



**The John of Gaunt School**  
*A Community Academy*

# KS4 Options



Including SIMS Options on-line guidance

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Subject	Qualification	Page link	Website video link
<b>Compulsory Core subjects</b>			
English language	GCSE	<a href="#">8</a>	<a href="#">Hold control and left click here</a>
English literature	GCSE	<a href="#">9</a>	<a href="#">Hold control &amp; left click here</a>
Mathematics	GCSE	<a href="#">10</a>	<a href="#">Hold control &amp; left click here</a>
Science (combined)	GCSE	<a href="#">11</a>	<a href="#">Hold control &amp; left click here</a>
<b>Ebacc subjects</b>			
[*either geography or history must be selected, a language is required to gain the Ebacc qualification]			
Computer science	GCSE	<a href="#">12</a>	<a href="#">Hold control &amp; left click here</a>
French	GCSE	<a href="#">13</a>	<a href="#">Hold control &amp; left click here</a>
Geography*	GCSE	<a href="#">14</a>	<a href="#">Hold control &amp; left click here</a>
History*	GCSE	<a href="#">15</a>	<a href="#">Hold control &amp; left click here</a>
Spanish	GCSE	<a href="#">16</a>	<a href="#">Hold control &amp; left click here</a>
<b>Optional subjects</b>			
Art	GCSE	<a href="#">17</a>	<a href="#">Hold control &amp; left click here</a>
Astronomy	GCSE	<a href="#">18</a>	<a href="#">Hold control &amp; left click here</a>
Business Studies	GCSE	<a href="#">19</a>	<a href="#">Hold control &amp; left click here</a>
CPLD	OCR national	<a href="#">20</a>	<a href="#">Hold control &amp; left click here</a>
Citizenship	GCSE	<a href="#">21</a>	<a href="#">Hold control &amp; left click here</a>
Creative imedia	OCR national	<a href="#">22</a>	<a href="#">Hold control &amp; left click here</a>
Drama	GCSE	<a href="#">23</a>	<a href="#">Hold control &amp; left click here</a>
Engineering	Technical award	<a href="#">24</a>	<a href="#">Hold control &amp; left click here</a>
Food preparation & nutrition	GCSE	<a href="#">25</a>	<a href="#">Hold control &amp; left click here</a>
Health & Social Care	BTEC tech	<a href="#">26</a>	<a href="#">Hold control &amp; left click here</a>
Media studies	GCSE	<a href="#">27</a>	<a href="#">Hold control &amp; left click here</a>
Music	GCSE	<a href="#">28</a>	<a href="#">Hold control &amp; left click here</a>
Photography	GCSE	<a href="#">29</a>	<a href="#">Hold control &amp; left click here</a>
Religious studies	GCSE	30	<a href="#">Hold control &amp; left click here</a>
Separate sciences	GCSE	31	<a href="#">Hold control &amp; left click here</a>
Sports science	OCR nationals	<a href="#">32</a>	<a href="#">Hold control &amp; left click here</a>
Textiles	GCSE	<a href="#">33</a>	<a href="#">Hold control &amp; left click here</a>



Dear Year 9 Student

In just a few months you will embark on the most important stage of your education so far when you will have the ability to steer your educational career in the direction that you feel suits your strengths and interests. You will soon be asked to choose some of the subjects that you feel will bring you the most academic success and life opportunities in the world of work and beyond. This is a daunting time for any child and their parent(s)/carer(s), therefore, we are committed to supporting every individual in Year 9 throughout this process. The qualifications you achieve by the summer of 2025 will reflect your attitude and application in each subject; it is, therefore, imperative that you select your subjects wisely.

There are final examinations in all subjects, including technical awards, such as BTECs and Cambridge Nationals. These qualifications will largely determine the career path you follow into adult life. Those who achieve will find the doors of opportunity wide open.

Every young person must be in some form of education or employment with training until they are 18. Many students continue into our Sixth Form where they receive our continued support they need to go on to university or the qualifications they require for employment. College is likely to be the other popular choice for Post-16 education whilst some students will take part in apprenticeships and other training schemes. Therefore, the choices you make now will, in part, affect your study pathways after Year 11.

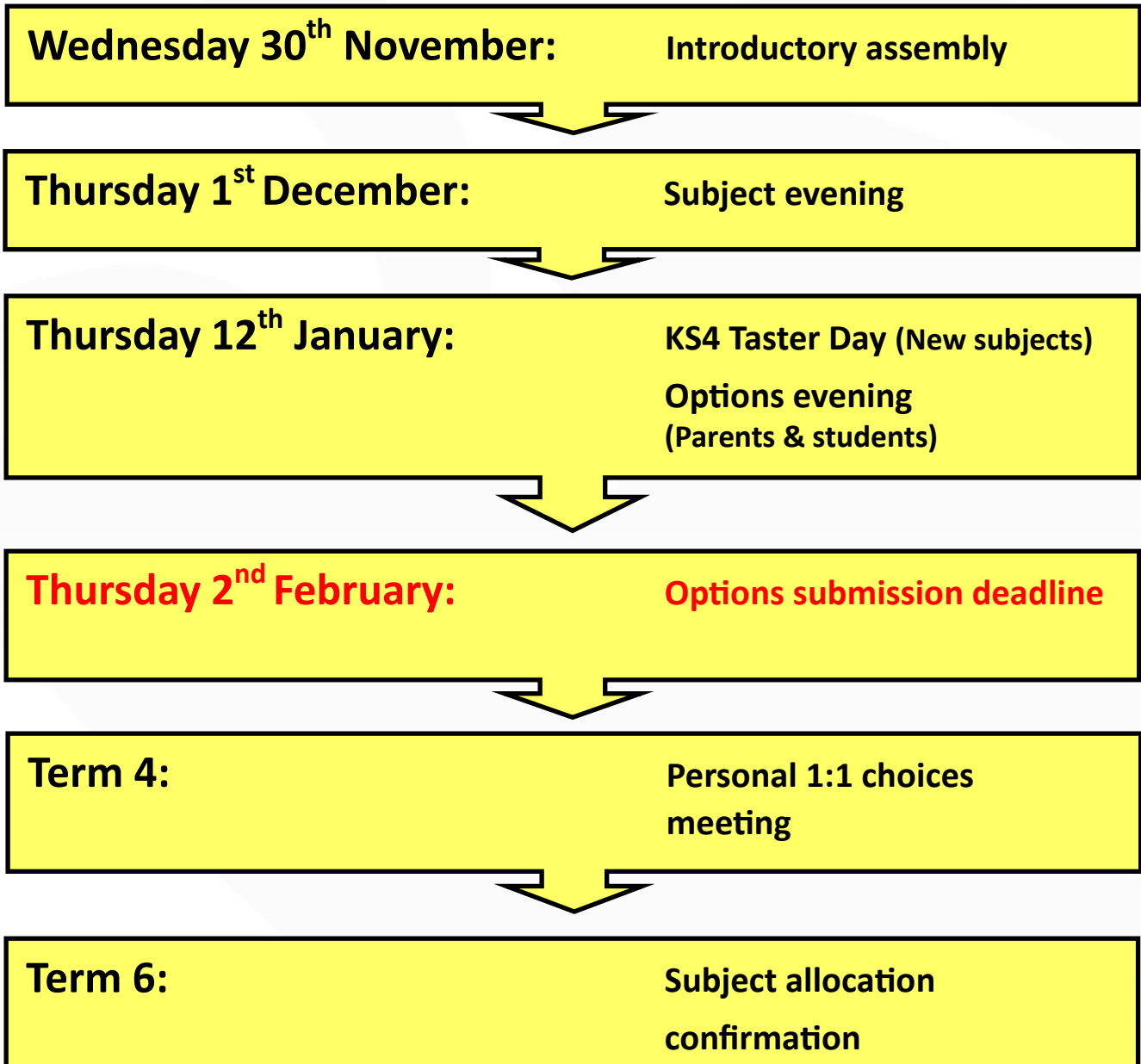
This booklet will give you information you require about our Key Stage 4 courses and the choices available to you. Use the booklet in conjunction with information you will receive in Year 9 assemblies, PSHE, discussions with subject teachers, tutors, careers advisers, our website and, of course, parent(s)/carer(s).

You are lucky to be at The John of Gaunt School with its considerable range of subjects and courses. We aim to please as many of you as possible but **if we cannot run a particular course due to lack of interest or if the demand is too great we need to know your alternative choice subject.** Think carefully about these alternative choices when you complete your form.

The next few weeks are of vital importance – make your options carefully, ensure the decisions you make suit **your** goals not the goals of others.

