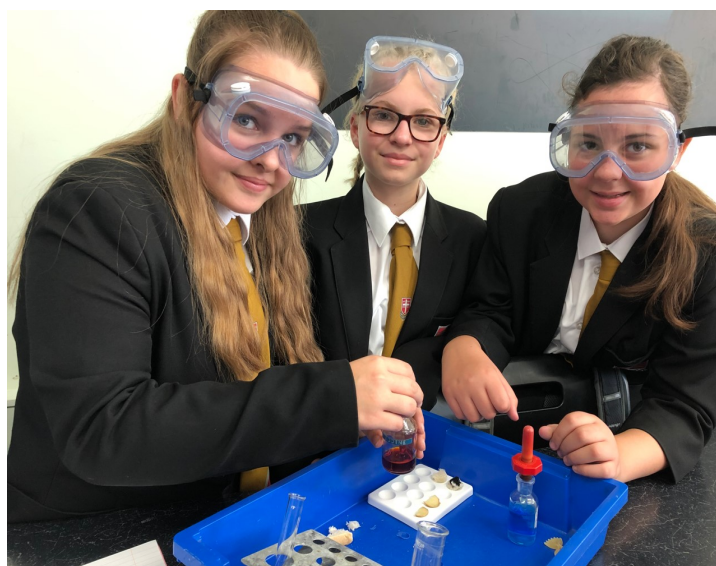


# Information and Guidance for choosing your GCSE Options



## St Joseph's Catholic High School



## Key Stage 4 CURRICULUM 2023-25



"Leaders have developed a curriculum that ensures that pupils study a broad range of subjects. There is an ambition for all pupils, including those with special educational needs and/or disabilities (SEND), to achieve as much as possible. "

*Ofsted, May 2022*

***Unlocking Belief In All***



# CONTENTS

Letter to Parents/Carers	Page 2
KS4 Curriculum at St Joseph's	Page 3
Careers information and the Local Market	Page 30

COURSES	PAGE
<b>CORE SUBJECTS - ALL</b>	
English Language GCSE	6
English Literature GCSE	7
Mathematics GCSE	8
Science GCSE	9
Religious Education GCSE	10
Physical Education - Core (Non-Examined)	11
PSHE – Core (Non-Examined)	12
<b>GCSE SUBJECTS - EBacc</b>	
Modern Foreign Languages GCSE	14
Geography GCSE	15
History GCSE	16
<b>GCSE &amp; Vocational Options</b>	
Art & Design GCSE	18
Business GCSE	19
Business Enterprise and Marketing (Vocational)	20
Child Development (Vocational)	21
Computer Science GCSE	22
Design and Technology GCSE	23
Drama GCSE	24
Food Preparation and Nutrition GCSE	25
ICT—Creative iMedia (Vocational)	26
Music GCSE	27
Physical Education GCSE	28
BTEC Sport (Vocational)	29

# CURRICULUM CHOICES 2023 - 2025

January 2023

Dear Parents/Carers,

A significant stage in your son/daughter's education is here with their GCSE option choices – decisions that can shape the rest of their lives. We hope that we can make this process as smooth, painless and easy as possible.

The Key Stage 4 Curriculum will be outlined to parents and students at the Careers, Information, Advice and Guidance (CIAG) Presentation. This will provide an opportunity to understand the various routes that Key Stage 4 subjects open up and how they suit your child's future. There are opportunities for students and parents to discuss the subjects with the different departments and establish what each GCSE will entail.

I would like to outline 2 pieces of advice to you that should aid the selection:

## **Aspirations**

What does your son or daughter want to be when they are older? If they are unsure, it is nothing to worry about, in fact completely normal. However it would be good to have an idea of an area they have an interest in or/and enjoy e.g. sport, business, medicine.

## **Performance**

There are several subjects that your son/daughter simply has to take. This will all be outlined to you during the presentation. There are some categories that your son/daughter needs to choose from, but there are also a few personal choices. Please do consider what they enjoy when making these choices but also how they have performed in that subject during Key Stage Three. This may not be possible if opting for a key stage 4 only subject, but if they are choosing between Geography and History and their attainment is significantly different between the two, please give careful consideration to this.

Please do take time to read this guide with your son/daughter and discuss their choices with them. This is an exciting time for Year 9 and I look forward to seeing them plan their next steps on their educational journey.

I hope that you find this process informative and wish you the best of luck with the process.

Yours Sincerely,



Mr C Stapleton  
Head Teacher

## Key Stage 4 Curriculum at St Joseph's

Major changes have taken place nationally at 11-16 with the government's review of the types of courses and qualifications offered leading to a greater emphasis on GCSEs, the emergence of EBacc qualifications, Technical Awards and the new 'Progress 8' and 'Attainment 8' measures.

In 2025 when the current Year 9's take their GCSEs they will not be awarded letter grades A\*-U but will instead be awarded numbered grades from 1-9 (grade 4/5 will be the equivalent to an old C grade). New GCSE syllabi have been published and it is evident they require a far greater depth of knowledge, a greater range of skills and aptitudes than the old model GCSEs. As a school we have responded to the biggest changes in education in a generation to ensure all students can be successful at Key Stage 4 and beyond.

### English Baccalaureate (EBacc)

There is now an increasing emphasis on 'EBacc' subjects at GCSE. For students whose prior attainment at Key Stage 2 and progress to date is 'high', it is highly recommended that they complete these subjects in order to progress towards 6<sup>th</sup> form and university. Increasingly, in order to differentiate between students with similar A 'Levels, top universities are looking at GCSE performance in specified areas which include languages and humanities.

We recognise the importance of a balanced curriculum for all and are delighted to be able to offer additional subject choices for this cohort of students; they will have the freedom to choose from a wide range of courses from Languages and Creative Media to Art and Music.

When making subject choices consider the following factors;

- Which subjects do they enjoy most?
- Future career ambitions, is the choice relevant?
- Balance; as they will be studying a range of academic subjects would they like to complete an option with a more practical style of learning?

Consider your subject choice carefully to ensure students base their choices on information they find out rather than picking subjects because their friends are taking them. Please be aware that whilst the school endeavours to run all the courses contained within this options booklet and on our options form, circumstances may arise which give need to a change in the options choices.

Please use this booklet, presentations as well as the Subjects Fair to build up your understanding of subjects available before finalising your options. We look forward to working with you to ensure your child realises their potential.

