

KEY STAGE 4 OPTIONS BOOKLET

2017-18



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Introduction by the Head of Year

Dear Parents and Students,

Welcome to our Year 9 into 10 Options Information Booklet. The information in this booklet outlines the options process for courses in 2018 - 2020. It combines an overview of our Key Stage 4 curriculum and details of the range of courses on offer to you at JFS, with detailed step-by-step guidance and advice on the different factors to consider when making your choices.

You are about to make some important decisions about which subjects you will choose to study for GCSE. In considering your option choices and designing your curriculum for the next 2 years, the fundamental principle should be that of maintaining a **broad** and **balanced** range of subjects. This will provide the best background for the future, keeping as many pathways open as possible and providing the best support for future university applications.

The following subjects are compulsory:

- English
- Jewish Studies
- Maths
- Physical Education (Non Examination)
- Science (you have a choice between Double or Triple Science - see pages 18-19)

You will need to choose additional subjects, usually one each from within each of the following subject areas:

- Humanities (History or Geography)
- Modern Foreign Languages (French, Spanish or Ivrit)
- Option Subjects

The expectation is that you will take one subject from each group, however, if you would like to study two Humanities subjects or Languages this is also possible. Despite this, should you have good reasons to wish to opt out of one subject area and choose extra subjects in another, we will ask your reasons so that we are in a good position to judge the viability of your choice and offer appropriate guidance.

We obviously aim to accommodate all of your choices at Key Stage 4. However, there may be occasions where we need to clarify the suitability of choices, or occasions where particular combinations of subjects cannot be timetabled. In some cases, due to limited student numbers, courses may not be able to run. All subjects are summarised on the following pages.

This year will see the further introduction of reformed GCSEs. The reformed GCSEs will use a new grading scale of 9 to 1, with 9 being the top grade. This will allow greater differentiation between students and will help distinguish the new GCSEs from previous versions. The new GCSEs will have more demanding content than in previous years and will be assessed mainly by examination, with other types of assessment used only where they are needed to test essential skills.

The Key Stage 4 curriculum provides many opportunities for students to follow their interests and develop their strengths. Before finalising your choices, and in light of the requirement for all students to remain in education or training until the age of 18, it is important to consider what subjects or combinations of subjects might be necessary in the future, for entry onto post-16 programmes of study. Of course, it is important that you choose subjects that you will enjoy and in which you can be successful.

Support for students and parents/carers will be available throughout the options process. Following the Parents Information Evening on **Tuesday 20th February** and submission of the completed forms, all students will have an individual interview with a member of staff to review, discuss and confirm their choices. This is an important time for your child and with co-operation between home and school, I am confident we will arrive at the best curriculum programme for each student.

Lastly, details of how to select option choices appear at the end of this booklet. In summary, students will be able to make, and amend, their choices online. The online form will be available on Tuesday 20th February 2018, and the final deadline for choices is Friday 2nd March 2018.

Please consider carefully the information in this booklet, which has been designed to help you with these decisions. Do not hesitate to contact me if you require any help or clarification during this process.

Mr S Kelly
Head of Year

Important Information

NEXT STEPS

We would like you to:

- 1) Read the rest of this booklet. Please look at the information about all of the courses on offer, including compulsory subjects as well as options
- 2) Discuss the options with your child

Thank you for your support in this important stage of your child's education.

GENERAL POINTS FOR STUDENTS

You are now at an important stage in your education. As you are about to move into Key Stage 4 you will now be asked to make decisions that may ultimately influence your choice of career and so, indirectly, might affect you for the rest of your life.

To help you cope successfully with this transition period we have produced this booklet, which will tell you something about the courses being offered at Key Stage 4. The information in this booklet will be valuable to you throughout the next two years. Do please read it thoroughly now and keep it safe for future reference.

HOW PARENTS CAN HELP

Parents will wish to help discuss your Key Stage 4 subjects, support you in your studies and take an interest in what you are doing. In addition to helping you find a suitable place in which to work, they can help you plan your time wisely and should be the first people with whom you would want to discuss any problems.

The school wishes to promote a partnership with parents and students. For general advice the best person to contact would be your Head of Year. For subject-specific help please contact your child's subject teachers. A Parent Information Meeting has been scheduled for Tuesday 20th February, which will outline the process further. Additionally, there are the Year 9 Parent Evenings, which are a great opportunity for you to discuss grades and suitability to take a particular subject at GCSE. In addition, parents are most welcome to contact the school whenever they feel it is necessary.

IMPORTANT DATES

Year 9 Parent Information Meeting	Tuesday 20 th February (6.00 – 7.30pm)
Year 9 Parent Evening(s) 9AB 9WZ Closing date for Options	Tuesday 30 th January (4.30 – 7.30pm) Tuesday 6 th Feb (4.30 – 7.30pm) Friday 2 nd March 2018 (Online)

A small number of controlled assessments will take place during the two year programme and information will be given to you in the *Autumn Term 2018* once full details are known. We request that holidays are not taken during term time. No authorised absence will be granted except in exceptional circumstances as this disrupts the learning of the students and has a significant impact on assessments and final grades.

Key Stage 4 Qualifications

GCSEs: The majority of courses are taught over a two year period and have a detailed syllabus which is set out by the Examination Board. The course is taught as a linear course culminating in terminal examinations, which are externally marked and generally taken at the end of the two year course. The GCSEs will be graded using the new 9-1 grading system with grades 4 and 5 being equivalent to the old 'C' grade.

The bottom of an old grade C will be broadly equivalent to the bottom of the new grade 4. Grade 5 will be positioned in the top third of the marks for a current Grade C and bottom third of the marks for a current Grade B. A 'good pass', currently a C grade will eventually become a grade 5 under the new scale. The new 'good pass' is comparable to a high C or low B under the current system.

It is intended that the bottom of a new grade '4' will correspond to the bottom of a current grade C. So, broadly the same proportion of candidates will achieve a grade four or above as currently achieve a grade C or above.

At the top end of the grade scale, broadly the same proportion of students will achieve a grade 7 and above as currently achieve an A and above. For each examination, the top 3% of students will be awarded a grade 9, the very highest performers.

The bottom of grade 1 will be aligned with the bottom of grade G. For weaker students it is proposed that the proportion of students who achieve a grade 1 in the new GCSEs will be about the same as those who currently achieve either a grade F or G. Although applicable to a small minority, for these youngsters it can represent real progress.

Ofqual

New GCSE grading structure

New grading structure	Current grading structure
9	
8	A*
7	A
6	B
5	
4	C
3	
2	D
1	E
	F
	G
U	U

GOOD PASS (DfE)
5 and above – top of C and above

AWARDING
4 and above – bottom of C and above

BTEC/ OCR Level 1/ 2 Cambridge National Certificate: BTEC/ OCR Level 1/ 2 Cambridge National Certificate are designed to provide a more hands-on, vocational approach to learning. They emphasise both the theoretical and practical skills in addition to the application of specific knowledge and understanding to the subject area. BTEC/ OCR Level 1/ 2 Cambridge National Certificate are divided into smaller units of work, some of which are compulsory. All courses will contain an examination which is externally marked. Each qualification will now be equivalent to **one GCSE grade** irrespective of the time taken to do the work.

ENGLISH BACCALAUREATE: The Government has introduced the term English Baccalaureate (EBACC) to describe an award for a group of qualifications. This is not a separate certificate as it is in some other countries. It will be awarded to those students who have attained GCSE grades 9 - 5 in the following subjects:-

- English
- Mathematics
- Two Sciences
- Language – MFL or ancient language
- Humanities subject – History or Geography.