Mr Rhodes  
Deputy Headteacher

# OPTIONS PROCESS TIMELINE



# MAKING THE RIGHT CHOICES

## Need to know information, advice & guidance [IAG]

### Reflecting on your affinity for a subject & your ability

- ⇒ **Review the progress you have made since Yr7:** subjects become more challenging at KS4
- ⇒ **Consider the feedback you received during the subject evening:** teachers are aware of the demands of their KS4 courses
- ⇒ **Reflect on the subjects you enjoy:** we all put more effort into the studies we enjoy
- ⇒ **Read the options booklet carefully:** be very clear of the content covered and how it is assessed. The topics studied and the weighting of examination, coursework and practical work may not be as you anticipated.
- ⇒ **You will need to decide on two subjects & two reserve subjects:** unless you will have a personalised curriculum (you will be told if you do)
- ⇒ **You must choose geography or history & we strongly advise a studying a language**



### Good choices & poor choices - Reflecting on information, advice & guidance

- ⇒ **Don't - choose a subject because your friends have chosen it:** they will have different skills and talents to you
- ⇒ **Don't - choose a subject because you like your teacher in Year 9:** they may not teach in you at KS4
- ⇒ **Don't - Limit the breadth of your subjects studied:** you don't want to restrict your choices in the future. Your character will mature over the next few years and your interests may change. You will become more aware of the opportunities in academia and the world of work over the years
- ⇒ **Don't - discount a subject after one conversation, reflect on the above points based around affinity and ability:** You know yourself and it is you that will be studying the subjects
- ⇒ **Do - discuss your potential options with your teachers, tutors, parents, carers and careers adviser:** they may provide a different perspective that you may not have considered
- ⇒ **Do - consider your future aspirations in terms of pathways in education and any potential careers**



# MAKING THE RIGHT CHOICES

## Need to know information, advice & guidance [IAG]

### Educational pathways & aspirations

- ⇒ **English Baccalaureate (EBacc):** This qualification is strongly recommended for those who are considering studying at Post-16 and university. **To achieve the ebacc qualification, students are required to study and gain a good pass (grade 4+) in each of the following:**
  - ◇ **CORE (compulsory) subjects:** English, maths, science (combined or separate sciences)
  - ◇ **Ebacc subjects:** either geography or history and
  - ◇ **Ebacc subjects:** either French or Spanish
- ⇒ **All other subjects are optional and do not count towards the EBacc qualification**
- ⇒ **GCSEs:** Courses with terminal examinations & may have other Non Examined Assessments [NEAs]
- ⇒ **Technical vocational courses:** More coursework based with a smaller terminal examination

### Grade comparisons

Courses	Level 2					Level 1				
Legacy (old) GCSEs	A*	A	B	C		D	E	F	G	U
New GCSEs	9	8	7	6	5	4	3	2	1	U
Vocational courses	D2*	D2	M2	P2		D1*	D1	M1	P1	Not Yet Achieved

# YOUR CAREERS SUPPORT

Planning for the future, both in terms of study and employment is something that needs to be given a great deal of consideration even as early as Year 9. The world of work is changing rapidly and the choices that students make will lead them to the course or job they want.



In order to ensure students have support, information and guidance that is accurate and up to date we include careers education within the PSHE program in Years 8 - 11.

We also have a dedicated Careers advice team, led by Mr Perraton. Our two non-teaching staff are available to students and parents/carers through consultation meetings.

## Meet the team

### Viv Candy-Cornish

I have been a qualified careers adviser for over 30 years, the last ten specialising in additional needs. During that period I have also worked as a SEND Caseworker for Somerset Local Authority and then moved to Farleigh FE College and ran the careers programme for young people with Asperger's and associated conditions.

### Brian Francis

My career history is quite varied: from Food Technologist, to being an English teacher in a hospital, to working abroad. I speak German, Russian, French and Spanish. The best jobs I had were not always the most well paid and so I understand the value of following a vocation that a person enjoys. As a teacher, I developed a raising aspirations programme to increase uptake to sixth form and university. From this, I became interested in careers and helping young people to gain the most out of life.

## Making appointments

Please email the careers team using: [careers@jogschool.org](mailto:careers@jogschool.org) or call on: 01225 762637 ext.274

Students are more than welcome to drop-in during breaks or book a time to see a careers advisor. The careers office is inside the library door, immediately on the left. However, **MONDAY 16th & TUESDAY 17th JANUARY**, Viv and Brian are available from **8.45 until 5pm for students and/or parents** to meet them. Please contact them to secure an appointment.



# CORE: ENGLISH LANGUAGE

Contributes to the EBacc qualification if a language is chosen

COURSE CONTENT	
<b>Explorations in Creative Reading and Writing</b>	The aim is to engage students in a creative text and inspire them to write creatively themselves
<b>Writers' Viewpoints and Perspectives</b>	The aim is to develop students' insights into how writers have particular viewpoints and perspectives on issues or themes that are important to the way we think and live our lives
ASSESSMENT	
<b>Paper 1: written exam</b> [50% of the overall grade]	1 hour 45 minutes based on one single text Reading section = 4 questions Writing Section = 1 extended question
<b>Paper 2: written exam</b> [50% of the overall grade]	1 hour 45 minutes based on two linked texts Reading section = 4 questions Writing Section = 1 extended question Non-examination Assessment: Spoken Language – demonstrate speaking and listening skills
<b>EXAMINING BOARD SPECIFICATION LINK</b>	<a href="#">AQA GCSE English Language</a>
<b>WHO TO CONTACT FOR FURTHER GUIDANCE</b>	Mrs Foster, English KS4 co-ordinator: <a href="mailto:afoster@jogschool.org">afoster@jogschool.org</a> Ms Eyers, Assistant Headteacher: <a href="mailto:aeyers@jogschool.org">aeyers@jogschool.org</a>

## What skills and interests do I need?

You should be interested in investigating and analysing the language you see around you. You should be able to demonstrate your ability in functional/everyday English, and you will aim to develop these skills further. You should be keen to experiment with language and try to use it creatively.

## Will there be any specific equipment I will need or trips/visits I will need to attend?

All the usual equipment for school, including several highlighters for analysing texts.

## What course and career pathways will there be with this qualification?

GCSE English Language is extremely useful for any future course of study and for all career paths.

## Do I need to study this course at GCSE to study it at Post 16?

All Year 10 students will study GCSE English Language.





# CORE: ENGLISH LITERATURE

Contributes to the EBacc qualification if a language is chosen

COURSE CONTENT	
Read, understand and respond to a wide range of classic and modern texts	The aim is to encourage students to: <ul style="list-style-type: none"><li>• develop knowledge and skills in reading, writing and critical thinking.</li><li>• through literature, develop culturally and acquire knowledge of the best that has been thought and written.</li><li>• read widely for pleasure, and as a preparation for studying literature at a higher level.</li></ul>
ASSESSMENT	
<b>Paper 1: written exam</b> [40% of the overall grade]	1 hour 45 minutes <b>Section A:</b> One Shakespeare play <b>Section B:</b> 19 <sup>th</sup> -century novel For both sections you will need to answer in detail about an extract and then write about the play/novel as a whole.
<b>Paper 2: written exam</b> [60% of the overall grade]	2 hours 15 minutes <b>Section A:</b> Modern texts - answer one essay question from a choice of two studied modern prose or drama texts. <b>Section B:</b> Poetry - answer one comparative question on one named poem printed on the paper and one other poem from their chosen anthology cluster. <b>Section C:</b> Unseen poetry - answer one question on one unseen poem and one question comparing this poem with a second unseen poem.
<b>EXAMINING BOARD SPECIFICATION LINK</b>	<a href="#">AQA GCSE English Literature</a>
<b>WHO TO CONTACT FOR FURTHER GUIDANCE</b>	Mrs Foster, English KS4 co-ordinator: <a href="mailto:afoster@jogschool.org">afoster@jogschool.org</a> Ms Eyers, Assistant Headteacher: <a href="mailto:aeyers@jogschool.org">aeyers@jogschool.org</a>

## What skills and interests do I need?

You should be keen to develop your critical and analytical skills

You should be able to think and respond for yourself, communicating personal opinions and interpretations as effectively as possible

## Will there be any specific equipment I will need or trips/visits I will need to attend?

You will need to buy the books we study so that you can make your own notes in them

## What course and career pathways will there be with this qualification?

GCSE English Literature is extremely useful for any future course of study and for all career paths.

## Do I need to study this course at GCSE to study it at Post 16?

All Year 10 students will study GCSE English Literature.

# CORE: MATHEMATICS

Contributes to the EBacc qualification if a language is chosen

COURSE CONTENT	
The subject covers the following topics:	<ol style="list-style-type: none"><li>1. Number</li><li>2. Algebra</li><li>3. Ratio, Proportion and Rates of change</li><li>4. Geometry and Measures</li><li>5. Statistics and Probability</li></ol>
ASSESSMENT	
Three, 90-minute papers each 80 marks 2 of these are calculator papers and 1 non calculator at higher or foundation tier	
The course is 100% examined without coursework, ISAs and controlled assessment	
EXAMINING BOARD SPECIFICATION LINK	<a href="#">Edexcel GCSE Mathematics specification</a>
WHO TO CONTACT FOR FURTHER GUIDANCE	Mr Pyper, Maths KS4 co-ordinator: <a href="mailto:kpyper@jogschool.org">kpyper@jogschool.org</a> Mrs Perks, Director of Learning: <a href="mailto:aperks@jogschool.org">aperks@jogschool.org</a>

## What skills and interests do I need?

Independence such as in the completion of homework and application of your understanding towards problem solving tasks

Communication and Mathematical reasoning (this includes showing stages to working)

## Will there be any specific equipment I will need or trips/visits I will need to attend?

You must have a scientific calculator and a full maths set every lesson

A maths set includes: pen; pencil; ruler; eraser; protractor; pair of compasses and sharpener

## What course and career pathways will there be with this qualification?

Maths is seen as a clear indicator that you are a logical thinker and it is a required qualification by most employers and higher and further education colleges

Post 16 courses which require maths include science, computing, geography, psychology, economics, business and engineering.