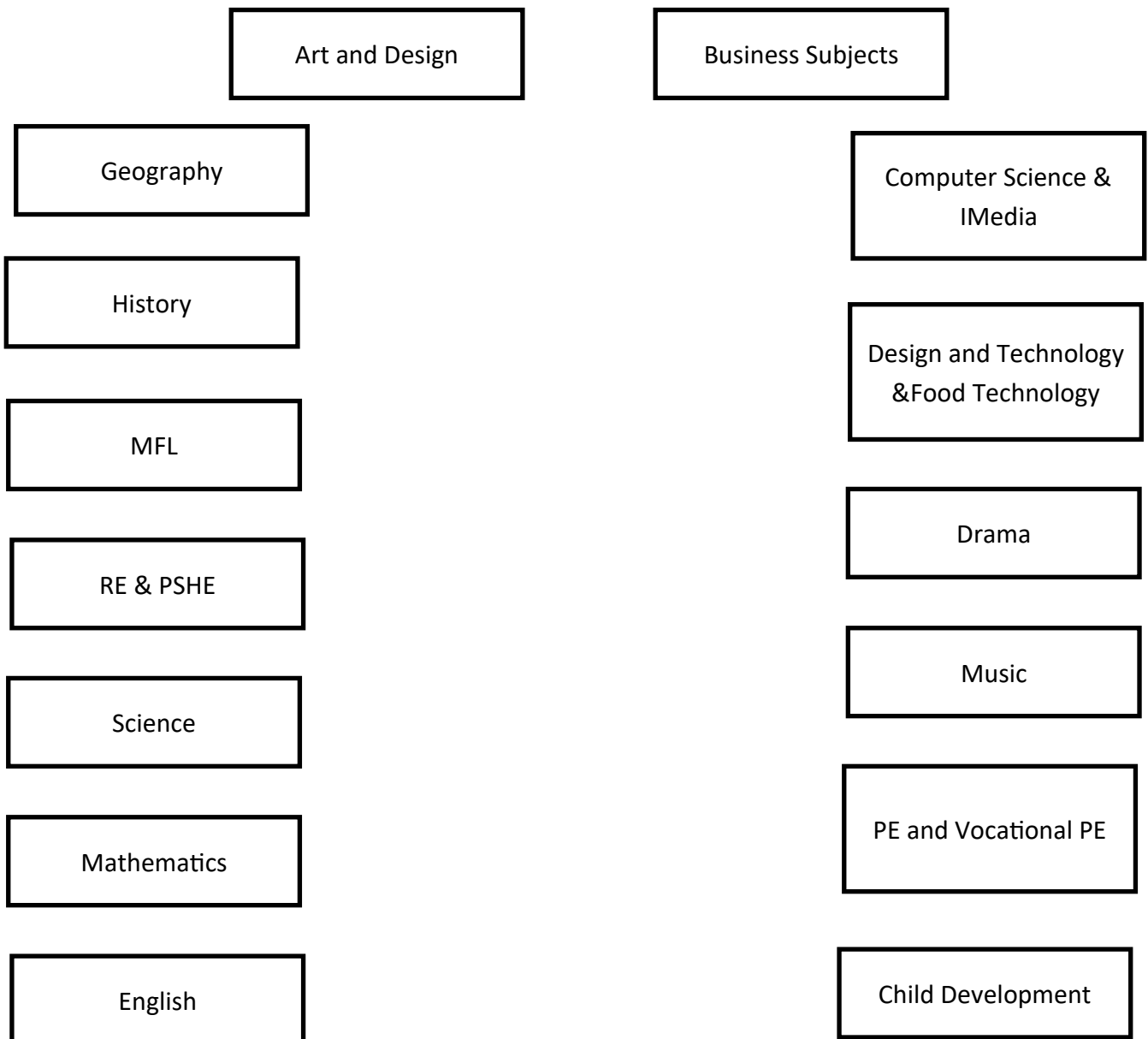
Yours Sincerely,



Fahimah Araf  
Assistant Headteacher

# SUBJECTS FAIR—SPORTS HALL

## SEATING PLAN



# CORE SUBJECTS

# ENGLISH LANGUAGE

<b>Level</b>	GCSE English Language
<b>Exam Board</b>	AQA (Code: 8700)
<b>Website</b>	<a href="http://www.aqa.org.uk">www.aqa.org.uk</a>

The GCSE English Language course aims to enable students to develop the skills they need to read, understand and analyse a wide range of different texts covering the 19th, 20th and 21st century time periods as well as to write clearly, coherently and accurately using a range of vocabulary and sentence structures.

The course encourages students to read fluently and write effectively. They should be able to demonstrate a confident control of Standard English and they should be able to write grammatically correct sentences, deploy figurative language and analyse texts.

In addition, the course will also enable students to listen to and understand spoken language, and use spoken Standard English effectively.

## Assessments:

There are two written examinations which are externally assessed. All texts in the examination will be unseen.

<b>Paper 1: Explorations in Creative Reading and Writing.</b>	<b>Paper 2: Writers' viewpoints and Perspectives</b>
What's assessed <u>Section A: Reading</u> <ul style="list-style-type: none"> <li>One literature fiction text</li> </ul> <u>Section B: Writing</u> <ul style="list-style-type: none"> <li>Descriptive or narrative writing</li> </ul>	What's assessed <u>Section A: Reading</u> <ul style="list-style-type: none"> <li>One non-fiction text and one literary non-fiction text</li> </ul> <u>Section B: Writing</u> <ul style="list-style-type: none"> <li>Writing to present a viewpoint</li> </ul>
Written exam: 1 hour 45 minutes 80 marks 50% of GCSE	Written exam: 1 hour 45 minutes 80 marks 50% of GCSE

**The Spoken Language endorsement will be reported on as part of the qualification, but it will not form part of the final mark and grade.**

<b>Non-examination Assessment: Spoken Language</b>
What's assessed: Presenting Responding to questions and feedback Use of Standard English
The assessments are set and marked by the teacher throughout the course.

## Staff Contact:

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# ENGLISH LITERATURE

<b>Level</b>	GCSE English Literature
<b>Exam Board</b>	AQA (Code: 8702)
<b>Website</b>	<a href="http://www.aqa.org.uk">www.aqa.org.uk</a>

The GCSE course takes a skills-based approach to the study of English literature that is consistent across the genres. It offers excellent preparation for AS and A-level English Literature, as well as giving students a grounding in a wide variety of literature that will stay with them for life.

## Assessments:

There are two written examinations which are externally assessed. All assessments are closed book and any stimulus materials required will be provided as part of the assessment.

<b>Paper 1: Shakespeare and the 19<sup>th</sup> – century novel</b>	<b>Paper 2: Modern texts and poetry</b>
What's assessed <ul style="list-style-type: none"><li>• Shakespeare</li><li>• The 19<sup>th</sup> – century novel</li></ul>	What's assessed <ul style="list-style-type: none"><li>• Modern texts (prose/drama)</li><li>• Poetry (from chosen anthology cluster)</li><li>• Unseen poetry</li></ul>
Written exam: 1 hour 45 minutes 64 marks 40% of GCSE	Written exam: 2 hour 15 minutes 96 marks 60% of GCSE

## Post-16 Choices and Career Opportunities

In Post-16 study, A Level English Literature and English Language are 'facilitating' subjects meaning that, when studied, they allow you to demonstrate a wide range of skills relevant to a range of degree courses broader than simply English focused ones. For example: reading for meaning, analysing and interpreting, building and justifying arguments, extended communications and understanding external influences are skills which are vital in many degree courses and job roles in the 21<sup>st</sup> Century.

**The skills you gain through studying English are marketable in most job sectors. Strong language and communication skills are desirable in all aspects of working life so career opportunities beckon in many areas.**

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# MATHEMATICS

<b>Level</b>	GCSE
<b>Exam Board</b>	Edexcel Linear Specification 1MA1
<b>Website</b>	<a href="http://www.edexcel.com">www.edexcel.com</a>

This course will develop knowledge, skills and understanding of mathematical methods and concepts including number, algebra, shape, measures, statistics and probability. The new syllabus emphasises fluency in mathematical techniques as well as a broader and deeper understanding of basic concepts.

All students study GCSE Maths and will follow the Edexcel Linear course. Students will be entered for the tier of paper that is most suited to their ability level (Foundation or Higher) and target grade. More content has been added to both the Foundation and Higher tier in order to stretch and challenge everyone and better prepare them for studying A level Mathematics.

## Assessment

		% Foundation	% Higher
<b>AO1</b>	<b>Use and apply standard techniques</b>	50	40
<b>AO2</b>	<b>Reason, interpret and communicate mathematically</b>	25	30
		% Foundation	% Higher
<b>AO3</b>	<b>Solve problems within mathematics and in other contexts</b>	25	30
<b>Total</b>		<b>100%</b>	<b>100%</b>

Pupils will sit three papers each 1 hour 30 minutes. Paper 1 is Non-Calculator, Paper 2 and 3 are Calculator.