It has been suggested that any student wishing to progress on to Higher Education will need to have this ‘English Baccalaureate’ as an entry qualification. We do not wish to disadvantage any student in the future, therefore, any student who has the ability to gain this award is expected to take these subjects.

Option Routes

Route A (EBACC) – This route is intended for the vast majority of students: those who wish to continue their education in Sixth Form and progress onto university. In order to gain the English Baccalaureate they will need to study a language and a Humanities subject. Students can select to study both History and Geography or two languages as part of their option choices. The most able scientists in this route will have the opportunity to study for a triple GCSE Science qualification.

Core Subjects						MFL	1 Option Choice
English	Maths	Science	PE	Humanities	Jewish Studies		
Language and Literature		Combined (2 x GCSE) or Triple (3 x GCSE)	Non-examined	History and/or Geography		French Ivrit or Spanish	

Route B (Non-EBACC) – this route is intended for students who do not wish to study a language. They cannot gain the English Baccalaureate but still study a broad and balanced curriculum and can choose 2 further optional subjects. Students can select to study both History and Geography as part of their option choices.

Core Subjects						2 Option Choices	
English	Maths	Science	PE	Humanities	Jewish Studies		
Language and Literature		Combined (2 x GCSE)	Non-examined	History and/or Geography			

NOTE – For a small group of students we will decide the types of qualifications that are most suited to their ability.

Option Choices - GCSE and Vocational Subjects

Art	Geography
Computer Science	History
OCR Level 1/ 2 Cambridge National Certificate in Child Development	MFL: French, Ivrit or Spanish
Food Preparation and Nutrition	Music
BTEC First Award in Art and Design (Product Design)	Physical Education (GCSE)
Dance	Sport BTEC
Drama	

Key Stage 4 Curriculum Map

Core subjects taken by all students

English
Jewish Studies
Mathematics
Physical Education

Combined or Triple Science + 3 Subjects
(from those below)

Humanities

Geography
History

Modern Foreign Language

French
Ivrit
Spanish

Optional Subjects

Art
Computer Science
OCR Level 1/ 2 Cambridge National Certificate in Child Development
Food Preparation and Nutrition
BTEC First Award in Art and Design (Product Design)
Drama
Music
Physical Education – GCSE
Physical Education – Sport BTEC

Frequently Asked Questions

These are some of the questions that parents and students have asked in previous years:

- 1 **Q** *How many subjects are taken for GCSE?*
- A** The normal total is nine but sometimes ten may be more appropriate.
- | | | | |
|------------------|---|----------------|---|
| Combined Science | 2 | Triple Science | 3 |
| English | 2 | English | 2 |
| Maths | 1 | Maths | 1 |
| Jewish Studies | 1 | Jewish Studies | 1 |
| Plus 3 others | | Plus 3 others | |
| =9 | | =10 | |
- 2 **Q** *Are any subjects studied outside of the school day?*
- A** Yes, students have the option to choose GCSE Astronomy or Sociology as an extra-curricular subject. This is **in addition** to their choices and is studied during lunchtime and/or after school. However, there is no guarantee that an extra-curricular subject will automatically be offered every year. It will depend on numbers of students. These subjects will be offered at the beginning of Year 10.
- 3 **Q** *Triple Science – Does this take lessons from other subjects or is it studied at lunchtime?*
- A** No, Triple Science is covered in exactly the same number of lessons as Combined Science. It is simply covered more intensively.
- 4 **Q** *Who does Triple Science and how are students chosen?*
- A** Triple Science is normally limited to a maximum of 100 of the best scientists in the year. Students are chosen on the basis of end of Year 9 examinations, ongoing Year 8 and 9 assessments and the professional judgement of their teachers.
- 5 **Q** *If I am not accepted on to the Triple Science course, will this affect my future A level/University/Career choice?*
- A** No, any student doing Double Science has access to all the Science A levels and Science based degree courses – this includes Medicine.
- 6 **Q** *If I choose PE GCSE, do I have to study the compulsory PE course?*
- A** Yes. All students will have to take lessons in Physical Activity.
- 7 **Q** *Is it possible for a student to choose Music as an option if she/he has never learnt to play an instrument?*
- A** It is likely that you are already learning an instrument and you are expected to have lessons for the duration of the course. Additionally you should:
- Have a genuine interest and enthusiasm for all types of music.
 - Be willing to commit to practising regularly and participating in extra-curricular activities.
 - Have a working knowledge of note names, note values and notes on the keyboard.
 - Be open to new concepts beyond just playing the keyboard.

- 9 Q *Is it possible to study two foreign languages at GCSE?*
- A Yes, some students choose French and Ivrit or French and Spanish or Ivrit and Spanish, but only if **both** subjects were studied in Year 9 to a satisfactory level.
- 10 Q *If a student does not choose a language at GCSE, is University choice affected?*
- A In principle not selecting a language at GCSE should not preclude students from applying for any University course, with the obvious exception of reading a Modern Foreign Language. However, in practice, many popular and oversubscribed courses tend to look favourably on those students who have studied a foreign language at GCSE.
- 11 Q *Are students able to choose both Geography and History?*
- A Yes, many students study both these subjects.
- 12 Q *What qualifications are needed for Sixth Form?*
- A At the moment, a student needs 6 GCSEs at grade 6 or above for a 4 A Level study in Year 12 at JFS. The BTEC programme requires fewer qualifications.
- 13 Q *I have heard about the English Baccalaureate in the news. What does it involve?*
- A To achieve the English Baccalaureate (EBacc), students must study English Language, Mathematics and either Double or Triple Science. In addition, they need to select either History or Geography and a Modern Foreign Language (French, Spanish or Ivrit). There is no statutory obligation for students to do this. At present, no University features a requirement to have the Baccalaureate in its admission policy. That said, there is a Government expectation that by 2020, 90% of students will be eligible for the EBacc.

SUBJECT DETAILS

CORE SUBJECTS

All students must take:

ENGLISH

JEWISH EDUCATION (RS)

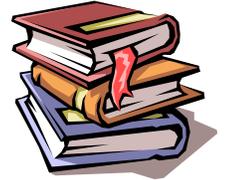
MATHEMATICS

PHYSICAL EDUCATION

SCIENCE

English Language and English Literature

Exam Board: AQA
Course Code Language: 8700
Course Code Literature: 8702



English GCSE

As you may be aware, the English Language and English Literature GCSE course has changed in recent years. We will be following the AQA GCSE syllabi.

What do I need to know?

- There are two GCSE qualifications available: English Language and English Literature. All candidates will follow an integrated course in English Language and English Literature, which will be assessed as two separate subjects.
- Both English Language and English Literature will be assessed entirely by examinations - there will be no controlled assessments or coursework.
- Speaking and Listening will be assessed through an endorsement. Students will prepare and deliver a presentation and a grade will be submitted to AQA, but this will not contribute to the final GCSE English Language level.
- All students will sit the same examination; there are no tiers (higher/foundation).
- Students will not be allowed to take copies of the set texts into the examination.
- Students will receive a numerical level at the end of the course, (no more A*s, As, Bs, or Cs); instead there will be a '1 to 9' grading system, with 9 now being the highest level awarded.

Texts and Resources

As the examinations are closed-book (no texts allowed) students are encouraged to purchase their own copies of the set texts. This will enable them to annotate their copies as they study and revise from them. Copies can be purchased through your child's English teacher, using JFS' parent pay scheme. Please encourage students to buy the texts at the start of the year to ensure they can read the texts, multiple times, at their leisure at home.

GCSE English Language

GCSE English Language develops students' abilities to read, understand and respond to different types of texts. Students are taught explorations in creative reading and writing as well as writers' viewpoints and perspectives. In reading, students are required to identify and interpret explicit and implicit information and ideas as well as explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views.

