



Year 9 Options Guide 2022

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***“Education is the most powerful weapon which
can you can use to change the world”
- Nelson Mandela***

WELCOME TO YEAR 10 & 11

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

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

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

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

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

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

So there are lots of interesting times ahead! The first stage is to arrange the subjects you will be studying. Some of these you will get to choose and the details in this booklet will help with those decisions.

As you are probably aware, there are also some subjects which ALL students will study. Here at SJP, these ‘core’ or compulsory subjects include English, Mathematics, Science, RE, Humanities, Spanish and Core PE. However, in these and other subjects there are choices about which ‘route’ to take.

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

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

Working in partnership with parents to support learning is something we value greatly here at SJP. Together we can ensure that each student realises their potential and leads a choice-filled life.

Should you require any further information, please do not hesitate to contact us at the College.

Ms M Sharratt
Headteacher

THE OPTIONS PROCESS

Please find below the dates for when you must select which subjects you will be taking for Key Stage 4.

MONDAY 31ST JANUARY 2022

We will launch our Year 9 Options section on our website. Here you will find an introduction to the options process and the Course Guide that outlines the courses we offer. You will also find video presentations from each Subject providing further, subject specific information.

THURSDAY 10TH FEBRUARY 2022

You are invited to an information evening; students in Alpha at 6pm and Beta at 6.45pm. You will have been sent the details for this meeting via ParentMail.

During this meeting, you will have the opportunity to hear about the options process, options pathways, and also to subject teachers and senior leaders about the courses available and the range of optional and compulsory subjects.

FRIDAY 11TH FEBRUARY 2022

We invite you to send any questions that you have regarding the options process, subject information or general queries. You can fill in the form via our website. <https://www.stjohnplessington.com/year-9-options/ask-a-question>

MONDAY 14TH FEBRUARY 2022

Options form, which will be emailed to you, to be completed by Monday 14th February and submitted via Google Forms.

Compulsory Subjects (for all pupils)

- English Language
- English Literature
- Mathematics
- Science
- Spanish
- Core Physical Education

All courses could lead to Level 3 qualifications in our College followed by:

- University
- A Higher Apprenticeship, or
- Employment

MAKING UP YOUR OWN MIND

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

WHAT IS THE SUBJECT ABOUT?

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

DO I LIKE THE SUBJECT?

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

DOES MY CHOICE FIT IN WITH THE TIMETABLE?

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

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

Think about your future plans:

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

INVOLVE YOUR PARENTS

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

YOUR FORM TUTOR AND LEARNING COACH

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

WHAT FUTURE CHANGES MIGHT AFFECT MY CHOICE?

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

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

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

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

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

WHAT TO DO NEXT?

- Read through the details of the courses which are on the next pages of this booklet.
- Make a list of the subjects that you might like to follow.
- Discuss with your parents, Form Tutor and Learning Coach which subjects you would like to take and why.
- Complete the options form and indicate which subjects you wish to study.

Show your form to your parents and then discuss your choices with your Form Tutor.

Submit your option form via Google Forms by Monday 14th February 2022.

ART & DESIGN

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

PROGRAMME OF STUDY

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

Homework is an essential part of the course; you will be expected to spend extra time in the Art room over and above lesson time on a regular basis to keep organised and meet given deadlines. You must also be prepared to work very independently and be self-motivated.

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

HOW IS THE COURSE STRUCTURED & ASSESSED?

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

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

Assessment is based on four Assessment Objectives which are designed to measure your progress in terms of your development of knowledge and understanding.

- All four are equally weighted and are as follows:
- AO1: developing ideas through investigation of art and culture
 - AO2: refining ideas through experimenting with media and techniques
 - AO3: recording ideas and observations
 - AO4: presenting a personal response

WHAT CAN THESE QUALIFICATIONS LEAD TO?

Advances in new technologies have served to increase opportunities within the broad field of Art and Design. Creative young people with artistic flair and skills will always be in demand and there are many employment opportunities available. Qualifications in GCSE and A Level Art provide a stepping stone for you to access a multitude of creative courses in Higher Education. Art is also a subject from which you can obtain a great deal of personal gratification. It can be spiritually uplifting and provide for you an experience of lasting lifetime significance.

No matter where your career aspirations lie, Art remains a subject from which everyone can derive an enriching life-long experience. The Art department welcomes anyone who enjoys the subject and wants to learn, be creative and explore art practice, irrespective of ability.

Studying Art opens up the possibility of a diverse range of future career paths; some examples include working as an artist, an interior designer, an architect, an engineer and many more.





BUSINESS STUDIES

Head of Department:	Mrs K Penny
Exam Board	Pearson
Qualification:	BTEC Level 1/2 Technical Award in Enterprise

PROGRAMME OF STUDY

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

HOW IS THE COURSE STRUCTURED & ASSESSED?

The qualification consists of three components that give you the opportunity to explore what it means to set up and run a business enterprise, as well as develop key skills and gain an insight into the sector. Two of the units are internally assessed and externally moderated. One of the units is exam based and is externally assessed. In order to be awarded a qualification, a learner must complete and achieve an outcome for all three components. The overall grade is a direct aggregation of performance across individual components, with each component weighted according to the GLH.

Component 1: Exploring Enterprises (Internally assessed worth 30%)

Learners will explore different enterprises to develop their knowledge and understanding of the characteristics of enterprises and the skills needed by entrepreneurs to be successful. Learners will explore how enterprises use market research to find out about their customer needs and competitor behaviour and how internal and external factors may affect enterprises.

