



Saint George's
Church of England School

KEY STAGE 4

Pathways Selection



For Delivery 2027



PROUD TO BE
Aletheia
Academies Trust



Introduction to Pathways Selection

Dear Parents, Carers and Students

This booklet provides key information about the broad KS4 curriculum at Saint George's, outlining the available GCSE option subjects. These options aim to help students thrive across various academic and vocational pathways. Our goal is to offer a curriculum that meets the needs of all students, guiding them toward successful outcomes during the next two years of study.

To complement this booklet, Year 9 students have participated in a series of 'Taster Sessions' over the past academic year. These sessions have offered valuable insight into how each GCSE subject is delivered, helping students make informed choices. We encourage parents and carers to review this booklet with their child to support them in selecting the most appropriate options for their future.

Each student will also meet with a senior member of staff to discuss their Pathway choices. This one-on-one meeting will ensure their selections align with their future career aspirations.

At Saint George's, we are committed to providing students with opportunities to explore the working world through our robust careers development programme. The senior leader will provide further clarity and guidance throughout this process.

Once your child has made their decisions, they must complete an online form by Friday May 15th 2026. The link to the form will be shared in the Pathways Launch email you received.

We wish our students every success as they embark on their KS4 studies and look forward to supporting them as they develop into young adults, ready to contribute to society.

Yours faithfully,

Ms J Sargent
Year 9 Raising Standards Leader
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About Key Stage 4 Pathway Options



This booklet is to help the student plan the next two years at Saint George's. It contains information about every course available.

Students must study English, Mathematics, Science, Religious Studies and core PE. They will then have the option to choose different subjects to study in addition.

Whilst we ask for choices to be given in order of preference, it can be difficult to give everybody their first choices. Therefore, it is important that the student is certain about their chosen subjects. It will not be possible to make changes after the course has started.



Pathway to your Careers

Our Careers team focuses on informing and preparing students for their Post 16 and 18 choices; helping them to understand the impact of their GCSE choices and career paths.

Over the course of Year 9, resources for careers research in Unifrog which they can access from home or during personal development lessons. This gives year 9 students a greater understanding of what opportunities are available to them in the future and the steps they will need to take to follow specific pathways.

During Year 10, in addition to external Careers Fairs, students will undergo a summer work experience placement.

In Year 11, each student will have one-to-one careers interviews with an Independent Careers adviser. After these interviews, students who need a bit more assistance are identified and will receive a more bespoke support program. In addition to this, students will receive a comprehensive program of support throughout their Post-16 UCAS application process.

For more information about careers:

Mrs H Knowles
Careers Leader
knowlesH@knoleacademy.org

Terminology

The English Baccalaureate (EBacc)

The English Baccalaureate was introduced as a performance measure for schools in 2010. It is not a qualification in itself. The measure recognises where pupils have secured a grade 5 or above, across core academic subjects including English, Mathematics, two Sciences, History or Geography and a Modern Foreign Language (French or Spanish).

At Saint George's, we encourage students to follow the EBacc courses as "these are subjects most likely to be required or preferred for entry to degree courses and ones that will keep the most options open." - Department for Education.

Other languages may be considered if the student is at a good level already. Please inform us of any Heritage Language when making your selection.

General Certificate of Secondary Education (GCSE)

GCSEs are highly valued by colleges, 6th forms, universities and employers. GCSEs are graded 9 to 1.

Business and Technology Education Council (BTEC)

BTECs are more traditionally vocational in nature than GCSEs and provide a practical approach for learning and developing skills. BTECs are Level 1 and Level 2 and you will achieve an equivalent to a GCSE. (The subject guide has specific information about this). There is an exam element to all BTECs.

Cambridge National/VTCT/TC/ Vocational Award

These are level 2 qualifications (equivalent to a GCSE). They are vocationally related qualifications (VRQ). There is an exam element.



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The Core Curriculum



At Saint George's, we will be following the AQA specification for English language and English literature, providing students with two GCSE qualifications.

ENGLISH LANGUAGE

English Language covers the study of reading for understanding, communication skills and writing for a range of audiences and purposes. Exam papers will not be tiered. This course is 100% exam assessment.

Paper 1 - Fiction

- Section A: Reading: 4 questions on an 'unseen' fiction source;
- Section B: Writing: A creative piece of writing - choice of descriptive or narrative.

