



The John of Gaunt School
A Community Academy

KS4 Options



Including SIMS Options on-line guidance

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'Need to know' information, advice & guidance		5&6	N/A
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SIMS options on-line guidance and support		31-34	N/A
Subject	Qualification	Page link	Website video link
Compulsory Core subjects			
English language	GCSE	8	Hold control & left click here
English literature	GCSE	9	Hold control & left click here
Mathematics	GCSE	10	Hold control & left click here
Science (combined)	GCSE	11	
EBacc subjects [*either geography or history must be selected, a language is required to gain the EBacc qualification]			
Computer science	GCSE	12	Hold control & left click here
Geography*	GCSE	13	Hold control & left click here
History*	GCSE	14	Hold control & left click here
Spanish	GCSE	15	Hold control & left click here
Optional subjects			
Art	GCSE	16	Hold control & left click here
Astronomy	GCSE	17	Hold control & left click here
Business Studies	GCSE	18	Hold control & left click here
Child Development	CAMNAT	19	Hold control & left click here
Citizenship	GCSE	20	Hold control & left click here
Drama	GCSE	21	Hold control & left click here
Engineering	Technical award	22	Hold control & left click here
Food preparation & nutrition	GCSE	23	Hold control & left click here
Health & Social Care	BTEC tech	24	Hold control & left click here
Media studies	GCSE	25	Hold control & left click here
Music	GCSE	26	Hold control & left click here
Photography	GCSE	27	Hold control & left click here
Religious studies	GCSE	28	Hold control & left click here
Sports science	CAMNAT	29	Hold control & left click here
Textiles	GCSE	30	Hold control & click left here



Dear Year 9 Student

In just a few months you will embark on the most important stage of your education so far when you will have the ability to steer your educational career in the direction that you feel suits your strengths and interests. You will soon be asked to choose some of the subjects that you feel will bring you the most academic success and life opportunities in the world of work and beyond. This is a daunting time for any child and their parent(s)/carer(s), therefore, we are committed to supporting every individual in Year 9 throughout this process. The qualifications you achieve by the summer of 2026 will reflect your attitude and application in each subject; it is, therefore, imperative that you select your subjects wisely.

