

# ST JOSEPH'S COLLEGE GCSE OPTION CHOICES FORM 2026

Name of Student: ..... Form: .....

The compulsory GCSE subjects are English Language, English Literature, Mathematics, Religious Studies and the Modern Foreign language you are studying in Year 9. In addition to these subjects, pupils must make choices in sections A , B and C below and return to Mr Christopherson by Friday 1<sup>st</sup> May 2026.

## Section A: Science Option Choice

In this section you must choose **one** of the following:

Trilogy Science ( 2 GCSEs ) you will have 2 Option choices from the list below in section C following your choice in section B	
Separate Science ( 3 GCSEs ) you will only have 1 Option choice from the list below in section C following your choice in section B	

More information can be found in the science section of the following options booklet .

## Section B: Humanities Option Choice

**Please select one here and if you wish to take a further option of humanities select it form section C.**

Geography GCSE	
History GCSE	

## Section C: Other Option Choice

**IN THIS SECTION STUDENTS MUST CHOOSE TWO OPTIONS IF THEY HAVE SELECTED TRILOGY SCIENCE OR ONE OPTION IF THEY HAVE SELECTED SEPARATE SCIENCE.**

Art : Art and Design GCSE	
Computing Science GCSE	
Design and Technology (Food Science) GCSE	
Design and Technology (Product Design) GCSE	
Textiles : Art and Design GCSE	
Drama GCSE	
Geography GCSE if not selected in Section B	
History GCSE if not selected in Section B	
Music GCSE	
Performing Arts (Music) – Level 2	
Physical Education GCSE	

Reserve choice from the optional subjects: .....

Signature of Parent/Guardian: .....

Date: .....

**PLEASE RETURN THE COMPLETED ELECTRONIC FORM TO  
[OPTIONS@STJOSEPHSMAIL.COM](mailto:OPTIONS@STJOSEPHSMAIL.COM) BY Friday 1<sup>st</sup> May 2026**

# St Joseph's College

Stoke on Trent



Year 9 Options Booklet  
2026

# Art and Design (Art)

The GCSE Art & Design course (Fine Art) is designed to develop your individual ideas, visual perception and understanding of a wide range of artistic styles and traditions. We offer a broad-based course which allows you to develop your skills through drawing, painting, print making, ceramics, textiles, sculpture, photography and more. Studying art and design is a great opportunity to express yourself creatively.

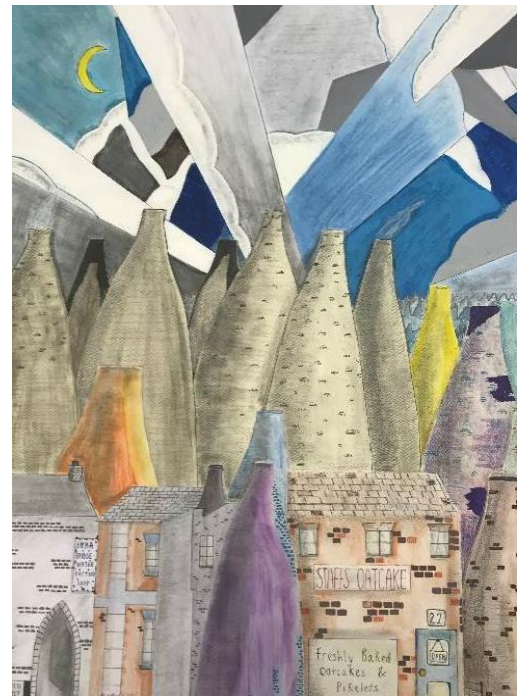


Taking Art & Design offers you the opportunity to develop your independence, and builds a sound platform which could, in the future, lead you to a job in one of the many creative industries which include; Architect, Designer (web-site, ceramic, fashion, computer games, surface pattern, 3-D, jewellery, theatre sets, etc), Photography, Printing, Painting, Film Making, Marketing, Advertising, Animation, Illustrator, Lecturer, Teacher, Milliner, Art Director – the list is endless!



During the course you will develop an ability to:

- Research and develop your ideas confidently using a range of materials and techniques (both two and three dimensional), in a disciplined way. An emphasis is placed on good observational recording skills.
- Review and modify your work as it progresses.
- Investigate and research the work of Artists, Designers and Crafts-people to enrich your own work (this is done through classwork, homework and through visits to galleries).



## ASSESSMENT

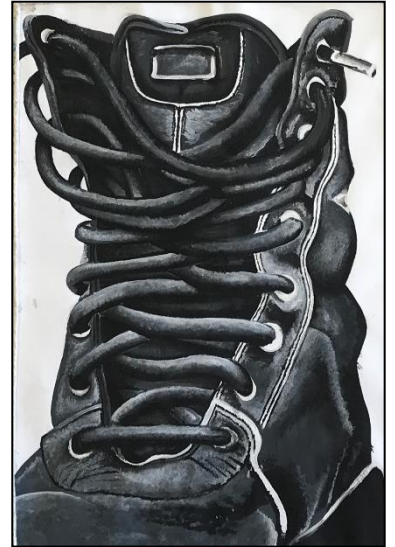


### Coursework (60%)

You choose your own theme to develop, making drawings, paintings, textile work, photography, sculpture or ceramics. This includes independent research, drawing, idea development, experimentation and the making of a resolved final piece.