Paper 2 - Non-Fiction

- Section A: Reading: 4 questions on two 'unseen' non-fiction sources;
- Section B: Writing: Transactional/ non-fiction creative writing in response to a statement.

The Language course also requires students to submit a Spoken Language Endorsement which is held in school and students will be awarded a Pass, Merit, Distinction or Ungraded. This has no weighting against the final grade for GCSE English Language and is a separate qualification.



ENGLISH LITERATURE

English Literature fulfils the requirements of the national curriculum and programme of study only in conjunction with English Language. Exam papers will not be tiered. This course is 100% exam assessment

Paper One

Teacher choice of Shakespeare text and A Christmas Carol by Charles Dickens.

Paper Two

An Inspector Calls by J.B. Priestley, 'Power and Conflict' Poetry Anthology, 'Unseen' Poetry.



The Mathematics department follow a syllabus of work devoted to mastery and the application of these skills to solve problems including those in real life contexts. We promote transferable skills which can be used cross curriculum and build resilience of students and of course prepare students for GCSEs and beyond.

Within the GCSE there are two tiers of entry:

- Foundation (Grade 1-5)
- Higher (Grade 3-9)

Exam boards are reviewed yearly and decisions are made depending on the needs and skills of each year group. The curriculum is designed specifically to cater for this flexibility so students are fully prepared regardless of the exam board choice.

Working towards GCSE Mathematics starts from year 7 and a range of resources and strategies are used throughout Key Stage 3 and 4. This is where we first aim to master key skills around a topic area, ensuring that key misconceptions are addressed using both examples and non-examples, before moving on to more open-ended questions which place a higher demand on problem solving skills. This approach is structured around a cumulative, spiral curriculum where similar topics are covered in different depth as students progress through the year groups.

Areas of study continue to be number, ratio, proportion, algebra, statistics, probability, geometry and shape space and measure. Students will be systematically assessed to monitor progress, reflect on mistakes and fill gaps in knowledge and be required to build their problem-solving skills. To support attainment we offer 'drop in' and homework catch up sessions throughout the week. We also use websites such as My Maths and apps from PiXL to enhance each pupils learning.



Separate Sciences (Triple Award) & Combined Science (Double Award)



Students are entered onto either the Separate Science or Combined Science pathway based on ability. A student wishing to study Biology, Chemistry, or Physics at A-Level or would like to pursue a career in science would benefit the most from the Separate (Triple) Sciences pathway but it is also possible to gain entry to the A-Level course through the Combined Science (Double Award) pathway.

The course currently follows the AQA GCSE syllabus and will result in two or three separate GCSEs in Biology, Chemistry and Physics. The specifications have recently been refined in order to stimulate students' interest in science.

Content to cover topics such as:

Biology: Human biology, genetics, evolution, interdependence of ecosystems

Chemistry: Structure of materials, how chemicals react, how chemical properties influence the choice of fuels and the environmental impact of various chemical processes.

Physics: Exploration of magnetism and electricity, the forces that affect objects in the universe, the process of transferring electrical energy across the country.



Double Award Science Examination:

- 1 Hour 15 minutes (6 exams in total)
- 70 Marks per exam
- Each exam counts towards 16.7% of GCSE
- Foundation and Higher Tier available

Triple Award Science Examination:

- 1 Hour 45 minutes (6 exams in total)
- 100 Marks per exam
- Each exam counts towards 50% of GCSE
- Foundation and Higher Tier available

Religious Studies (RE)



Religious Studies is a core subject at Saint George's School and all students will follow the GCSE Edexcel Religious Studies B course. As a Church School, we value Religious Education and therefore all pupils will receive a full GCSE in Religious Studies.

GCSE Religious Studies is an ethical course that explores lots of current and relevant issues. In each topic the ideas and moral issues will be studied through class discussions, videos, debates and group work. What is needed is for you to be prepared to listen to other people's viewpoints and be prepared to find out why people believe what they do.

We have already started this in Year 9 and will continue to teach the course through to Year 11. GCSE exams in RE will be sat in the summer of Year 11.

To study Religious Studies at GCSE it doesn't matter if you have a religious faith or have none. You will learn about what Christians, Muslims and Non-Religious people believe about these issues:



Paper

Content Overview

Assessment

1: Religion and Ethics - Christianity

- Christian Beliefs
- Marriage and the Family
- Living the Christian Life
- Matters of Life and Death

- 1 Exam divided into the 4 sections
- Short and extended writing questions
- SPAG

2: Religion, Peace and Conflict - Islam

- Muslim Beliefs
- Crime and Punishment
- Living the Muslim life
- Peace and Conflict

- 1 Exam divided into the 4 sections
- Short and extended writing questions
- SPAG

This course is 100% examination.

