



Joyce  
Frankland  
Academy

Newport

Established 1588 ffree Grammer Schole of Newport

# **GCSE Guided Choices (Options) Booklet**

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# INTRODUCTION

## GUIDED 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 2026. 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 Guided Choices Evening on Thursday 5<sup>th</sup> March 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.
- On this evening, there will be two presentations detailing the KS4 subject offer.
- Careers advice and guidance in will be provided as part of regular tutor time and PHSE throughout Year 10 and 11.
- Children will be asked to signify initial interest in subjects on week commencing 9<sup>th</sup> March, thereby enabling the Academy to create Options Blocks. At that point, your child/ren will be asked to select one subject from each block, with reserves.
- Students will receive final confirmation of their Key Stage 4 (Year 9) programme of study in the Summer term.



# GUIDANCE FOR STUDENTS

## THE GUIDED CHOICES PROCESS IS ABOUT YOUR QUALIFICATIONS AND YOUR FUTURE.

The National Curriculum requires all students 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. 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 programme of co-curricular activities support the curriculum provision and are open to all students.



## WHAT CHOICES DO YOU HAVE?

- We wish to provide as much choice and flexibility in your curriculum, while still maintaining breadth. We strongly believe that choosing a range of subjects from different disciplines is the best way to provide as many options to you at A Level and beyond. GCSEs are not designed to narrow specialisms between the ages of 14-16.

**Name:** Year 10 StudentA

**Compulsory subjects:** English, Maths, Science, PE, (PSHE)

**Guided choices:** History, Drama, Textiles, French

**Name:** Year 10 StudentB

**Compulsory subjects:** English, Maths, Science, PE, (PSHE)

**Guided choices:** Art, Photography, Textiles, DT

- ✓ The green box is a demonstration of a road, balanced curriculum that keeps as many options as possible open to students.
- !! The red box is much too narrow as a choice of curriculum and will not be permitted. 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, in some cases, subjects studied.
- !! NOTE: Some subjects have a cap on the numbers of students who can take a subject due to limitations with classroom sizes or staffing capacity. Where this applies, there may be an entry criteria. Where there are too many children opting for a subject than there are spaces, an oversubscription criteria will be applied. This criteria will be shared in a future communication.

### 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. The number achieving a 'standard pass' (4 or above) is also reported. The government is currently seeking to consult on an improved version of Progress 8 and Attainment 8 that balances a strong academic core with breadth and student choice.

# 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. For example, 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:

- 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 enter a Sixth Form, where the courses cater for a wide range of ability and interests; others might opt for college, an apprenticeship or some other type of employment with training. 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... but think, 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... but it might 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... but 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... but 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 and able 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 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 independently, others with more deliberate facilitation from the Academy, and others through seeking further external 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. Throughout year 9, students are introduced to a variety of careers advice and guidance during 25 minute form time activities and in lessons through subject focused discussions.

Students have also been guided to use Unifrog, a designated Careers platform that, at this stage, guides them 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.

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 on the following page may give further information and support





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:

### Where Next?

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.

[https://formthefuture.org.uk/helping-your-child-choose-their-gcse-options-a-guide-for-parents/?mc\\_cid=60ebf5d5b0&mc\\_eid=927f5f515f](https://formthefuture.org.uk/helping-your-child-choose-their-gcse-options-a-guide-for-parents/?mc_cid=60ebf5d5b0&mc_eid=927f5f515f)

This is an article written by Form the Future, the company that delivers our 1-to-1 Careers Advice and Guidance meetings for students. This resource will help you answer some of the questions you may have.

<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/>

This website 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](#)

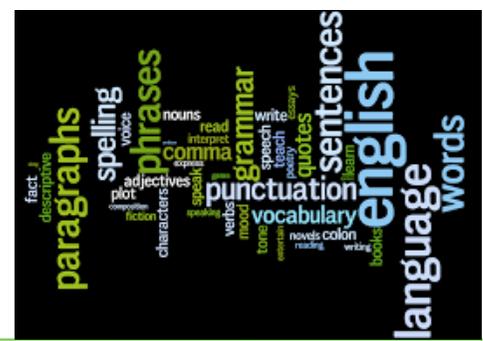
Allows for guidance and information specific to students with SEND in and around Essex.