## Post-16 Choices and Career Opportunities

GCSE Mathematics prepares students to make informed decisions about the use of technology and management of money. It is an entry requirement for many A-level subjects such as Science, Psychology and Economics. A higher grade in GCSE Maths is required for a wide variety of college courses and apprenticeships. The skills you gain through mathematics are marketable in most job sectors.

The logical and problem solving skills are desirable in every aspect of work life so career opportunities are rich and varied. **These include:** Actuarial analyst, Chartered accountant, Data analyst, Systems developer and Statistician.

## Staff Contact

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# GCSE SCIENCE

	Combined science (Trilogy)	Separate sciences
<b>Type of qualification</b>	2 GCSEs—'science'	3 GCSES—biology, chemistry and physics
<b>Exam Board</b>	AQA (Code: 8464)	AQA (8461— Bio, 8462—Chem, 8463—Phys)
<b>Website</b>	<a href="https://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464">https://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464</a>	<a href="https://www.aqa.org.uk/subjects/science/gcse">https://www.aqa.org.uk/subjects/science/gcse</a>

	GCSE Biology	GCSE Chemistry	GCSE Physics
Content	<p><b><u>Paper 1</u></b></p> <ol style="list-style-type: none"> <li>1. Cell biology</li> <li>2. Organisation</li> <li>3. Infection &amp; response</li> <li>4. Bioenergetics</li> </ol> <p><b><u>Paper 2</u></b></p> <ol style="list-style-type: none"> <li>5. Homeostasis &amp; response</li> <li>6. Inheritance, variation &amp; evolution</li> <li>7. Ecology</li> </ol>	<p><b><u>Paper 1</u></b></p> <ol style="list-style-type: none"> <li>1. Atomic structure and the periodic table</li> <li>2. Bonding, structure and the properties of matter</li> <li>3. Quantitative chemistry</li> <li>4. Chemical changes</li> <li>5. Energy changes</li> </ol> <p><b><u>Paper 2</u></b></p> <ol style="list-style-type: none"> <li>6. The rate and extent of chemical change</li> <li>7. Organic chemistry</li> <li>8. Chemical analysis</li> <li>9. Chemistry of the atmosphere</li> </ol>	<p><b><u>Paper 1</u></b></p> <ol style="list-style-type: none"> <li>1. Energy</li> <li>2. Electricity</li> <li>3. Particle model of matter</li> <li>4. Atomic structure</li> </ol> <p><b><u>Paper 2</u></b></p> <ol style="list-style-type: none"> <li>5. Forces</li> <li>6. Waves</li> <li>7. Magnetism and electro-magnetism</li> <li>8. <i>Space (separate science only)</i></li> </ol>
Assessment	Two Papers	Two Papers	Two Papers
Trilogy	1 hr 15 mins	1 hr 15 mins	1 hr 15 mins
Separate	1 hr 45 mins	1 hr 45 mins	1 hr 45 mins
	21 required practicals (for Trilogy) 24 required practicals (for Separate science) assessed through exam questions in the GCSE papers, there is no coursework element.		

## Post-16 Choices & Career Opportunities:

GCSE science is a core subject and therefore is studied by all students. It contains all the content required for going on to study health and social care, and other A Level subjects such as Psychology require a minimum grade in science for entry onto their course.

A-Level Science courses are required for students hoping to work in the medical profession, physiotherapy, zoology, pharmaceuticals, engineering, health and fitness, ecology, energy and many more sectors.

## Staff Contact

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Mrs E Paines	e.paines@st-josephs.slough.sch.uk	<b>Head of Science</b>

# RELIGIOUS STUDIES

<b>Level</b>	GCSE Full Course
<b>Exam Board</b>	AQA Specification B
<b>Website</b>	<a href="http://www.aqa.org.uk">www.aqa.org.uk</a>

The syllabus content is intended to provide an opportunity for the study of Christian beliefs and practise. As part of the course students will study some central features of Catholic Christian worship, sources of authority, together with the effects of Christian belief on behaviour, attitudes, social practise and lifestyles in the world we live in today, but most importantly it explores how religion influences our opinions, moral codes, values and traditions through the religions of Christianity. Along side the study of Catholic Christianity, students get the opportunity to study Judaism and explore how a different religion worships and follows key beliefs.

## Assessment

**Exam papers (100%) taken at the end of Year 11. The examination is non-tiered, giving students access to all levels 9-1.**

### Year 10 - Catholic Christianity

This unit requires students to study the meaning and importance of Christian worship, community, celebration and living the life of a Christian. There are six sections covering:

- Creation
- Incarnation
- The Triune God
- Redemption
- Church
- Eschatology

### Year 11 - Roman Catholic Christianity & Judaism

This unit requires students to study the relationship between Roman Catholic Christianity and life in the UK. There are 2 sections covering: out of the following three choices.

- Family and relationships
- Peace and conflict
- Human rights and social justice

The unit is based on a study of Roman Catholic Christianity but students will be expected to be aware of the broader Christian tradition and will be 25% of the exam.

Students will also be studying Judaism, where they will study two sections which will be 25% of the exam.

- Beliefs and teachings
- Practices

## Post-16 Choices & Career Opportunities:

GCSE in Religious Education feeds into AS and A2 Philosophy and Ethics (with scripture), where students go on to explore, in more depth, these theories and philosophies. This course is designed for students who have a real interest in philosophy and ethics and want to develop their own thoughts and opinions on some of the ultimate questions that are out there. RE is useful in careers such as archaeology, teaching, museum work, law, journalism and even television and much more.

## Staff Contact

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# PHYSICAL EDUCATION - CORE

Level	Non-Examined Core Subject
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## **Core PE:**

At Key Stage 4 students build upon the broad foundation of skills, techniques and principles learnt at Key Stage 3. At the end of Key Stage 4 we hope that students develop a lifelong love for Physical Education and sport continuing to participate beyond Year 11.

## **Aims**

Learning and undertaking activities in physical education (PE) contributes to the achievement of the curriculum aims for all young people to become:

- Successful learners who enjoy learning, make progress and achieve
- Confident individuals who are able to live safe, healthy and fulfilling lives
- Responsible citizens who make a positive contribution to society

## **What we study**

Throughout the key stage pupils will be given opportunities to participate in frequent physical activity conducive to a healthy lifestyle. Greater use is made of outside facilities with option choice of prime importance. It is hoped to broaden and develop skills at this stage.

PE develops students' competence and confidence to take part in a range of physical activities that become a central part of their lives, both in and out of school. A high-quality PE curriculum enables all students to enjoy and succeed in many kinds of physical activity. They develop a wide range of skills and the ability to use tactics, strategies and compositional ideas to perform successfully. When they are performing, they think about what they are doing, analyse the situation and make decisions. They also reflect on their own and others' performances and find ways to improve them. As a result, they develop the confidence to take part in different physical activities and learn about the value of healthy, active lifestyles. Discovering what they like to do and what their aptitudes are at school, and how and where to get involved in physical activity helps them make informed choices about lifelong physical activity.

PE helps students develop personally and socially. They work as individuals, in groups and in teams, developing concepts of fairness and of personal and social responsibility. They take on different roles and responsibilities, including leadership, coaching and officiating. Through the range of experiences that PE offers, they learn how to be effective in competitive, creative and challenging situations.

Students will have the opportunities to work with local community sports agencies as well taking on coaching roles for local primary schools to support their leadership awareness.