Physical Education (Core)



Aim: To promote physical activity and healthy lifestyles

The Saint George's PE programme aims to develop a range of practical and social skills, and encourages students to be aware of health-related activities as they contemplate an active lifestyle. Consideration for others is fundamental and physical endeavour is seen as the basis for success.

The curriculum will be organised into the following areas of experience, Athletics, Games, Gymnastics, Outdoor Education, and Health Related Exercise. These will be presented as challenges which reflect competition, physical development, matching and practice, guided discovery and problem solving.

Students will receive two 1 Hour lessons every fortnight (subject to change).

Students will be given options of activities at the start of each term. They will choose an activity and continue on this path throughout this term. PE staff will make arrangements to cater for differing rates of student development and will vary with particular experiences. Students will also be encouraged to take part in extracurricular activities to enhance their learning of different activities.



Students will be taught:

- How to be physically active whilst maintaining a healthy lifestyle
- To adopt the best posture and appropriate use of the body
- To participate in activities that develops cardiovascular health, flexibility, muscular strength and endurance
- To develop coaching and leadership skills
- The increasing need for personal hygiene in relation to vigorous activity

Activities offered:

- | | | |
|----------------|----------------|----------------------------------|
| • Gymnastics | • Badminton | • Table Tennis |
| • Trampolining | • Volleyball | • Team Building |
| • Dance | • Rounders | • Health and Fitness |
| • Netball | • Cricket | • Ice Skating (Year 11 only) |
| • Basketball | • Softball | • Ten-Pin Bowling (Year 11 only) |
| • Football | • Tennis | |
| • Futsal | • Athletics | |
| • Rugby | • Rock-it Ball | |
| • Handball | • Hockey | |

In year 11 students will also be offered the chance to go off-site to encourage participation and enjoyment.





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Optional EBacc Subjects



GCSE geography courses are a good mix of topics including urban issues, world development, extreme environments, rivers, and hazards. The course will give you the chance to get to grips with some of the big issues which affect our world, and understand the social, economic and physical forces and processes which shape and change our world. This diversity also allows all students to find topics they are interested and engaged in.

Geography inspires students to become global citizens by exploring their own place in the world, their values and responsibilities to other people, to the environment and to the sustainability of the planet. Your learning journey through Key Stage 3 has developed the skills you need and building blocks of subject knowledge. Geography equips students with a broad range of personal learning and thinking skills such as teamwork, independent enquiry and creative thinking - all highly valued by employers.

Paper	Content Overview	Assessment
Paper One	<ul style="list-style-type: none">• The challenge of natural hazards• The living world• Physical landscapes in the UK• Geographical skills	<ul style="list-style-type: none">• 1 Exam divided into 4 sections• 1 Hour 30 minute exam• 88 Marks available (35%)
Paper Two	<ul style="list-style-type: none">• Urban issues and challenges• The changing economic world• The challenge of resource management• Geographical skills	<ul style="list-style-type: none">• 1 Exam divided into 4 sections• 1 Hour 30 minute exam• 88 Marks available (35%)
Paper Three	<ul style="list-style-type: none">• Issue evaluation• Fieldwork• Geographical skills <p><i>A pre-release booklet is given to students to study before the exam for this component.</i></p>	<ul style="list-style-type: none">• 1 Exam divided into 3 sections• 1 Hour 30-minute exam• 76 Marks available (30%)

This course is 100% examination. SPAG and calculations will be assessed.

Pupils will visit suitable locations based two contrasting environments, physical and human, to carry out field work which will extend knowledge. In previous years, overseas trips to different countries such as Iceland and Italy have been available. You will be offered the possibility to see a wide range of geographical sights.





Learning about past events and the people who've influenced history will allow you to understand how the world got to the point it's at now and how it will continue to develop in the future. You'll learn valuable skills. Apart from studying a wide range of exciting historic periods, you'll learn a range of handy skills that will help you with A-levels and future work. These include excellent communication and writing skills, how to construct an argument, research and problem skills, investigation and problem-solving skills, analytical and interpretation skills.

