

KS4 OPTIONS BOOKLET 2025



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Introduction by the Deputy Headteacher

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 2025 - 2027. 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)
- Humanities (History or Geography)
- Modern Foreign Languages (French, Spanish or Ivrit)*

You will be able to choose one additional subject. *Students who have achieved 25% or above in the Autumn Term of Year 9, are expected to take a Modern Foreign Language at GCSE. This ensures all students will follow a broad and balanced curriculum.

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.

The GCSEs use a grading scale of 9 to 1, with 9 being the top grade. This allows for greater differentiation between students. The GCSEs are assessed mainly by examination at the end of Year 11.

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.

Support for students and parents/carers will be available throughout the options process. Students will have assembly dates where Subject Leaders for the options subjects will be addressing the Year group to talk about their subject and introduce themselves. We are hosting a Parents Information Evening on **Wednesday 26th February**, where we will go through the general process and this will be followed up with a Year 9 Parents' Evening on **Thursday 27nd February** where you can discuss choices with your subject teachers. Further support with choices is available should students wish to discuss their options with their subject teacher or a member of the Key Stage Three team. In addition, we will be running assemblies whereby various subject leaders can let students know what it is like to study their particular subject. For students with special educational needs you may wish to contact your child's key worker or Mrs Edwards for further advice.

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 **Thursday 27th February**, and the final deadline for choices is **Friday 14th March**.

Please do take the time to consider carefully the information in this booklet, which has been designed to help you with these decisions.

Yours sincerely

Ms Anna Joseph
Deputy Headteacher

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.

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 the Director of Key Stage Three. For subject-specific help please contact your child's subject teachers.

A Parent Information Meeting has been scheduled for **Wednesday 26th February**, which will outline the process further. In addition, parents are welcome to contact the school should it be needed.

Important Dates

Year 9 Parent Information Meeting	Wednesday 26th February 2025
Year 9 Parents' Evening	Thursday 27th February 2025
Closing date for Options	Friday 14th March 2025 (Online form).

Key Stage 4 Qualifications

General Certificate of Secondary Education (GCSE)

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 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 when compared against 'old GCSEs' that you, as parents might have sat.

It is intended that the bottom of a grade '4' will correspond to the bottom of what was a 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.

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 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.

Old grades	New grades
A*	9
A	8
B	7
C	6
	5 STRONG PASS
	4 STANDARD PASS
D	3
E	2
F	1
G	1
U	U

Vocational (Applied Learning) - BTEC / Cambridge National Certificate

BTECs and Cambridge National Certificates 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/ Cambridge National Certificates are divided into smaller units of work, some of which are compulsory. All courses will contain an examination (or exam board set tasks) which are externally marked or moderated. Each qualification will be equivalent to **one GCSE grade** irrespective of the time taken to do the work.

BTEC Tech Award / Cambridge National Cert grading	Approx. GCSE equivalent
Level 2 Distinction*	8/9
Level 2 Distinction	7
Level 2 Merit	5/6
Level 2 Pass	4
Level 1 Distinction	3
Level 1 Merit	2
Level 1 Pass	1

BTEC Tech Award in Art & Design Practice (Product Design)

Cambridge Nationals (Childhood Development and Sports Studies)

English Baccalaureate (EBACC)

The Government has introduced the term English Baccalaureate (EBACC) to describe an award for a group of qualifications. The government's expectation is that the vast majority of students will follow the EBACC route. 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 or Three Sciences
- Language – French | Spanish | Ivrit
- Humanities subject – History or Geography.

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. All students who have achieved 25% or above in the Autumn Term assessment of Year 9, are expected to take a Modern Foreign Language at GCSE.

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

Route B (Non-EBACC)

This route is intended for students who do not fulfil our requirement to study a language at GCSE. They cannot gain the English Baccalaureate but will 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						Option Choices
English	Maths	Science	PE	Humanities	Jewish Studies	
Language and Literature		Combined (2 x GCSE)	Non-examined	History or Geography		2 x Option Choice

NOTE – Route B is for a small group of students. We will work with parents to decide the types of qualifications that are most suited to their ability.

