



*Saint Joseph's*  
CATHOLIC SCHOOL

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— IT'S YOUR —  
**FUTURE**

Key Stage 4  
**Course Directory**  
2025–27

[sjcs.org.uk](http://sjcs.org.uk)



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# THE ROUTE TO SUCCESS

**Instructions & Information  
for Students & Parents**

Summer 2025

[sjcs.org.uk](http://sjcs.org.uk)

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# English

GCSE – Code: 8700 / 8702 – Exam Board: AQA



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## Assessment:

The English Language and Literature courses will run across two years with final assessment at the end of Year 11. There is no coursework element; the only 'early' assessed piece is the Spoken Language element.

- **English Language** has two exam papers which will be taken in the summer of 2027 (Year 11).
- **English Literature** also has two exams papers which will be taken in the summer of 2027 (Year 11).

## Key Information:

The **GCSE English Language** course involves an exciting and wide range of content, including the reading and writing of both fiction and non-fiction texts. Through discussion and detailed analysis, you will explore and compare how writers harness the power of the written word to create meaning and entertain, inform or persuade their readers or audience.

The course also involves a Spoken Language component which does not feed into the final grade, but it is a key skill which will help pupils in the future with their professional communication.

The **GCSE English Literature** course involves an in-depth study of both classic and modern texts. Pupils will study a Shakespeare text (Macbeth), a 19th Century Novel (Jekyll and Hyde), a 20th Century drama (An Inspector Calls), an anthology collection of poetry focusing on Power and Conflict, and a wider range of poetry to prepare for the unseen poetry element of the exam. Pupils will not have copies of the texts in their exams, so they will develop an excellent and comprehensive

knowledge of the texts to support them which will be built through meticulous and rigorous study. Alongside their knowledge of the individual texts, students will develop an awareness and appreciation of the role literature has played throughout history in reflecting and providing commentary on society.

## Career Pathways:

Achieving a grade 4 is considered the expectation for all pupils when they leave school at 16. This enables access to a wide variety of post-16 courses and apprenticeships. Students without a Grade 4 at that point must continue studying English until they achieve this standard.

GCSE English Language at grade 5 or above will be a minimum requirement for many employers or college courses, regardless of whether you intend to study English or not.

GCSE English Literature prepares you equally well for A-Level English Language or Literature and has links with subjects such as Drama, Film & Media Studies, Psychology, Sociology or Philosophy. Traditional career paths include journalism, advertising and the media as well as areas such as copywriting and proofreading, teaching and ghost writing, as well as becoming a published author!

For more information, see  
the full course specification:

[aqa.org.uk/subjects/english](https://aqa.org.uk/subjects/english)

Or scan here:





# Mathematics

GCSE – Exam Board: Edexcel



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## Assessment:

- **Paper 1** – Non-calculator (1 hour 30 minutes)
- **Paper 2** – Calculator (1 hour 30 minutes)
- **Paper 3** – Calculator (1 hour 30 minutes)

## Key Information:

Entries for this GCSE are at two levels – Higher Tier or Foundation Tier – and are assessed externally at the end of Year 11.

Pupils will be entered for GCSE Mathematics at a level appropriate to their ability and ambitions. The qualification will be graded on a nine-grade scale from 9 to 1 using the total marks across three papers, with 9 being the highest grade.

- **Foundation tier:** Grades 5 to 1
- **Higher Tier:** Grades 9 to 4.

There will be three equally weighted exam papers (1 hour 30 minutes each). There is no coursework element to the qualification. Pupils must be able to demonstrate the following assessment objectives:

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

## Who is this course for?

Our aim is to provide a strong foundation for further academic and vocational study and for employment, to give students the appropriate mathematical skills, knowledge and understanding to help them to progress to a full range of courses post-16 and to equip them for the world of work.

For more information, see the full course specification:

[qualifications.pearson.com/en/qualifications/edexcel-gcses/mathematics-2015.html](https://qualifications.pearson.com/en/qualifications/edexcel-gcses/mathematics-2015.html)

Or scan here:



Topic Area	Weighting	
	Foundation	Higher
Number	12–28%	12–18%
Algebra	17–23%	27–33%
Ratio, Proportion and Rates of Change	22–28%	17–23%
Geometry and Measures	12–18%	17–23%
Statistics and Probability	12–18%	12–18%

## Skills Gained:

- Adept at solving quantitative problems
- Ability to understand both concrete and mathematical concepts
- Proficient in communicating mathematical ideas
- Ability to make crucial observations
- Accurately organise, analyse, and interpret data
- Extract important information and patterns
- Assess and solve complex problems
- Able to work independently and in a team

## Additional Qualification:

An additional Level 2 Certificate in Further Maths will be offered to higher achieving pupils. This will require them to attend an additional teaching session after school once a week.

Scan here:



## Linked Careers:

- Medicine
- Engineering
- Pharmacy
- Banking
- Accountancy
- Project management
- Finance
- Investments

# Combined Science

GCSE – Code: **8464** – Exam Board: **AQA**



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## Assessment:

Pupils will receive 2 GCSE combined science grades calculated from the total mark achieved from 6 combined science papers: 2 for Biology, 2 for Chemistry, and 2 for Physics. Each paper is 1 hour 15 mins, and worth 16.7% of the final mark.

