

# GCSE OPTIONS BOOKLET



Joyce  
Frankland  
Academy  
Newport

Established 1588 ffree Grammar Schole of Newport



ANGLIAN LEARNING



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# INTRODUCTION

## CURRICULUM CHOICES AND THE OPTIONS PROCESS

- The selection of optional subjects at GCSE is one of the most exciting and important moments in any student's secondary education.
- We aim to ensure that the information and guidance provided will support your child in exploring what options are right for them. Their informed choices will lead to them fulfilling their potential and flourishing in the future.
- This booklet will provide you with information about the curriculum choices for students from September 2023. Some general information about qualifications is provided that is appropriate for this age group. Specific details about the courses we offer is also given.
- The Options Evening on Thursday 9th February will give you and your son/daughter the opportunity to see the range of opportunities that are available to students and speak to the various subject staff about particular subjects. To maximise time for this, we will conduct a virtual presentation the evening before on Wednesday 8<sup>th</sup> February (at 7pm) to give further information about the Options process. These will be recorded so they can then be viewed at any time.
- Taster lessons in certain subject areas will take place after February half term to further support the options process along with careers advice and guidance in tutor time and PHSE.
- Your child/ren options forms will need to be completed online (Options Online) using the SIMs Parent App. If for any reason you have technical difficulties which means this is not possible then a paper form should be submitted. **Please complete these forms by Friday 10<sup>th</sup> March.**
- Beginning on 19<sup>th</sup> March, you and your child/ren will have a personalised interview with a member of the Academy Leadership Team in which their provisional option choices, career progression and learning pathways will be discussed and agreed.
- Students will receive final confirmation of their Key Stage 4 (Year 9) programme of study by the end of May.



# GUIDANCE FOR STUDENTS

## THE OPTIONS PROCESS IS ABOUT YOUR QUALIFICATIONS AND YOUR FUTURE.

The National Curriculum requires all pupils to study English, Mathematics, Science, ICT, Core PE, PSHEE, RE and SMSC. At JFAN this is organised as follows:

- English – leading to GCSEs in English Language and English Literature
- Mathematics
- Science (either Trilogy or the individual Sciences)
- Core PE

PHSEE, RE and Social, Moral, Spiritual and Cultural (SMSC) experience will be covered throughout all areas of the curriculum, in assemblies and events, as well as in PHSEE lessons once a fortnight. This has been mapped in detail across the academy to ensure all students receive a high quality education in these areas. Where necessary the timetable is flexible and we will use this to get students together as a whole year group so they can benefit from a full range of opportunities and experiences. All students will have opportunities for the use of ICT across the curriculum.

In Core PE, students continue to access 4 hours of PE per fortnightly cycle as part of their curriculum provision. A variety of activities are offered to further their experiences in a range of sports as well as types of physical activity. This will enable students to understand how to fulfill a healthy active lifestyle during school and after they leave education, including planning fitness activities and how diet and lifestyle choices will affect your health.

A full, and growing, program of Co-curricular activities support the curriculum provision and are open to all students.

## THE ENGLISH BACCALAUREATE (Ebacc)

The government introduced the English Baccalaureate in order to ensure that students follow a broad and balanced curriculum and to recognise the achievements of students who obtain GCSE grade 5 or above across a suite of academic subjects. It is not a qualification in itself, but is one way of recognising the achievements of students who achieve grade 5 or above in six subjects from across the academic spectrum.

To accomplish the Baccalaureate, you need to achieve grade 5 or above in English, Mathematics, Double or Triple Science, Geography or History and a foreign language.

You don't need to have studied all of these to go to university, but having your GCSE mix steered towards English Baccalaureate subjects will help keep your options open. At present, universities are continuing to base their offers on A level grades. Competition for places for some universities and courses has meant that they are looking at GCSE grades, and subjects studied, in some cases.

# NATIONAL PERFORMANCE MEASURES

## GCSE Grading

In 2017 a new grading scheme was brought in alongside a new GCSE curriculum in England. The highest grade is 9, whilst 1 is the lowest, not including a U (ungraded). The new numerical grades now apply to all subjects.

There is no exact equivalence between the old and new GCSEs. However, grades 7 and above are roughly equivalent to the old grades A-A\*, and grades 4-6 are roughly equivalent to the old grades C-B.

A*	A	B	C	D	E	F	G	U
9	8	7	6	5	4	3	2	1

League tables report the percentage of students who achieve a 'strong pass' (5 or above) in both English (either Language or Literature) and Maths, and also in the EBacc subjects. The number achieving a 'standard pass' (4 or above) is also reported.

## Progress 8 & Attainment 8

Progress 8 is a measure of the progress children make between the end of primary school and the end of secondary school. It's designed to encourage good quality teaching across a broad curriculum.

The measure is based on students' progress calculated across their best eight subjects which must include the following: English Language and Literature; Mathematics; three other EBacc subjects (Sciences, Computer Science, Geography, History and languages); and three further subjects, with English and Maths being double weighted to reflect their importance. Attainment 8 is the average raw point score across the same 8 subjects.

At Joyce Frankland Academy all students are encouraged to pursue the English Baccalaureate . All students must follow a curriculum that meets the Progress 8 profile; they need at least **one EBacc** subject (other than Science) as part of their GCSE Options. We also have a firm belief in the values of a broad Arts curriculum and so expect students to have a balanced and rounded set of option choices from across different curriculum areas.





# GUIDANCE FOR STUDENTS

## THE OPTIONS PROCESS IS ABOUT YOUR QUALIFICATIONS AND YOUR FUTURE.

In **Year 10 and 11** all students will study:

- English
- Maths
- Science
- Core PE
- PSHE

We would anticipate that **most** students **would pick one subject from each of the following families of subjects:**

Humanities	Languages
(4) Geography (30) (5) History (30) (1) Religious Studies (30)	(1) French (30) (2) German (30) (1) Latin (30) (2) Spanish (30) Additional Study Support

We would then anticipate that **most** students **would pick two subjects from the following three families of subjects:**

Enterprise	Creative Arts	Performing Arts
Business Studies (1) Computing (30) (1) Economics (30) (1) Media Studies (30)	(3) Art and Design (25) (1) Textiles (25) <b>can not be taken with Art and Design</b> Design and Technology (2) Food and Nutrition (25) (2) Photography (25) <b>Selecting two from this block would only be considered by the Faculty Lead on a case by case basis</b>	(1) Dance (25) (2) Drama (25) (1) Music (25) (2) PE (GCSE and Cambridge National) (30)

These are not rigid option blocks but a guide to how most students will successfully decide on the right balance of option choices. We pride ourselves on our individual care and personalised curriculum offer where possible.

Some courses may not run if the numbers picking the subject are too small. Likewise some subjects are limited by facilities and resources and therefore we have to impose maximum group sizes and numbers of classes. Due to this, we ask that all students pick one reserve subject. We will, however, do our very best to satisfy as many of each student’s option choices as possible.

# MAKING YOUR CHOICES

## GOOD REASONS FOR CHOOSING SUBJECTS

You are now approaching a very important stage of your education where key decisions need to be made. It is important that you think carefully about these choices as they will have a direct impact on later decisions about potential Level 3 courses (A Level equivalents) and apprenticeships and ultimately about university routes should that may be your preference. And, of course, the world of work.

### Build on success:

- Choose subjects in which you feel you will do well.
- Use your school reports to help you make an informed choice.

### Go for motivation:

- Choose subjects which interest you.
- You are then likely to work hard and do well.

### Choose subjects which match your learning needs:

- Some students prefer a course with a large quantity of 'project' work and independent learning, others prefer exams. Think about what type of assessment suits you best. Do you do better with coursework or do you prefer written exams? Different courses will suit different students because of the way they are assessed.
- Look carefully at subject areas in which you are successful and at new courses that you have not studied at school so far.

