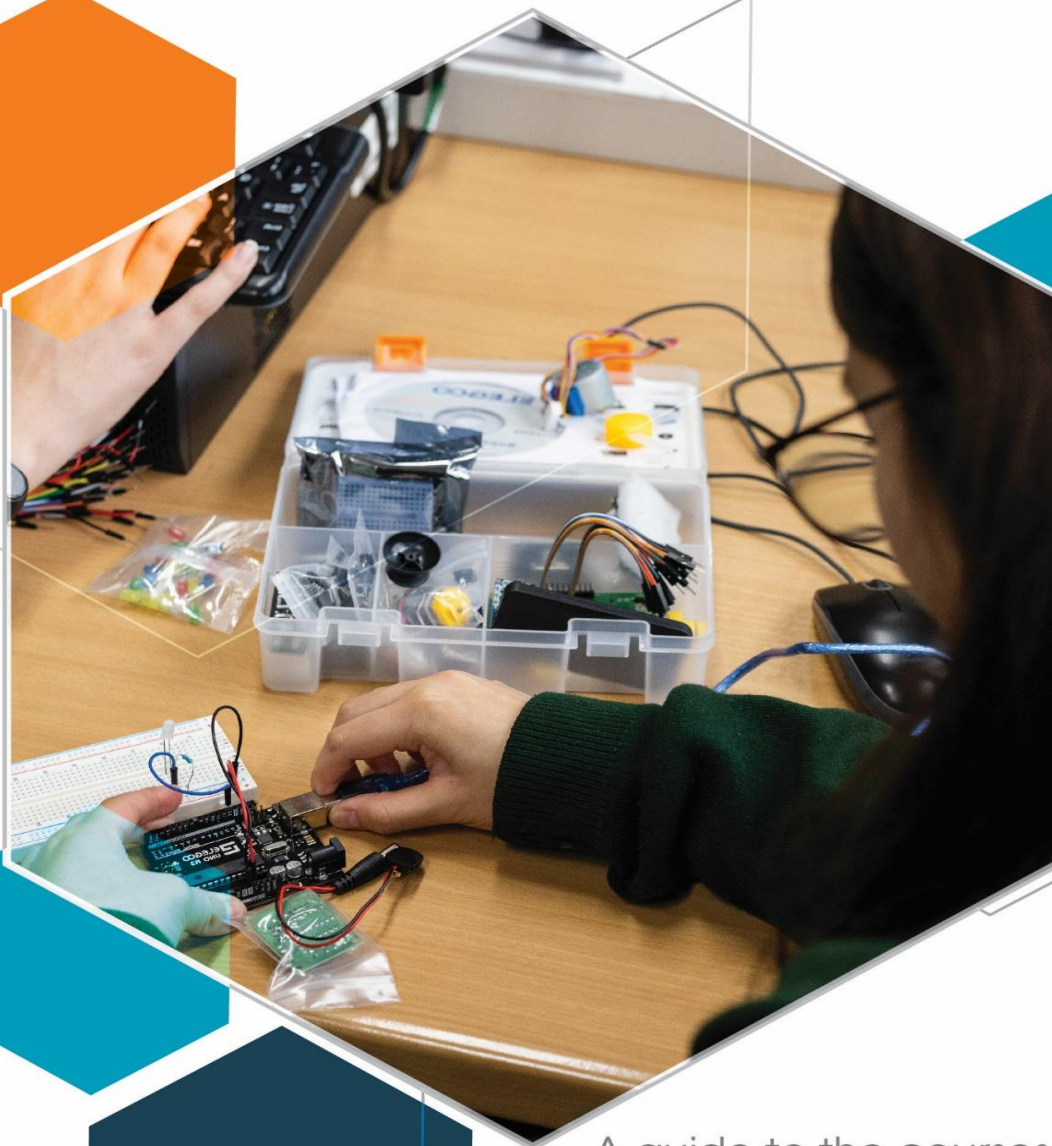


YEAR 9

Options Booklet



A guide to the courses and qualifications available to Year 10 and 11 students

2024



John Mason School

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Welcome to Year 9 Options

Dear Year 9 Student,

Options time is an important point in your education. You will begin Key Stage 4 where only a small number of subjects are compulsory; you will choose rest of the subjects that you will study for the next two years. We know that you will have a lot of questions about the options process: Which subject is right for me? What if I don't know what I want to do at all? Do not worry, we will help you to make choices that are right for you.

This booklet and the options process are designed to give you and your parents/carers as much information as possible to support you in choosing subjects that suit your future plans, current skills and individual needs.

You need to use all the information available to you to make the right decisions. This booklet gives details about each of the courses we offer. You can get further information about the courses on offer at the Options Evening (Thursday 5th December 6:00pm to 7:30pm). You should also discuss your choices with your tutor in tutor time, with your subject teachers at the Parents' Evening on Thursday 6th February and with your family. Each of those people know you in different ways and may be able to suggest whether they think a subject would suit you as a learner.

You will be sent an 'Initial preferences form' on 9th December when you will need to select four courses, as well as three reserves in case we are not able to timetable your first choices. From these initial choices we will decide which courses are likely to run and you will then be asked to make final choices from those.

The deadline for submitting your final choices will be Thursday 27th February 2025. You will need to complete a Google form using your school email address to submit your choices.

Using all this information will allow you to make the best choices. The choices that you will enjoy and the choices that will give you your best chance of success over the next two years and beyond.



Alastair West
Headteacher

What is Key Stage 4?

The curriculum at Key Stage 4 is a combination of Essential Learning and Additional Learning. Essential Learning is decided by the government and the school and is compulsory for all students. Additional learning is chosen by students according to their strengths and interests.

The Key Stage 4 (KS4) curriculum reflects the National Curriculum requirements www.gov.uk/government/publications/national-curriculum-in-england-secondary-curriculum and the curriculum policy of the school.

We strongly encourage you to opt for a *broad and balanced curriculum*. Whilst all GCSEs have equal status, they do stress different skills and ways of learning. When making choices, you must consider outcomes that will demonstrate a range of skills and give you the best grades possible so that post 16 options, such as apprenticeships, college or A level courses are available to you.

Essential Learning: What does everyone do?

At John Mason, all students are taught a core programme which we refer to in this booklet as Essential Learning.

Essential Learning courses are:

- English Language
- English Literature
- Mathematics
- Combined Science (Physics, Chemistry, Biology)
- Personal Development*
- Religious Studies*
- Core PE*

Subjects marked * are statutory for all 14–16-year-olds. They are essential for your well-being and contribution to society however they do not lead to a GCSE qualification so will not involve any exams.

Additional Learning: What can you choose?

You can choose four Additional Learning courses. To ensure a broad and balanced curriculum that supports future aspirations by meeting the criteria for the EBacc (English Baccalaureate) you would need to take:

- History, geography or both
- A modern foreign language
- Two other subjects

Whilst the EBacc is not compulsory, there are advantages to ensuring you study a range of subjects that meet the EBacc criteria, and they will help you to your next steps of education or employment. There will be guidance and support on offer to ensure that you follow a pathway that suits your interests and your future ambitions.

Reserve Choices:

We will make every effort to ensure that you can study the courses you opt for, but we are constrained by constructing a timetable, staffing and group sizes. This is why we ask that you also make 3 reserve choices. You will be asked to put these in order of preference. If we are not able to accommodate your first choices or your reserve choices, we will speak to you personally.

What are GCSEs?

GCSE stands for General Certificate of Secondary Education. GCSEs are at levels 1 and 2 on the National Qualifications Framework, depending on the grade you get (see page 5 for an explanation of levels).

What are BTEC, Vocational awards and Cambridge Nationals?

BTEC qualifications, are particular types of vocational qualifications. Courses have been designed in collaboration with industry, so they can equip students with the skills and knowledge that employers are looking for. The qualifications offer a mix of theory and practice.

AQA Unit Award Scheme (UAS)

The AQA Unit Award Scheme (UAS) allows students to study a wide range of units in a variety of subject areas. This course will increase students' confidence levels, while helping them to experience a tangible sense of progress and success. The units will be tailored to the individual students' needs and each student will leave with a portfolio of AQA certificates for their completed units to formally recognise and evidence their skills, knowledge and accomplishments.