Component 2: Planning for and Pitching an Enterprise Activity (Internally assessed worth 30%)

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

Component 3: Promotion and Finance for Enterprise (external assessment worth 40%)

In this component you will consider how small and medium-sized enterprises (SMEs) use marketing and finance. You will look at the different elements of the marketing mix in order to be able to identify target markets, make marketing decisions and put forward marketing suggestions for enterprises to use to increase their success in the future. You will analyse financial information in context, complete and use financial documents and financial statements. You will consider different payment methods. You will investigate profitability and liquidity and its effects on a given enterprise using ratios (the formulae will be provided). You will consider the importance of financial planning and forecasting for an enterprise, make financial decisions and recommend suggestions for improvements.

WHAT CAN THESE QUALIFICATIONS LEAD TO?

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

CHILD DEVELOPMENT

Head of Department:	Mrs A Austin
Exam Board	Pearson
Qualification:	BTEC Level 2 Tech Award in Child Development

PROGRAMME OF STUDY

Throughout the course you will learn some of the main values that are used by early years practitioners and how they are applied within early years settings. You will understand how a child develops from birth to five years and how patterns of development emerge. You will also learn how practitioners use play to create a learning environment and the role of specialist workers in meeting the needs of a child.

Component 1: Children’s Growth & Development (Assignment)

You will investigate the factors affecting growth and development of children from birth to five years old. You will develop your knowledge and understanding of children’s growth and development across five areas of development - physical, intellectual and cognitive, communication and language, social and emotional. You will explore the different patterns of development and the professionals who are responsible for monitoring the development of children.

Component 2: Learning through Play (Assignment)

You will develop an understanding of how play activities can influence children’s learning between the ages of birth and five years old. You will consider the different types of play in which children engage, and how activities can support children’s learning and progress across the five areas of development.

Component 3: Supporting Children to Play, Learn & Develop. (Exam)

You will investigate how a child learns and develops and how to adapt activities to support the inclusion of all children in play. You will look at some of the ways children’s individual circumstances can affect how they learn and develop, compared to their peers. This can include a sensory impairment, restricted movements or a delay in development. You will also investigate the role of an adult in making sure that all children are safe when engaging in play activities.

HOW IS THE COURSE STRUCTURED & ASSESSED?

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

The qualification consists of three components that give you the opportunity to explore how children develop from 0-5 years, as well as develop key skills and gain an insight into the sector. Two of the units are internally assessed and externally moderated. One of the units is exam based and is externally assessed. In order to be awarded a qualification, a learner must complete and achieve an outcome for all three components. The overall grade is a direct aggregation of performance across individual components, with each component weighted according to the GLH.

WHAT CAN THESE QUALIFICATIONS LEAD TO?

This course is ideal preparation for progression to more detailed study of Early Years, or Health & Social Care such as an A Level course or a BTEC National qualification (level 3). The course can lead to working or training in a specialised area within Early Years fields.





COMPUTER SCIENCE

Head of Department:	Mrs K Penny
Exam Board	Edexcel
Qualification:	GCSE in Computer Science

PROGRAMME OF STUDY

A GCSE in Computer Science will give you a fantastic opportunity to work with a variety of technologies and offers you choices such as games design or computing, making it engaging and enjoyable to study. The qualification has been designed to nurture digital literacy, and provide you with up-to-date skills, knowledge and understanding of the rapidly developing digital world around you. Computer Science encourages candidates to be inspired, moved and challenged by following a coherent, satisfying and worthwhile course of study.

HOW IS THE COURSE STRUCTURED & ASSESSED?

The qualification has a straightforward structure with six comprehensive topic areas, assessed through two externally-examined papers. One of these is a written paper focused on computational thinking, data, computers, networks, and issues and impact of computing in the world today. The other is a practical on-screen assessment, which focuses on the ability to analyse and solve problems by designing, writing, testing and refining programs.

The qualification’s combination of written and practical elements balances theory and practical application, providing pupils with a rounded experience of computer science.

Paper 1: Principles of Computer Science

This unit covers the body of knowledge about computer systems on which the examination will be based. This paper consists of five compulsory questions, each one focused on one of the topic areas. The questions consist of multiple-choice, short-, medium- and extended-open response, tabular and diagrammatic items. The written paper lasts 1 hour 30 minutes and is worth 50% of the overall qualification.

Paper 2: Application of Computational Thinking

This unit investigates problem solving within programming. This practical paper requires you to design, write, test and refine programs in order to solve problems. This assessment consists of an on-screen examination which lasts 2 hours and is worth 50% of the overall qualification.

WHAT CAN THESE QUALIFICATIONS LEAD TO?

A GCSE in Computer Science opens up an incredible world of opportunities for work both in the technology industries and in supporting roles within other industries. IT people not only need technical skills and knowledge but also other characteristics such as an ability to communicate clearly with all levels; planning and project management skills; and excellent self-motivation, decision-making and problem-solving abilities.

Edexcel’s Computer Science GCSE opens doors to diverse career paths such as games design, digital forensics, and mobile application development and into many areas of further study.

D&T (FASHION & TEXTILES)

Head of Department:	Miss E Hughes
Exam Board	OCR
Qualification:	GCSE in Design & Technology, specialising in Textiles

PROGRAMME OF STUDY

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

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

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

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

HOW IS THE COURSE STRUCTURED & ASSESSED?

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

Component 1: Iterative Design Challenge

Controlled Assessment: Internally assessed, externally moderated, 50% of the qualification and based on a range of tasks released by the exam board.

There will be three open and real-world contexts for learners to interpret through the processes of ‘explore, create and evaluate’. You will use the skills and

knowledge to design a product based on your chosen materials area, and make imaginative solutions to a range of practical tasks.

You could be asked to design a product to facilitate ‘smarter living’, encourage people to be more physically active or to engage people in more sociable interaction.