40% of the marks are on the scientific method focused on the 21 required practicals, an average of 20% of the marks are for applied maths and 40% of the marks are for the application of scientific knowledge.

## Key Information:

Entries at GCSE are at two levels Higher Tier (Grades 4 to 9) or Foundation Tier (Grades 1 to 5) and are assessed externally at the end of Year 11.

Pupils will also complete 21 required practicals during the course. An understanding of the principles of these required practicals will be assessed in the written papers B1, B2, C1, C2, P1 & P2.

### Biology: 2 Papers comprising of the following units:

- B1: Cell Biology; Organisation; Infection and response; and Bioenergetics
- B2: Homeostasis and response; Inheritance, variation and evolution; and Ecology.

### Chemistry: 2 Papers comprising of the following units:

- C1: Atomic structure and the periodic table; Bonding, structure, and the properties of matter; Quantitative chemistry; Chemical changes; and Energy changes
- C2: The rate and extent of chemical change; Organic chemistry; Chemical analysis; Chemistry of the atmosphere; and Using resources

### Physics: 2 Papers comprising of the following units:

- P1: Energy; Electricity; Particle model of matter and Atomic structure
- P2: Forces; Waves; and Magnetism and electromagnetism

## Who is this course for?

At SJCS pupils are taught by specialist teachers. Science forms part of the compulsory 'core' curriculum. There is significant factual content in all the courses but in addition to teaching the basics of the syllabus we endeavour to make our pupils think like scientists. The Sciences at GCSE encourage pupils to question, debate and evaluate decision making. Pupils will be expected to design experiments, to observe, record and present data. They will also be expected to understand the importance of using data to draw valid conclusions and to understand societal aspects of scientific data and the limitations of scientific data.

## Trips:

There are a range of trips in the Science curriculum, most notably the recent Scholar's trip to CERN in Geneva, Switzerland. Pupils also have the opportunity to visit the Winchester Science Museum to interact with the exhibition and experience the Planetarium there. There are also opportunities to visit Bournemouth Oceanarium, conduct field work at one of our local coastal sites or visit the Big Bang Exhibition at the NEC.

## Skills Gained:

- Understanding of the effects of Science on society.
- Knowledge of the material, physical and living worlds.
- How to use hypothesis and evidence to understand Science.
- Observational, enquiry and problem-solving skills.
- Skills in communication, mathematics and technology
- Develop judgement by learning how to critically evaluate the trustworthiness of information sources.

For more information, see the full course specification:

[aqa.org.uk/subjects/science/gcse/science-8464/specification](https://aqa.org.uk/subjects/science/gcse/science-8464/specification)

Or scan here:



# Separate Sciences



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GCSE – Code: 8461/8462/8463 – Exam Board: AQA

## Assessment:

- **Paper 1:** Written Exam (1 hour 45 mins) – 50% of final mark
- **Paper 2:** Written Exam (1 hour 45 mins) – 50% of final mark

## Key Information:

### Biology

Paper 1: Cell Biology; Organisation; Infection and response; Bioenergetics

Paper 2: Homeostasis and response; Inheritance; Variation and evolution; Ecology

### Chemistry

Paper 1: Atomic structure and the periodic table; Bonding, structure, and the properties of matter; Quantitative chemistry; Chemical changes; Energy changes

Paper 2: Chemical change; Organic chemistry; Chemical analysis; The atmosphere; Using resources

### Physics

Paper 1: Energy; Electricity; Particle model of matter; Atomic structure

Paper 2: Forces; Waves; Magnetism and electromagnetism; Space physics

## Who is this course for?

Pupils with strong Maths and English skills may consider studying towards three separate GCSEs in Biology, Chemistry and Physics. Studying separate sciences at GCSE provides a comprehensive understanding of Biology, Chemistry, and Physics individually, offering in-depth knowledge and practical skills. This specialised approach not only lays a solid foundation for future STEM studies and careers but also fosters a nuanced appreciation of each scientific discipline, enhancing the breadth and depth of each Science discipline ahead of A- Level Science study.

## Skills Gained:

- Investigative skills
- Critical thinking
- Research / quantitative skills
- Problem solving
- Analytical skills
- Increase decision making
- Analytical skills

## Linked Careers:

(for both Combined and Separate Sciences)

- Medicine
- Biomedical sciences
- Physiotherapy
- Sports science
- Ecologist/Botanist
- Pharmacist
- Engineering (Mechanical, Genetics, Chemical)
- Pathologist
- Veterinary care

For more information, see the full course specifications:

**Biology:** [aqa.org.uk/subjects/biology/gcse/biology-8461/specification](https://www.aqa.org.uk/subjects/biology/gcse/biology-8461/specification)

**Chemistry:** [aqa.org.uk/subjects/chemistry/gcse/chemistry-8462/specification](https://www.aqa.org.uk/subjects/chemistry/gcse/chemistry-8462/specification)

**Physics:** [aqa.org.uk/subjects/physics/gcse/physics-8463/specification](https://www.aqa.org.uk/subjects/physics/gcse/physics-8463/specification)

Or scan here:





# Religious Studies

GCSE – Code: C120QS – Exam Board: Eduqas



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## Assessment:

The final grade for GCSE Religious Studies will be based on three exam papers:

- **1. Catholic Christianity** – Exploring core beliefs, teachings, and practices.
- **2. Judaism** – Understanding the traditions and beliefs of another faith.
- **3. Philosophical and Ethical Studies** – Addressing moral issues such as abortion, euthanasia, the death penalty, forgiveness, stewardship, and the role of law in society.