HISTORY TOPICS

British America, 1713–83: empire and revolution

Students will study this topic in Year 11. This module explores how Britain built and governed its American colonies between 1713 and 1776, examining trade, politics, and relations with colonists and Indigenous peoples. It also explains how tensions over taxation and control led to the American Revolution and the consequences of the Revolution for the Americans.

Whitechapel: The Historic Environment

Year 10 starts by studying the classic murder mystery of Jack the Ripper! Who was he? What was his motive? Why was he never caught? Our investigation focuses on the narrow streets and dirty slums of Whitechapel as we discover why this area was the perfect place for Jack to commit his crimes!

Crime and Punishment: A Thematic Study

Students will learn about the painful punishments of the Medieval time, the reason why people were executed under the brutal Bloody Code, and why the 19th century was a turning-point for prisons and policing. This thematic study of over a 1000 years aims to analyse the changes and continuity of crimes, punishments and law enforcement from the Anglo Saxons to the present day.

Henry VIII and his Ministers

Students will learn about the men who stood by Henry VIII, how Wolsey tried, but failed, to secure Henry military and foreign glory in Europe, how Cromwell helped Henry marry his second wife, and then how he helped have her executed! Students will also learn about the rise and fall of Henry's wives and his ministers as well as the religious changes of the Reformation.

Weimar and Nazi Germany

Weimar and Nazi Germany is the final topic of GCSE History. The course begins at the end of WW1. By analysing sources and historians' interpretations students will discover the key events that led to the creation and end of the Weimar Republic, the rise of the Nazis and the years of total rule under Hitler's dictatorship. This course not only explores the politics and economics of the Interwar Period, but also aims to understand the social impact of the Nazi state on Germany itself.



In today's world it has become increasingly important to have a qualification in a Modern Foreign Language.

The majority of business is conducted in an international market, not only with countries in the EU and Europe, but across the world. Business leaders often speak of the need for the country to produce more linguists if the UK is to continue to operate effectively on the world stage. Therefore, the working knowledge of a foreign language has become an extremely valuable skill in the job market, with universities and companies actively recruiting candidates who can speak another language.

You will be studying a new GCSE in French which is built on a student centre approach allowing students to build on their communication skills as well as gaining a greater cultural grasp. The new GCSE provides a platform which is inclusive, engaging and creates meaningful and relatable content.

Your learning journey through the topics and grammar, covered at Key Stage 3, will have developed the skills you need and building blocks to prepare you for the French GCSE.

FRENCH MODULES

Theme 1: My Personal World

Theme 4: Media and Technology

Theme 2: Lifestyle and Wellbeing

Theme 5: Studying and My Future

Theme 3: My Neighbourhood

Theme 6: Travel and Tourism

AO1: Listening 25% of the Qualification	AO2: Speaking 25% of the Qualification	AO3: Reading 25% of the Qualification	AO4: Writing 25% of the Qualification
Students will be required to express themselves solely in the assessed language in a three part examination: Read aloud, role Play & Picture task with conversation	Students will be required to express themselves solely in the assessed language in a three part examination: role play, presentation, and conversation.	This is awarded for responses to questions set in French. Questions and answers will both be in French and English in separate sections.	Students will be required to express themselves in French and will communicate effectively through writing in French. Students are required to produce extended responses of varying lengths and types to express ideas and opinions in French.

These examinations will all take place at the end of the two year course in Year 11. Throughout the two years, students will be assessed thoroughly on all skills to ensure they are practicing and maximizing their chances to achieve the highest grades.



In today's world it has become increasingly important to have a qualification in a Modern Foreign Language. The majority of business is conducted in an international market, not only with countries in the EU and Europe, but across the world. Business leaders often speak of the need for the country to produce more linguists if the UK is to continue to operate effectively on the world stage. Therefore, the working knowledge of a foreign language has become an extremely valuable skill in the job market, with universities and companies actively recruiting candidates who can speak another language.

Learning a foreign language also strengthens understanding of the English language and improves communication and social skills. Being in close proximity to our European neighbours, with links such as Ebbsfleet International Station, there is an increasing number of continental visitors and it is probable that even part-time jobs will be keen for you to be able to speak a foreign language.

Your learning journey through the topics and grammar, covered at Key Stage 3, will have developed the skills you need and building blocks to prepare you for the Spanish GCSE.