What is The English Baccalaureate (EBacc)?

The EBacc was introduced by the Government in 2011 as a *standard* that students can aim for in their KS4 studies. To achieve the English Baccalaureate, students must complete and attain a Grade 4 or higher in the following subjects:

- Maths
- English language
- two sciences
- a modern foreign language (e.g. Spanish, French, German or Mandarin) and either geography or history

We aim for the majority of our students to be successful in EBacc subjects as we know they will give them access to a wide range of careers and university courses and most importantly will give them a broad knowledge base that will prepare them for further study or employment. We therefore encourage all students to choose a humanities subject (geography or history) and a modern foreign language (French, German, Spanish or Mandarin).

Aiming High

The government introduced the EBacc in recognition of the fact that Universities and Employers are looking for **breadth of study** at Key Stage 4 (it is not until A Level and University that students should start to 'specialise' in particular subject disciplines). It is important that students keep breadth and balance in their curriculum as long as possible before they specialise. This will help students develop key skills for learning and for life, such as evaluation, analysis and communication: skills that are highly valued by employers and further educators.

Universities and employers are not only interested in the results that students achieve at GCSE and A Level, but they are also increasingly expecting them to have *breadth of study*. This is why our expectation is that students choose one humanities subject (Geography or History), a modern foreign language and, ideally, one practical subject. These subjects, when grouped together, are often referred to as 'facilitating subjects' as they allow access to some of the more competitive universities (referred to as Russell Group universities) and university courses. We want to ensure that our students are given the same opportunities as students from other schools.

What do the Qualifications mean?

A qualification is intended as a measure to show employers, teachers and learners what someone has learnt and can do. There are many qualifications available, and it can be difficult to compare them so the **QCF** (Qualifications and Credit Framework) has set out 9 levels against which a qualification can be recognised in England, Wales and Northern Ireland. This framework helps learners to make informed decisions about the qualifications they need for future courses or jobs and helps employers and further education providers assess the level of qualifications a candidate has.

Qualifications are best understood by their level of difficulty, size and their content. Each accredited qualification has a level matched to the qualification's framework. The QCF levels provide a standard way of comparing how challenging a qualification is and what learners should be able to do once they have successfully completed it. For example, an OCR National Health and Social Care level 2 qualification is equivalent to a GCSE at grade 9-4.

| QCF level | Examples of qualifications | What they give you |
|----------------|--|--|
| Entry | <ul style="list-style-type: none"> • Entry level certificates • English for Speakers of Other Languages (ESOL) • AQA Unit awards • Functional Skills at entry level (English, Maths and ICT) | <ul style="list-style-type: none"> • basic knowledge and skills • ability to apply learning in everyday situations • not geared towards specific occupations |
| Level 1 | <ul style="list-style-type: none"> • GCSEs grades 1-3 • BTEC Level 1 • OCR Nationals • Skills for Life | <ul style="list-style-type: none"> • basic knowledge and skills • ability to apply learning with guidance or supervision • may be linked to job competence |
| Level 2 | <ul style="list-style-type: none"> • GCSEs grades 4-9 • BTEC Level 2 • OCR Nationals • Skills for Life | <ul style="list-style-type: none"> • good knowledge and understanding of a subject • ability to perform variety of tasks with some guidance or supervision • appropriate for many job roles |
| Level 3 | <ul style="list-style-type: none"> • AS and A levels • International Baccalaureate • BTEC Level 3 • OCR Level 3 | <ul style="list-style-type: none"> • ability to gain or apply a range of knowledge, skills and understanding, at a detailed level • appropriate if you plan to go to university, work independently, or (in some cases) supervise. |

Some Advice for Students

Who decides what I study?

YOU do!

We want you to choose the subjects that you want to do. Everyone is happier that way. But you need to think carefully and take all the advice offered.

- 1) Consult people who can advise you:
 - Your family
 - Your subject teachers
 - Directors of Faculty (at options evening)
 - Your form tutor

- 2) Check the descriptions of each course and what is required carefully. This is especially important for new subjects that are offered in KS4, but you have not yet studied. You should also check any particular requirements for the course such as coursework or performance and make sure you are comfortable with that.

- 3) Consider whether the option subjects you are choosing NOW will support any further education career choices in the future.

To help you to choose:

You will get support and guidance in school from your form tutor, your teachers, the Learning Support team and the Senior Leadership team. They will be able to discuss with you your future aspirations and help guide you towards subjects that will help you reach those goals.

The school has a careers advisor who is able to support students in options. During options evening Miss Gibson and the careers advisor will be available for careers discussions.

We subscribe to Unifrog which is a website containing a wealth of information about careers and the various pathways on offer. There is also a section to help with GCSE options choices. Your tutor will share your login details with you, and you will have some tutor time to explore Unifrog in the new year. There are a number of online events that students and parents can attend https://drive.google.com/file/d/13i1tX1pF4eQLGMtdjjeU8jgtVaj7gpa/view?usp=drive_link

For GCSE advice, we recommend that you visit the *e clips* website <https://www.eclips-online.co.uk/>. Select the **Education** tab. This will display detailed GCSE information that you might find useful when making your choices.

Dos and Don'ts when choosing subjects

Do

- choose subjects which you like.
- choose subjects at which you are successful.
- choose subjects which you may need for a career or further education.

- find out everything that you can about the subject before you choose it. Once you have started a subject you will need to stick with it for two years.
- talk to the people who know you and listen to their advice.

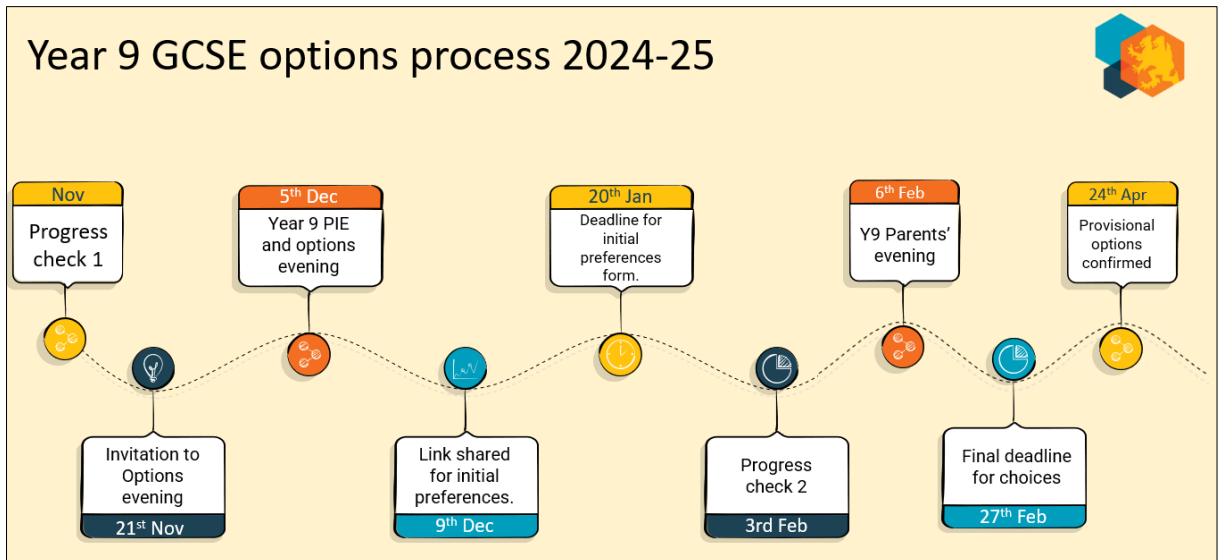
Don't

- choose a subject just because your friend has chosen it.
- choose a subject just because of a particular teacher, they may not end up teaching you.

What happens once options have been chosen?