These exams assess pupils on their ability to evaluate religious teachings, engage in philosophical debate, and apply their knowledge to contemporary moral issues.

## Key Information:

We believe that Religious Studies is an essential and enriching subject that shapes pupils academically, morally, and spiritually. As a core subject in our curriculum, all pupils follow the Eduqas Specification B, which focuses on Catholic Christianity and Judaism. Pupils will be provided with a deep understanding of religious beliefs, practices, and moral perspectives, encouraging them to think critically about ethical issues that affect society today.

## Why choose Religious Studies?

Religious Studies is not just about learning facts—it is an academic and deeply philosophical subject that encourages pupils to question, reflect, and develop strong analytical skills. By studying religion, pupils gain a deeper understanding of the world, different cultures, and key moral debates that shape society.

This subject is highly valued by colleges, universities, and employers, as it demonstrates an

ability to think critically, construct arguments, and understand different perspectives.

Beyond academic success, Religious Studies helps shape pupils into compassionate, open-minded, and thoughtful individuals. By engaging with topics such as forgiveness, justice, peace, and moral responsibility, pupils develop key life skills that make them better citizens, able to navigate ethical challenges in their personal and professional lives.

At St Joseph's, we are committed to ensuring that Religious Studies inspires pupils to think deeply, act justly, and contribute positively to the world. We encourage all parents to see the value of this subject—not only as a key academic qualification but as a transformative journey that helps shape the character and future of our pupils.

## Linked Careers:

Religious Studies at GCSE level provides a strong foundation for further study in subjects such as Philosophy, Ethics, Theology, History, and Sociology. It also supports career pathways in:

- **Teaching & Education** – Understanding diverse perspectives and developing communication skills.
- **Social Work & Healthcare** – Developing empathy and ethical reasoning in caring professions.
- **Law & Policing** – Gaining insight into justice, morality, and human rights.
- **Politics & International Relations** – Understanding religious and cultural influences on global affairs.

For more information, see the full course specification:

[eduqas.co.uk/qualifications/religious-studies-gcse/](https://eduqas.co.uk/qualifications/religious-studies-gcse/)

Or scan here:





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# History

**GCSE – Code: 8145 – Exam Board: AQA**

## Assessment:

- **Paper 1:** Understanding the modern world (2 hours) 50% of the final mark
- **Paper 2:** Shaping the nation (2 hours) 50% of the final mark

## Key Information:

**Paper 1** will look at Germany before and after the First World War, and how the Treaty of Versailles and the roaring twenties and the Wall St Crash that followed led to dictatorship, Fascism's rise and ultimate defeat.

It will also cover the years following the First World War, looking at how people and politicians tried to make sure that the 'war to end all wars' was never repeated – a hope that ultimately failed by 1939.

For **Paper 2**, we study migration, empires and the people c.790 to the present day. Linking global history back to Britain, the topic covers the ebb and flow of people into and out of Britain, as well as the growth and decline of the British Empire and the emergence of the Commonwealth and the European Union, and ultimately Brexit.

We will also look at Elizabethan England (c. 1568-1603), particularly the last 35 years of Elizabeth I's reign, including economic problems and successes, culture, politics, the threat of invasion and the development of Britain's 'Golden Age'. The historic environment looks at Elizabethan England through a specific location, investigating how the site is related to a changing Elizabethan world and its people.

**For more information, see the full course specification:**

[aqa.org.uk/subjects/history/gcse/history-8145/specification](http://aqa.org.uk/subjects/history/gcse/history-8145/specification)

Or scan here:



## Why choose History?

Pupils will learn about who we are as a nation and as global citizens by looking at the past through evidence and sources. The course looks at human history through people, places and ideas, looking at how things change over time and how things are changed forever.

GCSE History teaches how to analyse information quickly and clearly, a key skill in a modern world filled with facts and opinion. You will learn how to organise your ideas and communicate them in a clear, logical and persuasive way.

## Skills Gained:

- Develop independent learning
- Teamwork
- Meaningful writing
- Critical thinking
- Inference
- Evidence analysis and evaluation
- Oral communication
- Engage in historical enquiry
- Formulate enquiries and construct arguments
- Increase literacy skills

## Linked Careers:

History at GCSE is valued by employers because it is a traditional and recognisable course with modern transferable skills. History GCSE can be the foundation for careers in:

- Law
- Archaeology
- Archivist
- Armed forces
- Management
- Politics
- Research
- Public Sector
- Journalism
- Social Research
- Education
- Film and media

# Geography

**GCSE – Code: 8035 – Exam Board: AQA**



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## Assessment:

- **Paper 1** – Living with the Physical Environment (35% of GCSE)
- **Paper 2** – Challenges in the human environment (35% of GCSE)
- **Paper 3** – Geographical applications (30% of GCSE)

## Who is this course for?

This exciting and relevant course studies geography in a balanced framework of physical and human themes and investigates the link between them. Students will travel the world from their classroom, exploring case studies in the United Kingdom (UK), higher income countries (HICs), newly emerging economies (NEEs) and lower income countries (LICs). Topics of study include climate change, poverty, deprivation, global shifts in economic power and the challenge of sustainable resource use. Students are also encouraged to understand their role in society, by considering different viewpoints, values and attitudes.