SPANISH MODULES

Module 1: Holiday and travel

Module 2: School life

Module 3: Family life and friendships

Module 4: Free time activities

Module 5: Town and the local area

Module 6: Celebrations and festivals

Module 7: World of work and future aspirations

Module 8: World and international events

AO1: Listening	AO2: Speaking	AO3: Reading	AO4: Writing
25% of the qualification. Questions and answers will both be in Spanish and English in separate sections.	25% of the qualification. Students will be required to express themselves solely in the assessed language in a 3 part examination: role play, presentation, and conversation.	25% of the qualification. This is awarded for responses to questions set in Spanish. Questions and answers will both be in Spanish and English in separate sections.	25% of the qualification. Students will be required to express themselves in Spanish and will communicate effectively through writing in Spanish. Students are required to produce extended responses of varying lengths and types to express ideas and opinions in Spanish.

These examinations will all take place at the end of the two year course in Year 11. Throughout the two years, students will be assessed thoroughly on all skills to ensure they are practicing and maximizing their chances to achieve the highest grades.



Our GCSE Computer Science course gets students working with real-world, practical programming techniques that give them a good understanding of what makes technology work. It centres largely on the understanding of computer programming.

The course contents include learning how to program in a scripting language; learning about computer structure including systems, hardware (CPU, memory, secondary storage); algorithms; data representation (binary/hexadecimal); networking; web application concepts; use of external code sources; database concepts and finally the use of computer technology in society.

Students have to complete the three components of the OCR GCSE in Computer Science (J277) course:

01: Computing Systems

Students have to complete a 90 minute written paper on the theoretical aspects of computing including hardware, software, problem solving, databases, number systems, networking and logic circuits.

02: Computational Thinking, Algorithms & Programming

Students complete a 90 minute written paper on the theoretical aspects of computational thinking including algorithms and a variety of programming structures such as iteration, selection and sorting data.

NEA: Programming Project

Students have to solve one of three separate problems using the programming language of their choice. Students will need to design a solution, code and finally test the program to see if it meets the requirements. Evidence is submitted in the form of annotated screenshots and short write-ups.





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Optional Subjects

3D Art (Ceramics)



Students will develop and produce ideas in 3D – working with a range of materials to problem solve successful outcomes. They will explore and develop skills using clay (Ceramics) techniques and other 3D materials such as wood and wire in order to extend subject knowledge. Ceramic/Sculpture/Making techniques will be supported with drawing, sketching, mixed media, model making, surface printmaking and mark making. Students will also explore the use of surface colour using glazing and colour coding techniques.



This course has been designed to encourage students to express original ideas and to develop an adventurous and enquiring mind. Students will be inventive with ideas and enjoy making in 3D. They will learn about the nature of the three-dimensional design process from concept, research, experimentation to final out-comes. Throughout the course they will develop to be independent thinkers and who will take risks with creative design processes.

Specific Unit Information:

A total of 2 components of work will be covered within the course.

Component 1

This is coursework and is worth 60% of the total grade. The coursework explores various starting points, development work that will then result in ceramic/sculptural 3D final pieces.

Component 2

This is a controlled test and is worth 40% of the total grade. Unit 2 starts in January (Year 11 only). Students select 1 question from an exam paper completing the component in April during the exam period.



Art and Design (Fine Art)



The Art and Design course will allow students to explore and develop their drawing and painting skills. Fine Art practice is defined as the need to explore an idea, convey an experience or respond to a theme or issue of personal significance. It can also include aspects of mixed media, sculpture, printmaking, installation and photography. Some students may at times have the opportunity to use film, video and image manipulation in Photoshop.

Students will build on their KS3 skills producing outcomes/final ideas. This course would suit students who enjoy working with a range of art materials to produce successful imaginative outcomes. They will need to have the willingness to experiment with a variety of techniques, materials and ideas. This course would suit learners who enjoy drawing and painting.



Specific Unit Information:

A total of two components of work will be covered within the course.

Component 1

This is coursework and is worth 60% of the total grade. The coursework explores various starting points, development work that will then result in a final piece.

Component 2

This is a controlled test and is worth 40% of the total grade. Unit 2 starts in January (Year 11 only). Students select one question from an exam paper completing the component in April during the exam period.



The GCSE in Design and Technology has been designed to prepare students to participate confidently and successfully in an increasingly technological world and to understand the importance and impact Design Technology has on everyday life and the wider world.