### **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

# COMPULSORY CORE SUBJECTS



<b>Subject</b>	English Language and English Literature	
<b>Exam Board</b>	AQA	
<b>Overview</b>	<p>English Language involves both a reading and writing component. Students hone their writing skills across a range of styles and genres and study a range of different texts from 19th, 20th and 21st centuries, which are high quality and challenging. These texts will cover a range of genres of fiction and non-fiction. Students are encouraged to read for pleasure as much as possible to help them to develop independent critical awareness of texts.</p> <p>There will be a speaking and listening component, which is now called Spoken Language. Here, students will undertake activities such as debating and formal presentations.</p> <p>In English Literature, there is a focus on students studying high quality, intellectually challenging and substantial whole texts. Students will be encouraged to consider different interpretations of theme, character, authors' linguistic choices and contextual factors that have influenced a text. They will have the opportunity to debate tasks, challenge preconceptions of texts and develop a critical understanding.</p> <p>Key texts that will be studied are:</p> <ul style="list-style-type: none"> <li>A Shakespeare play.</li> <li>A C19th novel.</li> <li>Selection of poetry since 1789 including romantic poetry.</li> <li>Fiction or drama from the British Isles from 1914 onwards.</li> </ul>	
<b>Course Structure</b>	The course is linear with final examinations at the end of Year 11. All students follow the pathways outlined below for Language and Literature. Papers are no longer tiered in English and so all students, regardless of ability, complete the same examinations.	
<b>Assessment</b>	<p>English Language GCSE</p> <p>Paper 1 Written exam Explorations in Creative Reading and Writing 1 hour 45 minutes 50% of GCSE</p> <p>Paper 2 Written exam Writers' Viewpoints and Perspectives 1 hour 45 minutes 50% of GCSE</p>	<p>English Literature GCSE</p> <p>Paper 1 Written exam Shakespeare and the 19th-century Novel 1 hour 45 minutes 40% of GCSE</p> <p>Paper 2 Written exam Modern Texts and Poetry 2 hours 15 minutes 60% of GCSE</p>
<b>Career Opportunities</b>	Journalism, broadcaster, teacher, author	
<b>Further Information</b>	Mr D Langley <a href="mailto:dlangley@joycefrankland.org">dlangley@joycefrankland.org</a>	

## COMPULSORY CORE SUBJECTS

<b>Subject</b>	Mathematics
<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>Higher – for students with target grades of 6 or above</p> <p>Foundation – 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>	<p>Statistician, Aerospace Engineer, Data Analyst, Meteorologist, Investment Analyst, Higher Education Lecturer, Accountant, Financial Risk Analyst, Banker, Teacher</p>
<b>Further Information</b>	<p>Mrs L Thurston  <a href="mailto:lthurston@joycefrankland.org">lthurston@joycefrankland.org</a></p>

## COMPULSORY CORE SUBJECTS

13 70 Ga gallium 31	14 73 Ge germanium 32	15 75 As arsenic 33	16 79 Se selenium 34	17 80 Br bromine 35	18 84 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>	Science (“Trilogy” or “Triple” 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. This work culminates in the award of two GCSE grades.</p> <p>Throughout the course students 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 students an opportunity to learn through experience.</p> <p>Some students will take 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. Which children undertake which qualification is determined using the professional judgement of science teachers, in consultation with students and parents.</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 Higher & Foundation.
<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>BIOLOGY PAPER 1: Cell biology; Organisation; Infection and response; Bioenergetics.</p> <p>BIOLOGY PAPER 2: Homeostasis and response; Inheritance, variation and evolution; Ecology.</p> <p>CHEMISTRY PAPER 1: Atomic structure and the periodic table; Bonding, structure, and the properties of matter; Quantitative chemistry, Chemical changes; Energy changes.</p> <p>CHEMISTRY PAPER 2: The rate and extent of chemical change; Organic chemistry; Chemical analysis, Chemistry of the atmosphere; Using resources.</p> <p>PHYSICS PAPER 1: Energy; Electricity; Particle model of matter; Atomic structure.</p> <p>PHYSICS PAPER 2: 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>	Mr J Uttley <a href="mailto:juttley@joycefrankland.org">juttley@joycefrankland.org</a>

