



St John Henry Newman Catholic School

Guided Choices Information 2023

INTRODUCTION

At St John Henry Newman Catholic School, we are confident that the compulsory elements of our curriculum, together with the further options we provide will enable all pupils to gain success in public examinations, meet Government requirements, and prepare them for the next stage of education.

If you have any questions regarding the Guided Choice process, you or your child can contact in the first instance your child's teachers, form tutor or Head of Year. Mr McArdle, Deputy Headteacher can also offer further advice.

The Compulsory Core

Every pupil will be required to study the core curriculum.

- English Language and English Literature
- Maths
- Science
- Religious Education
- PE
- ICT/Computer Science

There are two pathways available. Each pupil will be guided towards one of the pathways, based on their Key Stage 2 data and their capacity to reach their optimum GCSE grades.

PATHWAY 1

- English Language GCSE and English Literature GCSE
- Mathematics GCSE
- Triple award Science (3 x GCSEs)
- Religious Education GCSE
- Core PE
- Spanish
- ICT/Computer Science
- History or Geography
- 1 additional subject

PATHWAY 2

- English Language GCSE and English Literature GCSE
- Mathematics GCSE
- Trilogy Combined Science award (2 x GCSEs)
- Religious Education GCSE
- Core PE
- ICT/Computer Science
- 1 choice from Geography, History or Spanish – you can study all 3 if you prefer as your other 2 choices
- 2 additional subjects

Curriculum

Where will GCSE courses lead my child?

Pupils are encouraged and supported to consider all the options open to them including A levels and BTECs in our very successful Sixth Form. It is clear that your child will continue to participate in education and training for some years after their GCSEs. Our curriculum is designed to allow further study and to open up a wide range of future pathways to allow each pupil to continue their education to meet their high aspirations and to fulfil their potential.

For Careers Information, advice and guidance, use the national careers service website: <https://nationalcareers.service.gov.uk/> to search for careers, courses, or apprenticeships.

How will the teaching groups be organised?

In many subjects, pupils will be placed into sets according to their ability in that individual subject, whilst in other subject's pupils with a wider range of abilities work alongside each other. The composition of sets will be determined in July, based on each pupil's performance in individual subjects throughout the year. Your child will be informed of our setting arrangements at a later date.

SUBJECT INFORMATION

CORE SUBJECTS

Religious Education

We follow the Edexcel GCSE RE course with a focus on Catholicism. Pupils will also learn about Judaism and Philosophy. The course delves into Catholic beliefs, teachings, practices, sources of authority and forms of expression. Jewish beliefs, teachings and practices are also studied along with arguments for the Existence of God and religious teachings on relationships and families in the 21st Century.

Pupils are assessed on three written examinations at the end of Year 11. One examination is on Catholicism, another on Judaism and the final one on Philosophy.

English and English Literature

The English Curriculum aims to continue the development of pupils' skills in reading, writing, speaking and listening. All pupils in Year 11 will be entered for examinations in English Language and English Literature (two GCSE subjects).

For the English Language examination, pupils must demonstrate an ability to write accurately and appropriately in a range of styles. They must also have the ability to read and interpret a range of reading materials. Pupils will complete two examination papers at the end of the course.

Pupils' speaking and listening skills are no longer part of the GCSE English grade; however, pupils will gain a separate speaking and listening qualification.

For the Literature examination pupils will be examined on their knowledge and understanding of poetry, prose and drama texts. They will sit two examination papers at the end of the course.

Mathematics

Pupils will build on their knowledge, understanding and problem solving, and functional skills. The GCSE course involves an examination at one of two levels. The Foundation tier entry covers grades from 1 to 5. The Higher tier covers grades 4-9.

Assessment

The exam consists of 3 terminal tests, all of equal weight and lasting 1 hour 30 minutes each. Paper 1 is non-calculator and in Papers 2 and 3 a calculator is allowed. d. All papers can include any of the topics taught in the course. The examination does not include a coursework element. Functional skills have been embedded into the GCSE to allow pupils to fully participate in 21st century society and develop important skills such as communication, presentation and reasoning.

