



# Key Stage 4 Pathways 2025

Your guide to Key Stage 4

## INTRODUCTION

Dear Student & Parent/Guardian,

As you approach this important stage in your journey at St Joseph's Catholic Academy, you are faced with some exciting choices that will help shape your future. The decisions you make now will not only influence your studies over the next two years but will also play a key role in determining your qualifications and future career opportunities.

This booklet is designed to support you and your parents in navigating the pathways process. Every student's journey is unique—some of you may already know which subjects you want to study, while others may still be exploring your options. Rest assured, our staff are here to guide and support you in making well-informed decisions.

Inside this booklet, you will find essential details about the various subjects available. It outlines the GCSE and BTEC courses on offer at Key Stage 4 and provides insight into how your choices in Year 9 may impact your options when selecting post-16 courses in Year 11 at St Joseph's Catholic Academy.

Additionally, this guide will help you understand how the Key Stage 4 curriculum is structured, including which subjects are compulsory—such as English and Mathematics—and which subjects you can choose based on your interests and aspirations—non-core subjects.

Beyond this booklet, you will receive further guidance through subject-specific information from your teachers, as well as dedicated assemblies to introduce new subjects. We strongly encourage both you and your family to make full use of the Information Evening, where you can explore potential subject choices, speak with teachers, and gain a deeper understanding of what each course entails.

We are committed to ensuring that this process is a smooth and positive experience for you, our goal is to help you engage with subjects that inspire you and set you on the path to achieving excellent GCSE results.

If you have any questions, please don't hesitate to ask. We look forward to supporting you through this exciting phase of your education.

Yours faithfully,



**Mr MA Simpson**  
Assistant Headteacher (Curriculum & Data)

## THE IMPORTANCE OF YOUR CHOICES

The transition from Key Stage 3 to Key Stage 4 is a crucial one. The subjects you choose will impact your qualifications, future studies, and career options. Whether you have a clear career goal or are still exploring possibilities, making the right choices now is essential.

We are asking you to make some choices about subjects to study in Years 10 and 11. You may not have decided on a career path yet and may be finding your choices difficult. Do not worry about this. You are not alone. Even if you have a good idea now about a future career, you may find that you change your mind in the months to come.

Choose subjects because you really want to do them, not just because your friends have chosen them. Remember, you may not be in the same class as they are. Do not pick a subject because you like your current teacher—they may not teach you next year.

Your parents/guardians play an important role in guiding you. They follow your progress closely and can provide unbiased advice. They are also welcome to contact the school for further guidance.

To summarise, you should think about the following when making choices on Key Stage 4 choices:

- ✓ **Do:** consider your strongest subjects. Which subjects are likely to give you the strongest set of qualifications?
- ✓ **Do:** consider your skills and abilities. Are you happy with extended writing in subjects like History? How well suited to practical subjects like Design and Technology are you?
- ✓ **Do:** consider your future pathways after secondary school.
- ✓ **Do:** choose subjects you enjoy.
  
- ✗ **Don't:** choose a subject just because your friends have picked it. For a start, it's not even likely you'll be in the same class as them.
- ✗ **Don't:** choose a subject just because you like your current teacher. There's no guarantee which teacher you'll get for any subject.
- ✗ **Don't:** choose a subject without putting any thought into it. You're going to be studying these subjects five times a fortnight for two years.
- ✗ **Don't:** choose a subject because you think it will be easy.

## CORE SUBJECTS

### All pupils will study:

- GCSE Maths
- GCSE English Language
- GCSE English Literature
- GCSE Religious Education
- GCSE Geography or History
- GCSE French or Spanish (for **Red** and **Blue** pathways)
- *Either* Combined GCSE Science *or* Triple Award Science GCSE

### All students will also study:

- General Physical Education (PE)
- Personal, Social, Health and Economic (PSHE) education

*Please note, these subjects do not have a formal assessment or result in a qualification.*

**Science:** The decision about science is taken towards the end of the academic year by the Head of Science, based on internal progress data from key assessments throughout Year 9. It is important to state that both routes allow you to study science at A Level and beyond.

**Modern Foreign Languages:** Around 60% of our students study a language. We strongly advise families that French or Spanish should be studied. Some universities require a modern foreign language as a general entrance criterion; sometimes specific courses at some universities require a modern language for specific degrees, e.g. English Language. It is important that subject choices do not restrict options later for universities, therefore, most of our students will be required to study a language.