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

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

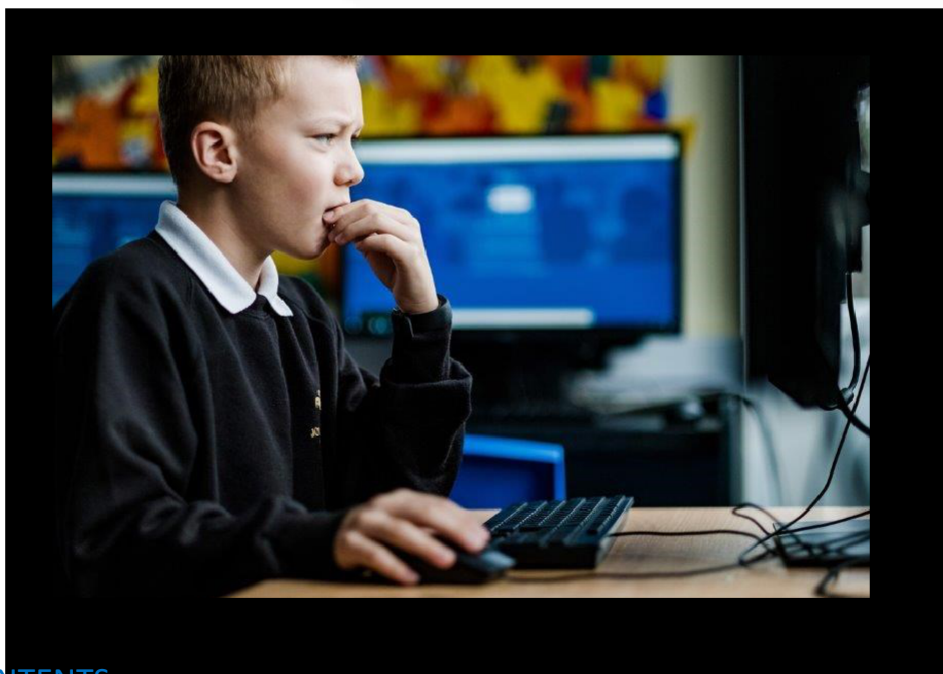
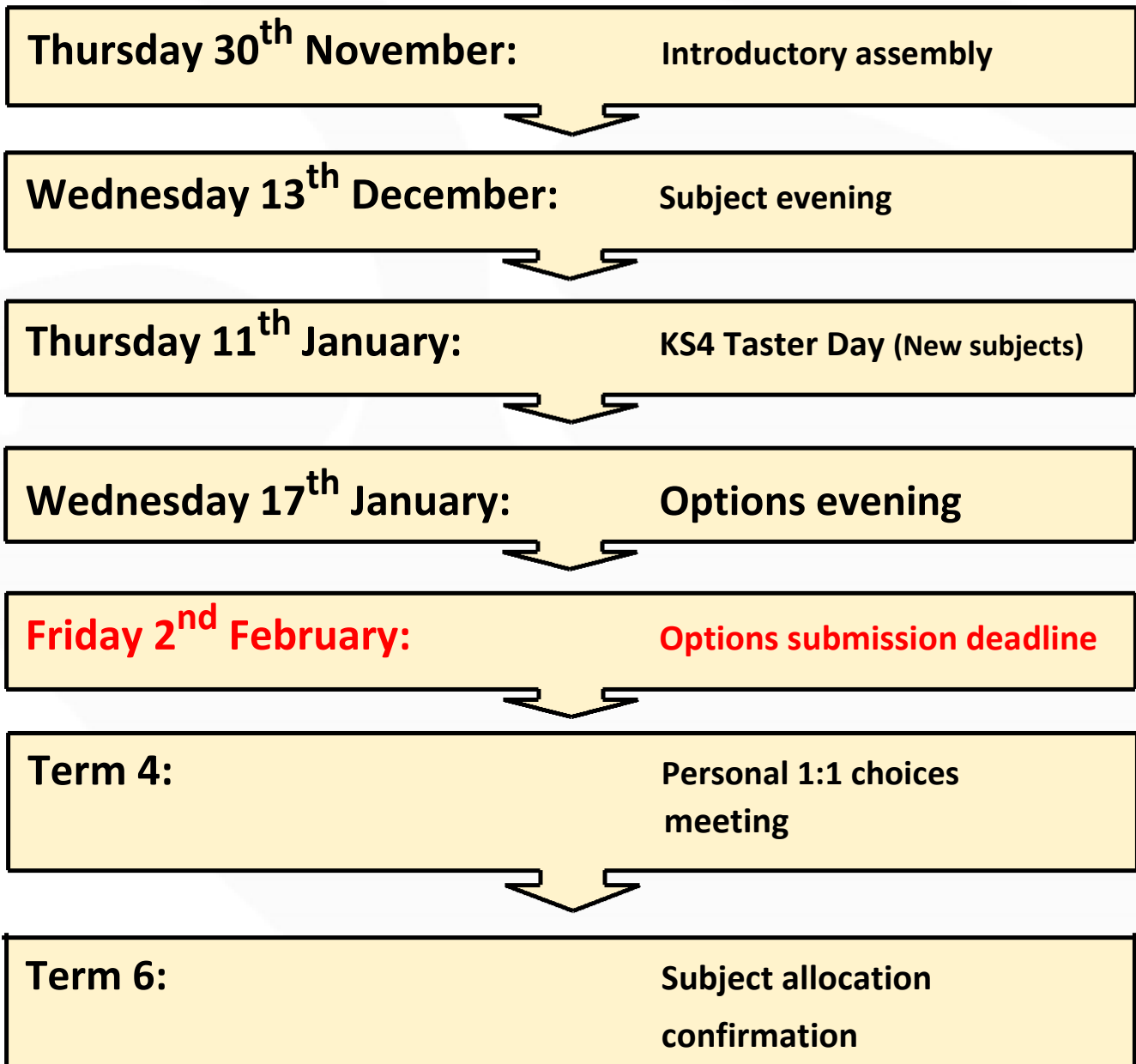
This booklet will give you information you require about our Key Stage 4 courses and the choices available to you. Use the booklet in conjunction with information you will receive in Year 9 assemblies, PSHE, discussions with subject teachers, tutors, careers advisers, our website and, of course, parent(s)/carer(s).