# ART



<b>Exam Board</b>	Edexcel	
<b>Overview</b>	<p>The two-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 explored, 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 responsible for decisions about what you want to produce, and you will always be encouraged to exploit your strengths and individual talents.</p> <p><b>* Please note because of the nature of the assessment, it is not advised to study this subject alongside Photography or Textiles unless under consultation with Miss Sharpe</b></p>	
<b>Course Structure</b>	<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>
<b>Assessment</b>	<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>	
<b>Will I enjoy the course?</b>	<p>You will enjoy this course if you are creative; enjoy drawing, painting and exploring a range of media. If you like a challenge, enjoy critical 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.</p>	
<b>Career Opportunities</b>	<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>	
<b>Equipment needed</b>	<p>You will need a portfolio, sketchbook, basic drawing equipment, craft knife, adhesive – glue sticks, and paints. Some of these items can be ordered through the school at a reduced rate.</p>	
<b>Further Information</b>	<p>Miss L Sharpe  <a href="mailto:lsharpe@joycefrankland.org">lsharpe@joycefrankland.org</a></p>	

# COMPUTER SCIENCE



<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>	Dr C Richardson / Mrs L Hampson <a href="mailto:crichardson@joycefrankland.org">crichardson@joycefrankland.org</a> / <a href="mailto:lhampson@joycefrankland.org">lhampson@joycefrankland.org</a>	

# 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. Dance is a physically and theoretically demanding course.</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 two 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 year 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. 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>Performance:</p> <p>Each student must perform the two selected phrases as a soloist in a live performance setting (approximately one minute) .</p> <p>Each student must perform in a duet/trio, in a live performance setting for at least three minutes choreographed by the teacher utilising students abilities</p> <p>Choreography:</p> <p>Students must demonstrate their creative response to a choice of one stimulus, from a prescribed task list set by AQA. The choreography must be a complete dance, including movement material and a selected aural setting, either as:</p> <p>a solo dance of a minimum of two minutes and a maximum of two and a half minutes</p> <p>or</p> <p>a group dance of a minimum of three minutes and a maximum of three and a half minutes for two to five dancers.</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>Students have to complete one paper which is 1 hour 30 minutes long analysing set works studied in class, analysing their own work and clearly showing knowledge of skills learnt.</p>
<b>Career Opportunities</b>	Arts administrator; Choreographer; Community arts worker; Dance movement psychotherapist; Dancer; Personal trainer; Theatre director	
<b>Further Information</b>	Please see Miss Galloway: <a href="mailto:jgalloway@joycefrankland.org">jgalloway@joycefrankland.org</a>	

# DESIGN TECHNOLOGY



<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. Students 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 / Mr S Warren  <a href="mailto:lsharpe@joycefrankland.org">lsharpe@joycefrankland.org</a> / <a href="mailto:swarren@joycefrankland.org">swarren@joycefrankland.org</a></p>	

# 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. Drama is a physically and theoretically demanding course it does require a fair amount of outside lesson time for rehearsals and preparation.</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>The final 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>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>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 <a href="mailto:raniff@joycefrankland.org">raniff@joycefrankland.org</a>		

# FOOD PREPARATION AND NUTRITION



<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 properties 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>	

# GEOGRAPHY



<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; 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>	<p><b>Unit 1</b> Living with the physical environment</p> <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>	<p><b>Unit 2</b> Challenges in the human environment</p> <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>	<p><b>Unit 3</b> Geographical applications and skills</p> <ul style="list-style-type: none"> <li>• Issue evaluation</li> <li>• Fieldwork</li> </ul>
<b>Assessment</b>	<p>There is a written resource-based examination for each unit. Units 1 &amp; 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.</p>		
<b>Will I enjoy the course?</b>	<p>You will enjoy this course if you want to study a subject that:</p> <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>	<p>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</p>		
<b>Further Information</b>	<p>Mrs A Hehir <a href="mailto:ahehir@joycefrankland.org">ahehir@joycefrankland.org</a></p>		

# HISTORY



<b>Exam Board</b>	Edexcel
<b>Overview</b>	<p>The GCSE 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 and interpretation based exam.</p>
<b>Will I enjoy the course?</b>	<p>Anyone who currently enjoys History and would like to add to their knowledge of the present, as well as the past, will enjoy GCSE History. History also appeals to pupils 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>