Sciences

Science is a core subject. There are two routes available for the pupils. Pupils will be selected for the most suitable route based upon their ability and the course that will enable them to gain the best result at the end of the course.

Combined Science award (2 x GCSEs)

For some of the pupils the course results in them studying two GCSEs, following the double award AQA GCSE Combined Science: Trilogy syllabus. The course includes the more traditional areas of Physics, Chemistry and Biology. Work will be graded from 9 - 1.

Summary of content

Biology	Chemistry	Physics
<ul style="list-style-type: none">• Cell biology• Organisation• Infection and response• Bioenergetics• Homeostasis and response• Inheritance, variation and evolution• Ecology	<ul style="list-style-type: none">• Atomic structure and the periodic table• Bonding, structure, and the properties of matter• Quantitative chemistry• Chemical changes• Energy changes• The rate and extent of chemical change• Organic chemistry• Chemical analysis• Chemistry of the atmosphere• Using resources	<ul style="list-style-type: none">• Forces• Energy• Waves• Electricity• Magnetism and electromagnetism• Particle model of matter• Atomic structure

Trilogy takes a logical and coherent journey through the sciences and builds on 21 required practicals essential for developing pupils' understanding of scientific theory. This has removed the need for traditional coursework.

Assessment: There are six papers; two Biology, two Chemistry and two Physics. Each will assess different topics and are 1 hour 15 minutes long. Pupils will follow either the foundation or higher tier and all papers are equally weighted and worth 16.7% of the grade with a total of 70 marks. Question types include a range of multiple choice, structured, closed, short answer and open response. The Combined Science will have a 17-point grading scale, from 9–9, 9–8 through to 2–1, 1–1. All exams are terminal and will be assessed in the summer examination session in Year 11.

Triple Award (3 x GCSEs)

Some pupils will be selected to study the triple award, again using the AQA syllabus. This will result in them achieving a separate GCSE in Biology, Chemistry and Physics. The subject content from the double and the practicals appear in these qualifications alongside extra content and more required practicals offering flexibility for our pupils.

Assessment: again there are six papers; two Biology, two Chemistry and two Physics. They are 1 hour 45 minutes and are worth 50% of one of the three GCSEs and will all be assessed in the summer examination session in Year 11. Work will be graded from 9 - 1.

Following on from the combined science or triple award, pupils could opt to study any of the Sciences at A Level as long as they achieve a grade 6 or above.

ICT / Computer Science

All pupils will complete an IT based qualification. They will be guided to the course most appropriate for their interests and ability, following their assessments and discussions between teacher and pupil.

In ICT, pupils study the Cambridge National in iMedia course, which incorporates three units: Creative iMedia in The Media Industry, Visual Identify and Digital Graphics, and Characters and Comics. Delivery takes place through a range of theory and practical based tasks and is assessed by a terminal exam and through the completion of two portfolio units. These are graded using Pass, Merit and Distinction grades and requires creativity, good planning, organisational and practical skills in the use of software packages and a positive approach to managing deadlines effectively.

For those with a more technical or mathematical mind, who enjoy problem solving, we offer GCSE Computer Science. This is a traditional GCSE level with two externally assessed exam papers, which pupils will sit in Year 11. This course will entail a more in-depth study of computer systems, computational thinking and programming. Pupils will study the role of different computer components and their impact on computer performance. This will be complemented by an understanding of the legal, ethical and cultural impacts of digital technology. This course is suited to those who enjoy mathematical challenges and are keen to develop critical thinking and problem-solving skills which can then be transferred to other subjects and even everyday life.

Core Physical Education

Physical Education is a compulsory subject and pupils will be expected to take part in a variety of team games, individual activities and health related exercise. Pupils will be encouraged to practise and refine existing skills, utilise these skills in competitive practices and game situations while also increasing their knowledge and understanding of the effects of exercise on the human body. During all PE lessons, pupils will be expected to wear St John Henry Newman Catholic School PE kit and all jewellery and valuables must be removed for health and safety reasons.

