equally weighted written examinations. Both examinations will be sat at the end of the course, in Year 11.

The first exam focuses on the subject content of Theme 1 (outlined above) and forms 50% of the final grade achieved. This examination is for 90 minutes.

The second paper focuses on subject content of Theme 2 (outlined above) and forms the remaining 50% of the final grade. This paper again is allocated 90 minutes.

Career Opportunities

Business can lead to A Level Business, Accounting or Economics or vocational Level 3 courses. There are many career opportunities available to people with Business qualifications such as: Entrepreneur, Business Analyst, Business Advisor, Business Growth Advisor/Officer, Financial Analyst, Business Teacher, Management Consultant, Business Reporter, Accountant, Social Media Manager. This course will provide an exciting basis for future development and learning opportunities within the area of Business.



Creative iMedia

Information

The course is very practical and you will learn wide ranging iMedia related skills from creating your own digital graphics to what camera angles work best for which types of scenes. The course requires a dedicated, resilient and motivated approach from the outset as you learn and apply new knowledge and skills in a variety of scenarios. Assessment of the course comes from both examination (40%) and controlled assessments (60%), you will need to apply all of the knowledge and skills that you have acquired during controlled assessments, within a set time limit, ensuring that all sections of the brief (set by the exam board) are covered. This course is for hard working students who want to develop and demonstrate their expertise within this area. You will need to be organised and good at ensuring that you can meet deadlines, working independently and being self-evaluative to ensure that the work submitted is the absolute best that it can be.

Assessment

The course requires students to undertake 4 assessments of equal weighting to gain the overall qualification

- 1 – 40% - Written examination (sat in Year 11)
Pre-Production planning (R093)
- 2 – 25% - Controlled Assessment – Visual Identity and digital graphics (R094)
- 3 – 35% - Controlled Assessment – Optional Unit

RO93: Creative iMedia in the media industry
RO94: Visual identity and digital graphics
RO95: Characters and comics
RO96: Animation with audio
RO97: Interactive with digital media
RO98: Visual imaging
RO99: Digital games

Is this the right subject for me?

If you like:

- being creative
- developing your ideas on the computer
- working with the practical application of IT in the real world

Comments from students:

“iMedia is heavily coursework based so you will need to be continually motivated to be successful. It develops a range of interesting digital skills.”

“iMedia covers an interesting range of topics, you will need to work hard from the start of Y9 to meet deadlines.”

Career Opportunities

If you are interested in Media courses at college or university then this is the course for you. It can open up many career options such as Graphic Designer, Film/Video/TV Editor, Editorial Assistant Media Planner, Programme Researcher, Sound/Lighting.



Design and Technology

Information

It is important to note that the qualification is now a single qualification with specific areas of focus.

It will be taught as Design and Technology with a focus on Fibres and Textiles
OR Design and Technology with a focus on Timbers (Resistant Materials)

Subject Content.

GCSE Design and Technology is designed to give students the knowledge, understanding and skills required to undertake the design process of exploring, creating and evaluating.

The focus of the qualification is in providing students with a greater and wider ranging experience of the issues which exist within Design and Technology. The qualification is split into two main areas:

1. Core knowledge – this relates to areas of Design and Technology which are common to all specialisms.
2. Specialist knowledge – this relates to the area of focus chosen by the student from the three options above.

These will be assessed either through the terminal exam, or through the non-examined assessment (NEA), or both.

1. Core knowledge

Students will be taught a breadth of core knowledge and understanding that consists of:

New and emerging technologies, energy generation and storage, developments in new materials, systems approach to designing, mechanical devices, materials and their working properties.

2. Specialist technical principles

Students will also develop an in-depth knowledge and understanding of the following, which relates to their chosen area of specialism (textiles or timbers or papers and boards)

Selection of materials or components, forces and stresses, ecological and social footprint, sources and origins of materials, using and working with materials, stock forms, types and sizes, scales of production, specialist techniques and processes, surface treatments and finishes.

The content of the course is taught through a mixture of theory lessons and practical activities.

Assessment

Written Exam – Design and Technology.

How it's assessed – 2 hours, 100 marks, 50% of GCSE.

What's assessed –

- **Section A** - Core Knowledge (75 marks) – consisting of a range of questions from 1 to 6 marks in value.
- **Section B** – Specialist Knowledge (25 Marks) – consisting of a range of questions from 1 to 6 marks in value based on the chosen area of specialism.