### Think about your future career:

- Try to consider a balance of subjects. You might have ideas about your future but you could change your mind! That is why we offer a broad curriculum which keeps options for the future open. We want to make sure that you are educated in a way that means you can adapt to changes during your working lives and respond to future opportunities. Use the internet to find out which subjects are required for any career you might be interested in.
- If you do have an idea about the specific career you want to follow, check out the qualifications you need.

### Beyond 16:

- You will be expected to stay in some form of education or training beyond the age of 16.
- Many students will stay in school and enter the Sixth Form, where the courses cater for a wide range of ability and interests; however, a college or employment with training is also an option.
- Some students will continue their education and training at college or with an employer.
- Ask for advice from your teachers, parents and other students.



# MAKING YOUR CHOICES

## BAD REASONS FOR CHOOSING SUBJECTS



Picking a subject just because your friend is doing it - the subject might not suit you and you may not be in the same class anyway!



Your parents enjoyed it when they were at school - it will probably have changed since then, and you may have different talents from your parents in any case.



It's new and you're not sure what it's like but you hope it might be good. Pick a subject for positive reasons, not just because you can't think of anything else... and find out something about it first!



You like the teacher you've got this year and you'd really like to work with them next year – there is no guarantee you will get the teacher you want as many departments have more than one teacher at this level.



Coursework overload! Don't pick several subjects with lots of project work or rehearsals unless you are prepared to put in the time. Some students will cope with a large coursework load, but many will not.



Assuming you know what you need for a career without actually checking – for example, many people assume that you need Biology A Level to become a doctor, when in fact the essential subject is Chemistry.







It is our aim to help our students experience opportunities to develop the skills to enable them to achieve the outcomes to contribute positively to their communities through their further studies and/or careers. Some students will be able to achieve this through an independent and facilitated focus, and some may seek out further advice and guidance to help them along the way, either way it is important that all our students have the right information to help them choose the options that are right for them.

Careers guidance is an integral part of the Academy's provision and helps to inform students and parents of the choices to be made for Key Stage 4 and beyond. In year 9 students will have been introduced to a variety of careers advice and guidance during 15 minute form time activities and in lessons through subject focused discussions. Students will also have been guided to reflect on; personality characteristics, interests and employability skills, subsequently matching them with subjects and careers. By completing these tasks on Unifrog, students will be guided to begin to draft out possible pathways to future studies and/or careers beyond the post 14 choices. In addition to the above, students will each have a structured meeting to discuss options choices with a member of the Academy Leadership Team, helping students to consider these choices and the pathways ahead in further detail. Before this meeting, students will be asked to complete a short online worksheet to guide them through these choices.

Unifrog Careers Checklist, have you completed the following on [www.Unifrog.org](http://www.Unifrog.org)

Interests profile

Personality profile

Careers Library – favouriting 3 careers

Subjects Library – favouriting 3 subjects

When students have completed the relevant information and tasks on Unifrog, and especially if they're still unsure of their choices, the alternative Careers Education Information Advice and Guidance websites below may give further information and support:

<https://nationalcareersservice.direct.gov.uk>

This is the national careers service website. It has information on planning for your career and includes lots of useful information on different jobs - have a look at the Job Profiles.

<https://www.ucas.com/careers-advice>

Search for courses through this UCAS website for both Pre-16 courses and Post- 16 courses.

<https://www.informedchoices.ac.uk/>

Gives details about which subjects should be studied to lead to specific university courses

Guidance Specific to SEND students:

[Your Futures website launched - Greater Essex Careers Hub](#)

Allows for guidance and information specific to students with SEND in and around Essex.

Guidance for Parents:

<https://www.careerpilot.org.uk/parent-zone/all-questions/how-can-i-help-my-child-make-their-option-choices-in-year-9-some-schools-make-option-choices-in-y8#link-1>

Supports parents in answering questions about how to support their students to make their best options choices for them

<https://greateressexcareershubs.co.uk/wp-content/uploads/2022/11/career-hub-lmi-booklet-final.pdf>

Links local labour market information with Career pathways so that parents and students can see the prospects for employment in Essex in specific growth industries.

## GCSE OPTIONS

# COMPULSORY CORE SUBJECTS

$$\left( \frac{\partial}{\partial \theta} \ln L(x, \theta) \right) \cdot f(x, \theta) dx = \int_{\mathcal{R}_x} T(x) \cdot \left( \frac{\partial}{\partial \theta} f(x) \right) dx$$

$$\frac{\partial}{\partial \theta} \int_{\mathcal{R}_x} T(x) f(x, \theta) dx = \int_{\mathcal{R}_x} \frac{\partial}{\partial \theta} T(x) f(x, \theta) dx$$

<b>Subject</b>	<b>Mathematics</b>
<b>Exam Board</b>	Edexcel
<b>Overview</b>	<p>Students will learn that Mathematics can be used to develop models of real situations, and that the effectiveness of these models varies depending on how the situation has been simplified and the assumptions that have been made. Students will need to be able to recall, select and apply mathematical formulae.</p> <p>The study of Mathematics is broken down into the following: Number, Algebra, Ratio &amp; Proportion, Geometry and Measures, and Probability &amp; Statistics.</p> <p>Topics taught increase progressively in both challenge and difficulty from one year to the next.</p> <p>The curriculum aims to enable students to:</p> <ol style="list-style-type: none"> <li>1. Develop fluent knowledge, skills and understanding of mathematical methods and concepts</li> <li>2. Acquire, select and apply mathematical techniques to solve problems</li> <li>3. Reason mathematically, make deductions and inferences and draw conclusions</li> <li>4. Comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the information and context.</li> </ol>
<b>Course Structure</b>	<p>The course is linear with final examinations at the end of Year 11. There are two tiers of entry for the GCSE examination (with defined content for each tier):</p> <p><b>Higher</b> – for students with target grades of 6 or above</p> <p><b>Foundation</b> – for students targeting Grades 1 – 5</p>
<b>Assessment</b>	<p>The qualification consists of three equally-weighted written examination papers of 1 hour 30 minutes. Individual papers are not graded. All three papers are taken at the same tier of entry. A final decision on tier of entry is not made until Year 11.</p> <p>A scientific calculator is required for two of the papers.</p>
<b>Career Opportunities</b>	Statistician, Aerospace Engineer, Data Analyst, Meteorologist, Investment Analyst, Higher Education Lecturer, Accountant, Financial Risk Analyst, Banker, Teacher
<b>Further Information</b>	<p>Mrs L Thurston</p> <p><a href="mailto:lthurston@joycefrankland.org">lthurston@joycefrankland.org</a></p>

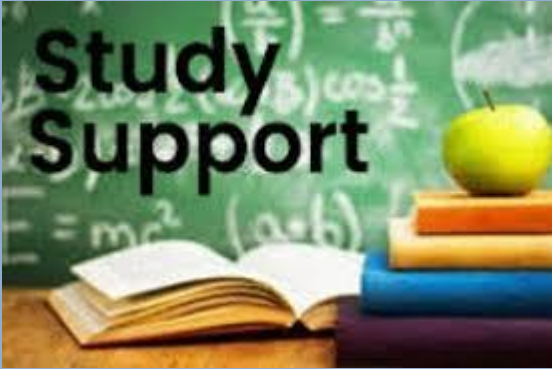


# COMPULSORY CORE SUBJECTS

13 Ga gallium 31	14 Ge germanium 32	15 As arsenic 33	16 Se selenium 34	17 Br bromine 35	18 Kr krypton 36
115 In indium 49	119 Sn tin 50	122 Sb antimony 51	128 Te tellurium 52	127 I iodine 53	131 Xe xenon 54
204 Tl thallium 81	207 Pb lead 82	209 Bi bismuth 83	[209] Po polonium 84	[210] At astatine 85	[222] Rn radon 86

