



JSTC Curriculum Booklet

Your Choice
Your Pathway
Your Future

2024-25

Respect | Responsibility | Resilience

CURRICULUM INTENT

Our curriculum is designed to challenge students to achieve, what for them is individual excellence and to be the vehicle for delivering deep social justice. We are fiercely ambitious, and our curriculum reflects this passion and to embed the school ethos of respect, responsibility, and resilience in the character of our students.

Dear Parents, Carers and Students,

Making options choices is one of the first real steps which children make as they start to become a young adult. Choices made in this process will start to shape the possible future direction in which a young person will go. As with all choices, it is important that we try to make them from a position of being as well informed as possible.

What you don't need to know now is what career you wish to have in the future. If a student does have a desire to enter a certain profession, then that is great. Alternatively, the choices you make now are designed so that at the end of Year 11 and Year 13 you are in a strong position to apply for post-16, university or to enter the profession of your choosing as an apprentice.

JSTC are committed to supporting students to select the most appropriate courses that match your needs and interests. Students who enjoy their chosen courses will look forward to coming to school and make the most progress. Our aim at JSTC is that every student reaches their full potential in their core and options subjects. To achieve and reach your full potential it is also important that you are willing to work hard, showing resilience and dedication to your studies.

HOW TO MAKE THE BEST DECISIONS

DO:

- Be well informed - speak to teachers, tutor, family.
- Consider what you enjoy? What are you good at?
- Think about how you like to learn and be assessed.
- Think about the future, post-16, career?

DON'T:

- Pick a subject because your friend is doing it.
- Pick a subject because of your current teacher.



MAKING YOUR CHOICES

WHAT WILL MY CURRICULUM LOOK LIKE?

Below is the Curriculum structure for students, including their subject contact time across the 2-week, 50 period timetable.

SUBJECT	PERIODS PER FORTNIGHT	TYPE
ENGLISH LIT & LANG	8	TWO GCSE's
MATHS	8	GCSE
SCIENCE	8	DOUBLE GCSE
HISTORY OR GEOGRAPHY	5	GCSE
OPTION 1	5	GCSE or VOCATIONAL
OPTION 2	5	GCSE or VOCATIONAL
OPTION 3	5	GCSE or VOCATIONAL
PERSONAL & RELIGIOUS STUDIES (PRS)	2	NOT EXAMINED
PHYSICAL EDUCATION	4	NOT EXAMINED

Overall students will gain 9 Level-2 qualifications, the recommended number to move forward to post-16 education and beyond.

WHAT TYPE OF QUALIFICATIONS CAN I TAKE?

We offer 2 different types of Level-2 courses. The main difference being how they are taught and assessed.

GCSE (General Certificate of Secondary Education)

The majority of GCSE are formally assessed through terminal exams at the end of Year 11. Some options GCSEs such as Design & Technology, Food, Art and Photography there will be some non-examination assessed work (NEA). In GCSE Art and Photography, whilst there is not a terminal exam, there is an internal exam in which students must complete a piece of work. GCSEs are awarded a grade from 9-1, with Grade 9 is the highest mark and Grade 1 is the lowest mark. A Grade 4 is a Standard Pass, and a Grade 5 is a Good Pass.

BTEC and CNAT

These are classified as vocational qualifications. In year 9 students are taught course content and in year 10 and 11 student's complete assessments on units of work. Students may sit one formal examination at the end of Year 11.

BTEC and CNAT courses are assessed on a scale of Pass, Merit and Distinction at both Level 2 and Level One. A Level 2 Pass is the equivalent of a GCSE Grade 4.



MAKING YOUR CHOICES

WHAT OPTIONS CAN I TAKE?

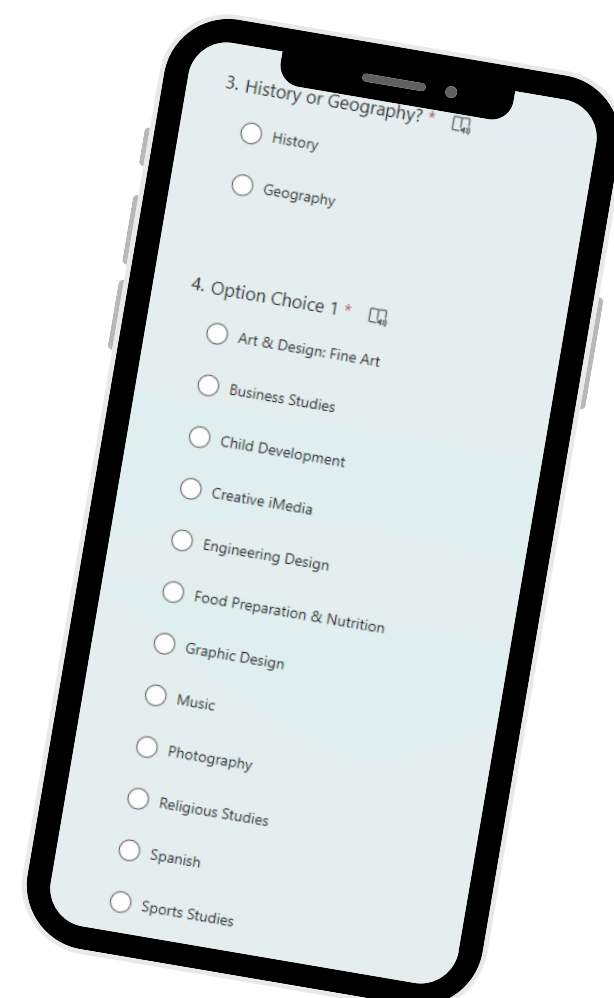
NON-OPTION COURSES	TYPE	EXAM BOARD	GRADING
ENGLISH LIT & LANG	GCSE	EDEXCEL	GRADES 9-1
MATHS	GCSE	EDEXCEL	HIGHER: GRADES 9-4 FOUNDATION: GRADES 5-1
SCIENCE: TRILOGY	GCSE	AQA	HIGHER: GRADES 9-4 FOUNDATION: GRADES 5-1
GEOGRAPHY	GCSE	AQA	GRADES 9-1
HISTORY	GCSE	EDUQAS	GRADES 9-1