Non-exam assessment (NEA)

How it's assessed – Extended Design and Make project, 50% of GCSE

What's assessed - Students' work will consist of a portfolio of research, design and planning work culminating in a final practical product. This product will have been developed in response to a number of challenges which are set by the exam board each year. The folio of evidence consists of 8 formal pages and a sketchbook of other supporting work.

Career Opportunities

The subject has been developed in conjunction and in collaboration with a wide range of industry leading experts. These include James Dyson and Seymour-Powell Design consultancy. As such it is an extremely high quality qualification designed to equip students with the skills and experience to progress into a wide range of careers.

Design and Technology is accepted with the same value as every other subject as part of the general entry requirements for colleges of further education, universities and other professional bodies. The skills gained in Design and Technology are of value in the vast majority of professional vocations. These range from graphic, fashion and product designers, to architects, joiners, furniture designers and interior designers. The range is huge.

Is this the right subject for me?

If you enjoy:

- problem solving
- working independently
- drawing and sketching
- making 3D models
- testing your ideas

then our GCSE in Design Technology course is the ideal subject for you.

To be successful in Design Technology you will need to demonstrate a mature and consistent approach from the start of Y9. You need to be logical, creative and practical. You will need resilience to work independently and determination to consistently produce work to a high standard.

Comments from students:

“I chose Design Technology because it is very interactive and requires an ongoing commitment to develop your ideas”.

“Design Technology allows you to be practical and hands-on with your own ideas, you need to show creativity and innovation to develop your initial thoughts.”

Drama



Information

Your child will have been introduced to the key skills and conventions within Year 7 and 8 Drama. During GCSE Drama your child will develop their improvisation and acting skills to a higher level. They will also look at plays in more detail and at different ways of bringing a script to life on stage.

All students need to be fully committed and dedicated to the subject and be willing to invest time into developing their skills.

The Drama GCSE is 70% written work and 30% performance. Students need to be committed to both written and practical work. There is an expectation that the students who choose Drama will be committed to stay after school one night per week for group work.

Drama is the right subject for your child if they enjoy:

- expressing yourself in an active and exciting way
- working in groups
- contributing your ideas and taking on board those of others
- exploring ideas by putting yourself in other people's shoes
- playing many parts in different imaginary situations and being creative each lesson
- creating your own drama work
- looking at plays written by other people

The main parts of the course include:

- How to use drama to explore themes, issues and plays.
- About relevant social, cultural and historical issues and traditions through drama to gain a deeper understanding and appreciation of the world we live in
- How drama is created, including all the acting and staging skills that are needed to put a piece of drama on to the stage
- How to create a character and play this character in a performance
- Many skills that are highly valued in any walk of life including teamwork and confidently presenting yourself in public.

Is this the right subject for me?

Drama is for you if you enjoy:

- expressing yourself in an active and practical way
- working both in groups and individually
- contributing your ideas and taking on board those of others
- being imaginative and creative
- problem solving

Since many projects are done via group work, you'll also need communication and teamwork

Comments from students:

"Lots of people think that Drama is all performing but actually there is a lot of written coursework and a lot to learn. They are fun and engaging lessons though!"

"A lot of commitment is needed for Drama, it can be really fun if you have the right mindset but don't take it because you think it is an easy option."

Assessment

The Drama GCSE is divided into three sections where students are able to create, perform and respond. The students will analyse and explore different stimuli and plays practically to develop their understanding of how to communicate meaning on stage. Students will also keep an evaluative record of the work produced in order to answer the final written examination. Students will also visit the theatre at least once, to complete part of their Drama GCSE.

Component 1: Understanding Drama

Learners will explore practically a performance text to demonstrate their knowledge and understanding of drama. Learners will analyse and evaluate a live theatre performance.

Exam assessment. 1 hour 45 minutes. (Written paper)

40% of total GCSE

Component 2: Devising drama

Learners will research and explore a stimulus, work collaboratively and create their own devised drama.

Non-exam assessment.

This component includes a performance and a written documentation about creating the performance.

40% of total GCSE

Component 3: Presenting and performing texts

Learners develop and apply theatrical skills in acting or design by presenting a showcase of two extracts from a performance text.