Pupils undertaking this course will develop a broad knowledge of material categories, manufacturing processes, new technologies and practical skills. The knowledge and skills learnt will then enable learners to design, develop and make functional prototypes for a wide and challenging range of real-life contexts.

This qualification will encourage learners to develop their design and thinking skills to overcome daily problems and expose them to the current developments and opportunities that exist in the creative, manufacturing and engineering industries. Additionally, learners will need to apply their understanding of the sciences and maths in a design and technology context.

Specific Unit Information:

A total of two components of work will be covered within the course.



Component 1

Principles of Design and Technology

The question paper will be split into 3 sections;

- Core technical principles (20 marks)
- Specialist technical principles (30marks)
- Designing and making principles (50 marks).

A minimum of 15% of the paper will assess learners' mathematical skills and a further 10% on science skills, as applied within a Design Technology context.

Hours: 2 Hours

Percentage of GCSE Grade: 50%

Component 2

Iterative Design Challenge

As an outcome of the challenge, students will produce a chronological portfolio and one final prototype based on a selected contextual challenge.

The contextual challenges will be released by the exam board in the June of the student's year 10.

Hours: Approximately 30 - 35

Percentage of GCSE Grade: 50%



Graphics is a creative subject that gives you the opportunity to bring your ideas to life.

This course will allow students to build on creative graphic design skills taught in KS3 art and design and graphics. Students will use both a workbook/sketchbook and digital files to present ideas and evidence as well as producing try out versions and final pieces or products.

This course would suit students who enjoy working with a range of graphic design materials to produce successful creative products. They will need to have the willingness to experiment with a variety of techniques, materials, and ideas. This course would suit learners who enjoy drawing, using software, producing multiple versions of ideas, working with text, colour, layout and composition.

Specific Unit Information:

A total of two components of work will be covered within the course.



Component 1

This is coursework and is worth 60% of the total grade. The coursework explores various starting points in the form of briefs, followed by development work that will then result in a final piece.

Component 2

This is a controlled test and is worth 40% of the total grade. Unit 2 starts in January (Year 11 only). Students will select one question from an exam paper completing the component in April during the exam period.





This course offers an experience of the skills and theory employed in ICT and Creative Media, through client briefs, planning techniques like visualisations and the use of creative tools like web authoring software. The goal of the sessions is to create, from the ground up, a website that promotes a product, repurposing images and reviews (including videos) that link out to real websites where the product can be bought.

Students who choose ICT and Creative Media have five lessons a fortnight over three years. At present, we will follow OCR Creative iMedia.



Paper

Content Overview

Unit R093: Creative iMedia in the Media Industry (40%)

This unit aims to give students the knowledge and skills they need to produce attention grabbing digital products using web authoring software, multimedia assets and navigation features. Students will demonstrate their ability to design, build and test a digital product in a theory-based examination set by the exam board and an internally moderated controlled assessment.

Unit R094: Visual Identity and Digital Graphics (25%)

This is a controlled assessment. This unit teaches students all the skills needed to gather, manipulate and re-purpose graphic images as well as to create images from scratch.

Unit R099: Digital Games (35%)

The computer game industry is one of the fastest-growing sectors of the economy. In these units students will learn about different types of computer games, investigate what makes a game successful and learn how to plan, design and create great games for others to play.



Media Studies combines creativity with analysis of media texts from the three media platforms:

- Broadcast
- Print
- E-media

Students will have a strong interest in the media including wide knowledge of television, magazines, gaming and music. Media Studies explores how media texts are constructed using media language, how institutions run and control the media, how people and places are represented in the media and how audiences consume media texts.

Students should take this course if they are a creative thinkers and have a strong flair for coming up with new ideas. Students will develop their written and analytical skills and learn how to apply media terminology. Students will work creatively as individuals as well as part of a group and always be willing to present their ideas to the rest of the class.

ASSESSMENTS

Media GCSE is an academic course and is assessed mostly by examination, as well as 30% Practical coursework produced in class using Photoshop software. GCSE content is taught from year 10 onwards, meaning that media terminology, analysis and writing skills are initially taught in year 9.