OPTION COURSES	TYPE	EXAM BOARD	GRADING
ART & DESIGN: FINE ART	GCSE	AQA	GRADES 9-1
BUSINESS STUDIES	CNAT	OCR	LEVEL 1 PASS - LEVEL 2 DISTINCTION*
CHILD DEVELOPMENT	CNAT	OCR	LEVEL 1 PASS - LEVEL 2 DISTINCTION*
CREATIVE IMEDIA	CNAT	OCR	LEVEL 1 PASS - LEVEL 2 DISTINCTION*
ENGINEERING DESIGN	CNAT	OCR	LEVEL 1 PASS - LEVEL 2 DISTINCTION*
FOOD PREPARATION & NUTRITION	GCSE	EDEXCEL	GRADES 9-1
D&T GRAPHIC DESIGN	GCSE	EDEXCEL	GRADES 9-1
MUSIC	BTEC	EDEXCEL	LEVEL 1 PASS - LEVEL 2 DISTINCTION*
PERFORMING ARTS	BTEC	EDEXCEL	LEVEL 1 PASS - LEVEL 2 DISTINCTION*
PHOTOGRAPHY	GCSE	AQA	LEVEL 1 PASS - LEVEL 2 DISTINCTION*
RELIGIOUS STUDIES	GCSE	EDUQAS	GRADES 9-1
SPANISH	GCSE	AQA	HIGHER: GRADES 9-4 FOUNDATION: GRADES 5-1
SPORTS STUDIES	CNAT	OCR	LEVEL 1 PASS - LEVEL 2 DISTINCTION*

HOW DO I MAKE MY CHOICES?

CHOICE
HISTORY OR GEOGRAPHY
OPTION 1
OPTION 2
OPTION 3
RESERVE OPTION 1
RESERVE OPTION 2
RESERVE OPTION 3

On Thursday 27th February you will receive a message through MCAS/email which links to a Microsoft form. This form will allow you to make the following choices make these choices.



ENGLISH BACCALAUREATE & GCSE SPANISH

The English Baccalaureate (EBacc) is an important one for those students who wish to have every option open to them in terms of attending university in the future.

To achieve the EBacc performance measure, a student needs to achieve a GCSE Grade 4 or higher in English, Maths, Science, History or Geography and a Modern Foreign Language such as Spanish. This combination of subjects is deemed to be an appropriately challenging academic route which tests students in a range of different academic disciplines.

Whilst some students will be directed towards taking Spanish as one of their option choices, students who have a passion for languages and enjoy their Spanish lessons can also opt to take these subjects.

MENTAL HEALTH & WELLBEING

At JSTC we are mindful of the mental health and well-being of our students. One of the reasons why we offer a range of qualifications is to ensure that our students are not placed under too much pressure at any one point.

The end of Year 11 is a crunch time for students where students will need to show the resilience to perform to the best of their ability whilst dealing with pressure. We have taken certain decisions to ensure we are mindful of positive student mental health. The number of qualifications that we ask students to take is exactly what is needed for them to be successful in the future. Equally the option to study vocational subjects helps students to spread out their examinations and assessments over Year 10 and Year 11, rather than all the examinations taking place within the summer of Year 11.

CHANGING MY OPTION CHOICES

We will aim to confirm options choices early in the final term of the academic year, but unless you are contacted by Mr. Bentley or Mrs Richardson you can assume that you have been allocated three subjects from your choices or reserve choices.

If a student changes their mind about studying one of their confirmed option choices, then they should speak to Mr. Bentley. Please be aware that whilst we will look to accommodate changes, it may not be a simple and straightforward process.

At the start of Year 9, we give students time to settle in with their option studies. If a student is struggling to fully engage in their option choices, the student should contact Mr. Bentley to discuss this.



MAKING YOUR CHOICES

WHAT DO I NEED TO ACHIEVE TO GET ON A POST-16 COURSE OR APPRENTICESHIP?

Whilst a Grade 4 is a Standard Pass and a Grade 5 is a Good Pass, success for our students will look different from person to person. Students should focus on getting the best possible grade.

Whilst colleges, sixth forms and employers will be very interested in grades achieved at the end of Year 11, they are equally interested in the experiences that students have gained outside of their studies. This includes experiences through school, as well as those which stem from your family and the student's own initiative.

WHAT NEXT?

STEP 1:

This Curriculum booklet will be available online on **Monday 24th February**.

STEP 2:

Options evening on **Thursday 27th February** will have a talk for students parents/carers at 5pm and again at 6pm in the Main Hall. Before and after this talk, until 7pm there will be opportunity to talk with subject leaders around the school site.

STEP 3:

Options forms are due in on **Friday 7th March**. Students who do not return their form by this date risk not being able to select their first choices.

We do our very best to give students their first three option choices or their reserve choices but please appreciate that it may not always be possible nor feasible to do so. If this is the case, we will speak to student and families individually to find acceptable solutions. The Option Form will be sent out electronically on Thursday 27th February and should be returned electronically before midnight on Friday 7th March.

Mr. J Bentley

Assistant Headteacher

John Spendluffe Technology College



MAKING YOUR CHOICES

ENGLISH LANGUAGE & LITERATURE

Syllabus: Edexcel English Language 1ENO and Edexcel English Literature 1ETO

Type: Two GCSEs

Tiering: No

Course contact: Mrs Mountain/Mrs Croft

[View
Lang
Spec](#)

[View
Lit
Spec](#)

'English is the most important tool you'll ever need, no matter what career you choose.' - **Benjamin Zephaniah (Poet & Writer)**

Students will follow two courses which will award you two separate GCSE qualifications: Edexcel English Language and English Literature. If you are asked for eight GCSEs to achieve your plans at 16+, then English will provide you with two of those qualifications. Whether you want to continue studying at college or enter the world of work, your GCSE English qualifications are very important. By accessing our broad and challenging curriculum at both a language and literature level, this will give you the tools to create a successful future.

COURSE OVERVIEW

Our five year (7-11) English curriculum has been devised to give you a rich and varied diet of texts from different genres and time periods that inspire you to be unafraid to challenge yourselves and others by demonstrating respect, responsibility, and resilience. English lessons in KS4 will further develop you to be critical, imaginative, and independent thinkers and writers. You will therefore be presented with fresh challenges with each component of your GCSE courses. Your lessons will continue to be interactive and involve you participating in a wide range of activities. Ultimately, you will be taught how to achieve excellent results in GCSE English Language and GCSE English Literature.

The EDEXCEL English Language Paper 1 exam will include one unseen literary passage from the 19th century. The English Language Paper 2 exam will include two unseen, non-fiction, prose passages from the 20th and 21st century. You will have one writing task to complete on each paper. One task will be creative and the other transactional.

The new specifications in English Literature require you to read a nineteenth century English novel; a Shakespeare play; a post 1914 modern British text and a selection of poetry since 1789.

You will still be required to speak and listen in a wide variety of contexts. Self-assessment of your own speaking and listening skills and those of your peer group in practice tasks will motivate and challenge you to achieve a high grade. The marks you receive for speaking and listening assessments will no longer contribute to your final GCSE English Language grade, but they will be certificated by EDEXCEL, our examination board. At the end of your GCSE English Language course, your teacher will award you one of three final grades: Pass, Merit or Distinction for the Spoken Language Endorsement component. This grade will be internally and externally moderated using an audio-visual recording. Not all students will be recorded; only a sample is required. The ability to speak fluently and coherently is a life skill that colleges and employers value.