Non-exam assessment (Visiting examination)

20% of total GCSE

Career Opportunities

GCSE Drama naturally leads onto A Levels in Theatre Studies, Performance Studies or Drama and onto BTECs in Performing Arts or Creative Media Production and Apprenticeships in Technical Theatre Support. Other related post-16 courses include A Levels in Dance, Film Studies, Media Studies and Music Technology.

Positions that require confidence and excellent interpersonal skills like doctors, nurses, teaching, sales, retail, marketing, advertising and tourism, Technical jobs in the arts and video industries, Design and creative jobs in the computer games industry, Positions where presentation skills are important



Food Preparation and Nutrition

Information

The main focus of the qualification has moved to provide students a greater awareness of Food preparation skills – these are intended to be integrated into five sections:

1. Food, nutrition and health
2. Food science
3. Food safety
4. Food choice
5. Food provenance

It is expected that candidates will acquire the knowledge and experience required through a variety of focused practical tasks and assignments which enable a range of skills and processes to be developed. These tasks will focus on selecting and understanding the ingredients used, developing skills in the use of hand held equipment and look to provide the students with opportunities to use electrical kitchen equipment.

Assessment

The qualification is split into two main parts,

1) Written Exam - Paper 1: Food preparation and nutrition.

What's assessed - Theoretical knowledge of food preparation and nutrition from Sections 1 to 5 above.

How it's assessed - 1 hour 45 minutes, 100 marks, 50% of GCSE.

Questions - 100 marks of mixed response questions, ranging from 1 mark to 14 mark questions. Assessing knowledge of the five areas detailed above.

2) Non-exam assessment (NEA) – Split into two tasks both given by the exam board

What's assessed - Task 1: Food investigation - Students' understanding of the working characteristics, functional and chemical properties of ingredients. For example – Which is the best flour to use in bread making?

Task 2: Food preparation assessment - Students' knowledge, skills and understanding in relation to the planning, preparation, cooking, presentation of food and application of nutrition related to the chosen task. Students will prepare, cook and present a final menu of three dishes. For example – Three dishes suitable for a vegetarian, or, three dishes showcasing the cuisine of a particular country/culture.

How it's assessed

Task 1: Written or electronic report including photographic evidence of the practical investigation.

Task 2: Written or electronic portfolio including photographic evidence. Photographic evidence of the three final dishes must be included.

Is this the right subject for me?

If you enjoy:

- developing a wide range of food practical skills
- creating dishes using ingredients from around the world.
- designing and planning dishes which meet the needs of a wide range of customer.
- working to develop culinary skills.
- working with other people.

then our GCSE in Food Preparation and Nutrition is ideal for you.

Comments from students:

“I especially like learning about the science of food and the practical preparation lessons. It has helped me to develop a wide understanding of food and nutrition and equip me with the skills and knowledge to pursue various career options within the industry.”

“I enjoy being able to create a range of different foods and develop my skills within food preparation and cooking.”

Career Opportunities

Food Technology is accepted with the same value as every other subject as part of the general entry requirements for colleges of further education, universities and other professional bodies.

The skills gained in Food Technology (e.g. problem solving, creativity, team working, critical thinking) will be of value in the vast majority of professional vocations.

The skills learnt however lend themselves particularly to - Dietetics, teaching, catering, hotel management, nutrition advisers in health promotion.

Specialised roles in the food industry i.e. product design, product testing, sensory analyst.

Managerial levels in the food industry. Health Education, Nursing, Food Safety, Media, Public Relations, Journalism, Consumer Advice, Marketing, Research and Public Health Officers.

Geography



Information

The course focuses on the importance of Geography for understanding the world and for stimulating an interest in places. It aims to inspire students to become global citizens by exploring their place in the world, their values and responsibilities to other people and their environment. There are more traditional elements of geography combined with new and exciting approaches to the subject.

Assessment

Assessment of the GCSE is based on three examinations - Human Geography, Physical Geography and a Local Fieldwork Investigation. Topics studied include: Changing Urban Environments, Natural Hazards, Living World, the Development Gap and Physical Landscapes of the UK. The Course is linear; all 3 papers will be sat at the end of Year 11. There will be a field trip but data collected will be tested under exam conditions. There will no longer be any Controlled Assessment.

Career Opportunities

Students can study the subject further at A Level and degree level. As a very broad subject it combines and complements study in both science and arts based subjects. The wide variety of map, graphical and written skills make it attractive to a range of employers.