<b>Subject</b>	<b>Science</b> (Trilogy or individual Sciences – Biology, Chemistry, Physics)
<b>Exam Board</b>	AQA
<b>Overview</b>	<p>The study of science at GCSE is taught in the three discrete strands. Biology, Chemistry and Physics. All students are taught by subject specialist teachers in all three sciences.</p> <p>The Trilogy course aims to give students a deeper understanding of basic scientific ideas, and provide them with the scientific understanding needed to progress to A-level studies in science.</p> <p>Throughout the course pupils will study the key elements of all three sciences as well as show practical competency through the study in detail of key practical tasks. These tasks develop planning, analysis, concluding and evaluation skills as well as giving pupils an opportunity to learn through experience.</p> <p>Some students will have the option of taking the Triple Science course where they will receive three individual GCSEs in Biology, Chemistry and Physics. This course is aimed at students who know they want to pursue a degree in veterinary medicine, medicine, or the pure sciences (Biology, Chemistry and Physics) specifically.</p>
<b>Course Structure</b>	The course is linear with final examinations at the end of Year 11. There are two tiers of entry for the GCSE examination <a href="#">Higher &amp; Foundation</a> .
<b>Assessment</b>	<p>In GCSE Science Trilogy, students complete six examinations: two in Biology, two in Chemistry and two in Physics. The results are combined to give the equivalent two GCSEs in Science. All examinations are equally weighted.</p> <p>In Triple Science there are two equally weighted 1hr 45 min exams for each course with defined content:</p> <p><b>BIOLOGY PAPER 1:</b> Cell biology; Organisation; Infection and response; Bioenergetics.</p> <p><b>BIOLOGY PAPER 2:</b> Homeostasis and response; Inheritance, variation and evolution; Ecology.</p> <p><b>CHEMISTRY PAPER 1:</b> Atomic structure and the periodic table; Bonding, structure, and the properties of matter; Quantitative chemistry, Chemical changes; Energy changes.</p> <p><b>CHEMISTRY PAPER 2:</b> The rate and extent of chemical change; Organic chemistry; Chemical analysis, Chemistry of the atmosphere; Using resources.</p> <p><b>PHYSICS PAPER 1:</b> Energy; Electricity; Particle model of matter; Atomic structure.</p> <p><b>PHYSICS PAPER 2:</b> Forces; Waves; Magnetism and electromagnetism; Space physics.</p>
<b>Career Opportunities</b>	These GCSEs will lead onto numerous career pathways and further education options including medicine, sports science, physiotherapy, nursing, midwifery, teaching, finance, law, engineering, business
<b>Further Information</b>	<p>Mrs L Hampson</p> <p><a href="mailto:lhampson@joycefrankland.org">lhampson@joycefrankland.org</a></p>

# EBacc CHOICES



Subject	Additional Study Support
Overview	<p>This timetabled option:</p> <ul style="list-style-type: none"><li>• Allows students to receive some additional support with their learning – this includes practising and further developing literacy and numeracy skills.</li><li>• Helps students to develop their independence and individual study skills.</li><li>• Gives students space and time to concentrate on producing quality work in a less formal, yet well supported atmosphere.</li><li>• Provides access to a range of resources and ICT facilities.</li></ul> <p>This option is only available to students on the SEND register who the Learning Support team feel would benefit from additional targeted support to complement their GCSE studies. If your son/daughter wishes to be considered for this option, then please contact Mrs Woods.</p>
Further Information	<p>Mrs C Amado, SENDCo <a href="mailto:camado@joycefrankland.org">camado@joycefrankland.org</a></p>





# HUMANITIES



<b>Subject</b>	<b>Geography</b>		
<b>Exam Board</b>	AQA		
<b>Overview</b>	<p>In our increasingly complex and ever changing world it has never been more important to understand how and why it works. GCSE Geography is a dynamic and varied subject which aims to examine the interactions between the human and natural environments. The course covers elements of both physical and human Geography. The course will also help students develop many transferable skills in areas such as map reading, numeracy, literacy and ICT. Importantly students will learn to use these skills together, in order to formulate their opinions and justify their views. Fieldwork is an essential part of the course, and will take place in Cambridge and the Norfolk coast, where students will plan and undertake investigations themselves, helping them to become more independent learners.</p> <p>As a GCSE geographer there is an additional opportunity to participate in a residential trip to Iceland to see many of the land forms and processes that are studied in their raw majesty. There is an additional cost for this experience.</p>		
<b>Course Structure</b>	<b>Unit 1</b> Living with the physical environment <ul style="list-style-type: none"> <li>• The challenge of natural hazards</li> <li>• Physical landscapes in the UK</li> <li>• The living world</li> </ul>	<b>Unit 2</b> Challenges in the human environment <ul style="list-style-type: none"> <li>• Urban issues and challenges</li> <li>• The changing economic world</li> <li>• The challenge of resource management</li> </ul>	<b>Unit 3</b> Geographical applications and skills <ul style="list-style-type: none"> <li>• Issue evaluation</li> <li>• Fieldwork</li> </ul>
<b>Assessment</b>	There is a written resource-based examination for each unit. Units 1 & 2 are both 1 hour 30 minutes and worth 35% of the GCSE. Unit 3 is a written examination of 1 hour worth 30 % and uses pre-release resources available in March of the year of the exam.		
<b>Will I enjoy the course?</b>	You will enjoy this course if you want to study a subject that: <ul style="list-style-type: none"> <li>• Is relevant to the world you live in and the future</li> <li>• Encourages you to discuss current affairs and issues</li> <li>• Focuses on the environment</li> <li>• Involves practical work outdoors</li> <li>• Is studied through an “issue based”, investigative approach</li> <li>• Develops a full range of skills that will be useful in other subjects and in employment</li> </ul>		
<b>Career Opportunities</b>	Geography students are amongst the most employable because they possess skills that many employers are looking for. Geographers can make a concise report, handle data, ask questions and find answers, make decisions about an issue, analyse material, organise themselves, think creatively and independently. Careers include: Leisure and Tourism, Transport, Planning, Exploration, Teaching, Management, Social Work, Insurance, Journalism, Police		
<b>Further Information</b>	Mrs A Hehir <a href="mailto:ahahir@joycefrankland.org">ahahir@joycefrankland.org</a>		



# HUMANITIES



<b>Subject</b>	<b>History</b>
<b>Exam Board</b>	Edexcel
<b>Overview</b>	<p>Studying the History of Britain, Europe and the World over the last 1000 years. The course provides opportunities to explore History in a variety of ways: in depth, across a broad span of time, locality and with reference to a diversity of cultures. It also enables students to study History from a variety of perspectives, including political, social, economic and cultural, thereby encouraging the appreciation of the diversity of the societies studied, and the experiences of the people in these societies.</p> <p>The study of History aims to stimulate and test the development of historical knowledge and understanding, the evaluation and interpretation of evidence and the ability to construct and communicate historical arguments. These skills are well respected in a wide variety of industries and complement a number of written and analytical subjects studied at GCSE and beyond.</p>
<b>Course Structure</b>	<p>The GCSE course will cover the following modules:</p> <ul style="list-style-type: none"> <li>• Crime and punishment in Britain c.1000 to present day.</li> <li>• Whitechapel, c.1870-1900: crime, policing and the inner city.</li> <li>• Early Elizabethan England, 1588-88.</li> <li>• The American West, c1835- c1895.</li> <li>• Weimar and Nazi Germany, 1918-39</li> </ul>
<b>Assessment</b>	<p>The course is linear with final examinations at the end of Year 11. Paper 1 (30%) assesses Crime and Punishment and Whitechapel using source questions and those which test knowledge and understanding. Paper 2 (40 %) examines Early Elizabethan England and The American West. Both sections of the exam will assess a student's knowledge and understanding and require short and long written responses. Paper 3 (30%) assesses Weimar and Nazi Germany and is a source based exam.</p>
<b>Will I enjoy the course?</b>	<p>Students, who currently enjoy History and want to add to their knowledge of the present, as well as the past, will enjoy GCSE History. History also appeals to students who enjoy debating, researching, presenting, investigating and writing.</p>
<b>Career Opportunities</b>	<p>History is a good subject to study and acquire as a qualification for most careers, in particular, any careers demanding research, written reports, the ability to debate and present arguments such as Law, Journalism, Broadcasting, Civil Service, Teaching, Police, Publishing, Personnel, Banking, Management, Social Work, Insurance, Accountancy, Nursing</p>
<b>Further Information</b>	<p>Mrs C Hemel chemel@joycefrankland.org</p>

