



## CHOOSING YOUR GCSE OPTIONS

Which way now?



# An Introduction from the Headteacher



## CHOOSING YOUR OPTIONS

This booklet is the guide for your last years at The John Fisher School. We hope it informs you about the subjects you have to study and how to choose the ones which you want to continue. Use the booklet to help you make your choices and keep it safely to refer to.

When you have chosen all your options, check that you have chosen subjects that will keep every future option open to you. In the past students have fallen into a trap of selecting a subject because of a particular teacher or the fact that some of their friends were opting for the subject. Friends and teachers change. Your future is forever.

Sometimes, it isn't possible for you to be given your first choice; the timetable won't allow it, or perhaps there are not enough students who have chosen to study a subject.

As a school, we always endeavour to do our best to ensure you have the courses best suited to you.

The decisions you make now will affect your future. Think and choose carefully with good reasons.

Sincere best wishes.

P E McCullagh





## MAKING YOUR DECISIONS

### Compulsory element or 'core curriculum'

As a Catholic School we require that you study Religious Education. You will also study the compulsory core National Curriculum subjects of English, Mathematics and Science. You will continue to have one period of Physical Education and one session of Games a week.

### Choosing your option subjects

- Research all your options before you make a decision
- Carefully read what each option subject studies and the assessment requirements
- If you have a firm career idea, choose subjects you will need to meet the entry requirements for the post-16 opportunities that interest you (further education, higher education or an apprenticeship)
- If you don't have a firm career idea, choose subjects that will give you plenty of choice when you go onto further education.
- Do not be afraid to ask for help and advice. Family, friends and teachers can all be really helpful.

### Do choose a subject because:

- You are good at it and you think you will enjoy the subject.
- It goes well with your other choices.
- You think you might want to study it post-16.
- It links to a career idea.
- It helps to give you lots of choice post-16.

### Do not choose a subject because:

- You think it will be easy.
- You like the teacher who teaches you now.
- Your friends have chosen it.
- Someone else thinks that it is a good idea.
- You did not have time to research your options properly.

### RSE / PSHE/ Citizenship programme

In Year 10 and 11 this is delivered through an assembly programme, through form time and through collapsed days. The Religious Education department run the Virtues programme in a single period per fortnight.

# The GCSE Option Process



## HOW TO CHOOSE?

### What subjects should I choose?

You will be able to choose some of the subjects you study. You must choose **one** subject from:

- Option Block A
- Option Block B
- Option Block C
- Option Block D

Please click on "Options table" for the subject blocks. This can be found on the left-hand side of this page.

### How to choose

Before making any decisions you will need to thoroughly read this document to make sure you have all the information you require. Once you have decided on this you can complete your options by:

1. Looking at the Options table to see if your subjects fit
2. Click the link to take you to the option form.

**Options Table  
and Submission  
Form** >

### Important Notes

1. If you choose BTEC Sports you cannot choose GCSE Physical Education.
2. If you choose BTEC Business Studies you cannot choose GCSE Business Studies.
3. If you choose BTEC Media Studies you cannot choose GCSE Media Studies
4. If you choose Double BTEC Sports Studies you must also choose one of the BTEC Single Sports Studies options.
5. You can not choose two subjects in the same block, these lessons run at the same time, this would mean you would need to be in two places at the same time.

### Access to Learning Support

Students with Special Educational Needs and Disabilities have access to a broad and balanced curriculum. Any queries about your son's options choices, please email: Mrs Kenny  
e.kenny@johnfisherschool.org

# What if I need to find out more?



## FREQUENTLY ASKED QUESTIONS

### Why do I need to make a reserve choice?

We have been able to develop our GCSE curriculum to include a breadth of choice. We do anticipate that some subjects will be popular. Students must therefore be aware that it is important to choose a reserve subject. Hopefully this will not be needed but you should choose a reserve knowing that you could be studying this subject.

### Can I change my mind about an option subject?

Up until October half term we can accommodate changes if deemed absolutely necessary.

Any request for a change would need to be put in writing by parents/carers and you will need to have spoken to both the teacher of the subject you want to change from, and the subjects you want to change to.

### What is a BTEC Level 2 course?

A BTEC course is a vocational course assessed principally through coursework and is therefore more suited to students who prefer this method of assessment. It is graded Pass, Merit, Distinction and Distinction Star. All BTECs have GCSE equivalence. A single BTEC qualification at Level 2 Pass will count as 1 GCSE at grade 5 (or above). All Level 2 BTECs have external examinations which amount to 25% of the course.

### Is there a limit to the number of BTECs my son can take?

We recommend a maximum of two BTEC subjects.

### Why is the school offering BTEC Sports as a double option?

We believe that the BTEC Sports taught as a double option offers the best progression onto our popular and successful Sixth Form course, BTEC in Sports Science.

# What if I need to find out more?



## ONLINE RESEARCH

### Use the Internet

[www.nationalcareerservice.direct.gov.uk](http://www.nationalcareerservice.direct.gov.uk)

- Profiles on over 800 jobs with links to relevant GCSE subjects and career path progression.

[www.futuremorph.org](http://www.futuremorph.org)

- Gives you opportunity to look into your future and see where studying science, technology, engineering or maths (STEM) could take you.