Option Choices - GCSE and Vocational Subjects:

Art
Computer Science
Cambridge National Certificate in Child Development
Food Preparation and Nutrition
BTEC Product Design
Music
GCSE Business
GCSE Photography

Dance
Drama
Geography
History
MFL: French, Ivrit or Spanish
GCSE Physical Education
Cambridge National Certificate in
Sports Studies

Key Stage 4 Curriculum Map

Core subjects taken by all students:

English
Jewish Studies
Mathematics
Combined or Triple Science
Physical Education (No Qualification – Core PE)

+ 3 Subjects (from those below)

Humanities

Geography
History

Modern Foreign Language

French
Ivrit
Spanish

Optional Subjects

Art
Computer Science
Photography
Cambridge National Certificate in Child Development
Dance
Drama
Food Preparation and Nutrition
BTEC Product Design
Music
GCSE Physical Education
Cambridge National Certificate in Sports Studies
Photography
Business Studies

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 (Humanities+MFL+1)	Plus 3 others (Humanities + MFL + 1)
= 9	= 10

2 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.

3 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.

4 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.

5 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.

6 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.

7 Q Is it possible to study two foreign languages at GCSE?

A Yes, some students choose French and Ivrit or Ivrit and Spanish, but only if **both** subjects were studied in Year 9 to a satisfactory level. In exceptional circumstances, some students study both French and Spanish. The second language chosen would be put down as your child's option subject.

- 8 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 – particularly from Russell Group universities - tend to look favourably on those students who have studied a foreign language at GCSE when considering whether to offer a student the opportunity to study at their university.
- 9 Q ***Are students able to choose both Geography and History?***
 A Yes. The second Humanities subject chosen would be put down as your child's option subject.
- 10 Q ***What qualifications are needed for Sixth Form?***
 A All students currently on roll at JFS are offered a place to study at the JFS Sixth Form, should they wish to do so. However, individual courses have specific entry requirements. The school is aware that not all students gain level 6s and above in their GCSE and an A level pathway may not be appropriate. Students, therefore, also have the opportunity to study vocational courses at both level 2 and level 3, which require lower entry requirements.
- 11 Q ***I have heard about the English Baccalaureate. 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 a directive from the Government that by 2026, 75% of students will be eligible for the EBacc.
- 12 Q ***My child is getting very low scores in languages; do they have to take a language?***
 A No, students who are attaining lower than a percentage score of 25% in their language subjects (based on the December 2024 data) do not have to take a language and may wish to consider taking a second optional subject.
- 13 Q ***My child has a specific learning difficulty; do they still have to do a Humanities subject?***
 A For the vast majority, a humanity subject will still be an appropriate route to take. For a very tiny minority of students, a discussion with Mrs Edwards would be recommended who can advise a more suitable route.
- 14 Q ***My child wants to do two creative subjects but is getting 5's or above in their language subjects. Can they drop a language?***
 A For students who are able, we expect them to take the EBacc route. This may mean, for some, they cannot do two Optional subjects. Our reasons are so that students:
- a) Maintain breadth of curriculum
 - b) Follow government guidance in maintaining a range of subjects
 - c) Keep future options open as interests may change
 - d) Some interests can be followed through other paths not just GCSEs

Once students have made their choices, we will review all options to check that EBacc is covered and, if not, that there are sound and/or exceptional reasons for this.



CORE SUBJECTS

All students must take:

GCSE English Language & Literature

Jewish Education (RS)

GCSE Mathematics

Core Physical Education

GCSE Science (Double or Triple)

GCSE English Language & English Literature

Exam Board: AQA

Course Code Language: 8700

Course Code Literature: 8702



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 (pass/merit/distinction) 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 '1 to 9' grade, with 9 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.

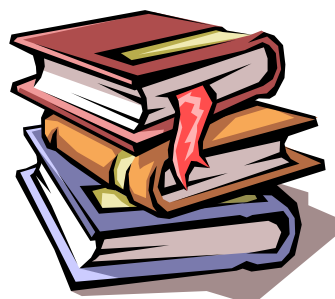


GCSE English Literature

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.



Subject Leader: Mrs Wynn

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, War 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.

Subject Leader: Ms Keene and Rabbi Baigel

GCSE Mathematics

Exam Board: Edexcel (Higher) and AQA (Foundation)
Course Code: 1MA1 (Higher) and 8300 (Foundation)

 **Pearson | Edexcel**

AQA 

The course will be taught over three years due to the amount of content within the syllabus.

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 GCSE requires '*the coverage of broader and deeper Mathematical content*'.
- Students will be expected to memorise and recall 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.



Subject Leader: Ms Halai

Core Physical Education

Key Stage Four core PE in Years 10 and 11 involves a step away from the traditional curriculum of Key Stage Three with a new focus on healthy active lifestyles at JFS and beyond.