Component	Content Overview	Assessment
1: Exploring the Media	Section A: Exploring Media Language and Representation Section B: Exploring Media Industries and Audiences	Written examination 1 Hour 30 minutes 40% of qualification
2: Understanding Media Forms and Products	Section A: Television Section B: Music (music videos and online media)	Written examination 1 Hour 30 minutes 30% of qualification
3: Creating Media Products	An individual media production for an intended audience in response to a choice of briefs set by WJEC, applying knowledge and understanding of media language and representation.	Non-exam assessment 30% of qualification



Studying AQA GCSE Drama engages and encourages students to become confident performers and designers with the skills they need for a bright and successful future. It will also help build key skills such as confidence, creative thinking, teamwork, leadership, critical analysis with cross-curricular links to English and Art and Design.



Areas of Study and Assessment:

Component

Content Overview

1: Understanding
Drama (40%)

This is a written examination that will assess students' knowledge and understanding of drama and theatre. It features the study of one set play and analysis and evaluation of the work of live theatre makers.

2: Devising
Drama (40%)

This is an internal assessment where students will create a piece of devised drama. This can specialise as a performer or as a designer. Students will also need to analyse and evaluate the work in a devising logbook.

3: Texts in
Practice (20%)

This features the performance of two extracts from one play and students may contribute as performer or designer. The play will contrast with the set play chosen for Component 1.





The BTEC Level 1/Level 2 Tech Award in Music Practice is ideal for student who would like to find out more about the music industry. This course offers a practical introduction to life and work in the music industry. The qualification, which is 120 GLH, is the same size and level as a GCSE. This course will give the learner the opportunity to develop knowledge and technical skills in a practical learning environment. The student will develop key skills, ranging from rehearsing to experimenting with technology, equipment, and instruments as well as develop an understanding of the music industry.



ASSESSMENTS

Students taking this qualification will study three components, covering the following content areas.

Component 1 (Internal Assessment)

Exploring Music Products and Styles

Exploration of the techniques used in the creation of different musical products and investigation of the key features of different musical styles and genres.

Component 2 (Internal Assessment)

Music Skills Development

Development of two musical disciplines through engagement in practical tasks, while documenting their progress and planning for further improvement.

Component 3 (External Assessment)

Responding to a Music Brief

Developing and presenting music in response to a given music brief.

This qualification will allow development of knowledge and skills through practical and creative application in a vocational context, and by responding creatively to a commercial brief.



The BTEC Level 1/Level 2 Tech Award in Performing Arts offers a practical introduction to life and work in the performing arts industry. This course provides the opportunity to develop knowledge and technical skills in a practical learning environment. Students will develop key skills, such as creating performance or design content for a real vocational scenario. This qualification allows flexibility to the dance programme, offering a variety of dance styles and performance opportunities.

Although helpful, it is not necessary for you to have a previous knowledge of dance; it is possible to be very successful through hard work and commitment.

Component	Content Overview	Assessment
1: Exploring the Performing Arts	This unit develops an understanding of the performing arts including practitioners' work and the processes used to create performance.	Internally marked and externally moderated (May/June in Year 10)
2: Developing Skills and Techniques in the Performing Arts	This unit develops performing arts skills and techniques through the reproduction of acting, dance and/or musical theatre repertoire as performers or designers.	Internally marked and externally moderated (December/January in Year 11)
3: Responding to a Brief	Within this unit students contribute to a workshop performance as either a performer or designer in response to a given brief and stimulus.	Marked and graded by the exam board (May/June in Year 11)

The qualification is graded over seven grades from Level 1 Pass to Level 2 Distinction.



Hairdressing and Beauty Skills



The VTCT Level 2 Extended Certificate in Hair and Beauty Skills (VRQ) is a vocationally related qualification that will prepare you to become a hairdressing apprentice in the hairdressing industry.

This is a vocationally related qualification and includes all the required elements to develop your practical hairdressing skills including a mandatory unit in creating an image based on a theme. The units delivered in the course are hairdressing based therefore students will not learn or be taught beauty skills.

Students will learn how to create a mood board detailing all their ideas for the total look. Students will gain the skills needed to communicate your ideas and you will be able to understand why creating a mood board is an important part of developing your overall look.



In this qualification students will also develop your knowledge and understanding of the following:

- Working in the hair and beauty industries.
- Practical Hairdressing Skills and Techniques.
- Hairdressing products.
- Health and safety.
- Client and customer skills.

Students' knowledge and understanding will be collected in a portfolio of evidence to be submitted for assessment by your subject teacher.