## PATHWAYS

Our curriculum pathways ensure a breadth to the curriculum and aims to produce well rounded students with skills in a broad range of curriculum areas.

The pathway you are placed on is based on assessment data, and by speaking to your teachers. We look to establish the most ambitious and appropriate curriculum pathway for you.

If you are placed on a language pathway, we are very confident you will succeed at this.

### The three pathways are:



#### **Red Route: Triple award Science**

Including triple Science, a language, a humanities, and a non-core subject.

#### **Blue Route: English Baccalaureate**

Including combined Science, a language, a humanities, and a non-core subject.

#### **Yellow Route: Vocational**

Including combined Science, a humanities, and non-core subjects.

The school will decide which pathway you are placed on. This will include discussions with your Science and MFL teachers. You will find out which pathway you are on when the pathways form is sent out on **Fri 11<sup>th</sup> April 2025**.

## NON-CORE SUBJECTS

In addition to the core subjects, you can choose from a wide range of GCSE and vocational courses, these are:

GCSE	Vocational
Fine Art	BTEC Business Studies (Enterprise)
Computer Science	BTEC Dance
Design Technology	BTEC Digital IT
French	VTCT Hairdressing
Geography	BTEC Health and Social Care
History	CNAT Engineering
Music	BTEC Sport Studies
Spanish	
Photography	

## GCSEs and BTECs

GCSEs (General Certificate of Secondary Education) are academic qualifications with exams that are taken at the end of Year 11. Assessments almost exclusively through exams.

BTECs (Business and Technology Education Council qualifications) are more vocational, focusing on completing coursework over the course of both Year 10 and Year 11.

## NEXT STEPS

You now have around a month to gather information on different courses by talking with teachers and doing your own research. The pathways forms will be sent by email at the end of this half term, you should complete this form with your parent/guardian. We will review your choices along with data and teacher input, to confirm these choices.

Sometimes there are situations where too few, or too many, students choose a particular subject. If we do not have enough resources to put on extra classes, we may be forced to use your 2<sup>nd</sup> choice. This happens very occasionally, and we try, as far as possible, to give you what you ask for. We will only use your 2<sup>nd</sup> choice if we really need to. Some subjects will have entry requirements such as an aptitude tests or entry requirements.

Some courses have a maximum class size, so if you hand in the form late you may miss out. We will communicate final decisions before summer break.

## KEY DATES

**Year 9 Parents' Evening:** Thu 20<sup>th</sup> February 2025

**Pathways Assembly:** Mon 3<sup>rd</sup> March 2025

**Parents' Information Evening:** Thu 6<sup>th</sup> March 2025

**New Subject Assembly:** Tue 18<sup>th</sup> March 2025

**Careers Fair:** Thu 10<sup>th</sup> April 2025

**Pathways Forms Released:** Fri 11<sup>th</sup> April 2025

**Pathways Forms Submission Deadline:** Fri 9<sup>th</sup> May 2025



**KS4**

**Non-Core  
Subjects**



# Art and Design: Fine Art

AQA GCSE

## What Will I Learn?

Overview of the Fine Art course content:

Fine art practice is defined here as the need to explore an idea, convey an experience or respond to a theme or issue of personal significance.

In Component 1 and Component 2 students are required to work in one or more area(s) of fine art, such as those listed below:

- drawing • painting • sculpture • installation • lens-/light-based media • photography and the moving image • printmaking • mixed media • land art.

They may explore overlapping areas and combinations of areas.

## How Will I Be Assessed?

Student must complete **both** components.

Component 1: Portfolio	Component 2: Externally set assignment
<b>What's assessed</b> A portfolio that in total shows explicit coverage of the four assessment objectives. It must include a sustained project evidencing the journey from initial engagement to the realisation of intentions and a selection of further work undertaken during the student's course of study.	<b>What's assessed</b> Students respond to their chosen starting point from an externally set assignment paper relating to their subject title, evidencing coverage of all four assessment objectives.
<b>How it's assessed</b> <ul style="list-style-type: none"><li>• No time limit</li><li>• 96 marks</li><li>• 60% of GCSE</li></ul>	<b>How it's assessed</b> <ul style="list-style-type: none"><li>• Preparatory period followed by 10 hours of supervised time</li><li>• 96 marks</li><li>• 40% of GCSE</li></ul>
Non-exam assessment (NEA) set and marked by the school/college and moderated by AQA during a visit. Moderation will normally take place in June.	Non-exam assessment (NEA) set by AQA; marked by the school/college and moderated by AQA during a visit. Moderation will normally take place in June.