[www.icould.com](http://www.icould.com)

- Use the “career” icon to find out what jobs could suit you and check out the links between subject choice and career.

You can also do some independent research and find out about A-level courses at our school, college courses around the area, university courses and jobs you might like to consider for the future. [www.careerpilot.org.uk](http://www.careerpilot.org.uk)

### Post 18 Choices and Higher Education

[www.ucas.com](http://www.ucas.com)

- Click on the Undergraduate tab to explore the range of courses available at university and entry requirements. Click on the Further Education Post 16 Choices tab to find career ideas related to subjects you like.

### Apprenticeships

[www.apprenticeships.gov.uk](http://www.apprenticeships.gov.uk)

- Everything you need to know about going into an apprenticeship after GCSEs.

### Jobs and Careers

Seek further advice on your future job ideas by speaking to your teachers or Mr Sakabuth, our Careers Coordinator.



## SCHOOL RESEARCH AND HELP

Careers education is delivered within the PSHE programme in Years 8, 10 and 11. The careers programme places emphasis on managing the changes, choices and transitions that will affect future education, training, work and life as an adult.

Careers Education and Guidance (CEG) is now recognised as part of a national framework and must include the three key areas of: Self Development, Career Exploration and Career Management.

In addition to this, the programme incorporates the new national guidelines for work related learning. As part of PSHE in Year 8, students are introduced to careers where they get to use a web based computer programme “The Real Game”. It offers an insight into a variety of careers and how every career choice affects lifestyle and money management.

In Year 10, students take part in work placements for two weeks to get some valuable work experience and start creating a CV.

**By the end of Year 11, students should be able to:-**

- Understand themselves and develop their capabilities.
- Recognise their available options and the directions they may wish to take in their career.
- Find out about careers and the opportunities there are.
- Develop a career action plan.

Students can access high quality and up-to-date careers information from the Careers Library in the LRC. We have a Careers Advisor available to all students and by Year 11, **ALL** students would have had an opportunity to have a chat with the advisor.

Mr A Sakabuth – Careers Coordinator



# THE CORE KEY STAGE 4 CURRICULUM



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# English Language & Literature (2 GCSEs)

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## Why is this course important?

Excellent written and verbal communication skills are vital to every future course, career path and avenue in life. The skills that you acquire and refine in English, will ensure that you feel connected to the world in which we live.

## What will I learn?

### Literature component:

You will study:

- A Shakespeare play (Macbeth)\*
- Contemporary poetry (Power and conflict)\*
- A pre-C19th novel (Jekyll and Hyde)\*
- A modern play (An inspector Calls)\*

\*Texts subject to change\*

**Language component:** You will engage with fiction and non-fiction texts on a specific theme. You will be required to analyse the language of structure of these texts and use this as a stimulus for their own pieces of creative writing.

## How is the course assessed?

**Literature component:** 100% of this course is assessed in two, 2 hour external exams.

Unit 1 - (50%) Exploring Modern and Literacy Heritage  
Unit 2 - (50%) Exploring Poetry and Shakespeare

**Language component:** 100% of this course is assessed in two, 2 hour external exams. Speaking and Listening will be assessed internally but the grade will not contribute to the student's overall examination percentage.

Unit 1 - (50%)  
Explorations in creative reading and writing  
Unit 2 - (50%)  
Writers' viewpoints and perspectives

## Where will it take me?

The knowledge gained will give you a greater insight into some of the greatest thinkers of all time. The skills of will set you up for almost any career, but specifically lend themselves to careers in journalism, law, the arts and the media.



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Specification** >

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## Why is this course important?

This course encourages students to develop confidence and a positive attitude towards numeracy and allows them to recognise the importance of maths in their own lives and to society. This qualification prepares students to make informed decisions about the use of technology, the management of money, further learning opportunities and career choices.

## What will I learn?

To develop your knowledge, skills and understanding of mathematical methods and concepts, including:

- Number
- Algebra
- Ratio, proportion and graphs
- Shape, space and measures
- Statistics
- Probability

## How is the course assessed?

All students will sit three examinations at the end of the course. Students will be entered for the Higher or the Foundation tier, based upon the tier that suits their mathematical ability. The Higher tier allows students to achieve up to grade 9, whilst the Foundation tier allows up to grade 5.

Students in set 1 will also complete work for the AQA level 2 certificate in Further Maths, an exam that they will sit at the end of Year 11, consisting of two papers. Students hoping to study Further Maths at A level will require this qualification.

## Where will it take me?

- **Creative careers:** Lighting designer, Photographer, Textiles.
- **Professional careers:** Architect, Engineer, Accountant, Statistician, Finance.
- **Vocational:** Electrician, Navigation, Carpentry, Plumber.
- **Personal:** Mortgage applications, Money Management



## Combined Science Specification >

### Why is this course important?

Science impacts on everybody's life; whether it is the food you choose to eat or the type of car you will drive. Combined Science provides the knowledge and skills that allow you to make informed decisions in an increasingly technological age. You can gain 2 Science GCSE grades with Combined Science. Gain up to a grade 9 on the higher tier exam, grade 5 on the foundation tier examination.

### What will I learn?

You will study units on Physics, Chemistry and Biology and their practical applications which will build on the work learnt in KS3. Practical investigations, experiments and research are all important aspects of the course.