## **Staff Contact**

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# PSHE

Level	Non-Examined Core Subject
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## **Aim:**

PSHE aims to enrich students with the knowledge and skills they need to manage their lives now and in the future, whilst also giving them a platform to discuss and explore issues and challenges that they face on a day to day basis in a safe and secure environment. The curriculum is designed to enable students to make informed choices which will keep them healthy and safe in an increasingly complex world.

At KS4 students build on the foundational knowledge covered in topics from KS3 and learn skills that will be important to them as they grow and develop into young adults.

## **What is covered in each core theme:**

### **Relationships:**

- Managing relationships and recognising the signs of unhealthy relationships
- Recognising abusive relationships including domestic abuse, coercive control and harassment
- Peer influence including gangs
- Understanding sexuality and identity
- Intimate relationships including sex education

### **Health and Wellbeing:**

- Substance misuse and the dangers of addiction
- Living a healthy lifestyle including diet, exercise and First Aid (Life saving skills)
- Understanding mental health and recognising the signs of mental ill health as well as where to seek support
- Managing stress and relaxation as well as exam preparation

### **Living in the wider world:**

- Careers options including setting short, long and medium term goals
- Financial decision making including managing debt, the dangers of gambling and saving for the future
- Post 16 options including applying to college or sixth form, interview techniques and CV writing
- Understanding government and democracy
- Law and the justice system
- Active citizenship with a particular focus on how to be an active member of the community.

## **Staff Contact**

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# GCSE SUBJECTS

## EBacc

# MODERN FOREIGN LANGUAGES

<b>Level</b>	GCSE French / GCSE Spanish
<b>Exam Board</b>	AQA French (8658) Spanish (8698)
<b>Website</b>	<a href="http://www.aqa.org.uk">www.aqa.org.uk</a>

In an increasingly global market, the ability to communicate in a foreign language is a highly-prized skill in the world of work. The GCSE courses develop areas covered at KS3 in more detail at KS4. This continuation will encourage students to develop their own opinions about a range of issues.

GCSE French and Spanish help students to develop their language skills in a variety of contexts and a broad understanding of the culture of countries and communities where French and Spanish are spoken. These languages will enable students to take their place in a multi-lingual global society. Students will also have the opportunity to use our ICT facilities regularly to improve their listening skills.

## Assessment

Over three years students are taught three distinct themes: ***Identity and culture; local, national, international and global areas of interest; Current and future study and employment***. They are examined in four areas of listening, speaking, reading and writing.

### Listening 25%

A range of authentic recorded material spoken by a range of native speakers. A range of tests is used in each tier. This includes tasks such as grid completions, multiple-choice, matching questions in the target language and interpreting tasks.

### Speaking 25%

*Foundation tier:* Students will attend one session of 7-9 minutes (and supervised preparation time of approximately 10-12 minutes). *Higher tier:* Students will attend one session of 10-12 minutes (and supervised preparation time of approximately 10-12 minutes). Students will be assessed in a role-playing situation (15 marks), photo card (15 marks) and general

### Reading 25%

One exam paper on range of materials and answer questions in French and English. Some questions are multiple choice, grids or matching pairs. Students may be entered for either Foundation Tier or Higher Tier but they must enter at the same tier for all four skills.

### Writing 25%

Students are required to write in French or Spanish: to write short sentences, a short paragraph, a translation from English into French/Spanish and a structured writing (for Foundation tier) or an independent creative writing (for Higher tier). Access to dictionaries is not permitted.

## Post-16 Choices & Career Opportunities:

Several leading universities now have a grade 5 pass at GCSE Languages as an entry requirement for any degree course, and other universities view achievement at GCSE in a foreign language as a good indicator of overall academic ability.

Careers with languages include interpreter (for footballers, film stars etc), YouTuber/ blogger, TV journalist and international charity worker. The world is your oyster when you study languages!

## Staff Contact

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# GEOGRAPHY

<b>Level</b>	GCSE
<b>Exam Board</b>	AQA specification (8035)
<b>Website</b>	<a href="http://www.aqa.org.uk">www.aqa.org.uk</a>

Students study Human, Physical and Environmental Geography, developing understanding of familiar topics and skills from KS3. This course aims to give students knowledge and understanding of the world and some key issues.

- Challenge of Natural Hazards: Study of different hazards, such as volcanoes, earthquakes and extreme weather.
- The Living World: Ecosystems, with a focus on Tropical Rainforests and Hot Deserts.
- UK Physical Landscapes: Study of our home country and its distinctive landscapes; Coasts and Rivers.
- Urban Issues and Challenges: Different features of urban development such as population growth, city planning, regeneration. Focus on Bristol, UK, as a case study.
- The Changing Economic World: Studying how to explain the gap in global wealth and why some countries are richer than others. Focus on Rio de Janeiro, Brazil, as a case study.
- The Challenge of Resource Management: Looking at both in the UK, and globally, we have enough resources for future generations, if water will become more scarce or what new energy power stations will be needed.

## Assessment:

### Geographical Fieldwork Investigation

- Students to experience fieldwork, both within the school grounds and in the local community.
- Students will learn sampling techniques, strategies for effective fieldwork, analysis and evaluative skills.

### Exam Papers

Paper 1:	Living with the physical environment	1½ Hours
Paper 2:	Challenges in the human environment	1½ Hours
Paper 3:	Geographical applications	1 hour 15 minutes

Both paper 1 and 2 are worth 35% of the total GCSE and paper 3 is the remaining 30%

Spelling, punctuation & grammar is assessed across all papers.

### Post-16 Choices and Careers Opportunities:

You must have GCSE grade 6 or above to proceed onto A Level Geography. The A Level course builds upon topics studied at Key Stage 4. Career opportunities directly linked to Geography include Town Planning, Mapping, Environmental Management, Teaching, Journalism, and Leisure & Tourism. Colleges and employers place great value on geography as it gives students a wide range of skills such as key Mathematics concepts, analytical skills and communication.

### Staff Contact

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# HISTORY

Level	GCSE
Exam Board	Edexcel (1H10FN)
Website	<a href="http://www.edexcel.com">www.edexcel.com</a>

GCSE History builds on Year 8 courses and provides a solid foundation for those students who wish to pursue the subject further as well as providing an interesting and challenging course for all. The course is designed to help students make conceptual, geographical and thematic links between topics.

## Course Outline

The course consists of three papers:

- Paper 1—A British Thematic Study with Historic environment (worth 30%)
- Paper 2—Period Study and British Depth Study (worth 40%)
- Paper 3—Modern Depth Study (worth 30%)

## You will learn about:

- ♦ Medicine in Britain c1250 to the present, we will also focus on the treatment of soldiers in the Trenches during WW1.
- ♦ Superpower Relations and the Cold War, 1945-91 and Anglo-Saxon and Norman England c1060-88.
- ♦ Weimar and Nazi Germany, 1918-39.

All elements of the course will be assessed at the end of Year 11 through three written exams.

The four elements of the course provide contrasting historical experiences for students. In all four elements, the ways in which historians work and the skills necessary to the successful examination of the past, play a central role.

## Post-16 Choices and Careers Opportunities:

History is a subject that all students, irrespective of ability, will benefit from taking to GCSE and beyond. The course extends expertise in skills of analysis developed earlier in students' careers. The subject raises issues that are still of importance, such as the effect that change has upon people. It is an enjoyable and enriching course that will appeal to all.