Component 2: Principles of Design & Technology External Examination

Externally assessed, 2 hour paper worth 50% of overall grade. This is a single examination component with questions covering both ‘core’ and ‘in-depth’ specialist content in Product Design. This content requires you to apply mathematical and scientific knowledge.

WHAT CAN THESE QUALIFICATIONS LEAD TO?

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





D&T (GRAPHICS)

Head of Department:	Miss E Hughes
Exam Board	OCR
Qualification:	GCSE in Design & Technology, specialising in Graphics

PROGRAMME OF STUDY

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

This course will enable you to develop excellent graphical skills through the use of free hand sketching, graphics software and Computer Aided Design. You will be encouraged to design and make 3D graphic products with creativity and originality, using a range of techniques and graphics materials - primarily paper, card, board and plastic. You will use the skills and knowledge gained through the course to design and make imaginative solutions to a range of practical tasks such as a board-game or pop-up book, merchandise for your favourite film or band or branding for a new makeup product. Many pupils also choose to engage in projects based in the built environment, such as architecture, interior or landscape design. You will be enthused and challenged to learn through graphic images, to use and apply colour and to understand the impact of graphic media in the world we live in.

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

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

HOW IS THE COURSE STRUCTURED & ASSESSED?

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

Component 1: Iterative Design Challenge

Controlled Assessment: Internally assessed, externally moderated, 50% of the qualification and based on a range of tasks released by the exam board.

There will be three open and real-world contexts for learners to interpret through the processes of ‘explore, create and evaluate’. You will use the skills and knowledge to design a product based on your chosen materials area, and make imaginative solutions to a range of practical tasks.

You could be asked to design a product to facilitate ‘smarter living’, encourage people to be more physically active or to engage people in more sociable interaction.

Component 2: Principles of Design & Technology External Examination

Externally assessed, 2 hour paper worth 50% of overall grade. This is a single examination component with questions covering both ‘core’ and ‘in-depth’ specialist content in Graphics. This content requires you to apply mathematical and scientific knowledge.

WHAT CAN THESE QUALIFICATIONS LEAD TO?

As well as providing opportunities to develop transferable skills such as numeracy, problem solving, ICT and thinking skills, this course is also an excellent route into an A Level Design and Technology course or further and higher education courses in design and manufacturing. Future careers can include roles in a wide range of sectors such as design, media, advertising, architecture and interior design, package design, web design, computer game design, illustration and animation.

D&T (HOSPITALITY & CATERING)

Head of Department:	Miss E Hughes
Exam Board	EDUQAS
Qualification:	WJEC Level 2 Certificate

PROGRAMME OF STUDY

This course is part of a two year study programme which is aimed at preparing you for Hospitality, Catering and Food Science and Nutrition courses at Level 3 and beyond. This course will develop the skills and knowledge required to prepare you for a career in the catering and hospitality sectors, including all businesses that provide food, beverages, and/or accommodation services.

This includes restaurants, hotels, pubs and bars. It also includes airlines, tourist attractions, hospitals and sports venues: businesses where hospitality and catering is not their primary service but is increasingly important to their success.

HOW IS THE COURSE STRUCTURED & ASSESSED?

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

Unit 1: is a task which is a 90 minute online external examination focusing on the Hospitality and Catering Industry. This examination contains short and extended answer questions based around applied situations. You will be required to use stimulus material presented in different formats to respond to questions. You will sit this exam in Year 10, with the opportunity to resit in Year 11 if necessary.

Unit 2: is an assignment based on Hospitality and Catering in Action. Within this assignment tasks will be completed to PASS, MERIT or DISTINCTION level; this work will be set and marked internally. You will apply your learning to safely prepare, cook and present nutritional dishes. You will draw on your learning of different types of provision, kitchen and front of house operations in Unit 1, as well as personal safety in their preparations.

This task involves 6 hours under supervised conditions which will be set and moderated by the exam board.