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

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

Mrs Clark
Deputy Headteacher

OPTIONS PROCESS TIMELINE



MAKING THE RIGHT CHOICES

Need to know information, advice & guidance [IAG]

Reflecting on your affinity for a subject & your ability

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



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

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

MAKING THE RIGHT CHOICES

Need to know information, advice & guidance [IAG]

Educational pathways & aspirations

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

Grade comparisons

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

YOUR CAREERS SUPPORT

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



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

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

Meet the team

Viv Candy-Cornish

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

Brian Francis

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

Making appointments

Please email the careers team using: careers@jogschool.org or call on: 01225 762637 ext.274

Students are more than welcome to drop-in during breaks or book a time to see a careers advisor. The careers office is inside the library door, immediately on the left.



CORE: ENGLISH LANGUAGE

Contributes to the EBacc qualification if a language is chosen

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

What skills and interests do I need?

You should be interested in investigating and analysing the language you see around you.

You should be able to demonstrate your ability in functional/everyday English, and you will aim to develop these skills further.

You should be keen to experiment with language and try to use it creatively.

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

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

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

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

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

All Year 10 students will study GCSE English Language.



CORE: ENGLISH LITERATURE

Contributes to the EBacc qualification if a language is chosen

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

What skills and interests do I need?

You should be keen to develop your critical and analytical skills

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

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

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

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

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

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

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

All Year 10 students will study GCSE English Literature.

CORE: MATHEMATICS

Contributes to the EBacc qualification if a language is chosen

COURSE CONTENT	
The subject covers the following topics:	<ol style="list-style-type: none">1. Number2. Algebra3. Ratio, Proportion and Rates of change4. Geometry and Measures5. Statistics and Probability
ASSESSMENT	
Three, 90-minute papers each 80 marks 2 of these are calculator papers and 1 non calculator at higher or foundation tier	
The course is 100% examined without coursework, ISAs or controlled assessments	
EXAMINING BOARD	AQA GCSE Mathematics
SPECIFICATION LINK	
WHO TO CONTACT FOR FURTHER GUIDANCE	Mr Pyper, maths KS4 co-ordinator: KPyper@jogschool.org Mrs Perks, Director of Learning: APerks@jogschool.org

What skills and interests do I need?

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

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

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

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

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

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

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

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

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

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

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



CORE: SCIENCE (COMBINED)

Contributes to the EBacc qualification if a language is chosen

COURSE CONTENT	
Biology	1. Cell biology 2. Organisation 3. Infection and response 4. Bioenergetics 5. Homeostasis and response 6. Inheritance, variation and evolution 7. Ecology
Chemistry	1. Atomic structure and the periodic table 2. Bonding, structure, and the properties of matter 3. Quantitative chemistry 4. Chemical changes 5. Energy changes 6. The rate and extent of chemical change 7. Organic chemistry 8. Chemical analysis 9. Chemistry of the atmosphere 10. Using resources
Physics	1. Energy 2. Electricity 3. Particle model of matter 4. Atomic structure 5. Forces 6. Waves 7. Magnetism & electromagnetism 8. Space physics (triple only)
ASSESSMENT	
Biology Papers 1 & 2	Each paper has a weighting of 16.7% of the overall grade and will be marked out of 70. All combined science students will sit 6 exam papers of 1 hour 15 minutes each.
Chemistry Papers 1 & 2	The format of the papers will be multiple choice, structured, closed short answer, and open response.
Physics Papers 1 & 2	Students must also provide evidence for the completion of a number of required practical activities
EXAMINING BOARD SPECIFICATION LINK	AQA GCSE Combined science trilogy specification
WHO TO CONTACT FOR FURTHER GUIDANCE	Mr Pope, Deputy Director of Learning: BPope@jogschool.org Mrs Clare, Director of Learning: SClare@jogschool.org

What skills and interests do I need?

Ability to pose scientific questions and define scientific problems. Plan and carry out investigative activities, including appropriate risk management, in a range of contexts. Collect, select, process, analyse and interpret both primary and secondary data to provide evidence

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

Scientific calculator

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

Science opens doors like no other subject. The possibilities are endless! From Astronaut to Zoologist! For more information on possible careers use this link to [\[REDACTED\]](#)

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

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



EBACC: COMPUTER SCIENCE

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

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

Is this course right for me?

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

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

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

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

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

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

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



EBACC: GEOGRAPHY

Contributes to the EBacc qualification if a language is chosen

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

What skills and interests do I need?

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

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

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

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

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

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

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

EBACC: HISTORY

Contributes to the EBacc qualification if a language is chosen

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

What skills and interests do I need?

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

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

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

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

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

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

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

EBACC: SPANISH

Contributes to the EBacc qualification

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

What skills and interests do I need?