Success at GCSE can lead students to take the subject to A Level, with a requirement of a GCSE grade 6. This course builds upon the skills developed at Key Stage 4, and focuses on a range of content such as the political landscape of America, and the search for the American Dream; the development of apartheid in South Africa, and the resistance which it faced; and how the British Empire both gained and lost an empire.

The department has a strong tradition of students progressing from the school to study History in higher education. Employers have a high regard for History, recognizing rightly that students who have been successful in the subject have developed the ability to examine different sources of information and drawing conclusions from them. There are various career opportunities which are available with a History degree, such as teaching, archaeology, architecture, archivist, records managing, museum curator, journalism, media researcher, heritage industry, solicitor, accounting technician and data analyst, to name just a few. There is no doubt that students who study History are well-prepared for employment in a wide variety of fields.

## Staff Contact

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# GCSE OPTIONS

# ART & DESIGN

<b>Level</b>	GCSE
<b>Exam Board</b>	AQA (8201)
<b>Website</b>	<a href="http://www.aqa.org.uk">www.aqa.org.uk</a>

This course covers a wide range of Art and Design and is appropriate if you enjoy working with a range of Art materials. Drawing (pencil, ink & pastel), Painting, Collage, Printmaking, Computer graphics, Photography, Clay, Plaster and Wire Sculpture are some of the areas that you are likely to cover during the course.

## Assessment

### Coursework Project — Unit 1 Portfolio of Work (60%)

A Portfolio of work produced over two years which includes more than one project. A project consists of work developed around a particular theme; it involves researching associated artists, crafts peoples and cultures, collecting images from various sources in order to develop ideas, and producing a 'final piece' or resolution to the given starting point. The task is divided into four sections, which allow candidates to develop a personal response and work with increasing independence.

1. Research and develop ideas (looking at artists and cultures)
2. Experiment and refine ideas (try out ideas, try out materials in new ways)
3. Record (drawing, painting, collage, photography etc)
4. Present (concluding ideas with a final outcome)

### Exam Paper — Unit 2 Externally set assignment (40%)

Students receive an examination paper with 7 questions/starting points and select **ONE**. There is a preparatory period where work is produced with teacher support and guidance, followed by a 10 hour examination (usually over two consecutive school days), where work is produced in the Art Department under exam conditions.

Students must cover all the Assessment Objectives in both units;

**AO1** – Developing ideas through investigations informed by contextual and other sources.

**AO2** – Refining ideas through experimentation and selection of appropriate resources, media, materials, techniques and processes.

**AO3** – Recording ideas, observations and insights to intentions.

**AO4** – Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

## Post-16 Choices and Careers Opportunities:

A GCSE in Art and Design is beneficial for a wide range of careers; advertising, fashion, hairdressing, architecture, graphic design, interior design, printing, packaging, landscaping, floristry, photography, teaching, book-illustration, cartooning, etc. Students can progress onto KS5 with a Grade 6 or above. The Creative Industries is the largest growing area for economic development in the UK year upon year, and with employers now looking for more creative and innovative thinkers, Art , Craft & Design is an excellent choice even if you are not planning to be an artist.

## Staff Contact

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# BUSINESS

<b>Level</b>	GCSE
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<b>Exam Board</b>	Edexcel
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<b>Website</b>	<a href="http://www.edexcel.com">www.edexcel.com</a>
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Business is a fantastic course that is designed to engage students and motivate them to reach for the stars. Studying GCSE Business Studies will provide students with an introduction to the world of business and commerce along with essential life skills and introduce a range of potential career opportunities. The course also includes information about Economics, Politics, Legislation and the Environment. Students will be required to undertake many investigations into real world business that will help them to understand how theory fits in context to the real world.

Students following this course have been highly complimentary in terms of the teaching and the range of topics that are covered. Many found the life skills elements, such as taxation and finance, to be particularly enjoyable and personally relevant.

## Course Outline

**The course is divided into two themes. Theme 1 looks at the necessary skills and qualities required to establish one's own business. This is followed by Theme 2 which looks at the considerations when trying to develop the business further.**

### Theme 1 Investigating small business: 50%

- Theme 1 concentrates on the key business concepts, issues and skills involved in starting and running a small business. It provides a framework for students to explore core concepts through the lens of an entrepreneur setting up a business.

### Theme 2 Building a business: 50%

- Theme 2 examines how a business develops beyond the start-up phase. It focuses on the key business concepts, issues and decisions used to grow a business, with emphasis on aspects of marketing, operations, finance and human resources. Theme 2 also considers the impact of the wider world on the decisions a business makes as it grows.

## **Assessment:**

Both Themes will be assessed with separate 90 minutes exam papers that will require not only knowledge but application and analytical skills.

Questions that appears in the Theme 2 paper may draw on underpinning knowledge and understanding developed through Theme 1 as appropriate.

## **Post-16 Choices & Career Opportunities:**

This qualification can lead onto further Level 3 vocational courses or A Levels. Business qualifications can lead on to careers in most fields and provide the basis for understanding different departments within an organisations. Possible careers stemming from this subject include Banking, Administration, Finance, Sales, Marketing, along with a range of other options.

## **Staff Contact**

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# BUSINESS - ENTERPRISE AND MARKETING

Level	CAMBRIDGE NATIONAL CERTIFICATE (Vocational)
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Exam Board	OCR
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Website	<a href="http://www.ocr.org.uk">www.ocr.org.uk</a>
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## Who is this qualification for?

Students who wish to develop applied knowledge and practical skills in enterprise and marketing. It is designed with both practical and theoretical elements, which will prepare students for further study of qualifications in enterprise, marketing or business. This is a vocational qualification and will suit students who may do better in course-work elements rather than in exams.

## What will the learner study as part of this qualification?

All learners will study three mandatory topics as follows:

- Enterprise and marketing concepts
- Design a business proposal
- Market and pitch a business proposal

## Assessment

### Unit 1 External 1 ½ Hour Exam

The **first topic** underpins the wider learning in this qualification. Learners will develop essential knowledge and understanding of enterprise and marketing concepts, which can be applied to the other units within the qualification. Through the first topic learners will understand the main activities that will need to happen to support a start-up business, and what the key factors are to consider when starting up a business.

### Unit 2 (25%) Coursework

In the **second topic**, learners will develop the skills to design a business proposal to meet a specific business challenge. They 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.

The knowledge and skills developed by completing this unit will assist learners in the third topic of this qualification.

### Unit 3 (25%) Coursework

In the **third topic**, learners will develop the skills to create a brand identity and promotional plan for their specific business product proposal developed in the second topic. They will develop pitching skills in order to pitch their business proposal to an external audience. Finally, they will review their pitching skills and business proposal using their learning, self-assessment and feedback gathered.

The knowledge and skills developed by completing this topic will be transferable to further, related learning in areas such as enterprise, marketing or business.

## Post-16 Choices & Career Opportunities:

This qualification can lead onto further Level 3 vocational courses or A Levels. Business qualifications can lead on to careers in most fields and provide the basis for understanding different departments within an organisation. Possible careers stemming from this subject include Banking, Administration, Finance, Sales, Marketing, along with a range of other options.

## Staff Contact

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# CHILD DEVELOPMENT

<b>Level</b>	CAMBRIDGE NATIONAL CERTIFICATE (Vocational)
<b>Exam Board</b>	OCR (J809)
<b>Website</b>	<a href="http://www.ocr.org.uk">www.ocr.org.uk</a>

Child Development is a course for those who would like to work with children and learn the stages from birth to five years. The course is designed to prepare students for further study in Child Care, Health and Social Care, Psychology, Sociology and Biology.