- You will complete an 'initial preferences' form by 20th January following the options evening on Thursday 5th December.
- All final options choices will then have to be submitted via a 'final choices' Google form by Thursday 27th February 2025. You will be sent information about how to do this in the week beginning 20th January 2025.
- You will be invited to meet with Ms Dasgupta if there is a significant problem with your choices.
- In April, you will get a letter confirming your options pending any major staffing changes.

Options Timeline and Key Dates



English Language

Director of Faculty: Ms S Butler

Specification: AQA

Why is this a core subject?

It is the most commonly quoted qualification for jobs, courses and promoted posts in the country. That is why it is compulsory.

What will I study?

Paper 1: Explorations in Creative Reading and Writing

Section A: Reading

One literature fiction text

Section B: Writing

Descriptive or narrative writing

Paper 2: Writers' viewpoints and perspectives

Section A: Reading

One non-fiction text and one literary non-fiction text

Section B: Writing

Writing to present a viewpoint

How will I be assessed?

AQA English Language GCSE – 100% Exam

English Literature

Director of Faculty: Ms S Butler

Specification: AQA

What will I study?

Paper 1: Shakespeare and the 19th Century novel

- Macbeth by William Shakespeare
- The Strange Case of Dr Jekyll and Mr Hyde by Robert Louis Stevenson

Paper 2: Modern texts and poetry

- An Inspector Calls by J. B. Priestley
- Past and Present AQA poetry anthology

How will I be assessed?

AQA English Literature GCSE – 100% Exam

What skills will I need?

You will need to be a fluent and interested reader, keen on finding out about the contexts in which literature is created and analysing how language and format contribute to this.

Mathematics

Core Subject

Director of Faculty: Ms S Atkey

Specification: Edexcel Mathematics A 1MA1

All students study Mathematics at GCSE. It is one of the fundamental subjects underpinning all sciences and technology. At John Mason we firmly believe a solid foundation in Mathematics is key to a happy, and successful future. As well as learning key mathematical concepts and techniques, students are given the opportunity within lessons to develop their mathematical problem-solving skills, communication, logical thinking and the ability to apply their knowledge to their other GCSE subjects and the real world. Our aim is to help build students' confidence in maths so that they can enjoy their maths education and reach their full potential.

What will I study?

The mathematics course enables students to develop knowledge, skills and understanding of mathematical methods and concepts, including:

- Number
- Algebra
- Ratio, proportion, rates of change
- Geometry
- Statistics
- Probability
- Use their knowledge and understanding to make connections between mathematical concepts
- Apply the functional elements of mathematics in everyday and real-life situations

How will I be assessed?

Students will either sit the Higher (Grades 4-9) or the Foundation (Grades 1-5) tier; and sit three written papers at the end of the course

Each paper lasts (both Higher and Foundation) 1 hour 30 minutes

Each paper contains 80 marks

Papers 1F and 1H: Non-calculator,

Papers 2F, 3F and 2H, 3H Calculator allowed

Each paper assesses the functional elements of mathematics:

- 30-40% on Foundation Tier papers
- 20-30% on Higher Tier papers

Mathematics papers contain all three strands:

- A01 Use and apply standard techniques (Percentage of final mark: 50% Foundation, 40% Higher)
- A02 Reason, interpret and communicate mathematically (Percentage of final mark: 25% Foundation, 30% Higher)
- A03 Solve problems within mathematics and other contexts (Percentage of final mark: 25% Foundation, 30% Higher)

Combined Science

Core Subject

Director of Faculty: Dr R Marsh

Specification: AQA Combined Science: Trilogy

Combined science allows you to gain two GCSEs in science and you will study each discipline (biology, chemistry and physics) but fewer topics than if you opt for Triple Science.

What will I be studying?

You will study 2 science GCSEs. The qualification will have a 9-point grading scale, from 9 (equivalent to A*) through to 1. You will be awarded 2 combined science grades.

Biology

Cell biology, Organisation, Infection and response, Bioenergetics, Homeostasis and response, Inheritance, variation and evolution & Ecology.

Chemistry

Atomic structure and the periodic table, Bonding, structure, and the properties of matter, Quantitative chemistry, Chemical changes, Energy changes, the rate and extent of chemical change, Organic chemistry, Chemical analysis, Chemistry of the atmosphere & Using resources.

Physics

Forces, Energy, Waves, Electricity, Magnetism and electromagnetism, Particle model of matter and atomic structure.

How will I be assessed?

Six exam papers altogether, two for each qualification: two biology, two chemistry and two physics.

All of the papers are 1 hour 15 minutes with foundation and higher tiers. Each paper has 70 marks. The marks are then combined and 2 grades awarded. Exams will contain a mixture of multiple choice, structured, closed, short answer and open response questions. There is no coursework or controlled assessment. However, students will need to complete a number of required practical activities throughout the course, and details of these will be assessed in exams.

Anything else I need to know?

Science requires:

Thinking skills, Mathematical skills, problem solving, IT skills, Literacy skills and an enquiring mind. You will also need to own a calculator along with standard equipment.

Additional Learning Subjects

Students can choose four of the following subjects to make up their Additional Learning.

Please remember you may be disadvantaged if you do not choose:

- At least one Humanities subject (Geography or History)
- One modern foreign language (French, German, Spanish or Mandarin)

We also recommend you select one of our many practical based subjects.

Art and Design

Director of Faculty: Miss C Pennington

Specification: Edexcel, 2FAO1 (Fine Art endorsed)

Art and Design will help you to learn about the visual world, acquire the ability to investigate, observe, analyse, experiment and problem-solve. The course will also enable you to continue to develop your practical skills learnt at KS3 and also to express your ideas visually and help you develop your imaginative powers. There are many careers in the field of Art and Design such as advertising, marketing, textile and interior design, product design, architecture, animation/film, fashion, photography, illustration, publishing and media.



What will I be studying?

The endorsed Fine Art syllabus requires a variety of fine art media to be explored throughout the course, such as:

- Painting and drawing (using a variety of Medium and technique)
- Printmaking (mono printing, lino cutting and etching)
- Sculpture, mixed media
- Photography (composition, lighting, viewpoint, effects and manipulation using ICT)



You will study other Artists' work to influence and increase the variety of your work. There will be problems to solve and opportunities to express creative ideas and experiment with a wide range of materials and techniques. You will be expected to work from direct observation and experience in school and at home and as well as making good use of local resources such as Modern Art Oxford and the Ashmolean Museum. You will keep a visual record of your progress in a sketchbook.

How will I be assessed?

Unit 1- Portfolio/Coursework: The coursework element includes the use of sketchbooks in which you will be required to show your research, investigations and development of ideas from a given starting point to produce a variety of outcomes. Unit 1 accounts for 60% of your grade.

Unit 2 – Externally Set Assignment: You will complete one ten-hour examination that is held over two days in April/May of Year 11. A broad theme (set by the exam board) needs to be personally interpreted and prepared prior to the exam in a timed preparatory period. Unit 2 is worth 40% of the GCSE.

Exhibition: At the end of the course in June, there will be a celebratory exhibition of all students' work. This work will be internally assessed by art teachers and moderated at the exhibition by a visiting assessor.

Anything else I need to know?

A basic set of acrylic paints and brushes to use at home for homework tasks would be very useful. All students have access to the studios at lunchtimes and after school to use the department's resources if necessary. Students are asked to contribute to the cost of a high quality hard-backed sketchbook near the start of the course to present their research and development professionally.

Business

Director of Faculty: Mrs A Thornton

Specification: Edexcel GCSE Business

Business and commerce forms such a large part of our lives that we sometimes take it for granted. This course looks at business in a consumer society, how they are developed and how they work. It focuses on how businesses promote themselves and keep their customers happy, aiming to help students to develop as enterprising individuals with the ability to think commercially and creatively, and to draw on evidence to be able to solve problems and make informed business decisions.

What will I be studying?

The course consists of two themes:

Theme 1: Investigating small business

This concentrates on the key issues and skills involved in starting and running a small business. It explores key issues from the point of view of an entrepreneur setting up a business, such as spotting a business opportunity, understanding external influences on business and how to make a business effective.