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

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

A bilingual dictionary and headphones are both very useful.

Trip participation is strongly recommended.

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

Access to careers involving communication, travel, and working with people will be enhanced with a languages qualification. Universities look favourably on students with a language's qualification.

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

Yes, you will need to achieve at least a grade 6 at Higher Tier at GCSE to be successful at A level.



OPTION : Art

COURSE CONTENT	
Component 1: Personal Portfolio	<p>Students create a personal portfolio of work that demonstrates the knowledge, understanding and skills.</p> <p>Students are encouraged to take a personalised approach to their studies and should become increasingly independent as artists over the course.</p> <p>Students are to develop personal responses their work:</p> <ul style="list-style-type: none"> <input type="checkbox"/> develop ideas through investigations of artists work. <input type="checkbox"/> refine work as it progresses. <input type="checkbox"/> record thoughts & feelings through drawing, painting, print-making, sculpture, photography, digital imaging & working in mixed medias. <input type="checkbox"/> present finished pieces of work that have been planned and show their understanding of a topic.
Component 2: Externally Set Assignment [ESA]	<p>Students must present personal response(s) to an externally set broad-based thematic starting point, set by Pearson in the ESA paper. Responses are developed during the preparatory study period which inform the resolution of the student's ideas in the 10 hours sustained focus study.</p>
ASSESSMENT	
Personal Portfolio [60% of the overall grade]	The portfolio must show evidence of all four Assessment Objectives 120 marks
Externally Set Assignment [40% of the overall grade]	In Year 11 there is an eight-week examination project that is set by the exam board followed by 10-hour practical exam
EXAMINING BOARD SPECIFICATION LINK	Eduqas GCSE Art and Design
WHO TO CONTACT FOR FURTHER GUIDANCE	Ms Knee, Subject Lead: RKnee@jogschool.org Mrs Maguire, Director of Learning: NMaguire@jogschool.org

What skills and interests do I need?

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

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

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

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

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

You will be able to continue your studies in A level in Art and Design or Level 3 BTEC in Art and Design.

Careers include Illustrator, graphic designer, photographer, interior designer, furniture designer & more

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

Yes

OPTION : ASTRONOMY

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

What skills and interests do I need?

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

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

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

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

None

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

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

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

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

OPTION : BUSINESS STUDIES

COURSE CONTENT	
Component 1	Business activity, marketing and people
Component 2	Operations, finance, influences on business and the interdependent nature of business
ASSESSMENT	
Paper 1: business activity, marketing and people [50% of the overall grade]	Written exam: 1 hour 30 minutes Section A: multiple choice questions Section B: short, medium and extended response style questions which uses stimulus material that draws on real business contexts
Paper 2: Influences of marketing and finance on business activity [50% of the overall grade]	Written exam: 1 hour 30 minutes Section A: multiple choice questions Section B: short, medium and extended response style questions which uses stimulus material that draws on real business contexts
EXAMINING BOARD SPECIFICATION LINK	OCR GCSE Business
WHO TO CONTACT FOR FURTHER GUIDANCE	Mr Roberts, Director of Learning: JRoberts@jogschool.org

What skills and interests do I need?

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

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

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

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

The practical and transferable skills learnt in Business open up many opportunities to students who wish to study further after GCSE level, either at school or college. It also opens a lot of doors into employment and apprenticeships.

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

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

OPTION : CHILD DEVELOPMENT

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

What skills and interests do I need?

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

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

No specific equipment is needed or trips to attend

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

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

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

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

OPTION : CITIZENSHIP

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

What skills and interests do I need?

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

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

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

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

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

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

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

OPTION : DRAMA

COURSE CONTENT	
Component 1&2: Devising drama	You will research and explore a stimulus, then work in a group to develop your ideas. You will complete a portfolio of evidence during the devising process, a final performance and write an evaluation of your own work
Component 3: Presenting & performing texts	You will be performing two extracts from a script of your choice. From page to stage!
Component 4: Performance & response	You will explore practically a performance text to demonstrate your knowledge and understanding of drama and analyse and evaluate a live theatre performance
ASSESSMENT	
Component 1&2: [30% of the overall grade]	Non-exam assessment Portfolio of evidence, a final group performance and written evaluation
Component 3: [30% of the overall grade]	Non-exam assessment Practical performance
Component 4: [40% of the overall grade]	Written examination: 1hr 30 mins Section A: The study of a performance text & the development of drama & performance Section B: analysis and evaluation of a live theatre performance
EXAMINING BOARD SPECIFICATION LINK	OCR GCSE Drama
WHO TO CONTACT FOR FURTHER GUIDANCE	Miss Regan, Subject Lead: JRegan@jogschool.org Mrs Maguire, Director of Learning: NMaguire@jogschool.org

What skills and interests do I need?