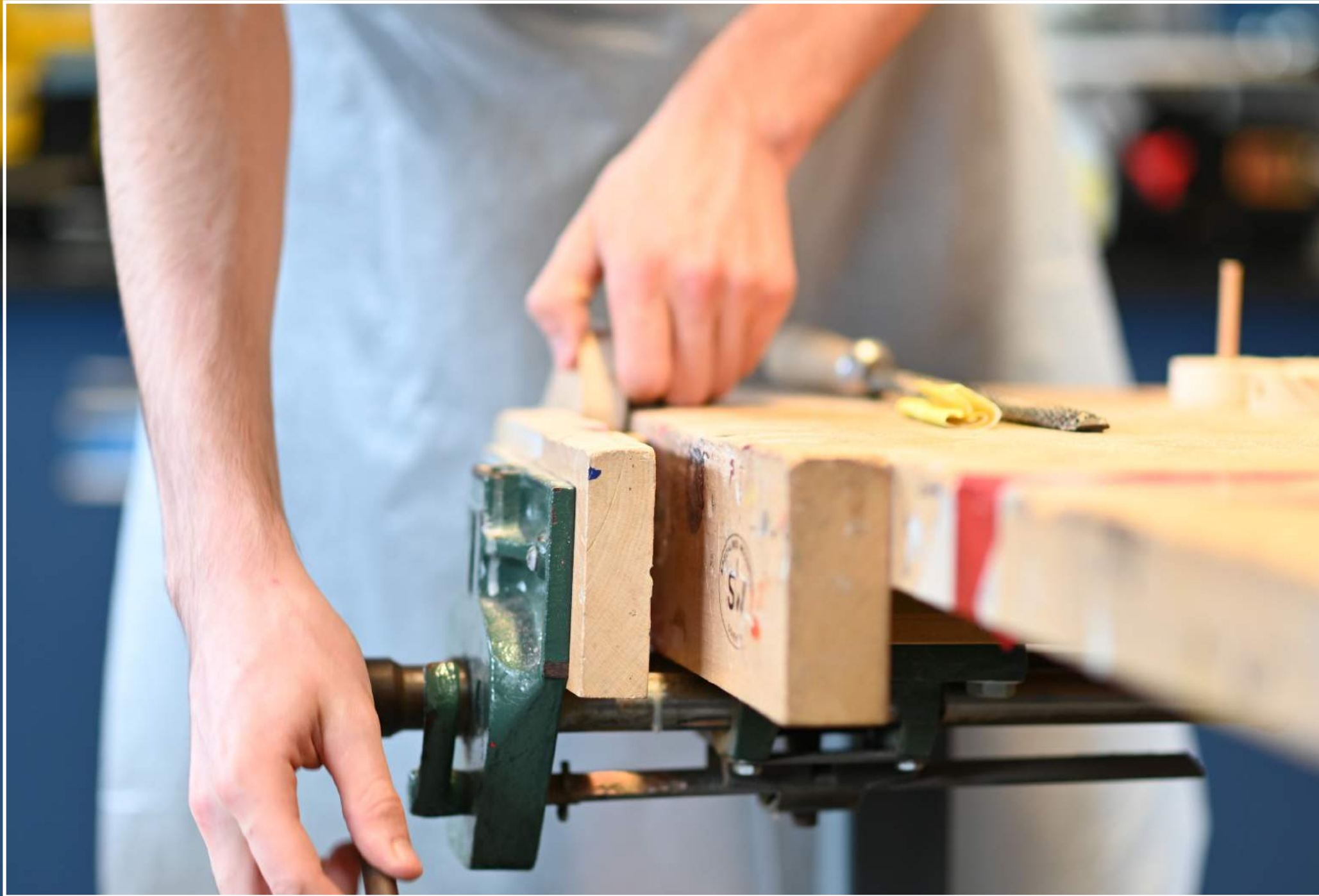
WHAT CAN THESE QUALIFICATIONS LEAD TO?

The WJEC Level 2 Certificate in Hospitality & Catering can be studied with a variety of other subjects to suit the needs of the pupil. Popular course combinations include Business Studies, Chemistry, Health & Social Care and Physical Education. It is widely accepted by universities and the UCAS application process if continued to Level 3.

The hospitality and catering industries are major employers in the UK, both highly competitive and challenging sectors offering a wealth of employment opportunities.

The course covers a wide range of units, which allows pupils to follow pathways of interest to their future career. Progression routes into further training and higher education are wide ranging; many pupils who study Hospitality continue their studies at university. The Level 3 course is excellent preparation for entering courses such as Events Management, Nutrition and Health Studies, Dietetics, Consumer Science and Health Promotion.





D&T (PRODUCT DESIGN)

Head of Department:	Miss E Hughes
Exam Board	OCR
Qualification:	GCSE in Design & Technology, specialising in Product Design

PROGRAMME OF STUDY

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

This course will provide opportunities for you to develop the skills you need to design, model, make and evaluate products which meet an identified need. You will develop your designing and making skills through working with a range of manufacturing processes and materials, focusing mainly on wood, plastic and metal. You will learn to use the full range of workshop tools and equipment and will use CAD CAM (computer aided design and manufacture) and the latest technology to produce products of quality. Examples of products you can design & manufacture include low voltage lighting, small storage unit or an educational toy for a child.

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

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

HOW IS THE COURSE STRUCTURED & ASSESSED?

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

Component 1: Iterative Design Challenge

Controlled Assessment: Internally assessed, externally moderated, 50% of the qualification and based on a range of tasks released by the exam board.

There will be three open and real-world contexts for learners to interpret through the processes of ‘explore, create and evaluate’. You will use the skills and knowledge to design a product based on your chosen materials area, and make imaginative solutions to a range of practical tasks.

You could be asked to design a product to facilitate ‘smarter living’, encourage people to be more physically active or to engage people in more sociable interaction.

Component 2: Principles of Design & Technology External Examination

Externally assessed, 2 hour paper worth 50% of overall grade. This is a single examination component with questions covering both ‘core’ and ‘in-depth’ specialist content in Product Design. This content requires you to apply mathematical and scientific knowledge.

WHAT CAN THESE QUALIFICATIONS LEAD TO?

As well as developing valuable transferable skills this course provides a route into A Level Product Design and other further and higher education courses in design and technology. Career sectors include product design, industrial design, architecture, manufacturing, engineering, construction and mechanics.

DIGITAL INFORMATION TECHNOLOGY

Head of Department:	Mrs K Penny
Exam Board	Edexcel
Qualification:	BTEC Level1/2 Technical Award in Digital Information Technology

PROGRAMME OF STUDY

The qualification has been designed to nurture digital knowledge that underpins effective use of skills, processes and attitudes in the sector, such as how different user interfaces meet user needs, how organisations collect and use data to make decisions, virtual workplaces, cyber security and legal and ethical issues.

HOW IS THE COURSE STRUCTURED & ASSESSED?

The qualification consists of three components that gives you the opportunity to gain a broad knowledge and understanding of the digital sector. It helps to develop specialist skills and techniques in project planning, designing user interfaces and manipulating and interpreting data. Two of the units are internally assessed and externally moderated. One of the units is exam based that is externally assessed. In order to be awarded a qualification, a learner must complete and achieve an outcome for all three components. The overall grade is a direct aggregation of performance across individual components, with each component weighted according to the GLH.

Component 1: Exploring User Interface Design Principles and Project Planning Techniques 36 GLH (Internal assessment worth 30%)
This component provides you with the knowledge, practical and creative skills they need to explore user interface design and development principles that investigate how to use project planning techniques to manage a digital project.