Theme 2: Building a business

This theme examines how a business develops beyond the start-up phase. It focuses on the key business concepts, issues and decisions used to grow a business, such as marketing, finance and human resources. Students are introduced to issues affecting national and global business and how they impact on business decision-making.

How will I be assessed?

Assessment is through two written exams at the end of the course, focusing on each of the themes, each making up 50% of the qualification.

Anything else I need to know?

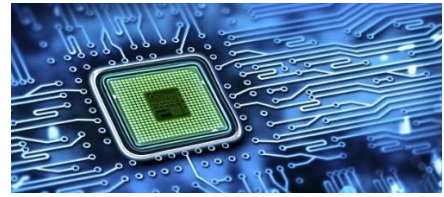
This is a useful and enjoyable course if you enjoy communicating and explaining your ideas, thinking creatively and making decisions. If you are interested in the world of business, you will gain a great deal of insight into how businesses work and how to make effective commercial decisions. A lot of the course involves looking at case studies of existing business. If you are interested in going into the commercial world at any level, this course will provide you with a great deal of background knowledge and skills.



Computer Science

Director of Faculty: Mrs G Green

Specification: OCR GCSE Computer Science



Computer Science has become a very high-profile subject over the last few years. The ability to program computers is a very valuable skill. Computing is of enormous importance to the economy, and the role of Computer Science as a discipline itself and as an 'underpinning' subject across Science and Engineering is growing rapidly.

Computer technology continues to advance rapidly and the way that technology is consumed has also been changing at a fast pace over recent years. The growth in the use of mobile devices and web-related technologies has exploded, resulting in new challenges for employers and employees. For example, businesses today require an ever-increasing number of technologically aware individuals. This is even more so in the gaming, mobile and web related industries and GCSE Computer Science has been designed with this in mind.

What will I be studying?

The course is made up of six topic areas:

- Problem solving
- Programming
- Data (how do computers store data such as text, images, sound? How is it kept secure?)
- Computers (looking at hardware. How do computers function?)
- Communication and the Internet
- Databases
- The bigger picture (what impact has computing had on the world)

How will I be assessed?

There are three assessments:

- Computing Concepts – a written exam (50%)
- Application of Computational thinking – a written exam (50%)

Anything else I need to know?

Students will be familiar with the use of computers and some programming from their Computing lessons at Key Stage 3. The course will build on this, developing critical thinking, analysis and problem-solving skills through the study of computer programming.

For many learners, it will be a fun and interesting way to develop these skills, which can be transferred to other subjects and even applied in day-to-day life. In this respect, the course makes excellent preparation for students who wish to study or work in areas that rely on these skills, especially where they are applied to technical problems. These areas include engineering, financial and resource management, science and medicine.

Computer Science is academically challenging, which is why it is part of the English Baccalaureate group of subjects. The course is suited to those who are more technically, scientifically or mathematically inclined and provides excellent preparation both for study in higher education and also for employment in the IT industry, which is currently experiencing a major skills shortage.

IT

Director of Faculty: Mrs G Green

Specification: WJEC Level 1/2 Vocational Award ICT (Technical Award)

The Vocational Award (Technical Award) is a vocational qualification that takes an engaging, practical, and inspiring approach to learning and assessment. The everyday use of IT, from PCs to smartphones, now impacts all our lives. This new qualification in digital IT reflects this and provides students with a solid understanding of the subject which they can use in their working lives. Computer technology continues to advance rapidly and the way that technology is consumed has also been changing at a fast pace over recent years. The growth in the use of mobile devices and web-related technologies has exploded, resulting in new challenges for employers and employees. Businesses today require an ever-increasing number of technologically aware individuals, and this qualification is intended to help students develop the skills they will need in the future across a wide range of job roles.

What will I be studying?

This award allows students to develop useful key skills for working in the information technology sector, through a mixture of investigation and project-work. These include working knowledge of databases, spreadsheets, automated documents, and images. Students investigate how IT is used in a range of contexts, including business and organisations, education, and homes. Students will also explore the wide range of hardware, applications, and specialist software in society.

- **Unit 1: ICT in Society**
48 learning hours, followed by an assessment task (1 hour 20 minutes) which will be sent away for external marking.
- **Unit 2: ICT in Context**
36 learning hours, followed by a project, which will be assessed in school by your teacher.

How will I be assessed?

Assessment for the four units is as follows:

1. Unit 1: ICT in Society – externally assessed exam (40% of the course)
2. Unit 2: ICT in Context – internally assessed coursework (60% of the course)

Anything else I need to know?

The course requires a significant amount of independent study and will benefit students in developing logical reasoning and problem-solving skills. The course empowers students to take charge of their own learning and development.

The course will develop students' skills and knowledge to enable progression onto further IT qualifications. It provides a firm base for many careers or general further study and is a worthwhile course for students who are thinking about a career in the IT industry or in careers which involve the use of IT, an area currently experiencing a major skills shortage.

Geography

Head of Geography: Mr A Conroy

Specification: AQA



Geography is a topical subject. Students who study Geography will gain an understanding of the world around them and learn about the effect the environment has on people and the communities in which they live. Students will develop a variety of skills through practical work including fieldwork and decision-making exercises. The GCSE course is quite demanding and will require continuous effort over the 3 years.

What will I be studying?

The geography syllabus covers a wide variety of topics through three units. A brief description follows each topic title:

Unit 1: Living with the physical environment: The physical unit takes an in-depth look at our natural planet and helps us to understand topics including Natural Hazards, Weather Hazards, Climate Change, Ecosystems, Coasts, River Landscapes or Glaciation. Students will study topical case studies of many different places and environments around the world.

Unit 2: Challenges of the Human Environment: This unit focuses upon the Urban World, the Development Gap, Newly Emerging Economies and the British Economy.

Unit 3: Geographical Applications and Skills – This unit is designed to allow students to make some important decisions about the planet. It promotes independent thinking and covers a wide range of local and global topics.

Students will be presented with a topical issue to explore and make decisions about. Students will do 2 fieldworks at separate sites to complete the fieldwork element of the course.

How will I be assessed?

There will be 3 exams all of which now take place at the very end of year 11. Students are required to answer multiple-choice questions, short open, open response, and extended writing questions. Good literacy skills are essential to achieving the top grades.

Anything else I need to know?

Students are encouraged to use ICT within lessons. The course challenges their enquiry and thinking skills by using decision-making exercises with specific reference to sustainable development and Global interdependence and citizenship.

Our course contains many up to date resources and lessons which students will find both interesting and enlightening.

We will explore careers in Surveying and make links to Geography. We will also ask students to partake in a project to regenerate the Upper Reaches Hotel in Abingdon.

Graphic Design

Lead Teacher: Director of Faculty: Mr B Harrison

Specification: Edexcel, 2GC01 (Art & Design: Graphic Communication endorsement)



Why study Graphic Design?

Art & Design based subjects help you to learn about the visual world: aesthetics, purpose and function. You will use your understanding of visual communication to problem solve and meet the briefs that are set.

You will also expand your understanding of past and present designers and artists. There are many careers in the field of Graphic Design such as: Illustration, Packaging design, Magazine design, Photography, Typography, Web design, product design plus many others related to utilising design process skills.

What will I be studying?

The endorsed Graphic communication syllabus requires a variety of disciplines to be explored throughout the course, such as typography (fonts), illustration, advertising/logos and packaging, poster design, magazine layouts and book covers.

You will keep a visual record of your ideas and progress in a sketchbook. You will need to develop skills using **Computer Aided Design packages such as the Adobe suite** as well as **practical visual arts skills** in disciplines such as drawing, printing, collage and packaging.

How will I be assessed?

Unit 1- Portfolio/Coursework: The coursework element includes the use of sketchbooks in which you will be required to show your research, investigations and development of ideas from a given starting point to produce a variety of outcomes. Unit 1 accounts for 60% of your grade.

Unit 2 – Externally Set Assignment: You will complete one ten-hour examination that is held over two days in April/May of Year 11. A broad theme (set by the exam board) needs to be personally interpreted and prepared prior to the exam in a timed preparatory period. Unit 2 is worth 40% of the GCSE.