Hospitality and Catering



This course aims to enable students to gain a good foundation of knowledge, understanding and skills required by the Hospitality and Catering Industry. It provides the opportunity to develop a variety of food preparation and making skills as well as enabling students to develop on to further training if they decide to choose a career in Hospitality and Catering industry.

The WJEC Level 1/2 Vocational Award in Hospitality and Catering is made up of two mandatory units:

Unit 1 - 40% of Grade

The Hospitality and Catering Industry

Students will acquire knowledge of all aspects of the industry and be able to propose new hospitality and catering provision for specific locations. Learners will be able to use their learning of different types of establishment and job roles to determine the best option. This unit provides a broad introduction to the vocational sector in a way that is purposeful and develops a range of transferable skills. This is a theory online assessment (1 Hour 30 minutes).

Unit 2 - 60% of Grade

Hospitality and Catering in Action

Learners apply their learning to safely prepare, cook and present nutritional dishes. They will draw on their learning of different types of provision and kitchen and front of house operations in Unit 1, as well as personal safety in their preparations. This consists of a controlled assessment (9 hours) and practical exam (3 hours).





At Saint George's, we currently offer BTEC Tech Award in sport, activity, and fitness at Level 2. This course caters for the different needs of all our students within a sporting, theoretical and active environment.

This course will:

- Provide opportunities to investigate the positive and negative physiological impacts of sport and activity on the body systems.
- Give pupils a wider understanding and appreciation of how to improve their own health, wellbeing, and activity levels using data.
- Encourage personal development through sports leadership activities.
- Provide opportunities for creativity and encourage adaptation to ever changing circumstances.
- Develop pupil's resilience with accurate and detailed feedback.
- Develop pupil's communication, planning and team-working skills in preparation for successful performance in the workplace.
- Give pupils the opportunity to progress to other vocational qualifications, such as Edexcel BTEC Level 3 Nationals in Sport or Sport and Exercise Sciences or on to GCE AS or A level, and, in due course, to enter employment in the sport and active leisure sector

ASSESSMENTS

Component 1

Understand the Body and the Supporting Technology for Sport and Activity.

Internally assessed coursework.

Component 2

The Principles of Training, Nutrition and Psychology for Sport and Activity.

Externally assessed written exam.

Component 3

Applying the Principles of Sport and Activity.

Internally assessed coursework.





Psychology is the study of and explanation of human behaviour; it is interested in investigating what factors determine human behaviour and the scientific research into these factors. Psychology aims to provide explanations for different aspects of human behaviour and is focused on where relevant development treatments or therapies to support humans.

Students will study:

- Memory
- Perception
- Development
- Social Influence
- Research methods
- Language, thought and communication
- Brain and neuropsychology
- Psychological problems



Paper

Content Overview

Paper One:
Cognition and
Behaviour (50%)

Students will be expected to draw on knowledge and understanding of the entire course of study to show a deeper understanding of memory, perception, development and research methods.

Paper Two: Social
Context and
Behaviour (50%)

Students will be expected to draw on knowledge and understanding of the entire course of study to show a deeper understanding of social influence, language, thought and communication, brain and neuropsychology and psychological problems.

This course is 100% formal examination. Each examination lasts for 1 hour 45 minutes. A small proportion of all exam papers will include the testing of maths skills such as plotting data on graphs, the reading and interpretation of data tables and simple calculations including percentages and fractions.

Next Steps in Student's Pathway Options



Having read this comprehensive overview outlining the broad GCSE offer here at Saint George's we encourage that you give consideration over these next few weeks to three option subjects you wish to study at KS4.

To further support students in during the selection process each student will be invited to attend a meeting with a senior member of staff to discuss their Pathway options. Each senior leader will discuss and explore each student's Pathways selection with them ensuring that the choices submitted are the best pathway for them in the career they wish to pursue. At Saint George's every effort is made to ensure that students gain insight and experience of the working world, and our diverse and expansive careers development programme continues to thrive and provide students with rich opportunities.

Senior leaders will compliment this through these one-on-one meetings offering clarity and guidance throughout the process to help support each student fully.

Once your child has made their decisions, they will need to complete an online form by the deadline of Friday May 15th 2026. The link can be found in the Pathways Launch email you will have received.

We wish our students every success as they embark on their future KS4 studies and look forward in continuing with them on their journey as they flourish into young adults ready to contribute to the wider society.

For more information or advice, please contact:

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Ms J Sargant, Year 9 Raising Standards Leader
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