Component 2: Collecting, Presenting and Interpreting Data 36 GLH (Internal assessment worth 30%)
This component provides you with the knowledge and practical skills they need to explore how data impacts on individuals and organisations to be able to draw conclusions and make recommendations on data intelligence.

Component 3: Effective Digital Working Practices 48 GLH (Exam unit worth 40%)
This component requires you to analyse and interpret information in relation to different scenarios and draw on knowledge, understanding and skills such as the project planning process, interface design, collection and use of data when making recommendations on working practices related to design, project organisation, cyber security and legal and ethical issues.

WHAT CAN THESE QUALIFICATIONS LEAD TO?

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

In summary, this qualification opens up an incredible world of opportunities for work both in the technology industries and in supporting roles within other industries. IT people not only need technical skills and knowledge but also other characteristics such as an ability to communicate clearly. This course will enhance your English skills through the requirement for analytical writing,





ENGLISH

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

PROGRAMME OF STUDY

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

HOW IS THE COURSE STRUCTURED & ASSESSED?

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

You will practise creative writing as well as transactional writing. In Year 11, you will continue to develop your GCSE English Language skills but will also study the remaining English Literature set texts.

There are two main ways that pupils’ work is assessed:
a) Externally – Both courses are linear and pupils sit all external examinations in both GCSE English and GCSE English Literature at the end of Year 11.

b) Internally – English teachers feed back to pupils on progress made by marking homework, feeding back and offering supportive advice in preparation for trial and external examinations.

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

WHAT CAN THESE QUALIFICATIONS LEAD TO?

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

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

All of these skills would lend themselves effective to careers in Marketing, PR and Sales, Journalism and Broadcasting and Law.

A career in Marketing and PR will require the creativity that an English student possesses, devising strategies to promote an organisation through a variety of social platforms.

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

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

GEOGRAPHY

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

PROGRAMME OF STUDY

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

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

HOW IS THE COURSE STRUCTURED & ASSESSED?

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

Component one: Living with the physical environment.

The topics for this paper are:

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

Component two: Challenges in the human environment.

The topics for this paper are:

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

Component Three: Geographical application.

The topics for this paper are:

- Issue evaluation (Pre-release resource booklet available 12 weeks before paper 3)
- Fieldwork

Geographical skills are embedded into each topic and are continually practised throughout the GCSE course.

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

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

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

WHAT CAN THESE QUALIFICATIONS LEAD TO?

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

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





HEALTH & SOCIAL CARE

Head of Department:	Miss A Austin
Exam Board	Pearson
Qualification:	BTEC Level 2 Tech Award in Health & Social Care

PROGRAMME OF STUDY

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

Component 1: Human Lifespan Development (Assignment)

You will explore different aspects of growth and development and the factors that can affect this across the life stages. You will explore the different events that can impact on individuals’ physical, intellectual, emotional and social (PIES) development and how individuals cope with and are supported through changes caused by life events.

Component 2: Health & Social Care Services & Values (Assignment)

You will explore health and social care services and how they meet the needs of service users. You will also study the skills, attributes and values required when giving care which are common across the sector (some of which are transferable to other sectors that involve interactions with clients or customers).

Component 3: Health & Wellbeing (Exam)

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

HOW IS THE COURSE STRUCTURED & ASSESSED?

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

The qualification consists of three components that give you the opportunity to explore an insight into how people develop over time and the factors that impact their development, as well as the values of the health and social care sector. Students will also develop key skills and gain an insight into the sector. Two of the units are internally assessed and externally moderated. One of the units is exam based and is externally assessed. In order to be awarded a qualification, a learner must complete and achieve an outcome for all three components. The overall grade is a direct aggregation of performance across individual components, with each component weighted according to the GLH.

WHAT CAN THESE QUALIFICATIONS LEAD TO?

This course is ideal preparation for progression to more detailed study of Health & Social Care such as an A Level course or a BTEC National qualification (level 3). Taking Health & Social Care further can be useful for a range of jobs such as nursing, midwifery, teaching, mental health practitioners etc.

HISTORY

PROGRAMME OF STUDY

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

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

HOW IS THE COURSE STRUCTURED & ASSESSED?

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

Paper 1: Thematic Study and Historic Environment: (30% of the qualification)

Medicine in Britain 1250-present and the British sector of the Western Front, 1914-18: injuries, treatment and the trenches. The exam will involve answering questions on the key features of the period, explaining similarities and differences of the period, detailed source analysis and reaching a judgement through contextual knowledge and a balanced argument.

Paper 2: Period study and British Depth Study: (40% of the qualification)

Contains two units:
The American West 1835-1895 and Tudor depth option. The exam paper will be split into a Period Study on the American West and a depth study on Elizabethan England. You will answer questions explaining consequence, importance and

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

features of the period. There will also be a question asking you to reach a reasoned judgement using contextual knowledge.

Paper 3: Modern Depth Study: (30% of the qualification) Weimar and Nazi Germany 1918-39.