ENGLISH LANGUAGE & LITERATURE

You will develop confidence in writing for a range of purposes including persuasive speeches and letters; argumentative articles; entertaining descriptions and narratives and analytical essays. We are teaching writing by reading strong texts as models; you will widen and deepen your understanding about the ways in which books and words are become powerful by reading more extensively than the texts prescribed on the exam syllabus. We explicitly advocate equality, diversity, and inclusion in our choice of texts so that you join us in respecting and celebrating difference.

SKILLS REQUIRED

- Speaking and Listening are key skills in English.
- Thinking skills involve independent, personal opinions and the ability to consider alternatives.
- Reading skills involve independent reading of a wide range of fiction and non-fiction.
- Writing skills involve a willingness to be involved with the writing process, taking time and care to plan, draft, proof-read, edit and correct.
- Independent study, effective organisation, motivation, and planning skills are required to manage practice examination tasks step by step. You will be expected to fully participate in the online platforms available to you.
- A positive attitude is needed to make the most of all the opportunities presented to you throughout the course and to achieve your unique potential.

INDEPENDENT LEARNING

You will find English challenging and rewarding but you will need to work to the best of your ability. Writing workshops and twilight English revision sessions give extra time and support if you need help. You will be expected to read and study examination texts as part of your independent learning, but we encourage you to read even more widely to enrich your knowledge, skills and understanding. Each student in KS4 will be issued with an Independent Learning Programme which focuses on the application of knowledge and skills. The weekly study tasks are to be completed for both English Language and Literature. If you are absent from lessons, we expect you to catch up as soon as possible. We will offer support for this by supplying resources via our online platform 'Educake' and offering individual or small group face-to-face tuition where needed.

ENGLISH CAREERS

Social work | PR and Advertising | Lawyer | Publisher | Journalist | TV Presenter
| Radio Presenter | Teacher | Librarian | Banker | Events Manager | Researcher

Syllabus: Edexcel Mathematics 1MA1

Type: GCSE

Grading: Higher (grade 9-4) and Foundation (grade 5-1)

Course contact: Mrs K Startin

[View
Specification](#)

Pure mathematics is, in its way, the poetry of logical ideas.

- Albert Einstein (Physicist)

AIMS & THE IMPORTANCE OF MATHS

Just as languages provide the building blocks and rules we need to communicate, Maths uses its own language, made of numbers, symbols and formulas, to explore the rules we need to measure or identify essential problems like distance, speed, time, space, change, force and quantities.

Once you grasp the idea of using Maths as a language, complicated problems become much easier to solve. Maths helps us find patterns and structure in our lives. Practically, Maths helps us understand many things from our household bills and fuel efficiency to creating computer games and building websites or skyscrapers. It is a general tool to understand how things work and predict how they might change over time.

Employers understand the importance of mathematics and value the skills students gain by studying for a Maths GCSE. All students in England must achieve at least a grade 4 in Year 11 or keep on studying the subject until they do! However, Maths is so much more than just a mandatory subject; its usefulness is limitless. The logical thinking, problem-solving and decision-making skills you learn while studying mathematics can lead to a wide range of careers.

Mathematicians and statisticians are in demand across a range of sectors and employment opportunities are commonly found in:

- Engineering
- Finance, banking, and accountancy firms.
- Government
- Insurance companies
- IT, business consultancy and operational research companies
- Market research and marketing companies
- Medicine and health - including private pharmaceutical companies and the NHS.

The GCSE course builds on the knowledge and skills acquired at KS3 to:

- Enhance the efficiency and quality of Mathematical written communication.
- Focus on functional uses of Mathematics to develop Mathematical skills in a range of contexts.
- Develop problem solving techniques necessary for progression to further learning and in a wide variety of careers (some of which can also be applied in everyday life!)

Students will sit three written exams at the end of Year 11.

It is essential that students have their own scientific calculator and equipment which can be purchased from the school. The department subscribes to several Maths websites that provide learning and revision guidance as well as interactive and fun games to help develop and extend pupil's Maths skills.

Syllabus: AQA Combined Science 8464

Type: Double GCSE

Grading: Higher (grade 9-4) and Foundation (grade 5-1)

Course contact: Mrs K Startin

[View Specification](#)

Science is fun. Science is curiosity. We all have natural curiosity.

- Sally Ride (Astronaut)

Homework is set weekly, which consolidates learning in the class and prepares students for their 6 terminal exam papers.

AIMS & THE IMPORTANCE OF SCIENCE

Science attempts to explain and describe the natural world. Science uses the scientific method and critical thinking to observe the world and carry out experiments and then analyse and interpret observations. We all need to be able to utilise scientific critical thinking to challenge the world around us.

SECTION	CONTENT	YEARS TAUGHT	EXAM PAPER
BIOLOGY	Cell biology, organisation, bioenergetics, and infection response	9/10	PAPER 1 (75 MINS)
	Homeostasis, inheritance, and ecology	10/11	PAPER 2 (75 MINS)
CHEMISTRY	Atomic structure and bonding, quantitative chemistry, chemical changes, and energy.	9/10	PAPER 1 (75 MINS)
	Rates of reaction, fuels, chemical analysis, chemistry of the atmosphere and the Earth	10/11	PAPER 2 (75 MINS)
PHYSICS	Energy, electricity, particle model of matter and atomic structure	9/10	PAPER 1 (75 MINS)
	Forces, waves, magnetism, and space physics	10/11	PAPER 2 (75 MINS)

SCIENCE CAREERS

Agriculture | Electrician | Engineer | Forensics | Textiles | Cosmetics | Zoology | Research | Physiotherapy | Environment | Medical

PERSONAL & RELIGIOUS STUDIES

Type: Non-Examined

Grading: n/a

Course contact: Miss C Hewson

“PSHE education gives pupils the knowledge, skills, and attributes they need to keep themselves healthy and safe and to prepare them for life and work in modern Britain - PSHE Association

PSHE education is used to develop and enhance students' knowledge of the world and to help students' foster lifelong aspirations, goals, and values.

PSHE education is a chance to students an equal opportunity to develop the skills and knowledge they need to thrive now and in the future. It also provides students with the skills they will need to effect change in the world around, whether this be at a local, national, or international level.

Research has shown that PSHE education contributes to the achievement of all young people, not just during their time within education but throughout their futures after they leave us at JSTC.