A few topics that are studied are:

- Cell biology
- Forces, energy and waves
- Atomic structure and the periodic table
- Chemistry of atmosphere
- Atomic and electronic structure

### How is the course assessed?

Assessment is by external exams at the end of Year 11. These will include questions based on practicals that students must complete during the GCSE course.

There will be six papers: two Biology, two Chemistry and two Physics. Each will assess different topics

Duration: 1 hour 15 minutes each

Weighting: The papers are equally weighted. Each worth 16.7% of the grade and has 70 marks

Tiers: Foundation and Higher

### Where will it take me?

If you would like a career in medicine, veterinary science, child development, nursing or even engineering and electronics, then Combined Science will provide you with skills that underpin all these sectors.

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# Separate Science - Biology, Chemistry and Physics



**Biology  
Specification** >

**Chemistry  
Specification** >

**Physics  
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## Why is this course important?

Separate Science provides greater breadth of content and suits the more able students who enjoy Science and are keen to study more.

## What will I learn?

All three Sciences taught by a subject specialist. There will be GCSE grades for Biology, Physics and Chemistry. You will be studying the same content as Combined Science but in more depth and with some extra practical's that are a requirement.

- Physics (forces, waves, space physics etc.)
- Chemistry (atomic structure and period tables, quantitative chemistry, energy changes etc.)
- Biology (Cell biology, infection and responses, bioenergetics etc.)

## How is the course assessed?

GCSE Biology, GCSE Chemistry and GCSE Physics all have two, 1 hour 45 minutes papers and each paper is worth 50% of that subject.

Tier: Higher paper only at The John Fisher School

Each paper consists of multiple choice, structured, closed short answer and open responses. There are 8 required practical's per GCSE subject.

## Where will it take me?

Separate Science is the bedrock of essential careers such as medicine, dentistry and teaching. Other avenues where Separate Science is central to them are engineering, marine studies and the food and nutrition industry.



**Religious  
Education  
Specification** >

## Why is this course important?

This is an interesting course which includes looking at different opinions, discussing and debating real life issues. It involves delving into different philosophical and ethical issues as well as examining beliefs and practices in Catholic Christianity and Judaism. Studying religion is about people and their many perspectives.

## What will I learn?

This syllabus addresses the subject of Catholic Christianity from both ethnical and theological viewpoints, in addition to this there is also a study of Judaism. Topics include:

- Origins (Foundational Catholic theology)
- Good and Evil (Foundational Catholic theology)
- Beliefs and Teachings (Judaism)
- Practices, Festivals, Rituals (Judaism)
- Life and Death (Applied Catholic theology)
- Sin and Forgiveness (Applied Catholic theology)

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## How is the course assessed?

Each candidate will be assessed by two, 1 hour 30 minutes examinations and one, 1 hour examination in Judaism.

Assessment criteria includes:

- RS1: Demonstrate key elements of Catholicism, including beliefs, practices, sources of authority and organisation.
- RS2: Understand the effect of Catholicism on individual or corporate moral behaviour, attitudes, social practices and lifestyles.
- RS3: Be required to produce evidence and arguments to support and evaluate points of view.

## Where will it take me?

You could go on and study A-levels in this subject. If you want to work in a career which works with people then RE is perfect! For example, working in the Police, teaching, the medical profession, law and the armed forces.



# THE OPTIONS KEY STAGE 4 CURRICULUM

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**Ancient  
History  
Specification** >

## Why choose this course?

Ancient History will help learners develop their understanding of the ancient world and the legacy of the ancient world in the development of today's society. By taking GCSE Ancient History students will also: develop the skills of asking questions; argue valid claims by using a range of sources; identify between myth and fact and evaluate the utility and reliability of sources to enable substantiated views of the ancient worlds.

## What will I learn?

### **Component 1: Greece and Persia**

- The Persian Empire 559-465BC
- Alexander the Great 356-323BC

### **Component 2: Rome and its neighbours**

- The foundations of Rome: from kingship to Republic 753-440BC
- Britannia; from conquest to province AD43- c.84

## How is the course assessed?

This course consists of two papers.

### **Paper 1: Greece and Persia**

- 1 hour 45 minutes (100 marks (+5 for literacy) / 50% of GCSE)

### **Paper 2: Rome and its neighbours**

- 1 hour 45 minutes (100 marks (+5 for literacy) / 40% of GCSE)

\*Please note that students **are able to** take both GCSE History and Ancient History. Ancient History counts as a Humanities option for those wishing to achieve the English Baccalaureate (Ebacc).

## Where will it take me?

You'll learn a range of skills that will help you with your future. For example communication and writing skills, how to construct an argument and how to select evidence. Ancient History is useful for a career in law, journalism, teaching, charities, architecture, heritage, nature conservation, libraries and local and national politics.

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## Art and Design Specification >

### Why choose this course?

Art is an important subject in society today as many elements of our culture are visual and require us to think creatively. This course is suitable for students who are:

- Keen to develop their visual skills
- Creative, enthusiastic and imaginative
- Able to sustain an investigation
- Willing to experiment and take risks in their work

### What will I learn?

Students undertaking the Fine Art title are required to demonstrate the knowledge, skills and understanding set out to a relevant chosen title. Areas of study include:

- Drawing
- Painting
- Lens and light-based media (Photography)
- Mixed media
- Installation
- 3D and land art

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### How is the course assessed?