COMPULSORY CHOICES

Spanish

Pupils will study the AQA Spanish GCSE. The Spanish GCSE builds on and further develops the skills and topics covered in Years 7, 8 and 9 as well as additional topics. By the end of the course, pupils should feel confident in their ability to use and understand Spanish in a variety of situations. Pupils develop listening, speaking, reading, writing and translating skills in the language. They study a range of topics under the 3 overarching themes of:

- Identity and Culture;
- Local, national, international and global areas of interest;
- Current and future study and employment.

Pupils will be assessed in each of the 4 skill areas of speaking, listening, reading and writing. The assessments will be in the form of final exams at the end of Year 11 in listening, reading and writing and there will be a non-exam speaking assessment, which will take place in early May. Each skill has an equal weighting of 25% of the final grade. Pupils will be entered for either Foundation level (grades 1-5) or Higher level (grades 4-9) and must take all 4 exams at the same tier.

Pupils will also, through the three themes, improve their understanding and awareness of other cultures, societies and communities and continue to develop transferable skills such as communication skills, pair/team work, problem solving and research as well as a deeper understanding of grammatical concepts and vocabulary which also significantly enhances their understanding and use of their own language. They will work on transcription and translation skills and on understanding literary texts.

Aims of the course:

- Develop understanding of spoken and written forms of Spanish in a range of contexts.
- Develop the ability to communicate effectively in Spanish using a range of vocabulary and structures including different time frames.
- Develop knowledge and understanding of communities and cultures where Spanish is spoken.
- Develop general language learning skills which will enhance their home language skills and make it easier to learn another language in the future.

Spanish Careers

Translator
Interpreter
Teacher
Diplomatic Service Officer
Hotel Manager
Tour Guide
Airport Information Officer
GCHQ Language Analyst

Future Courses for Spanish

Business Studies and Spanish
Hospitality and Tourism Management
Modern Languages, Translation and Interpreting
International Law
Travel and Tourism Management

Geography

The new AQA GCSE Geography specification is:

- Flexible and familiar
- Enjoyable and rewarding
- Relevant and topical
- Suitable for all pupils

Subject content

There is a balance of both physical and human geography within this course.

1. Living with the Physical Environment

- Section A: The Challenge of Natural Hazards (both tectonic and weather hazards are covered in this section).
- Section B: Physical landscapes in the UK (in this section pupils are required to consider a range of very different physical landscapes which exist in the UK and then study two in more detail choosing from Coastal Landscapes, River Landscapes or Glacial Landscapes).
- Section C: The living world (in this section pupils are required to study Ecosystems, Tropical Rainforests and one from Hot Deserts or Cold Environments).

Assessment.

Written exam: 1 hour 30 minutes (88 marks including three marks for spelling, punctuation, grammar and specialist terminology, SPGST).

35% of the GCSE mark.

2. Challenges in the Human Environment

- Section A: Urban Issues and Challenges (in this section pupils study urban change and the impact this has on the environment and people. Sustainable urban settlements as the future of urban living).
- Section B: The Changing Economic World (in this section pupils study economic growth and the different levels of economic development which exist in the world today).

- Section C: The Challenge of Resource Management (in this section, pupils are required to study resource management and one aspect in more detail from either food, water or energy).

Assessment:

Written exam 1 hour 30 minutes. (88 marks including three marks for SPGST).
35% of the GCSE mark.

3. Geographical Applications

- Section A: Issue Evaluation. This section involves a critical thinking and problem-solving element to the assessment structure. The assessment will provide pupils with the opportunity to demonstrate geographical skills and apply their knowledge and understanding by looking at a particular issue(s) derived from the specification using secondary sources.
- Section B: Pupils need to undertake two geographical enquiries, each of which must include the use of primary data, collected as part of a fieldwork exercise.