MAIN THEMES

- Health and wellbeing
- Living in the wider world
- Relationships

TOPICS

- How to be safe in different situations, for example when they are online.
- How to maintain healthy lifestyles and address risks to their physical and mental health.
- About the world of work, economic wellbeing, and careers.
- How to build healthy, positive relationships, including intimate relationships.
- How to safely challenge bullying and discrimination.

RELIGIOUS STUDIES

Students will study topics that explain the diversity of life and religion in the modern world, that are connected to the Eduqas GCSE. This specification provides an opportunity for students to understand more about the world, the religious challenges it faces and their place within it.

Students will look at these topics from a Christian and a Muslim perspective. Throughout the Religious section of PRS, students will develop a critical and reflective approach to the key questions in life. They will also be encouraged to evaluate their own and others' opinions, improve philosophical thinking skills and the ability to think outside of the box, increase self-confidence, investigate ultimate questions, and understand contemporary ethical and religious issues. Film, music, and media will be used as a springboard for debate and discussion of all the key areas.

Students will study topics that explain the diversity of life and religion in the modern world. This specification provides an opportunity for students to understand more about the world, the religious challenges it faces and their place within it.

PHYSICAL EDUCATION CORE

Type: Non-Examined

Grading: n/a

Course contact: Mr R Thornalley

“Take care of your body. It’s the only place you have to live.”

- Jim Rohn (Author)

At key stage four students receive Physical Education lessons every week. Physical Education is compulsory for all pupils and they undertake similar sporting activities as at key stage three such as basketball, badminton, netball, rugby, football, rounders, softball, athletics, table tennis, tennis, fitness and dance but the focus is more on developing leadership, organisational, analysis and tactical skills.

Students who do not opt for to study PE further at key stage four can still develop their sporting skills in the allocated lesson. Pupils will be given opportunities to choose some of the activities they do throughout years 9, 10 and 11 so that they are able to make informed choices about the activities they prefer to do as part of a healthy, active lifestyle.

Students are encouraged to continue to participate, volunteer and assist with a wide variety of extra-curricular clubs run by the PE Department. The opportunity to take part in inter-house competition and school fixtures is still available to students who do not opt to study PE at key stage four. This is actively encouraged by the department and serves to develop other aspects of the individual such as leadership, communication, team work and confidence.

KS4 ACTIVITIES

- Basketball
- Badminton
- Netball
- Rugby
- Football
- Rounders
- Softball
- Athletics
- Table Tennis
- Tennis
- Fitness
- Dance

TRANSFERABLE SKILLS

- Leadership
- Confidence
- Communication
- Team Work
- Organisation
- Problem Solving
- Analysis
- Tactics

Syllabus: AQA Art & Design: Fine Art 8202

Type: GCSE

Grading: 9-1

Course contact: Mrs S Baxter

Please note this subject can be taken in addition to two of Photography, Music and Performing Arts.

[View Specification](#)

'Every child is an artist' - Pablo Picasso

The course aims to encourage pupils to develop their thinking & analytical abilities, along with their powers of observation, imagination and practical skills. It seeks to encourage a more independent approach to study.

The course encourages students to gain experience in a range of artists, techniques and themes. These include drawing, painting, collage, multimedia and printmaking.

YEAR 10	YEAR 11
<p><i>Start of GCSE coursework Portfolio</i></p> <p>In Year 10 through to Year 11 students work towards a Personal Investigation which will become their coursework project / portfolio.</p> <p>Students will be learning new techniques and processes in Art that they will develop and refine. They will be able to find out where their strengths lie when they experiment with different media.</p> <p>Themes for the portfolio can change from year to year.</p> <p>Past portfolio themes have included</p> <ul style="list-style-type: none"> • Portraiture • Natural Forms • Expression • Growth <p>Students will continue to develop analysis/annotation and presentation skills.</p>	<p><i>Continuation of Portfolio External Set Task</i></p> <p>Students will complete the coursework element of the GCSE that they started in year 10.</p> <p>Students will receive an externally set task from the exam board (AQA) to produce the exam portfolio, unit 2 of the GCSE.</p> <p>Students will use techniques and processes that they have developed and refined over year 9 and 10.</p> <p>In Year 11 students sit a 10 hour (2 day) practical exam. This is preceded by a ten-week sketchbook-based research & planning period.</p>
<p>The completed portfolio will account for 60% of their final exam grade.</p>	<p>The completed externally set task will account for 40% of their final exam grade.</p>

Art and Design is one of the biggest grossing industries in the UK. The opportunities for Art students today are many and vary from Architecture to Film Making and Graphic Design to Photography. The list continues to grow with exciting opportunities for our young people!

Syllabus: OCR Level 1/2 Enterprise and Marketing J837

Type: Vocational CNAT

Grading: Level 1 Pass - Level 2 Distinction*

Course contact: Miss H Elias

[View Specification](#)

*Understand the world of enterprise, marketing, promotion, and finance!
Strive to become a young entrepreneur with this course, giving you the skills and knowledge to progress in the business world.*

Understand the world of enterprise, marketing, promotion, and finance! Strive to become a young entrepreneur with this course, giving you the skills and knowledge to progress in the business world.

Understand and apply the fundamental principles and concepts of Enterprise and Marketing including:

- Characteristics of successful entrepreneurs.
- Market research.
- Business finance and product financial viability.
- The marketing mix.
- Factors to consider when starting up and running an enterprise.

You will also develop learning and practical skills that can be applied to real-life contexts and work situations. You will think creatively, innovatively, analytically, logically, and critically. Finally, you will develop independence and confidence in using skills that would be relevant to the business and enterprise sector.

COURSE OVERVIEW

Unit	Marks	Duration	GLH
R067: Enterprise and marketing concepts Written paper, OCR-set and marked	70	1 hour 15 mins	48
R068: Design a business proposal Centre-assessed task, OCR moderated	60	Approx. 10 to 14 hours	36
R069: Market and pitch a business proposal Centre-assessed task, OCR moderated	60	Approx. 10 to 14 hours	36

Your coursework relies on you to design and develop a business plan and pitch for a business scenario, exploring the tasks and activities required of a business owner. The practical experiences prepare you for your final exam and post-16 study.

HOW YOU WILL BE ASSESSED

Unit GLH	Max Unit Uniform Mark	Unit Grade							U
		Distinction* at L2	Distinction at L2	Merit at L2	Pass at L2	Distinction at L1	Merit at L1	Pass at L1	
36	60	54	48	42	36	30	24	18	0
48	80	72	64	56	48	40	32	24	0

ENTERPRISE CAREERS

Marketing | Business Psychology | Market Research | Sales | Finance | Data Analysing | Accountant | Law

CHILD DEVELOPMENT

Syllabus: OCR Level 1/2 Child Development J809

Type: Vocational CNAT

Grading: Level 1 Pass - Level 2 Distinction*

Course contact: Mrs K Bromley

[View
Specification](#)

“To take children seriously is to value them for who they are right now rather than adults-in-the-making.”