Students who are not studying GCSE PE or Dance are involved in a rotation of activities designed to help each student find an activity they enjoy and could easily access in adult life outside of school.

These activities include;

- Five-a-side Football Tournament
- Netball Tournament
- Weight Training
- Yoga
- Body Work / Aerobics
- Boxing
- Parkour / Tag
- Trampolining
- Athletics

Students studying GCSE PE or Dance use the core PE lessons to develop skills and progress towards their practical assessments. PE students rotate around competitive sports gaining grades in each while Dance students develop their knowledge of set pieces and their own choreography. Cambridge Nationals Sports Studies students take part in normal core PE lessons.



We encourage students who have a keen interest in sport and the science behind performance to consider the additional GCSE PE or Cambridge Nationals Sports Studies options. Please note, core PE does not lead to a qualification.

Subject Leader: Mr J Hampson

GCSE Science

Exam Board: Edexcel

Course Codes: 1SC0, 1BI0, 1CH0 and 1PH0



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.

Please consider your decision carefully as students are not able to change their chosen option in either direction after submitting their choices.



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 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 high grade 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.

Subject Leader: Ms Karydis and Ms Pendakis

GCSE Science Courses

Exam Board: Edexcel

Course Codes: 1SC0, 1BI0, 1CH0 and 1PH0



	TRIPLE	COMBINED
	GCSE Biology GCSE Chemistry GCSE Physics	GCSE Combined Science
Syllabus numbers	1BI0, 1CH0 & 1PH0	1SC0
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 (100 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 '776', grades)	YES (If you gain a minimum of '77' grade)
Setting	There will usually be a maximum of four classes of students studying Triple Science, but this will be determined by the number and quality of applicants in a given year group.	Band 1 and 2

All students will have access to the full range of the 9-1 GCSE grades.



HUMANITIES

All students should choose:

GCSE Geography

And/or

GCSE History

GCSE Geography

Exam Board: Edexcel
Course Code: 1GB01



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 IT 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:

<p>Component 1 Global Geographical Issues</p> <p>37.5% of total GCSE</p> <p>1.5 hour exam</p>	<p>Hazardous Earth: Tectonic Hazards: The earth's structure, causes, impacts and management of earthquakes, tsunamis and volcanoes. Climate Change: Long term geological climate change and natural causes of climate change. Impacts of the modern warming era on people and the environment. Weather Hazards and Climate Change: Global atmospheric circulation, causes, impacts and management of tropical cyclones in the developed and developing world.</p> <p>Development Dynamics: Development: Investigating issues of under development. Emerging Economies: Globalisation, TNCs, FDI and conflicting views about industrialisation and globalisation on different groups. Focus on India.</p> <p>Challenges of an Urban World: Global trends in urbanisation, mega cities, rural to urban migration, regeneration, planning issues. Focus on Rio de Janeiro, Brazil.</p>
<p>Component 2 UK Geographical Issues</p> <p>37.5% of total GCSE</p> <p>1.5 Hour exam</p>	<p>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.</p> <p>The UK's evolving human landscape: UK economic change. Regeneration and rebranding in urban areas of the UK. Including deindustrialisation and rebranding schemes in cities such as London Olympics. Migration.</p> <p>Geographical investigations: Fieldwork in a physical environment – Rivers (Epping Forest) Fieldwork in a human environment – Regeneration (London Olympic Site, Stratford)</p>

Component 3 People and Environmental Issues – Making Geographical Decisions 25% of GCSE 1.5 Hour Exam	People and the Biosphere The relationship between people and biomes such as the Arctic tundra.
	Forests under Threat How biomes such as the rainforests work, threats and management solutions for the world's biomes.
	Consuming Energy Resources Global trends in energy use, oil use and international relations, future and solutions.
	Making a Geographical Decision An unseen booklet on an energy issue routed in either the tropical rainforest or the taiga forests.

Assessment

For each unit we will model revision strategies from note taking, memorising to practice exam questions. You will be given revision notes for each unit – you may use these to memorise from or write your own. 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. 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



Subject Leader: Mrs L Williams

GCSE 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:

Students will explore 1000 years of history, broadening their chronological understanding. The course will also give students the opportunity to study both modern and early modern history in more depth, 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 law.