In writing, students need to communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms.

Key Points: Two examination papers; All texts will be unseen; Texts will be from a range of genres and from the 20th and 21st centuries; More emphasis on spelling, punctuation and grammar in the writing tasks; Speaking and Listening will be assessed through endorsement; it does not contribute to the final level achieved.

GCSE English Literature

GCSE English Literature develops students' abilities to read a wide range of classic literature fluently and with good understanding, and make connections across their reading. Students are required to read critically, so that they are able to discuss and explain their understanding and ideas. They must be able to analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate. They will be assessed on their ability to write accurately, effectively and analytically about their reading. They

must use Standard English and a wide vocabulary, including grammatical terminology, and literary and linguistic terms.

Key Points: Two examination papers – both closed book; Texts will include: A 19th Century novel; A Shakespeare play; A cluster of poetry since 1789 (taken from the AQA anthology); British fiction or drama from 1914 onwards and Unseen Poetry.

Head of Faculty: Ms Rajpersad

Jewish Education



Exam Board: AQA

Course Code: RS:A (Judaism / Islam)

Aims

Jewish Studies at GCSE is a challenging, stimulating course that looks at a wide range of modern and moral issues through the lens of Jewish values and belief, as well as examining Jewish practice and modern history in depth. Students will also study another religion (Islam).

Students are encouraged to present their own views and to explore the views of others in a style that stimulates open, wide ranging debate, and helps students develop essential skills of coherent reasoning and argument.

Course Content

Component 1: The beliefs, teaching and practises of Judaism and Islam

Component 2: The study of Jewish viewpoints of 4 different ‘themes’

Component 1: Judaism

Beliefs and teachings

Nature of G-d, Life after death, Covenants, Key moral principles, sanctity of life, Mitzvot

Practices

Synagogue, worship, Shabbat, Ceremonies, cycle of life, festivals

Component 1: Islam

Beliefs and teachings

Nature of G-d, Key beliefs, Angels, Life after death, prophet hood, Holy books

Practices

Five pillars, prayers, fasting, Pilgrimage, Festivals

Component 2: Thematic Studies

Theme 1: Relationships and Families

Theme 2: Religion and Life

Theme 3: Religion, Peace and Conflict

Theme 4: Religion, Crime and Punishment

Students will learn about these topics as well as the Jewish approach to them.

Composition of Assessment

The GCSE syllabus is enhanced and supported by a range of Informal Education activities, such as themed seminars, and visits.

Students will follow Religious Studies AQA syllabus. There is no coursework. Regular assessments will take place. Students will continue to be taught in set groups. The examination paper is not tiered. All candidates sit the same paper.

Head of Faculty: Mr Rinkoff

Mathematics



Exam Board: Edexcel
Course Code: 1MA1

Students are following the new Mathematics specifications as of 2015. The course will be taught over three years due to the amount of new content that has been introduced.

What we can confirm:

- The GCSE covers six main domains – Number, Algebra, Ratio and Proportion, Geometry and Measures, Probability and Statistics.
- Foundation and Higher tiers will assess the different domains in differing proportions. For example, at Foundation tier there is more emphasis on Ratio and Number, whilst in the Higher tier there is more emphasis on Algebra.
- The reformed GCSE requires ‘*the coverage of broader and deeper Mathematical content*’. This means that topics previously only taught in the higher tier will now be taught at Foundation. There is considerable new content in all tiers.
- Students will be expected to memorise and recall more formulae.
- Total assessment time is 4 ½ hours. The assessment for each tier of entry consists of three externally-examined papers of which the marks are distributed equally. All three papers must be from the same tier of entry, and this will include a non-calculator paper. Students must complete all three papers in the same assessment series (summer of Year 11).
- Each paper has a range of question types; some questions will be set in both mathematical and non-mathematical contexts.
- Grades available for each tier: Higher tier grades 9 to 4 [Foundation tier grades 5 to 1].

Aims

To encourage students to develop:

- A positive attitude to Mathematics.
- The ability to think mathematically, i.e. to comprehend, interpret and communicate mathematical information logically, precisely and creatively.
- An appreciation of the way Mathematics is used in a variety of situations.
- Fluent knowledge, skills and understanding for the firm foundation for further study.

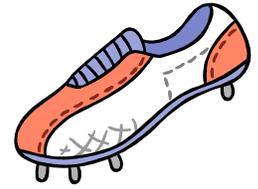
Setting

Students are set on ability and performance.

Set movement during Key Stage 4 will occur usually at the end of a term. Movement between sets will be based on both work during the term, as well as the end of term test. Movement will only occur where it is felt that, in the teacher’s professional judgement, the student is in a class inappropriate for his/her ability.

Head of Faculty: Ms S Chhantbar

Physical Education: Core



Aims

The main aims for P.E. at Key Stage 4 are:

Students will choose from a range of activities that develop personal fitness and promote an active, healthy lifestyle. Key Stage 4 PE is recreational and aims to provide students with a time away from the rigour of GCSE lessons to enjoy sport and exercise in a wide range of activities.

Students are taught to:

- Use and develop a variety of tactics and strategies to overcome opponents in team and individual games
 - Develop their technique and improve their performance in other competitive sports, (for example, athletics and gymnastics), or other physical activities (for example, dance).
 - Take part in further outdoor and adventurous activities in a range of environments which present intellectual and physical challenges and which encourage students to work in a team, building on trust and developing skills to solve problems, either individually or as a group e.g. climbing.

Leadership

To develop leadership and communication skills through their lessons by taking on the role of umpire/referee, coach and captain. The Sports Leaders Award is a nationally recognised qualification, taught as part of our extra-curricular programme and we encourage students to take part. Also, as a result of the new climbing wall facility, students will have the opportunity to develop their climbing leader skills as part of the National Indoor Climbing Award.

Overview

During Year 10, students are taught a range of activities depending on their grouping. All students cover the same activity areas but may choose different sports/activities to suit their interests and skill level. Students can choose from a wide range of activities.

- | | |
|----------------|--------------------------------------------------------|
| ● Football | ● Exercise to Music (Girls) or Circuit Training (Boys) |
| ● Basketball | ● Athletics |
| ● Trampolining | ● Rounder's (Girls) |
| ● Table Tennis | ● Netball (Girls) |
| ● Fitness | ● Climbing |
| ● Badminton | ● Cricket (Boys) |
| ● Softball | ● Tennis |

We encourage students who have a keen interest in sport and the science behind performance to consider the additional GCSE P.E. option. Details of this option appear on pages 37-38. Please note, core PE does not lead to a GCSE qualification.

Subject Leader for PE: Mr D Bartram

Science

Exam Board: Edexcel

Course Codes: 2SC01, 2SA01, 2BI01, 2CHO1 and 2PH01

All students must choose:

GCSE (9-1) Combined Science (Double Science)

OR:

GCSE (9-1) Biology, Chemistry and Physics (Triple Science)

If they meet the criteria specified below.

Each of these options will give students an opportunity to study all three sciences, in order to follow a balanced course.

GCSE (9-1) COMBINED SCIENCE (Double Science)

This option results in certification of two Science GCSEs that students will gain at the end of the course. They are an excellent qualification for many careers and are also a good preparation for 'A' Level in any of the Sciences including Psychology.

GCSE (9-1) BIOLOGY, CHEMISTRY AND PHYSICS (Triple Science)

Students who study all three Science GCSEs will receive three GCSE certificates, one in each of Biology, Chemistry and Physics. This is particularly good preparation for advanced study in any of the Sciences. Students will be considered for this course on the course on the basis of Year 9 examination and test scores, Year 8 examination and test scores, homework records and teacher professional judgement. It is expected that a minimum of a grade 7 in these examinations will be required, and so not all applicants will be accepted. The final decision regarding acceptance onto the Triple Science course will be taken in July and letters confirming the outcome of the applications will be sent home at the end of the Summer Term.

Students who do not obtain sufficient grades to be accepted onto Triple Science, need not worry unduly as Double Science is still an excellent preparation for A Levels and University.

*Head of Faculty: Mr R Daw
i/c KS4 Science: Mr A Davey*

SCIENCE COURSES

Exam Board: Edexcel

Course Codes: 2SC01, 2SA01, 2BI01, 2CHO1 and 2PH01

	TRIPLE	Combined
	GCSE Biology GCSE Chemistry GCSE Physics	GCSE Combined Science
Syllabus numbers	1BIO, 1CHO & 1PHO	1SCO
GCSE Certificates Awarded	3	2
Lessons per fortnight	10	10
Content	6 Units Bi/B1 and Bi/B2 Ch/C1 and Ch/C2 Ph/P1 and Ph/P2	6 Units Sc/B1, Sc/C1 and Sc/P1 Sc/B2, Sc/C2 and Sc/P2
Assessment	100% Structured Papers (105 minutes each)	100% Structured Papers (70 minutes each)
Can it lead to AS and A2 level Science courses at JFS?	YES (If you gain a minimum of '766', '676' or '667' grades)	YES (If you gain a minimum of '76' or '67' grades)
Setting	There will usually be a maximum of three classes of students studying Triple Science, but this will be determined by the number and quality of applicants in a given year group.	Students will be placed into one of three bands. Allocation is based on a combination of; Year 9 examinations and Year 9 test results, plus the teachers' professional judgement.

Triple Science classes will not be banded but we will split our Double Science students into three bands. All students within the same option (Double or Triple Science) will cover exactly the same course and have access to the full range of the 9-1 GCSE grades.

HUMANITIES

All students should choose:

GEOGRAPHY

and/or

HISTORY

Geography



Exam Board: Edexcel
Course Code: 2GB01

Geography is an academic subject that aims to improve your understanding and appreciation of the environment in which you live. The GCSE course will help you develop many basic and specialised skills from numeracy and literacy to data analysis and decision making. You will also gain graphical and practical skills such as field work, atlas work, data and map interpretation and improve your ICT skills. The Geography Department uses a wide variety of activities to help you explore geographical issues and you will often work in groups which will help you to develop your communication and teamwork skills which are important for later life. Geography combines really well with a large number of subjects across the Science and Arts divide, such as Maths, Science and History, and often complements these subjects as similar skills are used.

Course Content:

Component 1 Global Geographical Issues 37.5% of total GCSE 1.5 hour exam	Hazardous Earth: Tectonic Hazards: The earth's structure, causes, impacts and management of earthquakes, tsunamis and volcanoes. Weather Hazards and Climate Change: Global atmospheric circulation, causes, impacts and management of tropical cyclones in the developed and developing world. Climate and Change: Long term geological climate change and natural causes of climate change. Impacts of the modern warming era on people and the environment.
	Development Dynamics: Development: Investigating issues of under development. Emerging Economies: Globalisation, TNCs, FDI and conflicting views about industrialisation and globalisation on different groups.
	Challenges of an Urban World: Global trends in urbanisation, mega cities, rural to urban migration, regeneration, planning issues.
Component 2 UK Geographical Issues 37.5% of total GCSE 1.5 Hour exam	The UK's evolving Physical landscape: River processes and Pressures: Physical processes and landforms of the river and flooding. Coastal processes – geology, human uses, erosion and flooding. Geomorphological landscape – glacial impact.
	The UK's evolving human landscape: Regeneration and rebranding in urban areas of the UK. Including deindustrialisation and rebranding schemes in cities such as London and Glasgow.
	Geographical investigations: Fieldwork in a physical environment – Rivers (Epping Forest) Fieldwork in a human environment – Regeneration (London Olympic Site, Stratford)
Component 3 People and Environmental Issues –	People and the Biosphere The relationship between people and biomes such as the Arctic tundra.

Making Geographical Decisions	Forests under Threat How biomes such as the rainforests work, threats and management solutions for the worlds biomes.
25% of GCSE	Consuming Energy Resources Global trends in energy use, oil use and international relations, future and solutions.
1.5 Hour Exam	Making a Geographical Decision An unseen booklet on an energy issue routed in either the tropical rainforest or the taiga.

Assessment

You will complete end of unit tests and extended GCSE questions for homework. You will sit three examinations in the summer of Year 11 – ‘Global Geographical Issues’, ‘UK Geographical Issues’ and ‘People and Environmental issues – decision making paper’. Questions are a mixture of resource response, short mark questions and longer essays.

Career Information

Many of the skills gained through Geography are vital in the world of work. Geography gives you a broad understanding of global issues – just open a daily newspaper to see this! Geography graduates were the second most employable graduates. It can also lead to a wide range of careers such as Banking, Law, Accountancy, Surveying, Journalism and specialist geographical careers such as working in hazard management, urban planning, development work abroad and many more. We have a great many students who go on to study Geography or Geography related courses at University.

We run two field trips. In year 10 we visit Epping Forest, Essex to study rivers and flooding. In year 11 we visit the Olympic Park in Stratford, East London to investigate urban regeneration.

Past GCSE Geography students have said:

- *“Geography is a great subject; it teaches you about the world you live in and how you can make a difference to it – no other subject gives you that!”* Michael, Year 12
- *“Geography lessons are really fun; you get to learn in so many different ways. We always did lots of group work and the Field Trip was really fun.”* Gina, Year 12

Head of Faculty: Ms L Williams

Deputy Subject Leader: Mr G Waterhouse

History



Exam Board: Edexcel

Course Code: 1HI0

Aims

We aim to develop students' ability to think independently, analytically and enter the wider world with a critical eye as well as with a greater understanding of the world around them.

Investigation through evidence trains students to establish the facts and to develop their ideas a step further. **Problem solving** takes them closer to the truth. Through **debating**, other opinions and decisions will be heard. In written work they will be taught to **express** themselves more clearly.

Content

The new History GCSE course covers a greater period of time than the old GCSE. The course will give students the opportunity to study both modern and early modern history as well as the opportunity to study the history of a range of different nations.

Throughout the course students will unravel historical events to develop an understanding of significant historical moments. For example:

- What events could possibly lead to the murder of a royal family?
- How did former allies, the USA and Soviet Union, come to the brink of nuclear war?
- How has our understanding of justice changed through time?
- Why did England survive an invasion attempt by the sixteenth century's most powerful nation state?

Topics Studied

- The Russian revolution and Stalin's Dictatorship 1917-41.
- The Cold War 1943-991.
- Early Elizabeth England 1558-88.
- Crime and punishment in Britain, c1000-present with Whitechapel, c1870-c1900: crime and policing.

How it will be assessed: the course is examined at the end of two years and features no Controlled Assessments, only written examinations. Paper 1 and 3 carry a 30% weighting and Paper 2 is given a 40% weighting. Marks for spelling, punctuation and grammar are also awarded in Papers 1 and 3.

Paper 1: British Thematic Study with Historic Environment

Crime and Punishment Through Time c.1000-present day

Paper 2: Period Study and British Depth Study

Superpower Relations and the Cold War, 1941-91

Early Elizabethan England 1558-88

Paper 3: Modern Depth Study

Russia and the Soviet Union, 1917-41

Careers

History is a launching pad into many careers. History develops skills of analysis, communication and critical thinking so therefore prepares tomorrow's decision makers. Many people who study History to a higher level go on to pursue careers in politics, management, journalism, media, banking, teaching, publishing and particularly in law.

Subject Leader for History: Ms E Ashcroft

MODERN FOREIGN LANGUAGES

Most students should consider choosing either:

FRENCH

or

IVRIT

or

SPANISH

French



Exam Board: Edexcel
Course Code: 1FR0

This course is available to students who are studying French in Year 9.

Aims

The GCSE in French has been developed to help students of all abilities, progress and develop a passion for languages, through culturally engaging content. The course is inspirational and will enable students to manipulate and use the target language effectively, independently and creatively, so that they have a solid basis from which to progress to A level or employment.

Course Content

Students who have been studying French in Years 7, 8 and 9 will have laid solid foundations for the course. They will continue to develop their practical language skills. These include speaking and understanding French in conversation about everyday topics, reading articles, and writing imaginative pieces.

Assessment

The GCSE consists of four parts:

Reading (examination)	25%
Listening (examination)	25%
Speaking (controlled assessment)	25%
Writing (controlled assessment)	25%

- All four examinations take place at the end of the course. These are offered at Foundation and Higher tiers. Students must be entered for a *single* tier across all four papers.
- The use of dictionaries is *not permitted* in any of the examinations.

Students currently studying French are encouraged to continue to GCSE. Students are placed in a set which reflects their past progress. Teachers review work constantly through class work, homework and end of unit assessments. As a result, a student's set may be changed so that s/he is in the set where s/he will achieve the most.

Career Information

As the European Union and international commerce and industry develop, career opportunities at home and abroad increasingly demand a working knowledge of another European language. Without it, students are likely to be at a disadvantage.

Universities and employers look very favourably upon those who are able to converse in more than one language and there are numerous university courses such as Economics, Law, Sciences, Business and Management Studies and Engineering which students can combine with a foreign language.

For those with a talent for languages, acquiring others will be easier after the sound foundation of the GCSE course.

I/c KS4 French: Mr D Sonenfeld

Ivrit: Modern Hebrew

Exam Board: AQA
Course Code: 8658



This course is available to students who are studying Ivrit in Year 9 and are able to read and write in Hebrew.

Aims

The GCSE in Ivrit has been developed to help students of all abilities, progress and develop a passion for Ivrit and learn about Israel through engaging content and development of language skills.

Language skills

- To enable students to understand and communicate verbally and in writing in Ivrit.
- To be confident in using this language in a range of everyday situations and context.
- Learn how to understand extended passages in unpointed written and spoken Ivrit.
- Be able to identify specific information and summarise it in English
- Learn how to recognise attitudes and opinions and draw conclusions based on what they have read or heard.
- Develop good pronunciation, intonation and fluency.
- Be able to sustain conversations containing unpredictable elements.
- Learn how to communicate opinions and talk about past, present and future events in many different contexts.
- Learn how to structure grammatically correct paragraphs and essays.
- Be able to communicate in a range of contexts using formal and less formal language.

Assessment

The final examinations consist of four papers: Listening, Speaking, Reading and Writing. Each paper represents 25% of the final grade.

All four examinations take place at the end of the course. These are offered at **Foundation** and **Higher tiers**. Students must be entered for a **SINGLE** tier across all four papers.

Career Information

Israel today is an international leader in the fields of technology and medical research. Large UK and other international firms have opened and are continuing to open up offices in this county widely regarded as the 'Start up nation of the world'. Given employers' demand for language skills, this could mean higher employability.

Universities and employers look very favourably upon those who are able to converse in more than one language and there are also numerous university courses which students can combine with a foreign language.

For those with a talent for languages, acquiring others will be easier after the sound foundation of the GCSE course. GCSE Ivrit language qualifications also contribute toward the English Baccalaureate.

Head of Faculty: Mrs J Maurer

Spanish



Exam Board: Edexcel
Course Code: 2SP01

This course is available to students who are studying Spanish in Year 9.

Aims

The GCSE in Spanish has been developed to help students of all abilities and develop a passion for languages, through culturally engaging content. The course is inspirational and will enable students to manipulate and use the target language effectively, independently and creatively, so that they have a solid basis from which to progress to A Level Spanish or employment.

Course Content

Students who have been studying Spanish in Years 7, 8 and in Year 9 will have laid solid foundations for the course. They will continue to develop their practical language skills. These include speaking and understanding Spanish in conversation about everyday topics, reading articles, and writing imaginative pieces.

Assessment

The GCSE consists of four equal parts:

Spanish Reading (examination)	25%
Spanish Listening (examination)	25%
Spanish Speaking (controlled assessment)	25%
Spanish Writing (controlled assessment)	25%

- All four Spanish examinations take place at the end of the course. These are offered at Foundation and Higher tiers. Students must be entered for a *single tier* across all four papers.
- The use of dictionaries *is not permitted* in any of the examinations as regulated by the EDEXCEL exam board that we follow.

Students currently studying Spanish are encouraged to continue to GCSE. Students are placed in a set which reflects their past progress. Teachers review work constantly through class work, homework and end of unit assessments. As a result, a student's set may be changed so that s/he is in the set where s/he will achieve the most.

Career Information

As the European Union and international commerce and industry develop, especially in the United States and in Latin America, career opportunities at home and abroad increasingly demand a working knowledge of another European language such as Spanish. Without this, students are likely to be at a disadvantage.

Universities and employers look very favourably upon those who are able to converse in more than one language (i.e. English and Spanish) and there are numerous university courses such as Economics, Law, Sciences, Business Studies, Management and Engineering which students can combine with Spanish (i.e. *Business Studies and Spanish* or *Economics and Spanish*)

For those with a talent for languages, acquiring other languages similar to Spanish such as Portuguese and Italian will find it easier after the sound foundation of the Spanish GCSE course.

I/c KS4 Spanish: Mr J Lopez

OPTION SUBJECTS

All students should consider choosing one of:

ART

COMPUTER SCIENCE

OCR LEVEL 1/2 CAMBRIDGE NATIONAL CERTIFICATE IN
CHILD DEVELOPMENT

FOOD PREPARATION AND NUTRITION

BTEC FIRST AWARD IN ART AND DESIGN (PRODUCT DESIGN)

DRAMA

MUSIC

PE – GCSE

DANCE

BTEC SPORT

Art



Exam Board: Edexcel
Course Code:1FA0

Aims

The course enables all students to gain a coursework based qualification with no final written papers. The course builds on the skills of investigation and research learnt on the Key Stage 3 course. The emphasis within the GCSE is on the process of developing and documenting work using a work journal similar to a sketchbook.

Course Content

The Edexcel GCSE in Art and Design encourages an adventurous and enquiring approach to Art and Design. Successful students should be able to demonstrate an understanding of past and contemporary Art and Design practice and be able to produce a personal response that embraces a range of ideas. Students will produce a portfolio worth 60% of the final grade, as well as an externally set assignment (Unit 2) which is worth 40% of the final grade. Submissions for each unit must contain a work journal. The coursework unit starts with the examination of ideas associated with a broad theme, which then provides the springboard for the students' own personal response. Coursework is carefully structured to ensure that students are supported in the development of their ideas. Students will be given the opportunity to produce work in a range of art, craft and design processes in two or three dimensions including, where appropriate, information and communication technology.

The course is suitable for all students who have an enthusiasm and interest in Art, craft and design and if you have an aptitude for the subject – if you are creative, or 'good at drawing', you may have the basic skills to succeed.

Course Organisation

Students will need to complete a coursework portfolio and an externally set assignment.

The Coursework Portfolio

Students will study two major themes in Year 10 and 11. They will have the opportunity to submit work from either of these themes for examination. This will be the basis of their coursework portfolio.

The Externally Set Assignment

This is taken in Year 11. Students have ten weeks to produce a work journal on a theme set by the board. Students complete their final response to this theme under examination conditions.

All work is regularly assessed and, at intervals, during a project or theme, interim evaluations are carried out to ensure that students are aware of their strengths and weaknesses.

Assessment

Edexcel's GCSE Art and Design is made up of two units:

Unit 1 Personal Portfolio in Art and Design – internally set and marked and assessed through controlled assessment.

Unit 2 Externally set assignment in Art and Design – externally set theme and internally marked. Both units are assessed using four assessment objectives. These can be summed up as develop, experiment, record and present. Each unit is assessed separately out of 80 marks.

Career Information

A study of Art and Design can lead to careers in Fashion, Graphic design, Theatre design, Ceramic design, illustration, video and digital imaging, Textiles and Art History. Other careers where the skills developed on this course are useful are advertising, marketing, design, architecture, publishing and the media. GCSE Art is the best basis for A Level Art and will provide the necessary general Art portfolio for students applying to all courses in Art and Design subjects. Even if you hope to do something quite technical like product design or animation, you will need a general Art portfolio.

Subject Leader: Mr P Rogers

Computer Science



Exam Board: OCR
Course Code: J276

This course is available to students in Maths Bands 1 or 2 in Year 9.

Aims

This exciting GCSE enables students to develop their understanding of current and emerging technologies, acquire and apply knowledge of technical skills together with an understanding of the use of algorithms in computer programs to solve problems.

The course is engaging and practical, encouraging creativity and problem solving. It encourages students to develop their understanding and application of the core concepts in computer science. Students also analyse problems in computational terms and devise creative solutions by designing, writing, testing and evaluating programs.

Course Content

This three unit course is designed to give you an in-depth understanding of how computer technology works and a look at what goes on ‘behind the scenes’.

Assessment is based on two written examination, and programming task.

Component 01 – Computer Systems.

This unit introduces students to 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.

Component 02 – Computational thinking, Algorithms and Programming.-

In this unit students apply knowledge and understanding gained in component 01. They develop skills and understanding in computational thinking: algorithms, programming techniques, producing robust programs, computational logic, translators and data representation. The skills and knowledge developed within this component will support the learner when completing the component 03 programming project.

Component 03 – Programing Project.

In this unit students use OCR assessment tasks to demonstrate their practical ability in the skills developed in components 01 and 02. In a controlled environment they will, define success criteria from a given problem, and then create suitable algorithms to achieve success criteria. Students then code their solutions in a suitable programming language, and check its functionality using a suitable and documented test plan.

Assessment

Component 01: 1 hour 30 minutes Written paper – 40% of total GCSE.

Component 02: 1 hour 30 minutes Written paper – 40% of total GCSE.

Component 03: 20 hours Programming Project – 20% of total GCSE.

Career Information

If you take a GCSE in Computer Science and then go on to study the subject at A Level or university, you will have an advantage over fellow students who are picking up the subject at these higher levels for the first time. The increasing importance of information technologies means that there will be a growing demand for professionals who are qualified in this field.

The course is also an excellent preparation if you want to study or work in areas that rely on the skills you will develop, especially when they are applied to technical problems. These areas include engineering, financial and resource management, science and medicine.

Note:

Computer Science requires students to have been in bands 1 or 2 for Mathematics in Year 9.

Subject Leader: Mr S West

OCR Level 1/ 2 Cambridge National Certificate in Child Development

Exam Board: OCR
Course Code: J818



Aims

This course is for learners aged 14-16 who wish to develop applied knowledge and practical skills in child development. It is equivalent to a full GCSE. It is designed with both practical and theoretical elements, which will prepare students for further qualifications in Child Care, Health and Social Care, Psychology, Sociology and Biology.

The course is suitable for both boys **and** girls.

Course Content

The students study aspects of the family, relationships and problems surrounding them. They understand the conception and development of the unborn child and learn about the mental and physical advancement of a new baby from birth to age ten. Students have much hands on experience with participation in practical sessions with babies and children in School, and a later attachment in nursery schools in order to compile the Child Study.

Assessment

The full GCSE is taken in Child Development, made up as follows:

- Research task carries 60 marks
- Child Observation Study carries 60 marks
- Written paper carries 80 marks

Career Information

Students taking this course are able to continue at advanced level through the CACHE Diploma Course in Childhood Studies and Education, which is equal to 3 'A' levels and enables progression to University to study a wide range of degree subjects. This GCSE also prepares students for A Level Psychology course. Future careers could include teaching, child psychology and social work. It is also an important, enjoyable and interesting GCSE that many students take to prepare themselves for life after leaving Year 11.

NOTE:

Since a considerable part of the course is spent in nurseries, JFS must feel secure that the students who take this course will be good ambassadors for the School.

Subject Leader: Mrs S Poll

Food Preparation and Nutrition

Exam Board: AQA
Specification Code: 8585

The GCSE Food Preparation and Nutrition is an exciting and creative course which focuses on practical cooking skills to ensure students develop a thorough understanding of nutrition, food provenance and the working characteristics of food materials. At its heart, this qualification focuses on nurturing students' practical cookery skills to give them a strong understanding of nutrition.

Food preparation skills are integrated into **five core topics**:

- Food, nutrition and health
- Food science
- Food safety
- Food choice
- Food provenance



Assessment

There are two assessment tasks in this course:

- 1. Written Exam:** Food preparation and nutrition assessment based on theoretical knowledge of food preparation and nutrition.

1 hour 45 minutes (100 marks)

50% of overall GCSE



- 2. Non-exam assessment (NEA)**

- **Task 1: Food investigation** (30 marks)

Students' understanding of the working characteristics, functional and chemical properties of ingredients. Practical investigations are a compulsory element of this NEA task.

- **Task 2: Food preparation assessment** (70 marks)

Students' knowledge, skills and understanding in relation to the planning, preparation, cooking, presentation of food and application of nutrition related to the chosen task. Students will prepare, cook and present a final menu of three dishes within a single period of no more than 3 hours, planning in advance how this will be achieved.

Career Opportunities:

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. This subject has been popular for students who have taken up the following: Degree in Nutrition, or Consumer Science, Food Technology or Dietetics, Hotel Management, Catering Degree, Work within Catering and Catering Management and Teaching.

I/c KS4 Food Preparation and Nutrition: Ms A Connolly

BTEC First Award in Art & Design (Product Design)



Exam Board: Pearson/Edexcel

This exciting new course for JFS will explore the creative world of **Product Design** – from the design of commercially viable products with associated packaging to the manufacture of high quality prototypes. The course consists of **four units** which cover a wide range of creative and technical skills and techniques.

Unit 1: Introduction to Specialist Pathways in Art and Design

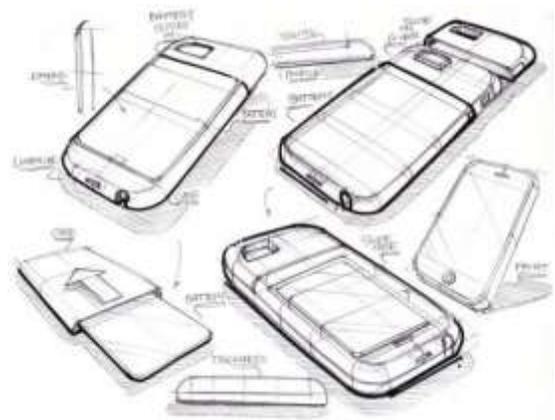
(Core unit - Internal Assessment)

In this unit, learners will design and make products using three different specialist pathways in order to give them a wide range of skills and techniques, including; **design crafts** (making), **product design** (3D design) and **visual communication** (graphics).

Unit 2: Creative Project in Art and Design

(Core unit - External Assessment)

In this unit, learners will respond to an exam board set design brief by following the **creative design and make process** to produce a final outcome. This important piece of coursework will be undertaken in Year 11 as it should represent the very best that each learner is capable of producing.



Unit 3: Communicating Ideas in 2D

(Optional unit – Internal Assessment)

In this unit, learners will use a wide range of traditional mark-making techniques (pen, pencil, collage etc) and computer software (digital graphics) to produce commercially viable packaging and items of merchandising. The emphasis will be upon producing high quality, **professional-looking outcomes**.



Unit 4: Communicating Ideas in 3D

(Optional unit – Internal Assessment)

In this unit, learners will use a wide range of materials and processes, including wood, metal and plastics and CAD/CAM to produce **high quality models and prototypes**.

Skills Required:

Learners should have demonstrated a high level of **DT capability** throughout their Ks3 units, including; practical problem solving, creative thinking, independent learning, time management and above all – **Resilience**.

Subject Leader: Mr J Attwood

Drama



Exam Board: AQA

Course Code: 8261

Aims

In your Drama lessons, you will:

- Develop your improvisation and acting skills to a high level
- Be able to express your ideas and feelings about issues by creating imaginary situations
- Learn about the many theatrical techniques and devices which you can use to help you express those ideas
- Read and explore plays from different periods
- Work co-operatively with others in the group, but also be able to work individually, in pairs and in small groups

The course will be examined at the end of Years 10 and 11. The examination consists of a practical performance and a written paper of 60% and 40% respectively.

GCSE Drama is suitable for students who are interested in careers involving communication, such as teaching, public relations, the media, and any form of dealings with the public, as well as working in a number of areas in Theatre. It provides a solid basis for moving on to AS/A2 Theatre Studies and for other subjects which require an interpretation of a text.

Year 10

- **Autumn term** – Learn dramatic techniques and styles. See live performance. begin to work on first practical piece which is devised work (Bystanders/Displaced People)
- **Spring term** – Continue to develop devised practical work. Create regular drama logs that reflect on this process ready for the moderated final piece based on a practitioner of choice
- **Summer term** – Perform devised pieces with the influence of a practitioner of choice of the group. To be internally examined and externally moderated by film. Reflective notebook portfolios should now be detailed and full of ideas and inspirational materials which will be annotated.
- Work on response to seeing a live performance. Continuing more written exam prep and response to Live Theatre.

In the summer prior to Year 11:

Conduct research on our set text:

- Dramatist
- Time it was written
- Time it was written about
- Social, cultural and historical context of both time zones
- *e.g. The Crucible was written in the 1950s and was a response to the McCarthy trials, but was set in 1690s Salem*

- **Autumn term** – Feedback on research achieved over the summer. Read through set text (/Crucible) and look at how to respond to these for the written examination. In new groups, decide what script to perform for our final performance examination.
- Study “A Midsummer Night’s Dream” which is the set text for the WRITTEN COMPONENT 1 for the public written component of the GCSE exam paper. There will be a mock on this paper in December of year 11
- Work on more written essay responses to “Live Theatre “ seen and perfect their Devising Portfolios from the summer term year 10.
- **Spring term** – Work on, and perform, final practical examination. We need to have two key scenes performed from this scripted play.
- **Summer term** – Revision for the written examination.

Devised theatre - 40% of GCSE

The devising log – Marks out of 60.

This can be written or filmed – see hand-out..

Section 1 – Response to a stimulus – explain your initial ideas, aims and intentions.

Devised theatre is a dramatic performance that has not been scripted. Your teacher will give you a script to look at called Blue Remembered Hills. There are interesting themes to explore through this script. We will create a piece of drama based on some of these themes. Marks out of 20.

Section 2 – Development and collaboration – discuss how you developed your piece.

Section 3 – Analysis and evaluation – analyse how your skills improved and how they shaped the outcome.

Live Theatre

This is part of the written paper at the end of year 11.

This will be under Section C for the examination.

Each time you are taken to the Theatre you need to ensure you have detailed notes on key moments of the performances.

This will be on The Crucible or Blood Brothers. You will have an extract of the text in the examination and answer questions on that specific moment.

We will need a detailed understanding of the context, narrative, characters, costumes etc in order to respond to examination questions on this.

Our written examination in Year 11 will have three sections.

A – Multiple choice questions (4 marks)

B – Questions on The Crucible/Blood Brothers (46 marks)

C – Questions on live theatre. (30 marks)

It will be 1 hour 45 minutes total.

Worth 40% of GCSE / 80 marks

Scripted Performance

You can do a monologue, duologue or work in small groups.

You must find a scripted play and perform two extracts from it.

Each piece will be out of 25 marks – you will be able to look at the mark scheme beforehand.

Performance timing:

Minimum 4 minutes (monologue)

Maximum 20 minutes (group piece)

Subject Leader: Mrs D Sloane

Music



Exam Board: Edexcel
Course Code: 2MU01

Aims

GCSE Music is about performing, composing and listening to music through a variety of styles. Topics range from Instrumental Music to Vocal Music and Music for Stage and Screen. This course is a natural progression from Key Stage 3 and gives a 'hands-on' experience of music from a wide variety of cultures and periods. Through this course you will become:

- Informed performers
- Skilled composers
- Critical listeners

Course Outline

The three main areas of the course (Performing – 30%, Composing – 30%, and Listening – 40%) are linked by four Areas of Study:

- AoS 1 Instrumental music 1700-1820.
- AoS 2 Vocal Music.
- AoS 3 Music for stage and screen.
- AoS 4 Fusions.

Students will study eight specific pieces of music from these four Areas of Study.

In addition to studying the above Areas of Study, students also embark on a programme of performance and composition work. The final requirement is for two performances (one solo and one ensemble) and two compositions (one set to a brief and one free composition). However, students will be expected to meet regular performance and composition deadlines throughout the course.

Assessment

Students will receive half-termly performance and composition deadlines throughout the course, whilst the listening paper is an examination.

General

All GCSE students are expected to be involved in Extra-Curricular activities and to join the Department on the increasing number of concert trips and musical activities that take place during the School year.

It is likely that you are already learning an instrument and you are expected to have lessons for the duration of the course. Additionally you should:

- Have a genuine interest and enthusiasm for all types of music.
- Be willing to commit to practising regularly and participating in extra-curricular activities.
- Have a working knowledge of note names, note values and notes on the keyboard.
- Be open to new concepts beyond just playing the keyboard.

Subject Leader: Mrs F Bellinger

Physical Education: GCSE



Exam Board: Edexcel
Course Code: 2PE01

Aims

Students who apply to take a GCSE in Physical Education will undertake a range of practical activities, offering three for assessment, comprising of one team activity, one individual activity and one free choice. They will be required to show advanced skills within the context of the activity and demonstrate their abilities in increasingly challenging situations. They will also undertake a Personal Exercise Programme (PEP).

Students will be expected to apply the theoretical aspects of exercise and training to their class activities. All GCSE students are expected to be involved in extra-curricular activities in order to improve their practical grades.

Course Content and Assessments

The course consists of both theory and practical aspects. There are five timetabled GCSE P.E. lessons, in addition to two core P.E. lessons per fortnight.

1 Two written papers totalling 60%

The Theory section of the course covers the following:

Component 1: Fitness and Body Systems

Written examination: 1 hour and 45 minutes (36%)

- Topic 1 Applied anatomy and physiology
- Topic 2 Movement analysis
- Topic 3 Physical training
- Topic 4 Use of data

Component 2: Health and Performance

Written examination: 1 hour and 15 minutes (24%)

- Topic 1 Health, fitness and well-being
- Topic 2 Sport psychology
- Topic 3 Socio-cultural influences
- Topic 4 Use of data

Students complete three physical activities from a set list. One must be a team activity and one must be an individual activity. The third activity is a free choice of either team or individual activity.

Students study a range of the following activities in lessons:

- Football
- Netball
- Badminton
- Trampolineing
- Basketball
- Handball
- Athletics
- Tennis
- Cricket
- Volleyball
- Swimming (optional)
- Climbing (optional)

Students are also able to offer additional off site activities for assessment as detailed by the examination board, for example skiing or karate. A full list of these can be found on the Edexcel website

Subject Leader: Mr D Bartram

Dance

Exam Board: AQA
Course Code: 8236



Aim

Dance is a powerful and expressive subject which encourages students to develop their creative, physical, emotional and intellectual capacity, whatever their previous experience in the subject. This specification recognises the role of dance in young people's lives and students will study a range of dance styles. GCSE Dance helps students develop technical and expressive skills as well as knowledge and understanding of dance through performance, choreography and critical appreciation of dance.

Content

Students will undertake an in-depth study of all elements of Dance including choreography and creative work, performing skills and historical and analytical aspects of Dance. Students will explore the craft of choreography and understand the process of creating and improving their own and other's work whilst developing their technical and performance skills. They will study six professional dance works analysing and interpreting the meaning and significance of Dance and are expected to apply these theoretical aspects to their own practical study and development as dancers.

Assessment

The course consists of both practical and theoretical aspects.

Component 1: Performance and Choreography (60%) – internally examined

Breakdown:

Performance (30%)

- 2 Set phrases through solo performance (one minute in duration each) and
- Duo/trio performance (three and a half minutes in duration)

Choreography (30%)

- Solo or group choreography

Component 2: Dance Appreciation (40%) – Written examination

- Knowledge and understanding of choreographic processes and performing skills
- Critical appreciation of own work
- Critical appreciation of professional works.

Extra information

Dance has now been placed in the option block as a timetabled subject, and is no longer extra-curricular. It will be one of your subject choices.

However, in order to gauge numbers, please indicate on your forms if you would opt to study dance if it were to be offered as an extra subject in addition to your other choices i.e outside of the timetabled GCSE options.

I/c Dance: Mrs V Hammill

BTEC Level 2 First Award in Sport

Exam Board: Pearson
Course Code: 600/4779/3



Aims

The Pearson BTEC Level 2 First Award in Sport has been designed primarily for young people aged 14 to 19 who may wish to explore a vocational route throughout Key Stage 4. JFS are offering this course as an alternative to the GCSE PE course. Students with lower ability in Science, English and/or practical sports may wish to consider this course as it offers more internally assessed units while still retaining the level of a full GCSE.

Course Content and Assessments

The course includes two compulsory units of theory plus two optional units from a list of areas. The compulsory units are 'Fitness for Sport' which is assessed on a computer at a pre-arranged time during the course, and the second is 'Practical Performance' assessed by JFS PE teachers and moderated by the exam board. Practical sports can be chosen from a wide range of activities but are not just based on performance. Rules, regulations, training and coaching must all be assessed to gain a grade in a chosen sport.

Two optional units will be chosen by the school from a list of possibilities including: The Mind and Performance, Performer in Action, Training for Fitness and Leading Activities, depending on the strengths and interests of the student cohort.

The BTEC First Award in Sport is being offered for the first time on the timetable this year. If student take up is low, this course will not run and students will have alternative options discussed with them, including GCSE PE.

Subject Leader: Mr D Bartram

EXTRA-CURRICULAR SUBJECTS

ASTRONOMY

SOCIOLOGY

Both subjects will be available through the Extended Schools Programme.

Astronomy



Exam Board: Edexcel

Course Code: 1AS0

Aim

Students will study the fascinating science of Astronomy, learning to use Physics and Mathematics to explain what we see in the night sky and the processes which govern the Universe. This challenging and stimulating course allows students to learn the methods of modern observational Astronomy.

Course Content

Students at JFS can choose to study Astronomy as an extra-curricular GCSE. The Astronomy GCSE is usually a two year course but at JFS, students follow an accelerated one year timetable during lunch time lessons in Year 10.

Topics studied:

- Topic 1 – Planet Earth
- Topic 2 – The lunar disc
- Topic 3 – The Earth-Moon-Sun system
- Topic 4 – Time and the Earth-Moon-Sun cycles
- Topic 5 – Solar System observation
- Topic 6 – Celestial observation
- Topic 7 – Early models of the Solar System
- Topic 8 – Planetary motion and gravity
- Topic 9 – Exploring the Moon
- Topic 10 – Solar astronomy
- Topic 11 – Exploring the Solar System
- Topic 12 – Formation of planetary systems
- Topic 13 – Exploring starlight
- Topic 14 – Stellar evolution
- Topic 15 – Our place in the Galaxy
- Topic 16 – Cosmology

Specific Course Requirements

Applicants are required to have achieved a minimum score of 6 in Science and Mathematics at the end of Key Stage 3. Due to the accelerated one year timetable we follow, students must be committed to attend all of the lessons and complete independent study outside of school to supplement their classwork.

Assessment:

- Two exams of 1h45min each in the summer of Year 10

*Further information: Mr A Davey
I/c GCSE Astronomy/KS4 Co-ordinator*

Sociology

Exam Board: AQA
Course Code: 8192



Aim

Students will have an understanding of how values, beliefs or your social background can influence behaviour in society. For some, the job of the sociologist is to discover behaviour patterns or social trends i.e. the relationship between poverty and not doing very well at school. Sociology GCSE is an exciting, stimulating course for students who are starting to develop an interest in what happens in wider society. Students will learn new concepts that help them make sense of the relationship between the individual and society.

Course Content

Students at JFS can choose to study sociology as an extra-curricular GCSE as part of extended services. Sociology GCSE is a one-year course taken in Year 10 with students covering Paper 1 in the autumn term and Paper 2 in the spring term.

Topics studied:

- Paper 1: Families & Households; Education; Research Methods.
- Paper 2: Crime & Deviance, Social Stratification, Research Methods.

Specific Course Requirements

Due to the accelerated one year timetable we follow, students must be committed to attend all of the lessons and complete independent study outside of school to supplement their classwork. Students will sit two papers in mid-May whilst in Year 10.

Assessment:

- Paper 1 – 1hour and 45 minute written exam 50%
- Paper 2 – hour and 45 minutes written exam 50%

Further information: Mr N Davenport
Head of Sociology/Head of Social Science Faculty

MAKING YOUR FINAL CHOICE

The fundamental principle is to choose a broad, balanced range of subjects that reflect your ability and interests. The expectation is that you will take one subject from each group.

You must decide whether to choose the GCSE EBACC or GCSE/Non-EBACC Route. You should also indicate whether or not you wish to be considered for Double or Triple Science.

- **Route A: GCSE EBACC** – You will be able to select your Humanities, Language and 1 other option.
- **Route B: GCSE/Non-EBACC** – You will be able to select a Humanities and 2 other options.
- If you are interested in one of the alternative choice programmes, you should also indicate this on your online form.

Indicating your choices

Unlike in previous years, students will make their choices via an online system. Details for how to complete this process will be made available on Tuesday 20th February 2018.

All choices should be made via your online form. Changes can be made up until the final deadline, which is **Friday 2nd March 2018**.

Any changes required after this date will be made in consultation with the Year 9 Team.