This qualification is a 100% non-exam assessment. This means both the portfolio and the Externally Set Task (question paper) are 100% internally marked and externally moderated.

#### **Component 1: Portfolio**

60% of GCSE

120 marks

#### **Component 2: Externally Set Task**

40% of GCSE

80 marks

### Where will it take me?

It will give you the qualifications to apply for jobs in the Visual Arts e.g. Fashion Design, Games Design, Film, Web Design, Set/ Costume Design, Animation, Illustration. The list is endless!



**Business  
Studies  
Specification** >

## Why choose this course?

Business Studies is concerned with the actions and decisions taken by firms and focuses on topics such as marketing, finance and management. It allows students to study how businesses function and looks at the work that various departments like HR carry out. Students will look at important decisions that businesses face in modern, competitive, and often global environments.

## What will I learn?

Topics include:

- Business in the real world
- Influences on business
- Business operations
- Human resources
- Marketing
- Finance

**Core  
Curriculum** >

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Curriculum** >

## How is the course assessed?

This course consists of two, 1 hour 45 minutes examinations worth 50% of the GCSE each. Both examinations are 90 marks each.

**Paper 1:** Influences of operations and HRM on business activity (business in the real world; influences in business; business operations and human resources)

**Paper 2:** Influences of marketing and finance on business activity (business in the real world; influences in business; marketing and finance)

## Where will it take me?

Business Studies continues in the Sixth Form in both the A Level and BTEC format. Many students continue to study Business Studies and go on to the top universities. The students can get involved in the Young Enterprise competition, where they run their own company.

# Business Studies (Enterprise) BTEC Award



**Business  
Studies BTEC  
Specification** >

## Why choose this course?

The BTEC Technical Certificate in Business Enterprise has been designed to address the needs of students who prefer to learn in a more varied and independent way. Students have the opportunity to develop skills to support them as they build confidence in a range of delivery methods, including presentations and written reports. The BTEC encourages personal development that no other course does, with students experiencing real business issues.

## What will I learn?

Topics include:

- **Component 1:** Exploring Enterprises
- **Component 2:** Planning for and pitching an Enterprise Activity
- **Component 3:** Promoting and Financing for Enterprise

## How is the course assessed?

- **Coursework:** Components 1 and 2 are assessed through coursework which will be taught like any other lesson. The difference to GCSEs is that all of the work completed in class counts towards your grade. Each of the units will be broken down in to a number of tasks.
- **Examination:** Students will sit one exam worth 33% of their total grade. This unit requires learners to analyse and interpret information in relation to an enterprise and to make recommendations on strategies to use to improve the performance of the enterprise.

## Where will it take me?

This BTEC provides a route to employment into the many diverse areas of business. These could include:

- Roles in specialist areas such as marketing, finance, customer service or human resources in large organisations
- A more generic role in a small local business

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## Computer Science Specification >

## Core Curriculum >

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### Why choose this course?

This qualification will enable students to develop valuable thinking and programming skills that are extremely attractive in the modern workplace, a deep understanding of computational thinking and how to apply it through a chosen programming language.

### What will I learn?

Topics Include:

- **Computer systems**  
1.1 Systems architecture, 1.2 Memory and storage, 1.3 Computer networks, connections and protocols, 1.4 Network security, 1.5 Systems software 1.6 Ethical, legal, cultural and environmental impacts of digital technology
- **Computational thinking, algorithms and programming**  
2.1 Algorithms, 2.2 Programming fundamentals, 2.3 Producing robust programs, 2.4 Boolean logic 2.5 Programming languages and Integrated Development Environments

### How is the course assessed?

#### **Computer systems**

Written exam paper: 1 hour and 30 minutes (50% GCSE)

The paper consists of multiple choice questions, short response questions and extended response questions.

#### **Computational thinking, algorithms and programming**

Written exam paper: 1 hour and 30 minutes (50% GCSE)

The paper consist of questions assessing students' ability to write or refine algorithms must be answered using either the OCR Exam Reference Language or the high-level programming language.

### Where will it take me?

Your computer science skills will be in high demand across many different industries. for example; Financial, Software, Hospitals, Communications and Multinational companies.



## Design and Technology Specification >

## Core Curriculum >

## Options Curriculum >

### Why choose this course?

Product Design students will be required to complete a range of projects leading to a single major project. Students are encouraged to learn from the local ethos, community and wider world, students identify needs and opportunities. They respond with ideas, products and systems, challenging expectations, where appropriate. They combine practical and intellectual skills with an understanding of aesthetic, technical, cultural, health, social, emotional, industrial and environmental issues.

### What will I learn?

Students will be able to design and make products with creativity and originality, using a range of modelling materials and graphics. Students will be enthused and challenged by the range of practical activities possible. Year 9 students will design and make a range of general products. Year 10 students make radios, MP3 and phone docking stations which are very popular.

### How is the course assessed?

The assessment is in two main sections: The Non-exam assessment project which is worth 50% and end of course exam 50%.