— **Alfie Kohn**

Are you interested in working with children? Do you want to go into a career in teaching, being a nanny, nursery nurse, a childminder, health visitor, or many other options. There is a high demand for people to work with children in this country, so maybe this course is for you.

The course covers the development of children, their growth up to age five, how children learn through play and meeting the needs of individual children and how it will support their development, play and learning.

In a practical learning environment, learners will have the opportunity to develop applied knowledge in the following areas:

- Learn about reproduction, antenatal care, and preparation for birth.
- Postnatal care and the conditions of development.
- Childhood illnesses and a child-safe environment.
- Creating a safe environment for children to play.
- What nutritional needs they have?
- Understand the developmental norms from one to five years.
- Stages and types of play and benefits of development.
- Observe the development of a child.
- Plan and evaluate play activities for a child aged one to five years for a chosen area of development.

COURSE OVERVIEW

- Health and wellbeing for child development – this is an external exam.
- Create a safe environment and understand the nutritional needs for children from birth to five years - this is an internal unit and assessed through assignment tasks.
- Understand the development of a child from one to five years - this is an internal unit and assessed through assignment tasks.

HOW YOU WILL BE ASSESSED

Students' work will be assessed through a series of internal and external assessments, using compensatory marking so that students are able to develop their knowledge of the subject and apply it to a childcare setting.

The evidence submitted will include reports, articles, leaflets, and discussions which will be varied throughout the course. Each student will always be aware of their level of achievement, so if you are well motivated and want to achieve a high final grade, you will be able to understand how to do so.

CHILD CARE CAREERS

Nursery | Midwifery | Care Home | Social Services | Nanny | Teaching | SEND | Speech Therapy | Sensory Therapy | Child Health and Wellbeing

Syllabus: OCR Level 1/2 Creative iMedia J834

Type: Vocational CNAT

Grading: Level 1 Pass - Level 2 Distinction*

Course contact: Miss H Elias

[View Specification](#)

Digital Media is a key part of many areas of our everyday lives and vital to the UK economy. Production of digital media products is a requirement of almost every business so there is huge demand for a skilled and digitally literate workforce. This course will provide you with the skills for further study in subjects such as media, journalism, design, or business. It also prepares you for a range of creative and technical job roles within the media industry.

COURSE OVERVIEW

Unit no.	Unit title	Unit ref. no. (URN)	Guided learning hours (GLH)	How are they assessed?	Mandatory or optional
R093	Creative iMedia in the media industry	K/618/5870	48	E	M
R094	Visual identity and digital graphics	M/618/5871	30	NEA	M
R097	Interactive digital media	F/618/5874	42	NEA	O

R093 is the exam unit which is 40% of the final grade. R094 is a coursework unit which is 25% of the final grade. R097 is another coursework unit that is 35% of the final grade.

HOW YOU WILL BE GRADED

- Grades are based on assessment across all three units.
- Students will be awarded a grade from Pass at level 1 through to Distinction* at level 2.
- The course is assessed at the end of the qualification and is equivalent to GCSE grading.
- All colleges and universities accept this qualification and grading.

Unit GLH	Max Unit Uniform Mark	Unit Grade							
		Distinction* at L2	Distinction at L2	Merit at L2	Pass at L2	Distinction at L1	Merit at L1	Pass at L1	U
30	50	45	40	35	30	25	20	15	0
42	70	63	56	49	42	35	28	21	0
48	80	72	64	56	48	40	32	24	0

WHY STUDY IMEDIA?

Huge demand for a skilled and digitally literate workforce, digital media products used in almost every business and a key part of many areas of our everyday lives. Vital to the UK economy that the workforce is equipped with creative people.

IMEDIA CAREERS

Communications | Social Media | Editorial | Content Creation | Advertising | Event Management | Market Research | Journalism | Broadcasting | Administration

Syllabus: OCR Level 1/2 Engineering Design J822

Type: Vocational CNAT

Grading: Level 1 Pass - Level 2 Distinction*

Course contact: Mr P Karklins

[View
Specification](#)

Please note this subject can be taken in addition to GCSE Design & Technology (Graphics) and GCSE Food & Nutrition.

COURSE OVERVIEW

The Engineering Design qualification consists of three components, two coursework units, which account for 60% of the course, and one external examination, accounting for 40% of the course. The units are:

External examination = 40%

This is an externally set & marked examination which is taken by students when they are in year 11. The examination focuses on engineering design contexts, specifications and consumer requirements.

Coursework unit (1): Design & Communication = 30%.

Students are taught to use different engineering drawing design techniques to develop and present ideas for consumer products. This unit also focuses on developing knowledge of computer aided design (CAD) programs, and requires students to develop a number of 3D modelled designs of engineered products.

Coursework unit (2): Analysis, Design and Manufacture = 30% -

Students will disassemble a chosen engineered product to analyse and evaluate the methods of manufacture and design features. Students will then plan and manufacture a chosen product using a range of materials, tools & equipment, including laser cutters and CNC machines.

Cambridge Nationals in Engineering Design are level 2 qualifications, equivalent to GCSE, and students who successfully pass at level 2 may go on to study level 3 Cambridge Technical qualifications, T levels, or A levels in Engineering and Product Design.

WHY STUDY ENGINEERING DESIGN?

The qualification is industry relevant and geared to key sector requirements in Engineering & Product Design, so equips students with the skills to progress into a wide variety of career paths, including trade related employment, or employment in areas such as the renewable energy sector, the engineering sector, and many other fields.

ENGINEERING CAREER SECTORS

Aerospace | Civil | Mechanical | Electrical | Chemical | Industrial | Computer | Environmental | Architectural | Energy | Food | Nanotechnology

FOOD PREPARATION & NUTRITION

Syllabus: OCR GCSE Food Preparation & Nutrition J309

Type: GCSE

Grading: 9-1

Course contact: Mrs C Grove

[View
Specification](#)

Please note this subject can be taken in addition to CNAT Engineering Design and GCSE Design & Technology (Graphics).

COURSE OVERVIEW

The GCSE in Food Preparation and Nutrition will equip students with the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating. The course covers three main areas, which include:

- Nutrition
- Food Science
- Cooking and food preparation

The GCSE will encourage students to cook and enable them to make informed decisions about a wide range of further learning opportunities and career pathways, as well as develop vital life skills that enable them to feed themselves and others affordably and nutritiously, now and later in life.