## Skills Gained:

- Identify questions and sequences of enquiry
- Write descriptively, analytically and critically
- Communicate their ideas effectively
- Develop an extended written argument
- Draw well-evidenced and informed conclusions about geographical questions and issues.
- Students are required to develop and demonstrate a range of geographical skills, including cartographic, graphical, numerical and statistical skills, throughout their study of the specification. Skills will be assessed in all three written exams

## Linked Careers:

- Architectural technologist
- Business analyst
- Cartographer
- Data analyst
- Environmental consultant
- Geographical information systems officer
- Marketing executive
- Nature conservation officer
- Social researcher
- Sustainability consultant
- Town planner
- Construction manager
- Ecologist
- Hydrologist
- Landscape architect
- Logistics and distribution manager
- Market researcher
- Palaeontologist
- Political risk analyst
- Secondary school teacher
- Supply chain manager
- Transport planner



*A previous GCSE Geography trip to Swanage*

**For more information, see the full course specification:**

[aqa.org.uk/subjects/geography/gcse/geography-8035/specification](https://www.aqa.org.uk/subjects/geography/gcse/geography-8035/specification)

**Or scan here:**





# Business Studies (Enterprise & Marketing)

Cambridge National – Exam Board: OCR



## Assessment:

- **Unit R067** – Enterprise and marketing concepts which will be externally examined
- **Unit R068** – Design a business proposal: this will be a Non-Exam Assessment Unit (NEA)
- **Unit R069** – Market and pitch a business proposal: this will also be a Non-Exam Assessment Unit

## Key Information:

### R067: Enterprise and Marketing Concepts

Assessed by an exam. Pupils will learn about the key factors to consider and what needs to happen to operate a successful small start-up business. Topics include:

- Characteristics, risk & reward for enterprise
- Market research to target a specific customer
- What makes a product financially viable
- Creating a marketing mix to support a product
- Factors to consider when starting up and running an enterprise.

### R068: Design a Business Proposal

Assessed by a set assignment. Pupils will identify a customer profile for a specific product, complete market research to generate product design ideas, and use financial calculations to propose a pricing strategy and determine the viability of their product proposal. Topics include:

- Market research
- How to identify a customer profile
- Develop a product proposal for a business brief
- Review whether a business proposal is financially viable
- Review the likely success of the business proposal

### R069: Market and Pitch a Business Proposal

This is assessed by a set assignment. In this unit, pupils will develop pitching skills to be able to pitch your business proposal to an external audience. Finally, pupils will review their pitching skills and business proposal using self-assessment and feedback gathered. Topics include:

- Develop a brand identity to target a specific customer profile
- Create a promotional campaign for a brand and product
- Plan and pitch a proposal
- Review a brand proposal, promotional campaign and professional pitch.

## Who is this course for?

The Cambridge National in Enterprise and Marketing will equip pupils with sound specialist knowledge and skills for everyday use. It will challenge all pupils, including high attaining students, by introducing them to demanding material and skills; encouraging independence and creativity; and providing tasks that engage with the most taxing aspects of the National Curriculum. This course will really help you understand the modern business world!

## Skills Gained:

- Verbal communication/presentation,
- Research
- Problem solving
- Analytical skills
- Digital presentation, planning and creative thinking.
- Apply knowledge, understanding and skills in a range of situations to plan and carry out investigations and tasks, testing solutions, and working safely
- evaluating information clearly and making some basic adaptations to methods used

## Linked careers:

- Marketing
- HR
- Finance
- Law
- Running your own business!

For more information, see the full course specification:

[ocr.org.uk/qualifications/cambridge-nationals/enterprise-and-marketing-level-1-2-j837/](https://ocr.org.uk/qualifications/cambridge-nationals/enterprise-and-marketing-level-1-2-j837/)

Or scan here:



# Health & Social Care

BTEC – Exam Board: Pearson



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## Key Components:

1. Human Lifespan Development
2. Health & Social Care Services and Values
3. Health & Well-being

## What does the course cover?

- The life stages and key characteristics in the physical, intellectual, emotional and social (PIES) development classifications and the different factors that can affect an individual's growth and development
- Different life events and how individuals can adapt or be supported through changes caused by life events
- Health and social care conditions, how they can be managed by the individual and the different health and social care services that are available
- The barriers and obstacles an individual may encounter and how these can be overcome
- The skills, attributes and values required to give care and how these benefit the individual
- How factors can affect an individual's current health and wellbeing
- How physiological indicators and an individual's lifestyle choices determine physical health
- The use of the person-centred approach
- Recommendations and actions to improving health and wellbeing and the barriers or obstacles individuals may face when following recommendations and the support available to overcome.

## Who is this course for?

The Health and Social care qualification is for learners who want to gain sector-specific knowledge through vocational contexts. The qualification will broaden your experience and understanding of the sociological perspectives of Health and Social care. You will learn the theoretical basis for providing good quality care, examining how practitioners use legislation, policies and communication to implement professional practice. You must have a commitment to continued assessment via coursework. You must learn the content and put this into your coursework units and meet regular deadlines.

