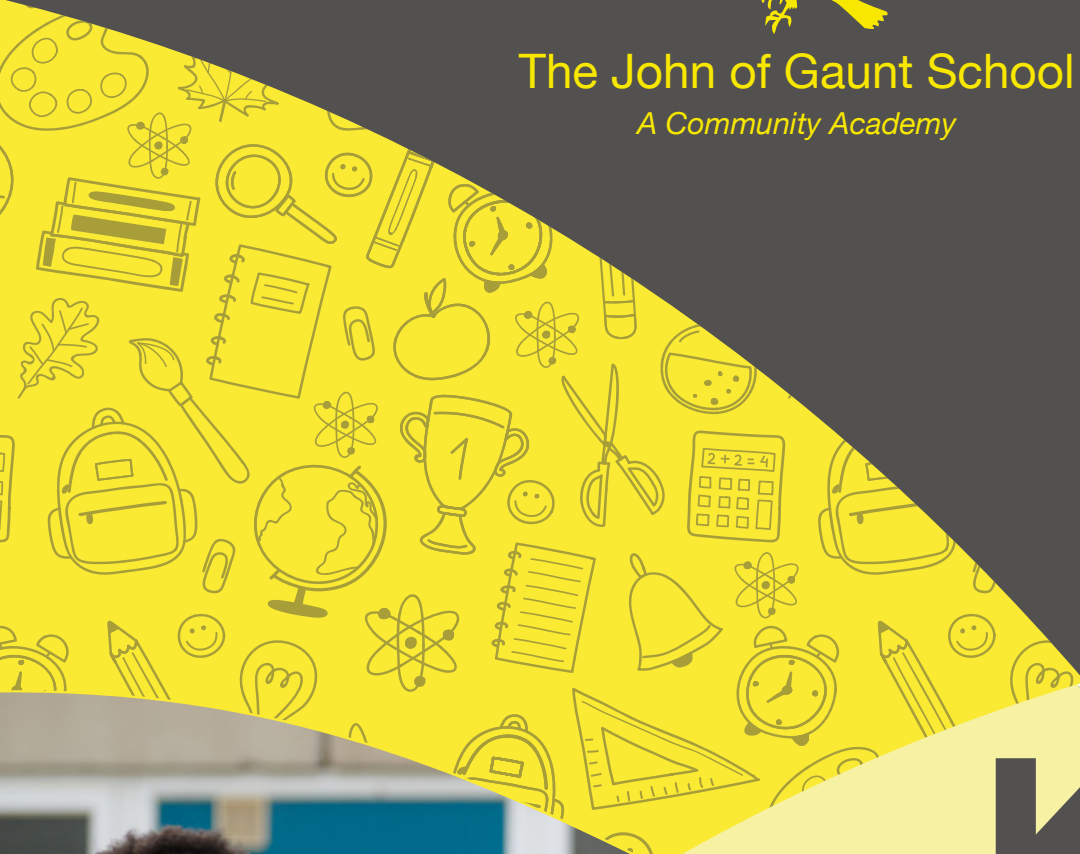




The John of Gaunt School

A Community Academy



KS4 OPTIONS



Including Timetabler Options on-line guidance



Welcome		3	
Options process time line		4	N/A
'Need to know' information, advice & guidance		5&6	N/A
Your careers team, welcome & contact details		7	
SIMS options on-line guidance and support		33-37	N/A

Subject	Qualification	Page link	Website video link
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Compulsory Core subjects

English language	GCSE	8	Hold control & left click here
English literature	GCSE	9	Hold control & left click here
Mathematics	GCSE	10	Hold control & left click here
Science (combined)	GCSE	11	Hold control & left click here

Ebacc subjects

[*either geography or history must be selected, a language is required to gain the Ebacc qualification]

Computer science	GCSE	12	Hold control & left click here
French	GCSE	13	Hold control & left click here
Geography*	GCSE	14	Hold control & left click here
History*	GCSE	15	Hold control & left click here
Spanish	GCSE	16	Hold control & left click here

Optional subjects

Art	GCSE	17	Hold control & left click here
Business Studies	GCSE	18	Hold control & left click here
CPLD	OCR nationals	19	Hold control & left click here
Citizenship	GCSE	20	Hold control & left click here
Creative Imedia	OCR nationals	21	Hold control & left click here
Drama	GCSE	22	Hold control & left click here
Economics	AQA	23	Hold control & left click here
Engineering	Technical award	24	Hold control & left click here
Food preparation & nutrition	GCSE	25	Hold control & left click here
Health & Social Care	OCR nationals	26	Hold control & left click here
Media studies	GCSE	27	Hold control & left click here
Music	GCSE	28	Hold control & left click here
Photography	GCSE	29	Hold control & left click here
Religious studies	GCSE	30	Hold control & left click here
Sports science	OCR nationals	31	Hold control & left click here
Statistics		32	Hold control & left click here
Textiles	GCSE	33	Hold control & left click here