## GCSE OPTIONS

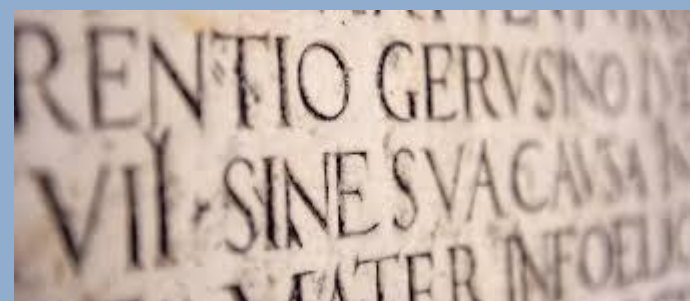
# LANGUAGES



<b>Subject</b>	<b>Modern Foreign Languages (French/ German/ Spanish)</b>
<b>Exam Board</b>	Edexcel
<b>Overview</b>	<p>A Modern Foreign Language GCSE allows students to develop their ability to communicate with native speakers. They will study across a variety of contexts relevant to their age and interests and will also develop a greater awareness of foreign culture. Students will need to develop and use their knowledge and understanding of grammar progressively through their course of study.</p> <p>The course will involve:</p> <ul style="list-style-type: none"> <li>• Speaking in the form of role-plays, discussions about photos and pictures and general conversation on set themes.</li> <li>• Giving opinions and communicate a variety of information including questioning skills.</li> <li>• Listening to a variety of target language speakers and situations so that you understand the language when you hear it spoken at normal speed.</li> <li>• Reading a variety of texts in the target language, ranging from notices and signs to advertisements, leaflets, letters and magazine or newspaper articles</li> <li>• Writing in a variety of styles from structured to more open-ended tasks including some formal and other more creative pieces.</li> <li>• Developing your translation skills from and into the target language.</li> </ul>
<b>Course Structure</b>	<p>Questions across all four language skills are set in common contexts, addressing a range of relevant contemporary and cultural themes. They are organised into five themes, each broken down into topics and sub-topics. The five themes are:</p> <ul style="list-style-type: none"> <li>• Identity and culture</li> <li>• Local area, holiday, travel</li> <li>• School</li> <li>• Future aspirations, study and work</li> <li>• International and global dimension</li> </ul>
<b>Assessment</b>	<p>The course is linear with all examinations taking place at the end of Year 11. You will be assessed in the four language skills: Listening, Speaking, and Writing. Each skill counts as 25% towards the final grade. You will take the GCSE examination at either Foundation or Higher Level.</p>
<b>Career Opportunities</b>	<p>Travel and Tourism, Hospitality, International Business, Translation, Teaching, Engineering, International Law, Media. Diplomatic Service and Foreign Office</p> <p>Languages make you more employable. Students with any language skills are in great demand in today's global market. You will be an asset to any employer.</p>
<b>Further Information</b>	<p>Mrs H O'Grady  <a href="mailto:HOGrady@joycefrankland.org">HOGrady@joycefrankland.org</a></p>



# LANGUAGES



<b>Subject</b>	<b>Latin (You must have studied this at KS3)</b>		
<b>Exam Board</b>	Eduqas		
<b>Overview</b>	<p>A GCSE in Latin aims to provide a foundation in linguistic and cultural competence, enabling learners to gain knowledge and understanding of the Roman world through reading and responding to its language and literature. In particular, this specification enables learners to:</p> <ul style="list-style-type: none"> <li>• develop and deploy their knowledge of vocabulary, morphology and syntax in order to read, understand and interpret straightforward Latin</li> <li>• develop their knowledge and understanding of Latin literature and its associated values and society through the study of original texts, adapted and abridged as appropriate</li> <li>• select, analyse and evaluate evidence to draw informed conclusions from the literature studied to</li> <li>• demonstrate knowledge and understanding of the historical, literary and cultural context of a text and</li> <li>• identify and appreciate its literary form and impact on the reader</li> <li>• develop and apply their critical, analytical and reflective skills to evaluate evidence from a range of sources</li> <li>• develop insights into the relevance of the Latin language, its literature and Roman culture to the modern world.</li> </ul> <p>It also encourages learners to:</p> <ul style="list-style-type: none"> <li>• deploy their knowledge and understanding of the ancient language to deepen their understanding of English and other languages</li> <li>• relate their knowledge and understanding of the ancient world to other disciplines</li> <li>• develop research and analytical skills which will empower them to become independent students and enquirers, equipping them for further study in arts, humanities and sciences.</li> </ul>		
<b>Course Structure</b>	<p><b>Component 1: Latin Language</b></p> <p>Written examination 1 hour 30 minutes 50% of qualification The passages set for the exam will be either on mythology, daily life or history.</p>	<p><b>Component 2: Latin Literature and Sources (Themes)</b></p> <p>Written examination 1 hour 15 minutes 30% of qualification You study Roman authors in un-adapted Latin (e.g. Virgil, Apuleius, Caesar, Tacitus and Pliny).</p>	<p><b>Component 3B: Roman Civilisation</b></p> <p>Written examination 1 hour 20% of qualification</p>
<b>Assessment</b>	The course is linear with all examinations taking place at the end of Year 11. There are no separate tiers of entry.		
<b>Further Information</b>	<p>Mrs H O'Grady HOGGrady@joycefrankland.org</p>		

# ENTERPRISE



<b>Subject</b>	<b>Business Studies</b>	
<b>Exam Board</b>	AQA	
<b>Overview</b>	<p>One of the great things about studying Business Studies is that students learn about real life businesses; many of which they are already familiar with. There is a continual focus on explaining theory in the context of actual business situations. The aim is to encourage an interest and understanding of the subject within a wider, real world context. You will learn the practicalities, such as the numbers behind the business, but also why some succeed when others fail.</p>	
<b>Course Structure</b>	<p><b>Component 1: INFLUENCES OF OPERATIONS &amp; HRM ON BUSINESS ACTIVITY</b></p> <p>This component will focus on the following areas, with a particular focus on how the business operates and the functions that employees/labour have within a business:</p> <ul style="list-style-type: none"> <li>• Business in the real world</li> <li>• Influences on business</li> <li>• Business operations</li> <li>• Human Resources</li> </ul>	<p><b>Component 2: INFLUENCES OF MARKETING &amp; FINANCE ON BUSINESS ACTIVITY</b></p> <p>This component will focus on the following areas, with a particular focus on promotion and marketing:</p> <ul style="list-style-type: none"> <li>• Business in the real world</li> <li>• Influences on business</li> <li>• Marketing</li> <li>• Finance</li> </ul>
<b>Assessment</b>	<p>Unit 1 and 2 will be assessed in Year 11 by two 1 hour 45 minute exams both worth 50% of the GCSE. In both papers, section A has multiple choice questions and short answer questions worth 20 marks, section B has one case study/data response stimuli with questions worth approximately 34 marks and section C has one case study/data response stimuli with questions worth approximately 36 marks.</p>	
<b>Will I enjoy the course?</b>	<p>You will enjoy this course if you are interested in the 'world of work', if you are curious to find out how a business operates or factors that might influence its success, and if you have an interest in current affairs.</p>	
<b>Career Opportunities</b>	<p>A business discipline is applicable to all career fields, it is however useful if you are interested in careers such as accountancy, banking, finance, marketing, retail management, human resources, market research, teaching - in fact, any career, from law to setting up your own business.</p>	
<b>Further Information</b>	<p>Mr L Driscoll  <a href="mailto:ldriscoll@joycefrankland.org">ldriscoll@joycefrankland.org</a></p>	

# ENTERPRISE



<b>Subject</b>	<b>Computer Science</b>	
<b>Exam Board</b>	OCR	
<b>Overview</b>	<p>The computer science qualification teaches about the modern and changing world of computer science. Computer science is a practical subject where learners can apply the knowledge and skills learned in the classroom to real world problems. It is an intensely creative subject that involves invention and will value computational thinking, helping learners to develop the skills to solve problems and design systems that do so.</p> <p>Computer Science will encourage learners to:</p> <ul style="list-style-type: none"> <li>• understand and apply the fundamental principles and concepts of Computer Science, including abstraction, decomposition, logic, algorithms, and data representation</li> <li>• analyse problems in computational terms through practical experience of solving such problems, including designing, writing and debugging programs</li> <li>• think creatively, innovatively, analytically, logically and critically</li> <li>• understand the components that make up digital systems, and how they communicate with one another and with other systems</li> <li>• understand the impacts of digital technology to the individual and to wider society</li> <li>• apply mathematical skills relevant to Computer Science.</li> </ul> <p>NB: To study this course you must be working at a high level of Mathematics and you will need approval from the Senior Leadership Team to pursue this course.</p>	
<b>Course Structure</b>	<p><b>Component 01 – Computer Systems</b></p> <p>Students will learn about the components that make up a computer system including the central processing unit, memory, storage, peripherals and software. This unit also covers networks, system security and ethical and legal concerns including the impacts of digital technology on individuals and society.</p>	<p><b>Component 02 – Computational Thinking, Algorithms and Programming</b></p> <p>This unit develops students' understanding of the fundamental principles of computer science. They will study searching and sorting algorithms, learn to analyse and decompose problems and develop algorithms using sequence, selection and iteration. The students will also learn Boolean logic, high and low level languages, the Python programming language and about Integrated Development Environments.</p>
<b>Assessment</b>	The examination at the end of the course consists of two 1 hour 30 minute written papers covering Component 1 & 2. There is no coursework component.	
<b>Will I enjoy the course?</b>	This course is designed to explore the world of programming, networks, cyber-security, electronic communications and even some robotics. This course is a challenge that will suit people who enjoy logic puzzles, problem solving and who can employ lateral thinking. The course would especially suit those who might want to either work in the computer industry or those who have a real interest in how computer systems work.	
<b>Career Opportunities</b>	GCSE Computer Science provides an excellent foundation for further study and exciting careers in digital technology such as robotics, artificial intelligence, systems management and software, web and database development.	
<b>Further Information</b>	<p>Mr L Driscoll</p> <p><a href="mailto:ldriscoll@joycefrankland.org">ldriscoll@joycefrankland.org</a></p>	



# ENTERPRISE



<b>Subject</b>	Economics	
<b>Exam Board</b>	<b>AQA</b>	
<b>Overview</b>	<p>Economics is an academically rigorous subject for those students curious about how society functions from the viewpoint of analysing how resources are allocated. Since resources are finite, society must decide:</p> <ul style="list-style-type: none"> <li>• What to produce?</li> <li>• How to produce?</li> <li>• For whom to produce?</li> </ul>	
<b>Course Structure</b>	<p>Year 10 covers 'How Markets Work' in which students learn about micro-economic concepts such as Supply and Demand theory, market structures and market failure. Year 11 covers 'How the Economy Works' in which students learn about macro-economic concepts such as government objectives, economic policy tools and Globalisation.</p> <p>The course makes frequent use of real-world news cases in lessons and assessments are modelled on examination-style questions to best prepare students for final examinations.</p> <p>NB: To study this course you must be working at a high level of Mathematics and you will need approval from the Senior Leadership Team to pursue this course.</p>	
<b>Assessment</b>	<p>The course makes frequent use of real-world news cases in lessons and assessments are modelled on examination-style questions to best prepare students for final examinations. Each theme is covered in one of two examinations taken at the end of the GCSE Course.</p> <p>The course is 100% examination based. Each examination paper is one hour and forty-five minutes long and consists of a combination of multiple choice, short answer and longer essay-style answer questions based on case studies.</p>	<p>Economics is not widely available at centres nationally at GCSE level and is therefore a great complementary subject to a wide range of other academically rigorous courses. Pupils who study Economics often continue on to further studies at college and undergraduate level.</p>
<b>Career Opportunities</b>	<p>Well-qualified students with an Economics background are both highly employable and highly sought after for higher education because they are able to demonstrate a broad and highly relevant understanding of the world around us.</p> <p>Careers in finance, politics and business analytics are potential career pathways for those that complete this course.</p>	
<b>Further Information</b>	<p>Mr L Driscoll  <a href="mailto:ldriscoll@joycefrankland.org">ldriscoll@joycefrankland.org</a></p>	

# ENTERPRISE



<b>Subject</b>	<b>Media Studies</b>		
<b>Exam Board</b>	OCR		
<b>Overview</b>	Media Studies is the study of the ways creators communicate with us through mediums – that is ways of communication like television, newspapers, advertising online, film and radio. Every medium also has it's own unique language and we study the HOW and WHY of these. We also look at different arguments about media products and seek to come up with our own ideas about them. We aim to give students the understanding of not only the choices producers make when creating media products and their intentions in doing so but also becoming producers ourselves and creating our own media messages.		
<b>Course Structure &amp; Assessment</b>	<b>Television and promoting media</b> Written paper 1hr 45 minutes (including 30 minutes viewing time) 35% of total GCSE  <b>Section A: Television</b> Learners will engage with one in-depth study covering contemporary and historic television products, responding to questions covering the whole of the theoretical framework and a range of media contexts.  <b>Section B: Promoting Media</b> Learners will study media products from the same global conglomerate producer illustrating the media forms of film, advertising and marketing, and video games	<b>Music and news</b> Written paper 1hr 15 minutes 35% of total GCSE  <b>Section A: Music</b> Learners will engage with one in-depth study covering magazines. Learners will also engage with music videos and radio. Learners will respond to questions covering the whole of the theoretical framework.  <b>Section B: The News</b> Learners will engage with one in-depth study covering online, social and participatory media. Learners will also engage with newspapers. Learners will respond to questions covering the whole of the theoretical framework and a range of media contexts.	<b>Creating media</b> Non-Exam Assessment 30% of total GCSE  Learners will create media products through applying knowledge and understanding of media language and media representations from the theoretical framework to express and communicate meaning to an intended audience.
<b>Will I enjoy the course?</b>	You will enjoy this course if you are interested in how the media works around you and if you are interested in what you watch, play and take part in every day. The course also has a strong creative, practical element which many find enjoyable.		
<b>Career Opportunities</b>	The UK leads the way worldwide in the study of media related subjects; globally media industries are worth £977 billion. Media Studies naturally leads to careers in journalism, film/TV, marketing, advertising or public relations, but an awareness of how the world of media can also support other careers, such as business, social work, law, medicine and education.		
<b>Further Information</b>	Ms S Mapp smapp@joycefrankland.org		

# CREATIVE ARTS



Subject	Art and Design	
Exam Board	Edexcel	
Overview	<p>The three year course covers a range of techniques such as drawing, painting, printing, collage, textiles, 3D and where appropriate IT. Students will look at how ideas, feelings and meanings are conveyed in images and artefacts and how they relate to their social, historical and cultural contexts. A variety of styles and traditions are looked at including contemporary practitioners in art, craft and design.</p> <p>GCSE Art follows on from what you have learnt at Key Stage 3. However, instead of the class teacher telling you exactly what to do each lesson, projects will start with teachers introducing you to skills and approaches. You are then encouraged to develop your own ideas and skills in response to a given theme. Teachers advise, demonstrate processes and set specific tasks to help you develop your artistic experience. Your work will be assessed against the KS4 assessment criteria and individual targets will be set to help you improve over time. Ultimately you are in charge of what you produce and you will always be encouraged to exploit your strengths and individual talents.</p> <p>* Please note because of the nature of the assessment, it is not advised to study this subject alongside Photography unless under consultation with Miss Sharpe</p>	
Course Structure	<p><b>Component 1: Personal Portfolio 60%</b> Students are introduced to a wide range of artistic methods and materials. Students learn how the work of other artists can inspire them further and inform their decisions when creating personal responses.</p>	<p><b>Component 2: Externally Set Assignment 40%</b> Students receive a set theme as a starting point. Students are expected to interpret the theme using their own ideas and choice of media in order to create a personal response.</p>
Assessment	<p><b>The work produced for assessment is under controlled conditions.</b>  <b>Unit 1:</b> Internally set, marked and standardised and externally moderated (approximately 45 hours supervised activity).  <b>Unit 2:</b> Externally set, internally marked and standardised and externally moderated (approximately 30 hours supervised activity, including 10 hours of sustained focus).</p>	
Will I enjoy the course?	You will enjoy this course if you are creative; enjoy drawing , painting and exploring a range of media. If you like a challenge, enjoy thinking, analysing images and looking at art and design this is the course for you. It is a demanding, but rewarding. Above all you will enjoy this course if you are interested in developing your artistic skills and talents.	
Career Opportunities	<p>In addition to skills of independent learning, creative thinking and technical skills, there are hundreds of jobs directly linked with Art.          These include:          Architecture, Interior Design, Furniture Design, Computer Related Design, Illustration, Fashion Design, Graphic Design, Animation, Advertising, Teaching, Art Administration, Film and Television, Furniture Design, Garden Design, Theatre Design (costume and set), Make-up Artist and Jewellery Design, Ceramicist, Publicity, Sculptor, Painter, Printmaker, Museums and Gallery work, Archaeology, Art Therapy, Painting or Artefact Restoration, Art Critic.</p>	
Equipment needed	You will need a portfolio, sketchbook, basic drawing equipment, craft knife, adhesive, and paints. Some of these items can be ordered through the school at a reduced rate.	
Further Information	<p>Miss L Sharpe  <a href="mailto:lsarpe@joycefrankland.org">lsarpe@joycefrankland.org</a></p>	



# CREATIVE ARTS



<b>Subject</b>	<b>Design Technology</b>	
<b>Exam Board</b>	OCR	
<b>Overview</b>	<p>GCSE Design and Technology gives students the opportunity to experience many aspects of the design world. They will learn design thinking and communication techniques, use of different materials and modern industrial manufacture processes, while investigating influential designers. They will learn all aspects of being a successful designer and how to market their product to particular target markets.</p> <p>Please note: Electronics, Resistant Materials and Graphics are not available as separate disciplines but students will study elements of all of these to develop knowledge of the core principles of Design and Technology. Pupils will also be required to demonstrate 'in-depth' knowledge of either timber, polymers, metals or paper/boards.</p>	
<b>Course Structure &amp; Assessment</b>	<p><b>Component 1:</b> Principles of design and technology</p> <p>2 hour written examination 50% of GCSE</p> <p>Students will be tested on their material knowledge and, application of subject knowledge which includes the role of the designer, the influence and effect they have on the wider world, and maths and science.</p>	<p><b>Component 2 &amp; 3:</b> Iterative design challenge</p> <p>Non-exam assessment 50% of GCSE</p> <p>Students are required to solve a design problem through the investigation of a target audience, a design brief and exploration of materials and techniques. Through this process students will record their findings and present their ideas and the creation of a working prototype in a design folder</p>
<b>Will I enjoy the course?</b>	<p>Design Technology offers so many opportunities and there are no two pieces of work which are exactly the same. Candidates are given opportunities to explore new design and express themselves through what they would like to manufacture. Students must understand that the Non-exam assessment (NEA) is of GCSE standard and therefore a much higher level to what they have experienced in Key Stage 3. Students who choose this option must be creative and prepared for hard work and extra hours in the technology department at lunch times, weekends and school holidays.</p>	
<b>Career Opportunities</b>	<p>As Design and Technology is a direct result of the world around us, and applies to everything we use, the job possibilities are vast. Any job which includes an understanding of peoples' needs can be achieved from the skills learnt through Design and Technology. Some examples are: Graphic Design, Furniture Design, Upholstery, Film/Stage Set Design, Jewellery Design, Interior Design, Window Design and dressing, Advertising, Architecture, Surveying, Project Management, Construction, Teaching, Costume Design</p>	
<b>Further Information</b>	<p>Miss L Sharpe lsharpe@joycefrankland.org</p>	

# CREATIVE ARTS



<b>Subject</b>	<b>Food and Nutrition</b>	
<b>Exam Board</b>	AQA	
<b>Overview</b>	<p>By studying food preparation and nutrition learners will:</p> <ul style="list-style-type: none"> <li>• Develop knowledge and understanding of the functional properties and chemical characteristics of food as well as a sound knowledge of the nutritional content of food and drinks.</li> <li>• Understand the relationship between diet, nutrition and health, including the physiological and psychological effects of poor diet and health.</li> <li>• Understand the economic, environmental, ethical and socio-cultural influences on food availability, production processes, diet and health choices.</li> <li>• Demonstrate knowledge and understanding of functional and nutritional properties, sensory qualities and microbiological food safety considerations when preparing, processing, storing, cooking and serving food.</li> <li>• Understand and explore a range of ingredients and processes from different culinary traditions (traditional British and international) to inspire new ideas or modify existing recipes.</li> </ul>	
<b>Course Structure &amp; Assessment</b>	<p><b>Paper 1: Food preparation and nutrition</b> Theoretical knowledge of food preparation and nutrition</p> <ul style="list-style-type: none"> <li>• Written exam: 1 hour 45 minutes</li> <li>• 100 marks</li> <li>• 50% of GCSE</li> </ul>	<p><b>Non-exam assessment (NEA)</b> Task 1: Food investigation (30 marks) Students' understanding of the working characteristics, functional and chemical properties of ingredients. Practical investigations are a compulsory element of this NEA task.</p> <ul style="list-style-type: none"> <li>• Written or electronic report (1,500–2,000 words) including photographic evidence of the practical investigation</li> </ul> <p>Task 2: Food preparation assessment (70 marks) Students' knowledge, skills and understanding in relation to the planning, preparation, cooking, presentation of food and application of nutrition related to the chosen task. Students will prepare, cook and present a final menu of three dishes within a single period of no more than 3 hours, planning in advance how this will be achieved.</p> <ul style="list-style-type: none"> <li>• Written or electronic portfolio including photographic evidence. Photographic evidence of the three final dishes must be included.</li> </ul>
<b>Will I enjoy the course?</b>	<p>Food Preparation and Nutrition is an enjoyable course if you are interested in the science of food, how the ingredients work within the food we make and within our bodies. There will be some practical food work, investigating the science of how variables can change the make up of the food and some opportunities to develop making skills. There will also be theory work that will link in with the practical's and you must be prepared to carry out research, planning and evaluation work to support this. There are opportunities for you to present your work using ICT.</p>	
<b>Career Opportunities</b>	<p>Food Preparation and Nutrition can lead to a number of careers not just those directly linked with the food industry. It can also help to support applications to a wide range of further education courses such as Food Science, Product Development, Food and Nutrition, Sports Science, Midwifery and Nursing, Medicine, Dietetics, Catering and Hospitality, Food Journalism and PR, Food Styling and Photography, Food Retail and Environmental Health.</p>	
<b>Further Information</b>	<p>Mrs L Sharpe lsharpe@joycefrankland.org</p>	

# CREATIVE ARTS



Subject	Photography	
Exam Board	Edexcel	
Overview	<p>The three year course covers a range of photographic techniques and processes such as lighting, viewpoint, aperture, depth of field, shutter speed and movement, chemical processes appropriate to darkroom practices and digital editing. Students will explore portraiture, location photography, studio photography, experimental imagery, installation, documentary photography, photo-journalism and moving image (<i>stop motion photography</i>). In addition, students will look at how ideas, feelings and meanings are conveyed through photographs and how they relate to their social, historical and cultural contexts. A variety of styles and traditions are looked at including contemporary practitioners in art, photography and design.</p> <p>GCSE Photography links with key art movements and topics that you have learnt at Key Stage 3. However, instead of the class teacher telling you exactly what to do each lesson, projects will start with teachers introducing you to a theme that will develop your skills and approaches. Teachers advise, guide you and give you specific tasks to help you produce a personal response. By the end of the course you will be competent in your ability to use a range of editing software, particularly Adobe Photoshop.</p> <p>* Please note because of the nature of the assessment, it is not advised to study this subject alongside Art and Design unless under consultation with Miss Sharpe.</p>	
Course Structure	<p><b>Component 1: Personal Portfolio 60%</b> Students are introduced to a wide range of photographic methods and materials. Students learn how the work of other photographers can inspire them further and inform their decisions when creating personal responses.</p>	<p><b>Component 2: Externally Set Assignment 40%</b> Students receive a set theme as a starting point. Students are expected to interpret the theme using their own ideas and choice of media in order to create a personal response.</p>
Assessment	<p><b>The work produced for assessment is under controlled conditions.</b>  <b>Unit 1:</b> Internally set, marked and standardised and externally moderated (approximately 45 hours supervised activity).  <b>Unit 2:</b> Externally set, internally marked and standardised and externally moderated (approximately 30 hours supervised activity, including 10 hours of sustained focus).</p>	
Will I enjoy the course?	You will enjoy this course if you are creative; enjoy taking photographs, using editing software and exploring a range of media. If you like a challenge, enjoy thinking, analysing images and looking at art, design and photographic artwork this is the course for you. It is a demanding, but very rewarding course. Above all you will enjoy this course if you are interested in developing your artistic and photographic skills and talents.	
Career Opportunities	<p>Photographer, Graphic Designer, Magazine Features Editor, Medical Illustrator, Press Photographer, Television Camera Operator, Advertising Art Director, Digital Marketer, Film/Video Editor, Media Planner, Teacher, Visual Merchandiser, Web Content Manager, Web Designer.</p> <p>Students can progress onto A Levels, apprenticeships, foundation course in Art and Design and undergraduate degrees at university.</p>	
Equipment needed	You will need a portfolio, sketchbook, basic drawing equipment, craft knife, adhesive, and paints. It is not essential that you have your own DSLR camera to study Photography at GCSE level, however, it can be beneficial. Some of these items can be ordered through the school at a reduced rate.	
Further Information	<p>Mrs K Daveta  <a href="mailto:kdaveta@joycefrankland.org">kdaveta@joycefrankland.org</a></p>	



# PERFORMING ARTS



<b>Subject</b>	Dance	
<b>Exam Board</b>	<b>AQA</b>	
<b>Overview</b>	<p>GCSE Dance is a practical course designed for students who are enthusiastic about dance. It is open to all students, although some experience of dance is necessary.</p> <p>Dance is an empowering and powerful form of non-verbal communication which enables the development of creative, imaginative, physical, emotional and intellectual capacities. Dance is both physical and expressive – this is what makes it similar to and different from other art forms and physical activities.</p> <p>The three year course includes both practical and theoretical elements of dance and consists of coursework and examination.</p> <p>Students will take part in theory (written) classes and very physical practical dance lessons to equip them with all the knowledge and skills needed to complete the course.</p> <p>Students will spend the years 9 and 10 building skills in the dance studio and classroom to equip them with the knowledge, technique and confidence to complete year 11 practical coursework and examinations.</p> <p>In a 'nutshell' the exam board want you to be able to choreograph, perform and reflect on these, whilst developing an understanding of six professional dance works</p>	
<b>Course Structure</b>	<p>The course is split into two components, Performance &amp; Choreography and Dance Appreciation</p> <p>You will:</p> <ul style="list-style-type: none"> <li>Watch extracts from professional dance work.</li> <li>Warm up as a class, learning specific lesson related technique.</li> <li>Learn movement/technique from the professional work.</li> <li>Develop movement to create your own choreography either solo task or groups.</li> <li>Analyse, interpret and evaluate movement.</li> <li>You will have the opportunity to attend performances.</li> <li>Take part in workshops.</li> <li>You will get extra studio time for rehearsals.</li> <li>Encouraged to join or lead Dance clubs.</li> </ul>	
<b>Assessment</b>	<p><b>Component 1 – Performance &amp; Choreography</b></p> <p>Perfomance: -You will learn set phrases &amp; perform three as a solo, duet or trio</p> <p>Choreography: Choreograph a group or solo piece in response to s stimulus.</p> <p>The practical component is marked out of 80 and worth 60% of the GCSE</p>	<p><b>Component 2: Dance Appreciation</b></p> <p>You will be assessed on your knowledge and appreciation of choreographic process and performing skills. You will also have a critical appreciation of your own work.</p>
<b>Career Opportunities</b>	<p>Arts administrator. Choreographer. Community arts worker. Dance movement psychotherapist. Dancer. Personal trainer. Theatre director.</p>	
<b>Further Information</b>	Please see Ms Aniff : <a href="mailto:raniff@joycefrankland.org">raniff@joycefrankland.org</a>	

# PERFORMING ARTS



Subject	Drama		
Exam Board	AQA		
Overview	<p>The course offers students the opportunity to explore drama as a practical art form in which ideas and meaning are communicated to an audience through choices of form, style and convention. Drama affords the student over 40 practical life skills embedded within the work that they do. These are skills that are easily transferable to any future profession and will help students learn more about themselves. Students will be introduced to key practitioners, theoretical influences and influential playwrights; whilst developing and building their core practical performance skills.</p> <p>Whilst there is a fundamental emphasis on the practical element in this course, the building up of a lively portfolio full of inspirational ideas, collaboration and experimentation and finally evaluation, is also a central part of the course. You can choose to specialise in Acting, Lighting, Sound, Costume &amp; Make-up or Stage design.</p> <p>Drama offers students the opportunity to explore a range of creative as well as critical thinking skills while engaging and encouraging them to become imaginative and confident performers and designers. It implements and instills key skills applicable to a variety of careers as you learn to present yourself in public with confidence. You will also learn to collaborate, communicate and negotiate with others, think analytically and evaluate effectively. You will gain the confidence to pursue your own ideas, reflect and refine your efforts. Whatever the future holds, you will emerge with a toolkit of transferable skills, applicable both in further studies and in the workplace.</p>		
Course Structure & Assessment	<p><b>Component 1: Understanding drama</b></p> <p>This component is a written exam in which students are assessed on their knowledge and understanding of how drama and theatre is developed and performed, including in connection to a set play and on their ability to analyse and evaluate the live theatre work of others.</p> <p>The paper constitutes 40% of the GCSE. Students have 1 hour and 45 minutes to answer the paper. The paper is divided into <b>three</b> compulsory sections:</p> <ul style="list-style-type: none"> <li>Section A: Theatre roles and terminology</li> <li>Section B: Study of set text</li> <li>Section C: Live theatre production.</li> </ul>	<p><b>Component 2: Devising Drama (practical)</b></p> <p>This is a practical component in which students are assessed on their ability to create and develop ideas to communicate meaning for theatrical performance, apply theatrical skills to realise artistic intentions in live performance and analyse and evaluate their own work.</p> <p>Component 2 constitutes 40% of the GCSE. It is marked by teachers and moderated by AQA. Students are required to complete the following <b>two</b> assessment tasks:</p> <ul style="list-style-type: none"> <li>produce an individual Devising log documenting the devising process</li> <li>contribute to a final devised duologue or group performance</li> </ul>	<p><b>Component 3: Texts in practice (practical)</b></p> <p>This component is a practical component in which students are assessed on their ability to apply theatrical skills to realise artistic intentions in live performance.</p> <p>Component 3 constitutes 20% of the GCSE. It is marked by AQA. For this component students must complete <b>two</b> assessment tasks:</p> <ul style="list-style-type: none"> <li>study and present a key extract (monologue, duologue or group performance)</li> <li>study and present a second key extract (monologue, duologue or group performance) from the same play.</li> </ul>
Career Opportunities	This course can lead you on to study A Level Theatre and Drama studies. Careers include Teacher, Actor, Stagehand, Prop Designer, Stage Designer, Director, Producer, Scriptwriter		
Further Information	Miss R Aniff raniff@joycefrankland.org		

# PERFORMING ARTS



Subject	Music		
Exam Board	OCR		
Overview	<p>GCSE Music is about making and listening to music. It covers performing, composing and listening in a wide variety of musical styles including music from the 1700s up to and including music from the present day. You will also explore musical structures and devices and study music from films and from around the world.</p> <p>GCSE Music is considered an academic course and will require you to be able to read music. You should also be able to perform on an instrument or voice and the minimum required level for this is around Grade 3 by the final year of the course.</p>		
Course Structure & Assessment	<p><b>Topics covered</b></p> <p>AOS1: Instrument study (exploring your instrument/voice)</p> <p>AOS2: The Concerto Through Time: The Concerto, from the Baroque period, Classical period through to the Romantic period</p> <p>AOS3: Rhythms of the World: explore the traditional rhythmic drumming roots from four geographical regions of the world: Indian Classical Music; Bhangra; Greek Music; Israeli Music; African Drumming; Calypso and Samba</p> <p>AOS4: Film Music and Music for Video Games: music written specifically for film, western classical tradition and soundtracks for video games</p> <p>AOS5: Conventions of Pop Music: Rock 'n' roll, Rock Anthems, Pop Ballads and solo artists</p>	<p><b>What we will do</b></p> <ul style="list-style-type: none"> <li>You will have 5 Music lessons a fortnight.</li> <li>Lessons will stretch and challenge students in their knowledge of musical elements</li> <li>All lessons will involve performing, composing and/or listening activities.</li> </ul> <p>Students will develop an appreciation for a range of music.</p>	<p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>30% performing (two performances: one solo and one as an ensemble recorded in Year 11)</li> <li>30% composing (two compositions: one own choice composition in Year 10, one set to a brief set in Year 11)</li> <li>40% listening/written exam in June Year 11 which includes all the areas of study</li> </ul>
Will I enjoy the course?	<p>You will enjoy this course if you want to study a subject that:</p> <ul style="list-style-type: none"> <li>Involves creating and performing</li> <li>Involves listening to and analysing all kinds of music</li> <li>Involves composing and arranging music</li> <li>Gives you the opportunity to play music with others in a rock group, band, orchestra or choir</li> <li>Gives you the opportunity to learn more about, and use, music technology</li> </ul>		
Career Opportunities	<p>This course could be the springboard for a career in music performance, composition or jobs such as music therapy or teaching. However, music will also prepare you for a wide range of careers, as you will develop life-skills that are highly valued by employers, including: critical and creative thinking, aesthetic sensitivity, emotional awareness, cultural understanding, self-discipline, self-confidence and self-motivation.</p>		
Further Information	<p>Ms R Aniff  <a href="mailto:raniff@joycefrankland.org">raniff@joycefrankland.org</a></p>		



# PERFORMING ARTS



Subject	Physical Education	
Overview	<p>PE qualifications encourage students to understand their body's reaction and adaptation following physical activity, how to improve the practical performance in physical activity and what barriers are faced by people wanting to engage in physical activity. Theory PE is seen as the practical application of Science.</p> <p>We have two options available to study from Year 10. We will deliver one unit of work that is consistent across both courses before confirming the course that your son or daughter will study, based on the qualification that gives them the greatest opportunity to achieve the best outcome. Both qualifications build on knowledge, understanding and techniques that have been developed in Core Physical Education and Science in Key Stage 3, focusing on the effect that sport and exercise has on the body. Please note that the high academic nature of both qualifications requires most of the practical aspect to be delivered during Core Physical Education lessons.</p> <p>Both qualifications will enable students to access future pathways into post 16 courses including BTEC and A Level, before further studies at university level. Both qualifications offer very similar subject content, with the main difference being the method of assessment. For more information about both qualifications, it is important to speak to the teachers in the PE department on Options Evening.</p>	
Qualification & Examination Board	GCSE Physical Education (Edexcel)	Cambridge Nationals Level 2 Certificate in Sport Science (OCR)
Course Structure	<p><b>Component 1 – Fitness and Body Systems</b>  Topic 1: Applied anatomy and physiology  Topic 2: Movement analysis  Topic 3: Physical Training  Topic 4: Use of data</p> <p><b>Component 2 – Health and Performance</b>  Topic 1: Health, fitness and well-being  Topic 2: Sport psychology  Topic 3: Socio-cultural influences  Topic 4: Use of data</p>	<p>Mandatory units  Unit 1 - Reducing the risk of sports injuries (exam)  Unit 2 - Applying the principles of training</p> <p>Optional units (2 of)  Unit 3 – The body's response to physical activity  Unit 4 – Sport psychology  Unit 5 – Sport nutrition  Unit 6 – technology in sport</p>
Assessment	<p>36% - 1 hour 30 exam – Component 1  24% - 1 hour 15 exam – Component 2  10% - 1 written NEA  30% - 3 Practical Sports Performance</p> <p>Grading scale 9 - 1</p>	<p>1 hour exam – Unit 1  3 written Non-Exam Assessment (Unit 2 plus two more optional units)</p> <p>Grading scale Pass-Distinction*</p>
Suitable for:	<ul style="list-style-type: none"> <li>Students who have two or more sports that are performed to a good level both in and out of school.</li> <li>Students who have a strength in the retention of knowledge for exams.</li> </ul>	<ul style="list-style-type: none"> <li>Students who have less than two sports that are performed to a good level both in and out of school.</li> <li>Students who find exams challenging</li> </ul>
Further Information	<p>Mrs L Dunlop  <a href="mailto:ldunlop@joycefrankland.org">ldunlop@joycefrankland.org</a></p>	

# GCSE OPTIONS FORM

NAME:

TUTOR GROUP:

Students must select four subjects.

Students should also choose one reserve choice, since we cannot guarantee that we will be able to accommodate all students in their first choices, as staffing availability and group size are constraints in each block. We will, however, do our very best to satisfy as many of each student's option choices as possible.

Additional Study Support can be chosen as an alternative at the discretion of the Academy Leadership Team, in consultation with Mrs Amado, SENDCO.

We would anticipate that **most** students **would pick one subject from each of the following families of subjects:**

Humanities	Languages
Geography	French
History	German
Religious Studies	Latin
Additional Study Support	Spanish

We would then anticipate that **most** students **would pick two subjects from the following three families of subjects:**

Enterprise	Creative Arts	Performing Arts
Business Studies Computing Economics Media Studies	Art and Design Textiles Design and Technology Food and Nutrition Photography	Dance Drama Music PE (GCSE and Cambridge National)

Option Choice	Subject
1. Humanities	
2. Language	
3. Enterprise/Creative Arts/Performing Arts/Other	
4. Enterprise/Creative Arts/Performing Arts/Other	
Reserve 1	
Reserve 2	

Student signature:

Parent/ Carer Signature:

Please return this form to Mr Stoneham via student reception by **10<sup>th</sup> March 2022**

# Subjects & Rooms for Options Evening

**ACCESS TO  
PEAKE BLOCK  
WILL BE AT  
CERTAIN TIMES  
BY FORM  
GROUP**

**BANSTEAD,  
CAIUS AND  
FRANKLAND:  
4.30-5.30**

**MORDEN AND  
SAXIE: 5.30-6.30**

**THOMPSON AND  
TRAPPES: 6.30-  
7.30**

SUBJECT	ROOMS
ART AND PHOTOTGRAPHY	P25
CAREERS	P1
BUSINESS STUDIES AND ECONOMICS	P4
COMPUTER SCIENCE	P4
DRAMA	P16
DANCE	P16
GEOGRAPHY	P10
HISTORY	P10
LANGUAGES (including LATIN)	P3
MEDIA STUDIES	P9
MUSIC	P16
PHYSICAL EDUCATION	P6
RELIGIOUS STUDIES	P10
SEND	P1