The Non-exam assessment (NEA), worth 50% of the total mark, will give students the opportunity to demonstrate designing and making skills. Assessment criteria:

- Identifying and investigating design possibilities
- Producing a design brief and specification
- Generating design ideas
- Developing design ideas
- Realising design ideas
- Analysing and evaluating

The second part of the course will be a written examination, worth 50% of the total mark.

### Where will it take me?

Continue this subject into A level. Jobs where this subject would be useful include: art directors; furniture conservator/restorer; graphic designer; materials engineer; product manager; production designer; theatre/TV/film; purchasing manager.



## Digital I.T. Specification >

### Why choose this course?

The Award gives students the opportunity to develop sector-specific knowledge and digital skills in a practical learning environment. Students will gain the understanding and skills related to data management, data interpretation, data presentation and data protection. These data skills span all industries; almost all jobs in the UK today require employees to have a good level of digital literacy.

### What will I learn?

Students will learn a strong mix of creative design and technical knowledge and is a new digital qualification that gives students a real insight into the modern fundamentals of Information Technology. The external assessment is structured to be relevant to Information Technology.

## Core Curriculum >

## Options Curriculum >

### How is the course assessed?

- **Coursework:** Components 1 and 2 are internally assessed through coursework worth 30% each of their total grade. Both coursework units consists of 3 main tasks – Investigation, Planning and Developing a product.
- **Examination:** Component 3 is externally assessed and students will sit one exam worth 40% of their total grade. Students will explore how organisations use digital systems and the wider implications associated with their use.

### Where will it take me?

After completing the BTEC Tech Award DIT, students will be in a great position to continue in the Digital Information Technology sector. Future career opportunities includes - Cloud Architect, Cyber Security, IT Consultant , Ethical Hacking and Web Development



## Drama Specification >

### Why choose this course?

I hear; I forget  
I see; I remember  
I do; I understand  
(Old Chinese proverb)

The above proverb highlights the ethos of Drama and Theatre within education. We are in the business of preparing our students to be freethinking, analytical, articulate and considerate of the world they live in. We foster artistic talents with enthusiasm and support.

### What will I learn?

Students will be studying and learning a variety of texts. You will develop an awareness and understanding of the roles and processes of the theatrical process, work independently and reflectively to be able to make informed choices in process and performance over the next three years.

## Core Curriculum >

## Options Curriculum >

### How is the course assessed?

#### **Component 1: Devising theatre (NEA/ 40% of GCSE)**

- Students will be assessed on either acting or design.

They will produce a realisation of their piece of theatre and a portfolio with supporting evidence and an evaluation of the final performance. 2 sides of work

#### **Component 2: Performing from a text (NEA/20% of GCSE)**

- Students will be assessed on either acting or design. Students will have two extracts from the same performance text chosen by the centre.

#### **Component 3: Interpreting theatre (written exam/40% of GCSE)**

- 1 hour 30 minutes
- Based on a set text and a live theatre review

### Where will it take me?

The course covers all sorts of transferable skills that will be useful throughout life: communication, presentation/public speaking, group and leadership skills, problem solving, time management and initiative.





## Economics Specification >

## Core Curriculum >

## Options Curriculum >

### Why choose this course?

Economics is about understanding what is happening in the economy at all different levels – from choices we make about how we spend our wages, right through to what policies governments should use to improve the fortunes of the country. Economics can be used to explain decisions that people make and the consequences of them, e.g. what causes recessions and what can governments do about them?

### What will I learn?

#### How markets work:

- Economic foundations
- Resource allocation
- How prices are determined
- Production, costs, revenue and profit
- Competitive and concentrated markets
- Market failure

#### How the economy works:

- Introduction in the national economy
- Government objectives
- How the government manage the economy
- Trade and global economy

### How is the course assessed?

This course consists of two, 1 hour 45 minutes examinations worth 50% of the GCSE each. Both examinations are 80 marks each.

**Paper 1:** How the market works.

**Paper 2:** How the economy works.

### Where will it take me?

Economics lends itself to a wide variety of careers and not necessarily those in finance. Career options include:

- Economist
- Chartered accountant
- Investment / financial risk analyst

You can find work in both the public and private sectors for a range of different companies over many different industries. Some people find work in areas including:

- Charities and voluntary organisations
- Banks and building societies
- Consultancies



## Film Studies Specification >

### Why choose this course?

Those who choose to study this course bring with them a huge enthusiasm and excitement for film which constantly motivates them. You will experience a powerful medium which inspires a range of responses from the emotional to the reflective as you are drawn into characters, their narratives and the issues films raise. It is not surprising that many consider film to be the major art form of the last hundred years and that many feel it important to study a medium which has such a significant influence on the way people think and feel.

## Core Curriculum >

### What will I learn?

Learners will develop their knowledge of US mainstream film by studying one film from the 1950s and one film from the later 70s and 80s, thus looking at two stages in Hollywood's development. In addition, they will be studying more recent films – a US independent film as well as films from Europe, including the UK, South Africa and Australia.

## Options Curriculum >

### How is the course assessed?

This course consists of two examinations and a non-examined assessment (NEA).

#### **Paper 1 Key Development in US film**

- 1 hour 30 minutes examination worth 35% of the GCSE.