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 2027 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 Roberts
Assistant Headteacher



OPTIONS PROCESS TIMELINE

**Wednesday 7th January
OPTIONS ASSEMBLY**

**Monday 19th January
OPTIONS ASSEMBLY 2**

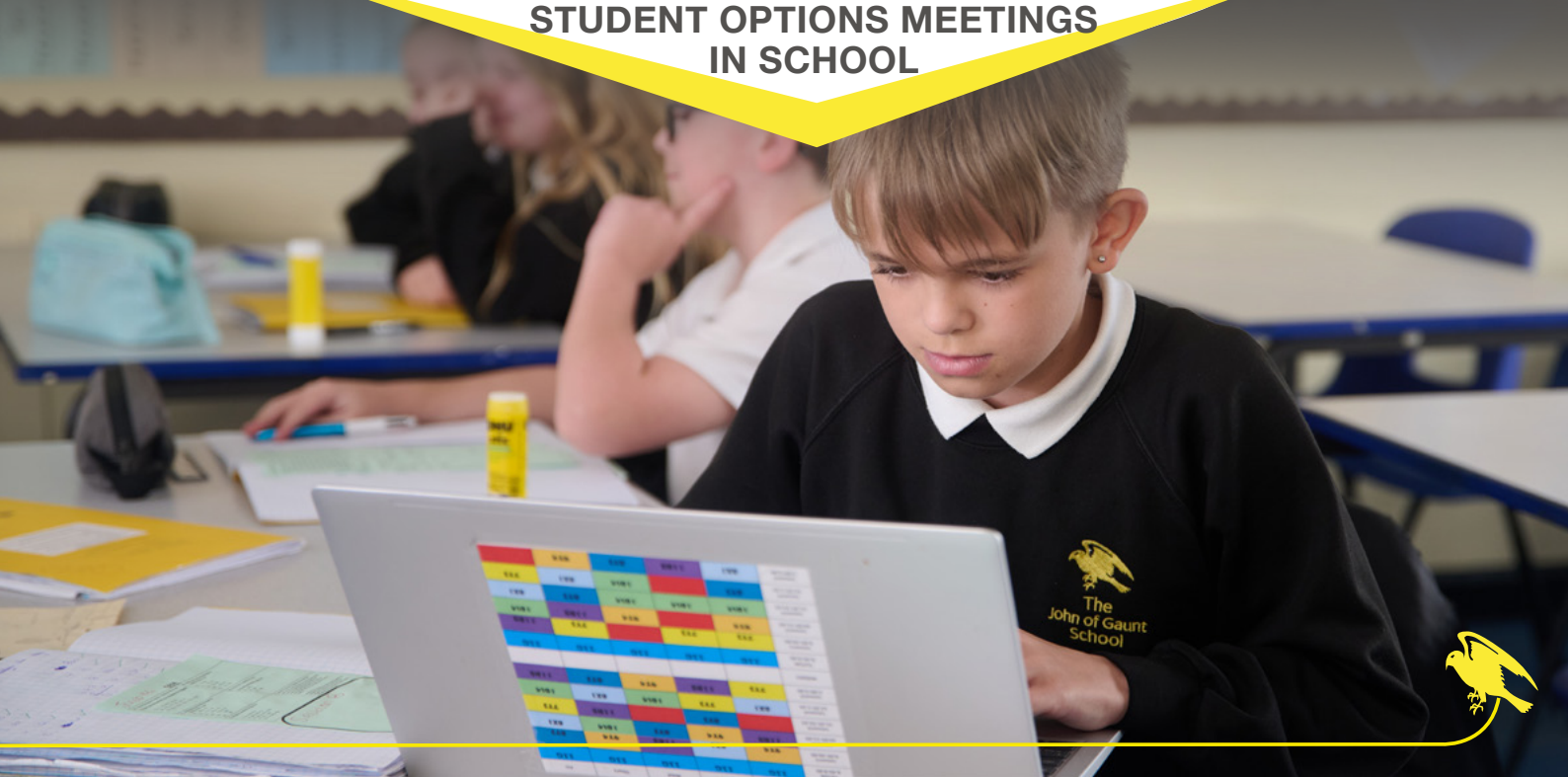
**Tuesday 20th January
OPTIONS TASTER MORNING
(P1-4)**

**Thursday 22th January
OPTIONS EVENING
(5.30-7.30)**

**Friday 23rd January
OPTIONS OPENS
ONLINE**

**Monday 9th February
OPTIONS
DEADLINE**

**Term 4
STUDENT OPTIONS MEETINGS
IN SCHOOL**



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 four 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
 - 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				U	
	A*	A	B	C	D	E	F	G		
Legacy (old) GCSE	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

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@jogs.equamead.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.