The course will be assessed through a combination of coursework and external examinations in the following weighting:

Coursework

NEA1 (Food Science): 15%

NEA2 (Practical): 35%

All coursework components are completed in Year 11

External Examination: 50%

The external examination is completed in Year 11

POST 16 PATHWAYS

The GCSE in Food & Nutrition allows further pathways to be followed, including A levels, T levels and vocational qualifications related to the catering industry.

WHY STUDY FOOD & NUTRITION?

The qualification equips students with the core knowledge to progress to areas of employment within the catering industry, such as catering management, food science and of course becoming a chef.

FOOD & NUTRITION CAREERS

Catering | Restaurant | Food Science | Research | Nutrition | Health | Chef | Baker

GRAPHIC DESIGN & MODELLING

Syllabus: OCR GCSE D&T: Paper and Boards 1DTO

Type: GCSE

Grading: 9-1

Course contact: Mr R Follet

[View
Specification](#)

Please note this subject can be taken in addition to CNAT Engineering Design and GCSE Food & Nutrition.

COURSE OVERVIEW

GCSE D&T is a product design-based qualification which encourages and requires students to develop knowledge in a wide range of areas including: Materials, Electronic systems, Mechanical systems, Designing, Manufacturing, Sustainability.

Within GCSE D&T, students will study a core knowledge of all Technology areas and then focus on the specialist area of Graphic design:

The GCSE in D&T consists of two components:

Coursework: 50% - Designing and making products

Examination: 50% - Technical knowledge

The course will enable students to develop a wide range of knowledge, including the use of computer aided design and manufacturing, to develop the skills to refine their own ideas whilst designing and making products.

HOW YOU WILL BE ASSESSED

The GCSE is a level 2 qualification, which will allow students who pass at GCSE grade 4 or more to follow level 3 courses, including A levels, T levels and vocational qualifications in a range of Technology based courses.

WHY STUDY DESIGN & TECHNOLOGY?

The GCSE in Design and Technology (GCSE D&T) will enable students to design and make products using different materials to solve real and relevant problems, considering their own and others' needs, wants, and values. In this GCSE, students will specialise in Graphic Design by manufacturing products such as displays, board games, architectural buildings using a range of techniques. This GCSE will require students to complete a comprehensive coursework folder, which requires research, design, planning and evaluation and the use of computer aided design (CAD), laser cutting and 3D printing.

D&T CAREERS

CAD Design | Architecture | Product Design & Development | Technology | Joinery | Carpentry | Graphic Design

Syllabus: Eduqas Geography A C111QS

Type: GCSE

Grading: 9-1

Course contact: Mrs V Myers Mooney

[View
Specification](#)

“The study of geography is about more than just memorizing places on a map. It’s about understanding the complexity of our world, appreciating the diversity of cultures that exists across continents. And in the end, it’s about using all that knowledge to help bridge divides and bring people together.”

~ President Barack Obama

Geography is the study of places and the relationships between people and their environments. Geographers explore the physical properties of the earth’s surface and the human societies spread across it. What could be more important for our future?

COURSE OVERVIEW

There are three components, each of which are assessed in their own exam paper. Your GCSE journey may start in Year 9, however, our curriculum is structured to build up your geographical knowledge and skills to ensure that you are fully equipped to take on the GCSE content later in the year.

Component 1 - Changing Physical and Human Landscapes

You will learn about the landscapes that make up the UK, how they were formed and how they may change over time. As part of this change you will study rivers and coasts. You will also learn about changes in where people live. You will investigate past and potential future changes in urban and rural areas around the world. Perhaps a little more exciting is our option topic of tectonic processes.

Component 2 - Environmental and Development issues

In component 2 you will learn about how natural environments are affected and change due to human influence. You will study extreme weather events and how our climate is changing. You will investigate issues around development and resources. For example, inequalities within and between countries, including the UK. The option for this component is the study of social development which provides a relevant look at refugees, child labour and the impacts of low development in Africa.

Fieldwork

As part of the GCSE, you will have the opportunity to undertake two fieldwork enquiries in contrasting locations, for example, human vs physical. Fieldwork is a fundamental part of developing geographical understanding of the real world.

TRANSFERABLE SKILLS

Analysing | Interpreting Data | Evaluation | Understanding Qualitative & Quantitative Data | Communication | Teamwork | Leadership | Debate

GEOGRAPHY CAREERS

Cartography | Urban Planning | Surveying | Landscape Architecture | Touring | Teaching | Environmental Consultancy | Engineering | Medicine

Syllabus: AQA History 8145

Type: GCSE

Grading: 9-1

Course contact: Mrs V Myers Mooney

[View
Specification](#)

“Those who do not remember the past are condemned to repeat it.”

~ George Santayana

AIMS

- To develop a knowledge and understanding of the Twentieth Century.
- To develop sources analysis skills.
- To develop an interest and enthusiasm for History.
- The ability to investigate, organise and communicate information.
- The ability to use empathy to understand the feelings and attitudes of another person.

YEAR 9

- Trench warfare in World War I
- Second World War
- Period study - America, 1920–1973: Opportunity and inequality

YEAR 10 & 11

Wider world depth study

Conflict and tension, 1918–1939 A study of the Treaty of Versailles and the aftermath of the First World War. The struggle to re-establish peace through the League of Nations and the descent into the Second World War through the study of the policy of Appeasement.

Thematic study

Britain: Migration, empires and the people: c790 to the present day How the identity of the British people has been shaped by their interaction with the wider world. It considers invasions and conquests and the country's relationship with Europe and the wider world.

British depth study including the historic environment

Elizabethan England, c1568–1603. Students will study Elizabeth's reign, focusing on the major events and developments from economic, religious, political, social and cultural standpoints. It also focuses investigation into typical features of Elizabethan manor houses such as Hardwick Hall. This will include a day's extension to view the site.

The course involves a variety of activities including:

- Individual research and reporting.
- Extended writing and note taking.
- Source work, group work and role-play.
- The use of films and documentaries.

HISTORY CAREERS

Journalism | Law | Media | Civil Service | Research | Archaeology | Conservation

Syllabus: Level 1/2 Tech Award in Music Practice

Type: Vocational BTEC

Grading: Level 1 Pass - Level 2 Distinction*

Course contact: Miss E Novell

[View Specification](#)

Please note this subject can be taken in addition to two of Photography, Art and Performing Arts.

"I think music in itself is healing. It's an explosive expression of humanity. It's something we are all touched by. No matter what culture we're from, everyone loves music." ~ **Billy Joel**

COURSE OVERVIEW

BTEC Music is made up of three components that assess skills in performing, composing, producing and appraising music. This course is perfect if you love exploring musical genres and want to improve your skills.

This course can be taken by those who do not wish to focus on playing an instrument but may instead be interested in the technical side of the music industry. There are pathway options within the components for performing, composing and producing.