### Externally Set Work (40%)

The exam board will provide a list of themes for you to choose from. You will select one theme that you wish to explore over approximately twelve weeks. Your preparatory work will lead to a 10 hour exam where you will create your final piece.



S Evans  
Subject Leader – Art Department

# AQA Computer Science

## At St Joseph's College



AQA Computer Science GCSE is an increasingly popular subject which gives students a practical understanding of the fundamentals of programming, as well as an understanding in key theoretical concepts such as software development life cycle, technology in society, networking and database concepts.

GCSE Computer Science is an English Baccalaureate subject and would prepare you for an industry where there is an increasing demand for people to not just to use technology, but to make your own apps and programs. Skilled people in this field will certainly be in high demand. Additionally, the transferable skills in problem solving and logical thinking serve students well in whatever future avenue they choose. It also prepare you for A Level study and the subject area is highly regarding when opting for many Maths, Science, Engineering and many other degree studies.

## ASSESSMENT

### PAPER 1

Computational thinking and problem solving

Written exam 2 hours

50% of GCSE

This will examine the following topics: computational thinking, code-tracing, problem solving, programming concepts including the design, writing, testing and refining of code

### PAPER 2

Written Assessment

Computing Concepts

Written exam 1 hour 45 minutes

50% of GCSE

This will examine the following topics: data representation, computer systems, networks, cyber security, databases and the impacts of technology on society.

“Everybody in this country should learn how to program . . . because it teaches you how to think.”  
—Steve Jobs

Mr M Jones  
Subject Leader - Computing

“Great coders are today’s rockstars... that’s it!”  
—Will.i.am

# Drama.



**Students taking GCSE Drama can expect a course which is varied, stimulating and challenging.**

GCSE Drama encourages students to develop critical and analytical thinking skills and become effective and independent learners. With the focus on collaborating creatively as part of a team and communicating effectively, GCSE Drama helps to develop students' self-confidence, preparing students with a toolkit of transferable skills, applicable both in further studies and in the workplace. Students opting for GCSE Drama will develop their acting skills to a high standard preparing them for the performance demands of this course. **GCSE Drama is an ideal option for those wishing to pursue a career in the theatre or performing arts sector, broadcasting, journalism, public speaking, practising law, teacher, writer, cinematographer, producer, television presenter, proof reader, copywriter and many more.**



# ***WHAT IS ASSESSED?***

## **Practical Coursework (60%):**

### **Component 2 'Devising Drama':**

Process of creating and performing a unique devised Drama.

Analysis and evaluation of own work (Devising Log).

### **Component 3 'Texts in Practice':**

Performance of two extracts from a published play. This a practical exam where an examiner will be invited to St Josephs.

### **Opportunity!**

*Parents will be invited to an informal evening of Theatre where practical exam work is showcased.*

## **Written Exam (40%) - 1 hour and 45 minutes:**

### **Component 1- Understanding Drama**

#### **Section A**

- Knowledge and understanding of drama and theatre.

#### **Section B**

- Study of one set play (The Crucible).

#### **Section C**

- Analysis and evaluation of the work of live theatre makers.

### **Opportunity!**

*Theatre trips will be arranged throughout the course to give the students to opportunity to experience live theatre and meet the demands of the course.*

### **Why opt for GCSE Drama?**

***Experiencing dramatic theatre is essential for young people to thrive. In giving the students a solid understanding of skills and strategies, self-expression through theatrical storytelling will flourish. A growth of emotional intelligence, ability to empathise and work with others in a professional manner will develop the whole person holistically. Drama is a tool which allows us to celebrate our individual and collective voices, promoting understanding, and nurturing compassion.***

*Mrs C Bugg*

***Subject Leader – Drama and Theatre Studies***



# FOOD SCIENCE : GCSE

The Food Science GCSE will help you to develop a greater understanding of food science, nutrition, health and the working characteristics of food materials. You will learn about what happens to a food ingredient when you prepare and cook it. You will develop an understanding of where food comes from (food provenance) and the challenges surrounding food security. You will learn that the food choices that people make, affect the health and well being of themselves, their families and the people who produce the food. You'll develop an understanding of the science behind food and cooking and apply this in practice. This is a Science focused course which will allow you to make connections from theory into practice.

## What will I study in GCSE Food?

1. Food, Nutrition and Health
2. Food Science
3. Food Safety
4. Food Choice
5. Food Provenance



## Some of the skills you will learn:

- Carry out practical food science experiments to test your hypothesis
- Understand the functional properties of food
- Make informed choices about ingredients
- Nutritional analysis – complete analysis on recipes and suggest ways to make healthier
- Understand chemical properties of food
- Understand food and the environment – how food is farmed, grown and processed
- Considering nutritional and dietary needs – different life stages and needs

## How is the course assessed?

### Written Exam – 50%

Students will be assessed with a written examination at the end of Year 11.