Subject Leaders: Ms Kaye



MODERN FOREIGN LANGUAGES

Students who have achieved a level 4 or above in the Autumn Term of Year 9, are expected to take a Modern Foreign Language at GCSE:

GCSE French

And/or

GCSE Ivrit

And/or

GCSE Spanish

GCSE 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	Listening	Speaking	Writing
Examination	Examination	Examination	Examination
25%	25%	25%	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

With the current global economy and the political climate more than ever showing the need for communication with other countries around the world, career opportunities at home and abroad increasingly demand a working knowledge of another 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.

Subject Leader: Mr D Sonenfeld

GCSE 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 unpunctuated 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 GCSE consists of four parts:

Reading	Listening	Speaking	Writing
Examination	Examination	Examination	Examination
25%	25%	25%	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.



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 country 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.

Subject Leader for Ivrit: Mrs J Maurer

GCSE Spanish

Exam Board: Edexcel
Course Code: 1SP0



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, and 8 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:

Reading	Listening	Speaking	Writing
Examination	Examination	Examination	Examination
25%	25%	25%	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

With the current global economy and the political climate more than ever showing the need for communication with other countries around the world, especially the United States and 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.

Subject Leader: Mr D Sonenfeld

i/c KS4 Spanish: Mrs E Eljarrat



OPTIONAL SUBJECTS

All students should consider choosing one of:

GCSE Art and Design

GCSE Computer Science

GCSE Food Preparation and Nutrition

GCSE Drama

GCSE Music

GCSE Physical Education

GCSE Dance

GCSE Photography

GCSE Business Studies

GCSE Art & Design

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	Unit 2: Externally set assignment in Art and Design
Internally set and marked and assessed through controlled assessment.	Externally set theme and internally marked.
80 marks	80 marks

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

GCSE Computer Science

Exam Board: OCR
Course Code: J277



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

Aims

Computers are one of the most valuable tools used in all industries and it is important for anyone wanting a modern job to learn how to understand and instruct a computer. Programming is the practice of being able to control what a computer does to make lives easier and more efficient.



This GCSE enables students to develop their programming ability as well as their understanding of modern technology. Students will not only gain invaluable programming experience but a strong foundation in problem-solving skills, useful throughout their lives.

GCSE Computer Science is a subject that combines the practicality of finding solutions with the creativity of designing and implementing them. Students will get experience analysing problems using computational terms and looking at how they apply in the real world.

Course Content

This two component course is designed to give students an in-depth understanding of how computer technology works and the practical skill of programming in Python. The final grade is based on two written examinations at the end of year 11.

Component 01 – Computer Systems

This unit covers three main sections:

- Computer Hardware
- Networks
- Ethical, legal, cultural, and environmental concerns

Each topic gives an in-depth understanding of how the technology around us works

Component 02 – Computational thinking, Algorithms and Programming

In this unit students build upon their python knowledge from year 9. Students will learn more about the advanced features of python as well as developing their problem-solving skills. Students will also cover some of the more theoretical side of programming such as translators and binary representation.



Assessment

Component 01 – Computer Systems	Component 02 – Computational thinking, Algorithms and Programming
1 hour 30 minutes Written paper	1 hour 30 minutes Written paper
50% of total GCSE.	50% of total GCSE.

Career Information

The increasing importance of information technologies has led to a high and continually growing number of well-paying jobs due to a lack of qualified professionals in this field. Even if you do not plan to take Computer Science past GCSE the course is an excellent preparation for those who want to study or work in areas that rely on the skills that will be developed, especially when applied to technical problems. These areas include, but are not limited to, engineering, finance, resource management, all sciences and medicine.

Subject Leader: Mr O Waring

GCSE Food Preparation & Nutrition

Exam Board: AQA
Course Code: 8585



Aim

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 units in this course:

Written Exam	Non-exam assessment (NEA)
Food preparation and nutrition assessment based on theoretical knowledge of food preparation and nutrition.	Task 1: Food investigation (30 marks) Task 2: Food preparation assessment (70 marks)
1 hour 45 minutes (100 marks) 50% of overall GCSE	(100 marks) 50% of overall GCSE



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.



NOTE: This option is ideal for all those students who are currently following a Year 9 Foundation Course in Food Preparation and Nutrition. If you are not, then it is extremely important that you talk to Ms Connolly who can provide you with catch-up work for over the Summer holidays.

i/c KS4 Food Preparation and Nutrition: Ms M Moore

GCSE 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
- Become more confident as a student who can articulate well and has the ability to approach difficult subjects in society.
- It is much more about learning about oneself and others than about an innate talent to perform and communicate with an audience, although the skills for this will be studied together.