COMPONENT	YEAR	DESCRIPTION	ASSESSMENT
Exploring Music Products and Styles	10	You will explore many different genres of music and create a portfolio about them. In addition, you will create and perform in different styles which is recorded and added to your portfolio.	INTERNAL
Music Skills Development	10/11	You will learn about the skills needed to succeed in different roles within the music industry. You then choose two of three pathways (Performing, Composing and/or producing) to develop your own skills in. You keep a written or video diary of your progress and evaluate at the end.	INTERNAL
Responding to a Music Brief	11	You have a set amount of time to complete a task. Examples include planning for a music performance or creating a music workshop. This task is set by the exam board and must be completed without assistance from the teacher.	EXTERNAL

INSTRUMENTAL TUITION OFFER

If you choose to take this course, you maybe eligible for a subsidy for music lessons of £6 per lesson if you wish to study an instrument with a specialist tutor. You may already study an instrument, however, if you do not we can organise lessons for you. They can be in any instrument and we have numerous instrument options for you to choose from. You would receive a 30 minute lesson each week with a specialist teacher. This is not mandatory but if you wish to follow the performing pathways within the course it is recommended.

MUSIC CAREERS

Performing | Song Writing | Composing | Production | Artist Management | Education | Entertainment | Marketing | Sound Engineering | Event Planning | Law | Public Relations | Studio Management | A&R

Syllabus: Level 1/2 Tech Award in Performing Arts

Type: Vocational BTEC

Grading: Level 1 Pass - Level 2 Distinction*

Course contact: Mrs L Arrowsmith

[View Specification](#)

Please note this subject **can be** taken in addition to two of Photography, Music and Art.

“The world is a complicated place, and there’s a lot of division between people. The performing arts tend to unify people in a way nothing else does.” ~ David Rubenstein

COURSE OVERVIEW

A practical based subject which allows you to study all elements of the Performing Arts industry including acting, dance, musical theatre and production - giving you the opportunity to develop knowledge and technical skills in a practical learning environment. You will examine the roles and responsibilities of different performance artists and practitioners such as actor, dancer, choreographer, director, writer and designer; as well as the different approaches and styles used, such as comedy, ballet or musical revues.

You will also develop key skills, such as being able to respond to and interpret different ideas given to you; and you will be experiencing first-hand the ways in which performance artists work through the development of ideas, rehearsal and then performance. The qualification is the same size and level as a GCSE and is aimed at everyone who wants to find out more about performing arts. It is a practical introduction to life and work in the performing arts industry, which will give you the opportunity to develop performing arts skills and techniques, and to analyse and evaluate your skills both independently and within a group.

HOW YOU WILL BE ASSESSED

The course is split into 3 Components - please see image below. You will carry out tasks or mini-projects to answer an assignment that is set by the exam board (PSA) in a given time frame. Your teacher will mark these and some students work will be sent away to be moderated. Towards the end of the course, you will do one larger project in acting, dance or musical theatre, where you use the knowledge, skills and techniques you have learned to devise and deliver a workshop performance to a specific audience from a brief that will be given to you. All the work you do through the course prepares you for this larger project, which is sent away to be marked.

Pearson BTEC Level 1/Level 2 Tech Award in Performing Arts				
Component number	Component title	GLH	Level	How assessed
1	Exploring the Performing Arts	36	1/2	Internal
2	Developing Skills and Techniques in the Performing Arts	36	1/2	Internal
3	Responding to a Brief	48	1/2	External synoptic

PERFORMANCE OPPORTUNITIES

Christmas show | Dance workshops | Production workshops | Theatre visits | Industry visits from professionals | Musical Productions

PHOTOGRAPHY

Syllabus: AQA Art & Design: Photography

Type: GCSE

Grading: 9-1

Course contact: Miss A Holden

Please note this subject can be taken in addition to two of Music, Art and Performing Arts.

[View
Specification](#)

“Taking pictures is like tiptoeing into the kitchen late at night and stealing Oreo cookies.” ~ Diane Arbus

COURSE OVERVIEW

Our GCSE Photography course aims to introduce students to a variety of experiences to explore a range of photographic media, techniques and processes. It seeks to encourage independence and creativity within their studies.

Students will be exposed to traditional and experimental methods and digital techniques to create and produce images.

TOPICS

- Year 9 and 10 is all about creating a portfolio of work. This will be achieved through different projects throughout the two years. Students will learn about the basic functions of a camera and the key compositional elements of Photography along with more creative and experimental ways to create photographs set through different themes. The completed portfolio is 60% of the final grade.
- During Year 11 students will develop more independence over their work and continue to build on their portfolio. Students will receive an externally set task from the exam board (AQA) to produce the exam portfolio, unit 2 of the GCSE. Students will use techniques and processes that they have developed and refined over year 9 and 10. In Year 11 students sit a 10 hour (2 day) practical exam. Before the practical exam students have a ten week research & planning period.

PHOTOGRAPHY CAREERS

Careers within creative arts offer a broad range of opportunities for students in today's world. Photography is one area of the creative arts which can open doors into fine art, film and tv production, graphic design, forensics, journalism, editing and events management to list a few. The possibilities are endless.

Portrait | Commercial | Scientific | Fashion | Photojournalism | Freelance | Wedding | Event | Product | Architectural | Travel | Advertising | Pet | Sports

Syllabus: Eduqas Religious Studies C120P3

Type: GCSE

Grading: 9-1

Course contact: Mrs J Garrard

[View
Specification](#)

“Religion is such a fundamental aspect of human experience and society.” - USC

COURSE OVERVIEW

Students will study topics that explain the diversity of life and religion in the modern world following the Eduqas GCSE Religious Studies qualification. This specification provides an opportunity for students to understand more about the world, the religious challenges it faces and their place within it.

Religious, Philosophy & Ethical Studies in the Modern World

Students will investigate four themes that link to the Modern World, using religious and non-religious beliefs.

These are:

- Relationships – questions concerning love, marriage and divorce.
- Life & Death – issues relating to the sanctity of life, abortion, quality of life, euthanasia and the afterlife.
- Good & Evil – considerations towards the nature of good and evil and its relationship to suffering, crime and punishment.
- Human Rights – disputes relating to human rights and social justice. Students will need to consider the nature of religion in Britain and specific issues of wealth, racial prejudice and discrimination.

These themes will be assessed by compulsory questions focusing on knowledge, understanding and evaluation. This will be a 2-hour written examination that is 50% of the qualification.

Study of Christianity

Students will study the beliefs, teaching and practices of Christianity, which include: The Nature of God, Creation, Jesus Christ and Forms of Worship, Sacraments, Pilgrimage and The Church.