Students will follow the newly developed OCR Cambridge National Level 1 /2 in Child Development which involves the study of three mandatory units. Students develop knowledge and understanding through applying their learning to work-related contexts, and gain the skills they need for further study and employment.

Units of Study;

## **R057: Health and well-being for child development**

### **(External Examination 40%)**

In this unit you will learn about the importance of both pre-conception health and creating conditions in which a child can thrive, including the prevention and management of childhood illnesses and creating a safe

environment. Unit

## **R058: Create a safe environment and understand the nutritional needs of children from birth to five years**

### **(Written Coursework 30%)**

In this unit, you will learn how to create a safe environment for children from birth to five years in childcare settings. You will investigate and choose equipment that is both suitable and safe for use and will learn about their nutrition and dietary needs.

## **R059: Understand the development of a child from one to five years**

### **(Written Coursework 30%)**

In this unit you will learn the expected developmental norms for children from one to five years. You will use observation and research techniques and skills to investigate these development norms and explore your findings. You will also learn the importance of creating plans and providing different play activities to support children in their development.

## **Course Requirements**

It is important you have an interest in working within this industry when opting to take the course. In addition, it is vital you work hard and are organised to meet the strict deadlines set in the internally assessed units.

## **Post-16 Choices & Career Opportunities:**

Students can go on to do a Level 3 course in Child Care. With further study, this course would be suited to anyone who has an interest in working with children in a range of professions. The skills and knowledge acquired will be relevant and transferable to other careers particularly those associated with children such as a family support worker, learning mentor, youth worker, nursery nurse, child minding and teaching.

## **Staff Contact**

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# COMPUTER SCIENCE

Level	GCSE
Exam Board	OCR (J277)
Website	<a href="http://www.ocr.org.uk">www.ocr.org.uk</a>

This is an incredibly demanding course and we ensure pupils opting for it have a high aptitude in Mathematics which is a fundamental pre-requisite to studying Computer Science. The devices we use to consume a wide range of media, whether it's an Android phone or an iPad, are at the heart of almost everything we do. From Facebook to the latest apps, creativity is central. We aim to provide students with the opportunity to explore how some of these systems work by creating their own software. ***“Everybody in this country should learn how to program a computer... because it teaches you how to think”.*** Steve Jobs (Apple Co-Founder)

## Assessment

### **Component 1: Computer Systems (50% of total GCSE) 1 hour and 30 minutes. Written paper**

This component will introduce students to the central processing unit (CPU), computer memory and storage, wired and wireless networks, network topologies, system security and system software. It also looks at ethical, legal, cultural and environmental concerns associated with computer science.

### **Component 2: Computational thinking, algorithms and programming (50% of total GCSE) 1 hour and 30 minutes. Written paper**

This component will allow students apply knowledge and understanding gained in component 01. They develop skills and understanding in computational thinking: algorithms, programming techniques, producing robust programs, computational logic, translators and data representation. The skills and knowledge developed within this component will support the learner when completing the Programming Project.

## Programming Project

Students are given the opportunity to undertake a set of programming task(s) during their course of study which allows them to develop their skills to design, write, test and refine programs using a high-level programming language. Students will be assessed on these skills during the written examinations, in particular component 02 (section B).

## Post-16 Choices and Careers Opportunities:

This course provides a suitable foundation for the study of Computer Science at A Level. It also develops many of the problem solving skills needed for further study of Mathematics and the Sciences. These may include the following disciplines and more: Algorithms, Biocomputing, Chip Design, Communications, Cloud Computing, Cognitive Science, Forensics, Cybercrime, Database Engineering, E-Commerce, Encryption, Evolutionary Computing, Graphics Design, Hardware .

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# DESIGN & TECHNOLOGY

<b>Level</b>	GCSE
<b>Exam Board</b>	AQA (Code: 8552)
<b>Website</b>	<a href="http://www.aqa.org.uk">www.aqa.org.uk</a>

GCSE Design & Technology enables students to design and make products with creativity and originality, using a range of tools, equipment and materials. Candidates are able to improve their design and making through using traditional drawing and craft skills as well as modern industrial and CAD/CAM processes. They will use and apply this knowledge to design products to meet certain specifications.

## Process

Over the course of three years, students develop a whole range of creative designing and making skills, technical knowledge and understanding and invaluable transferable skills such as design strategies, problem solving and time management. Students will be encouraged to make full use of technologies such as digital cameras and scanners in order to record the progress of their work.

## Assessment

**50% Designing & Making NEA (Non Examined Assessment)**

**50% Written 2hr examination**

<b>Designing Skills</b> <ul style="list-style-type: none"> <li>• Creativity, flexibility, adaptability</li> <li>• Understand form, function &amp; fitness for purpose</li> <li>• Roles of designers &amp; product developers</li> <li>• Analyse &amp; evaluate existing products</li> <li>• Develop &amp; use design briefs &amp; specifications</li> <li>• Consider conflicting demands: moral, cultural, economic, social values &amp; needs</li> <li>• Environmental &amp; sustainability issues</li> <li>• Health &amp; Safety</li> <li>• Industrial processes for manufacturing in quantity</li> <li>• Generate design proposals</li> <li>• Modify, analyse &amp; evaluate product development</li> <li>• Use a range of techniques, including ICT / CAD</li> <li>• Investigate &amp; select materials</li> <li>• Communicate design proposals effectively</li> <li>• Test &amp; evaluate the final product</li> <li>• Work collaboratively in a team</li> </ul>	<b>Making Skills</b> <ul style="list-style-type: none"> <li>• Select &amp; use tools/equipment &amp; processes</li> <li>• Produce quality products</li> <li>• Consider solutions to manufacturing problems</li> <li>• Health &amp; Safety using tools/equipment</li> <li>• Work accurately &amp; efficiently</li> <li>• Applying quality control procedures in manufacture</li> <li>• Knowledge of CAM—Computer-Aided Manufacture</li> <li>• Test, modify &amp; evaluate quality &amp; suitability</li> <li>• Understand the advantages if working as part of a team when designing and making products</li> </ul>
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## Post-16 Choices & Career Opportunities:

Students can further their study of GCSE Design & Technology on the A Level Product Design course.

There are many STEM careers where the understanding of Design & Technology would be useful. Examples include: Automotive Design, Advertising, Animation, Architecture, Carpentry, Construction, Games Design, Electronics, Engineering, Fashion, Furniture Design, Marketing, Product Design and Robotics.

## Staff Contact

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# DRAMA

Level	GCSE
Exam Board	OCR
Website	<a href="http://www.ocr.org.uk">www.ocr.org.uk</a>

Students study a number of different elements of drama at GCSE and use a wide range of challenging themes and issues to help with provoking drama performances. Students also explore a number of plays as performers, directors and member of an audience and work with others to devise and perform their own original dramas.

The elements of drama studied are:

**Presenting and Performing Texts** – Learners will apply their presentation and performance skills through realising two key extracts from one centre chosen text. To study two extracts from one text, as a minimum, learners must: read the whole text, and practically explore two sections from one text. Each extract, when performed, must have a performance time exceeding 10 minutes. Learners will explore the context of the whole text considering how the social, cultural and historical aspects of the text might have an impact on their realisation. Written aspect is description of research on the text and their artistic intention for the performance.

**Devising Drama** – Learners develop skills through exploration & development of the devising process using stimulus material to communicate meaning; application of theatrical skills to realise artistic intentions; analysis and evaluation of own work. Learners will complete a portfolio of evidence during the devising process, a final performance of their drama and write an evaluation of their own work. Learners will explore a stimulus provided by OCR on the stimulus paper.