Exhibition: At the end of the course in June, there will be a celebratory exhibition of all students' work. This work will be internally assessed by art teachers and moderated at the exhibition by a visiting assessor.

Anything else I need to know?

The course complements other Art and Design GCSE subjects well as the assessment objectives are identical. Skills can effectively overlap to secure understanding and raise ability levels. Students are asked to contribute to the cost of a high quality hard-backed sketchbook near the start of the course to present their research and development professionally.

Health and Social Care

Lead teacher: Ms A Thornton

Specification: OCR Cambridge National in Health and Social Care

Health and Social Care is a course designed for those students who have an interest in pursuing further education or a career in a health and social setting such as care homes, nurseries and hospitals. It is vital that students have good communication skills and the ability to work independently as the course is predominantly coursework based. This course will help to develop further your understanding of the Health and Social Care Sector - in particular the different types of care settings along with the job roles, and principles and values involved. All students will also receive accredited first aid training from St Johns Ambulance Service.

What will I be studying?

Mandatory units

R032: Principles of care in health and social care

In this unit, students will learn about the importance of the rights of service users, person-centred values and how to apply them.

Students will also learn about the importance of effective communication skills when providing care and support for individuals using care settings and the procedures and measures used to protect service users and service providers such as safeguarding, hygiene and security.

R033: Supporting individuals through life events

In this unit, students will learn about life stages and the factors that affect them. They will understand expected and unexpected life events and the impact they will have on physical, social/emotional and socio-economic aspects in an individual's life.

Students will research the service providers and practitioners that can support individuals, recommend support and justify how this will meet the needs of a specific individual.

Optional unit- 1 of the following selected by staff

R034: Creative and therapeutic activities

In this unit, students will learn about a range of creative activities and therapies that are available in health or social care and understand the physical, intellectual, emotional and social benefits of these.

Students will learn how to plan and deliver a creative activity with an individual or group and evaluate their planning and delivery

R035: Health promotion campaigns

In this unit, students will have the opportunity to explore the various public health challenges the country faces, the approaches used to encourage health and wellbeing and the importance of this to society. They will understand the factors affecting a healthy lifestyle so that campaigns can be designed to target different groups of people.

Students will also learn how to plan and deliver their own small-scale health promotion campaign and how to evaluate their planning and delivery.

How will I be assessed?

R032- assessed via an exam

R033- assessed via a set assignment

R034/R035- assessed via a set assignment

Anything else I need to know?

All results are awarded on the following scale:

- Distinction* at Level 2 (*2)
- Distinction at Level 2 (D2)
- Merit at Level 2 (M2)
- Pass at Level 2 (P2)
- Distinction at Level 1 (D1)
- Merit at Level 1 (M1)
- Pass at Level 1 (P1).

History

Head of History: Ms G Kitto

Specification: Pearson Edexcel GCSE History

Aims of the course:

One of our key aims is to demonstrate the relevance of studying history to understanding the world around you today. The course will look at the historical origins of Britain today focusing on migration to the British Isles from the Vikings through to migration after World War 2. Also, students will look at **westward spread** of the United States of America. By the end of the course students will have looked at a wide range of topics and will understand that to comprehend the world in which they live they must know about the past.



The history GCSE is valued by employers and universities. Students who do well will have demonstrated the ability not just to master significant quantities of information but to think critically about this information; to analyse both its origins and relevance and to engage with the material critically. This is an increasingly important skill, especially in a “post truth” (!) world.

All examinations are written papers and extended writing is an important part of the assessment. Your current English level will be a key guide to your history prediction.

What will I be studying?

- Migrants in Britain (800-Present)
- Weimar and Nazi Germany (1918-1939)
- Early Elizabethan England (1558-1588)
- The American West (1835-1895)

How will I be assessed?

The history course will be examined in 3 exam papers at the end of the GCSE. These will feature a combination of source questions and essay questions, which students will develop the skills to answer throughout the course.

Anything else I need to know?

In the Humanities Faculty we work hard to ensure that we provide interesting and exciting lessons for students of all learning styles. Our lessons include written work, discussion, role play debate, photo-shoots, video, filming, and a vast range of other activities to make the course and the lessons exciting and enjoyable.

However, there are certain skills that will help you to get the most out of your history GCSE. The course is best suited to students who are meeting their targets in English, who are organised, hardworking and believe in meeting deadlines both in school and homework. Have you done well on the history learning projects so far?

Obviously, an interest in the history you have studied so far is a good sign of whether you will enjoy the GCSE. If you are willing to get involved in a range of activities including discussion this is a plus, but we work hard to help you develop these skills during the course if not

Modern Foreign Languages

Mandarin, French, German, Spanish

Director of Faculty: Mrs E Mannion

Specification: AQA Mandarin 8673, French 8652, German 8662, Spanish 8692



If you enjoy communicating with other people, finding out how language works and learning about different countries and cultures, studying GCSE Mandarin, French, German or Spanish is an excellent choice for you! You will learn about the countries where your language is spoken and get a lot more out of a trip there. You will add an international dimension to your choice of GCSE subjects, preparing you for a world of global markets and multinational companies, which is something many future employers and higher education providers look for.

Being able to communicate in more than one language allows us to become more open to other peoples' cultures and outlook. Learners develop communication skills, self-confidence and independence, together with an underlying understanding of grammatical concepts and language awareness, which could prove invaluable in later life.

What will I be studying?

The GCSE course:

- Theme 1: People and lifestyle.
- Theme 2: Popular culture.
- Theme 3: Communication and the world around us.

Classroom activities will be based on these themes, with great emphasis on the four skills of listening, speaking, reading and writing as well as learning about the grammatical structures of their chosen language. Students will need to commit to learning and revising vocabulary on a daily basis and also to study the structure and grammar of the language.

How will I be assessed?

| Paper 1: Listening and understanding | Paper 2: Speaking | Paper 3: Reading | Paper 4: Writing |
|---|--|-------------------------|-------------------------|
| 25% Exam in June | 25% Oral exam conducted by teacher in April / May | 25% Exam in June | 25% Exam in June |

Anything else I need to know?

- It is advantageous for students to have a dictionary in their chosen language at home for reference.
- Students will be expected to revise vocabulary for 10 - 15 minutes every night.
- You will be encouraged to take part in trips.

Music

Head of Music: Mr S Spacksman

Specification: GCSE 9-1 Music (Eduqas)



Have you ever wondered what makes certain songs catchy, or quirky? Would you like to be able to analyse and study different music? Write and/or perform music to a high standard?

You will want to study this subject if you have a love of music in all its forms and want to broaden your horizons. You will have learnt much from your lessons in Key Stage 3 and want to take that on further. You **must** play an instrument or be learning an instrument as you start the GCSE (and preferably from when you select it as a GCSE).

What will I be studying?

Component 1: Performing (30%) You will build on your performing skills – either on an instrument you already play, something you have just taken up, or your own voice. You must submit 4-6 minutes of recorded performance work, and you must make sure you perform at least two different pieces. One of them must be in a group, and you are free to choose what you like for the rest.

Component 2: Composing (30%) You will learn the skills of composing, building on your skills from Key Stage 3. You will produce two compositions during the course, and your work on both compositions must last at least 3 minutes.

Component 3: Appraising (40%) This component is assessed via a listening examination. There will be eight questions in total, two on each of the four areas of study. These areas are similar to work you have been doing in KS3, and include film music, pop music, musical forms and devices (Classical music) and music for ensemble (group performances).

How will I be assessed?

60% of your grade is coursework; Components 1 and 2, Performing and Composing. The composition is done in school over the course of about 10 hours per piece, so we can be sure it is your own work. Performances are also done in school, and you can choose to record them privately, just with your teacher, if you feel nervous. At the end of the course there will be a listening/written exam which is worth 40% of the total marks. In the exam, you will answer questions based around the four areas of study and two set works, which we will study in depth during the course.

Anything else I need to know?

You need to be enthusiastic about music, and ready to listen to lots of different styles. If you play an instrument, clearly you should have your own. You can sing for your performance – you can even beatbox or DJ! If you plan to use your voice, you should either have lessons or be part of a choir or singing group, either in or out of school.