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

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

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

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

BTEC Performing Arts & A Level Drama or Theatre Studies.

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

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



OPTION : ENGINEERING

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

What skills and interests do I need?

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

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

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

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

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

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

No



OPTION : FOOD PREPARATION & NUTRITION

COURSE CONTENT	
Food preparation knowledge & skills 1. Food, nutrition and health 2. Food science 3. Food safety 4. Food choice 5. Food provenance	
ASSESSMENT	
Paper 1: Food preparation and nutrition [50% of the overall grade]	Written exam: 1 hour 45 minutes Multiple choice questions Five questions each with a number of sub questions
Non-exam assessment (NEA) [50% of the overall grade]	Task 1: Food investigation - Written or electronic report (1,500–2,000 words) including photographic evidence of the practical investigation Task 2: Food preparation assessment - Written or electronic portfolio including photographic evidence. Photographic evidence of the three final dishes must be included.
EXAMINING BOARD SPECIFICATION LINK	AQA GCSE Food preparation & nutrition specification
WHO TO CONTACT FOR FURTHER GUIDANCE	Mrs S Beattie, Subject Lead: SBeattie@jogschool.org Mr R Kilby, Director of Learning: RKilby@jogschool.org

What skills and interests do I need?

This course is perfect for creative thinkers who also have good practical skills and enjoy cooking– and preparing different food products. The course required excellent planning skills, problem solving and perseverance. Being organised with the ability to remember different skills that can then be adapted is essential.

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

You will need to be able to bring in ingredients to cook and prepare a range of different foods, along with an apron and any containers / oven dishes required for your food.

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

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

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

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

Yes

OPTION : HEALTH & SOCIAL CARE

COURSE CONTENT	
Component 1: Human Lifespan Development	Different aspects of growth and development and the factors that can affect this across the life stages. They will explore the different events that can impact on individuals' physical, intellectual, emotional and social development and how individuals cope with and are supported through changes caused by life events.
Component 2: Health and Social Care Services and Values	Health and social care services and how they meet the needs of service users are explored. The skills, attributes and values required when giving care are studied.
Component 3: Health and Wellbeing Learners	Covering the factors that affect health and wellbeing, learning about physiological and lifestyle indicators, and person-centred approaches to make recommendations to improve an individual's health and wellbeing.
ASSESSMENT	
Component 1 & 2 [40% of the overall grade]	Non-exam internal assessment set by Pearson, marked by the centre and moderated by Pearson. Contains four set tasks for component 1 and five for component 2.
Component 3 [60% of the overall grade]	Written exam: 2 hours Main synoptic assessment
EXAMINING BOARD SPECIFICATION LINK	Pearson BTEC Tech Award Level 2 in Health and Social Care
WHO TO CONTACT FOR FURTHER GUIDANCE	Mrs Littleworth, Director of Learning: MLittleworth@jogschool.org

What skills and interests do I need?

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

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

No specific equipment is needed or trips to attend

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

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

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

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

OPTION : MEDIA STUDIES

COURSE CONTENT	
Component 1: Exploring the Media	Section A: Media Language and Representation—analysis of media language, considering how the selection and combination of elements of media language influence and communicate meaning in media products Section B: Exploring Media Industries and Audiences—key aspects of media industries, including ownership, funding, regulation, production, distribution and technology.
Component 2: Understanding Media Forms and Products	Section A: Television—Crime Drama or Sitcom—detailed study of a specific television genre Section B: Music Video or Online Media—detailed study of music
Component 3: Creating Media Products	Learners apply their knowledge and understanding of media language and representation to an individual media production for an intended audience in response to a choice of briefs set by WJEC.
ASSESSMENT	
Component 1 [40% of the overall grade]	Written exam: 1 hour 30 minutes Covering both section A & B
Component 2 [30% of the overall grade]	Written exam: 1 hour 30 minutes Covering both section A & B
Component 3: NEA [30% of the overall grade]	Non-exam assessment: internally assessed and externally moderated by WJEC. A choice of topics related to an over-arching theme.
EXAMINING BOARD SPECIFICATION LINK	https://www.edugas.co.uk/qualifications/media-studies-gcse/#tab_keydocuments
WHO TO CONTACT FOR FURTHER GUIDANCE	Mrs Bray, Subject Lead: CBray@jogschool.org Mrs Gilvin, Director of Learning: GGilvin@jogschool.org

What skills and interests do I need?