## What Can It Lead To?

GCSE Fine Art has a strong foundation for further study at AS and A-level as well as vocational pathways.

To support this progression, the assessment objectives, structure and titles are very similar to those detailed in the AS and A-level Art and Design specification and careers that use this subject.

## Where Can I get More Information?

Useful websites and books:

<http://www.aqa.org.uk/subjects/art-anhttp://www.npg.org.uk/live/educatio.aspx-design/gcse/art-and-design-8201-8206>

<http://www.nationalgallery.org.uk/education/itt/index.htm>

## Who Can Answer Any Questions I have?

Head of department: Mrs. L Crombie

# Enterprise (Business Studies)

Pearson BTEC Tech Award Level 1/Level 2

## What Will I Learn?

You will explore the different types of enterprise and their ownership; looking specifically at the characteristics of small and medium enterprises (SMEs) and entrepreneurs. Looking at market research, you will analyse and interpret your findings to ensure that there is a clear focus on the customers and their needs.

You will plan and pitch an enterprise, evaluating your presentation skills. Finally, identifying how your experience relates to the requirements of enterprise more generally. This will include implementing strategies to support your success; investigating the cash flow and statements of a business whilst exploring how the promotional mix is used to increase success in the future.

Overall, you will develop transferable skills, such as research and data analysis, supporting your future progression.

## How Will I Be Assessed?

There are 3 units that you will study.

Two units are assessed through a portfolio of coursework: Exploring Enterprises and Planning and Pitching an Enterprise Activity. These equate to 60% of the qualification.

In addition there is 1 exam: Promotion and Finance for Enterprise, this is externally assessed as a 2 hour written exam and worth 40% of the qualification, it is taken in the synoptic stages of the qualification.

## What Can It Lead To?

This qualification would give you a sound basis upon which to go on and study Business at a higher level.

Business is pivotal as a springboard into many careers as it forms an important backdrop to the world around us. Therefore, we believe what you have learnt in Business will have a connection to all future employment opportunities.

## Where Can I get More Information?

### Pearson website

<https://qualifications.pearson.com/en/qualifications/btec-tech-awards/enterprise.html>

### Pearson revision book

<https://www.pearsonschoolsandfecolleges.co.uk/FEAndVocational/BusinessandEconomics/BTEC/BTECTechAwardEnterprise/ISBN/revise-revision-resources/ReviseBTECTechAwardEnterpriseRevisionGuide.aspx>

## Who Can Answer Any Questions I have?

Curriculum Leader: Mr Hall

# Computer Science

OCR GCSE

## What Will I Learn?

Valuable thinking and programming skills that are extremely attractive in the modern workplace. You will gain a deep understanding of problem solving and experience in creating logical and efficient solutions. The ability to write down solutions to problems for other people to understand. You will also secure a good grounding in mainstream computing theory and understanding.

## How Will I Be Assessed?

There are two exam papers, each paper lasts 1 hour 30 minutes and is worth 50% of the total GCSE. Students will also undertake a Programming Project in the first year of the course. This allows them to gain practical experience of using the skills developed throughout the specification. Students will engage in an authentic programming experience which supports their learning and exam preparation.

## What Can It Lead To?

Computer Science is effective preparation for a range of qualifications including A Level Computer Science or University. The increasing importance of information technologies means there'll be a growing demand for professionals who are qualified in this field. The course is also an excellent preparation if you want to study or work in areas that rely on the skills you'll develop, especially where they're applied to technical problems. These areas include engineering, financial and resource management, science and medicine.

## Where Can I get More Information?

Specification: <https://www.ocr.org.uk/Images/558027-specification-gcse-computer-science-j277.pdf>

## Who Can Answer Any Questions I have?

Mr Smail, Curriculum Leader for ICT and Computing

# Performing Arts (Dance)

Pearson BTEC Tech Award Level 1/Level 2

## What Will I Learn?

### **Component 1: Exploring the Performing Arts (Internally Assessed)**

You will explore different styles of performing arts (e.g., drama, dance, music), and examine the work of professional practitioners. This involves understanding how the performing arts are created and performed, as well as the techniques used by professionals.

### **Component 2: Developing Skills and Techniques in the Performing Arts (Internally Assessed)**

This component involves developing and refining your skills in dance. You'll work on practical exercises and techniques to improve your performance abilities.

**Practical Work:** You'll be assessed on the practical skills you demonstrate during rehearsals, workshops, or training sessions: This may involve a performance or demonstration of skills in front of an audience, which shows your ability to apply techniques in a live setting. Teachers will assess your technical skills, creativity, and your development over time.