## Linked Careers:

Future related careers available in the health care and education sectors include:

- Nurse
- Midwife
- Social Worker
- Mental Health Worker
- Counsellor
- Personal Assistant
- Teacher

**For more information, see  
the full course specification:**

[qualifications.pearson.com/en/subjecs/health-and-social-care/btec-health-social-care.html](https://qualifications.pearson.com/en/subjecs/health-and-social-care/btec-health-social-care.html)

**Or scan here:**





# French

GCSE – Code: 1FR1 – Exam Board: Edexcel



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## Assessment:

### 1. Speaking (Paper 1 – 25% of the qualification)

Task 1: Read aloud and short interaction.

Task 2: Role play.

Task 3: Picture task with conversation.

### 2. Listening and Understanding (Paper 2 – 25% of the qualification)

Section A: Listening (40 marks).

Section B: Dictation (10 marks).

### 3. Reading and Understanding (Paper 3 – 25% of the qualification)

Section A: Reading and Understanding

Section B: Translation into English

### 4. Writing (Paper 4 – 25% of the qualification)

Foundation Tier: Picture-based task, two open-response questions, and translation into French.

Higher Tier: Two open-response questions and translation into French.

## Key Information:

This is a two-year course, assessed externally at the end of Year 11. The course covers six thematic contexts:

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

## Why choose French?

Taking French at GCSE offers numerous benefits. It enhances cultural awareness by exposing students to the rich history and traditions of French-speaking countries. Proficiency in French can open diverse career opportunities in the

global job market, as many international companies value multilingual employees. Additionally, studying a foreign language improves cognitive skills such as problem-solving, critical thinking, and memory, which can boost overall academic performance. Learning a new language fosters personal growth, building confidence, resilience, and a sense of achievement.

## Skills Gained:

- **Communication Skills:** Enhances the ability to express oneself clearly and understand others in different languages.
- **Cognitive Skills:** Improves problem-solving, critical thinking, and memory.
- **Cultural Awareness:** Fosters appreciation and understanding of diverse cultures and perspectives.
- **Adaptability:** Builds resilience and the ability to navigate new linguistic and cultural contexts.
- **Listening Skills:** Develops better listening abilities and attention to detail.

## Career Pathways:

- International Business
- Tourism and Hospitality
- Education
- Government and Diplomacy
- Media and Journalism

For more information, see the full course specification:

[qualifications.pearson.com/en/qualifications/edexcel-gcses/french-2024.html](https://qualifications.pearson.com/en/qualifications/edexcel-gcses/french-2024.html)

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# Spanish

GCSE – Code: **1SP1** – Exam Board: **Edexcel**



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## Assessment:

### 1. Speaking (Paper 1 – 25% of the qualification)

Task 1: Read aloud and short interaction.

Task 2: Role play.

Task 3: Picture task with conversation.

### 2. Listening and Understanding (Paper 2 – 25% of the qualification)

Section A: Listening (40 marks).

Section B: Dictation (10 marks).

### 3. Reading and Understanding (Paper 3 – 25% of the qualification)

Section A: Reading and Understanding

Section B: Translation into English

### 4. Writing (Paper 4 – 25% of the qualification)

Foundation Tier: Picture-based task, two open-response questions, and translation into Spanish.

Higher Tier: Two open-response questions and translation into Spanish.

## Key Information:

This is a two-year course, assessed externally at the end of Year 11. The course covers six thematic contexts:

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

## Why choose Spanish?

Taking Spanish as a GCSE is a fantastic choice for students. Spanish is one of the most widely spoken languages in the world, opening doors to diverse cultures and countless opportunities.

Mastering Spanish can enhance travel experiences, making it easier to connect with locals and immerse in vibrant Spanish-speaking communities. It also boosts career prospects, as many international companies seek employees who are bilingual. Additionally, learning Spanish improves cognitive skills, such as memory and problem-solving, and fosters a deeper understanding of global perspectives. Choosing Spanish at GCSE is not just about learning a language; it's about gaining a valuable life skill that enriches personal and professional growth.

## Skills Gained:

- **Communication Skills:** Enhances the ability to express oneself clearly and understand others in different languages.
- **Cognitive Skills:** Improves problem-solving, critical thinking, and memory.
- **Cultural Awareness:** Fosters appreciation and understanding of diverse cultures and perspectives.
- **Adaptability:** Builds resilience and the ability to navigate new linguistic and cultural contexts.
- **Listening Skills:** Develops better listening abilities and attention to detail.

## Career Pathways:

- International Business
- Tourism and Hospitality
- Education
- Government and Diplomacy
- Media and Journalism

**For more information, see the full course specification:**

[qualifications.pearson.com/en/qualifications/edexcel-gcses/spanish-2024.html](https://qualifications.pearson.com/en/qualifications/edexcel-gcses/spanish-2024.html)

Or scan here:



# Digital Information Technology

BTEC Technical Award – Exam Board: Pearson

## Assessment:

- **Non-Exam Assessment (NEA):** Both Component 1 and Component 2 will be assessed through the completion of four set tasks in supervised sessions in school, internally assessed and externally moderated. Each Component contributes 30% to the qualification.
- **Examination:** Component 3 is examined by a 1 hour 30 minute paper which is externally marked and is worth 40% of the overall qualification.

