



John Kyrle High School  
& Sixth Form Centre

# CHOICES

*a guide to*  
*Options at Key Stage 4*

**2019 - 2021**



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# An introduction to Choices for Key Stage 4

So far in school, at the beginning of each year, you have been told which subjects you will study. There has been very little choice.

From next year onwards you will have a greater amount of choice in the subjects you will study. You must now take some responsibility for your future in making those choices: your career could depend on them - so be careful, and think through your decisions.

You will not have to make these choices on your own. There are specialist staff in school to whom you can go for help. Your parents will also want to discuss the matter with you, as will your subject teachers and tutor. Our careers adviser, Mrs Knapper, can give you valuable advice on those choices and how they affect future progression routes.

## Which subjects do you normally have to study?

There is a common core of subjects which everyone does, and which help to provide you with a broad, balanced education. It keeps your options open for future routes post-16. The subjects are:

- English, mathematics and science
- religious education (short course GCSE) & non-exam PE

We'll also cover Personal, Social and Health Education as part of your subjects in tutor time. At JKHS we ensure breadth with everyone taking a **technology** or a **creative** subject of their choice. We ensure academic rigour with everyone taking at least one of a **foreign language, history, geography** or **computing**. These are key parts of...

## The English Baccalaureate

The Government introduced a new measure for students and schools – the *English Baccalaureate*. Students starting options courses in 2019 are said to have the full English Baccalaureate suite of subjects if they get good GCSEs in:

- English,
- maths,
- two sciences **plus**
- a modern language
- **and** a humanity (history or geography).

It is an important indicator for sixth forms, universities and employers. We advise you to think carefully about subject choices that allow you to aim for the Baccalaureate – you may need it!



## Modern Languages

We recommend everyone to take a course in at least one modern foreign language. This is a key skill in an age when travel and communication technology make employment and trade with other countries so widespread. Think carefully about taking a GCSE in *French, Spanish or German*.

## Applied Learning

This means a subject that is directly related to the real world and links in with work and business. You can choose a BTEC course such as *music technology* or *business and enterprise*.

## Practical Learning

Some students may wish to pursue a more directly practical course. We offer *construction* on site. If you are interested in this course please indicate on the form in the T Block. Places are limited and if demand exceeds supply we may interview students.

## What are the qualifications you can gain?

You will see on each subject page which of the following nationally recognised qualifications that subject offers:

GCSE - available in most subjects.

BTEC - available in music technology, business and enterprise, and construction.

Cambridge National Certificate - available in child development and ICT.

## GCSE Reforms

The GCSE courses at JKHS from September will be the new *reformed* courses. These are designed to be more demanding, have all their exams at the end of the Year 11 and be graded 9-1, rather than A\*-G.

## What are the choices?

Enclosed with this booklet is a sheet called "Option Choices 2019– 2021". You will see that as well as the common core subjects above you must make a first and second choice in each of the 4 blocks.

***It is important to remember that groups will only run if there are enough students to make them viable.***

***Some close combinations cannot be chosen together. These are art and 3D art, art and textiles, 3D art and textiles, and music and music technology.***

## How to choose

The most important question to ask yourself when choosing is:

***"Where will my subject choices take me when I leave Year 11?"***



It is vital that you choose subjects which lead naturally to the next phase of education or training that you want to follow, so:

- beware of dropping a subject you don't like - you may need it to get where you want
- make sure you read the subject information here and ask staff about the courses
- don't choose based on friends' choices - they are not you!
- don't choose because you like the teacher - he or she may not be teaching your group, or they may get a promotion and leave the school
- if you aren't sure what you want to do later in life, take a broad range of subjects you'll enjoy doing.

We hope you make the choices which will lead you where you want to go and from which you will gain pleasure and rigorous learning skills to help you in the future.

**Discuss everything with your tutor, head of year and – most importantly – your parents or carers before you fill the form in.**



## English Language GCSE

### What topics are covered?

The AQA English Language GCSE (linear) consists of two papers with a 50% weighting each. Each paper includes a reading and writing section which allows pupils to demonstrate their skills of reading comprehension, language and structure analysis as well as comparison and evaluation.

- Paper 1 involves the study of an extract from a 20<sup>th</sup> century literary text in Section A and a choice of creating a narrative or descriptive piece of writing in Section B.
- Paper 2 involves the study of two non-fiction texts, one from the 19<sup>th</sup> century, the other from the 21<sup>st</sup> century in Section A, and a non-fiction writing task in Section B.