Music is a wonderful skill that will broaden your mind, train your ear, improve your thinking and problem-solving skills. A Music GCSE will always impress a college or employer, as it is not a common qualification to have and it proves you are determined, hard-working, passionate, good with computers and academically minded.

Drama

Director of Faculty: Mrs L Finnie

Specification: WJEC Eduqas - GCSE Drama



If you are choosing to study Drama, then you should be enthusiastic about performing in front of an audience and the design elements involved in creating a production. You can be entered as either an acting or design candidate (there must be enough actors in the class to allow for designers) for both Component 1 and 2. Experience of performing or being involved backstage in productions outside the classroom are beneficial but not essential. Drama is very collaborative, high attendance is crucial as you will be working in groups almost every lesson – whether it is learning new skills, developing performances or rehearsing and performing.

What will I be studying?

You will be developing your acting or design skills and building on your terminology for the subject, this will be essential towards supporting your performances, coursework and exam responses. You will be creating your own performance material through devising methods, learning and performing within specific styles and practitioners, demonstrating your knowledge of set texts and analysing the decisions being made by practitioners in professional theatre shows.

How will I be assessed?

You are assessed throughout both years of the course. By the end of Year 10 you will have completed Component 1 which is the devised performance, written coursework and evaluation. In Year 11, you will rehearse and perform your scripted pieces to a visiting examiner and then complete the written exam at the end of the year.

| | |
|---|---|
| Component 1: Devising (40%) | Creating own performance using a variety of stimulus material. Stimulus is chosen by the exam board, this component is assessed by the teacher. |
| Component 2: Performance from Text (20%) | Performing two extracts in front of a visiting examiner from the exam board. |
| Component 3: Interpreting Theatre (40%) Section A: Set text Section B: Live Theatre | A written exam focused on extracts from a set text (Section A), this will be studied before the exam in lessons. A written review of a theatre show (Section B) seen by the students. Both completed in exam conditions. 1 hour 30 minutes. |

Anything else I need to know?

The course requires a lot of commitment but is highly rewarding. You will get the chance to engage in a variety of practical styles and study a range of characters. Attendance is an important factor to the course as other students will be relying on you to be present in order to complete performance rehearsals, mainly due to the collaborative nature of the course content.

This would be an ideal course for anyone considering Drama A Level and maybe studying Drama beyond school. However, a drama qualification will set you up in so many other ways providing you with important transferable skills and a chance to develop your creativity and learn from others.

Physical Education

Director of Faculty: Mr G Borja

Specification: AQA 8582

If you want to teach, coach, go into the fitness industry or be a physiotherapist, then this is the choice for you. You may also want to opt for this if you are not sure what you want to do but you enjoy PE and Biology.



What will I be studying?

Subject content:

- Applied anatomy and physiology
- Movement analysis
- Physical training
- Use of data
- Sports psychology
- Socio-cultural influences
- Health, fitness and well-being

How will I be assessed?

There are 2 exams papers with a mixture of multiple choice/objective test questions, short answer questions and extended answer questions.

Paper 1: The human body and movement in physical activity and sport

- Applied anatomy and physiology
- Movement analysis
- Physical training
- Use of data

Paper 2: Socio-cultural influences and well-being in physical activity and sport

- Sports psychology
- Socio-cultural influences
- Health, fitness and well-being
- Use of data

Both papers are 1 hour 15 minutes' written exams, with a total of 78 marks for each paper which is 60% of the GCSE.

There is also a Practical Performance in Physical Activity and Sport assessed by teachers and moderated by AQA, with a total of 100 marks and 40% of the GCSE.

Anything else I need to know?

You will be expected to always bring full school sports kit which consists of the following: black GCSE polo-shirt, black shorts, orange socks, school outdoor shirt, boots, and shin pads.

Students are expected to play for at least one school team and attend training.

Psychology

Director of Faculty: Miss E Tilley

Specification: AQA

Your brain is the most complex device in existence and because of it you are capable of art, music, love, happiness, hatred and charity.

You are the most challenging riddle ever written! To study Psychology you must have an interest in discovering how the human mind works and the ways in which it influences behaviour. Studying Psychology will begin to give you answers to questions such as how we develop our personality, why people suffer from mental disorders and how they can be treated and why we are more likely to obey the orders of a policeman than a milkman!

What will I study?

Cognition and behaviour

1. Memory
2. Perception
3. Development
4. Research methods

Social context and behaviour

1. Social influence
2. Language, thought and communication
3. Brain and neuropsychology
4. Psychological problems



How will I be assessed?

At the end of the two-year GCSE course you will sit two psychology exams. These will assess students' understanding with a mixture of multiple choice, short-answer questions and extended writing pieces.

What else do I need to know?

Psychology is a highly challenging yet fascinating course, ideal for enthusiastic and self-motivated students who enjoy reading and researching new information. You need to be able to read and summarise theories and identify their strengths and weaknesses and be confident in sharing your ideas with your peers. You can expect to study a variety of human behaviours, and you will gain a very valuable insight into the workings of the human mind. An understanding of simple mathematical calculations is an advantage.

Psychology links into a huge number of career routes: having an understanding of how the human mind works and its impact on behaviour is enormously useful in many different areas.

Studying Psychology can be a very useful starting point for careers in Counselling, Forensics, Occupational Health, Personnel, Sport, Education and Teaching.

Triple Science

Director of Faculty: Dr R Marsh

Specification: AQA Biology, Chemistry & Physics

Triple science allows you to gain three GCSEs in science and you will study each discipline (biology, chemistry and physics) in more detail.

What will I be studying?

You will study 3 science GCSEs: **Biology, Chemistry and Physics**. Each qualification will have a 9-point grading scale, from 9 (equivalent to A*) through to 1. The grades are awarded independently of each other.

Biology

Cell biology, Organisation, Infection and response, Bioenergetics, Homeostasis and response, Inheritance, variation and evolution & Ecology.

Chemistry

Atomic structure and the periodic table, Bonding, structure, and the properties of matter, Quantitative chemistry, Chemical changes, Energy changes, the rate and extent of chemical change, Organic chemistry, Chemical analysis, Chemistry of the atmosphere & Using resources.

Physics

Forces, Energy, Waves, Electricity, Magnetism and electromagnetism, Particle model of matter and atomic structure.

How will I be assessed?

Six exam papers altogether, two for each qualification: two biology, two chemistry and two physics.

All of the papers are 1 hour 45 minutes with foundation and higher tiers. Each paper has 100 marks, and the papers are equally weighted, so each is worth 50% of the qualification. Exams will contain a mixture of multiple choice, structured, closed, short answer and open response questions. There is no coursework or controlled assessment. However, students will need to complete a number of required practical activities throughout the course, and details of these will be assessed in exams.

Anything else I need to know?

Science requires:

Thinking skills, Mathematical skills, problem solving, IT skills, Literacy skills and an enquiring mind. You will also need to own a calculator along with standard equipment.

Fashion & Textile Design

Lead Teacher: Director of Faculty: Ms K Williams

Specification: Edexcel, 2TE01 (Art & Design: Textiles endorsement)

Why study Textiles?

You will acquire abilities in investigation, analysis, experimentation, refinement and problem-solving. You will also expand your understanding of past and present artists, designers and craftspeople.

There are many careers in the field of Textiles such as interior design, textile manufacture, costume and theatre design, fashion illustration & design, fashion marketing, fashion design in footwear, millinery, knitwear, graphics and fashion photography and publishing/blogging.



What will I be studying?

The endorsed Textiles syllabus requires a variety of textile processes to be explored, such as:

- Constructed Textiles (knit, weave, embroidery, appliqué, felting, fabric manufacture)
- Printed Textiles (stencilling, computer aided design)
- Fine Art Textiles (experimental effects)
- Dyed Textiles (batik, silk painting, dyeing processes)
- Fashion Textiles (basic pattern cutting, accessory design, costume design, fashion illustration)

You will keep a visual record of your ideas and progress in a sketchbook. Communication about ideas will be visual and written and you will produce a variety of practical final outcomes.