This topic will be assessed by compulsory questions focusing on knowledge, understanding and evaluation of the subject content. This will be a 1 hour written examination that is 25% of the qualification.

Study of a World Faith

Students will study the beliefs, teaching and practices of Islam, which include: Allah, Risalah (Prophethood), The Akhirah, Jihad, Festivals, The Five Pillars of Sunni Islam and the Ten Obligatory Acts of Shi'a Islam.

This topic will be assessed by compulsory questions focusing on knowledge, understanding and evaluation of the subject content. This will be a 1 hour written examination that is 25% of the qualification.

Throughout these courses students will develop a critical and reflective approach to the key questions in life. They will also be encouraged to evaluate their own and others' opinions, improve philosophical thinking skills and the ability to think outside of the box, increase self-confidence, investigate ultimate questions, and understand contemporary ethical and religious issues.

Syllabus: AQA Spanish 8698

Type: GCSE

Grading: Higher (grades 9-4) and Foundation (grades 5-1)

Course contact: Mrs A Appleyard

[View
Specification](#)

“ With languages, you are at home anywhere” - Edmund De Waal

COURSE OVERVIEW

Not only will you learn to understand a lot more Spanish and feel more confident when you write

Not only will you learn to understand a lot more Spanish and feel more confident when you write or speak it, there are many other reasons for completing this GCSE course.

- You will be able to share your interests, ideas and opinions with other people who speak Spanish.
- You will add an international dimension to your choice of GCSE subjects, which is something many future employers and higher education providers look for.
- You will learn many skills, which are useful in a wide range of future careers, such as the ability to communicate clearly, being confident about speaking in public and using problem solving strategies.
- You will create greater opportunities for yourself to work abroad, or for companies in the UK with international links. Many employers look for people who speak a foreign language.

There are three examinable themes within Spanish: People and lifestyle, Popular Culture and Communication and the World around us. From Y9 you will begin to practice the skills needed for the GCSE exams including translation and dictation activities, reading aloud and general conversation questions. Homework will be set weekly to ensure progression in the subject.

HOW YOU WILL BE ASSESSED

All 4 components are taken in exam form at the end of year 11.

Speaking (25%): Speaking (25%)- You will do a role-play task, a visual stimulus task including a question-and-answer session and a Read aloud task, all in Spanish. The speaking exam takes between 10-15 minutes and there is only one attempt at the exam.

Written Exam (25%): You will do a translation exercise and write articles or letters in Spanish.

Listening Exam (25%): Listening Exam (25%)- You will answer questions on recorded material from different topic areas. Some material will be formal (for example a telephone message) and some informal (for example a conversation between friends). There is also a dictation exercise.

Reading (25%): You will answer questions about short texts on different topics, for example text messages, advertisements, and emails. There will also be longer texts, including poems and articles, which will have a series of questions with them. There is also a translation from Spanish to English.

FUTURE PATHWAYS

People with language skills and knowledge are highly thought of in the modern world. They stand out as talented and successful people, with broad and exciting horizons!

Syllabus: OCR Sports Studies J829

Type: Vocational CNAT

Grading: Level 1 Pass - Level 2 Distinction*

Course contact: Mr R Thornalley

[View
Specification](#)

COURSE OVERVIEW

Sport Studies is a 3-unit qualification, offering students the opportunity to study Physical Education and Sport both theoretically and for one unit practically, applying theoretical knowledge of the world of sport. Students will also learn about contemporary issues in sport such as funding, participation including barriers-solutions to play, sporting values, why people play, grass roots sport, NGB's, performance enhancing drugs, role models, and the impact of the media on sport, the Olympic games and hosting sporting events.

The lessons are designed to enhance the students' knowledge of sport and to be aware and of its impact and effect on the world, socially, health wise and economically.

We try to make the assignments as realistic and relevant as possible so that the assignments completed resonate with each student and have real life context.

With recent specification changes, there is more opportunity to explore the practical ability of the students and the ability to learn to lead sessions as a coach/leader, however this is predominantly a theory, classroom-based subject that requires typed assignment responses. Practical sport and leadership is a third of the course but sadly, it is not about playing sport all of the time but writing about sport too. The course comprises the following units of which we choose four.

UNIT CODE	UNIT TITLE	ASSESSMENT METHOD	WEIGHTING
R184	Contemporary Issues in Sport	EXTERNAL (EXAM)	33%
R185	Performance and Leadership in Sports Activities	INTERNAL	66%
A CHOICE OF ONE OF THE FOLLOWING UNITS:			
R186	Sport and the Media	INTERNAL	
R187	Increasing Awareness of Outdoor and Adventurous Activities	INTERNAL	

Being part of an external sports club or team would be highly beneficial and it is encouraged outside of school to raise the performance element of unit R185!

HOW TO BE SUCCESSFUL IN SPORTS STUDIES

- Have a genuine interest of the theoretical concepts involved in sport.
- Be a follower of sport in the news and media with a keen interest in sports stories.
- Have a good level of performance in sport will enhance the chances of a good grade.
- Have a commitment to developing sports skills though PE and by attending extra-curricular clubs.

SPORTS CAREERS

Fitness Instructor | Physiotherapist | Sports Coach | Teacher | Youth Worker | Personal Trainer | Sports Scientist | Leisure Centre Manager | Sports Nutritionist | Sports Official | Sports Journalist | Sports Psychologist | Sports Biomechanics

CAREERS ADVICE

Careers Advisers are trained to give independent and impartial advice and guidance in the field of careers, courses, training etc. JSTC's careers adviser, will see all students in Key Stage 4 as well as there being significant careers content delivered during tutor time and through PRS lessons.

Whilst making choices can seem a bit scary, it is your opportunity to take control of some of your education and shape the way you want your future to be. It is also your chance to start laying the foundations for what you do later at 16+ and beyond - be it an apprenticeship or further education at a local college or other school.

There will be a robust careers programme over the duration of Year 10 and Year 11, with many opportunities to engage with different Further Education providers and employers.



Unifrog is an award-winning, online destinations platform. All students in Years 7, 8, 9, 10 & 11 now have access to this website. Unifrog is the universal destinations platform and is designed to support learners in making the most informed decisions about their futures and has a range of tools that are suitable for all year groups. Each student has their own account where they can explore all the career and next step options available to them and find information on everything from managing their workload to writing a winning CV.

Students have access to a wide variety of video and written content, and interactive quizzes and tests. The Unifrog Career Journey is embedded in the PSHE curriculum.

Unifrog helps to support you in finding the best next steps for you.

Visit Unifrog: <https://www.unifrog.org/>

Visit the career pages of our website: <https://www.jstc.org.uk/careers>



CAREERS ADVICE