## Key Information:

### Component 1 – Exploring User Interface Design Principles and Project Planning Techniques:

Pupils will develop their understanding of what makes an effective user interface and how to effectively manage a project. They will use this understanding to plan, design and create a user interface.

### Component 2 – Collecting, Presenting and Interpreting Data:

Pupils will understand the characteristics of data and information and how they help organisations in decision making. They will use data manipulation methods to create a dashboard to present and draw conclusions from information.

### Component 3 – Effective Digital Working Practises:

Pupils will explore how organisations use digital systems and the wider implications.

## Who is this course for?

This qualification is for pupils interested in taking a hands-on course alongside that will offer them an insight into what it's like to work in the digital sector. Digital skills span all industries, and almost all jobs in the UK today require employees to have a good level of digital literacy, putting it increasingly on a par with English and maths.

This course gives pupils a broad introduction to several aspects of 'digital', from UX and interface design to data management and IT systems, enabling them to see what areas they are most keen on and keeping their options open for progression. Pupils will acquire sector-specific applied knowledge and skills as well as the processes and attitudes that underpin the sector.

## Skills Gained:

- Sector-specific applied knowledge and skills
- Become competent in data management and data protection
- How to present and interpret data
- Knowledge and understanding of the iterative design process, cyber security, virtual teams and legal and ethical issues
- Personal skills: self management, communication, ability and willingness to evaluate and critically analyse performance

## Linked Careers:

- Network Engineer
- Database Administrator
- IT Support Specialist
- Software Developer/Programmer
- Systems Developer
- Web Designer
- Computer and Video Games Designer

For more information, see the full course specification: [qualifications.pearson.com/en/qualifications/btec-tech-awards/digital-information-technology-2022.html](https://qualifications.pearson.com/en/qualifications/btec-tech-awards/digital-information-technology-2022.html)



Quick guide to Digital Information Technology: [b0746f-btec-tech-awards-digital-information-technology-mini-guide-a4p-prf2.pdf](https://b0746f-btec-tech-awards-digital-information-technology-mini-guide-a4p-prf2.pdf)



# Creative Media Production

BTEC Technical Award – Exam Board: Pearson



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## Assessment:

- **Non-Exam Assessment (NEA):** Component 1 (30%) – Written report [10hrs], Component 2 (30%) [10hrs] – Practical project with written supporting evidence.
- **Examination:** Component 3 (40%) [10hrs] – Extended project undertaken over a number of weeks at end of Y11.

## Key Information:

### Component 1: Exploring Media Products

Learners will develop their understanding of how media products create meaning for their audiences, as well as examining existing products and exploring media production techniques.

### Component 2: Developing Digital Media Production Skills

Learners 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

Learners will apply and develop their planning and production skills and techniques to create a media product in response to a brief.

## Who is this course for?

This qualification is for learners interested in taking a hands-on course alongside their GCSEs that will offer them an insight into what it is like to work in the Creative Media sector – transecting many exciting and vibrant industries such as film; television; games, web and app development,

and publishing – giving students an introduction that keeps all of their options open and allows them to make an informed decision about their future learning and career.

The Tech Award enables learners to develop sector-specific skills and knowledge of the production processes and techniques that underpin them, across a range of media products using a combination of practical exploration, experimentation, and realistic vocational contexts.

They will also develop key skills such as investigating and developing ideas through pre-production, production, and post-production, managing their creative projects, documenting progress of skills and work, responding to briefs, presenting work, and reflective practice. In addition, learners develop employability skills such as teamwork, time management and communication.

This qualification takes a fully practical and skills-based approach to learning and assessment, with no written exam. All components, including the externally assessed synoptic component, are assessed through engaging, open, and flexible set tasks, designed to stimulate creative ideas without restricting the type or direction of learner response.

## Skilled Gained:

1. **Media Production Techniques:** Understanding and applying techniques in audio, video, and interactive media production.
2. **Creative Thinking:** Developing innovative ideas and concepts for media projects.



**3. Project Management:** Planning, organising, and managing media projects from inception to completion.

**4. Technical Skills:** Using industry-standard software and equipment for media production.

**5. Teamwork:** Collaborating effectively with others in a production team.

**6. Communication:** Enhancing verbal and written communication skills, essential for pitching ideas and presenting projects.

**7. Problem Solving:** Addressing and overcoming challenges encountered during media production.

**8. Research Skills:** Conducting research to inform and support media projects.

**9. Critical Analysis:** Evaluating media products and understanding their impact on audiences.

**10. Reflective Practice:** Continuously assessing and improving one's own work through feedback and self-reflection

These skills not only prepare students for careers in the creative media industry but also equip them with valuable competencies applicable in various fields.

## Linked Careers:

- Film Director / Television Producer
- Video Editor
- Graphic Designer
- Animator
- Game Designer
- Journalist
- Social Media Manager
- Public Relations Specialist
- Web Developer
- Content Creator (e.g. YouTuber, Podcaster)

These careers span various sectors within the creative media industry, offering a wide range of opportunities for students to explore and specialise in.