### **Component 3: Performing to a Brief (Externally Assessed)**

This component focuses on the creation and performance of a piece based on a given brief. You'll work as part of a group to create a live performance, and your work will be assessed based on how well you meet the brief and showcase your technical skills.

**External Assessment:** A visiting examiner or an external assessor will observe the final performance and assess both the creative process and the final product. You will also submit a reflective report or evaluation of the process, detailing how you contributed to the performance and how your skills developed.

## How Will I Be Assessed?

In the BTEC Performing Arts Tech Award, your assessment will be based on both internal and external assessments, and it will focus on the practical application of the skills and knowledge you've developed throughout the course.

## What Can It Lead To?

The BTEC Performing Arts Tech Award Level 1/2 sets a strong foundation for students who wish to pursue further education, gain practical skills for the creative industries, or move into related careers. It offers pathways to higher-level BTECs, A-Levels, university courses, and diverse career options within the performing arts, entertainment, and media sectors. Whether you're aiming for a career as a performer, technician, producer, or in a related creative field, this qualification opens doors and builds the skills needed to succeed in the arts world.

## Where Can I Get More Information?

Pearson's Website - [qualifications.pearson.com](https://www.pearson.com/qualifications) - Performing Arts

## Who Can Answer Any Questions I have?

Miss Craggs – Subject Lead for Dance

## AQA GCSE

### What Will I Learn?

GCSE Design and Technology focuses on the design and development of products for our day to day lives. The course will develop your understanding of design through a range of practical design and make projects, focusing on sustainable and mass manufactured items, with the opportunity to use a broad range of materials such as polymers, timbers, metals, paper and card, and textiles. You will be encouraged to experiment with materials and equipment, developing your skills and use both hand tools and CAD/CAM. You will also have the opportunity to design packaging or graphics and advertising for your product. Regardless of which materials you choose to use, you will go through the same design process to make a finished product.

An example brief might be: *Design a product for a 6-year-old girl who likes Sesame Street.*

Example products for this could be a clock, mechanical or electric game, a soft toy or a pencil case.

### How Will I Be Assessed?

GCSE Design and Technology consists of two units:

A piece of coursework (a design portfolio and 3-dimensional outcome). 50% of total marks. This is the major GCSE project and accounts for approximately 35 hours.

A written examination (2 hours). 50% of total marks. The paper has three sections and candidates must answer all questions. There is one tier of entry.

### What Can It Lead To?

This GCSE could be your passport to a wide range of careers. Depending on the materials you choose to study, you could work in:

- Graphic design or architecture, generate computer cartoons or CAD modelling.
- Furniture or automotive design, manufacturing, advertising or engineering.

You could use this course to access a Level 3 Design qualification, for example an A Level in Engineering or Product Design or a Level 3 BTEC.

### Where Can I get More Information?

<http://www.aqa.org.uk/subjects/design-and-technology/gcse/design-and-technology-8552>  
[www.technologystudent.com](http://www.technologystudent.com)

BBC bitesize

CGP GCSE DT Revision Guide

### Who Can Answer Any Questions I have?

Head of Department: Mrs Dollin

# Digital IT

## Pearson BTEC Tech Award Level 1/Level 2

### What Will I Learn?

Almost all jobs in the UK today require employees to have a good level of digital literacy. BTEC Digital Information Technology gives you the opportunity to develop sector specific knowledge and skills in a practical learning environment.

You will cover aspects of user interface (UI) design and development and learn how to develop a project plan for your own UI designs. Cybercrime is an increasing threat. You will develop an understanding of what cyber security is and the importance of legal and ethical considerations when using modern technologies.

You will learn to use project-planning tools, models and techniques within a digital context. Digital projects today often involve working with diverse teams across different locations, so you will develop an understanding of what a virtual work environment is and how cloud technologies allow remote teams to work together more effectively.

### How Will I Be Assessed?

There are three units that you will study.

Two units are assessed through a portfolio of coursework: Exploring User Interface Design and Planning Techniques and Collecting, Presenting and Interpreting Data. These equate to 60% of the qualification.

In addition there is one exam: Effective Digital Working Practices, this is externally assessed as a 1 hour 30 minute written exam and is worth 40% of the qualification.

### What Can It Lead To?

This course provides you with a range of skills to further progress your education. Students can progress onto Level 3 BTEC Nationals in IT or Digital Media. It also enhances your overall digital literacy and gives you a solid foundation for employment.