#### **Paper 2: Global film: Narrative, Representation and Film style**

- 1 hour 30 minutes examination worth 35%

#### **Non-exam assessment: Production**

- This NEA is worth 30% of the course

### Where will it take me?

We have successfully helped students with BRIT school, Channel 4 and BBC internships and apprenticeship applications. There are opportunities for progression especially in A level Media Studies, BTEC Level 3 Creative Media Production and A-level Film Studies.



**Food  
preparation  
Specification** >

## Why choose this course?

Students will be challenged and enthused by the range of practical activities available and will find this course highly motivating. For students interested in a career in catering or food related industries, a GCSE in Food Preparation and Nutrition also offers students the opportunity to understand how food is produced, stored, prepared, cooked and presented professionally.

## What will I learn?

This GCSE 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.**

**Core  
Curriculum** >

**Options  
Curriculum** >

## How is the course assessed?

### **Component 1: Food investigation (15% of GCSE)**

Understanding of the working characteristics, functional and chemical properties of different ingredients.

### **Component 2: Food preparation (35% of GCSE)**

Students will prepare, cook and present a final menu of three dishes within a single period of three hours, planning in advance how this will be achieved. A portfolio of written evidence including photographs will be required for both parts of the non-exam assessment section.

**Component 3:** Students will also sit the written exam at the end of the course focusing on their knowledge of food preparation and nutrition that they have learnt throughout the course **(50% of GCSE)**

## Where will it take me?

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



## French Specification >

### Why choose this course?

Learning a foreign language is becoming increasingly important as we try to forge closer links with Europe following Brexit, and employers are keen to recruit those with good language skills. Reasons to study a foreign language: increase global understanding; employment potential; competitive in the international business world; to expand study abroad options; to make travel more feasible and enjoyable and many more reasons!!!

### What will I learn?

In French, students are entered for the GCSE examinations of Edexcel. The GCSE French course will focus on the following five themes:

1. Identity and culture
2. Local area, holiday and travel
3. School
4. Future aspirations, study and work
5. International and global dimensions.

## Core Curriculum >

## Options Curriculum >

### How is the course assessed?

All students will be assessed in the following ways:

#### **Paper 1: Listening (25% of course)**

- Foundation: 35 minutes (+5 minutes reading time)
- Higher: 45 minutes (+5 minutes reading time)

#### **Paper 2: Speaking (25% of course)**

- Foundation: 7-9 minutes (+12 minutes prep time)
- Higher: 10-12 minutes (+12 minutes prep time)

#### **Paper 3: Reading (25% of course)**

- Foundation: 45 minutes
- Higher: 60 minutes

#### **Paper 4: Writing (25% of course)**

- Foundation: 1 hour 10 minutes
- Higher: 1 hour 20 minutes

### Where will it take me?

Not only do universities and employers look favourably on a GCSE in French because of the level of challenge, they also acknowledge the resilience and discipline that you will have demonstrated. Learning a language gives you a pathway to travel and work worldwide.



## Geography Specification >

### Why choose this course?

Discover more about the fascinating world in which we live! Lessons will explore how today's world was shaped and how we can respond to growing future challenges. There are opportunities to take your learning outside the classroom, with fieldtrips to various places around the UK as well as an optional international fieldtrip.

### What will I learn?

#### **Living with the Physical Environment:**

- Natural Hazards (tectonics, weather, climate change)
- Living World (tropical rainforests and hot deserts)
- UK Landscapes (coasts and rivers)

#### **Challenges in the Human Environment:**

- Urban Issues and Challenges (Rio de Janeiro and London)
- Changing Economic World
- Challenge of Resource Management (food security)

#### **Geographical skills:**

- Compulsory fieldtrips to learn fieldwork techniques
- Pre-seen task (e.g. deforestation in Malaysia)

### How is the course assessed?

This course is 100% examined externally.

#### **Paper 1: Living in the physical environment**

- 1 hour 30 minutes
- 35% of GCSE

#### **Paper 2: Challenges in the Human Environment**

- 1 hour 30 minutes
- 35% of GCSE

#### **Paper 3: Geographical applications**

- 1 hour 15 minutes
- 30% of GCSE

### Where will it take me?

Geographers have a range of skills, making them highly employable and successful. Geography is useful in a variety of careers such as law, journalism and architecture. Specific careers include: Volcanologist, Meteorologist, Hazard Risk Planner, Energy Policy Analyst, Solicitor, RNLI Trainer, Marketing Consultant, Glaciologist and Transport Planners.

## Core Curriculum >

## Options Curriculum >



## History Specification >

## Core Curriculum >

## Options Curriculum >

### Why choose this course?

Today's world is a volatile, diverse and interconnected place in which we all live. Without any knowledge of the past it is near impossible to try to make sense of what's happening now. Taking GCSE History will not only help you to improve your knowledge of the past, but also help you to make sense of the world today.

### What will I learn?

#### **Warfare and British Society c1250-modern day:**

- London's response to the Second World War & the impact of the Blitz
- Battles: (e.g.) Falkirk, Agincourt, Naseby, the Somme and Iraq

#### **Breadth Study- Anglo-Saxon and Norman England & Period study- The Cold War 1941-1991:**

- Political, social, religious and military aspects of both Anglo-Saxon and Norman England.
- The development of the Cold War

#### **Weimer and Nazi Germany 1918-1939**

- Depth study on Germany between the First & Second World Wars (1918 through to 1939).