Geography enables students to understand the world around them and is therefore useful to any career e.g. Sales Management, Journalism, Television, Law, Transport, Accountancy, Advertising and Marketing, as well as careers more specifically linked to Geography e.g. Environment Agency, Teaching, Cartography, Town Planning, Geology, Meteorology, Travel Agency, Water Boards and Landscaping.

Comments from students:

“I enjoy Geography because it applies to later life and links well with Science, so I find it really interesting.”

“I like Geography because you get to have a better understanding about why things happen in the world.”

“There is a lot to take in in Geography – you need to be passionate about it, it can be challenging.”

Is this the right subject for me?

If you enjoy:

- understanding the world you live in, particularly at a time of growing global interdependence
- testing hypotheses
- fieldwork
- considering our environmental responsibility
- working out solutions to complex real world issues

then Geography is for you.

To be successful in GCSE Geography you should be able to demonstrate the ability to:

- identify questions and sequences of enquiry.
- write descriptively, analytically and critically.
- communicate your ideas effectively.
- develop an extended written argument.
- draw well-evidenced and informed conclusions about geographical questions and issues.



Health and Social Care

Information

Designed specifically for Schools, BTEC Technical Awards are new Level 1 and Level 2 qualifications. Complimenting GCSEs and providing a first glimpse into the professional sector, these qualifications assess learners through assignments and tasks rather than traditional exams.

The Health and Social Care BTEC Award gives learners the opportunity to develop sector-specific knowledge and skills in a practical learning environment. The main focus is on three areas, which cover:

- skills and processes, such as interpreting data to assess an individual's health, and designing a plan to improve their health and wellbeing
- attitudes, namely the care values that are vitally important in the sector, and the opportunity to practice applying them
- knowledge that underpins the effective use of skills, processes and attitudes, including human growth and development, health and social care services, and factors affecting people's health and wellbeing.

This qualification builds on and uses the knowledge and skills you are learning in your GCSEs, such as English. It will complement the more theoretical aspects covered by GCSE Biology by allowing you to apply your knowledge and skills practically in a vocational context.

The course is made up of three components: two internally assessed and one that's externally assessed.

Component 1 Explore: Human lifespan development

Internally assessed assignments

30% of the total course.

Component 2 Health and Social Care services and Values

Internally assessed assignments

30% of the course

The 2 components above focus on:

- knowledge and understanding of human growth and development
- knowledge and understanding of how people deal with major life events
- knowledge and understanding of health and social care services
- practical demonstration of care values, together with the ability to reflect on own performance

Information continued...

Component 3 Health and Well being

Externally assessed assignments
40% of the course

Health and Wellbeing requires learners to assess an individual's health and wellbeing and use this assessment to create a health and wellbeing improvement plan.

- Task set and marked by the exam board, completed under supervised conditions.
- The set task will be completed in two hours.

Students will spend a great deal of time gathering and using their own research about individuals or using case studies to apply their understanding of the topic to real life situations. This helps students to build a practical knowledge of how information is used within health and social care. There is also a high level of student led work in order for students to personalise the course and add interest. With this in mind students should be highly motivated in order to complete these tasks.

This qualification will provide students with an opportunity to develop practical skills of organisation, independent research and application of knowledge as well as an understanding of the subject.

Assessment

Component 1 – Written assignments 30%
(internally assessed)
Component 2 – Written assignments 30%
(internally assessed)
Component 3 – Written assignments 40%
(externally assessed)

Career Opportunities

Apprenticeship in childcare or care of the elderly or disabled, Health care, College to take level 3 qualifications in Health and Social Care or Childcare.

Health and Social Care enables people to pursue careers in childcare, nursing, pediatrics, midwifery, social work, teaching and similar careers, police service, probation service, medicine, paramedics, health visiting, mental health, counselling.

Is this the right subject for me?

If you are a caring person who would like opportunities to help others.

You might be thinking about going into the caring professions such as nursing, other NHS jobs (e.g. occupational therapy, physiotherapy, radiography, ambulance service), childcare, social work, care of the elderly or disabled then our Health and Social Care course could be for you.

Comments from students:

"I chose Health and Social Care because I am interested in going into nursing and this subject is very relevant and useful for it. I also like the coursework because it is less pressure on an exam."