Time: 1hr 45mins

Section A (20 marks) multiple choice

Section B (80 marks) Extended written answers covering the whole spec

### Non-Examination Assessment 50% NEA 1 (Year 11) - Autumn Term

**Food Science Investigation (15%)** - 10 hours

### NEA 2 (Year 11) - Spring Term

**Food Preparation Investigation (35%)** - 20 hours

A 20 page portfolio, researching task, demonstration of technical skills

Prepare, plan and cook three dishes within three hours (practical exam)



## How will studying Food help me in the future?

By studying this subject, you will become more knowledgeable about how to live a healthy lifestyle and understand why we need food and how it can affect our long-term health. You will develop skills in cooking and work with many different ingredients. Food Technology is one of the world's fastest growing industries. In fact 20% of the top 100 British Companies are in food manufacturing. The food and drink industry is booming, with employment reaching the heights of 650,000 people and an annual turnover of £66 billion. The opportunities to work within the food industry are endless.

## Are you looking at a career in Food?!

Dietician / Nutritionist / Entrepreneur / Food Sales and Promotion / Product Development / Consumer Technologist / Baker / Food Journalist / Food Critic / Environmental Health Officer / Health and Safety Inspector / Food Service Management / Food Production and Management / Quality Assurance / Purchasing / Chef / Wholesaler / Food Photographer / Teacher / Packaging Technologist

Mrs D'Avola  
**Food Science**

GCSE Product Design is a 'Design and Make' syllabus, in which you are encouraged to work in a range of material areas. The course is designed to build upon **Product Design** and **Electronics** experience at Key Stage 3 to allow you to design and make innovative, quality products.



## GCSE PRODUCT DESIGN:

**Paper 1:** 2 hour written exam  
Core Technical Principles  
Design Making Principles  
**50% of GCSE**

**Paper 2:** Non-exam Assessment  
An integrated Design + Make activity  
**50% of GCSE**



Product Design Technology is uniquely placed to provide opportunities for all six key skill areas:

- ❖ Communication
- ❖ Application of Numbers
- ❖ Information & Communication Technology
- ❖ Working With Others
- ❖ Improving Own Learning
- ❖ Problem Solving



You will be encouraged to apply ICT to all aspects of your work, with an emphasis on Computer Aided Design – CAD and Computer Aided Manufacture – CAM. The Department is equipped with an industrial standard laser cutter and 3D printer, has a dedicated Computer Suite, and you will gain experience of a wide range of design software, including ProDesktop 2000, 2D Design, Crocodile Clips, PCB Designer, Logicator, Focus on Materials, as well as Microsoft Office



**In Year 10** students are encouraged to experiment in all material areas in order to develop skills, knowledge and understanding of a wide range of materials and processes. Projects include:

- ❖ Lighting
- ❖ Labyrinth
- ❖ Jewellery
- ❖ Pizza Cutter
- ❖ USB Project
- ❖ Construction Methods

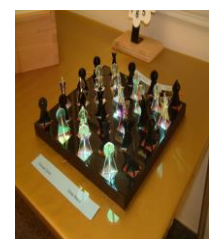
**In Year 11**, students will choose a major project and will be encouraged to design and make innovative, quality products such as:

- ❖ Furniture
- ❖ Lighting
- ❖ Storage
- ❖ Electronics
- ❖ Display Items



**Students who study Product Design also have the opportunity to take part in 'The Young Engineer of the Year' competition and race the Greenpower Electric Car**

**GCSE Product Design is excellent preparation for A Level Product Design**



# Textile design

The Art and Design Textile GCSE gives students the freedom and opportunity to explore a range of different fashion and textile techniques. Textile design is the creation of products for woven, knitted, stitched, printed or decorative textiles that might have a functional or non-functional purpose.

## In Textiles students will:

- Learn skills and techniques to make exciting, unique and innovative textile and fashion outcomes
- Make a range of products, prototypes and samples, applying technical and practical expertise
- Gain the practical expertise to create high quality outcomes using both traditional and modern technologies/techniques
- Develop an understanding of how cultural, social, historical, contemporary, environmental and creative contexts influence design work

There are two components to the course. In Component 1 & Component 2 students are required to work in one or more area(s) of textile design, such as:

- Art textiles
- Fashion design and illustration
- Costume design, constructed textiles
- Printed and dyed textiles
- Surface pattern
- Stitched and/or embellished textiles



## Component 1 – Portfolio work – 60% of GCSE

Students will begin their portfolio work in Year 10, evidencing the development of their skills and ideas. During Year 10 they will begin a sustained project that will continue into Year 11. The sustained project will be developed in response to a subject, theme or brief decided by the student.

## Component 2 – Externally set assignment – 40% of GCSE

Students respond to their chosen starting point from an externally set assignment paper. They will develop and explore their chosen title before sitting a 10 hour practical exam. Their exam preparation work will begin at the start of the Year 11 spring term.

## Progression & Further Opportunities:

“British fashion is not just about designer frocks; it is a serious business that contributes almost £21bn to the UK economy. The UK fashion industry is the largest employer of all the creative industries.

There is also a Fashion & Textiles A-level offered at St Joseph’s for when students wish to progress with their studies.

There is an exciting and diverse range of career paths such as: Textile Technologist, Fashion Designer, Stylist, Illustrator, Retail Buyer, and Merchandiser. Visit [www.drapersjobs.com](http://www.drapersjobs.com) where you can research the broad range of careers currently available within the fashion and textile industry.



## ENGLISH LITERATURE:

100% Examination

**Paper 1: Shakespeare and the 19th-Century Novel** - Worth 40% of GCSE

### Section A – Shakespeare:

Students will answer one question on a play by Shakespeare. They will be required to write in detail about an extract from the play and then to write about the play as a whole.

### Section B - The 19<sup>th</sup> Century Novel:

Students will answer one question on a novel they have studied. They will be required to write in detail about an extract from the novel and then to write about the novel as a whole.

**Paper 2: Modern Texts & Poetry** - Worth 60% of GCSE

### Section A - Modern texts:

Students will answer one essay question from a choice of two on their studied modern prose or drama text.

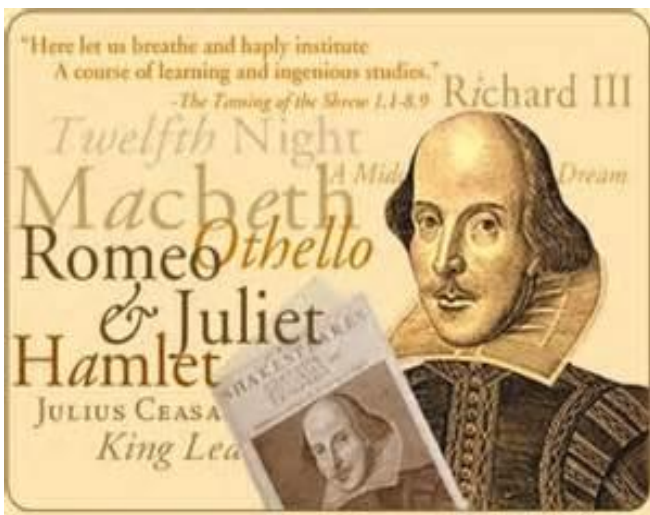
### Section B - Poetry:

Students will answer one comparative question on one named poem printed on the paper and one other poem from their chosen anthology cluster.

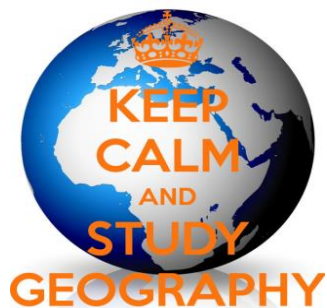
### Section C - Unseen Poetry:

Students will answer one question on one unseen poem and one question comparing this poem with a second unseen poem.

**AT THE END OF THE TWO COURSES WE ARE CONFIDENT THAT STUDENTS WILL BE ABLE TO COMMUNICATE AND WRITE FLUENTLY AND EFFECTIVELY IN A RANGE OF SITUATIONS AND STYLES**



Mr G Moran  
Subject Leader - English



## THE GCSE COURSE



We follow the AQA Specification.

### Paper 1 - Living with the Physical Environment (1 hour 30 minute exam - 35% of GCSE)

- The Challenge of natural hazards (Tectonics, Weather, Climate Change)
- The Living World (Ecosystems - tropical rainforests, Cold Environments)
- Physical Landscapes in the UK (Glacial, Rivers)

### Paper 2 - Challenges in the Human Environment (1 hour 30 minute exam - 35% of GCSE)

- Urban Issues
- Changing Economic World
- The Challenge of Water Resource Management

### Paper 3 - Geographical Applications (1 Hour 30 minute exam - 30% of GCSE)

- Issue Evaluation
- Fieldwork (two contrasting fieldwork trips)

Study of this course will give students of all backgrounds the opportunity to develop:

- communication skills
- graphical and cartographical skills
- technological skills including ICT and GIS
- interpersonal skills through debate and discussion
- literacy and numeracy skills
- problem-solving skills
- entrepreneurial skills and awareness of career possibilities

## Why Study Geography?

There has never been a better or more important time to study Geography. With growing interest in issues such as climate change, migration, environmental degradation and social cohesion, Geography is one of the most relevant courses you could choose to study.

Geographers are also highly employable. Whatever your passion for the world - fascination with landscapes or concerns about inequality - Geography will provide you with knowledge and transferable skills that will reward you personally and advance you professionally.

## Need other reasons to study Geography?

- It enables you to achieve the English Baccalaureate.
- The UK's top performing universities encourage students to apply with geography A 'Level and GCSE as it is seen as an important facilitating subject.
- You will have the opportunity to go on fieldtrips one of which will be a foreign trip. Previous fieldtrips have been to Italy and Iceland.
- Hundreds of job opportunities will be opened up to you - many jobs are affected by geography, require geographical skills and knowledge and simply exist because of geography.
- You will be taught by experienced, expert and most importantly, enthusiastic teachers. The Geography Department's results are outstanding. 59% of students achieved a grade 7 or higher in the 2025 exams.



Ms L Winterburn

Subject Leader - Geography Department

# History

## How will I be assessed?

There are **two** exams, both 1hr 45 minutes, and worth 50% each.

The questions are a mixture of essays, shorter questions and source based responses.

## What Do We Study?



### Germany and the Growth of Democracy : 1890 - 1945

We study Kaiser Wilhelm and the difficulties of ruling Germany and the impact of the First World War, the new Weimar democracy and the challenges the new government faced. The rise of the Hitler and the Nazi Party and the establishment of a dictatorship in Germany.

The final part of our studies focusses on the experiences of Germans under Nazi rule including economic changes, the impact of war on the German people and social policy and practices. We study Aryan ideas, racial policy and persecution, and the Final Solution.

### Conflict and Tension : 1918 - 1939

We begin with the end of the First World War and the armistice, and the peacekeeping treaties that followed. Studies then move to the newly established League of Nations, designed to keep peace. We study its aims and organisation, the work of the League's agencies and their successes and failures. We then move onto examine the causes of the Second World War focusing on Hitler's aims and Allied reactions.



### Elizabethan England : c1568 - 1603

We will study Elizabeth I and her Court, the difficulties of a female ruler: relations with Parliament; the problem of marriage and the succession. We will study life in Elizabethan times looking at living standards and fashions; growing prosperity and the rise of the gentry; the Elizabethan theatre and its achievements. We will look at social divisions and poverty, religious turbulence in England, Elizabeth's excommunication, Mary Queen of Scots - the challenge she posed and her execution. Finally we study England's conflict with Spain and the defeat of the Spanish Armada.

### Britain: Health and the People - c1000 to the present day

We begin with Medieval medicine and surgery including natural, supernatural and the medieval doctor. We study the contribution of Christianity to medical progress and treatment and the nature and importance of Islamic medicine and surgery. We then focus on progress in medicine, the growth of the hospitals and the introduction of vaccinations. Finally, we study the modern treatment of disease including the development of the pharmaceutical industry, the impact of war and technology on surgery including plastic surgery; blood transfusions; X-rays and transplant surgery.



## What Skills Do I Need?

You need to have a passion and enthusiasm for the subject, a good level of literacy, and the ability and willingness to write essays. Although there are some sources on the paper such as posters, cartoons and passages, background knowledge is essential so you must be able to learn facts. You also need to be able to formulate an opinion and justify this in your written work.

**“The further backward you can look, the farther forward you are likely to see”**

**Winston S Churchill**



**“We are not makers of history, we are made by history”**

**Martin Luther King Jnr**



**“The more you know about the past, the better prepared you are for the future”**

**Theodore Roosevelt**



Mrs S Hood

**Subject Leader - History Department**

# MATHEMATICS



**AT THE END OF KEY STAGE 3 THE TEACHER ASSESSMENT  
WILL DETERMINE YOUR GCSE SET FOR YEAR 10**

---

**100% examination at the end of Year 11**

## **Overview of topics:**

Number: structure and calculation; fractions, decimals and percentages; measures and accuracy

Algebra: notation, vocabulary and manipulation; graphs; solving equations and inequalities; sequences

Proportionality: ratio; similarity; algebraic and graphical relationships between variables; rates of change

Geometry and Measures: properties and constructions; mensuration and calculation; vectors

Probability and Statistics: theoretical and experimental probability; independent and dependent combined events; interpreting and constructing tables, charts and diagrams; comparing distributions

Further details on the specification can be found on the Department for Education section of the website [www.gov.uk](http://www.gov.uk)

Forms are divided into sets in Year 10 and students will be taught with others with a similar Key Stage 3 attainment. Most sets will follow the higher tier curriculum in Year 10. Some of these students may eventually choose to sit the foundation exams and this final decision will be made in the second half of Year 11. All students will take mock exams at the end of Year 10 and two sets of mock exams in Year 11; these results will be used to inform tiering decisions. A small number of students will study the foundation tier curriculum from the start of Year 10. Foundation tier exams are graded 1 to 5 and higher tier exams are graded 3 to 9.

The very top set will study an additional qualification, the AQA level 2 certificate in further maths. This provides useful practice on the most difficult GCSE exam questions and supplements the GCSE in preparing students for A level mathematics.



Mr D Wilkinson  
Subject Leader Mathematics





## ST JOSEPH'S COLLEGE MUSIC DEPARTMENT

### WHY STUDY GCSE MUSIC OR PERFORMING ARTS?

We offer two exciting pathways into GCSE music with content to challenge and inspire young musicians of all backgrounds

We are a recognised centre of excellence for the delivery of both vocational level 2 & traditional GCSE music with a history of outstanding results

You will have amazing performance opportunities including senior orchestra, choirs, instrumental ensembles, live gigs & recording studio

All musicians & singers come together and perform in events, concerts, gigs, Masses, shows, fundraisers and much more



Both qualifications have the same academic value when applying to any sixth form and are equivalent to 1 GCSE

Edexcel GCSE Music	Performing Arts (Music) Eduqas Level 2 (GCSE) vocational course in Performing Arts
<b>Assessment, Structure &amp; Teaching Methods</b>	<b>Assessment, Structure &amp; Teaching Methods</b>
The course incorporates four genres of music (vocal music, music for stage and screen, instrumental music and fusions) and offers students the opportunity to perform, compose, study and appraise music of different genres, using a variety of skills. You will spend time working on two individual compositions and perform both as a soloist and part of an ensemble. Students complete a listening exam in Y11, which is based on the pieces you study throughout the course and is externally assessed.	This course incorporates units on composition, performance and the music industry, combining practical musicianship with written coursework. You will develop your performance and composition skills while developing your reflective writing and research skills. You will write an individual song in y10 and perform as part of a band in a big showcase in y11. The work is assessed internally by the Music department, but moderated by the exam board. You will also complete a presentation to camera in y11 which will be externally assessed.
<b>Final Awarding</b>	<b>Final Awarding</b>
GCSE Music 40% Appraising – 30% Performance 30% Composition	This qualification is <u>fully equivalent</u> to a GCSE – The final award is graded Distinction*/Distinction / Merit/ Pass
<b>What progression opportunities does this qualification provide?</b>	<b>What progression opportunities does this qualification provide?</b>
The course is structured to provide you with the musical skills and understanding to study either of the following courses at St Joseph's Sixth Form or any other college: <ul style="list-style-type: none"> <li>✓ 'A' Level Music</li> <li>✓ Level 3 Extended Certificate in Performing Arts (Music)</li> </ul>	The assignments are designed to provide you with the musical skills and understanding to study either of the following courses at St Joseph's Sixth Form or any other college: <ul style="list-style-type: none"> <li>✓ 'A' Level Music</li> <li>✓ Level 3 Extended Certificate in P-Arts Music</li> </ul>

## Key Features of Each Course

<u>Eduqas: Level 2 Performing Arts</u>	Edexcel: GCSE Music
<ul style="list-style-type: none"><li>- Big group showcase concert where you will perform in bands. You can perform on any instrument or sing</li><li>- Compose a 3-minute song to a set brief either live or using Soundtrap computer programme</li><li>- No written exam - All written work is assessed through coursework. This consists of a selection of written contextual and reflective tasks</li></ul>	<ul style="list-style-type: none"><li>- Solo and ensemble performance</li><li>- Compose a piece of music to a brief and a free composition. These can be any genre and for any instruments using computer programmes such as Sibelius and Soundtrap or live composition. The 2 compositions should be 4minutes combined</li><li>- You will study set works throughout years 10 and 11 and will sit a 1hr 30min listening paper in June</li></ul>

### GCSE set works

#### **Instrumental Music 1700–1820:**

- J S Bach: 3rd Movement from Brandenburg Concerto no. 5 in D major
- L van Beethoven: 1st Movement from Piano Sonata no. 8 in C minor 'Pathétique'

#### **Vocal Music:**

- H Purcell: Music for a While
- Queen: Killer Queen (from the album 'Sheer Heart Attack')

#### **Music for Stage and Screen:**

- S Schwartz: Defying Gravity (from the album of the cast recording of Wicked)
- J Williams: Main title/rebel blockade runner (from the soundtrack to Star Wars Episode IV: A New Hope)

#### **Fusions:**

- Afro Celt Sound System: Release (from the album 'Volume 2: Release')
- Esperanza Spalding: Samba Em Preludio (from the album 'Esperanza')

Mrs G O'Donnell  
Director of Music and Performing Arts

# PHYSICAL EDUCATION

























GCSE in Physical Education will equip students with the knowledge, understanding, skills and values they need to be able to develop and maintain their performance in physical activities. They will also gain understanding of how physical activities benefit health.

## SPECIFICATION AIMS:

- ↻ Develop theoretical understanding of the factors that underpin physical activity and sport, and use this knowledge and understanding to improve performance
- ↻ Understand how the physiological and psychological state affects performance in physical activity and sport
- ↻ Perform effectively in different physical activities by developing skills and techniques, and selecting/using tactics, strategies and/or compositional ideas
- ↻ Develop the ability to analyse and evaluate performance in physical activity and sport
- ↻ Understand the contribution that physical activity and sport make to health, fitness and well-being
- ↻ Understand the key socio-cultural influences that can affect peoples' involvement in physical activity and sport



## ASSESSMENT GUIDE

Component		Assessment		Content Overview	
1	Fitness & Body Systems		Written Examination 1hr 45mins		<b>Topic 1:</b> Applied Anatomy & Physiology
			36% of the qualification		<b>Topic 2:</b> Movement Analysis
					<b>Topic 3:</b> Physical Training
					<b>Topic 4:</b> Use of Data
2	Health & Performance		Written Examination 1hr 15mins		<b>Topic 1:</b> Health, Fitness & Well-being
			24% of the qualification		<b>Topic 2:</b> Sport Psychology
					<b>Topic 3:</b> Socio-Cultural Influences
					<b>Topic 4:</b> Use of Data
3	Practical Performance		Non-examined Assessment Internally marked Externally moderated		One team activity One individual activity + a free choice from a list published by DfE
			30% of the qualification		Skills in isolation
			105 Marks (35 marks per activity)		Skills in a competitive/formal situation
4	Personal Exercise Programme (PEP)		Non-examined Assessment Internally marked Externally moderated		Aim & Planning Analysis
			10% of the qualification		Carrying out and monitoring the PEP
			20 Marks		Evaluation of the PEP



Mrs J Christopherson  
Subject Leader – Physical Education



# Religious Studies

Religious Studies is a compulsory subject for all students at St Joseph's College. However it is important to recognise that the aim of studying Religious Studies at GCSE level is not purely to gain an extra GCSE grade - it is designed to challenge and inform you, preparing you for life after school. Throughout the course you will discuss and evaluate issues from marriage and sexual morality to crime and beliefs about God, whilst showing an appreciation of the Christian position on such subjects.

At the end of Year 11, most students agree that studying this subject has been an enjoyable, unique and valuable experience. You are given the opportunity to develop and formulate your own opinions whilst empathising with the views of others, and you may decide to continue your study of Religious Studies to AS and A2 Level. **To sum up, GCSE Religious Studies touches the issues that other subjects cannot reach!**

**BELOW IS A SUMMARY OF THE COURSE THAT YOU WILL BE PREPARED FOR:**

## **PAPER 1: CATHOLIC CHRISTIANITY**

Students study the beliefs and teachings of Catholic Christianity and how they have influenced the development of traditions within the Church as well as the way individuals express, practice and live out their faith. There are six units of work in this paper, each unit focussing on a specific piece of Catholic doctrine and teaching: Creation, Incarnation, Trinity, Redemption, The Kingdom of God and Eschatology.

## **PAPER 2: PERSPECTIVES ON FAITH**

### **(A) Jewish Beliefs and Teachings:**

Students study the beliefs, teachings and practices of Judaism and their basis in Jewish sources of wisdom and authority such as scripture and/or sacred texts. Students study the influence of these beliefs, teachings and practices on individuals, communities and societies, showing an awareness of a range of different Jewish perspectives in their answers (for example, Orthodox, Reform and Liberal Judaism).

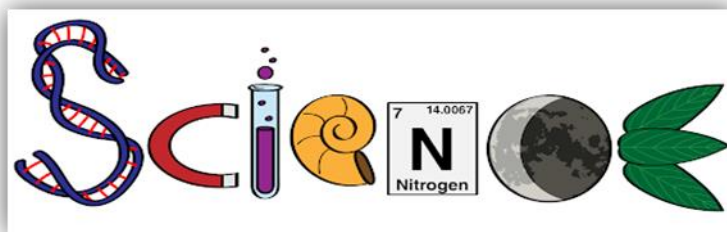
### **(B) Thematic Studies:**

This engaging unit requires students to apply religious ideas to key issues in the modern world. The two themes which St Joseph's study are "Relationships and Families", & "Human Rights and Social Justice". Through this study students gain an awareness of the relevance of Christian beliefs in the resolution of major personal, moral, social and political issues in the modern world.



Mr A Willis  
Subject Leader RE Department





Students in Year 9 have already started their transition from KS3 to KS4 (GCSE) science. They are currently studying common topics to both GCSE pathways detailed below.

'Trilogy Science' will give the same access to A level courses as the 'Separate science' route.

'Separate Science' will be more suitable for students with a particular passion for, or interest in, science.

However, to complete deeper learning they will need to take it as an option subject.

These AQA GCSE courses will be assessed on a 1 - 9 grade, with 9 being the highest grade attainable.

## ROUTE 1 : SEPARATE SCIENCES (3 INDIVIDUAL GCSEs IN CHEMISTRY, PHYSICS AND BIOLOGY) THIS WILL BE AVAILABLE AS ONE OF YOUR OPTIONS

Students who follow this route in Year 10 and 11 will continue to study topics across Chemistry, Physics and Biology. Students will be taught by subject specialists.

### CONTENT AND ASSESSMENT

#### Content

Chemistry	Physics	Biology
Atomic structure and the periodic table	Mathematical skills for physics	Cell biology
Bonding, structure & properties of matter	Energy and energy resources	Organisation
Quantitative chemistry	Forces and motion	Infection and response <i>including bacterial growth, plant diseases and monoclonal antibodies</i>
Chemical changes	Progressive Waves	
Energy changes	EM spectrum	
The rate and extent of chemical change	Electrical circuits and components	Bioenergetics,
Crude Oil and Fuels	Domestic and mains electricity	Homeostasis and response <i>including the human eye and brain, plant hormones and the kidney</i>
Chemical analysis	Magnetism and electromagnetism	
Chemistry of the atmosphere	Particle model of matter	
Earths Resources	Atomic structure	Inheritance, variation and evolution <i>including DNA structure, protein synthesis, cloning, evolution and speciation</i>
Polymers	Radiation and radioactivity	Ecology <i>including decomposition, the impact of change and sustainable food production</i>
Organic Reactions	Nuclear fission and fusion	
Using Our Resources	Space physics	

#### Assessment:

At the end of Year 11, students will sit 6 formal examinations. Upon awarding, students will receive three separate GCSEs – one for each subject area. Of the six papers there are two Chemistry, two Physics and two Biology. Each will assess knowledge and understanding from distinctive topic areas.

Paper	Topics	Length and Marks
Biology Paper 1	1-4	<b>Each exam is 1 hour 45 minutes, worth 100 marks and is worth 50% of the final GCSE</b>
Biology Paper 2	5-7	
Chemistry Paper 1	1-5	<b>Each exam is 1 hour 45 minutes, worth 100 marks and is worth 50% of the final GCSE</b>
Chemistry Paper 2	6-10	
Physics Paper 1	1, 4, 6 and 7	<b>Each exam is 1 hour 45 minutes, worth 100 marks and is worth 50% of the final GCSE</b>
Physics Paper 2	2, 3, 5 and 8	

## ROUTE 2 : GCSE COMBINED SCIENCE 'TRILOGY' (WORTH 2 GCSEs)

Students following this route will continue to study topics across Chemistry, Physics and Biology but with a smaller amount of content compared to Separate Sciences. Students will still be taught by subject specialists.

### CONTENT AND ASSESSMENT

#### Content

Chemistry	Physics	Biology
Atomic structure and the periodic table	Energy & energy resources	Cell biology
Bonding, structure and the properties of matter	Forces & motion	Organisation
Quantitative chemistry	Progressive Waves	Infection and response
Chemical changes	EM spectrum	Bioenergetics
Energy changes	Electrical circuits & components	Homeostasis and response
The rate and extent of chemical change	Domestic & mains electricity	Inheritance, variation and evolution
Crude oil and fuels	Magnetism & electromagnetism	Ecology
Chemical analysis	Particle model of matter	
Chemistry of the atmosphere	Atomic structure	
Earths Resources	Radiation & radioactivity	

#### Assessment:

At the end of Year 11, students will sit 6 formal examinations. Upon awarding, students will receive a qualification worth two GCSEs. It will be shown in the format of two numbers. This is a sliding scale in the format 9-9 being the best, then 9-8, 8-8, 8-7 etc. Of the six papers there are two Chemistry, two Physics and two Biology. Each will assess knowledge and understanding from distinctive topic areas.

Paper	Topics	Length and Marks
Biology Paper 1	1-4	<p><b>All exams are 1 hour 15 minutes and are worth 70 raw marks (16.7% of the GCSE).</b></p> <p><b>The total number of combined marks will determine the grades for these two GCSEs.</b></p>
Biology Paper 2	5-7	
Chemistry Paper 1	1-5	
Chemistry Paper 2	6-10	
Physics Paper 1	1, 4, 6 and 7	
Physics Paper 2	2, 3 and 5	

Both routes involve the same number of exams across the same topic areas. The difference being that those following 'Separate Science' have longer exams which covers **some** of the topics in greater depth and includes **some** additional topics. This contributes to the longer exams and the difference in the number of GCSEs awarded.

Mr J Davenport  
Subject Leader for Science



Mrs L Snape  
Subject Leader Biology



Mr A StClair  
Subject Leader Chemistry



Mr J Davenport  
Subject Leader Physics

**DON'T FORGET TO RETURN YOUR  
COMPLETED GCSE OPTION CHOICES FORM  
TO MR CHRISTOPHERSON AT  
[OPTIONS@STJOSEPHSMAIL.COM](mailto:OPTIONS@STJOSEPHSMAIL.COM)**

**BY Friday 1<sup>st</sup> May 2026**

St Joseph's College  
London Road  
Trent Vale  
Stoke on Trent  
ST4 5NT



 : 01782 848008  
email : [sjcollege@stjosephsmail.com](mailto:sjcollege@stjosephsmail.com)  
www : [stjosephstrentvale.com](http://stjosephstrentvale.com)