### How is the course assessed?

This course consists of three papers.

#### **Paper 1: Warfare and British Society**

- 1 hour 15 minutes (52 marks/30% of GCSE)

#### **Paper 2: Breadth study: Anglo-Saxon and Norman England and Period Study: The Cold War**

- 1 hour 45 minutes (64 marks / 40% of GCSE)

#### **Paper 3: Weimer and Nazi Germany**

- 1 hour 20 minutes (52 marks / 30% of GCSE)

### Where will it take me?

You'll learn a range of skills that will help you with your future. For example communication and writing skills, how to construct an argument, how to select evidence, how to organise and handle data and how to detect bias. History is useful in a variety of careers such as law, journalism, teaching, charities, architecture, heritage, nature conservation, libraries and local and national politics.



## Media Studies Specification >

### Why choose this course?

GCSE Media Studies introduces you to a world of possibilities. If you have ever been interested in film, TV, journalism, gaming, fashion, the news, documentaries, and any other of the entertainment industries then this the GCSE for you. Students will leave the course with a more critical eye for the media, be able to question the world around them and be active in their interaction with media products.

### What will I learn?

Through a balance of theoretical and practical work you will investigate different media products and produce you own. For more information: Scan the QR code to take you to the Revolution Media website

### REVOLUTION MEDIA

<https://romyalford4.wixsite.com/jfrevolutionmedia>



### How is the course assessed?

This course consists of two examinations and a non-examined assessment (NEA).

#### Paper 1 Television and promoting media

- 1 hour 45 minutes (inc. 30 minutes viewing time) examination worth 35% (70 marks) of the GCSE

#### Paper 2: Music and news

- 1 hour 15 minutes examination worth 35% (70 marks of the GCSE)

#### Non-exam assessment: Creating Media

- This NEA is worth 30% of the course (30 marks)

### Where will it take me?

We have successfully helped students with BRIT school, Channel 4 and BBC internships and apprenticeship applications. There are opportunities for progression especially in A level Media Studies, BTEC Level 3 Creative Media Production and A-level Film Studies.

## Core Curriculum >

## Options Curriculum >



# Media Studies BTEC Award

Media Studies  
BTEC  
Specification >

Core  
Curriculum >

Options  
Curriculum >

## Why choose this course?

The creative media sector is a dynamic, growing and rewarding sector to work in, with new opportunities arising continually. The UK's creative industries as a whole are now worth over £84 billion per year to the UK economy. As digital technology continues to evolve, media techniques have become more sophisticated and media products are becoming more advanced, what hasn't changed is that media products still have the power to enthral, intrigue and affect audiences

## What will I learn?

For more information: Scan the QR code to take you to the Revolution Media website

REVOLUTION MEDIA

<https://romyalford4.wixsite.com/jfrevolutionmedia>



## How is the course assessed?

- **Coursework:** Exploring Media Products (component 1) and Developing Digital Media Production Skills (component 2) are assessed through coursework which will be taught like any other lesson. The difference to GCSEs is that all of the work completed in class counts towards your son's final grade. Each of the units will be broken down into a number of tasks. Both these components are worth 30% each of the BTEC.
- **Examination:** Students will have a set task which will be completed in 9 hours of supervised sessions in a 16 week period timetabled by Pearson. This component is worth 40% of the BTEC.

## Where will it take me?

We have successfully helped students with BRIT school, Channel 4 and BBC internships and apprenticeship applications. There are opportunities for progression especially in A level Media Studies, BTEC Level 3 Creative Media Production and A-level Film Studies.





## Music Specification >

### Why choose this course?

GCSE Music is about making music and listening to a wide range of musical genres and eras, studied through performing, composing and listening. It is not essential that you are already learning an instrument, but you must be willing to practice once you start the course as well as partake in an ensemble inside or outside of school.

### What will I learn?

Students explore different styles and genres of music. They develop skills in performing, composing and listening. They develop an understanding of a range of musical styles and genres from Film Music to Classical and Popular Music to Folk.

We must also learn about one classical piece (Badinerie by Bach) and one Popular piece (Africa by Toto) in detail.

## Core Curriculum >

## Options Curriculum >

### How is the course assessed?

All students will be assessed in the following ways:

#### **Component 1: Performing (30% of GCSE)**

- Perform on any instrument of your choice, you can also perform rapping, Mc-ing or beat boxing.
- The entire performance should last between 4-6 minutes.

#### **Component 2: Composition (30% of GCSE)**

- One composition can be in the style of your choice and completed in Year 10.
- The other composition will be in response to a brief and will be completed in Year 11. Both are 3-6 minutes.

#### **Component 3: Appraising (40% of GCSE)**

- Written listening exam: 1 hour 15 minutes

### Where will it take me?

After completing the course students can continue on to study Music at A level. What's more, the transferable skills students master during their studies such as self-reflection, communication, teamwork and problem solving will also support their progress.



## Spanish Specification >

### Why choose this course?

Learning a foreign language is becoming increasingly important as we try to forge closer links with Europe following Brexit, and employers are keen to recruit those with good language skills. Reasons to study a foreign language: increase global understanding; employment potential; competitive in the international business world; to expand study abroad options; to make travel more feasible and enjoyable and many more reasons!!!