Both exams will be undertaken at the end of Year 11.

*There is also a non-examinable element on spoken language that carries 0% weighting towards the final GCSE grade.*

### How is the subject taught?

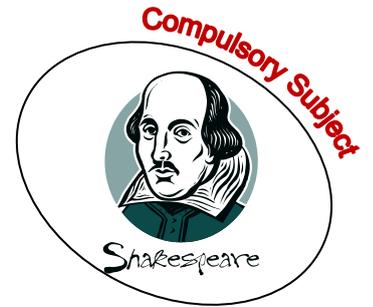
There will be a broad balance of developing reading, writing and some speaking and listening skills in line with the literature text of study. Students will examine and analyse fiction and non-fiction texts and also develop and construct their own creative writing skills.

### What do I need to be 'good' at this subject?

An open and engaging mind will help you to explore texts and how they work. A good imagination will help you to think about how to communicate with others in your own writing. A willingness to develop your communication skills all the time will allow you to respond effectively and analytically. Independent reading of a variety of texts is recommended.

### Where can this subject take me?

A high level pass in English is essential for almost any further education or training, from plumbing to teaching. It tells an employer that you are competent to understand and communicate in the workplace. Developing your skills in English will also help to enhance your performance in every subject.



# English Literature GCSE

## What topics are covered?

The AQA English Literature GCSE (linear) consists of two papers with a 60:40 weighting. Each paper requires pupils to demonstrate their reading comprehension skills, language and structure analysis as well as comparison and evaluation of a range of literature texts.

Paper 1 involves two sections:

- Section A - a study of one Shakespearean text
- Section B - a study of a 19th Century novel

Paper 2 is split into three sections:

- Section A - a study of one modern prose or drama text
- Section B - a question on a range of poetry from an anthology
- Section C - a response to an unseen poem

## How is the subject taught?

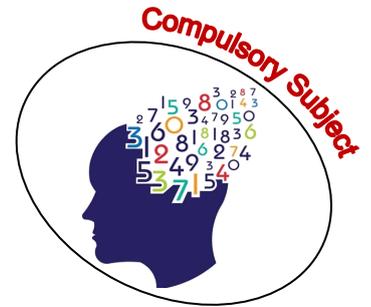
There is a broad balance of reading, writing and some speaking and listening activities that are used to generate a passion and understanding of the varied forms and styles of our language. Alongside this, a wider contextualised knowledge of literature through the ages will be discussed and analysed.

## What do I need to be 'good' at this subject?

An enquiring and analytical mind will help you to explore texts and how they work. A good imagination will help you to think about how to communicate with others, and a willingness to develop your communication skills all the time will allow you to respond effectively. Alongside this, a love of reading will be extremely beneficial.

## Where can this subject take me?

A good grade in English Literature is now as essential as a good grade in English Language. With equal weighting, both subjects will have a huge influence on any further education or training from plumbing to teaching. The subject tells an employer that you are competent to understand and communicate in the workplace, and the skills in English Language and Literature enhance your performance in every subject.



## Mathematics GCSE

Year 9s have already covered around 25% of the new GCSE syllabus.

Students will continue to be assessed after each new topic alongside end of year exams held in a more formal setting, usually the main hall, in order to help prepare students for their exams at the end of Year 11.

### Why has my son/daughter started GCSE mathematics already?

The new maths GCSE is more challenging than before; the amount of information students will be taught and the difficulty of the exam questions have both increased.

### What changes should we expect?

The new curriculum is taxing and, as always, the highest standards are expected in lessons, however there will be a greater emphasis on problem solving and mathematical reasoning. Homework will be set at least once a week and as KS4 students they are expected to spend approximately 30-40 minutes on each homework task.

By learning more mathematics and being prepared for more problem solving questions your son or daughter will be better prepared for their future career, whatever that may be.

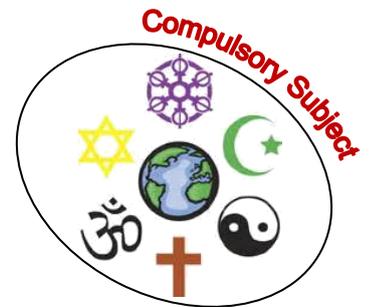
- Those sitting the 'foundation' paper will now have the opportunity to gain a qualification that allows them to get a grade 5.
- The 'higher' paper will be aimed at students with a target of a grade 6+. It will be particularly beneficial for those students who are considering continuing their studies at A Level.
- The new grade structure will clearly show employers that your son/daughter has taken the new 'harder' GCSE.