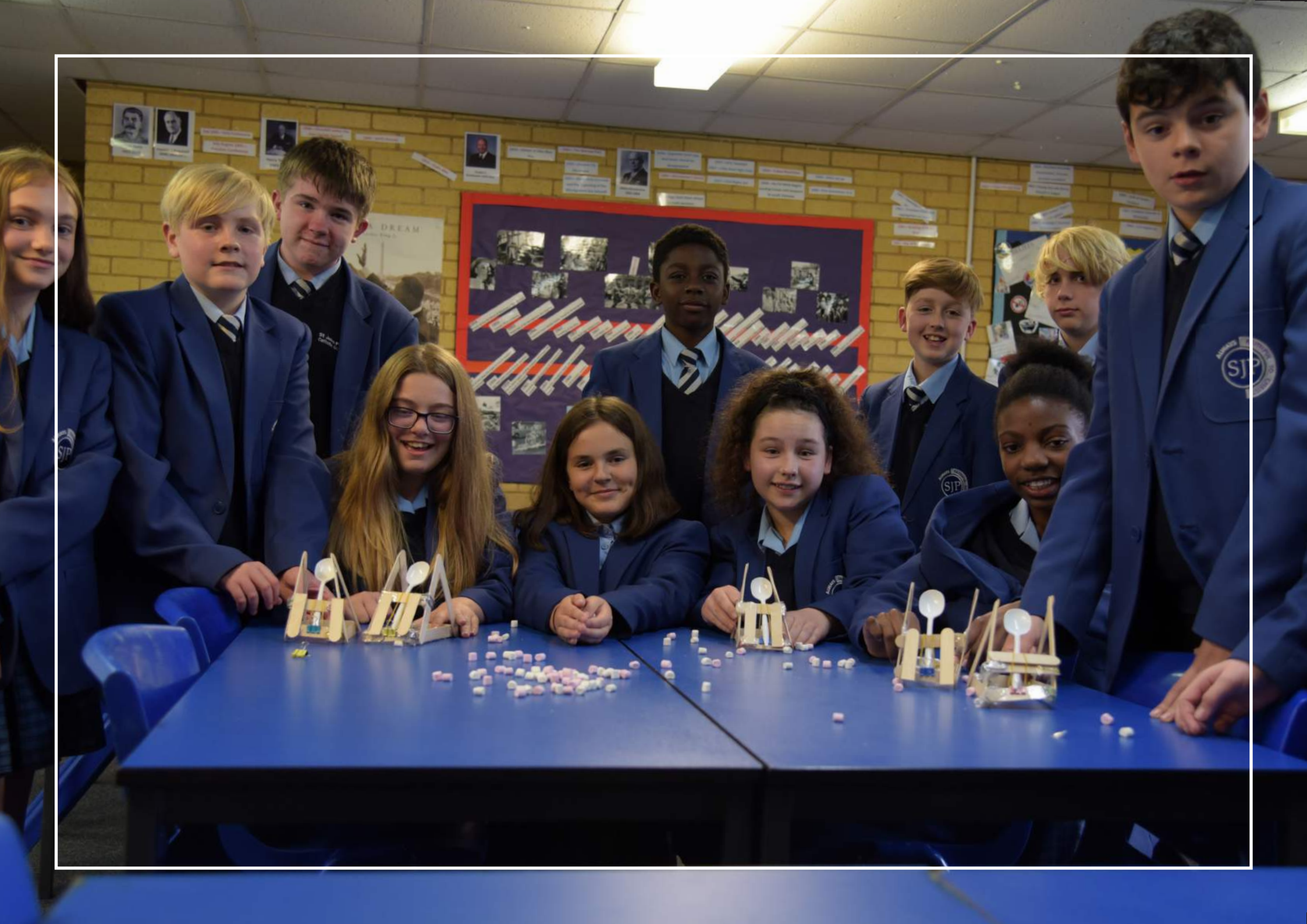
The exam has a large focus on sources and interpretations. You will be asked to make inferences from sources, analyse the utility of sources and explain the reasons for differences between interpretations. You will also need to reach a judgement on how far they agree with a statement using interpretations, sources and relevant contextual historical knowledge.

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

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

WHAT CAN THESE QUALIFICATIONS LEAD TO?

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





MATHEMATICS

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

PROGRAMME OF STUDY

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

You will continue to build on the skills learnt at Key Stage 3 covering number, ratio, algebra, geometry and handling data in more detail.

You will learn new skills and techniques in these areas, and then apply them in practical situations to see how mathematics solves real life problems. There is now a much greater emphasis in the assessment of mathematics being used in real life situations.

HOW IS THE COURSE STRUCTURED & ASSESSED?

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

There are two main ways that pupils’ work is assessed:

a) Internally:

Mathematics teachers provide feedback to you on your progress by marking exercise books, homeworks, complete progress checks and through assessments and mock examinations.

We offer supportive advice that stems from all of the above methods to ensure all pupils understand their main areas of development and to make sure you make the necessary progress in line with your peers. Class sizes are smaller than the average class sizes nationally to facilitate targeted support in key areas. This support will further help you to achieve or exceed your target grade in mathematics.

We offer supportive advice that stems from all of the above methods to ensure all of our pupils understand their main areas of development and to make sure they make the necessary progress in line with their peers. Class sizes are smaller than the average class sizes nationally to facilitate targeted support in key areas. This support will further help pupils to achieve or exceed their target grade in mathematics.

b) Externally:

You will sit a full GCSE examination at the end of Year 11. This comprises of three examination papers with the duration of 1 hour 30 minutes per examination. All exams carry equal weighting. Paper 1 is a non-calculator exam and papers 2 and 3 will require a scientific calculator.

You will be entered at either Higher or Foundation Tier in line with the new grading system: Higher Tier (Possible grades achieved 9 - 4) or Foundation Tier (possible grades achieved 5 - 1) based on your performance and teacher assessment.

WHAT CAN THESE QUALIFICATIONS LEAD TO?

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

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

Head of Department:	Mr J McFadden
Exam Board	AQA
Qualification:	GCSE in Chinese

PROGRAMME OF STUDY

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

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

- Theme 1: Identity and culture
- Theme 2: Local, national, international and global areas of interest
- Theme 3: Current and future study and employment

HOW IS THE COURSE STRUCTURED & ASSESSED?