Assessment:

Written exam: 1 hour (76 marks including 6 marks for SPGST)
30% of the GCSE mark. Pre-release resources are made available for pupils to prepare for this paper.

Overall Grades will range from 9- 1 taking into account the results of all 3 papers

Geography Careers

Countryside Manager Town Planner Conservationist Environmental Officer

Mining Geologist Land Surveyor Oceanographer Highway Engineer
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History

GCSE History is a demanding yet rewarding course which comprises studies of a range of time periods and topics. The skills we teach in GCSE history will set pupils up for almost any career pathway they choose. The course aims to develop pupils' enquiry skills and their ability to understand the past in order to affect the future. Through their learning, pupils will delve into the bigger questions such as 'who was responsible?' 'why was that allowed to happen?' and 'what impact did this have on our lives today?'

Pupils will follow the AQA course and will sit two exams at the end of Year 11. Paper One is titled 'Understanding the Modern World' and consists of two sections: the Period Study (1B Germany, 1890-1945: Democracy and dictatorship) and the Wider World Depth Study (Conflict and Tension 1894-1918). Paper Two is entitled 'Shaping the Nation' and, again, consists of two sections: the Thematic Study (2A Britain: Health and the people: c. 1000 to the present day) and the British Depth Study (Norman England, c1066-c1100).

Each paper is worth 50% of the overall grade – there is no longer coursework in GCSE History. Each paper is equally weighted with 84 marks available each (4 of which are Spelling, Punctuation and Grammar marks). Four Assessment Objectives are tested:

- AO1 – demonstrate knowledge and understanding of the key features and characteristics of the period studied.
- AO2 – explain and analyse historical events and periods using second order historical concepts (e.g. change and continuity, significance etc.)
- AO3 – analyse, evaluate and use sources to make substantiated judgments in the context of historical events
- AO4 – analyse, evaluate and make substantiated judgments about historical interpretations (including how and why interpretations may differ) in the context of historical events.

History Careers

Archaeologist
Archivist
Museum Curator
Museum Conservator
Law Information management
Local Government
Social Researcher
Journalist
Publisher
Tour Guide
Tourist Information
Teacher

Future Study in History

History
Historic Buildings Conservation
History and Heritage Management
Archive Management
Anthropology and Ancient History
Cultural Heritage
Medieval Studies
Classical Studies
History of Art
Archaeology

GUIDED CHOICES SUBJECTS

Art & Design

We follow the AQA Fine Art specification. This is a broad course exploring critical/contextual work in one or more area(s) including:

- Drawing
- Painting
- Mixed – Media
- Printmaking
- Sculpture

The course has two units of work.

Unit 1: Personal Investigations (worth 60% of the final grade).

Pupils submit work explored in the first year of the course based on a given theme, which would include more than one extended collection of work, or project which demonstrates an ability to sustain work from initial starting points or project briefs to the realisation of intentions and include evidence of research, the development of ideas and meaningful links with critical/contextual sources.

Unit 2: Externally Set Task (worth 40% of the final grade)

Pupils are given one starting point. They are expected to develop their own work informed by their preparatory studies and show evidence of covering all four of the required assessment objectives. Work will be graded from 9 - 1.

Careers in Art and Design

Painter
Printmaker
Sculptor
Teaching
Advertising
Art photographer
Journalism
Web design
Digital processing
Colour technician

Fashion/ Textiles
Dressmaker
Fabric design
Weaver
Millinery
Shoe designer
Tapestry design
Audi visual technician
Costume design
Digital editing
Film animation

Filmmaking
Make-up artist
Visual designer
TV/film credit design
Fine Art
Antique dealer
Art journalism
Art therapist
Conservation and restoration
Illustrator
Industrial artist
Metal founding and casting
Museum/gallery curator

Future Courses for Art and Design

Animation
Photography
Internet Design
Fashion Design
Architecture
Textile Design

Music GCSE

GCSE music builds on the three main skills of listening, composing and appraising through a mixture of coursework and one examination. This course is run by WJEC Eduqas.