How will I be assessed?

Unit 1- Portfolio/Coursework: The coursework element includes the use of sketchbooks in which you will be required to show your research, investigations and development of ideas from a given starting point to produce a variety of outcomes. Unit 1 accounts for 60% of your grade.

Unit 2 – Externally Set Assignment: You will complete one ten-hour examination that is held over two days in April/May of Year 11. A broad theme (set by the exam board) needs to be personally interpreted and prepared prior to the exam in a timed preparatory period. Unit 2 is worth 40%.

Exhibition: At the end of the course in June, there will be a celebratory exhibition of all students' work. This work will be internally assessed by Visual Art teachers and moderated by a visiting assessor.

Anything else I need to know?

Costs: Students are asked to contribute to the cost of a high quality hard-backed sketchbook at the start of the course to present their research; a basic set of paints/brushes for designing will be valuable to have at home too. All other key materials are provided, but occasionally students may be required to contribute to some material costs depending on their design.

3D Design

Lead Teacher: Mrs J Pritchard, **Director of Faculty:** Ms C Pennington

Specification: Edexcel, 2TD01 (Art & Design: 3D Design endorsement)

Why study 3D Design?

Art & Design based subjects help you to learn about the visual world: aesthetics, purpose and function. You will acquire abilities in investigation, analysis, experimentation, refinement and problem-solving. The course will also enable you to continue to develop your practical skills learnt at KS3 and to express your ideas visually using new materials and techniques and help you develop your powers of imagination. You will also expand your understanding of past and present artists and designers. A GCSE in Design can lead to A level Art and Design courses or to a full-time art/design course at an FE institution. There are many careers in the field of 3D Design such as architecture, engineering, product design, interior design, jewellery design, theatre design, craft manufacture plus many others related to utilising design process skills.

What will I be studying?

The endorsed 3D Design syllabus requires a variety of 3D processes, such as:

- Architecture, Environment and Interior design (perspective drawing, model making, laser cutting)
- Product Design (Drawing, Digital drawing, functionality - working with card, metal, wood, electronics, plastics)
- Jewellery (experimenting with metal & plastic using casting, heating and soldering techniques)

Project themes are carefully designed to allow as much freedom as possible, whilst learning about different processes and techniques. Designers' work will be studied to influence variety in your work.

There will be problems to solve and opportunities to express creative ideas. You will keep a visual record of your ideas and progress in a sketchbook. Communication about ideas will be verbal, visual and written.

How will I be assessed?

Unit 1- Portfolio/Coursework: The coursework element includes the use of sketchbooks in which you will be required to show your research, investigations and development of ideas from a given starting point to produce a variety of outcomes. Unit 1 accounts for 60% of your grade.

Unit 2 – Externally Set Assignment: A ten-hour practical examination held over two days in April/May of Year 11. A broad theme (set by the exam board) needs to be personally interpreted and prepared prior to the exam in a timed preparatory period. Unit 2 is worth 40% of the GCSE.

Anything else I need to know?

Students are asked to contribute to the cost of a high quality hard-backed sketchbook at the start of the course to present their research. All other key materials are provided, but occasionally students may be required to contribute to some material costs depending on their design. Students are asked to contribute to the cost of a high quality hard-backed sketchbook near the start of the course to present their research and development professionally.

Hospitality & Catering

(Vocational) Level 1-2 Award

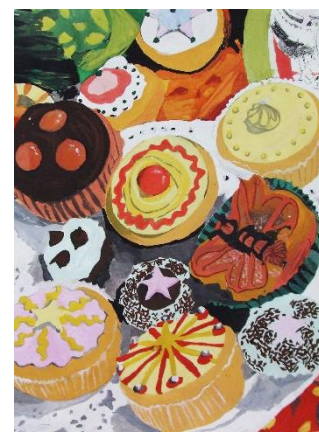
Director of Faculty: Ms C Pennington **Lead Teacher:** Mrs L Brooks

Specification: WJEC (Eduqas)

Hospitality & Catering is a vocational style course. This exciting and wide-ranging course is for students who enjoy working with all aspects of food preparation, catering business/industry processes and the understanding and application of nutrition/dietary needs. The subject requires students to show evidence of knowledge and understanding of Food preparation and Food industry processes **in written and project form** as well as develop competent practical skills in a range of categories and food groups.

What will I be studying?

You will learn about the hospitality and catering industry, the types of hospitality and catering providers and about working in the industry. You will learn about health and safety, and food safety in hospitality and catering, as well as food related causes of ill health. You will learn about the importance of nutrition and how cooking methods can impact on nutritional value. You will learn how to plan nutritious menus as well as factors that affect menu planning. You will learn the skills and techniques needed to prepare, cook and present dishes as well as learning how to review your work effectively.



How will I be assessed?

Unit 1—40% of grade = Written paper (80 marks), taken in June of Year 11

An externally set written paper. This component consists of short and extended answer questions. Students will be required to use stimulus material presented in different formats to respond to questions. This test assesses learners' ability to recall, select and communicate their knowledge and understanding of factors affecting the Hospitality and Catering Industry and their ability to analyse evidence provided to support their answers. It is externally marked.

Unit 2—60% of grade = Non-exam Assessment (NEA)/Controlled Assessment

In the Spring of Year 11, Learners are required to safely plan, prepare, cook and present nutritional dishes in response to a final brief (and for a specified client group), across 9 hours of supervised assessment time. A 4-hour practical test will form part of this to create their planned dishes. The test assesses technical skill and appropriateness of choices in response to the brief and client group. This unit is internally marked and externally moderated.

What skills will I develop?

Communication

Confidence

Learning independently

Organisation

Problem solving

Research

Self-discipline

Stamina

Taking on responsibility

Time management

Anything else I need to know?

This is NOT a fully practical, life skills 'cookery' course where students only get to cook dishes they like themselves.

Student behaviour and attitude to others in the kitchen must conform to safe working practises, as in a professional kitchen.

Theory lessons will inevitably outweigh practical lessons in number, in order to cover the learning and knowledge requirements. There will be **ONE practical cooking lesson on average per 2-week cycle**. This may increase as students work to planning their response to a brief in order to refine dishes.

Students will be expected to provide their own ingredients for each recipe. It is essential students are organised and prepared for practical lessons, or they will fail to cover the range of skills and food groups required.

An interest in analysing and applying nutritional understanding and 'cooking for others' in preparation for working in the hospitality and catering industry, is essential.

Progression opportunities

This course prepares students to undertake a Higher-Level Diploma in Hospitality and Catering at an FE institution or an Apprenticeship route. We do not offer an A level in Food or Catering at John Mason School.

Potential New Courses for 2025-27

For 2025-27 we are keen to offer a selection of new courses with a vocational focus. These courses have proven to be good at preparing students for work in a range of fields in their future. These courses will only run if sufficient students opt for them to be viable. Please indicate interest in your options ranking as for any other course.

All of the potential new courses are described in this section. You can find out more information about vocational courses and the extended offer from Mr Conway (rconway@johnmason.school). He can be found in A2 on Options Evening

Enterprise and Marketing: Level 2

Subject lead: Mrs A Thornton

Planned Specification: OCR J837

This subject cannot be taken alongside Business Studies GCSE.



The Cambridge National in Enterprise and Marketing is a Level 2 qualification which focuses on helping students develop skills around business management. It focuses on C21st business skills including managing small businesses; e-marketing; creative enterprises and design pitches. The course focuses on developing the practical skills required to run a business, in contrast to the more academic analysis of the Business Studies course. Key skills developed during the course include:

- Communication and presentation (including digital presentations)
- Research
- Problem solving
- Planning and delivery
- Creative thinking

What will I be studying?

The course is designed for students who wish to develop their practical skills in enterprise and marketing. Perhaps in the future you want to be your own boss running a business and keeping the profits for yourself. What field would interest you? health and beauty? plumbing or electrical? online services or sales? Whatever your business, there are certain skills you will need and in this course, you will study these. Topics include:

- Designing a business proposal: identifying risk and reward; pitching a business proposal; financial planning.
- Marketing: market research; develop a promotional campaign; e-marketing.
- Building a brand: brand identity; building a customer profile; targeted marketing.