The John of Gaunt School

A Community Academy

COURSE OPTIONS

2025/26




JOHN OF GAUNT
SCHOOL

CORE: ENGLISH LANGUAGE

Contributes to the EBacc qualification if a language is chosen

COURSE CONTENT

Explorations in Creative Reading and Writing	The aim is to engage students in a creative text and inspire them to write creatively themselves
Writers' Viewpoints and Perspectives	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	
Paper 1: written exam [50% of the overall grade]	1 hour 45 minutes based on one single text Reading section = 4 questions Writing Section = 1 extended question
Paper 2: written exam [50% of the overall grade]	1 hour 45 minutes based on two linked texts Reading section = 4 questions Writing Section = 1 extended question
Non-examined Assessment	Spoken Language - demonstrate speaking and listening skills
EXAMINING BOARD SPECIFICATION LINK	AQA GCSE English Language
WHO TO CONTACT FOR FURTHER GUIDANCE	N.Johnson Co Director of learning: Njohnson@jogschool.org A.Foster Co Director of learning: Afoster@jogschool.org D.Silvester KS3 Coordinator: dsilvester@jogschool.org

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">• develop knowledge and skills in reading, writing and critical thinking.• through literature, develop culturally and acquire knowledge of the best that has been thought and written.• read widely for pleasure, and as a preparation for studying literature at a higher level.
ASSESSMENT	
Paper 1: written exam [40% of the overall grade]	1 hour 45 minutes Section A: One question on a Shakespeare play Section B: One questions on a 19th-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.
Paper 2: written exam [60% of the overall grade]	2 hours 15 minutes Section A: Modern texts - answer one essay question from a choice of two studied modern prose or drama texts. Section B: Poetry - answer one comparative question on one named poem printed on the paper and one other poem from their chosen anthology cluster. Section C: Unseen poetry - answer one question on one unseen poem and one question comparing this poem with a second unseen poem.
EXAMINING BOARD SPECIFICATION LINK	AQA GCSE English Literature
WHO TO CONTACT FOR FURTHER GUIDANCE	N.Johnson Co Director of learning: Njohnson@jogschool.org A.Foster Co Director of learning: Afoster@jogschool.org D.Silvester KS3 Coordinator: dsilvester@jogschool.org

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:

1. Number
2. Algebra
3. Ratio, Proportion and Rates of change
4. Geometry and Measures
5. Statistics and Probability

ASSESSMENT

This course is 100% exam-based. Students will sit three 90-minute papers, each worth 80 marks. There are two calculator papers and one non-calculator paper at both Higher and Foundation tiers.

EXAMINING BOARD SPECIFICATION LINK

<https://cdn.sanity.io/files/p28bar15/green/04698c10815b90196fae18e4977d9dd8057d7892.pdf>

WHO TO CONTACT FOR FURTHER GUIDANCE

Mr Pyper, Maths KS4 co-ordinator: kpyper@jogschool.org
Mr Abell, Director of Learning: babell@jogschool.org

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 will need a scientific calculator and a full maths set for every lesson. A maths set includes: a pen, pencil, ruler, eraser, protractor, pair of compasses, and a 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	1. Cell biology 2. Organisation 3. Infection and response 4. Bioenergetics 5. Homeostasis and response 6. Inheritance, variation and evolution 7. Ecology
Chemistry	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
Physics	1. Energy 2. Electricity 3. Particle model of matter 4. Atomic structure 5. Forces 6. Waves 7. Magnetism & electromagnetism 8. Space physics (triple only)

ASSESSMENT

Biology Paper s1 & 2	Each paper has a weighting of 16.7% of the overall grade and will be marked out of 70. All combined science students will sit 6 exam papers of 1 hour 15 minutes each. The format of the papers will be multiple choice, structured, closed short answer, and open response. Students must also provide evidence for the completion of a number of required practical activities
Chemistry Papers 1 & 2	
Physics Papers 1 & 2	
EXAMINING BOARD SPECIFICATION LINK	AQA GCSE Combined science trilogy specification
WHO TO CONTACT FOR FURTHER GUIDANCE	Mr Pope, Deputy Director of Science: bpope@jogschool.org Mrs Clare, Director of Science: sclare@jogschool.org

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

01: Computer systems	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.
02: Computational thinking, algorithms and programming	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.
Programming Project	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

Paper 1: Written paper [50% of the overall grade]	1hour 30 minutes, 80 marks Calculators are not allowed
Paper 2: Written paper [50% of the overall grade]	1hour 30 minutes, 80 marks Calculators are not allowed
EXAMINING BOARD SPECIFICATION LINK	OCR GCSE Computer science specification
WHO TO CONTACT FOR FURTHER GUIDANCE	Mr Bilsdon, Head of Computer Science: abilsdon@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

Themes of:

- My personal world
- Lifestyle and wellbeing
- My neighbourhood
- Media and technology
- Studying and my future
- Travel and tourism

ASSESSMENT

Paper 1: Listening [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

Paper 2: Speaking [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)

Paper 3: Reading [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

Paper 4: Writing [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

EXAMINING BOARD SPECIFICATION LINK

[Edexcel GCSE French Specification](#)

WHO TO CONTACT FOR FURTHER GUIDANCE

Mrs Blyth, Modern Languages Director of Learning:
cblyth@jogschool.org

What skills and interests do I need?