Course Overview

YEAR 10		
Autumn term	Spring term	Summer term
Learn dramatic techniques and styles. See live performance. begin to work on first practical piece which is devised work/ (Displaced People).	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	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 “Blood Brothers”.

YEAR 11		
Autumn term	Spring term	Summer term
<p>Feedback on research achieved over the summer.</p> <p>Read through set text "Blood Brothers" and look at how to respond to this for the written examination. In new groups, decide what script to perform for our final performance examination.</p> <p>Study "Blood Brothers" 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.</p>	<p>Work on, and perform, final practical examination. We need to have two key scenes performed from this scripted play. It is "The Crucible" by Arthur Miller</p>	<p>Revision for the written examination.</p> <p>Our written examination in Year 11 will have three sections.</p> <p>A – Multiple choice questions (4 marks)</p> <p>B – Questions on The Crucible/Blood Brothers (46 marks)</p> <p>C – Questions on live theatre. (30 marks)</p> <p>It will be 1 hour 45 minutes in total and worth 40% of GCSE / 80 marks</p>

Devised theatre - 40% of GCSE

The devising log – Marks out of 60. This should be written comprising of up to 2,500 word and composed of three sections which will be exemplified by showing how to create suitable material for each section:

Section 1	Section 2	Section 3
<p>Response to a stimulus – explain your initial ideas, aims and intentions.</p> <p>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.</p>	<p>Development and collaboration – discuss how you developed your piece.</p>	<p>Analysis and evaluation – analyse how your skills improved and how they shaped the outcome.</p>

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 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.



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)

Career Information

GCSE Drama is suitable for students who are interested in careers involving communication, such as teaching, public relations, the media, law 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.



Subject Leader: Ms N Kaufman

GCSE 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 & Appraising – 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 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 concerts, trips and musical activities that take place during the School year.

You must already be learning an instrument and you are expected to have instrumental 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

GCSE Physical Education

Exam Board: Edexcel
Course Code: 2PE01



Note – Students may only choose one PE-based course i.e. GCSE PE or Cambridge National Certificate in PE or GCSE Dance.

Course Breakdown

60% Theory + 30% Practical + 10% Coursework



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.

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%)

Component 2: *Health and Performance*

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



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
- Athletics
- Netball
- Tennis
- Badminton
- Cricket
- Trampolining
- Volleyball
- Basketball
- Swimming (optional)
- Handball
- 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 J Hampson

GCSE 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	Component 2: Dance Appreciation (40%) – Written examination
Performance (30%) <ul style="list-style-type: none">• 2 Set phrases through solo performance (one minute in duration each) and• Duo/trio performance (three and a half minutes in duration)	<ul style="list-style-type: none">• Knowledge and understanding of choreographic processes and performing skills• Critical appreciation of own work• Critical appreciation of professional works.
Choreography (30%) <ul style="list-style-type: none">• Solo or group choreography	

Please note that students may not pick multiple PE examined courses. If wishing to study a PE-based course, students must choose between GCSE PE, Cambridge Nationals Sports Studies and GCSE Dance.



i/c Dance: Mrs V Hammill

GCSE Photography

Exam Board: AQA
Course Code: 8206



Aims

Vibrant and dynamic, this course gives the freedom to learn GCSE Photography in ways that are both creative and technical to develop photographic images in response to imaginative ideas, whilst equipping you with the skills to continue the subject with confidence at A-level and beyond. GCSE Photography is a coursework based qualification with no final written papers.



Course Content

This course is ideally suited to organised and imaginative students with a keen interest in photography. The programme provides students with a range of exciting and stimulating opportunities to develop and explore their personal interests through their photography. Students will learn the creative and technical use of camera techniques and image manipulation to present portfolios of work with a range of observational, experimental and motivating photographic images which demonstrate a real engagement with the subjects explored.

The coursework is divided into two main components of work. Component 1 is a personally selected project worth 60% of the final grade with component 2 being an externally set project which is worth 40% of the final grade. The projects are based on broad themes which act as starting points for students to develop their own responses which are recorded and presented in portfolios, photo-books and mounted images. The structure of the coursework supports and guides students through the development of their work from ideas, planning and research to development, experimentation and presentation.