### Where Can I get More Information?

Pearson website: <https://qualifications.pearson.com/en/qualifications/btec-tech-awards/digital-information-technology-2022.html>

### Who Can Answer Any Questions I have?

Mr Smail, Curriculum Leader for ICT and Computing

# Engineering Manufacture

OCR Cambridge National Level 1/Level 2

## What Will I Learn?

OCR Cambridge National in Engineering Manufacture is made up of 2 internal units and an external exam but the content can be shaped to suit your interests and career aspirations, covering topics such as:

- Safe working in the workshop and how to deal with an emergency
- Basic mechanical and electrical principles to make products work
- Using Engineering skills to communicate your ideas
- Computer Aided Design techniques in engineering using industry standard software such as Solidworks and 2D Design.

You will:

- Be involved in learning in both classroom and workshop environments studying theory and practice
- Use computers to design and make products
- Use practical skills including new and industrial machining techniques
- Design, make and investigate engineering products and systems
- Take part in a range of individual and group activities including investigations into different areas of engineering and design solutions.

## How Will I Be Assessed?

The two internal units are coursework based and internally assessed through assignments that are set and marked by your teacher. Each internal unit is linked to a practical task set by the exam board.

One external unit is assessed through a formal exam paper (1 hour 15 min). All units are then assessed, graded and an overall grade for the qualification is awarded.

The course is equal to 1 GCSE and you can pass the course at three different levels which are equivalent to GCSE grades - Pass (Grade C), Merit (Grade B) or Distinction (Grade A).

## What Can It Lead To?

If you successfully pass this course you can enroll to do further level 3 study such as BTEC Level 3 Engineering or A Level Design, or do an apprenticeship in your area of interest.

OCR Manufacture is based on vocational 'real life' learning so your work is closely linked to industry and using your skills to get the career you want.

## Where Can I get More Information?

<https://www.ocr.org.uk/qualifications/cambridge-nationals/engineering-manufacture-level-1-2-j823/>

[www.technologystudent.com](http://www.technologystudent.com)

## Who Can Answer Any Questions I have?

Head of Department: Mrs Dollin

# Geography A

Eduqas GCSE

## What Will I Learn?

In Year 10, students will study:

**Landscapes and physical processes** - Explore the UK's distinctive landscapes, looking at physical and human interactions in and around rivers and coastlines.

**Rural-urban links** – Consider how urban and rural areas are linked and explore how population change creates urban issues in both more and less developed countries.

**Tectonic Landscapes and Hazards** – Investigate how volcanoes, earthquakes and tsunamis form and consider how to reduce the impacts of these hazards in countries with differing levels of wealth.

In Year 11, students finish the course with:

**Weather, climate and ecosystems** – Evaluate the evidence for climate change and study its impacts on weather hazards e.g. tropical storms. Assess the impacts of humans on biomes such as tropical rainforests.

**Development and resource issues** – Assess the causes and consequences of global inequality by comparing India to the UK. Consider how we manage resources like water now and in the future.

**Social development issues** – Understand how we measure social development, what the causes for uneven social development are and how we can help countries with significant social problems improve.

All students participate in two out-of-school **fieldwork enquiries**:

- The regeneration of Spanish City in Whitley Bay (urban study);
- How is the coastline at Blyth protected from coastal erosion? (coastline study).

## How Will I Be Assessed?

Assessment is based on three exams at the end of Year 11:

- Paper 1: Changing physical and human landscapes (35% of GCSE) - 90 mins
- Paper 2: Environmental and development issues (35% of GCSE) - 90 mins
- Paper 3: Applied fieldwork enquiry (30% of GCSE) - 90 mins

## What Can It Lead To?

Geography is a 'facilitating subject' meaning it is highly relevant to a wide range of post-16 routes such as A-Levels and university courses. It develops a wide range of skills which employers value highly and has elements of both social and natural sciences so is the perfect choice to study alongside other mathematical, scientific or humanities subjects. Geography's wide skill base can help in most choices of career and according to *The Guardian*, "**Geography graduates have the highest rates of post-university employment of any subject**".