# LANGUAGES: FRENCH, GERMAN, SPANISH

<b>Exam Board</b>	Edexcel
<b>Overview</b>	<p>A 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 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 a range of general conversations on set themes.</li> <li>• Giving opinions and communicating a variety of information including questioning skills.</li> <li>• Listening to a variety of target language speakers and situations so as to understand the language when hearing 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 six thematic contexts, each broken down into topics and sub-topics. The six themes are:</p> <ul style="list-style-type: none"> <li>• My personal world</li> <li>• Lifestyle and wellbeing</li> <li>• My neighbourhood</li> <li>• Media and technology</li> <li>• Studying and my future</li> <li>• Travel and Tourism</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>Engineering, International Law, Media, International Business, Customer Support, Diplomatic Service and Foreign Office, Banking &amp; Finance, Travel and Tourism, Hospitality. Languages make you more employable. Students with any language skills are in great demand in today's global market. Society needs bilingual people. 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>



# MEDIA STUDIES



<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 its 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>	<p><b>Television and promoting media</b> Written paper 1hr 45 minutes (including 30 minutes viewing time) 35% of total GCSE</p> <p><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.</p> <p><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</p>	<p><b>Music and news</b> Written paper 1hr 15 minutes 35% of total GCSE</p> <p><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.</p> <p><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.</p>	<p><b>Creating media</b> Non-Exam Assessment 30% of total GCSE</p> <p>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.</p>
<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>	Mr C Campbell ccampbell@joycefrankland.org		

# MUSIC



<b>Exam Board</b>	OCR		
<b>Overview</b>	<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>		
<b>Course Structure &amp; Assessment</b>	<p><b>Topics covered</b></p> <p>AOS1: Instrument study (exploring your instrument/voice)  AOS2: The Concerto Through Time: The Concerto, from the Baroque period, Classical period through to the Romantic period  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 and Palestinian folk Music; African Drumming; Calypso and Samba  AOS4: Film Music and Music for Video Games: music written specifically for film, western classical tradition and soundtracks for video games  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. students will develop an appreciation for a range of music.</li> </ul>	<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> <p>Students undertake mock practicals in all performing aspects in year 10.</p>
<b>Will I enjoy the course?</b>	<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>		
<b>Career Opportunities</b>	<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>		
<b>Further Information</b>	<p>Ms R Aniff <a href="mailto:raniff@joycefrankland.org">raniff@joycefrankland.org</a> or Miss S Gradisnik <a href="mailto:sgradisnik@joycefrankland.org">sgradisnik@joycefrankland.org</a></p>		

# PHYSICAL EDUCATION



<b>Overview</b>	<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>The qualification builds 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 academic nature of the subject requires most of the practical aspect to be delivered during Core Physical Education lessons.</p> <p>In studying GCSE PE, will be able to access future pathways into post 16 courses including BTEC and A Level, before further studies at university level.</p>
<b>Qualification &amp; Examination Board</b>	<p>GCSE Physical Education (Edexcel)</p>
<b>Course Structure</b>	<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>
<b>Assessment</b>	<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>
<b>Suitable for:</b>	<ul style="list-style-type: none"> <li>• Students who have three or more sports that are performed to a good level both in and out of school.</li> <li>• Of these, at least one sport should be individual and at least one sport should be as part of a team.</li> <li>• Students who have a strength in the retention of knowledge for exams.</li> </ul>
<b>Further Information</b>	<p>Mrs L Dunlop  <a href="mailto:ldunlop@joycefrankland.org">ldunlop@joycefrankland.org</a></p>

# PHOTOGRAPHY



<b>Exam Board</b>	Edexcel	
<b>Overview</b>	<p>The two-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><b>* Please note numbers are capped within this subject, therefore it is essential that a portfolio of work is submitted for review at a consultation meeting with Miss Sharpe.</b></p>	
<b>Course Structure</b>	<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>
<b>Assessment</b>	<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>	
<b>Will I enjoy the course?</b>	<p>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.</p>	
<b>Career Opportunities</b>	<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>	
<b>Equipment needed</b>	<p>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.</p>	
<b>Further Information</b>	<p>Miss K Daveta / Mrs Pymm  <a href="mailto:kdaveta@joycefrankland.org">kdaveta@joycefrankland.org</a> / <a href="mailto:tpymm@joycefrankland.org">tpymm@joycefrankland.org</a></p>	