## Do I need to study this course at GCSE to study it at Post 16?

Yes, to study maths at A and AS level you must achieve a grade 7

A failure to achieve a grade 4 has the requirement that you resit maths post 16, be it at sixth form college or alongside an apprenticeship



# CORE: SCIENCE (COMBINED)

Contributes to the EBacc qualification if a language is chosen

COURSE CONTENT	
Biology	Cell biology Organisation Infection and response
	Homeostasis and response Inheritance, variation and evolution Ecology Bioenergetics
Chemistry	Atomic structure & the periodic table Bonding, structure, & the properties of matter Quantitative chemistry The rate and extent of chemical change Organic chemistry Chemistry of the atmosphere
	Chemical changes Energy changes Chemical analysis Using resources
Physics	Energy Particle model of matter Forces Magnetism and electromagnetism
	Electricity Atomic structure Waves
ASSESSMENT	
Biology Paper s1 & 2	Each paper has a weighting of 16.7% of the overall grade and will be marked out of 70. The papers will last for 1 hour 15 minutes.  The format of the papers will be multiple choice, structured, closed short answer, and open response.
Chemistry Papers 1 & 2	
Physics Papers 1 & 2	
EXAMINING BOARD SPECIFICATION LINK	<a href="#">AQA GCSE Combined science trilogy specification</a>
WHO TO CONTACT FOR FURTHER GUIDANCE	Mrs Nelson, KS4 co-ordinator of Science: <a href="mailto:jnelson@jogschool.org">jnelson@jogschool.org</a> Mr Pope, Deputy Director of Science: <a href="mailto:bpope@jogschool.org">bpope@jogschool.org</a> Mrs Clare, Director of Science: <a href="mailto:sclare@jogschool.org">sclare@jogschool.org</a>

## What skills and interests do I need?

Ability to pose scientific questions and define scientific problems.

Plan and carry out investigative activities, including appropriate risk management, in a range of contexts.

Collect, select, process, analyse and interpret both primary and secondary data to provide evidence

## Will there be any specific equipment I will need or trips/visits I will need to attend?

Scientific calculator

## What course and career pathways will there be with this qualification?

Science opens doors like no other subject. The possibilities are endless! From Astronaut to Zoologist!

For more information on possible careers use this link to [Science Buddies](#)

## Do I need to study this course at GCSE to study it at Post 16?

Yes. This Science course will give a firm foundation to go on to study A-level Science subjects.

# EBACC: SEPARATE SCIENCES

Contributes to the EBacc qualification if a language is chosen

COURSE CONTENT	
<b>Biology</b>	1. Cell biology 2. Organisation 3. Infection and response 4. Bioenergetics 5. Homeostasis and response 6. Inheritance, variation and evolution 7. Ecology 8. Key ideas
<b>Chemistry</b>	1. Atomic structure and the periodic table 2. Bonding, structure, and the properties of matter 3. Quantitative chemistry 4. Chemical changes 5. Energy changes 6. The rate and extent of chemical change 7. Organic chemistry 8. Chemical analysis 9. Chemistry of the atmosphere 10. Using resources
<b>Physics</b>	1. Energy 2. Electricity 3. Particle model of matter 4. Atomic structure 5. Forces 6. Waves 7. Magnetism & electromagnetism 8. Space physics
ASSESSMENT	
Each paper is a written exam: 1 hour 45 minutes that include multiple choice, structured, closed short answer and open response All three subjects are worth a full GCSE. Students must also provide evidence for the completion of a number of required practical activities	
<b>Biology Paper 1</b> <b>Biology Paper 2</b>	Topics 1-4 Topics 6-8
<b>Chemistry Paper 1</b> <b>Chemistry Paper 2</b>	Topics 1-5 Topics 6-10
<b>Physics Paper 1</b> <b>Physics Paper 2</b>	Topics 1-4 Topics 6-8
<b>EXAMINING BOARD SPECIFICATION LINK</b>	<a href="#">AQA GCSE sciences specifications</a>
<b>WHO TO CONTACT FOR FURTHER GUIDANCE</b>	Mrs Nelson, KS4 co-ordinator of Science: <a href="mailto:jnelson@jogschool.org">jnelson@jogschool.org</a> Mr Pope, Deputy Director of Science: <a href="mailto:bpope@jogschool.org">bpope@jogschool.org</a> Mrs Clare, Director of Science: <a href="mailto:sclare@jogschool.org">sclare@jogschool.org</a>

## What skills and interests do I need?

Ability to pose scientific questions and define scientific problems.

Plan and carry out investigative activities, including appropriate risk management, in a range of contexts.

Collect, select, process, analyse and interpret both primary and secondary data to provide evidence

## Will there be any specific equipment I will need or trips/visits I will need to attend?

Scientific calculator

## What course and career pathways will there be with this qualification?

Science opens doors like no other subject. The possibilities are endless! From Astronaut to Zoologist!

For more information on possible careers use this link to [Science Buddies](#)

## Do I need to study this course at GCSE to study it at Post 16?

Yes. This Science course will give a firm foundation to go on to study A-level Science subjects.

# EBACC: COMPUTER SCIENCE

Contributes to the EBacc qualification if a language & separate sciences are chosen

COURSE CONTENT	
<b>01: Computer systems</b>	Introduces the central processing unit (CPU), computer memory and storage, wired and wireless networks, network topologies, system security and system software. It also looks at ethical, legal, cultural and environmental concerns associated with computer science.
<b>02: Computational thinking, algorithms and programming</b>	Application of knowledge and understanding gained in component 01. Develop skills and understanding in computational thinking: algorithms, programming techniques, producing robust programs, computational logic and translators.
<b>Programming Project</b>	Undertake a programming task(s) to develop their skills to design, write, test and refine programs using a high-level programming language. These skills will be assessed during the written examinations, in particular component 02 (section B).
ASSESSMENT	
<b>Paper 1: Written paper</b> [50% of the overall grade]	1hour 30 minutes, 80 marks Calculators are not allowed
<b>Paper 2: Written paper</b> [50% of the overall grade]	1hour 30 minutes, 80 marks Calculators are not allowed
<b>EXAMINING BOARD SPECIFICATION LINK</b>	<a href="#">OCR GCSE Computer science specification</a>
<b>WHO TO CONTACT FOR FURTHER GUIDANCE</b>	Mr Roberts, Computer Science Director of Learning: jroberts@jogschool.org

## Is this course right for me?

You should have a keen interest in how computer programs are written. This requires a good level of logical thinking and maths skills.

## Will there be any specific equipment I will need or trips/visits I will need to attend?

You will need a PC or laptop to use some free software when practicing your programming at home.

## What course and career pathways will there be with this qualification?

This course will set you up nicely for A Level Computer Science and a job working in any area of IT. Your programming skills will allow you to focus on software development.

## Do I need to study this course at GCSE to study it at Post 16?

No, but you will need a grade 6 at least at GCSE Maths.





# EBACC: FRENCH

Contributes to the EBacc qualification

COURSE CONTENT	
Theme 1:	Identity and culture
Theme 2:	Local, national, international and global areas of interest
Theme 3:	Current and future study and employment
ASSESSMENT	
<b>Paper 1: Listening</b> [25% of the overall grade]	Written exam: 35 minutes (Foundation Tier), 45 minutes (Higher Tier) 40 marks (Foundation Tier), 50 marks (Higher Tier) Translating in both English and French
<b>Paper 2: Speaking</b> [25% of the overall grade]	Non-exam assessment with a member of staff 7–9 minutes (Foundation Tier) + preparation time 10–12 minutes (Higher Tier) + preparation time 60 marks (for each of Foundation Tier and Higher Tier)
<b>Paper 3: Reading</b> [25% of the overall grade]	Written exam: 45 minutes (Foundation Tier), 1 hour (Higher Tier) 60 marks (for each of Foundation Tier and Higher Tier) Translations including reading and answering in both English and French
<b>Paper 4: Writing</b> [25% of the overall grade]	Written exam: 1 hour (Foundation Tier), 1 hour 15 minutes (Higher Tier) 50 marks at Foundation Tier and 60 marks at Higher Tier Tasks involving short and long structured passages to write
<b>EXAMINING BOARD SPECIFICATION LINK</b>	<a href="#">AQA GCSE French specification</a>
<b>WHO TO CONTACT FOR FURTHER GUIDANCE</b>	Ms Lopez, Modern Languages Director of Learning: <a href="mailto:vlopez@jogschool.org">vlopez@jogschool.org</a>

## What skills and interests do I need?

If you are interested in communication with people from other cultures and countries this is for you!

## Will there be any specific equipment I will need or trips/visits I will need to attend?

A bilingual dictionary and headphones are both very useful.

Exchange participation is strongly recommended.

## What course and career pathways will there be with this qualification?

Access to careers involving communication, travel, and working with people will be enhanced with a languages qualification.

## Do I need to study this course at GCSE to study it at Post 16?

Yes, you will need to achieve at least a grade 5 at Higher Tier at GCSE to be successful at A level.

# EBACC: GEOGRAPHY

Contributes to the EBacc qualification if a language is chosen

COURSE CONTENT	
<b>The Physical Environment</b>	Tectonic and Weather Hazards; Ecosystems such as Tropical Rainforests and Deserts; and UK landscapes including Coasts and Rivers.
<b>The Human Environment</b>	Urban (city) challenges such as slums; Global Trade and Development issues; and Resource Management challenges such as Food Security.
<b>The Fieldwork Trips</b>	Physical (Studland) and Human Environment (Bath) topics for class project work. Also, a mystery topical issue, based on pre-release information.
ASSESSMENT	
<b>Paper 1: Living with the Physical Environment</b> [35% of the overall grade]	1 hour 30 minutes Written exam: multiple-choice, short answer, source interpretation, extended prose and spelling, punctuation and grammar (SPaG).
<b>Paper 2: Challenges in the Human Environment</b> [35% of the overall grade]	1 hour 30 minutes Written exam: multiple-choice, source interpretation, short answer, extended prose and SPaG.
<b>Paper 3: Geographical Applications</b> [30% of the overall grade]	1 hour 15 minutes Written exam: multiple-choice, source interpretation, short answer, extended prose and SPaG.
<b>EXAMINING BOARD SPECIFICATION LINK</b>	<a href="#">AQA GCSE Geography specification</a>
<b>WHO TO CONTACT FOR FURTHER GUIDANCE</b>	Mrs Tuckey, Geography subject leader      atuckey@jogschool.org Mr S Gray, Humanities Director of Learning      sgray@jogschool.org

## What skills and interests do I need?

Geography is about understanding people and places. It is about investigating and making sense of environmental and social issues at local, national and global levels. It is a subject which suits students who enjoy learning about the world around them. Geography can help to improve effective team working and communication skills; problem solving skills; research and data analysis skills; creative thinking and report writing skills; and becoming active and responsible global citizens.

## Will there be any specific equipment I will need or trips/visits I will need to attend?

You are required to go on at least two Geography fieldwork trips and have a fully stocked pencil case.

## What course and career pathways will there be with this qualification?

Law, tourism; business management; surveying; environmental conservation; landscape architect; research; teaching; urban planning; cartography; engineering; geology; police force; local government officer; politics and many more. Geography is a versatile subject!

## Do I need to study this course at GCSE to study it at Post 16?

It is strongly advised you study GCSE Geography, however, consideration will be given to high achievers in EBacc subjects such as History and Science.

# EBACC: HISTORY

Contributes to the EBacc qualification if a language is chosen

COURSE CONTENT	
<b>Crime &amp; Punishment c1000 to present</b>	Explores the changing natures of crimes / criminal activity, the changing nature of law enforcement / punishment. Special topic- crime and policing in Whitehall & Jack the Ripper.
<b>Superpower Relations &amp; Cold War 1941-1991 / Henry VIII &amp; his Ministers 1509-40</b>	Explores USA and USSR relations between 1945-1991 and events which caused friction between the two. The Tudor module addresses the religious and political conflicts during the reign of Henry VIII.
<b>The USA, 1954-1975: Conflict at Home and Abroad</b>	Addresses the growth of the Civil Rights movement in America, and America's involvement in the Vietnam war.
ASSESSMENT	
<b>Paper 1: Thematic study and historic environment</b> [30% of the overall grade]	1 hour 15 minutes Section A: A question that assesses knowledge plus a two-part question based on two provided sources. Section B: Three questions that assess their knowledge & understanding.
<b>Paper 2: Period study and British depth study</b> [40% of the overall grade]	1 hour 45 minutes Booklet P: Three questions that assess knowledge & understanding. Booklet B: A 3-part question that assesses knowledge & understanding.
<b>Paper 3: Modern depth study</b> [30% of the overall grade]	1 hour 20 mins Section A: A question based on a provided source and a question that assesses their knowledge and understanding. Section B: A four-part question, based on two provided sources & two provided interpretations.
<b>EXAMINING BOARD SPECIFICATION LINK</b>	<a href="#">Pearson Edexcel GCSE History specification</a>
<b>WHO TO CONTACT FOR FURTHER GUIDANCE</b>	Mrs Davison, History Subject Leader      rdavison@jogschool.org Mr S Gray, Humanities Director of Learning      sgray@jogschool.org

## What skills and interests do I need?

The focus on persuasive extended writing, research & data analysis makes History an ideal choice for those who are good at working independently.

## Will there be any specific equipment I will need or trips/visits I will need to attend?

The annual trip to London focused on the Crime & Punishment and Tudor units is highly recommended.

## What course and career pathways will there be with this qualification?

Curating, journalism, politics, research work, Law, advertising, teaching, university lecturing, archaeology, TV or radio presenting, local government officer; management roles and more.

## Do I need to study this course at GCSE to study it at Post 16?

It is strongly advised you study GCSE History, however consideration will be given to high achievers in subjects such as English Literature and Language, Geography or Citizenship.

# EBACC: SPANISH

Contributes to the EBacc qualification

COURSE CONTENT	
Theme 1:	Identity and culture
Theme 2:	Local, national, international and global areas of interest
Theme 3:	Current and future study and employment
ASSESSMENT	
<b>Paper 1: Listening</b> [25% of the overall grade]	Written exam: 35 minutes (Foundation Tier), 45 minutes (Higher Tier) 40 marks (Foundation Tier), 50 marks (Higher Tier) Translating in both English and French
<b>Paper 2: Speaking</b> [25% of the overall grade]	Non-exam assessment with a member of staff 7–9 minutes (Foundation Tier) + preparation time 10–12 minutes (Higher Tier) + preparation time 60 marks (for each of Foundation Tier and Higher Tier)
<b>Paper 3: Reading</b> [25% of the overall grade]	Written exam: 45 minutes (Foundation Tier), 1 hour (Higher Tier) 60 marks (for each of Foundation Tier and Higher Tier) Translations including reading and answering in both English and French
<b>Paper 4: Writing</b> [25% of the overall grade]	Written exam: 1 hour (Foundation Tier), 1 hour 15 minutes (Higher Tier) 50 marks at Foundation Tier and 60 marks at Higher Tier Tasks involving short and long structured passages to write
<b>EXAMINING BOARD SPECIFICATION LINK</b>	<a href="#">AQA GCSE Spanish specification</a>
<b>WHO TO CONTACT FOR FURTHER GUIDANCE</b>	Ms Lopez, Modern Languages Director of Learning: <a href="mailto:vlopez@jogschool.org">vlopez@jogschool.org</a>

### What skills and interests do I need?

If you are interested in communication with people from other cultures and countries this is for you!

### Will there be any specific equipment I will need or trips/visits I will need to attend?

A bilingual dictionary and headphones are both very useful.

Exchange participation is strongly recommended.

### What course and career pathways will there be with this qualification?

Access to careers involving communication, travel, and working with people will be enhanced with a languages qualification.

### Do I need to study this course at GCSE to study it at Post 16?

Yes, you will need to achieve at least a grade 5 at Higher Tier at GCSE to be successful at A level.

## OPTION: Art

COURSE CONTENT	
<b>Component 1: Personal Portfolio</b>	<p>Students create a personal portfolio of work that demonstrates the knowledge, understanding and skills associated with areas of study chosen from at least two of the endorsed titles.</p> <p>Students are encouraged to take a personalised approach to their studies and should become increasingly independent as artists over the course.</p> <p>Students are to develop personal responses their work:</p> <ul style="list-style-type: none"> <li>• develop ideas through investigations of artists work.</li> <li>• refine work as it progresses.</li> <li>• record thoughts &amp; feelings through drawing, painting, print-making, sculpture, photography, digital imaging &amp; working in mixed medias.</li> <li>• present finished pieces of work that have been planned and show their understanding of a topic.</li> </ul>
<b>Component 2: Externally Set Assignment [ESA]</b>	<p>Students must continue to work in the same title as they did for the Personal Portfolio.</p> <p>Students must present personal response(s) to an externally set broad-based thematic starting point, set by Pearson in the ESA paper.</p>
ASSESSMENT	
<b>Personal Portfolio</b> [60% of the overall grade]	The portfolio must show evidence of all four Assessment Objectives 72 marks
<b>Externally Set Assignment</b> [40% of the overall grade]	Students devise their own preparatory study prior to a 10-hour sustained focus period under examination conditions, over 2-3 days.
<b>EXAMINING BOARD SPECIFICATION LINK</b>	<a href="#">Edexcel Pearson GCSE Art Specification</a>
<b>WHO TO CONTACT FOR FURTHER GUIDANCE</b>	Ms Knee, Subject Leader of Art: rknee@jogschool.org

### What skills and interests do I need?

The Art GCSE course is aimed at students who enjoy developing their creativity through experimenting with different materials and exploring ways of communicating their views and ideas through art.

### Will there be any specific equipment I will need or trips/visits I will need to attend?

You will require your own sketching, colouring pencils and paintbrushes.

We aim to organise a trip to London each year for students to view art in a gallery.

### What course and career pathways will there be with this qualification?





# OPTION: ASTRONOMY

COURSE CONTENT	
<b>Naked eye Astronomy</b>	Planetary motion and Solar System and Celestial observations.
<b>Telescopic Astronomy</b>	Aided observations to study the stellar evolution, our place in the Galaxy and Cosmology. The school's telescope is used or the full size, John Moores University's 'Liverpool Telescope', situated on the island of La Palma in the Canary Islands
ASSESSMENT	
<b>Paper 1: Naked-eye Astronomy</b> [50% of the overall grade]	1 hour 45 minutes for each exam Written exam: A mixture of multiple-choice questions, short-answer questions, calculations, graphical and extended-open-response questions.
<b>Paper 2: Telescopic Astronomy</b> [50% of the overall grade]	1 hour 45 minutes for each exam Written exam: A mixture of multiple-choice questions, short-answer questions, calculations, graphical and extended-open-response questions.
<b>EXAMINING BOARD SPECIFICATION LINK</b>	<a href="#">Pearson Edexcel GCSE Astronomy specification</a>
<b>WHO TO CONTACT FOR FURTHER GUIDANCE</b>	Mr Lear, Subject Leader of Astronomy <a href="mailto:flear@jogschool.org">flear@jogschool.org</a>

## What skills and interests do I need?

If you've ever wanted to study, 'What is out there?': explore the Bay of Rainbows; observe giant gas planets; analyse star nurseries or delve deeply into the chaos of the Universe, then, Astronomy is the course for you.

You will undertake practical observations when studying this qualification and will collect first-hand data whilst making observations, following the same process as professional astronomers.

The Astronomy GCSE is designed to develop your curiosity and enthusiasm for space; encourage an informed interest in current astronomical investigations and discoveries and space exploration. With this knowledge, we will investigate practical contexts, such as, using telescopes and studying theory.

## Will there be any specific equipment I will need or trips/visits I will need to attend?

None

## What course and career pathways will there be with this qualification?

Useful for Science, Physics GCSEs, A-level Chemistry and particularly useful in A-level Physics. Astrophysicist, Cosmologist, Rocket engineer, Pilot (both air and sea) Astrobiologist.

## Do I need to study this course at GCSE to study it at Post 16?

Sadly, there is no A-level Astronomy, but we do study Astrophysics as part of A-level Physics.

## OPTION: BUSINESS STUDIES

COURSE CONTENT	
<b>Business 01: Business activity, marketing and people</b>	Students are introduced to business concepts and issues concerning the activities of a business. They explore the purpose and role of a business from spotting an opportunity through to the growth of an established business. They also look at the role of marketing and human resources.
<b>Business 02: Operations, finance and influences on business</b>	Students take a closer look at the role of operations and finance in business activity. Operations include production processes, quality of goods and services, customer service, and working with suppliers. Finance covers its role, its sources, costs, profit and loss, cash and cash flow. They also explore how business responds to external influences, such as ethical and environmental considerations, the economic climate and globalisation, and the interdependent nature of business
ASSESSMENT	
<b>Paper 1: Business (01): [50% of the overall grade]</b>	Written exam: 1 hour 30 minutes Section A: multiple choice questions and short answer questions Section B: short answer questions, case study questions
<b>Paper 2: Business (02): [50% of the overall grade]</b>	Written exam: 1 hour 30 minutes Section A: multiple choice questions and short answer questions Section B: one case study/data response stimuli with questions
<b>EXAMINING BOARD SPECIFICATION LINK</b>	<a href="https://www.ocr.org.uk/qualifications/gcse/business-j204-from-2017/">https://www.ocr.org.uk/qualifications/gcse/business-j204-from-2017/</a>
<b>WHO TO CONTACT FOR FURTHER GUIDANCE</b>	Mr Roberts, Director of Learning of Computer Science & Business studies JRoberts@jogschool.org

### What skills and interests do I need?

You should have a genuine interest in the business environment and the desire to learn more. You will be creative, innovative and proactive in your approach to your studies. You will need to be able to use a good level of English and Maths to support your learning. Team work in lessons will be essential and you should have strong communication skills.

### Will there be any specific equipment I will need or trips/visits I will need to attend?

We will go on a trip to a large national business and investigate the way that they operate.

### What course and career pathways will there be with this qualification?

The practical and transferable skills learnt in Business open up many opportunities to students who wish to study further after GCSE level, either at school or college.

It also opens a lot of doors into employment and apprenticeships.

### Do I need to study this course at GCSE to study it at Post 16?

No, but you will need to have a good level of both mathematical and English ability as well as an interest in the world of business

## OPTION: CHILD PLAY & LEARNING DEVELOPMENT

COURSE CONTENT	
<b>R057: Health and well-being for child development</b>	The importance of both pre-conception health and creating conditions in which a child can thrive, including the prevention and management of childhood illnesses and creating a safe environment
<b>R058: Create a safe environment &amp; understand the nutritional needs of children from birth - 5 years</b>	How to create a safe environment for children from birth to five years in childcare settings. Investigate and choose equipment that is both suitable and safe for use and will learn about their nutrition and dietary needs.
<b>R059: Understand the development of a child from one to five years</b>	Know the expected developmental norms for children from 1-5 years & the use of observation & research techniques to investigate these norms & explore findings. Know the importance of creating plans & providing different play activities to support children in their development.
ASSESSMENT	
<b>R057</b> [40% of overall grade]	Written exam: 1 hour 15 minutes
<b>R058 &amp; R059</b> [60% of overall grade]	Non examined Assessment Centre-assessed coursework
<b>EXAMINING BOARD SPECIFICATION LINK</b>	<a href="#">OCR CAMNAT Child development specification</a>
<b>WHO TO CONTACT FOR FURTHER GUIDANCE</b>	Mrs Littleworth, Vocational studies Director of Learning MLittleworth@jogschool.org

### What skills and interests do I need?

You need a genuine interest in the Early Years Sector, for example caring for young children. You should be able to organise yourself well. Enjoying finding out about different people and their diverse needs. Ideally you will enjoy task led activities.

### Will there be any specific equipment I will need or trips/visits I will need to attend?

No specific equipment is needed or trips to attend

### What course and career pathways will there be with this qualification?

This is a great course to study if you wish to work with young children. Progression includes: Level 3 CAMTECH Health & Social Care, Early Years Educator apprenticeship, A level biology & sociology, T Level Education & Childcare. This course is suitable for students who may wish to follow a career in midwifery, teaching or a career in childcare.

### Do I need to study this course at GCSE to study it at Post 16?

It is not essential to study this at Level 2 but it will make life easier at Level 3, as this will build on much of the work covered on this course.

## OPTION: CITIZENSHIP

COURSE CONTENT	
<b>Rights, the law and legal system in England and Wales</b>	The rights and responsibilities that a citizen has in terms of the law and the powers of authority in society (police, magistrates & crown court, CPS & judiciary). Civil and criminal law and the sanctions which criminals may face. A knowledge of how a court works & how laws are made is covered.
<b>Democracy and government in the UK and Europe</b>	The role of local, devolved and national government and the work of parliament is covered. It examines the role of an MP and democratic voting process as a whole as well as The British Constitution at large.
<b>The UK and the wider world</b>	The relationship the UK has with Europe and the world at large is covered.
<b>Citizenship in action</b>	This part of the course allows students to focus and campaign on a variety of local, national and international issues.
ASSESSMENT	
<b>Citizenship in perspective</b> [25% of the overall grade]	Written paper: 50 minutes Sections 1–3 of the specification will be sampled
<b>Citizenship in action</b> [50% of the overall grade]	Written paper: 1 hour 45 minutes + Citizen Action project Section 1: Rights, the law and the legal system in England and Wales Section 2: Democracy and government Section 4: Citizenship Action
<b>Our rights, our society, our world</b> [25% of the overall grade]	Written paper: 1 hour Section 1: Rights, the law and the legal system in England and Wales Section 3: The UK and the wider world
<b>EXAMINING BOARD SPECIFICATION LINK</b>	<a href="#">OCR GCSE Citizenship specification</a>
<b>WHO TO CONTACT FOR FURTHER GUIDANCE</b>	Mr M Perraton, Social Sciences Director of Learning mperraton@jogschool.org

### What skills and interests do I need?

You need to be interested in the world around you and the part you have to play in it. You need a keen interest in current affairs, watching news items and reading newspapers is a must.

### Will there be any specific equipment I will need or trips/visits I will need to attend?

Every year we try to visit The Houses of Parliament. Local politicians, Lords, social workers and the police (as well as other external agencies) visit lessons to aid the teaching and learning of the course.

### What course and career pathways will there be with this qualification?

Government (local and national); charities (especially those concerned with human rights, international development or environmental issues); law; social care, advisory bodies; the police; the Crown Prosecution Service; community groups; roles within the European Union; teaching; or journalism.

### Do I need to study this course at GCSE to study it at Post 16?

There is currently not a post sixteen course in Citizenship Studies, however, the course will naturally lead students onto post sixteen courses involving law, government and politics, religious studies and any other humanities based subject/course

## OPTION: CREATIVE imedia

COURSE CONTENT	
<b>Unit R093: Creative iMedia in the media industry</b>	Topics include: The media industry - Factors influencing product design - Pre-production planning - Distribution considerations
<b>Unit R094: Visual identity and digital graphics</b>	Develop visual identity - Plan digital graphics for products - Create visual identity and digital graphics
<b>R097: Interactive digital media</b>	Plan interactive digital media - Create interactive digital media - Review interactive digital media
ASSESSMENT	
<b>Unit R093</b> [40% of the overall grade]	Written exam: 1 hour 15 minutes
<b>Units R094 &amp; R097</b> [60% of the overall grade]	Non-examined assessments Set assignments, marked by the school, moderated by the exam board
<b>EXAMINING BOARD SPECIFICATION LINK</b>	<a href="#">OCR CAMNAT imedia specification</a>
<b>WHO TO CONTACT FOR FURTHER GUIDANCE</b>	Mr Roberts, Director of Learning of Computer Science & Business Studies jroberts@jogschool.org

### What skills and interests do I need?

You will have a keen interest in how to design and create multimedia products for targeted audiences

You will have good creative and practical skills.

Ability to keep to time limits.

### Will there be any specific equipment I will need or trips/visits I will need to attend?

All of the equipment you will need will be provided for you.

### What course and career pathways will there be with this qualification?

You can progress to A level Media studies, Level 3 Apprenticeship in Media & broadcast assistant, CAMTECH IT and Digital media or T Level Digital Production Design and Development or Media, Broadcast and Production.

This course will give you a number of practical skills that can be applied to any type of job requiring Digital applications and the design of websites and multimedia products.

### Do I need to study this course at GCSE to study it at Post 16?

Yes



# OPTION: DRAMA

COURSE CONTENT	
<b>Component 1: Understanding drama</b>	Knowledge and understanding of drama and theatre Study of one set play from a choice of nine Analysis and evaluation of the work of live theatre makers
<b>Component 2: Devising drama</b>	Process of creating devised drama Performance of devised drama (contribute as performer or designer) Analysis and evaluation of own work
<b>Component 3: Texts in practice</b>	Performance of two extracts from one play (performer or designer) Free choice of play but it must contrast with Component 1 play
ASSESSMENT	
<b>Component 1: Understanding drama</b> [40% of the overall grade]	Written exam (open book): 1 hour and 45 minutes Section A: multiple choice Section B: four questions on a given extract from the set play chosen Section C: one question (from a choice) on the work of theatre makers in a single live theatre production
<b>Component 2: Devising drama</b> [40% of the overall grade]	Practical Devising log Devised performance
<b>Component 3: Texts in practice</b> [20% of the overall grade]	Practical Performance of Extract 1 and Extract 2
<b>EXAMINING BOARD SPECIFICATION LINK</b>	<a href="#">AQA GCSE drama specification</a>
<b>WHO TO CONTACT FOR FURTHER GUIDANCE</b>	Ms Regan, Subject Leader of Drama    jregan@jogschool.org

## What skills and interests do I need?

You need to be confident, committed and well organised as well as being open to learn new things and try out new ideas.

## Will there be any specific equipment I will need or trips/visits I will need to attend?

There will be compulsory trips organised to go and see theatre productions which the exam is based on

## What course and career pathways will there be with this qualification?

BTEC Performing Arts & A Level Drama or Theatre Studies.

## Do I need to study this course at GCSE to study it at Post 16?

Yes, it will help to give you the confidence and understanding to have studied Drama at GCSE level.



# OPTION: ENGINEERING

COURSE CONTENT	
<b>Unit 1: Manufacturing engineering products</b> [40% of the overall grade]	Interpret different types of engineering information in order to plan how to manufacture engineering products. Develop knowledge, understanding & skills in using a range of tools & equipment in order to manufacture and test an end product.
<b>Unit 2: Designing engineering products</b> [20% of the overall grade]	Explore how an engineered product is adapted and improved over time. Apply knowledge & understanding to adapt an existing component, element or part of the engineering outcome from Unit 1
<b>Unit 3: Solving engineering problems</b> 40% of the overall grade]	Introduces a range of considerations that impact on engineering design and how modern engineering has had an impact on modern day life at home, work and in society in general
ASSESSMENT	
<b>Unit 1: Manufacturing engineering products</b>	Controlled assessment: 20 hours An assignment brief will be provided by WJEC that will include a scenario and several tasks to complete.
<b>Unit 2: Designing engineering products</b>	Controlled assessment: 10 hours An assignment brief will be provided by WJEC that will include a scenario and several tasks to complete.
<b>Unit 3: Solving engineering problems</b>	Written examination: 1 hour 30 minutes Short and extended answers, based around applied situations. Learners will be required to use stimulus material to respond to questions.
<b>EXAMINING BOARD SPECIFICATION LINK</b>	<a href="#">WJEC Level 2 award Engineering specification</a>
<b>WHO TO CONTACT FOR FURTHER GUIDANCE</b>	Mr R Kilby, Director of Learning Technology rkilby@jogschool.org

## What skills and interests do I need?

This course is perfect for creative thinkers who also have good practical skills and enjoy design and making. The course requires excellent planning skills, problem solving and perseverance. Drawing and computer skills will help you to present your ideas clearly.

## Will there be any specific equipment I will need or trips/visits I will need to attend?

All the usual equipment for school, including an A3 folder to store work when taking it home.

## What course and career pathways will there be with this qualification?

Product Design, Electrical and Mechanical Engineering, architecture, Construction, and any technical engineering based subject or career.

## Do I need to study this course at GCSE to study it at Post 16?

No



# OPTION: FOOD PREPARATION & NUTRITION

COURSE CONTENT	
Food preparation knowledge & skills 1. Food, nutrition and health 2. Food science 3. Food safety 4. Food choice 5. Food provenance	
ASSESSMENT	
<b>Paper 1: Food preparation and nutrition</b> [50% of the overall grade]	Written exam: 1 hour 45 minutes Multiple choice questions Five questions each with a number of sub questions
<b>Non-exam assessment (NEA)</b> [50% of the overall grade]	Task 1: Food investigation - Written or electronic report (1,500–2,000 words) including photographic evidence of the practical investigation Task 2: Food preparation assessment - Written or electronic portfolio including photographic evidence. Photographic evidence of the three final dishes must be included.
<b>EXAMINING BOARD SPECIFICATION LINK</b>	<a href="#">AQA GCSE Food preparation &amp; nutrition specification</a>
<b>WHO TO CONTACT FOR FURTHER GUIDANCE</b>	Mrs S Beattie, Subject Leader of Food Technology

## What skills and interests do I need?

practical skills, knife skills, meat, vegetables, fruits and fish preparation. The use of a range of equipment, raising agents, setting mixtures, sauce making, doughs, tenderising and marinating.

## Will there be any specific equipment I will need or trips/visits I will need to attend?

You will need to be able to bring in ingredients to cook and prepare a range of different foods, apron, oven dishes, cake tins, quiche tins, pie dishes and containers with lids.

## What course and career pathways will there be with this qualification?

A Level Courses in Food Technology, BTEC Food Hygiene and Catering. University to study food studies, food science, epidemiology, food media, food business, baking & confectionary science and home economics.

Upon completion of this course, students will be qualified to go on to further study, or embark on an apprenticeship or full-time career in the catering or food industries.

## Do I need to study this course at GCSE to study it at Post 16?

Yes

## OPTION: HEALTH & SOCIAL CARE

COURSE CONTENT	
<b>Component 1: Human Lifespan Development</b>	Different aspects of growth and development and the factors that can affect this across the life stages. Are explored Different events that can impact on individuals' physical, intellectual, emotional and social development and how individuals cope with and are supported through changes caused by life events are also studied.
<b>Component 2: Health and Social Care Services and Values</b>	Health and social care services and how they meet the needs of service users are explored. The skills, attributes and values required when giving care are studied.
<b>Component 3: Health and Wellbeing Learners</b>	Covering the factors that affect health and wellbeing, learning about physiological and lifestyle indicators, and person-centred approaches to make recommendations to improve an individual's health and wellbeing.
ASSESSMENT	
<b>Component 1 &amp; 2</b> [40% of the overall grade]	Non-exam internal assessment set by Pearson, marked by the centre and moderated by Pearson.
<b>Component 3</b> [60% of the overall grade]	Written exam: 2 hours
<b>EXAMINING BOARD SPECIFICATION LINK</b>	<a href="#">Edexcel, Pearson Level 2 Tech award H&amp;SC specification</a>
<b>WHO TO CONTACT FOR FURTHER GUIDANCE</b>	Mrs Littleworth, Vocational Studies Director of Learning mlittleworth@jogschool.org

### What skills and interests do I need?

You should be able to organise yourself well. Enjoying finding out about different people and their diverse needs. Ideally you will enjoy task led activities.

### Will there be any specific equipment I will need or trips/visits I will need to attend?

No specific equipment is needed or trips to attend

### What course and career pathways will there be with this qualification?

This course is suitable for students who may wish to follow a career in midwifery, teaching or a career in childcare.

### Do I need to study this course at GCSE to study it at Post 16?

It is not essential to study this at Level 2 but it will make life easier at Level 3, as this will build on much of the work covered on this course.

## OPTION: MEDIA STUDIES

COURSE CONTENT	
<b>Media One</b>	Section A: Media Language and Media Representations: Magazines / advertising and marketing / newspapers / online, social and participatory media / video games. Section B: Media Industries and Media Audiences: Radio / music video / newspapers / online, social and participatory media / video games / film (industries only).
<b>Media Two</b>	Section A: Based on a screening from an extract of one of the television Close Study Products and can test any area of the theoretical framework. Section B: Based on either newspapers or online, social and participatory media and video games and can test any area of the framework.
ASSESSMENT	
<b>Media One</b> [35% of the overall grade]	Written exam: 1 hour 30 minutes Questions relating to an unseen source and Close Study Products. An extended response question
<b>Media Two</b> [35% of the overall grade]	Written exam: 1 hour 30 minutes Short, medium and extended response questions assessing depth of knowledge and understanding of the course.
<b>NEA</b>	Creating a media product by applying knowledge and understanding of the theoretical framework a statement of intent a media product for an intended audience.
<b>EXAMINING BOARD SPECIFICATION LINK</b>	<a href="#">AQA GCSE Media studies specification</a>
<b>WHO TO CONTACT FOR FURTHER GUIDANCE</b>	Mrs Bray, Subject Leader of Media    cbray@jogschool.org

### What skills and interests do I need?

Creative, analytical, research, and communication skills are used through exploring a range of media forms and perspectives. You need a clear understanding of a wide range of media issues. You will no longer see yourself as just another viewer or listener but begin to question and challenge the way programmes and texts are made.

### Will there be any specific equipment I will need or trips/visits I will need to attend?

We hope to introduce you to a range of people who have made their career in the industry.

### What course and career pathways will there be with this qualification?

Journalism, ICT, Sociology, Anthropology, TV and communications, Publishing, Media planner. Multimedia specialist, Programme researcher, broadcasting/film/video, Public relations officer, Runner, broadcasting/film/video, Television/film/video producer.

### Do I need to study this course at GCSE to study it at Post 16?

No

## OPTION: MUSIC

COURSE CONTENT	
<b>Component 1: Performing</b>	A minimum of two pieces, one of which must be an ensemble performance of at least one minute duration. The other piece(s) may be either solo and/or ensemble. One of the pieces performed must link to an area of study of the learner's choice.
<b>Component 2: Composing</b>	Two compositions, one of which must be in response to a brief chosen by the student from a choice of four, each one linked to a different area of study. The second composition is a free composition for which students set their own brief.
<b>Component 3: Appraising</b>	Area of study 1: Musical Forms and Devices Area of study 2: Music for Ensemble Area of study 3: Film Music Area of study 4: Popular Music Two of the
ASSESSMENT	
<b>Component 1: Performing</b> [30% of the overall grade]	Total duration of performances: 4-6 minutes Non-exam assessment: internally assessed, externally moderated
<b>Component 2: Composing</b> [30% of the overall grade]	Total duration of performances: 3-6 minutes Non-exam assessment: internally assessed, externally moderated
<b>Component 3: Appraising</b> [40% of the overall grade]	Listening examination: 1 hour 15 minutes Eight questions in total, two on each of the four areas of study.
<b>EXAMINING BOARD SPECIFICATION LINK</b>	<a href="#">Educas GCSE Music specification</a>
<b>WHO TO CONTACT FOR FURTHER GUIDANCE</b>	Mrs Maguire, Director of Learning of Expressive Arts nmaguire@jogschool.org

### What skills and interests do I need?

You need to be able to play an instrument or sing to do this course and have the ability to be able to work both individually and as part of an ensemble.

You must have an interest in listening to music and creating your own music.

### Will there be any specific equipment I will need or trips/visits I will need to attend?

You will be able to use the school facilities where appropriate. It is advised to have instrumental/vocal lessons, but this is not compulsory. You will be encouraged to join one of the extra-curricular groups.

### What course and career pathways will there be with this qualification?

Many students progress on to Music or Music Technology at A Level. You could also study BTEC Music Performance and Music Production. GCSE Music can lead on to: professions in: performing, composing, music education, studio engineering, radio and television, music journalism, music business.

### Do I need to study this course at GCSE to study it at Post 16?

The ability to play a musical instrument is important if you wish to study music at post 16. If you have not studied GCSE Music you could still take A Level Music if you are at Grade 5 on your instrument.



# OPTION: PHOTOGRAPHY

## COURSE CONTENT

This course is fully digital and all work is completed on Photoshop. Students are taught to:

**develop** their ideas through investigations of artists work.

**refine** their work as it progresses.

**record** their thoughts, views and feelings through skills such as using the camera in manual, using professional studio lighting, creating short gifs or animations.

**present** finished pieces of work that link to given topics.

Students must continue to work in the same title as they did for the Personal Portfolio.

Students must present personal response(s) to an externally set broad-based thematic starting point, set by Pearson in the ESA paper.

## ASSESSMENT

### Personal Portfolio

[60% of the overall grade]

The portfolio must show evidence of all four Assessment Objectives  
72 marks

### Externally Set Assignment

[40% of the overall grade]

Students devise their own preparatory study prior to a 10-hour sustained focus period under examination conditions, over 2-3 days.

### EXAMINING BOARD SPECIFICATION LINK

[Edexcel Pearson GCSE Photography \(Art & design\) specification](#)

### WHO TO CONTACT FOR FURTHER GUIDANCE

Ms Knee, Subject Leader of Photography: rknee@jogschool.org

### What skills and interests do I need?

The Photography GCSE course is aimed at students who enjoy developing their creativity through experimenting with different photographic set ups and exploring ways of communicating their views and ideas through photography. Students are encouraged to take a personalised approach to their studies and should become increasingly independent as photographers over the course.

### Will there be any specific equipment I will need or trips/visits I will need to attend?

Access to a camera, computer and Photoshop are key for completing homework.

We aim to organise a trip to London each year for students to view art in a gallery.

### What course and career pathways will there be with this qualification?

A level in Photography or Level 3 BTEC in Art and Design.

A whole range of art and design jobs in industry.

### Do I need to study this course at GCSE to study it at Post 16?

No



## OPTION: RELIGIOUS STUDIES

COURSE CONTENT	
This GCSE focuses on human rights rights, euthanasia, abortion, the environment, capital punishment, poverty, social justice and human rights. Whilst discussing these moral issues, it is important to establish personal opinions as well understanding other religious (and non-religious) viewpoints. The courses focuses on the beliefs and teachings of Christianity, Buddhism, Hinduism, Islam, Judaism, Sikhism.	
ASSESSMENT	
<b>Component 1: The study of religions: beliefs, teachings and practices</b> [50% of the overall grade]	Written exam: 1 hour 45 minutes
<b>Component 2: Thematic studies</b> [50% of the overall grade]	Written exam: 1 hour 45 minutes
<b>EXAMINING BOARD SPECIFICATION LINK</b>	<a href="#">AQA GCSE RE specification</a>
<b>WHO TO CONTACT FOR FURTHER GUIDANCE</b>	Mr M Perraton, Social Sciences Director of Learning mperraton@jogschool.org

### What skills and interests do I need?

The ability to listen to and respect the religious and non-religious views of others is vital. Showing empathy towards them is important. You will need to establish your views on various moral and philosophical issues & relate them to the views of different Christian denominations and Islamic beliefs.

### Will there be any specific equipment I will need or trips/visits I will need to attend?

No. The course may well involve a visit to a local Church and Mosque to reinforce the learning which takes place in the lesson. Members of our religious community will visit lessons as well.

### What course and career pathways will there be with this qualification?

This course naturally leads on to studying the-Level qualification in Philosophy & Ethics. A qualification in Religious Studies leads onto any career that involves working with and understanding people. It has particular links with Journalism, Teaching, Counselling, Law, the Prison service, Medicine, the services (like the Police force) and of course careers with a religious emphasis and vocation.

### Do I need to study this course at GCSE to study it at Post 16?

Studying Religious Studies GCSE would be beneficial if you were to study the A-Level philosophy and ethics course. It would be an advantage if a student also achieved a good grade in English language due to the nature of the course.

## OPTION: SPORTS SCIENCE

COURSE CONTENT	
<b>R180: Reducing the risk of sports injuries and dealing with common medical conditions</b>	Different factors which influence the risk and severity of injury Warm up and cool down routines Different types and causes of sports injuries Reducing risk, treatment & rehabilitation of injuries & medical conditions Causes, symptoms and treatment of medical conditions.
<b>R181: Applying the principles of training: fitness and how it affects skill performance</b>	Components of fitness applied in sport Principles of training in sport Organising and planning a fitness training programme Evaluate own planning & delivery of a fitness training programme
<b>R182: The body's response to physical activity and how technology informs this</b>	How the use of technology supports The cardio-respiratory system in different sports and their intensities The musculo-skeletal system in different sports and their movements Short-term & Long-term effects of exercise on the cardiorespiratory and musculo-skeletal systems
ASSESSMENT	
<b>R180</b> [40% of the overall grade]	Written exam: 1 hour 15 minutes
<b>R181 &amp; R182</b> [60% of the overall grade]	Non-examined assessment: Coursework marked by teachers and moderated by the exam board
<b>EXAMINING BOARD SPECIFICATION LINK</b>	<a href="#">OCR CAMNAT Sports science specification</a>
<b>WHO TO CONTACT FOR FURTHER GUIDANCE</b>	Mrs Bodman, Director of Learning of Physical Education kbodman@jogschool.org

### What skills and interests do I need?

There will be a considerable amount of written work required. Due to the nature of the course being heavily coursework based, you will need to be able to keep to tight time frames & regularly meet coursework deadlines.

There needs to be a willingness to take part in a wide range of practical sports. Strong organisational skills are required to ensure you have the necessary clothing & kit. You will develop skills in independent research, ICT, sport science, decision making, data collection & interpretation & communication.

### Will there be any specific equipment I will need or trips/visits I will need to attend?

Full PE Kit

### What course and career pathways will there be with this qualification?

Level 3 vocational qualifications, such as Cambridge Technicals, BTEC's or A Levels

Examples of areas of further study and employment are:- Fitness instructor, Personal trainer, Sports coach, PE teacher, Sports therapist, Physiotherapy, Sports development officer, Journalist, Leisure facility manager, Events organiser, Sport psychologist, Sports scientist, Youth development worker

### Do I need to study this course at GCSE to study it at Post 16?

Desirable but not essential

## OPTION: TEXTILES

### COURSE CONTENT

This course is aimed at students who enjoy developing their creativity through different fabrics and materials and exploring ways of communicating their views and ideas through Textiles.

Students are taught to:

Develop their ideas through investigations of artists and designers work.

Refine their work as it progresses.

Record their thoughts, views & feelings through fabric dyeing, embroidery, fabric manipulation & design.

Present finished pieces of work that have been planned and show their understanding of a topic.

### ASSESSMENT

**Component 1: Portfolio**  
[60% of the overall grade]

The course is taught as units of inter-connected topics that build skills and understanding. This is recorded in the portfolio. The coursework project is started in Year 10 when the candidate must decide what form of textiles they will create from a given topic. These include: Constructed textiles • Digital textiles • Dyed fabrics • Printed fabrics • Fashion design • Installed textiles • Soft furnishings • Stitched and/or embellished textiles.

**Component 1: Externally Set Assignment**  
[40% of the overall grade]

In Year 11 there is an eight-week examination project that is set by the board (EDUQAS), with a 10-hour practical exam.

**EXAMINING BOARD SPECIFICATION LINK**

[Eduqas GCSE Textiles specification](#)

**WHO TO CONTACT FOR FURTHER GUIDANCE**

Ms Knee, Subject Leader of Textiles: rknee@jogschool.org

#### What skills and interests do I need?

Creating and producing textiles work independently in and out of school hours.

Investigating and discussing textiles art and design.

#### Will there be any specific equipment I will need or trips/visits I will need to attend?

Your own sketching, colouring pencils and paintbrushes.

We aim to organise a trip to London each year for students to view art textiles in a gallery.

#### What course and career pathways will there be with this qualification?

A level in textiles or Level 3 BTEC in Art and Design.

A whole range of art and design jobs in industry.

#### Do I need to study this course at GCSE to study it at Post 16?

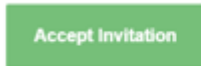
Yes

# COMPLETING YOUR KS4 OPTIONS ON-LINE

## Registering /Signing in – Follow these 5 steps to sign in.

**Step 1:** An email will be sent to you from noreply@sims.co.uk. It will look similar to the one below.

Simply accept this invitation and register within 90 days.



If the button above doesn't work, copy and paste the following link into your browser.

<https://id.sims.co.uk/registration/home/soscode>

Should you need to enter it, your personal invite code is: **MXR37WWCVP**

Click on **accept invitation**

**Step 2:** Enter your school email address. The personal invite code will have been pre-populated for you.

**You will be asked to your date of birth**

### Registration - Answer Security Questions

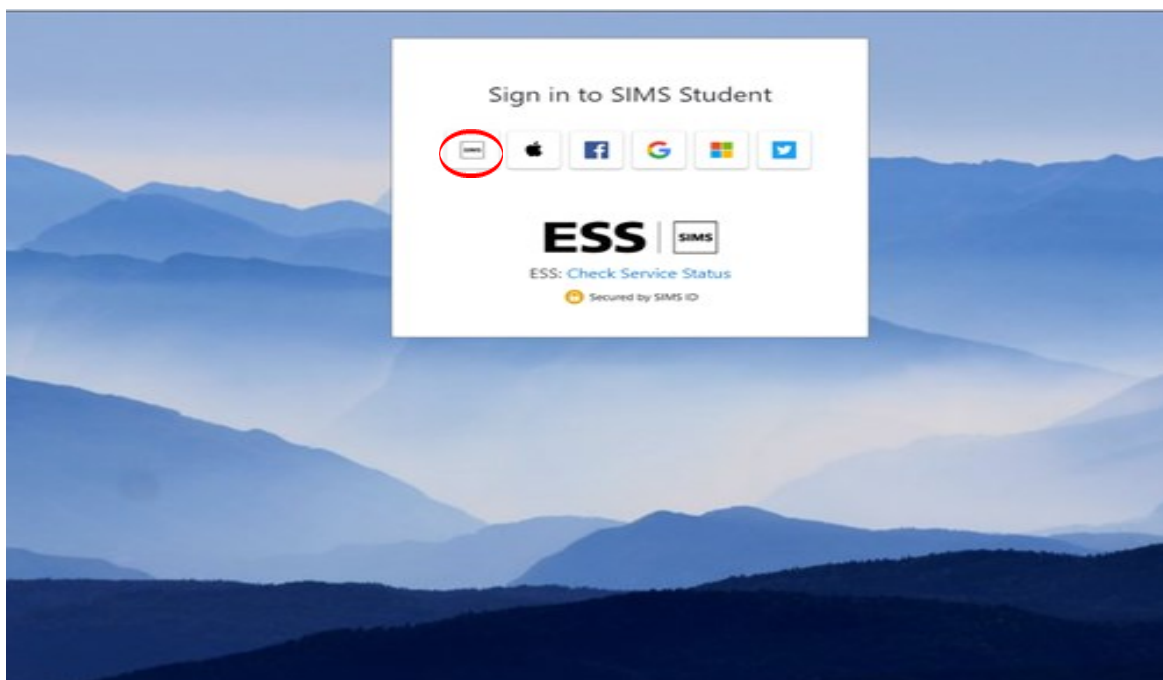
You are required to provide a second piece of information to confirm your identity.  
Please answer the following question.

**What is your date of birth? (dd/mm/yyyy)**

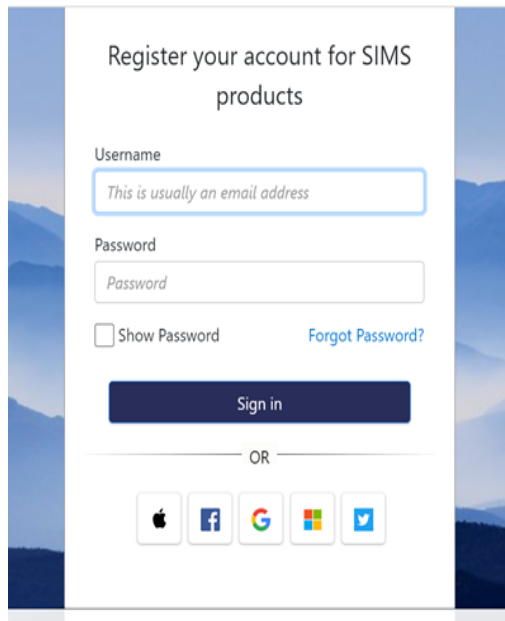
Verify

Create a password and click **next**.

**Step 3:** The next screen will say '**Account Registration**'. Click '**Log In**' and choose the 'SIMS' icon.



**Step 4: Enter your username (school email address) and password that you have just created.**



Register your account for SIMS products

Username

Password

Show Password [Forgot Password?](#)

OR

**You will be sent a registration email.**

**Please do not delete this as you will need it to use the link in this email to log back in**

**Step 5:** It is important to read any ‘notes’ added as this will explain how and what options you can select.

▼ General offer

Students are offered a broad range of academic and vocational subjects that meet the Ebacc requirements.

Students **MUST** select one humanity subject.

It is strongly recommended that students select a foreign language, especially if they have aspirations of being a member of more able sets, A levels and higher education.

**KS4 Level 2 qualifications**

You are to make one option from the humanities list.

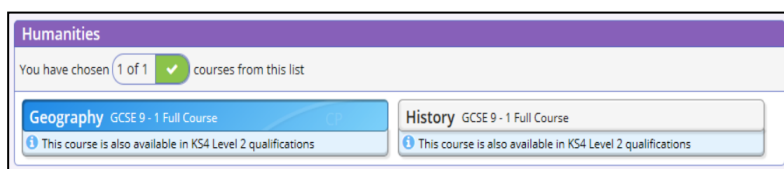
You are to make three options from the KS4 Level 2 qualifications list and one reserve.

You will not be able to select geography or history twice, eg Geography in the humanities list and in the KS4 level 2 qualifications list.

### **Choosing Your Subjects**

Now that you have signed in, you can select your options.

- You may choose only one from geography or history from the humanity list (scroll down to the **bottom of the page**). You can select the other subject, if you wish from the KS4 Level 2 qualifications list.**



Humanities

You have chosen 1 of 1  courses from this list

<b>Geography</b> GCSE 9 - 1 Full Course <small>This course is also available in KS4 Level 2 qualifications</small>	<b>History</b> GCSE 9 - 1 Full Course <small>This course is also available in KS4 Level 2 qualifications</small>
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- Only three subjects can be chosen and two reserves (back up) from the KS4 level 2 qualifications list.

Make your preferred options by:

- clicking **on the title** of the subject you would like to do. Subjects you've chosen will be displayed to the right of the screen.

Make your 2 reserve options by:

- clicking **on the 'Reserve' tab** to the right of the titled subject tab. Again, your selection will be displayed to the right of the screen.

You can change your mind and change subjects by:

- clicking **on the title** of the subject you **don't** want to study
- then clicking **on the title** of the subject you wish it to replace

The order of preference can be changed by:

- clicking **on the title** of the subject you prefer more (including the reserve)
- then clicking **on the title** of the subject you wish it to replace
- The system will automatically move the other subjects down a level of preference by default.

Parental consent is not required as it is expected that parents/carers will have discussed choices with their child and every student will have a personalised interview with a member of the senior leadership team.

**Comments must be added in the Student Comments field** at the bottom of the page, explaining your reasons for selecting your subjects. These should be based around your affinity for the subjects, your ability and your ideas around what you think might be your future study and career pathways, although these are never certain in Yr9.

You **do not** need to click on the parent approval.

When all selections have been made, the choices should be saved by **clicking the 'save' icon** to the top left and then sign out of Options Online.

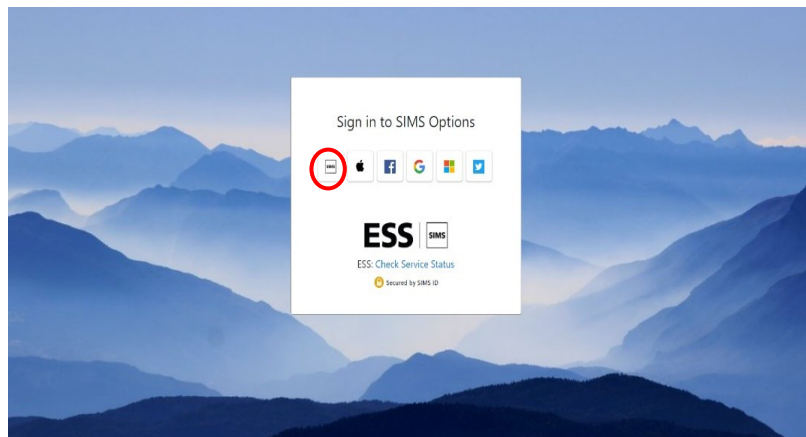


You **do not** have to send your options they automatically transfer to us when you click save.

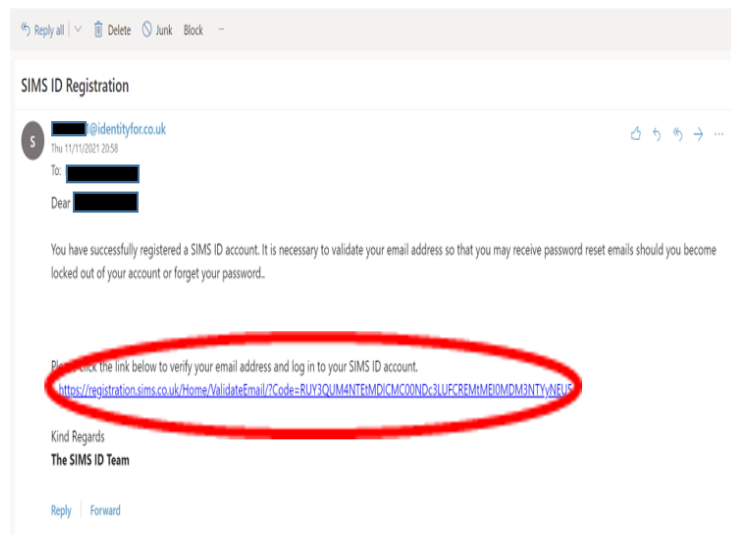
**Options can be altered up until the deadline date** when access will be locked.

**To log back either type in the following into your url box or search engine box:**

**Sims-options.co.uk**



**or use the link sent to you in the 'SIMS ID Registration' email or right click on the following link**



**Sign in with 'SIMS' using the student username (school email address) and password you created when you registered.**

Make the alterations you wish to make

REMEMBER TO **save** after you have made any alterations!



# NOTES

# NOTES