## Where Can I get More Information?

**Course website:** <http://www.eduqas.co.uk/qualifications/geography/gcse-a/>

**RGS website:** <https://www.rgs.org/geography/studying-geography-and-careers/>

**Core revision guide:** My Revision Notes: WJEC GCSE Geography (Hodder)

## Who Can Answer Any Questions I have?

Mr. S Grant (Curriculum Leader of Geography)

# Hairdressing



## VTCT VRQ Level 1/Level 2

### What Will I Learn?

The VTCT Level 1/2 Technical Award in the Study of Hairdressing is aimed at learners aged 14-16 who have an interest in developing a broad understanding of the hairdressing and beauty therapy sector and related industries, including retail, leisure, manufacturing and other personal care services.

This qualification is designed to use the context of hairdressing and beauty therapy as a vehicle to support learners to develop broad and comprehensive understanding of the sector and related industries but, more importantly, of core academic knowledge and study skills that will support progression into post-16 and higher education. Specifically, the qualification will prepare learners to progress onto qualifications related to the hair and beauty sector, such as the T Level in Hair, Beauty and Aesthetics; however, learners may also progress onto broader areas of study. It is a vocational qualification equivalent to GCSE grades 9-1.

#### **This qualification consists of three mandatory units.**

UCO90 – Business and entrepreneurship in the hair and beauty sector

UCO91 – Anatomy, physiology and cosmetic science

UCO92 – Design in the hair and beauty sector

#### **This qualification aims to support young people to:**

Develop a broad and comprehensive understanding of the hair and beauty sector;

Develop knowledge which spans the entire vocational sector and related industries;

Develop academic studies and transferable skills that will support progression within the hair and beauty sector and more broadly.

### How Will I Be Assessed?

#### **Synoptic assessment is at the heart of this qualification.**

The assessment method will assist learners to make connections between the units, increase the level of learner engagement and provide centre staff with the opportunity to adopt a holistic approach to delivering the units.

The 3 mandatory units are Internally/Externally marked and moderated.

### What Can It Lead To?

NVQ/Tech Level 2 & Level 3 - Hairdressing & Beauty Therapy courses.

#### **Career Opportunities:**

Hairdressing and Beauty Therapy is a creative, fashionable and exciting industry. A career in these can provide opportunities in theatre, TV and film and it can also include working with platform artists, photographers, models and actors. You may wish to travel and work on cruise ships or in hotels across the world. You may also want to consider sales, technical support or marketing, perhaps through a hairdressing/beauty product manufacturer.

### Where Can I get More Information?

Useful websites: [vtct.org.uk](http://vtct.org.uk) [jaztrainingltd.co.uk](http://jaztrainingltd.co.uk)

### Who Can Answer Any Questions I have?

Mrs J. Van-Hoof

## Health and Social Care

Pearson BTEC Tech Award Level 1/Level 2

## What Will I Learn?

### **Human Lifespan and Development (Pearson Set Assignment)**

Students investigate how, in real life situations, human development is affected by different factors and that people deal differently with life events. We will study how people grow and develop over the course of their life, from infancy to old age. This component takes the form of an assignment.

### **Health and Social Care Services and Values (Pearson Set Assignment)**

Learners will study and practically explore health and social care services and how they meet the needs of real service users. They also develop skills in applying care values. This is an excellent opportunity to explore specific job roles students may be interested in. This component of the course is also assignment based.

### **Health and Well-being (External Assessment)**

Learners will study the factors that affect health and well-being, learning about physiological and lifestyle indicators and how to design a health and well-being improvement plan. We will look at the factors that can have a positive and negative influence on a person's health and well-being and how to measure and interpret physiological and lifestyle indicators. This component is externally assessed.

## How Will I Be Assessed?

**Internal assessment** - assignments set throughout the year after students have been taught the required content.

**Synoptic external assessment - assignment set and assessed by BTEC.** The external assessment takes the form of an examination taken under supervised conditions that is then marked and a grade awarded by Pearson.

## What Can It Lead To?

**Many** of the skills developed through Health and Social Care are relevant to **most** job areas. For example, communication skills, interpersonal skills or problem-solving skills are needed in the vast majority of roles. Health and Social Care is all about learning about people and their needs – something that is relevant to us all throughout our lives. **Specific job roles** in the sector may include Nursing, Physiotherapy, Social work, Teaching, Youth Offending Service, Probation service, Early Years Education **and many more**.

Students may continue in their study of these areas by continuing BTEC Health and Social Care in Sixth Form with the Level 3 BTEC National qualification.

## Where Can I get More Information?

### **BTEC Tech Award H&SC:**

<https://qualifications.pearson.com/en/qualifications/btec-tech-awards/health-and-social-care-2022.html>

## Who Can Answer Any Questions I have?

Mrs. L Palmer

## What Will I Learn?

### America 1920-1973: Opportunity and inequality

- The Boom and Ford, organised crime, prohibition, the Ku Klux Klan and entertainment.
- The Great Depression, the New Deal, the impact of the Second World War on the USA.
- The American Dream, Martin Luther King and Civil Rights, President Kennedy.