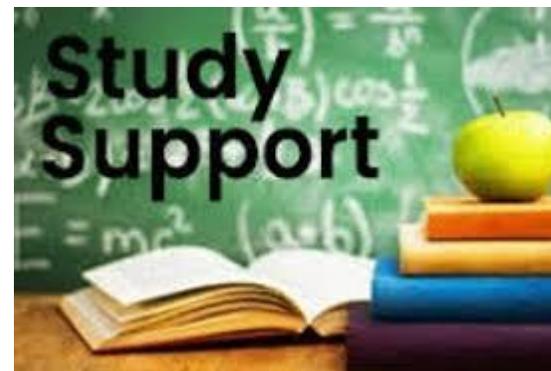
# TEXTILES

## Textile Design for Fashion and Interiors



<b>Exam Board</b>	AQA	
<b>Overview</b>	<p>The course covers a range of techniques such as drawing &amp; designing, printing, mood boarding, embellished textiles, sampling techniques; including interiors, fashion and costume construction. Students will explore research which relates to their social, historical and cultural contexts within the textiles industries alongside Art and Design genres. A variety of styles and traditions are explored, including traditional and contemporary practitioners in art, craft and design. GCSE Textiles 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 practical 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 responsible for what you produce, and you will always be encouraged to exploit your strengths and individual talents.</p> <p><b>* Please note because of the nature of the assessment, it is not advised to study this subject alongside Art &amp; Design or Photography, unless under consultation and approval from Miss Sharpe.</b></p>	
<b>Course Structure</b>	<p>Component 1: Personal Portfolio 60%</p> <p>students are introduced to a wide range of research methodologies and practical tasks, covering a variety of materials. students learn how the work of other artists and designers can inspire them further and inform their decisions when creating personal responses. hen creating personal responses.</p>	<p>Component 2: Externally Set Assignment 40%</p> <p>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>
<b>Assessment</b>	<p>The work produced for assessment is under controlled conditions.</p> <p>Unit 1: Internally set, marked and standardised and externally moderated (approximately 45 hours supervised activity).</p> <p>Unit 2: Externally set, internally marked and standardised and externally moderated (approximately 30 hours supervised activity, including 10 hours of sustained focus).</p>	
<b>Will I enjoy the course?</b>	<p>You will enjoy this course if you are creative; enjoy researching, designing and exploring a range of media. If you like a challenge, enjoy thinking, analysing source materials and looking at fashion, costume and interior textile 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 design and make skills and can work independently to realise final outcomes</p>	
<b>Career Opportunities</b>	<p>n addition to skills of independent learning, creative thinking and technical skills, there are hundreds of jobs directly linked with the textiles industry. These include: Interior Design: furniture/ upholstery Design, Computer Related/ Cad Cam Design, Fashion Illustrator, Fashion/Costume Design, Personal stylist, Advertising and fashion editorial, Personal merchandiser, marketing and promotion, Teaching, Film, Theatre and Television industry, Printmaker, Museums and Gallery work or Artefact Restoration, Fashion Critic</p>	
<b>Equipment needed</b>	<p>You will need a portfolio, sketchbook, basic drawing equipment, adhesive, fashion patterns, fabrics and sewing embellishments. Some of these items can be ordered through the school at a reduced rate.</p>	
<b>Further Information</b>	<p>Miss A Rosson arosson@joycefrankland.org</p>	

## ADDITIONAL STUDY SUPPORT



### Overview

This timetabled option is only available to selected students, in and after discussion with Mrs Daveta (SENDCo).

This choice:

- allows students to receive some additional support with their learning – this includes practising and further developing literacy and numeracy skills.
- helps students to develop their independence and individual study skills.
- gives students space and time to concentrate on producing quality work in a less formal, yet well supported atmosphere.
- provides access to a range of resources and ICT facilities.

**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 Daveta and/or Mrs Lewis

### Further Information

Mrs K Daveta, SENDCo  
[kdaveta@joycefrankland.org](mailto:kdaveta@joycefrankland.org)



# Subjects & Rooms for Options Evening

There are two talks in the Main Hall, at 5:00pm and 6:00pm.

Parents/Carers are invited to speak with subject leaders and teachers about the subject offer.

SUBJECT	ROOMS
Art DT Textiles Photography	Great Hall
Computer Science PE	A1
Geography History Religious Studies	A2
French German Spanish Media Studies	A3
Dance Drama Music	Drama Studio Music Block