History



Information

At St Joseph's History provides students with an opportunity to study the past in a structured way, looking at the reasons behind significant events in British and World History. Students will study five topics over three papers for the Edexcel History 9 – 1 GCSE.

Paper One: Examination = 1 Hour 15 Minutes worth 52 marks of the final grade.

This is a thematic study on Medicine in Britain up to present day and a detailed analysis of evidence on the treatment of illness and injuries in the trenches of World War One 1914 – 1918. Students study: the causes, treatment and prevention of disease in four time periods: c1250–c1500: Medicine in medieval England; c1500–c1700: The Medical Renaissance in England; c1700–c1900: Medicine in 18th and 19th century Britain and c1900–present: Medicine in modern Britain. AND the historical context of Trench Life and conditions in World War One. This section focuses on the sources for the historic environment enquiry.

Paper Two: Examination = 1 Hour 45 Minutes worth 64 marks of the final grade.

Students study: a Period study on Superpower relations and the Cold War:

- Key topic 1: The origins of the Cold War, 1941–58: Early tension between East and West;
- Key topic 2: Cold War crises, 1958–70: The Building of the Berlin Wall; The Cuban Missile Crisis; Opposition in Czechoslovakia to Soviet control
- Key Topic 3: Key topic 3: The end of the Cold War, 1970–91

AND a British Depth Study: Anglo-Saxon and Norman England, c1060–88

- Key topic 1: Anglo-Saxon England and the Norman Conquest, 1060–66;
- Key topic 2: William I in power: securing the kingdom, 1066–87
- Key topic 3: Norman England, 1066–88

Paper Three: Examination = 1 Hour 20 Minutes worth 52 marks of the final grade:

Students study: a Modern Depth study on Weimar and Nazi Germany, 1918-1939:

- Key topic 1: The Weimar Republic, 1918-1929
- Key topic 2: Hitler's rise to power, 1919-1933
- Key topic 3: Nazi control and dictatorship, 1933-1939
- Key topic 4: Life in Nazi Germany, 1933-1939

Assessment

Assessment for History GCSE is based on three examination papers. The Course is linear; all three papers will be sat at the end of Year 11.

Career Opportunities

Many students who take History GCSE go on to study the subject in Further Education. History opens the minds of students and should develop a questioning attitude. Possible careers include: Law, Medicine, Journalism, Police, Social Work, Civil Service, Teaching, Librarian, and Archaeology.

Is this the right subject for me?

History has lots of transferable skills that colleges and employers want – enquiry (asking questions), analysis, the ability to construct supported arguments, and written communication. However, there is a lot of content to learn and it is a written subject.

Comments from students:

"It is very interesting but there are many dates to learn, even in one topic!"

"Precise details are important when studying History, it is an interesting and fun subject."



International Languages

Information

Language classes at GCSE are interactive, fun and full of surprises. One lesson you may be learning a song to help remember some grammar, the next you could be planning a fashion show, watching a soap opera in Spanish, or writing your horoscope in French. Your progress is really noticeable, soon you'll start talking more, picking up more information in the listening exercises and understanding what you read. You'll feel so much personal satisfaction learning a language at GCSE and the interactive activities and smaller class sizes will boost your confidence.

Some of the benefits of languages

- Nine out of ten employers feel that they need more linguists.
- Over half of employers say that they are more likely to employ a candidate with language skills than without.
- Over half of employers pay their bilingual employees more, some as much as 20% extra!
- Learning one foreign language makes learning a second, third or fourth language easier and easier.
- Learning languages can develop your skills in many other subjects; communication, analysis, deduction, listening skills, literacy, grammar, inference skills, recall and memorising, resilience and determination.
- A key element of language learning is understanding other cultures and how to see the world from the perspective of others.
- Learning languages improves your memory, problem-solving and critical-thinking skills, and your ability to multi-task - all transferable skills employers are looking for.

Theme 1: Identity and culture

Including: Topic 1: Me, my family and friends

Topic 2: Technology in everyday life

Topic 3: Free-time activities

Topic 4: Customs and festivals in French-speaking countries/communities

Theme 2: Local, national, international and global areas of interest

Including: Topic 1: Home, town, neighbourhood and region

Topic 2: Social issues

Topic 3: Global issues

Topic 4: Travel and tourism

Theme 3: Current and future study and employment

Including: Topic 1: My studies

Topic 2: Life at school/college

Topic 3: Education post-16

Topic 4: Jobs, career choices and ambitions

Assessment

You will be tested in all four skills at the end of Year 11: Speaking, Listening, Reading and Writing. Each exam is worth 25% of the overall score. You will complete **all four exams** at either **Foundation or Higher Level**.