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

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

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

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

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

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

No

OPTION : MUSIC

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

What skills and interests do I need?

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

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

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

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

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

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

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

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

OPTION : PHOTOGRAPHY

COURSE CONTENT

Students will explore practical and relevant critical and contextual sources such as work of historical and contemporary photographers and the different purposes, intentions and functions of photography as appropriate to their own work.

This course is fully digital and all work is completed on Photoshop.

Students are taught to:

- develop their ideas through investigations of artists work
- refine their work as it progresses
- record their thoughts, views and feelings through skills such as using the camera in manual, using professional studio lighting, creating short gifs or animations
- present finished pieces of work that link to given topics.

ASSESSMENT

Personal Portfolio
[60% of the overall grade]

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

Externally Set Assignment
[40% of the overall grade]

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

**EXAMINING BOARD
SPECIFICATION LINK**

[Eduqas GCSE Art and Design](#)

**WHO TO CONTACT FOR
FURTHER GUIDANCE**

Ms Knee, Subject Lead: RKnee@jogschool.org

Mrs Maguire, Director of Learning: NMaguire@jogschool.org

What skills and interests do I need?

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

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

Access to a camera, computer and Photoshop are key for completing homework.
We aim to organise a trip to London each year for students to view art in a gallery.

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

A level in Photography or Level 3 BTEC in Art and Design.
A whole range of art and design jobs in industry.

Do I need to study this course at GCSE to study it at Post 16? No



OPTION : RELIGIOUS STUDIES

COURSE CONTENT	
<p>This GCSE focuses on human rights, euthanasia, abortion, the environment, capital punishment, poverty, social justice and human rights. Whilst discussing these moral issues, it is important to establish personal opinions as well understanding other religious (and non-religious) viewpoints.</p> <p>The key beliefs within Christianity and Islam are also studied. Philosophical questions, like the existence of God, are related back to these religious beliefs.</p>	
ASSESSMENT	
Component 1: [50% of the overall grade]	The study of religions: beliefs, teachings and practices Written exam: 1 hour 45 minutes
Component 2: [50% of the overall grade]	Thematic studies Written exam: 1 hour 45 minutes
EXAMINING BOARD SPECIFICATION LINK	AQA GCSE RE specification
WHO TO CONTACT FOR FURTHER GUIDANCE	Mr M Perraton, Director of Learning: MPerraton@jogschool.org

What skills and interests do I need?

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

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

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

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

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

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

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

OPTION : SPORTS SCIENCE

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

What skills and interests do I need?

There will be a considerable amount of written work required. Due to the nature of the course being heavily coursework based, you will need to be able to keep to tight time frames & regularly meet coursework deadlines. There needs to be a willingness to take part in a wide range of practical sports. Strong organisational skills are required to ensure you have the necessary clothing & kit. You will develop skills in independent research, ICT, sport science, decision making, data collection & interpretation & communication.

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

Full PE Kit

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

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

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

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

Desirable but not essential

OPTION : TEXTILES

COURSE CONTENT

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

Students are taught to:

- Develop their ideas through investigations of artists and designers work
- Refine their work as it progresses
- Record their thoughts, views & feelings through fabric dyeing, embroidery, fabric manipulation & design
- Present finished pieces of work that have been planned and show their understanding of a topic

ASSESSMENT

Component 1: Portfolio [60% of the overall grade]	The course is taught as units of inter-connected topics that build skills and understanding. This is recorded in the portfolio. The coursework project is started in Year 10 when the candidate must decide what form of textiles they will create from a given topic.
Component 1: Externally Set Assignment [40% of the overall grade]	In Year 11 there is an eight-week examination project that is set by the board (EDUQAS), with a 10-hour practical exam over 2-3 days.
EXAMINING BOARD SPECIFICATION LINK	Eduqas GCSE Textiles specification
WHO TO CONTACT FOR FURTHER GUIDANCE	Mrs Knee, Subject Lead: RKnee@jogschool.org Mrs Maguire, Director of Learning: NMaguire@jogschool.org

What skills and interests do I need?