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

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

The listening and reading units will require you to respond to spoken or written Chinese demonstrating that you can understand and identify key information. In the reading unit you will also be required to translate from English into Chinese. The speaking unit consists of a role play, picture based discussion and general conversation lasting from 7 to 12 minutes and will be conducted by your teacher. The writing unit involves a series of questions requiring you to demonstrate your ability to structure a response using appropriate vocabulary and a range of tenses. You will also be required to translate from Chinese into English.

WHAT CAN THESE QUALIFICATIONS LEAD TO?

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

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

A qualification in a language will always look good on your CV, as it tells potential employers or colleges that you can use the four essential skills of communication. It will also prove to be particularly useful as the UK leaves the European Union. Employers have been actively seeking those with foreign language skills to fill a variety of positions in their companies. Chinese is particularly sought after as very few schools offer Chinese to GCSE level and beyond. As a result, the possibility of studying and living in China is very high and can give you the edge in almost any industry.





MEDIA STUDIES

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

PROGRAMME OF STUDY

Component 1: Exploring Media Products

You will develop your understanding of how media products create meaning for your audiences. You will examine existing products and explore media production techniques..

Component 2: Developing Digital Media Production Skills

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

Component 3: Create a Media Product in Response to a Brief

You will apply and develop your planning and production skills and techniques to create a media product in response to a client brief.

HOW IS THE COURSE STRUCTURED & ASSESSED?

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

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

Components 1 and 2 are assessed through non-exam internal assessment. The non-exam internal assessment for these components has been designed to demonstrate application of the conceptual knowledge underpinning the sector through realistic tasks and activities. This style of assessment promotes deep learning through ensuring the connection between knowledge and practice.

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

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

WHAT CAN THESE QUALIFICATIONS LEAD TO?

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

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

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

MUSIC

Head of Department:	Mrs A Dixon
Exam Board	Edexcel
Qualification:	BTEC Level 2 Tech Award in Music Practice

PROGRAMME OF STUDY

Throughout this course, you will learn about how music and music technology are used today in the professional world of recording studios, live concerts and live theatre performances. You will choose from a pathway of performance-based work or technology-based work developing the skills required to support a live production, including sound, lighting, staging and costumes. The music industry is a vibrant, exciting and highly competitive industry that contributed £5.2 billion to the UK economy in 2019 and generated a further £2.7 billion in export revenue. In 2016, live music alone created £3.7 billion in direct and indirect income for the UK. The music industry is constantly evolving and offers many different and exciting new work opportunities. In 2019, the music industry supported more than 190,935 full-time jobs in the UK, 139,352 of which were in the music creators’ sector.

HOW IS THE COURSE STRUCTURED & ASSESSED?

The BTEC Level 1/Level 2 First Award in Music is run over two years and content is broken down into units. Each unit is worth a specific number of points and, to successfully complete the course, pupils must complete each unit to the required minimum standard. Pupils must complete the selected four units in order to achieve the required number of points. Each unit is worth 25% of the overall grading level.

Component 1 Exploring Music Products and Styles

Non-exam internal assessment set by Pearson, marked by the centre and moderated by Pearson. The Pearson-set Assignment will be completed in approximately 12 hours of supervised assessment. 60 marks

Component 2 Music Skills Development

Non-exam internal assessment set by Pearson, marked by the centre and moderated by Pearson. The Pearson-set Assignment will be completed in approximately 15 hours of supervised assessment. 60 marks

Component 3 Responding to a Music Brief

Requires learners to apply musical skills and techniques in response to a brief to produce a music product.

The three components focus on the assessment of applied knowledge, skills and practices. These are all essential to developing a basis for progression and therefore learners need to achieve all components in order to achieve the qualification. The components are interrelated and they are best seen as part of an integrated whole rather than as totally distinct study areas. Learners will normally take this qualification over a two-year period or longer. This means that they must be given the opportunity to build their confidence in understanding the sector, vocational contexts and vocational attributes over a long period during the course of study before they are assessed. As the interrelated components are not linked to occupational roles, certification is not available at component level.

WHAT CAN THESE QUALIFICATIONS LEAD TO?

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





PERFORMING ARTS

Head of Department:	Mrs S Stevenson
Exam Board	Pearson
Qualification:	BTEC Level 2 First Award in Performing Arts

PROGRAMME OF STUDY

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

Component 1: Exploring the Performing Arts

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

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

Component 2: Develop Skills and Techniques in the Performing Arts

This component will help you develop your performing arts skills and techniques through the reproduction of acting repertoire as performers.

This component is assessed through both the production of a live performance and written portfolio work that is internally marked and externally moderated.

Component 3: Performing to a Brief

You will be given the opportunity to work as part of a group to contribute to a workshop performance as either a performer or a designer in response to a brief and stimulus. This component is designed to draw upon the knowledge acquired in components 1 and 2 and as such should showcase skills.

This component is set and externally assessed by the exam board.

HOW IS THE COURSE STRUCTURED & ASSESSED?

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

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

WHAT CAN THESE QUALIFICATIONS LEAD TO?

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

PHYSICAL EDUCATION

Head of Department:	Mr M Harris
Specification:	Core PE

QUALIFICATIONS

The leadership courses we currently offer are:

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

PROGRAMME OF STUDY

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

HOW IS THE COURSE STRUCTURED & ASSESSED?

As a compulsory subject, you will continue with PE throughout Years 10 and 11. The PE programme of study at Years 10 and 11 allows you to select activities from various options, giving you the opportunity to try out new activities and take on various roles. Your progress will continue to be monitored within lessons and in a variety of roles (the performer, the official and through analysis work) as in Years 7 - 9. Leadership is a strong strand within all core PE lessons and you will continue to be encouraged to lead various aspects of lessons through guided tasks. You will opt for the Leadership course you would like to follow. The delivery of this course will take place during core PE lessons. You will follow a variety of units, focusing on developing specific skills and qualities needed to be a good sports leader. You will then work in small groups to plan activity sessions and lead these with primary school pupils.