**Performance and Response**– Learners will explore practically and in depth both a whole performance text and the development of drama and performance. This unit has two sections: the study of a performance text and the development of drama and performance in Section A and a review of a live theatre performance in Section B.

## Assessment Objectives

**AO1**—Create and develop ideas to communicate meaning for theatrical performance.

**AO2**—Apply theatrical skills to realise artistic intentions in live performance.

**AO3**—Demonstrate knowledge and understanding of how drama and theatre is developed and performed.

**AO4**—Analyse and evaluate their own work and the work of others.

## Forms of assessment

- Devising Drama—non exam assessment (internally assessed) and consists of a portfolio and performance. (30%)
- Presenting and performing texts—non exam assessment and consists of a performance showcase for a visiting examiner. (30%)
- Drama: Performance and Response—examined component. Section A consists of a short answer question relating to the study of a text. Section B is an extended response analysing and evaluating a live drama performance. (40%)

## Post-16 Choices & Career Opportunities:

Completing the GCSE Drama course at a 5 or above will allow the students to progress to the BTEC In Performing Arts. This will support the transition onto further education, where students have the opportunity to apply for drama school or a drama degree at university. Career opportunities include actor, director, stage manager, set designer, sound designer, lighting designer, theatre manager, teacher, cabin crew.

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# FOOD PREPARATION AND NUTRITION

Level	GCSE
Exam Board	EDUQAS
Website	<a href="http://www.edugas.co.uk">www.edugas.co.uk</a>

This course equips learners with the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating. It encourages learners to cook, enables them to make informed decisions about food and nutrition and allows them to acquire knowledge in order to be able to feed themselves and others affordably and nutritiously, now and later in life.

This course is heavily science-based and should not be chosen by students who are looking to cook only. Learners who choose this course should be confident with the sciences (particularly Chemistry and Biology) and be willing to experiment with different cooking techniques and flavours. The course is largely graded on comprehensive written theory intermixed with practical elements and by studying this course students will:

- be able to demonstrate effective and safe cooking skills by planning, preparing and cooking a variety of food commodities whilst using different cooking techniques and equipment
- develop knowledge and understanding of the functional properties and chemical characteristics of food as well as a sound knowledge of the nutritional content of food and drinks
- understand the relationship between diet, nutrition and health, including the physiological and psychological effects of poor diet and health
- understand the economic, environmental, ethical and socio-cultural influences on food availability, production processes, diet and health choices
- demonstrate knowledge and understanding of functional and nutritional properties, sensory qualities and microbiological food safety considerations when preparing, processing, storing, cooking and serving food
- understand and explore a range of ingredients and processes from different culinary traditions (traditional British and international) to inspire new ideas or modify existing recipes.

## Assessments

### Paper 1: Food Preparation & Nutrition (50%) - Written Exam: 1 hour 45 minutes

Theoretical knowledge of food preparation and nutrition from the five core topics, relating to preparation and nutrition.

### Non-exam assessment (NEA)

#### Task 1: Food Investigation (15%)

Report of 1500– 2000 words, including photographic evidence of the practical investigation into an ingredient & its functional properties

#### Task 2: Food Preparation Assessment (35%)

Portfolio including photographic evidence of final menu of three dishes

### Post-16 Choices and Careers Opportunities:

Upon completion of this course, students will be qualified to go on to further study, or embark on an apprenticeship or full time career in the Catering or Food Industries.

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# ICT—CREATIVE IMEDIA

Level	Cambridge National Certificate (Vocational)
Exam Board	OCR (J817)
Website	<a href="https://www.ocr.org.uk/qualifications/cambridge-nationals/creative-imedia-">https://www.ocr.org.uk/qualifications/cambridge-nationals/creative-imedia-</a>

This qualification will assess the application of creative media skills through their practical use. It will provide learners with essential knowledge, transferable skills and tools to improve their learning in other subjects with the aims of enhancing their employability when they leave education, contributing to their personal development and future economic well-being. The qualifications will encourage independence, creativity and awareness of the digital media sector. This qualification consists of two mandatory units and two optional units.

## Assessment

### Mandatory Units

**R081: Pre-production skills** 60 marks 1 hour 15 mins Written paper, OCR set and marked

Students are introduced to a range of essential pre-production techniques used in the creative and digital media, including client brief, time frames, deadlines and preparation techniques

**R082: Creating digital graphics** 60 marks Approx. 10 hours Centre-assessed tasks, OCR moderated

Building on the skills and understanding that they have developed in the previous unit, students explore where and why digital graphics are used and the techniques that are involved in their creation. They apply their skills and knowledge in creating digital graphics against a specific brief.

### Optional Units

**R083: Creating 2D and 3D digital characters**

Students develop their understanding of the basics of character modelling, both 2D and 3D, for the digital media sector, including the software used to create them, and they plan and create a digital character against a specific brief.

**R085: Creating a multipage website**

Students explore the different properties, purposes and features of multipage websites. They demonstrate their creativity by combining components to create a functional, intuitive and visually pleasing website.

**R086: Creating a digital animation**

Students are introduced to the basics of digital animation for the creative and digital media sector. They follow a client brief to plan and create a digital animation using appropriate animation, and then review the final product.

**R092: Developing digital games**

Students create and test a playable game from an existing design or brief to develop their knowledge and understanding of different types of digital games creation software, hardware and peripherals.

### Post-16 Choices and Careers Opportunities:

Students will develop skills, knowledge and understanding through this qualification which are relevant to both work and further study. It will support students in a range of subject areas such as A Levels in Media or Geography, or Cambridge Technicals in IT or Further Education. It will also support progression into employment through Apprenticeships in areas such as Digital Marketer UI Designer, UX Designer or Business Administrator.

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# MUSIC

<b>Level</b>	GCSE
<b>Exam Board</b>	Edexcel (1MU0)
<b>Website</b>	<a href="http://www.edexcel.com">www.edexcel.com</a>

Music is an excellent choice for students who not only want to extend their knowledge and skills in music, but who also want to develop their confidence, resilience and creativity. Over the course, we examine many styles of music including Baroque, Stage and Screen, Vocal and Fusion, as well as developing their skills in performing and composing music.

## Assessment

Examined Unit	Assessment Method	
<b>1. Performance</b>	<b>Solo Performance (15%)</b>	<b>Ensemble Performance (15%)</b>
	Perform as a soloist.	Perform as part of a group.
Success Criteria	Can perform on any instrument that demonstrate their technical proficiency. The total for both performances is at least 4 minutes. Students are marked on the difficulty of the piece as well as their use of techniques, elements, expression and engagement with the performance.	
<b>2. Composition</b>	<b>Free composition (15%)</b>	<b>Composing to a brief (15%)</b>
	Compose a piece in any style/instrumentation	Compose music suitable for a chosen scenario
Success Criteria	Students demonstrate clear understanding and use of instrumentation, pitch and rhythm, as well as dynamics, texture, tempo and timbre. Students should also develop and extend melodic ideas into different structures and layers.	
<b>3.</b>	<b>Listening exam – 1hr 45mins (40%)</b>	
<b>Listening and Appraising</b>	<b>Section A.</b> Questions on set areas of study. <b>Dictation of music.</b> Reading rhythm & melody, and also completing a rhythm and melody. <b>Section B.</b> Essay question comparing and contrasting 2 pieces of music in the same style.	

In preparation for GCSE, we recommend that students are practising up to 2 hours a week, and are encouraged to participate in extra-curricular music as part of their wider learning and building experience. Additionally, listening to a wide range of musical styles and genres helps give students an advantage in developing listening skills.