**For more information, see the full course specification:**

[qualifications.pearson.com/en/qualifications/btec-tech-awards/creative-media-production-2022](https://qualifications.pearson.com/en/qualifications/btec-tech-awards/creative-media-production-2022)

**Or scan here:**



**Quick guide to BTEC Creative Media Production:**

[qualifications.pearson.com/content/dam/pdf/btec-tech-awards/creative-media-production/2022/Guide/b0746e-btec-tech-awards-creative-media-mini-guide-a4p-prf2.pdf](https://qualifications.pearson.com/content/dam/pdf/btec-tech-awards/creative-media-production/2022/Guide/b0746e-btec-tech-awards-creative-media-mini-guide-a4p-prf2.pdf)

**Or scan here:**



# Fine Art

GCSE – Code: **J171** – Exam Board: **OCR**



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## Assessment:

- Portfolio: 60% of final mark, internally assessed, externally moderated
- External set exam: 10 hours of supervised time. 40% of final mark

## Key Information:

### Component 1 – Portfolio:

Pupils will develop, explore and record their ideas. They will learn skills whilst developing their knowledge and understanding. They will create a personal response to starting points which can be visual/ and or written and they will be working in range of traditional and/or digital media.

### Component 2 – Externally set task:

Has an exam paper from which they will be able to choose a starting point either visual or written to develop a response using the skills, knowledge and understanding from their portfolio unit. They will be given a period of preparation, then a 10-hour period of sustained focussed study in which to realise their final response.

## Assessment format:

- **A01:** Develop ideas through sustained and focused investigations informed by contextual or other sources, demonstrating analytical and critical understanding
- **A02:** Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes
- **A03:** Record ideas, observations and insights relevant to intentions as work progresses

- **A04:** Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language

## Skills Gained:

The course offers the opportunity to develop the pupils' skills, knowledge and understanding using practical skills, while developing and understanding of the wide-ranging areas of art, craft and design. They will have the opportunity to study from a range of options to suit their interests in Fine Art, for example: drawing, painting, mixed media and digital media.

## Linked Careers:

- Illustrator
- Animator
- Graphic designer
- Web designer
- Prop and set design
- Landscape/ interior designer
- Teacher

For more information, see  
the full course specification:

[ocr.org.uk/qualifications/gcse/art-and-design-j170-j176-from-2016/](https://ocr.org.uk/qualifications/gcse/art-and-design-j170-j176-from-2016/)

Or scan here:



# Food Preparation & Nutrition

GCSE – Code: 8585 – Exam Board: AQA



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## Assessment:

### Examination:

1hr 45 min paper to test theoretical knowledge and understanding. **50% of final grade.**

### Non-Exam Assessment (NEA):

#### NEA1: 15% of final grade

A food science investigation looking at the physical and chemical properties of ingredients in cooking. The theme and topics are chosen and released by the exam board in the September of year 11. Delivered over 10 hours, including a series of scientific food experiments, students are required to complete a 2000-word scientific report.

#### NEA2: 35% of final grade.

Food preparation assignment looking at planning and cooking food from either a specific culture, dietary requirement or target market. The theme and topics are chosen and released by the exam board in the November of year 11. The task will assess the students on the following skills: Researching, analysis, selecting and justifying choices, demonstrating practical skills, menu planning as well as the evaluation of nutritional information, costs and sensory properties of the 6 dishes they are assessed against in this NEA. The culmination of this is cooking 3 dishes in a 3-hour window. Students are required to produce a portfolio of evidence of approx. 20 pages. **35% of the final grade.**

## Who is this course for?

The GCSE in food preparation and nutrition is an exciting, creative and hands on course designed for pupils who wish to nurture their understanding of food, and food science through cooking tasks.

The course focused on developing the student's practical cookery skills to gain an understanding of the associated theory. It will prepare students to have the knowledge, skills and understanding to open further opportunities in food, as well as health, food science and nutrition pathways. The course delivers its content through the understanding of the main pillars of the subject, food science, food provenance, food safety, nutrition and cooking skills.

## Skills Gained:

- Develop safe cooking skills.
- Develop and understanding of the functional and chemical properties of food in the main food groups.
- Understand the relationship between food and health.
- Develop an understanding of food nutrition.
- Understand the economic, environmental, ethical and socio-cultural influences of food availability and provenance.
- Explore a range of ingredients and processes to further develop cooking skills form their KS3 skillset.

## Linked Careers:

- Food technologist
- Food teacher
- Nutritionist
- Sports nutrition
- Chef
- Food marketing
- Hospitality
- Dietician
- Food retail
- Food journalism

For more information, see the full course specification:

[aqa.org.uk/subjects/food-preparation-and-nutrition/gcse/food-preparation-and-nutrition-8585/specification](https://aqa.org.uk/subjects/food-preparation-and-nutrition/gcse/food-preparation-and-nutrition-8585/specification)

Or scan here:





# PE

GCSE – Code: **8582** – Exam Board: **AQA**



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## Assessment:

- **Paper 1** – The human body and movement in physical activity and sport : Written examination of 1 hour 15 minutes, 30% of final mark
- **Paper 2** – Socio-cultural influences and wellbeing in physical activity and sport: Written examination of 1 hour 15 mins, 30% of final mark
- **Non-exam assessment (NEA)** – Practical performance in physical activity and sport: Assessed internally, externally moderated, 40% of final mark

## Key Information:

The written exam paper includes multiple choice questions, short answer questions and extended questions. The following topics are assessed:

### Paper 1:

- Applied anatomy and physiology
- Movement analysis
- Physical training
- Use of data

### Paper 2:

- Sports psychology
- Socio-cultural influences
- Health, fitness and wellbeing
- Use of data

## Practical Performance:

Set in three different physical activities in the role of player/performer: one in a team activity, one in an individual activity and a third in either a team or individual activity.