All pupils will continue to be awarded an ATL grade according to their attitude to learning within lessons, which will be reported throughout the year. Your progress will be monitored within the specific activity areas, taking into account your performance in all roles and will not just be based upon practical ability. This information will be discussed with you during review weeks within the learning programme.





PHYSICAL EDUCATION

Head of Department:	Mr M Harris
Exam Board	Pearson
Qualification:	BTEC Level 1/2 First Award in Sport

PROGRAMME OF STUDY

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

- investigating provisions for sport including equipment and facilities to enhance sport
- planning and delivery of sport drills and sessions
- fitness for sport including fitness testing and methodology.

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

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

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

HOW IS THE COURSE STRUCTURED & ASSESSED?

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

WHAT CAN THESE QUALIFICATIONS LEAD TO?

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

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

RELIGIOUS EDUCATION

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

PROGRAMME OF STUDY

You will study themes within Foundational Catholic Theology, Applied Catholic Theology and Judaism, as outlined in more detail below. Religious Education is a ‘core’ subject at SJP, and is therefore compulsory.

HOW IS THE COURSE STRUCTURED & ASSESSED?

The course consists of three externally examined units. You will be examined on the course at the end of Year 11. Papers 1 and 2 are both 1 hour 30 minutes and worth 90 marks each. Paper 3 is 1 hour and is worth 60 marks.

Paper 1: Foundational Catholic Theology – 37.5% of overall mark

Origins and Meaning: This theme requires you to consider religious and non-religious beliefs about the origins and value of the universe and human life. You are expected to make relevant references to scripture, other sources of authority and contrasting scientific and/or non-religious world-views such as those held by Atheists and Humanists.

Good and Evil: This theme requires you to consider philosophical questions concerning the origins and nature of good and evil and different religious answers to the problem of evil and suffering. You are expected to make relevant references to scripture and other sources of authority. This theme must also be studied, where appropriate, from the perspective of the Jewish religious tradition.

Paper 2: Applied Catholic Theology

Life and Death - 37.5% of overall mark: This theme requires you to consider religious beliefs about the nature of life and death. You will also learn about the Catholic teaching on the meaning of death, the importance of dying well and the importance of palliative care with reference to Catholic teaching on assisted suicide and euthanasia. You are expected to make relevant references to scripture and other sources of authority.

Sin and Forgiveness: This theme requires you to consider philosophical questions concerning the nature of criminality and the rationale for punishment. Through a study of teachings and beliefs, questions relating to the justifiability of capital punishment will be explored. You are expected to make relevant references to scripture and other sources of authority.

Paper 3: Judaism - 25% of overall mark

Beliefs and Teachings: You must know, understand and express common and divergent views and the basis for beliefs, teachings and practices. References to relevant sources of wisdom and authority are expected, including scripture and/or sacred texts.

Practices: You will learn about Jewish practices such as worship in the synagogue and at home, Jewish rituals such as Bar Mitzvah, Bat Mitzvah and Bat Chayil and features of the ceremonies. You will also learn about marriage and mourning rituals. You will learn about the origin, meaning and celebration of festivals among different Jewish communities in Britain.

WHAT CAN THESE QUALIFICATIONS LEAD TO?

A GCSE in Religious Studies demonstrates the ability to think critically and to be able to evaluate arguments and other differing opinions, in addition to developing respect, understanding and knowledge of the world in which we live. It is regarded by employers, colleges and universities as a subject with academic rigour and high-order critical thinking skills. Traditionally it has led to careers in education, law, media, and social work.





SCIENCE COMBINED

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

PROGRAMME OF STUDY

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

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

HOW IS THE COURSE STRUCTURED & ASSESSED?

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

There will be:

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

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

WHAT CAN THESE QUALIFICATIONS LEAD TO?

GCSEs in Combined Science naturally lead to A Level in Biology, Chemistry and/or Physics. These qualifications can then lead to a variety of science-based degrees at university. You can also progress to the Applied Science KS5 course, which is appropriate if you wish to pursue a career in nursing, engineering, paramedics, forensics or other science-based apprenticeships.

SCIENCE TRIPLE (BIOLOGY, CHEMISTRY, PHYSICS)

PROGRAMME OF STUDY

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

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

In Biology, you will learn about a range of topics including the transport of substances in plants and animals and using microorganisms to produce food and fuels.

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

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

HOW IS THE COURSE STRUCTURED & ASSESSED?

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

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

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

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

WHAT CAN THESE QUALIFICATIONS LEAD TO?

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

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





SPANISH

Head of Department:	Mr J McFadden
Exam Board	AQA
Qualification:	GCSE in Spanish

PROGRAMME OF STUDY

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

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

Identity and Culture

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

Local area, holiday and travel

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

School

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

Future aspirations, study and work

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

International and global dimension

- global issues such as the environment and poverty

HOW IS THE COURSE STRUCTURED & ASSESSED?

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

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

The listening and reading units will require you to respond to spoken or written Spanish demonstrating that you can understand and identify key information. In the reading unit you will also be required to translate from English into Spanish. The speaking unit consists of a role play, picture based discussion and general conversation lasting from 7 to 12 minutes and will be conducted by your teacher. The writing unit involves a series of questions requiring you to demonstrate your ability to structure a response using appropriate vocabulary and a range of tenses. You will also be required to translate from Spanish into English.

WHAT CAN THESE QUALIFICATIONS LEAD TO?

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

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

A qualification in a language will always look good on your CV, as it tells potential employers or colleges that you can use the four essential skills of communication. It will also prove to be particularly useful as the UK leaves the European Union. Employers have been actively seeking those with foreign language skills to fill a variety of positions in their companies.

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