Creating and producing textiles work independently in and out of school hours.
 Investigating and discussing textiles art and design.

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

Your own sketching, colouring pencils and paintbrushes.
 We aim to organise a trip to London each year for students to view art textiles in a gallery.

What course and career pathways will there be with this qualification? A level in textiles or Level 3 BTEC in Art and Design. A whole range of art and design jobs in industry.

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

Yes

COMPLETING YOUR KS4 OPTIONS ON-LINE

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

Step 1: An email will be sent to you from noreply@sims.co.uk on **Thursday 18th January**. It will look similar to the one below.

Simply accept this invitation and register within 90 days.



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


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

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

Click on **accept invitation**

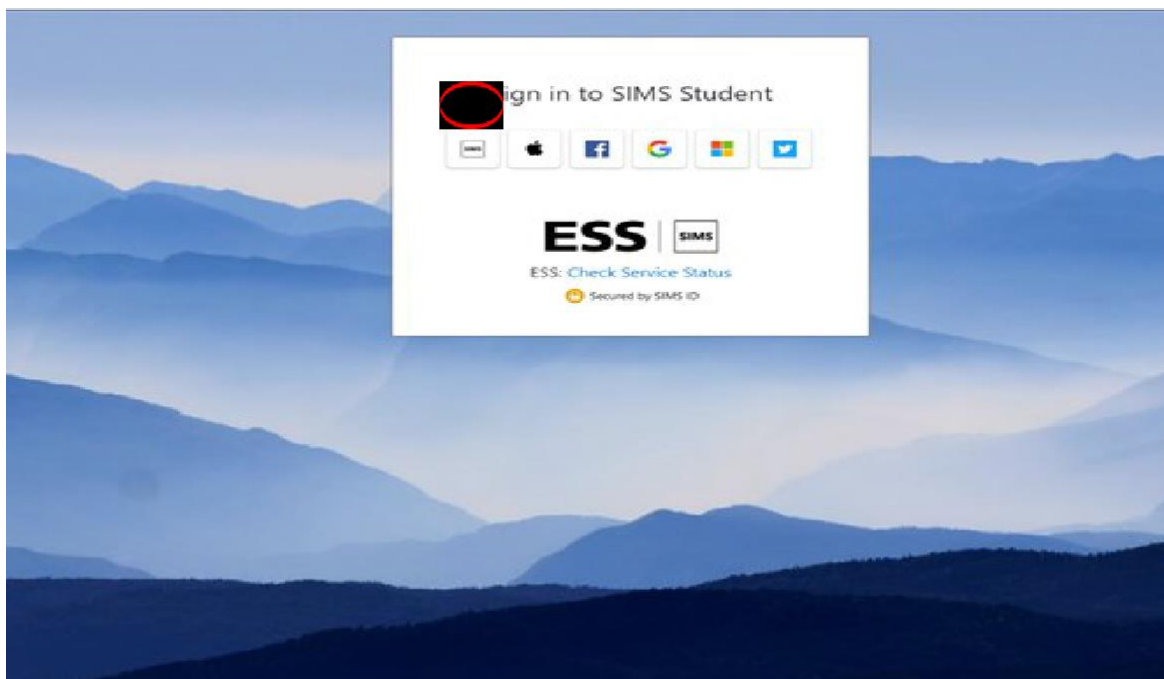
Step 2: Enter your school email address. The personal invite code will have been pre-populated for you.

You will be asked to your date of birth

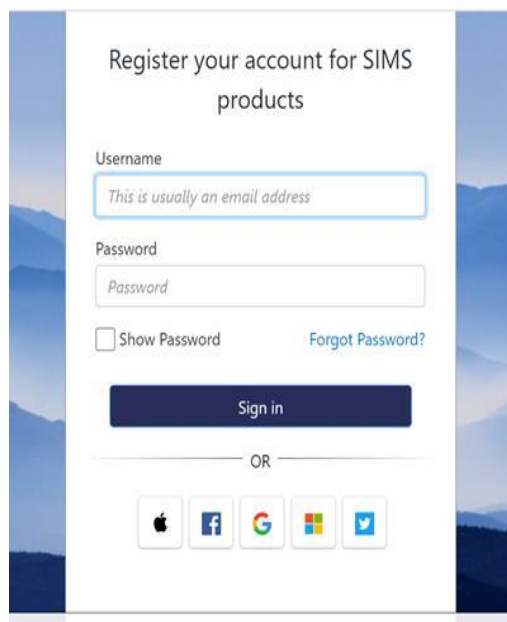
A screenshot of a web form titled "Registration - Answer Security Questions". The text says: "You are required to provide a second piece of information to confirm your identity. Please answer the following questions." Below this is a question: "What is your date of birth? (dd/mm/yyyy)". There is a text input field for the answer. At the bottom left of the form is a blue button labeled "Verify".