For each of their three activities, pupils will be assessed in skills in progressive drills (10 marks per activity) and in the full context (15 marks per activity).

All practical evidence is internally marked but moderated by an external visiting moderator.

### Analysis and Evaluation Coursework (10%)

Pupils will be assessed on their analysis and evaluation of performance to bring about improvement in one chosen activity.

## Who is this course for?

The aim of this course is to develop knowledge, understanding, skills and values in order to develop and maintain pupil performance in physical activities, whilst understanding the benefits to health, fitness and wellbeing. Pupils will have the opportunity to engage in team and individual sports.

We recommend that pupils participate in a minimum of one sport outside school in order to access higher grades.

## Skills Gained:

- Develop skills techniques, tactics, strategies and/or compositional ideas to enhance practical performance
- Develop theoretical knowledge and understanding how the physiological and psychological state can affect performance in physical activity and sport
- Understand socio-cultural influences which can affect people's involvement in physical activity and sport
- Able to work independently and in a team

## Linked Careers:

- Teaching/Coaching
- Physiotherapy
- Sports Nutrition
- Sports Massage
- Sports Science
- Leisure Management
- Sports Journalism

**For more information, see the full course specification:**

[aqa.org.uk/subjects/physical-education/gcse/physical-education-8582/specification](https://www.aqa.org.uk/subjects/physical-education/gcse/physical-education-8582/specification)

Or scan here:





# Drama

GCSE – Code: **C690QS** – Exam Board: **Eduqas**



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## Assessment:

### Component 1 – 40% – Devising Theatre

- Performance
- Portfolio of Evidence
- Evaluation

**Component 2 – 40%** – Performance from a published play to a visiting Examiner

**Component 3 – 40%** – Written exam based on a Set Text and a Live Theatre Review

## Key Information:

The course aims to develop candidates' creativity, personal growth, self-confidence, communication and analytical skills. It promotes pupils' involvement in and enjoyment of drama as Performers, Devisers, Directors and Designers. It provides opportunities for pupils to attend professional and community dramatic performances and to develop their skills as informed and thoughtful audience members.

Through the study of this specification, pupils will be given opportunities to participate in and interpret their own and others' drama. They will investigate the forms, styles and context of drama and will learn to work collaboratively to develop ideas, to express feelings, to experiment with technical elements and to reflect on their own and others' performances.

By studying GCSE Drama, pupils will learn more about the subject and its contribution to social and cultural commentary and will come to appreciate that drama, whether intended for audiences or not, provides significant opportunities for expressing culture and personal identity.

## Who is this course for?

The course suits pupils who have a strong interest in Drama, enjoy performing and working as **part of a team**.

## Skills Enhanced:

- Public Speaking
- Team Building
- Social Skills
- Problem Solving
- Imagination
- Creativity
- Working to a fixed deadline

## Linked Careers:

- Performer
- Costume Designer
- Set Designer
- Stage Manager
- Film and TV Production
- Marketing
- Set Construction

For more information, see the full course specification:

[eduqas.co.uk/qualifications/drama-gcse](https://eduqas.co.uk/qualifications/drama-gcse)

Or scan here:



# Music

GCSE – Code: **1MU0** – Exam Board: **Edexcel**



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## Assessment:

- **Performing** – Pupils must perform two pieces of music (one solo and one ensemble) under controlled assessment conditions. The minimum combined performance duration is at least four minutes. (60 marks, 30% of total marks)
- **Composition** – Pupils must compose two compositions under controlled assessment conditions. One is written to a brief provided by the examination board and the other is a free composition set by the pupil. (60 marks, 30% of total marks)
- **Appraising** – An examination paper comprising of two sections. Section A contains six questions related to the set works, one short melody/rhythm completion exercise and one question on an unfamiliar work. Section B is a piece of extended writing requiring pupils to compare or evaluate one of the set works and an unfamiliar piece of music. (80 marks, 40% of total marks)

## Key Information:

Pupils will follow the Edexcel GCSE Music course. The course requires pupils to prepare two performances (a solo and an ensemble), write two compositions and study an anthology of set works. The course culminates in a listening paper based on knowledge of the set works and the ability to analyse unfamiliar works.

60% of the course is completed as coursework, with just one unit (worth 40% of the overall marks) taken in the summer examination series.

It is advantageous to be able to play an instrument or sing to be able to complete this course.

## Skills Gained:

Besides the core musical skills of performance, composition and appraisal, music also teaches a number of other key life skills, such as:

- Collaboration skills
- Listening skills
- Communication skills
- Observation and reflection skills
- Patience and dedication
- Memory
- Confidence
- Critical-thinking and quick decision-making
- Appreciation
- Resilience
- Independence

## Linked Careers:

- Musician
- Musical Administration
- Recording
- Broadcasting
- Multimedia
- Publishing
- DJ
- Roadie
- Making and Repairing Musical Instruments
- Teaching
- Journalism
- Tour Promoter

**For more information, see the full course specification:**

[qualifications.pearson.com/en/qualifications/edexcel-gcses/music-2016.html](https://qualifications.pearson.com/en/qualifications/edexcel-gcses/music-2016.html)

Or scan here:

