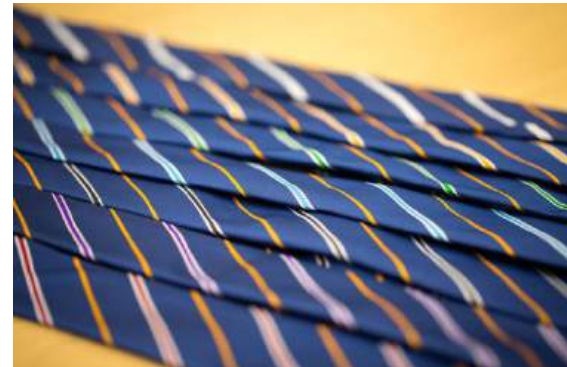


# The John Fisher School Pathways Booklet



## CHOOSING YOUR GCSE PATHWAY

Which way now?



*John 10:10*

*"Have life and have it to the full"*



## CHOOSING YOUR PATHWAY

We are asking students to indicate which optional subjects they would like to study in Year 10 and 11. **This is an indication only, formal choices will be made in March 2025.**

This booklet helps our students understand more about the subjects they might want to study and we have provided links to exam specifications/exam boards on each page.

Please use the booklet to help make choices and keep it safe to refer to.

Final choices must be submitted using the link at the end of the document.

Sometimes, **we cannot allocate a first choice**; the timetable will not allow it, or perhaps there are not enough students who have chosen to study a subject; therefore, we ask that all students select **reserve subjects**.

As a school, we constantly endeavour to do our best to ensure our students have the courses best suited to their needs

The decisions you make now will affect your future. So think and choose carefully for the right reasons.



*John 10:10*

*“Have life and have it to the full”*



## MAKING YOUR DECISIONS

### Compulsory element or 'core curriculum'

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

### Choosing your option subjects

- We have a section dedicated to the **English Baccalaureate (EBacc)** on the next page
- Research all your options before you make a decision
- Carefully read what each option subject studies and the assessment requirements
- If you have a firm career idea, choose subjects you will need to meet the entry requirements for the post-16 opportunities that interest you (further education, higher education or an apprenticeship)
- If you don't have a firm career idea, choose subjects that will give you plenty of choices for further education.
- Do not be afraid to ask for help and advice. Family, friends and teachers can all be accommodating.

### Do choose a subject because:

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

### Do not choose a subject because:

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

*John 10:10*

*"Have life and have it to the full"*

# The English Baccalaureate (Ebacc) Pathway



## MAKING YOUR DECISIONS

### What is the English Baccalaureate (EBacc)

The school has high aspirations for attainment for all students. That is why we offer the EBacc as a guided pathway.

The Department for Education indicate that the EBacc is made up of the subjects which are considered essential to many degrees.

The EBacc is:

- English language and literature
- maths
- the sciences
- geography or history
- a language

A study by the UCL Institute of Education shows that studying subjects included in the EBacc provides students with more significant opportunities for further education and increases the likelihood that a student will stay on in full-time education. In addition, Sutton Trust research reveals that studying the EBacc can help improve a young person's performance in English and maths.

### Why are there other subjects on offer if the EBacc is considered important?

- Offering additional subjects enables students that do choose the EBacc pathway to also choose some additional GCSE subjects
- We also recognise that the Ebacc pathway may not be appropriate for all students, despite the fact it is strongly encouraged.
- We therefore, offer subjects outside of the Ebacc to maintain breadth in our offer.
- EBacc information (external site): click [here](#)

*John 10:10*

*"Have life and have it to the full"*



# The GCSE/BTEC Pathway Process



## HOW TO CHOOSE?

### How to choose

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

**Please remember to select three first-choice subjects in order of preference and three reserve-choice subjects in order of preference.**

Submission  
Form



### Important Notes

1. If you choose **Sports Studies BTEC** you cannot choose **Sports Studies GCSE**.
2. If you choose **Business Studies BTEC** you cannot choose **Business Studies GCSE**.
3. Students selecting **Economics** will be assessed for suitability. Usually students in **Maths** sets 1 and 2 are suitable to the course.
4. **Food Preparation and Nutrition GCSE** has limited spaces and is usually a very popular choice. Please think carefully about a reserve choice if this is a first choice subject.

*John 10:10*

*"Have life and have it to the full"*

# What if I need to find out more?



## FREQUENTLY ASKED QUESTIONS

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

We have developed our GCSE curriculum to include a breadth of choice. However, we do anticipate that some subjects will be popular. Students must therefore be aware that it is essential to choose a reserve subject. Hopefully, this will not be needed, but you should select a reserve knowing that you could be studying this subject.

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

We are able to accommodate a small number of changes once your son has started his courses.

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

### What is a BTEC Level 2 course?

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

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

We recommend a maximum of two BTEC subjects as these courses can have large coursework elements to them.

*John 10:10*

*“Have life and have it to the full”*





## SCHOOL RESEARCH AND HELP

Careers education is delivered within the RSHE programme throughout Years 7 to 13, plus an additional 10-week block of lessons in Year 9. The careers programme emphasises managing the changes, choices and transitions that will affect future education, training, work and life as an adult.

Careers Education, Information, Advice and Guidance are now recognised in the national framework. It must include the three critical areas of Self Development, Career Exploration and Career Management in alignment with the **Gatsby benchmarks** below:

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each pupil
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance

In Years 10 and 12, students are offered the opportunity to participate in **Work Experience** placements for one-week off-site in the Summer term. In Years 8, 9 and 12, a **Speed Careers** event is organised, bringing together over 40 different professions into one place, allowing students to speak to alums and other professionals about their career choices. **Guest speakers** and **CV workshops** are also provided to help boost the employability of our students.

By the end of Year 11, all students will have had the opportunity of a dedicated **one-to-one careers advice appointment** with a qualified practitioner, ensuring they receive impartial advice informing them about different Sixth Form options, apprenticeships and other educational routes.

Students can access high-quality, up-to-date career information from Show My Homework and their tutors. In addition, all students can email our Careers Leader at [r.palmer@ohnfishersschool.org](mailto:r.palmer@ohnfishersschool.org) and schedule an appointment to ensure tailored advice is being given to each student.

*John 10:10*

*"Have life and have it to the full"*





# THE CORE KEY STAGE 4 CURRICULUM

*John 10:10  
"Have life and have it to the full"*

# The Core Key Stage 4 Curriculum Index

Go to Pathways  
Curriculum >

Submission  
Form >

English Language >

English Literature >

Mathematics >

Combined Science >

Separate Science >

Religious Education >



*John 10:10*

*“Have life and have it to the full”*

# English Language & Literature (2 GCSEs)



English  
Language  
Specification >

English  
Literature  
Specification >

Core  
Curriculum >

Pathways  
Curriculum >

## Why is this course important?

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

## What will I learn?

### **Literature component:**

You will study:

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

\*Texts subject to change\*

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

## How is the course assessed?

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

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

Unit 2 - (50%) Exploring Poetry and Shakespeare

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

Unit 1 - (50%)

Explorations in creative reading and writing

Unit 2 - (50%)

Writers' viewpoints and perspectives

## Where will it take me?

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

John 10:10

*"Have life and have it to the full"*



Mathematics  
Specification >

Further  
Mathematics  
Specification >

Core  
Curriculum >

Pathways  
Curriculum >

## Why is this course important?

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

## What will I learn?

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

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

## How is the course assessed?

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

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

## Where will it take me?

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



**Combined  
Science  
Specification** >

## Why is this course important?

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

## What will I learn?

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

A few topics that are studied are:

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

## How is the course assessed?

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

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

Duration: 1 hour 15 minutes each

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

Tiers: Foundation and Higher

## Where will it take me?

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

**Core  
Curriculum** >

**Pathways  
Curriculum** >

*John 10:10*

*"Have life and have it to the full"*



# Separate Science - Biology, Chemistry and Physics



**Biology  
Specification** >

**Chemistry  
Specification** >

**Physics  
Specification** >

**Core  
Curriculum** >

**Pathways  
Curriculum** >

## Why is this course important?

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

## What will I learn?

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

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

## How is the course assessed?

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

Tier: Higher paper only at The John Fisher School

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

## Where will it take me?

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

*John 10:10*

*"Have life and have it to the full"*



## Religious Education Specification >

### Why is this course important?

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

### What will I learn?

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

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

### How is the course assessed?

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

Assessment criteria includes:

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

### Where will it take me?

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

## Core Curriculum >

## Pathways Curriculum >

*John 10:10*

*"Have life and have it to the full"*



# GCSE PATHWAYS KEY STAGE 4 CURRICULUM

*John 10:10  
"Have life and have it to the full"*

# Your Choices

## Key Stage 4 Curriculum

[Back to Core Curriculum >](#)

[Submission of Choices >](#)

<a href="#">Ancient History GCSE** &gt;</a>	<a href="#">Food Preparation and Nutrition GCSE &gt;</a>
<a href="#">Art and Design GCSE &gt;</a>	<a href="#">French GCSE** &gt;</a>
<a href="#">Business Studies GCSE &gt;</a>	<a href="#">Geography GCSE** &gt;</a>
<a href="#">Business Studies (Enterprise) BTEC &gt;</a>	<a href="#">History GCSE** &gt;</a>
<a href="#">Computer Studies GCSE** &gt;</a>	<a href="#">Music GCSE &gt;</a>
<a href="#">Design and Technology GCSE &gt;</a>	<a href="#">Spanish GCSE** &gt;</a>
<a href="#">Digital Information Technology BTEC &gt;</a>	<a href="#">Sports Studies GCSE &gt;</a>
<a href="#">Drama GCSE &gt;</a>	<a href="#">Sports Studies BTEC &gt;</a>
<a href="#">Economics GCSE &gt;</a>	

**\*\* = EBacc Pathway Subject**

# Ancient History GCSE\*\* (EBacc Subject)



**Ancient  
History  
Specification** >

## Why choose this course?

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

## What will I learn?

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

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

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

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

## How is the course assessed?

This course consists of two papers.

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

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

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

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

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

## Where will it take me?

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

**Core  
Curriculum** >

**Pathways  
Curriculum** >

*John 10:10*

*"Have life and have it to the full"*





**Art and  
Design  
Specification** >

## Why choose this course?

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

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

## What will I learn?

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

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

## How is the course assessed?

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

### **Component 1: Portfolio**

60% of GCSE

120 marks

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

40% of GCSE

80 marks

## Where will it take me?

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

**Core  
Curriculum** >

**Pathways  
Curriculum** >

*John 10:10*

*"Have life and have it to the full"*



## Business Studies Specification >

## Core Curriculum >

## Pathways Curriculum >

### Why choose this course?

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

### What will I learn?

Topics include:

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

### How is the course assessed?

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

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

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

### Where will it take me?

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

# Business Studies (Enterprise) BTEC Award



Business  
Studies BTEC  
Specification >

Core  
Curriculum >

Pathways  
Curriculum >

## Why choose this course?

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

## What will I learn?

Topics include:

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

## How is the course assessed?

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

## Where will it take me?

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

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

John 10:10

*"Have life and have it to the full"*

# Computer Science GCSE\*\* (EBacc Subject)



**Computer  
Science  
Specification** >

## Why choose this course?

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

## What will I learn?

Topics Include:

- **Computer systems**

1.1 Systems architecture, 1.2 Memory and storage, 1.3 Computer networks, connections and protocols, 1.4 Network security, 1.5 Systems software 1.6 Ethical, legal, cultural and environmental impacts of digital technology

- **Computational thinking, algorithms and programming**

2.1 Algorithms, 2.2 Programming fundamentals, 2.3 Producing robust programs, 2.4 Boolean logic 2.5 Programming languages and Integrated Development Environments

## How is the course assessed?

### **Computer systems**

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

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

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

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

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

## Where will it take me?

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

**Core  
Curriculum** >

**Pathways  
Curriculum** >

*John 10:10*

*"Have life and have it to the full"*



## Design and Technology Specification >

## Core Curriculum >

## Pathways Curriculum >

### Why choose this course?

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

### What will I learn?

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

### How is the course assessed?

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

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

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

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

### Where will it take me?

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



# Digital Information Technology BTEC Award



## Digital I.T. Specification >

### Why choose this course?

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

### What will I learn?

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

## Core Curriculum >

## Pathways Curriculum >

### How is the course assessed?

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

### Where will it take me?

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

*John 10:10*

*“Have life and have it to the full”*



## Drama Specification >

### Why choose this course?

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

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

### What will I learn?

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

## Core Curriculum >

## Pathways Curriculum >

### How is the course assessed?

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

- Students will be assessed on either acting or design. They will produce a realisation of their piece of theatre and a portfolio with supporting evidence and an evaluation of the final performance. 2 sides of work

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

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

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

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

### Where will it take me?

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

*John 10:10*

*"Have life and have it to the full"*



## Economics Specification >

## Core Curriculum >

## Pathways Curriculum >

### Why choose this course?

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

### What will I learn?

#### **How markets work:**

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

#### **How the economy works:**

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

### How is the course assessed?

Able **Mathematicians in sets 1 and 2** are well suited to this course due to the Mathematical content and assessment. This course consists of two 1 hour 45 minutes examinations worth 50% of the GCSE. Both examinations are worth 80 marks each.

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

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

### Where will it take me?

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

- Economist
- Chartered accountant
- Investment / financial risk analyst

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

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

*John 10:10*

*“Have life and have it to the full”*

# Food Preparation and Nutrition GCSE



Food  
Preparation  
Specification >

Core  
Curriculum >

Pathways  
Curriculum >

## Why choose this course?

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

## What will I learn?

This GCSE is an exciting and creative course which focuses on practical cooking skills to ensure students develop a thorough understanding of nutrition, food provenance and the working characteristics of food materials. At its heart, this qualification focuses on nurturing students practical cookery skills to give them a strong understanding of nutrition. Food preparation skills are integrated into five core topics: **Food, Nutrition and health, Food science, Food safety, Food choice & Food provenance.**

***This is a subject with limited spaces, please think carefully about a reserve subject if selecting this GCSE as a first choice.***

## How is the course assessed?

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

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

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

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

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

## Where will it take me?

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

John 10:10

*"Have life and have it to the full"*

# French GCSE\*\* (EBacc Subject)



## French Specification >

### Why choose this course?

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

### What will I learn?

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

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

### How is the course assessed?

All students will be assessed in the following ways:

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

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

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

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

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

- Foundation: 45 minutes
- Higher: 60 minutes

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

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

### Where will it take me?

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

## Core Curriculum >

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John 10:10

*“Have life and have it to the full”*



# Geography GCSE\*\* (EBacc Subject)



Geography  
Specification >

## Why choose this course?

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

## What will I learn?

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

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

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

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

### **Geographical skills:**

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

## How is the course assessed?

This course is 100% examined externally.

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

- 1 hour 30 minutes
- 35% of GCSE

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

- 1 hour 30 minutes
- 35% of GCSE

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

- 1 hour 15 minutes
- 30% of GCSE

## Where will it take me?

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

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John 10:10

*"Have life and have it to the full"*

# History GCSE\*\* (EBacc Subject)



History  
Specification >

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## Why choose this course?

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

## What will I learn?

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

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

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

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

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

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

## How is the course assessed?

This course consists of three papers.

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

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

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

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

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

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

## Where will it take me?

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

John 10:10

*"Have life and have it to the full"*



## Music Specification >

## Core Curriculum >

## Pathways Curriculum >

### Why choose this course?

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

### What will I learn?

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

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

### How is the course assessed?

All students will be assessed in the following ways:

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

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

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

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

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

- Written listening exam: 1 hour 15 minutes

### Where will it take me?

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

*John 10:10*

*"Have life and have it to the full"*

# Spanish GCSE\*\* (EBacc Subject)



**Spanish  
Specification** >

## Why choose this course?

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

## What will I learn?

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

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

## How is the course assessed?

All students will be assessed in the following ways:

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

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

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

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

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

- Foundation: 45 minutes
- Higher: 60 minutes

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

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

## Where will it take me?

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

**Core  
Curriculum** >

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*John 10:10*

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## Sports Studies Specification >

## Core Curriculum >

## Pathways Curriculum >

### Why choose this course?

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

### What will I learn?

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

### How is the course assessed?

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

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

### Where will it take me?

Students can progress from this qualification to:

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



## Sports Studies BTEC Specification >

## Core Curriculum >

## Options Curriculum >

### Why choose this course?

You are interested in the human body and how it works when taking part in physical activity. You enjoy doing coursework that develops your grade over time and you want to link theoretical content to practical lessons. You enjoy all practical lessons experienced in KS3. You have an interest in many sporting activities and due to the nature of assessment in this course prefer being assessed in stages throughout the course as opposed to once at the end.

### What will I learn?

- Benefits of taking part in sport
- Technology and equipment for sporting performance
- The benefits of the warm up on the body system
- Different components of fitness used in sport
- The roles of officials and participating in sport
- Demonstrating how to improve technique in sport
- Components of fitness and fitness testing
- Training methods
- Principles of training
- Motivation and goal setting

### How is the course assessed?

This course is assessed through three separate components. Component 1 & 2 are taught for an extended period of time and then assessed under controlled conditions by an exam board set assignment, much like a case study or coursework. Component 3 is taught for a period of time and then assessed through an examination.

### Where will it take me?

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

*John 10:10*

*"Have life and have it to the full"*





## ***Making your choices***

*Please choose **three first-choice** subjects and also **three reserve-choice** subjects using the following link:*

Core  
Curriculum >

Pathways  
Curriculum >

Click [here](#)

**DEADLINE: Friday 14<sup>th</sup> February 2205 – 12:00 p.m.**

*John 10:10*

*“Have life and have it to the full”*