The weightings for each are:-

Composition	2 compositions lasting for a combined time of between 3-6 minutes. The school uses Sibelius software which is the best possible compositional tool available worldwide.	30%
Performing	2 performances, one of which must be an ensemble (group) performance. One of the performances must link with one of the 4 areas of study. Recordings can be made at any time during the two years and must last for between 3 and 6 minutes.	30%
Listening	Final exam: 8 questions linked to features of the 4 areas of study. This exam takes the form of listening to the music and describing what the candidate hears.	40%

So what are the areas of study?

This specification enables learners to develop knowledge and understanding of music through four interrelated areas of study:

Area of study 1: Musical Forms

This is of fundamental importance in musical composition, and many of the common musical forms and devices used by composers today have their origin in the Western Classical Tradition. The music of the Baroque, Classical and Romantic eras provides the context for a study of binary, ternary, minuet and trio, rondo, variation and strophic forms.

Area of study 2: Music for Ensemble.

Music for ensemble forms the basis for a study of texture and sonority. Through a study of diverse musical styles composed for ensemble, such as jazz and blues, musical theatre and chamber music, pupils will consider how music is composed for small groups of instruments and voices.

Area of study 3: Film Music.

The film industry is of considerable commercial and cultural interest in both the UK and abroad. A film composer scores music to accompany a motion picture for film or television. This includes dramatic underscore and thematic music as well as popular song-writing. Through this area of study pupils are encouraged to consider how music for film is created, developed and performed and the impact this has on the audience.

Area of study 4: Popular (Pop) Music.

Popular music is a wide-ranging and diverse art form encompassing several distinct genres. Through this area of study, pupils are encouraged to explore the musical idioms associated with a variety of popular music, and they will have the opportunity to perform popular music as well as compose music associated with a popular music genre.

Question: Do you need to play an instrument or sing? This will massively improve pupils' performance grade and enable them to access the higher scores. The music department has instruments which can be loaned and it would be of real benefit and in some cases compulsory for your child to start taking lessons or attend afterschool clubs to enable improvement and to ensure the highest possible achievement. Practice at home is highly important to ensure the best for all.

Music Careers

Musician Pop Band Studio Sound Engineer Performing Arts Instrument Technician Music Promotions Performer Music Therapist Teacher DJ
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Future Courses for Music

Film, Screen Studies and Music
Acoustics and Music
Drama and Music and links with Performing Arts.

Health and Social Care

What is Health and Social Care?

As a subject, Health and Social Care (H&SC) combines elements of sociology, biology, nutrition, law, and ethics. Pupils of Health and Social Care will have a work placement alongside their academic studies; such a placement may take place in a nursery, residential home, hospital or other caring establishment. Others may take a health and social care course as a route to further qualifications hoping that it will lead to employment within the sector.

Depending on their qualification, pupils may start off as care assistants and develop care to become doctors, nurses, social workers, physiotherapists, counsellors, psychotherapists, or a range of other related occupations.

H&SC is studied in Key Stage 4 and Key Stage 5 .

Why choose BTEC Tech Award in Health and Social Care?

- Care values are at the heart
- Pupils apply their learning to a real-life scenario
- The components build on each other so that pupils grow in confidence
- Practical tasks rather than written exams

How does the course work?

The course is made up of three components: two internally assessed and one that is externally assessed. Our three-block structure, explore, develop and apply, has been developed to allow pupils to build on and embed their knowledge. This allows them to grow in confidence and then put into practice what they have learned. Our assessment structure is also designed so that pupils can build on what they learn, and develop their assignment skills, as they move through the course.

- Human Lifespan Development, internally assessed assignments, 30% of the total course
- Health and Social Care Services and Values, internally assessed assignments, 30% of the total course
- Health and Wellbeing, externally assessed task, 40% of the total course

Component 1 Human Lifespan Development

During Component 1, pupils will:

- explore how individuals develop physically, emotionally, socially and intellectually over time
- investigate how various factors, events and choices impact individuals' growth and development
- discover how people adapt to life events and cope with making changes.

Component 2 Health and Social Care Services and Values

During Component 2, pupils will:

- learn which health and social care services are available
- identify why people might need to use these services
- discover who is involved in providing these services
- explore what might stop people from accessing the services they need
- look at the care values the sector has to make to ensure people get the care and protection they need.

Component 3 Health and Wellbeing

To achieve this aim, pupils will:

- learn what 'being healthy' means to different people
- explore the different factors that might influence health and wellbeing
- identify key health indicators and how to interpret them
- assess an individual's health using what they've learned
- create a health and wellbeing improvement plan for that person, which includes targets and recommendations of support services available
- reflect on the potential challenges the person may face when putting the plan into action.

If you need any more information please see Mrs Hoskins, Head of Department, Social Sciences.

Physical Education GCSE

This is a level 2 qualification which will be graded from 9-1 in line with all GCSEs nationally.

The course is assessed:

- 60% theory, examined through two written exam papers
- 30% practical performance in three activities
- 10% planning, carrying out and evaluating a Personal Exercise Programme (PEP)

Components 1 and 2 – The Theory of Physical Education

Paper 1 – Fitness and Body Systems (1hr 30min exam) focuses on:

- Applied anatomy and physiology
- Movement analysis
- Physical fitness training

Paper 2 – Health and Performance (1hr 15min exam) focuses on:

- Health, fitness and well-being
- Sports psychology
- Socio-cultural influences

(Both exams will assess pupils' ability to interpret and use data).

Component 3 is entirely focused on **practical performance**. Pupils are required to develop their practical performance over the course in three activities.

Pupils will be assessed in:

- One team activity (e.g. football or netball)
- One individual activity (e.g. athletics or badminton)
- Final activity can be either a team sport or an individual activity

Component 4, worth 10%, is a **Personal Exercise Programme (PEP)**.

Pupils must plan, carry out, monitor and evaluate an exercise programme over 6-8 weeks.

This new GCSE PE course is designed to challenge pupils academically. A large amount of time will be spent preparing for the two written exams in classroom lessons. There will be opportunities for pupils to develop their practical performances; however, it is essential that pupils opting for the course are willing to improve their practical performance by attending extra-curricular practices and/or taking part in sport at community clubs.

PE Careers

Sports Professional or Coach Sport Scientist Nutritionist Sport Development Officer PE Teacher Outdoor Pursuits Instructor Fitness Instructor/Personal Trainer
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Physiotherapist Sports Engineer Sports Statistician Sports Journalist Sports Marketing Armed Forces – RAF/Army/Navy Firefighter/Police Officer
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Future Courses for PE

A-Level PE Course

Level 3 BTEC Nationals in Sport

- Sport and Exercise Science
- Sport, Fitness and Personal Training
- Sports Coaching and Development
- Sporting Excellence and Performance
- Sport and Outdoor Activities

Design and Technology

This exciting new GCSE in Design and Technology will prepare pupils to participate confidently and successfully in an increasingly technological world. Pupils will gain awareness and learn from wider influences on Design and Technology, including historical, social, cultural, environmental and economic factors. Pupils will gain the opportunity to develop their knowledge, understanding and skills by applying the iterative design process of exploring, creating and evaluating when designing and making and apply technical and practical expertise.

This GCSE allows pupils to study core technical designing and making principles, including a broad range of design processes, materials, techniques and equipment. They will also have the opportunity to study specialist technical principles in greater depth. Qualification is 50% coursework and 50% exam.