### Conflict and tension between East and West 1945-1972

- The end of the Second World War, the effect of the atom bomb, the Iron Curtain.
- NATO, the U2 crisis and the space race.
- The Berlin Wall, Kennedy and the Cuban Missile Crisis, the Prague Spring.

### Britain: Health and the people

- Medicine and public health in the Middle Ages, the Black Death, the Renaissance, vaccination.
- Germ Theory and microbe hunting, reaction to cholera epidemics.
- The impact of the First and Second World Wars, the National Health Service.

### Norman England 1066-c1100

- The death of Edward the Confessor and claimants to the throne, the Battle of Hastings, William the Conqueror's leadership.
- The Domesday Book and feudalism, life in a medieval village, relations with the Pope, life in a monastery.

## How Will I Be Assessed?

Two examinations at the end of year 11, both worth 50%

## What Can It Lead To?

Careers in journalism, law, management, tourism, the police, architecture, arts, design, marketing and accountancy all involve History. History forms one of the English Baccalaureate Humanities options, and can be studied at A-level in Sixth Form.

## Where Can I get More Information?

<http://www.aqa.org.uk/subjects/history/gcse>

## Who Can Answer Any Questions I have?

Mrs L. Roddie

# French

Edexcel GCSE

# Spanish

Edexcel GCSE

## What Will I Learn?

Students will continue to develop their fluency and linguistic skills across the range of topics. The emphasis is placed upon understanding and using French/ Spanish to communicate effectively.

Learning covers these thematic contexts:

- My personal world
- Lifestyle and wellbeing
- My neighbourhood
- Media and technology
- Studying and my future
- Travel and tourism us

## How Will I Be Assessed?

The 4 examination papers test the 4 language skills of Listening, Speaking, Reading and Writing.

The GCSE has a Foundation Tier, (grades 1-5) and a Higher Tier, (grades 4-9).

Students must take all 4 question papers at the same tier.

## What Can It Lead To?

Modern Languages are becoming more and more essential in our increasingly global world. Jobs from interpreting to diplomacy work to working in law. Languages open many doors in a variety of careers as well as being useful for travel.

**The achievement of a GCSE Language is often recommended for study at university.**

## Where Can I get More Information?



BBC bitesize: French



BBC Bitesize Spanish

Languagesonline

## Who Can Answer Any Questions I have?

Head of MFL: Mrs Anderson

# Music

Eduqas GCSE

## What Will I Learn?

The course is split into three different units which allow students to develop musical skills:

### **Unit 1: Performance**

Throughout the course, students will develop their performance skills on an instrument of their choice. They will produce two recordings of their performance - one solo and one ensemble performance. The final performance must have a minimum combined performance duration of 4 minutes. Pupils can begin preparing their performances in Year 10, recording their final performances in Year 11.

### **Unit 2: Composition:**

Pupils will create two compositions over the two-year course. One composition is free choice (students can write in any style/genre) whilst the second is a set brief given by the exam board. This is set at the beginning of Year 11. The set brief is linked to the Area of Studies students complete in the listening and appraising section of the course (Unit 3). Pupils will use their knowledge of that Area of Study to create a composition inspired by that set brief.

### **Unit 3: Listening & Appraising Music**

Over the course of the year, students cover four areas of study and two set pieces of music they must know in depth. Students are also expected to learn basic theory, such as notation, key signatures, chords and cadences.

AOS 1: Musical Forms and Devices,

**Set Work 1 - 'Badinerie' by J.S. Bach,**

AOS 2: Music for Ensemble (Baroque, Classical Romantic, Jazz, Music Theatre),

AOS 3: Film Music,

AOS 4: Pop Music,

**Set Work 2 - 'Africa' by Toto.**

## How Will I Be Assessed?

Unit 1 (performance) and 2 (composition) are worth 30% each and are coursework assessed in school and moderated externally. Unit 3 based around listening and appraising skills is worth 40%. Unit 3 is assessed in a final 1 hour 15 minute listening exam.

## What Can It Lead To?

GCSE Music can lead to a range of further educational and career opportunities:

- Music Editors, copyists and typesetters,
- Events managements,
- Music Technician (Lights and Sound Engineers),
- Music Journalist,
- Music teacher/Peripatetic teacher/University lecturer,
- Music Therapist.

## Where Can I get More Information?

<https://eduqas.co.uk/qualifications/music/gcse/>

<https://www.bbc.co.uk/bitesize/examspecs/zbmct39>

## Who Can Answer Any Questions I have?

Head of Music: Mrs. Malone

# Art and Design: Photography

AQA GCSE

## What Will I Learn?

Overview of the Fine Art course content:

Photography is defined here as the practice of producing images using light-sensitive materials such as photographic film, or digital methods of development and production to create static or moving images.

Areas of study In Component 1 and Component 2 students are required to work in one or more area(s) of photography, such as those listed below: • portraiture • location photography • studio photography • experimental imagery • installation • documentary photography • photojournalism • moving image: film, video, and animation • fashion photography.

They may explore overlapping areas and combinations of areas.

## How Will I Be Assessed?

Student must complete **both** components.

Component 1: Portfolio	Component 2: Externally set assignment
<b>What's assessed</b> A portfolio that in total shows explicit coverage of the four assessment objectives. It must include a sustained project evidencing the journey from initial engagement to the realisation of intentions and a selection of further work undertaken during the student's course of study.	<b>What's assessed</b> Students respond to their chosen starting point from an externally set assignment paper relating to their subject title, evidencing coverage of all four assessment objectives.
<b>How it's assessed</b> <ul style="list-style-type: none"><li>• No time limit</li><li>• 96 marks</li><li>• 60% of GCSE</li></ul>	<b>How it's assessed</b> <ul style="list-style-type: none"><li>• Preparatory period followed by 10 hours of supervised time</li><li>• 96 marks</li><li>• 40% of GCSE</li></ul>
Non-exam assessment (NEA) set and marked by the school/college and moderated by AQA during a visit. Moderation will normally take place in June.	Non-exam assessment (NEA) set by AQA; marked by the school/college and moderated by AQA during a visit. Moderation will normally take place in June.

## What Can It Lead To?

There are no prior learning requirements. However, the specification allows for progression from Key Stage 3 whilst providing a solid foundation for further study at AS and A-level as well as vocational pathways.

To support this progression, the assessment objectives, structure, and titles are remarkably like those detailed in the AS and A-level Art and Design specification.

## Where Can I get More Information?

<http://www.aqa.org.uk/subjects/art-an>

<http://www.npg.org.uk/live/educatio.aspd-design/gcse/art-and-design-8201-8206>

<https://www.npg.org.uk>

## Who Can Answer Any Questions I have?

Head of department: Mrs. L Crombie

# Sport Studies

Pearson BTEC Tech Award Level 1/Level 2

## What Will I Learn?

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 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.

## How Will I Be Assessed?

Exam/assessment structure

### **Component 1: Preparing Participants to Take Part in Sport and Physical Activity.**

A coursework based unit where students will develop their knowledge before completing Pearson's Set Assignments (PSA) within a controlled setting.

### **Component 2: Taking Part and Improving Other Participants Sporting Performance**

A coursework based unit where students will develop their knowledge before completing Pearson's Set Assignments (PSA) within a controlled setting.

### **Component 3: Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity**

External examination unit that will take place at the end of Year 11.

## What Can It Lead To?

Study of the qualification as part of Key Stage 4 learning will help learners to make more informed choices for further learning, either generally or in this sector.

Learners 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 Sport (2016) or a BTEC National in Sport and Exercise Science (2016), which prepares learners to enter employment or apprenticeships, or to move on to higher education by studying a degree in the Sport Sciences or teaching sectors.

**Further Education:** Undergraduate degree in Health, Fitness, Sport, Physiotherapy, Psychology, Sociology

**Careers:** Fitness Instructor, Coaching, Teacher, Nutritionist, Sport Science, Strength and Conditioning, Sports Medicine, Physiotherapy, Nursing and Health promotion,

## Where Can I Get More Information?

Pearson's Website - [qualifications.pearsons.com](http://qualifications.pearsons.com)

Speak to the PE department for more information

## Who Can Answer Any Questions I have?

Mr J Burns (Curriculum Leader for Physical Education)

Miss A Berry (Assistant Curriculum Leader for Physical Education)



**St Joseph's Catholic Academy**  
Mill Lane, Hebburn, Tyne & Wear, NE31 2ET

0191 428 2700 | [www.stjosephs.uk.net](http://www.stjosephs.uk.net) | [office@stjosephs.uk.net](mailto:office@stjosephs.uk.net)