If you are interested in communication with people from other cultures and countries this is for you! Your lessons will be similar to your experiences in Year 9, with a variety of activities, from games to grammar.

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 language's 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

The Physical Environment	Tectonic and Weather Hazards; Ecosystems such as Tropical Rainforests and Deserts; and UK landscapes including Coasts and Rivers.
The Human Environment	Urban (city) challenges such as informal settlements; Global Trade and Development issues; and Resource Management challenges such as food, water and energy security.
The Fieldwork Trips	Physical (Studland) and Human Environment (Bath) topics for class project work. Also, a mystery topical issue, based on pre-release information.

ASSESSMENT

Paper 1: Living with the Physical Environment [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).
Paper 2: Challenges in the Human Environment [35% of the overall grade]	1 hour 30 minutes Written exam: multiple-choice, source interpretation, short answer, extended prose and SPaG.
Paper 3: Geographical Applications [30% of the overall grade]	1 hour 30 minutes Written exam (based on fieldwork and pre-released material); multiple choice, source interpretation, short answer, extended prose and SPaG.
EXAMINING BOARD SPECIFICATION LINK	AQA GCSE Geography specification
WHO TO CONTACT FOR FURTHER GUIDANCE	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 investigating and making sense of environmental and social issues at local, national and global levels. Suits students who enjoy learning about the world around them. Enjoys 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

Crime & Punishment c1000 to present	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.
Superpower Relations & Cold War 1941-1991 / Henry VIII & his Ministers 1509-40	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.
The USA, 1954-1975: Conflict at Home and Abroad	Addresses the growth of the Civil Rights movement in America, and America's involvement in the Vietnam war.

ASSESSMENT

Paper 1: Thematic study and historic environment [30% of the overall grade]	1 hour 20 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.
Paper 2: Period study and British depth study [40% of the overall grade]	1 hour 50 minutes Booklet P: Three questions that assess knowledge & understanding. Booklet B: A 3-part question that assesses knowledge & understanding.
Paper 3: Modern depth study [30% of the overall grade]	1 hour 30 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.
EXAMINING BOARD SPECIFICATION LINK	Pearson Edexcel GCSE History specification
WHO TO CONTACT FOR FURTHER GUIDANCE	Ms 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

Themes of:

- My personal world
- Lifestyle and wellbeing
- My neighbourhood
- Travel and tourism
- Studying and my future
- Media and technology

ASSESSMENT

Paper 1: Listening [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

Paper 2: Speaking [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)

Paper 3: Reading [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

Paper 4: Writing [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

EXAMINING BOARD SPECIFICATION LINK

[Edexcel GCSE Spanish Specification](#)

WHO TO CONTACT FOR FURTHER GUIDANCE

Mrs Blyth, Modern Languages Director of Learning:
cblyth@jogschool.org

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

<p>Component 1: Personal Portfolio</p>	<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. - Such as Drawing, Painting, Photography.</p> <p>Students are encouraged to take a personalised approach to their studies and should become increasingly independent as artists over the course. Students are to develop personal responses their work:</p> <ul style="list-style-type: none"> • develop ideas through investigations of artists work. • refine work as it progresses. • record thoughts & feelings through drawing, painting, print-making, sculpture, photography, digital imaging & working in mixed medias. • present finished pieces of work that have been planned and show their understanding of a topic.
<p>Component 2: Externally Set Assignment [ESA]</p>	<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

<p>Personal Portfolio [60% of the overall grade]</p>	<p>The portfolio must show evidence of all four Assessment Objectives 72 marks</p>
<p>Externally Set Assignment [40% of the overall grade]</p>	<p>Students devise their own preparatory study prior to a 10-hour sustained focus period under examination conditions, over 2-3 days.</p>
<p>EXAMINING BOARD SPECIFICATION LINK</p>	<p>Eduqas GCSE Art Specification</p>

WHO TO CONTACT FOR FURTHER GUIDANCE

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 sketchbook, 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?