Create a password and click **next**.

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



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



Register your account for SIMS products

Username

Password

Show Password [Forgot Password?](#)

OR

You will be sent a registration email.

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

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

▼ General offer

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

Students MUST select one humanity subject.

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

KS4 Level 2 qualifications

You are to make one option from the humanities list.

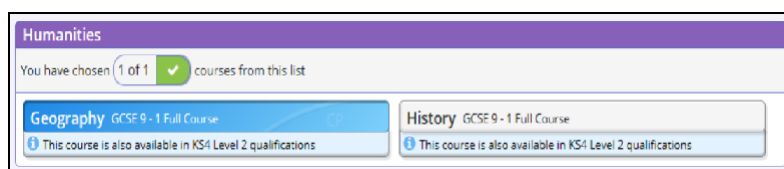
You are to make three options from the KS4 Level 2 qualifications list and one reserve.

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

Choosing Your Subjects

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

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



Humanities

You have chosen 1 of 1 courses from this list

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

Make your preferred options by:

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

Make your 2 reserve options by:

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

You can change your mind and change subjects by:

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

The order of preference can be changed by:

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

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

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

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

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

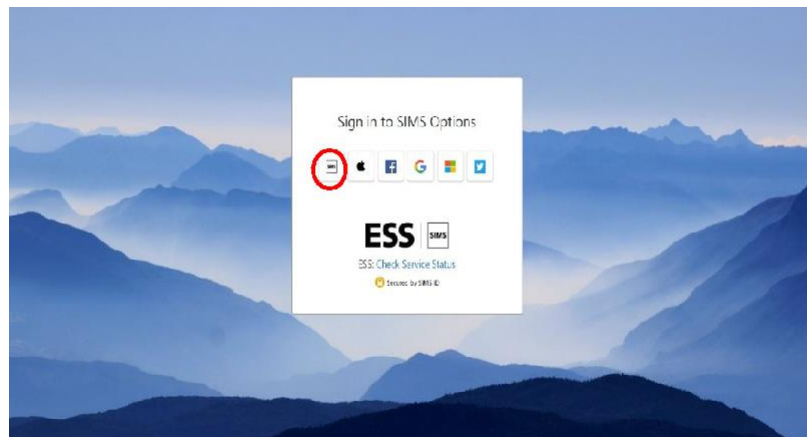


You **do not** have to send your options they automatically transfer to us when you click save.

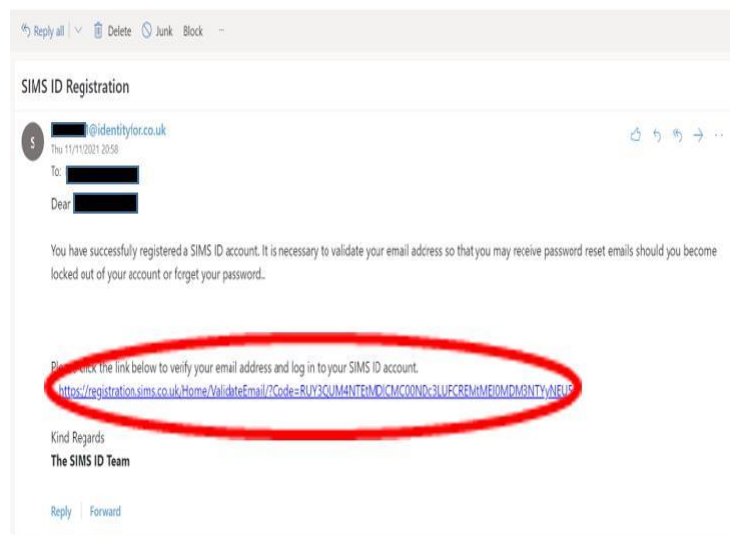
Options can be altered up until the deadline date when access will be locked.

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

Sims-options.co.uk



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



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

Make the alterations you wish to make

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