Technology Careers

Industrial Designer
Product Designer
Architect
Materials Engineer
Mechanical Engineer
Technical Illustrator
Web Designer CAD/CAM Designer
Fashion / Textiles Designers
Dressmaker Millinery
Sportswear/equipment designer
Costume design
Digital editing
Film animation
Maintenance fitter

Courses for Technology

Industrial Designer
Product Designer
Architect
Mechanical Engineering
Electronic Engineering
Furniture Designer
Interior Design
Fashion Designer
3D Design (CAD/CAM)

Construction and the Built Environment

BTEC First Construction and the Built Environment is a well-established course within the Design and Technology department which allows pupils to understand the construction industry. Combining practical and theory lessons pupils will learn about joinery skills, principles surrounding the designing of structures as well as health and safety and use of equipment on a construction site. Pupils are required to complete four units in total; 3 coursework and 1 written examination. This is a Level 2 First Award where the qualification awards grades at: Pass (equivalent to GCSE grade 4), Merit (equivalent to GCSE 6), and Distinction/Distinction* (equivalent to GCSE grade 8).

Construction Careers

Construction Site Manager
Plasterer, Plumber
Carpenter, Architect
Bricklayer, Surveyor
Roofer, Town Planner
Welder, Kitchen/Bathroom Fitter
Electrician, Health & Safety Officer

Future Courses for Construction

Environment
Civil Engineering
Quantity Surveying
Structural Engineering
Architectural Design
Level 3 Diploma Construction and the Built Environment

Food and Cookery

Eduqas Level 1 and 2 Vocational Award in Hospitality and Catering

This qualification will provide pupils with the knowledge and understanding of the hospitality and catering industry. Develops pupils' ability to plan, prepare and cook dishes. Equips pupils with the practical skills required within the catering industry. Pupils will complete tasks that mirror industry practice.

How is the course assessed?

Edquas Vocational Awards in Hospitality and Catering consist of two units:

- Hospitality and catering industry: focuses on learning about different types of providers, legislation, food safety and the roles and responsibilities within the sector. (Exam).
- Hospitality and catering in action: develops pupils' practical skills for planning, preparing, cooking and presenting nutritional dishes meeting the client needs. (Internal Assessment)

What will the pupil study as part of this qualification?

This structure has been designed to develop in pupils, the knowledge and understanding related to a range of hospitality and catering providers; how they operate and what they have to take into account to be successful. There is the opportunity to learn about issues related to nutrition and food safety and how they affect successful hospitality and catering operations. In this qualification, pupils will also have the opportunity to develop food preparation and cooking skills as well as transferable skills of problem-solving, organisation and time management, planning and communication.

Work will be graded from Pass (equivalent to GCSE grade 4), Merit (equivalent to GCSE 5.5), Distinction (equivalent to GCSE grade 7); and Distinction* (equivalent to GCSE grade 8.5).

Catering Careers

Chef, Publican
Baker, Brewer
Butcher, Event Manager
Restaurant Manager,
Conference Manager
Patisserie, Barista
Cake Designer

Future Courses for Catering

Food Science
Tourism and Catering
Professional Cookery
Hospitality Management
Applied Food and Nutrition
Hospitality Management

FREQUENTLY ASKED QUESTIONS

Q: I don't know what career I want to have – what should I do?

A: It would be best for you to choose a wide choice of subjects which you are good at and fit your interests too. Look at the information on the National Careers website: Nationalcareersservice.direct.gov.uk. Pupils can also login to Start, they have their own user names and passwords for this system.

Q: I like my teacher in subject Y, will they teach me if I choose this subject?

A: This is not guaranteed. You should only choose a subject if you enjoy studying the subject and you are good at it. You should not choose a subject just because you like the teacher.

Don't choose a subject because:

- You haven't researched the options on offer.
- You think it will be easy.
- You don't think there will be much homework involved.
- You like your current teacher in the subject.
- Your friends have chosen it.

Do:

- Speak to your teachers about what is involved in their subjects from Year 10 onwards.
- Discuss your options with your parent/carer – an online form will be emailed to your parents to complete with you following the Guided Choices Evening in School.

**All courses will be run subject to demand and viable group size.
Pupils' previous work and attitude will be considered if a subject is over subscribed.**

We look forward to seeing you and your child at our Guided Choices Evening in school on
Tuesday 28 March 2023.