You will be able to continue your studies in A level in Art and Design or Level 3 BTEC in Art and Design. Careers include Illustrator, graphic designer, photographer, interior designer, furniture designer & more

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

Yes

OPTION: BUSINESS STUDIES

COURSE CONTENT

Business 01: Business activity, marketing and people	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.
Business 02: Operations, finance and influences on business	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

Paper 1: Business (01): [50% of the overall grade]	Written exam: 1 hour 30 minutes Section A: multiple choice questions and short answer questions Section B: short answer questions, case study questions
Paper 2: Business (02): [50% of the overall grade]	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
EXAMINING BOARD SPECIFICATION LINK	OCR GCSE Business Specification
WHO TO CONTACT FOR FURTHER GUIDANCE	Mrs Blanchett, Head of Business Studies: hblanchett@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

R057: Health and well-being for child development	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
R058: Create a safe environment & understand the nutritional needs of children from birth - 5 years	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.
R059: Understand the development of a child from one to five years	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

R057 [40% of overall grade]	Written exam: 1 hour 15 minutes
R058 & R059 [60% of overall grade]	Non-examined Assessment Centre-assessed coursework
EXAMINING BOARD SPECIFICATION LINK	OCR CAMNAT Child development specification
WHO TO CONTACT FOR FURTHER GUIDANCE	Mrs Beattie, Vocational studies Director of Learning: sbeattie@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

Rights, the law and legal system in England and Wales	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.
Democracy and government in the UK and Europe	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.
The UK and the wider world Citizenship in action	The relationship the UK has with Europe and the world at large is covered.
	This part of the course allows students to focus and campaign on a variety of local, national and international issues.

ASSESSMENT

Citizenship in perspective [25% of the overall grade]	Written paper: 50 minutes Sections 1-3 of the specification will be sampled
Citizenship in action [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
Our rights, our society, our world [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
EXAMINING BOARD SPECIFICATION LINK	OCR GCSE Citizenship specification
WHO TO CONTACT FOR FURTHER GUIDANCE	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

<p>1. R093: Creative iMedia in the media industry</p>	<p>The vast media industry encompasses both traditional and new sectors, offering diverse employment opportunities ranging from freelance work to positions within multinational corporations. This unit explores the industry's structure, emphasizing the overlapping nature of job roles and the critical importance of pre-production planning, legal constraints, and ethical considerations. Students will examine how media codes and specific formats are utilized to engage audiences and convey meaning, ultimately gaining the foundational skills required for further study or a professional career in the creative sector.</p>
<p>2. R094: Visual identity and digital graphics</p>	<p>Visual identity is a crucial business tool that communicates core values and drives brand recognition through design elements like logos, typography, and color theory. This unit focuses on developing these identities across various platforms, emphasizing user experience and the application of graphic design principles to engage target audiences. By learning to create original digital graphics, students will establish a strong foundation for future media studies or professional creative roles.</p>
<p>3. R097: Interactive digital media</p>	<p>Interactive digital media combines rich content—such as video, animation, and sound—with UX/UI design to create immersive experiences for games, websites, and apps. In this unit, you will learn to design and build these products by selecting and repurposing multimedia content to structure effective, engaging user interfaces. Mastering these skills provides the technical and creative foundation required for further study or employment in the media sector.</p>

HOW IS THIS COURSE ASSESSED?

<p>R093</p>	<p>1hr 30 min Written Paper</p>
<p>R094/R097</p>	<p>2 NEA style units completed and assessed in lessons.</p>
<p>Examining Board Specification Link</p>	<p>www.ocr.org.uk/Images/610942-specification-cambridge-nationals-creative-imedia-j834.pdf</p>
<p>Who to contact for further guidance</p>	<p>Mr Bilsdon, Head of Computer Science: abilsdon@jogschool.org</p>

What skills and interests do I need?

You should be interested in researching and designing different types of online media. Enjoy explaining in detail your thought processes and developing an idea against a given theme.

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

This opens up courses linked in the world of digital graphic design.

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

No

OPTION: DRAMA

COURSE CONTENT

Component 1/2: Devising Drama	Learners will research and explore a stimulus, work collaboratively and create their own devised drama.
Component 3: Presenting and Performing Texts	Learners develop and apply theatrical skills in acting or design by presenting a showcase of two extracts from a performance text.
Component 4: Performance and Response	Learners will explore practically a performance text to demonstrate their knowledge and understanding of drama. Learners will analyse and evaluate a live performance of professional work.

ASSESSMENT

Component 1/2: Devising Drama Internally Assessed Non-exam assessment	One live performance, 20 marks Coursework developed throughout the process. Section 1: Initial ideas. Section 2: Development of the piece. Section 3: Analysis and evaluation of impact of the performance. 40 marks 60 marks, 30% of overall grade
Component 3: Presenting and Performing Texts Externally Assessed	Study of a play in its entirety, performance of two extracts from the play. 60 marks External marker
Component 4: Performance and Response	Written exam, 1 hr and 30 minutes. Section A: How you would performance or design 'Blood Brothers' by Willy Russel. Section B: A Live Theatre review of professional work. 80 marks.
EXAMINING BOARD SPECIFICATION LINK	OCR Drama GCSE specification
WHO TO CONTACT FOR FURTHER GUIDANCE	Miss Regan, Head of Drama: jregan@jogschool.org

What skills and interests do I need?

Love of performance, theatre, acting or design such as lighting, sound, set or costume. Enjoy working collaboratively with others, being creative and committed.