## Post-16 Choices: & Career Opportunities:

Students who complete the GCSE Music course are able to go on and study music through a BTEC or A Level qualification, which can lead to studying different forms of music in higher education. Alternatively, music students are able to access many different apprenticeships and programs within the music industry. Some of these possible avenues include: composition, music production, performance, recording skills, sound design, song writing and many more.

Additionally, employers value the skills that music students develop through their music education, such as confidence, creativity, independence, discipline and time management, and many of our students have used music to help them access many other subjects of study or apprenticeships.

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# PHYSICAL EDUCATION

<b>Level</b>	GCSE
<b>Exam Board</b>	OCR J587
<b>Website</b>	<a href="http://www.ocr.org.uk">www.ocr.org.uk</a>

The course is aimed at those who wish to explore Physical Education and the theory surrounding it to an in depth level. Students will be assessed practically, through a controlled assessment, two formal written exam papers and a piece of controlled coursework

The GCSE Physical Education course requires students to have a genuine interest in physical education and sport as well as be committed to putting guiding learning time in outside of the classroom. They must have a very strong sporting ability in a range of activities as they need to be assessed in three sports.

Students will need to understand and effectively apply theory knowledge to real life sporting situations and it is highly recommended that those wishing to take the subject have a sound concept of Anatomy and Physiology aspects of Science. The exam and controlled assessments involve extended answers and therefore students need to be able to clearly express their knowledge through writing.

Each candidate must participate in two or three different physical activities/sports out of school hours at a high level. They must also participate in a range of sporting extra-curricular clubs at school and represent the school sports teams.

## **How will I be assessed?**

### **1) Practical & Controlled Assessment (40%)**

Students must offer three practical performances; one of which must be in an individual sport, one in a team sport and the third may be either individual or team based. There is a list of sports set by the exam board detailing those sports that will be accepted for practical assessment. It is important that students check these sports with the PE Department before selecting to opt for Physical Education.

Students are given 8 hours to complete research surrounding one of the practical performances chosen. They then produce the coursework under 'Controlled Assessment conditions.'

### **2) Exam (60%) (2 exam papers—1 hour in length each)**

#### **Knowledge and understanding for the active participant**

PAPER 1 — covers the following topics; anatomy and physiology, biomechanics, and ways in which to produce the most effective training plans.

PAPER 2— covers the following topics; deviance in sport, psychology of sport, patterns and trends in participation in sport and the effect of the media and sponsorship in sport.

## **Post-16 Choices & Career Opportunities:**

Completing the GCSE P.E. at a 5 or above will allow the students to progress to the Level 3 BTEC Extended Certificate in Sport. This will support the progression onto further education, where majority of students go on to study Sport Science or Coaching degrees and professional National Governing Body qualifications. Career opportunities include Sports Scientist, Sports Psychologist, Sports Physiotherapist, PE teacher and Sports Coach.

## **Staff Contact**

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# BTEC LEVEL 2 TECH AWARD IN SPORT

**Level** BTEC Level 2 Tech Award in Sport (Vocational)

**Exam Board** Pearson

**Website** <https://qualifications.pearson.com/en/qualifications/btec-tech-awards/sport-2022.html>

## What does the qualification cover?

This course is for learners who want to acquire sporting knowledge and skills through vocational contexts by exploring the different types and providers of sport and physical activity and the equipment and technology available for participation as part of their Key Stage 4 learning. They will also explore the different types of participant and their needs in order to gain an understanding of how to increase participation for others in sport and physical activity.

Learners will undertake practical sessions to develop skills in planning and delivering sports activity sessions to participants. The qualification enables learners to develop their skills, such as sport analysis and sports leadership, using realistic vocational contexts, and personal skills, such as communication, planning, time management and teamwork through a practical and skills-based approach to learning and assessment.

Learners will have the opportunity to develop applied knowledge and skills in the following areas:

- Investigating provisions for sport including equipment and facilities to enhance sport
- Planning and delivery of sport drills and sessions
- Fitness for sport including fitness testing and methodology.

We recommend each candidate is an integral part of a school sports team and/or participates in different physical activities/sports out of school hours to support the theory they will be learning in lessons.

## How will I be assessed?

Unit	Topics	Assessment Method
1. Preparing participants to take part in sport and physical activity	Benefits of sport participation, technology in sport and leadership.	Coursework
2. Taking part and improving other participants sports performance	Components of fitness, practical sport performance, officiating and leadership.	Coursework
3. Developing fitness to improve other participants sports performance in sport and physical activity.	Fitness testing, methods of training and training programme design.	Exam (synoptic)

## Post-16 Choices & Career Opportunities:

Completing the BTEC Sport course at Level 2 Merit will allow students to progress to the Level 3 BTEC Extended Certificate in Sport. This will support the progression onto further education, where majority of students go on to study Sport Science or Coaching degrees and professional National Governing Body qualifications. Career opportunities include Sports Scientist, Sports Psychologist, Sports Physiotherapist, PE teacher, Sports Coach and Sport Performance Analyst.

## Staff Contact

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## Careers Information and the Local Labour Market

Below is a guide to the local labour market in Slough and the surrounding area. Our students careers are likely to take them all over the world, however we are extremely fortunate to live in a locality with a wide variety of business on our doorstep. All experience that students gain in the workplace, be that in weekend casual working, work experience or placements will all help them develop skills, attributes and attitudes to guide their future career development. At St Joseph's we have developed a careers programme which students explore through PSHE. No student will be 100% certain what their future career holds at 14; but we will support them in developing understanding of career opportunities and the various pathways to achieving it.

**The visitor economy sector** covers a range of different activities, including hotels and other accommodation, bars and restaurants, travel agencies and related transport services, and also cultural and visitor attractions.

**Major Local Employers include:** Absolutely Ice, Copthorne Hotel, Holiday Inn, Marriott Hotel

The following list provides examples of the sorts of skills required to work in the sector in some of the most commonly advertised vacancies, but is no means exhaustive: Customer service, Cooking, Food Safety, Account Manage-

**The energy and environment sector** covers the production of oil and gas, distribution of electricity, sustainable waste management, scientific testing and analysis and environmental consultancies.

**Major Local Employers include:** Corac Energy Technologies, DNV.GL, Johnson Controls, UKDN Waterflow

Data from advertised jobs in energy and environment related occupations suggests that the following skills are sought by employers in this sector: Repair, Electrical Engineering, Technical Support, Heating and Ventilation

**The Construction sector** covers a range of different activities, including house building, demolition, civil engineering, repair and maintenance work, specialised trades (such as painting and decorating, electrical and plumbing work) and architectural and surveying work.

**Major Local Employers include:** Acorn Engineering Group Ltd, Morgan Sindall, Balfour Beatty, Fleetwood Architectural Aluminium Ltd, JCK Ltd, Michael Lonsdale Ltd, SEGRO

**The information and communications technology (ICT)** sector covers a range of different activities using any communication device or application, including radio, television, mobile phones, computer and network hardware and software, satellite systems, as well as the various services and applications associated with them, such as videoconferencing and distance learning.

**The logistics sector** is the management of the flow of goods between the point of origin and the point of consumption in order to meet requirements of customers or businesses, which includes transportation, wholesaling and warehousing.

**Major Local Employers include:** Crossflight Ltd, GAC Logistics (UK) Ltd, Lego, OCS Worldwide Ltd, Saints Transport Ltd, UK Mail

**Professional & business services** are occupations requiring special training in sciences or business related disciplines. Some professional services require holding professional licenses such as architects, auditors, engineers and lawyers. Other professional services involve providing specialist business support to businesses of all sizes and in all sectors such as tax, supporting, legal, marketing or management advice



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