Career Opportunities

Media and Recruitment, Advertising and Sales, PR and Accounting, Engineering, Journalism and Publishing, Footballer and Athlete, Pharmaceuticals and Law, Government Diplomatic Service, Teaching, Travel & Tourism, Air Cabin Crew, Hotel/Restaurant Manager, Project Manager, (Linguistic) Computer Games Tester, Chef, Tour Manager, Talent Scout, Retail Buyer, Event/Conference Organiser, Broadcasting (BBC), Banking and Secretarial Work, Police and Armed Forces.

Is this the right subject for me?

If you think you will enjoy:

- communicating
- interactive lessons
- improving your memory skills
- exploring other cultures
- travelling abroad
- broadening your horizons
- learning creatively
- working with others
- boosting your confidence
- new experiences and challenges

then Languages are for you!

Native Language Speakers

We have a diverse range of languages spoken at St. Joseph's and we wish to recognise and reward those speakers of other International languages by giving them the opportunity, if they wish, to complete GCSEs in their first / home language.

We currently have students sitting GCSEs in: Polish, Urdu, Russian and Gujarati as well as French and Spanish.

GCSEs are available in the following languages for those who speak them at native speaker level:

Arabic, Bengali, Hebrew (Biblical and Modern), Chinese, German, Modern Greek, Gujarati, Italian, Japanese, Panjabi, Persian, Polish, Portuguese, Russian, Turkish and Urdu.

Comments from pupils:

"I chose French because although it is challenging, it is rewarding when I do well. A language also looks good on your CV."

"I chose Spanish for my options because I really enjoy learning about different cultures and learning new languages. I hope you will too."

"Speaking multiple languages is a very useful skill to have if you want to be successful in your career. I chose languages as it will help me in my GCSEs and as well make me successful in my future."

"You have to be willing to engage consistently as you have listening, speaking and writing assessments."

Music



Information

All students will develop throughout the course their performance technique, composition skills and knowledge of music terminology and elements. Learners will develop knowledge and understanding of musical elements, musical contexts and musical language.

The course consists of 4 areas of study, performance and composition.

Area of Study 1 – Musical Forms and Devices

Area of Study 2 – Music for Ensemble

Area of Study 3 – Film Music

Area of Study 4 – Popular Music

The Performance element includes:

- One Solo Performance piece
- One ensemble piece

The Composition element includes two compositions;

- Free composition – Students will choose from four set briefs and write their own composition using music notation software.
- Set composition – The second composition brief will be chosen in Year 11 and students will write a piece of music to fit with this brief.

Assessment

Performing (30%) – (15% each internally assessed/externally moderated)

Composing (30%) – (15% each internally assessed/externally moderated)

Written Exam (40%) – (Written 1 hour 45 minutes exam)



Students will be eligible for free instrumental lessons on their chosen instrument to help support the performance component of the GCSE course.

GCSE Music is a creative and highly practical course, ideal for students that are passionate about performing and developing their skill level in their principal instrument. The course explores a wide range of musical styles; from Popular Music, to Fusion, Musical Theatre and Classical Music.

There are also opportunities for students to develop their music technology skills through composition. Students will write two compositions during the GCSE course, using MacBook music notation software programmes.

Career Opportunities

Musician/Performer, Music Teacher, Recording Producer/Engineer, Conductor, Musical director, Composer for Film/media, Music publisher, Administrator, Concert arranger, Music therapist, Instrument designer/creator, Music Journalist, Songwriter, singer/musician, Sound Designer

Is this the right subject for me?

If you enjoy making music and being creative and can play a musical instrument then Music could be for you.

Comments from students:

“Music allows you to express your creative side but coursework that requires commitment”.

OCR National Sport Science



Information

The Sport Science course is an in-depth study into physical activity and its influences on health, fitness and participation. It is based on a combination of a written examination and coursework. It consists of 4 units.