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

Trips to the theatre are compulsory. Workshops, both internal and external, are run consistently for you to be involved with.

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

OCR A Level Drama. Careers include lawyer, doctor, teacher, social worker, air hostess, sales and marketing ETC.

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.

AQA: ECONOMICS

COURSE CONTENT

Year 10 - How Markets Work (Content 1-6. In specification this is called 3.1)

Students will look at economic foundations such as the nature and purpose of economic activity, the factors of production and the importance of making choices. They will also look at how resources are allocated using a market mechanism. The central aspect will be an investigation of how prices are determined. This introduces students to concepts such as supply and demand, intermarket relationships and price elasticity. Students will then explore the importance of competition, resource allocation and the factors that lead to market failure, with an emphasis on the significance of externalities.

Year 11 - How the Economy Works (Content 7-11. In specification this is called 3.2)

Students are introduced to the wider economy from the perspective of the main economic groups: consumers, producers and government. Students explore the significance of interest rates including their impact on saving, borrowing and spending. Students also examine why countries trade, and the significance of the global economy, including free-trade agreements. Finally, students will explore the role of money and the significance of the financial markets in modern economies.

COURSE ASSESSMENT

Paper 1: How markets work

What's assessed - Content 1-6	Students will be expected to draw on knowledge and understanding of the entire course of study to show deeper understanding of these topics.
How it's assessed	<ul style="list-style-type: none"> • Written exam: 1 hour 45 minute • 80 marks • 50% of GCSE
Questions	<ul style="list-style-type: none"> • Section A: 10 multiple choice questions followed by a range of calculations, short and extended response questions. • Section B: Five questions involving a mix of calculations, short and extended responses.

Paper 2: How the economy works

What's assessed - Content 1-6	Students will be expected to draw on knowledge and understanding of the entire course of study to show deeper understanding of these topics.
How it's assessed	<ul style="list-style-type: none"> • Written exam: 1 hour 45 minute • 80 marks • 50% of GCSE
Questions	<ul style="list-style-type: none"> • Section A: 10 multiple choice questions followed by a range of calculations, short and extended response questions. • Section B: Five questions involving a mix of calculations, short and extended responses.

Skills and interests:

Have a genuine interest in how business environments are affected by economic factors, strategic and political decisions and international trade.

Career Pathways including (Do they need it to study A level)

No, 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.

Specialist equipment and Trips:

You will need to have standard maths equipment including a ruler and calculator.

OPTION: ENGINEERING

COURSE CONTENT

Unit 1: Manufacturing engineering products [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.
Unit 2: Designing engineering products [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
Unit 3: Solving engineering problems [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

Unit 1: Manufacturing engineering products	Controlled assessment: 20 hours An assignment brief will be provided by WJEC that will include a scenario and several tasks to complete.
Unit 2: Designing engineering products	Controlled assessment: 10 hours An assignment brief will be provided by WJEC that will include a scenario and several tasks to complete.
Unit 3: Solving engineering problems	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.
EXAMINING BOARD SPECIFICATION LINK	WJEC Level 2 award Engineering specification
WHO TO CONTACT FOR FURTHER GUIDANCE	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

<p>ASSESSMENT Paper 1: Food preparation and nutrition [50% of the overall grade]</p>	<p>Written exam: 1 hour 45 minutes Multiple choice questions Five questions each with a number of sub questions</p>
<p>Non-exam assessment (NEA) [50% of the overall grade]</p>	<p>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.</p>
<p>EXAMINING BOARD SPECIFICATION LINK</p>	<p>AQA GCSE Food preparation & nutrition specification</p>
<p>WHO TO CONTACT FOR FURTHER GUIDANCE</p>	<p>Mrs S Beattie, Subject Leader of Food Technology: sbeattie@jogschool.org</p>

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

R032: Principles of care in health and social care settings	In this unit you will learn about the importance of the rights of service users, person-centred values and how to apply them. You will learn about the importance of effective communication skills when providing care and support and the procedures and measures used to protect individuals such as safeguarding, hygiene and security.
R033: Supporting individuals through life events	You will learn about life stages and factors that affect them. You will understand about expected and unexpected life events and the impacts they will have on Physical / Intellectual / Emotional / Socio-economic health (PIES).
Either -R034: Creative and therapies activities. OR R035: Health promotion campaigns	R034- You will learn about a range of creative activities and therapies that are available in health and social care and understand the PIES in relation to this. You will plan and deliver a creative activity. R035- You will have the opportunity to explore various public health challenges the country faces, the approaches used to encourage health and wellbeing and the importance on society. You will plan and deliver your own small-scale health promotion campaign.

ASSESSMENT

R032 [40% of the overall grade]	Written Exam
Component 3 [60% of the overall grade]	2 Controlled assessment None Examined Assessment
EXAMINING BOARD SPECIFICATION LINK	OCR Cambridge Nationals H&SC specification
WHO TO CONTACT FOR FURTHER GUIDANCE	Mrs Beattie Vocational Studies Director of Learning: sbeattie@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

Media One	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).
Media Two	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

Media One [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
Media Two [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.
NEA [30% of the overall grade]	Creating a media product by applying knowledge and understanding of the theoretical framework a statement of intent a media product for an intended audience.
EXAMINING BOARD SPECIFICATION LINK	AQA GCSE Media studies specification
WHO TO CONTACT FOR FURTHER GUIDANCE	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

Component 1: Performing	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.
Component 2: Composing	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.
Component 3: Appraising	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

Component 1: Performing [30% of the overall grade]	Total duration of performances: 4-6 minutes Non-exam assessment: internally assessed, externally moderated
Component 2: Composing [30% of the overall grade]	Total duration of performances: 3-6 minutes Non-exam assessment: internally assessed, externally moderated
Component 3: Appraising [40% of the overall grade]	Listening examination: 1 hour 15 minutes Eight questions in total, two on each of the four areas of study.
EXAMINING BOARD SPECIFICATION LINK	Educas GCSE Music specification
WHO TO CONTACT FOR FURTHER GUIDANCE	Mrs Maguire, Director of Learning of Expressive Arts nmauire@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 using Photoshop and Microsoft PowerPoint. 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	www.edugas.co.uk
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

Some students in year ten and eleven may work towards achieving the GCSE full course in Religious Studies. This is a whole GCSE. Those taking this GCSE will focus on human 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 Christians and Muslims. The key beliefs within Christianity and Islam are also studied, so young people can have a firm grounding in these two religious beliefs. Philosophical questions, like the existence of God, are related back to these religious beliefs. Ethical issues, like abortion, are related back to these beliefs. There are two exams at the end of year eleven. There is no coursework.

ASSESSMENT

Component 1: The study of religion: beliefs, teachings and practices [50% of the overall grade]	Written exam: 1 hour 45 minutes
Component 2: Thematic studies [50% of the overall grade]	Written exam: 1 hour 45 minutes
EXAMINING BOARD SPECIFICATION LINK	AQA GCSE RE specification
WHO TO CONTACT FOR FURTHER GUIDANCE	Mrs K Poole, Lead Teacher of GCSE RS: kpoole@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.

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

This course naturally leads on to studying the-Level qualification in A Level Religious Studies. 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?

To study A-level Religious Studies a 5 or above is needed in English language or literature. Although having the GCSE in Religious Studies may be beneficial, it is not required. Do check whether other sixth forms have the same requirements, as they can differ from school to school.

OPTION: SPORTS SCIENCE

COURSE CONTENT

R180: Reducing the risk of sports injuries and dealing with common medical conditions	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.
R181: Applying the principles of training: fitness and how it affects skill performance	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
R183: Nutrition for Sport and Physical Activity	Nutrients needed for a healthy, balanced nutrition plan Applying differing dietary requirements to varying types of sporting activity Developing a balanced nutrition plan for a sporting activity How nutritional behaviours can be managed to improve sports performance

ASSESSMENT

R180 [40% of the overall grade]	Written exam: 1 hour 15 minutes
R181 & R182 [60% of the overall grade]	Non-examined assessment: Coursework marked by teachers and moderated by the exam board
EXAMINING BOARD SPECIFICATION LINK	OCR CAMNAT Sports science specification
WHO TO CONTACT FOR FURTHER GUIDANCE	Mr Merriman, Director of Learning: rmerriman@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: STATISTICS

COURSE CONTENT

The subject covers the following topics:

1. Data collection methods
2. Representing and processing data
3. Probability and risk
4. Statistical analysis and interpretation

ASSESSMENT

This course is 100% exam-based. Students will sit two 90-minute papers, each worth 80 marks. Both papers are calculator papers at Higher and Foundation tiers.

EXAMINING BOARD SPECIFICATION LINK

<https://qualifications.pearson.com/content/dam/pdf/GCSE/Statistics/2017/specification-and-sample-assessments/gcse-9-1-statistics-specification.pdf>

WHO TO CONTACT FOR FURTHER GUIDANCE

Mr Abell, Director of Learning: babell@jogschool.org

Skills and interests:

If you enjoy working with numbers, spotting patterns, and solving real-world problems, GCSE Statistics is for you. You should be curious about how data helps us make decisions in areas like business, science, and sport. Being able to think logically, interpret information carefully, and explain your reasoning clearly will help you succeed.

Career Pathways including (Do they need it to study A level)

GCSE Statistics provides an excellent foundation for A-level Mathematics, Psychology, and Business Studies. The skills developed are valuable in many fields, including finance, medicine, data science, engineering, marketing, and sports analytics.

Statistical knowledge is highly sought after in careers that involve analysing data and making informed decisions.

Specialist equipment and Trips:

You will need a scientific calculator and a full maths set for every lesson. A maths set includes: a pen, pencil, ruler, eraser, protractor, pair of compasses, and a sharpener.

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 sketchbook, 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

Step 1

An email will be sent to you on **Friday 23rd January**. It will look similar to the one below.

Dear ,

Welcome to the John of Gaunt options system.

Please follow these steps to enter your choices on-line using the 'TOOLS' system.

To start TOOLS, Go to the following website: <https://www.studentoptions.co/JOG-Yr9 Pathway1/>


Then login using your personal details:

Step 2

Enter the username and password listed in the email

T.O.O.L.S


TimeTabler Options On-Line System



Collecting Student Choices On-line

Please enter your details:

Username:	<input style="width: 95%;" type="text"/>	
Password:	<input style="width: 95%;" type="password"/>	<input style="border: 1px solid #ccc; padding: 2px 5px;" type="submit" value="Submit"/>



[version 7.2]

Step 3

It is important to read any 'notes' added as this will explain how and what options you can select.

KS4 Level2 qualification

Students are offered a broad range of academic and vocational subjects that meet the Ebacc requirements. You are to make one option from the humanities list.

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

COMPLETING YOUR KS4 OPTIONS ON-LINE

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. To help there is a link to a help guide as well as a link to the Options pages on our school website.

T.O.O.L.S
TimeTabler Options On-Line System



The John of Gaunt School Yr 9 GCSE Pathway 1

To leave without making any choices: [Log out](#)

Choices for:

Extra information: Click [here](#) for an example/instructions. Click [here](#) for course information.

Step 1 of 3

[Start](#) > Choice 1 > Free choice (with reserves) > Confirmation

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 on the next screen.

- Geography (Gg)
 History (Hi)

Next

This will be recorded as Choice option number 1.

Step 4

Choosing your remaining subjects and reserves.
A further three subjects can be chosen and two reserves (back up) from the KS4 level 2 qualifications list.

Step 2 of 3

[Start](#) > Choice: History > Free choice (with reserves) > Confirmation

Please enter your 3 choices by entering 2, 3, 4 in the box by your chosen subjects.

To mark your Reserve choice, put 'R' by that subject.

To mark your Second reserve choice, put 'S' by that subject.

Please enter your 3 choices in order of preference! Choice 1 was completed on the previous screen.

You should now select the 2nd, 3rd and 4th option in order of preference.

If a subject is oversubscribed and you place it as option 4, you may not get that subject chosen and a reserve will be utilised.

Finally select 2 reserves identified with the letter "R" for first reserve and "S" for second reserve.

Subject	Choice
Art (Ar)	<input type="text"/>
Business Stud (Bs)	<input type="text"/>
Child Develop (Cd)	<input type="text"/>
Citizenship (Ci)	<input type="text"/>
Creative Imedia (Cm)	<input type="text"/>
Computer Scie (Cs)	<input type="text"/>
Drama (Dr)	<input type="text"/>
Economics (Ec)	<input type="text"/>
Engineering (Eg)	<input type="text"/>
Food Prep (Fd)	<input type="text"/>
French (Fr)	<input type="text"/>
Geography (Gg)	<input type="text"/>
History (Hi)	Already selected
Health & Social (Hs)	<input type="text"/>
Media Studies (Ms)	<input type="text"/>
Music (Mu)	<input type="text"/>
Photography (Pg)	<input type="text"/>
Religious Stud (Re)	<input type="text"/>
Spanish (Sp)	<input type="text"/>
Sports Science (Sw)	<input type="text"/>
Textiles (Tx)	<input type="text"/>

Submit Reset this form Clear this form

COMPLETING YOUR KS4 OPTIONS ON-LINE

Step 5

Submit your response.

Once you have identified your subjects and reserves, click submit.

Please enter your 3 choices by entering 2, 3, 4 in the box by your chosen subjects.

To mark your Reserve choice, put 'R' by that subject.

To mark your Second reserve choice, put 'S' by that subject.

Subject	Choice
Art (Ar)	<input type="text"/>
Business Stud (Bs)	R <input type="text"/>
Child Develop (Cd)	<input type="text"/>
Citizenship (Ci)	<input type="text"/>
Creative Imedia (Cm)	<input type="text"/>
Computer Scie (Cs)	2 <input type="text"/>
Drama (Dr)	<input type="text"/>
Economics (Ec)	<input type="text"/>
Engineering (Eg)	3 <input type="text"/>
Food Prep (Fd)	<input type="text"/>
French (Fr)	<input type="text"/>
Geography (Gg)	<input type="text"/>
History (Hi)	Already selected
Health & Social (Hs)	<input type="text"/>
Media Studies (Ms)	<input type="text"/>
Music (Mu)	<input type="text"/>
Photography (Pg)	<input type="text"/>
Religious Stud (Re)	4 <input type="text"/>
Spanish (Sp)	<input type="text"/>
Sports Science (Sw)	S <input type="text"/>
Textiles (Tx)	<input type="text"/>

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