Assessment

AQA GCSE Art and Design - Photography is made up of two coursework units:

Component 1: Personal Portfolio (60%)	Component 2: Externally set assignment (40%)
Internally set and marked.	Externally set theme and internally marked.
96 marks	96 marks
There is no written exam	

Both units are assessed using four assessment objectives:

- AO1: Develop ideas through investigations, demonstrating critical understanding of sources.
- AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.
- AO3: Record ideas, observations and insights relevant to intentions as work progresses.
- AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

Work will be externally moderated by AQA.

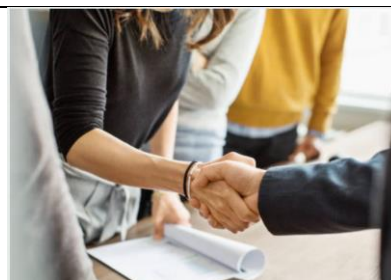
Career Information

A study of photography can lead to careers in various photographic areas such as: portrait, fashion, commercial, journalism, sports and visual arts. Other careers where the skills developed on this course are useful are: film and media, graphics and web design, medical illustrator, police photographer, marketing and many others. At JFS school students have the opportunity to progress onto A Level photography and later apply directly to similar university courses.

i/c Photography: Mr A Miguez

Exam Board: Edexcel

Course Code: 1BS0



Aim

Business is a dynamic and broad subject, providing real world application to enable students to access and interpret the world around them.

The course aims to provide assessment that enables students to know and understand business concepts then apply them in various contexts ranging from different scopes and scales. They will learn about how businesses make decisions and solve problems using data and information



Content

The course covers the full range of business topics to introduce students to all business functions. These are split into two “Themes”.

Theme 1: Investigating small businesses

In this theme, students will be introduced to local and national business contexts and will develop an understanding of how these contexts impact business behaviour and decisions. Local contexts refer specifically to small businesses or those operating in a single UK location and national contexts relate to businesses operating in more than one location or across the UK. The topics range from the concept of Enterprise and Entrepreneurship to understanding how the business environment influences a businesses decision making.

Theme 2: Building a business

In this theme, students will be introduced to national and global business contexts and will develop an understanding of how these contexts impact business behaviour and decisions. National contexts build on those in Theme 1 and relate to businesses operating in more than one location or across the UK. Global contexts relate to non-UK or transnational businesses. The topics range from business growth models and looking at the functional areas of business (Marketing, Finance, Human Resources and Operations)

Assessment

The GCSE is assessed using two terminal assessments with equal weighting.

Theme 1 Investigating small business

1 hour 45 minute written paper
50% of total GCSE

Theme 2 Building a business

1 hour 45 minute written paper
50% of total GCSE

Career Information

Students can progress from this qualification to a number of different academic and vocational qualifications at Level 3, including GCEs in Business, History, Geography, Economics and Psychology and BTEC Nationals in Business.

The knowledge and skills gained from GCSE Business support students' entry into employment or other training in specific aspects of business, such as apprenticeships and vocational qualifications which focus on more specialised business areas.

GCSE Business provides a strong foundation for employment, with students progressing, with further training, to a wide range of careers training such as banking, sales, product management and general management.

Subject Leader: Mr S Dulberg



VOCATIONAL (APPLIED LEARNING) SUBJECTS

BTEC Product Design

Cambridge National Certificate in Sports Studies

Cambridge National Certificate in Child Development

Why choose BTECs | CNATs?



BTECs | CNATs are a different way of learning – **you learn by doing**. Rather than testing everything together at the end, BTECs are tested throughout the course using assessments based on real-life scenarios. This practical approach allows BTEC learners to develop and apply the knowledge and skills that employers and universities are looking for.

However, this way of learning doesn't suit everyone. Please be aware that ALL work produced on BTEC courses counts towards your final grade. Therefore, the pace of lessons is high and there are constant deadlines to submit work to throughout the two-year course.

You can study BTECs alongside your GCSEs to explore different subject areas that really interest you. Please note that BTECs | CNATs are the equivalent of a GCSE but are graded in a different way.

BTEC Tech Awards in Art & Design Practice (Product Design)

Cambridge National Certificate (Childhood Development and Sports Studies)

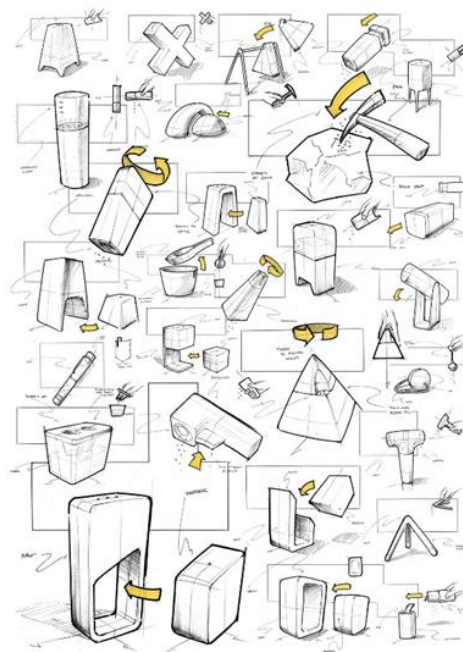
BTEC Product Design

Pearson BTEC Tech Award Level 1/2 in Art & Design Practice
(equivalent to 1 GCSE)



Introduction

This course is for learners who want to develop sector-specific applied knowledge and skills through vocational contexts by investigating, exploring and creating Product Design work as part of their Key Stage 4 learning. The qualification enables learners to develop skills across a range of art, design and technology practices using a combination of practical exploration, experimentation and realistic vocational contexts.



Two Year Course Overview

This extremely demanding course comprises of **two** main components:

Year 10 - Component 1: Creative Practice in Art and Design

In this component, you will develop practical research and investigation skills which will enable you to gain an understanding of how artists and designers produce work for a specific purpose. You will then apply practical ideas-generation techniques and learn how to visualise and record your ideas in different ways. You will develop practical art and design skills and explore techniques in order to communicate your creative intentions. You will have the opportunity to work across a range of media used in art and design practice. Taking part in workshops and classes, you will develop and practise skills with materials, techniques and processes. Throughout your skills development, you will review your progress and consider how you can make improvements. You will then learn how to communicate your progress and outcomes to show your skills development.

Exam board set task worth **60%** of the course (externally moderated)

Year 11 - Component 2: Responding to a Brief

In this component, you will interpret a creative brief that is asking you to produce specific art or design work for an identified audience. You will use your skills to understand the constraints and the requirements of the brief. You will use planning and organisation skills to ensure that the work can progress and develop in a structured way. You will ensure that the work meets the requirements of the brief by continually reviewing your work. Finally, you will present the work in an appropriate format, in order to communicate the development of your work and the final response.

Exam board set task worth **40%** of the course (externally assessed)

Skills and Attributes Required

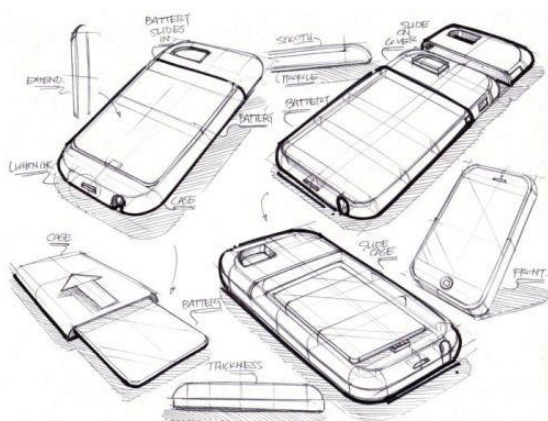
Due to the extremely demanding nature of the design and make tasks needed to complete this course, learners should be prepared to work consistently hard throughout. Every piece of work that is completed is submitted for one of the two components. Therefore, there is no opportunity for learners to take their foot off the gas!

Learners should demonstrate consistently high levels of **DT capability**, including;

- practical problem solving, independent learning and time management skills
- creative thinking (making connections, envisaging what could be)
- communication skills through a combination of clear sketches and detailed annotation
- high quality making skills adhering to Health & Safety rules of the workshop

and above all:

- **Resilience – *I learn from the mistakes I make***



Progression Pathways

This course is ideal for all creative learners that wish to progress onto Level 3 Art & Design, Design Technology or Media related courses at JFS, including;

- A level DT or Art & Design
- BTEC Level 3 Art & Design
- BTEC Level 3 Creative Digital Media Production

Who should I talk to?

It is strongly advised that anyone interested in this option speak to **Mr Attwood, Subject Leader for DT**, in order to discuss the demands of this course. Applications from Year 9 Product Design students are encouraged as they have already undertaken a foundation course in the desired skills and techniques required to succeed.



Want to find out more about BTECs in Creative subjects?
Learn more at btecworks.com/creatives

OCR Level 1 | 2 CAMBRIDGE NATIONALS SPORTS STUDIES

Exam Board: OCR
Course Code: J829

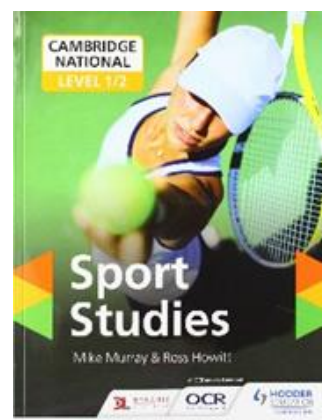


Note – Students may only choose one PE-based course i.e. GCSE PE or CNAT Sports Studies or GCSE Dance.

Introduction

The course provides an engaging and relevant introduction to the sporting world. It incorporates important aspects of the industry and enables students to develop and apply knowledge whilst furthering their practical, communication and technical skills.

Each unit of study offers students different opportunities to develop their knowledge and understanding of the practice and theory behind the modern day sporting world.



Course Content and Assessments

There will be three units studied through the two years, each offering you different opportunities to develop your knowledge and understanding of the theories behind the modern day sporting world.

Unit R184: Contemporary Issues (Externally Assessed) – 40%

This is split into four sections.

- Issues, which affect participating in sport.
- The role of sport in promoting values.
- Understanding the importance of hosting major sporting events
- Knowing about the role of the national governing bodies.

Unit R185: Sports Leadership – 30%

Students will learn how to plan a coaching session in detail, in a sport of their choice. They will then deliver this to their peers. They will review their session and pick out their strengths and weaknesses. Finally, they will have to put an action plan together on how to improve.

Unit R186: Media In Sport – 30%

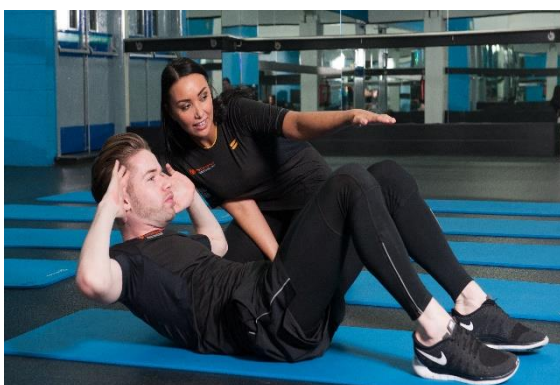
Students will understand the basic singular forms of Media such as Newspapers, Internet, Television and Radio. You will explore both the Positive and Negative impacts media can have on a variety of sports

Skills and Attributes Required

There are three learning aims per unit and the progress through the content is fast therefore the students should be prepared to work consistently hard throughout. Every piece of work that is completed is evidence for an individual unit, therefore, there is no opportunity for learners to take their foot off the gas!

To be successful, learners should demonstrate consistently high levels of;

- Sporting Knowledge – of two/three different sports in performing, coaching and officiating pathways
- Analysis and Justification Skills – to evidence their depth of understanding in relation to each assignments requirement
- Research and Independence Skills – to source information and accurately apply it into their coursework
- Team work and Communication Skills – in sharing ideas, demonstrating skills and creating sporting activities



Progression Pathways

This course is ideal for those with a genuine passion for sport and interest pursuing a career in the topic. It links well to the following courses;

- A Level Physical Education
- BTEC Level 3 Sport

Who should I talk to?

It is strongly advised that anyone interested in this option speak to **Mr Hampson– Subject Leader for PE** in order to discuss and understand the demands of this course.



Want to find out more about CNATs in Sport?

Learn more at

<https://www.ocr.org.uk/qualifications>

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	Child Observation Study	Written paper
60 marks	60 marks	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 C Silver



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.

Students who have achieved a predicted grade of 5 or above in the Autumn Term of Year 9, are expected to take a Modern Foreign Language at GCSE. This will leave you with one option choice. For those not taking a Modern Foreign Language, you will have two option choices.

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 subject and 2 other options.
- If you are interested in one of the alternative choice programmes, you should also indicate this on your online form. This will be appropriate for a few students for whom routes A and B may not be appropriate.

Indicating your choices

Students will make their choices via an online system. Details for how to complete this process will be made available on **27th February 2025**.

All choices should be made via the online form which will be emailed to you. Changes can be made up until the final deadline, which is **Friday 14th March 2025**.

Any changes required after this date will be made in consultation with the Key Stage Three team. Requests for changes cannot be guaranteed.