How will I be assessed?

Practical assessment tasks (60%): Over the two years you will complete a series of tasks which will add up to 60% of your final mark. These include:

- Developing a brand identity to target a specific customer profile.
- Create a promotional campaign
- Plan and pitch a proposal
- Review a proposal

Exam (40%): At the end of the course you will be examined on key concepts and ideas. This exam is worth 40% of the course.

Anything else I need to know?

This course is designed for those who want to acquire practical experience of preparing to run a business. It will involve presenting your ideas to a group at various times and to different audiences. Your teacher will support you with developing your skills and confidence to do this. Like any Level 2 course there is an exam and core content and concepts you have to learn throughout the course. Learning will focus on practical and real-world application of skills relevant to running a business including: research, creative thinking, group work, planning and organisation and digital presentation.

Technical Award: Health and Fitness Level 2

Subject lead: Mr G Borja

Planned Specification: NCFE Level 2: 603/7007/5

This subject cannot be taken alongside PE GCSE



What will I be studying?

This qualification aims to:

- focus on the study of the health and fitness sector
- offer breadth and depth of study, incorporating a key core of knowledge
- provide opportunities to acquire a number of practical and technical skills

The objectives of this qualification are to:

- develop a broad understanding of the structure and function of body systems
- identify the effects of health and fitness activities on the body
- understand health and fitness and the components of fitness
- apply the principles of training
- understand the impact of lifestyle on health and fitness
- test and develop components of fitness
- apply health and fitness analysis and set goals
- plan, develop and take part in a health and fitness programme and understand how to prepare safely

How will I be assessed?

Practical assessment tasks (60%): Over the two years you will complete a series of tasks which will add up to 60% of your final mark. New tasks are set each year but they will focus on practical application of the skills and knowledge acquired during the course. For example, one assessment has required students to research and design a training programme for a new client at your gym including a training programme and diet plan. This task involved conducting initial fitness assessments, completing a lifestyle review of the client, setting fitness goals, designing an exercise programme to achieve these, completing a dietary review, completing the fitness programme and measuring impact.

Exam (40%): At the end of the course you will be examined on key concepts and ideas. This is exam is worth 40% of the course.

Anything else I need to know?

The Health and Fitness qualification is a practical course designed to prepare people to work in the sports and leisure industry. Although content overlaps with the GCSE PE it has a focus on practical and real-world applications of knowledge with a career-focused approach. As with GCSE PE there will be a mixture of classroom and practical lessons.

Potential future career opportunities include:

Professional Sport: Performer/player, fitness coach, sports coach, exercise & sport scientists, dietitian, sport development officer, catering manager, assistant coach and youth team coach.

Health: sports therapist, sports massage.

Fitness: Gym manager, personal trainer, yoga instructor, fitness instructor, professional fitness coach.

Teaching & Public Services: Primary school teacher, secondary school PE teacher, sports coach.

Leisure: Swimming teacher, lifeguarding, leisure centre management, outdoor activities instructor.

Media Studies

Subject lead: Mrs S Butler

Planned Specification: Eduqas GCSE media Studies



What will I be studying?

The media studies GCSE offers students the chance to critically explore and analyse the business, presentation and impact of media in the modern world. Over the two year course students will explore a variety of media including film, advertising, magazines, newspapers, radio, video games and music. They will explore the products of the particular medium they are studying, the context and the nature and impact of that medium. Students will analyse different media forms and explore how they work to engage, interest and even manipulate their audience. They will learn about individual examples of media impact and types, but also about the wider industry and potential future careers.

How will I be assessed?

Practical assessment tasks (30%): In the creative assessment task you will work to a brief to create a media product. Although the specific briefs can vary these have included:

- Creating an opening sequence for a new television crime drama alongside a working webpage for the new show.
- Create the front cover, a double page spread and a working homepage for a new music or sport magazine.
- Create an original music video for a new pop band or artist in a sub-genre of your choice, alongside a working homepage for the new band.

Exam (70%): At the end of the course you will be examined on key concepts and ideas. This is exam is worth 70% of the GCSE.

Anything else I need to know?

Creative and media industries are a major UK employment sector with a diverse range of future job opportunities including in: advertising and marketing; television and radio; website design, promotion and analysis; talent spotting and representation; technical careers in television, radio and film; social media management; public relations; market research and statistics. If you are interested in a future in the media speak to Mrs Gibson early on in your course for support finding work experience in a relevant setting.

BTEC Travel and Tourism

Subject lead: TBC

Planned Specification: Pearson, BTEC Travel and Tourism, 603/7048/8



The travel and tourism sector is the UK's third-largest employer, accounting for 9.5% of total employment. Tourism is one of the fastest-growing sectors in the UK in employment terms, employing nearly 3 million people, and the value of tourism to the UK economy is approximately £121 billion (7.1 per cent) of UK GDP. In 2016, travel and tourism contributed 10.2 per cent of the world GDP, and the sector now supports 292 million people in employment – that's one in ten jobs worldwide. Jobs in this sector are varied and can involve travel all over the world. It is an exciting field of employment and of study and this course is designed to prepare you for a possible future in the travel and tourism industry.

What will I be studying?

The course focuses on the knowledge and skills that allow students to excel when working in this sector. It includes units on:

- processes and attitudes in the sector such as the appeal of different tourist destinations to different types of customer
- factors that influence travel and tourism
- skills such as researching different travel and tourism organisations, the features of tourist destinations, and the products and services available to meet the needs of different customers
- attitudes that are considered to be very important in the travel and tourism sector, including how to develop tourism while respecting the environment and local communities; complete market research for a new tourist venue;

How will I be assessed?

Practical assessment tasks (60%): Over the two years you will complete a series of tasks which will add up to 60% of your final mark. New tasks are set each year but they will focus on practical application of the skills and knowledge acquired during the course. For example, students have been asked to research and produce a report on a tour operator; plan a suitable tour for their chosen operator to offer and present on this; explore how technology is being used to improve the passenger experience in airports; prepare a visitor profile for a particular destination; prepare a travel route suitable to a particular customer profile; prepare a travel plan for a particular customer profile e.g. a family of four. Each task is designed to give and assess practical skills that would be of use working in this field.

Exam (40%): At the end of the course you will be examined on key concepts and ideas. This exam is worth 40% of the course.

Anything else I need to know?

This course complements the learning in our GCSE Geography and GCSE Business courses by broadening your experience and skills participation in different contexts, with the opportunity to practically apply your knowledge and skills through project work such as investigating different travel and tourism organisations, how they identify trends and customer needs to provide products and services, the factors influencing tourism, and the impact of tourism on destinations. If you are interested in a future in travel and tourism you may also want to look carefully at language courses, as a basic grasp of a modern language can significantly boost your pay in this field.

Your Notes

| Essential Learning | Additional Learning | |
|----------------------|--|----------------------------------|
| English Language | Art and Design | Modern Foreign Languages |
| English Literature | Business | Music |
| Mathematics | Computer Science | Drama |
| Combined science | IT | Physical Education |
| Personal Development | Geography | Psychology |
| Religious Studies | Graphic Design | Fashion and Textile Design |
| Core PE | Health and Social Care | 3D Design |
| | History | Hospitality and Catering |
| | Triple Science | Enterprise and Marketing Level 2 |
| | Technical Award Health and Fitness Level 2 | Media Studies |
| | BTEC Travel and Tourism | |

| Additional Learning Choices | |
|-----------------------------|------------|
| Choice 1: | Reserve 1: |
| Choice 2: | Reserve 2: |
| Choice 3: | Reserve 3: |
| Choice 4: | |

This page is for you to make notes only. To make your choices, you MUST complete the Google form with your initial preferences (available from 9th December) and the 'Final choices' form in February.

To complete the Ebacc your choices should include at least either geography or history along with at least one modern foreign language.

You must include 3 reserve choices just in case your 1st choices are not available.



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