### What will I learn?

In Spanish, students are entered for the GCSE examinations of Edexcel. The GCSE Spanish course will focus on the following five themes:

1. Identity and culture
2. Local area, holiday and travel
3. School
4. Future aspirations, study and Work
5. International and global dimensions.

## Core Curriculum >

## Options Curriculum >

### How is the course assessed?

All students will be assessed in the following ways:

#### **Paper 1: Listening (25% of course)**

- Foundation: 35 minutes (+5 minutes reading time)
- Higher: 45 minutes (+5 minutes reading time)

#### **Paper 2: Speaking (25% of course)**

- Foundation: 7-9 minutes (+12 minutes prep time)
- Higher: 10-12 minutes (+12 minutes prep time)

#### **Paper 3: Reading (25% of course)**

- Foundation: 45 minutes
- Higher: 60 minutes

#### **Paper 4: Writing (25% of course)**

- Foundation: 1 hour 10 minutes
- Higher: 1 hour 20 minutes

### Where will it take me?

Not only do universities and employers look favourably on a GCSE in Spanish because of the level of challenge, they also acknowledge the resilience and discipline that you will have demonstrated. Learning a language gives you a pathway to travel and work worldwide.



## Sports Studies Specification >

## Core Curriculum >

## Options Curriculum >

### Why choose this course?

Because you are interested in how the human body works through sport. You are interested in how socio-cultural influences and sport psychology determines performance in sport. You are interested in health, fitness and well-being through sport. You enjoy playing sport and play to at least school level and above.

### What will I learn?

- **Component 1:** Applied anatomy and physiology; movement analysis; principles of training; injury prevention and use of data
- **Component 2:** Health and fitness; Sports psychology; socio-cultural influences in physical activity
- **Component 3:** Practical performance of three sports (combination of team and individual)
- **Component 4:** Personal Exercise Programme (PEP). This consists of a 6 week training programme.

### How is the course assessed?

The GCSE course is split into 70% Theory and 30% Practical.

- **Component 1** (Fitness and body systems): Exam 1 hour 45 minutes (90 marks and 36% of GCSE)
- **Component 2** (Health and Performance): Exam 1 hour 15 minutes (70 marks and 24% of GCSE)
- **Component 3** (Practical performance): Performances are moderated (105 marks and 30% of GCSE)
- **Component 4** (PEP): 1500 word coursework (20 marks and 10% of GCSE)

### Where will it take me?

Students can progress from this qualification to:

- Further study of physical education at A level
- Vocational courses such as BTEC Nationals in Sport & Sport and Exercise Sciences
- Apprenticeships in other training
- Employment in a related sector



## Sports Studies BTEC Specification >

## Core Curriculum >

## Options Curriculum >

### Why choose this course?

You are interested in the human body and how it works when taking part in physical activity. You enjoy doing coursework that develops your grade over time and you want to link theoretical content to practical lessons. You enjoy all practical lessons experienced in KS3. You have an interest in many sporting activities and play at school level or above.

### What will I learn?

The course is split into Single, 1 GCSE (4 units) or Double, 2 GCSEs (8 units). The units include:

- Fitness for Sport and Exercise
- Practical Sports Performance
- Training for Personal Fitness
- Leading Sporting Activities
- Anatomy and Physiology for Sports Performance
- The Sports Performer in Action
- Running a Sports event
- Injury and the Sports Performer

### How is the course assessed?

- **Coursework:** Each of the units are assessed through coursework which will be taught like any other lesson. The difference to GCSEs is that all of the work completed in class counts towards your final grade. Each of the units will be broken down in to a number of tasks.
- **Examination:** Students will sit one exam worth 25% of their total grade. In the Extended Certificate they will sit 2 exams worth a combined 25% of their final grade. The exam is taken on a computer much like a modern Theory Driving Test and includes pictures and videos. Students may re-sit the exam up to three times.

### Where will it take me?

Students can progress from this qualification to further education at A-level, BTEC Nationals in Sport & Sport and Exercise Sciences. 4 out of 5 BTEC students go on to receive a 1<sup>st</sup>/2<sup>nd</sup> class degree. BTECs are backed by some major UK employers such as Sports Coach UK.



# Choosing Your Options

## Making your choices

Please choose **one** subject from:

- Option Block A
- Option Block B
- Option Block C
- Option Block D

**Return to  
How to Choose  
instructions >**

To let us know your choices please click the link below and fill out the form by:

**Friday 1st May 2020.**

**Core  
Curriculum >**

**Options  
Curriculum >**

Options Block A	Options Block B	Options Block C	Options Block D
History	History	Art and Design	Art and Design
Geography	Geography	Drama	History
French	French	Media Studies	French
Spanish	Spanish	Design and Technology	Economics
Computer Science	Economics	Music	Geography
Ancient History	Business Studies	Sports Studies	Food Preparation and Nutrition
Business Studies	BTEC Business Studies (Enterprise)	BTEC Sports (single)	BTEC Sports (Single)
Digital Information Technology BTEC	BTEC Sports (double)	Digital Information Technology BTEC	BTEC Media Studies
		Film Studies	

**Click here to go to the Options and Submission form**  
**DEADLINE: Friday 1<sup>st</sup> May 2020**