(1) Reducing the risk of Sports Injuries –

Taking part in sport and physical activity puts the body under stress. Knowing how to reduce the risk of injury when taking part in sport, and how to respond to injuries and medical conditions in a sport setting are, therefore, vital skills in many roles within the sport and leisure industry, whether you are a lifeguard, a steward at a sports stadium or a personal fitness instructor.

By completing this unit, learners will know how to prepare participants to take part in physical activity in a way which minimises the risk of injuries occurring, how to react to common injuries that can occur during sport and how to recognise the symptoms of some common medical conditions, providing a good foundation to undertake formal first aid training and qualifications..

(2) Applying the Principles of Training-

In the world of team and individual sport, it is vital that coaches keep their performers in peak condition. They do this by regularly monitoring them through fitness tests and by designing bespoke training programmes to suit the type of sport, performance schedule and the individual themselves. High quality training programmes apply principles of training to the requirements of the individual in their development and implementation.

By completing this unit, learners will develop knowledge and understanding of the principles and methods of training and the application of these in the design of training programmes along with practical skills in fitness testing.

(3) Sports Nutrition -

In all walks of life, appropriate nutrition and diet are vital to our health and wellbeing. In the world of sport the right nutrition is as important as the right equipment and the right training methods, because without suitable nutrition a performer's body would not be able to cope with the stresses and strains put upon it. This would lead not only to deterioration in performance, but also in health. The amount of legislation and media coverage that surrounds the use of supplements in elite sport, some of which are approved and some of which are prohibited, highlights the value placed on nutrition in modern day sport.

By completing this unit, learners will consider the composition of a healthy, balanced diet. They will also consider the necessity of certain nutrients in particular quantities and the effects of a poor diet. They will reflect upon the role that diet plays in different sports and activities, and use the knowledge gained to produce an appropriate, effective diet plan for a performer.

Assessment

The two components of assessment are:

- Examination 40%
- Coursework 60%

The course is broken down into three different units of work.

Unit 1 will be assessed by a 2hr examination in July of Year 11

Units 2 & 3 are assessed by coursework which consists of written reports.

Career Opportunities

Some ideas for a career in sport include:

Sports Development, Physiotherapist, Teaching Physical Education, Sports Coaching, Sports Science, Sports Facilities Manager, Leisure Management, Physical Training Instructor in the Armed Forces, Journalism, Retail Management, Sports Management.

Is this the right subject for me?

If you like Sports Science then this course teaches students transferable skills, such as presentation, research and communication, as well as an academic understanding of sport, and how athletes reach the peak of their fitness and skill.

You need to be

- Resilient
- Motivated
- Hard working
- Committed
- Enthusiastic

Comments from students:

“Sports Science has a large demand of written work. It is broad and varied but you need to be motivated to meet deadlines.”

“Be resilient and act on advice from your teachers, it is a subject that I enjoy because the teachers are passionate.”



Performing Arts

Information

The BTEC Award in Performing Arts is designed to

- encourage personal development through practical participation and performance in a range of performing arts disciplines
- give learners a wider understanding and appreciation of performing arts through defined pathways
- give learners the opportunity to develop a range of skills, techniques and personal attributes essential for successful performance in working life.

The BTEC Performing Arts Award is split into two core units and a number of optional specialist subjects.

Unit	Core units
1	Individual Showcase
2	Preparation, Performance and Production
Optional specialist units	
3	Acting Skills
4	Dance Skills
5	Musical Theatre Skills
6	Music Performance Skills
7	Production Skills for Performance

For students with their sights set on a career in the performance industry, a BTEC in Performing Arts is a great choice. The practice-based courses aim to provide students with the relevant skills and knowledge that employers value, as well as the confidence to progress into a fulfilling, exciting career in a creative industry.

Assessment

Unit 1 – Externally assessed

Unit 2 – Internally assessed

Optional Units – Internally assessed

Career Opportunities

Some ideas for a career in Performing Arts include:

Actor, Musician, Musical Theatre Performer, Dancer, Teacher, Arts Administrator, Musical Director, Front of House Manager, Stage Manager, Community Arts Worker, Broadcast Presenter.

Is this the right subject for me?

If you would like to develop the following skills the Performing Arts may be for you:

- Working as a team to create a vision and participating with others
- Self-managing your time and demonstrating resilience and commitment

Comments from students:

“Performing Arts offers a variety of different ways to develop your talent and skills, it is a very engaging subject to study.”