### What topics will be covered?

Students will continue to build upon the work covered at KS3. This will cover number, algebra, ratio, proportion and rates of change, geometry and measures, probability and statistics.

### What qualification will my son/daughter get?

One GCSE in mathematics



## Religious Education GCSE

We are proud of our students' success in religious education at JKHS.

Students achieve well at GCSE and many go on to study the subject alongside philosophy and ethics at A Level.

Studying a GCSE in RE allows students to apply a wide range of concepts enabling them to confidently interpret, contextualise and analyse the expressions of the religious and non-religious world views they encounter via a study of topics such as:

- marriage and family Life
- issues of life and death
- peace, conflict, crime and punishment
- the various beliefs and values expressed within Christianity and Islam.

The new RE GCSE qualification aims to develop understanding and appreciation of religious thought and its contribution to individuals, communities and societies. It will help to develop a holistic understanding of religion; students will develop knowledge and understanding of two religions enabling them to understand and articulate their own and others' beliefs, values and commitments. The course will also develop transferable skills for progression, such as analytical and critical thinking skills, to enable them to present a wide range of well-informed and reasonable arguments, aiding in progression to AS and A Level study.

***Most students will study the short course GCSE in RE, students do have the option of studying the full course GCSE should they wish. Students are encouraged to discuss this with their current RE teacher.***

### What do I need to be 'good' at RE?

For both courses you will need to be:

- open-minded
- willing to consider views different from your own
- willing to listen to and be respectful of the views of others
- able to share and reflect on your own views and opinions
- you certainly don't need to be religious to be successful in RE!

### What does it lead to?

Anywhere you want to go! RE develops communication and evaluation skills as well as critical thinking and empathy. The subject can lead to a vast range of different careers and fields, such as: law, social work, education, advertising, sales, medicine, police, ethics and philosophy, theology and critical thinking.



## RE - Short Course GCSE

### Some Facts:

- The course is made up of **two** units; each split into **two** topics.
- The course has two exam papers worth **50%** each of the total marks.
- Each exam paper is **50 minutes long**.

### What units will I study?

Unit Title and summary	Assessment	Time Allocated	Weighting
<p><b>Paper 1: Religion, Peace and Conflict (Christianity)</b></p> <p><b>Unit 1: Belief in God (Christianity)</b> This unit focuses on Christian beliefs about God, as well as atheism and agnosticism. Students will study a wide range of topics including: the nature of God, key events in the life of Jesus, creation, scientific explanations for the origins of the universe (the Big Bang), life after death, sanctity of life and the problem of evil and suffering.</p> <p><b>Unit 2: Crime and Punishment</b> Students will study Christian and non-religious views on: life after death, causes of crime, aims of punishment, treatment of criminals, use of torture, human rights, justice, reconciliation and capital punishment.</p>	<p><b>Written paper</b> - externally assessed</p>	<p>Students have <b>50 minutes</b> for the written paper</p>	<p><b>50%</b></p>
<p><b>Paper 2: Religion and Ethics (Islam)</b></p> <p><b>Unit 1: Belief in God (Islam)</b> In this unit, students will focus on the religion of Islam. They will be studying a range of topics, such as: the nature of God, the history of the religion, holy books and prophets, Sunni and Shi'a Islam, life after death.</p> <p><b>Unit 2: Marriage and the Family</b> In this unit, students will study the changing nature of family life in the UK, focusing on Islam alongside non-religious views. Students will cover a wide range of topics including: different types of family structure, relationships, divorce, contraception, gender and discrimination.</p>	<p><b>Written paper</b> - externally assessed</p>	<p>Students have <b>50 minutes</b> for the written paper</p>	<p><b>50%</b></p>



## RE - Full Course GCSE (available as an option)

### Some Facts:

- The course is made up of two areas of study.
- The course has **two** exam papers worth **50%** each of the total marks.
- Each exam paper is **1 hour 45 minutes** long.

### What units will I study?

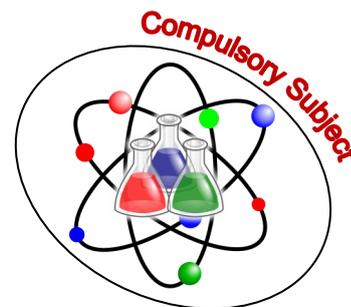
Unit Title and summary	Assessment	Time Allocated	Weighting
<p><b>Paper 1: Religion, Peace and Conflict (Christianity)</b></p> <p><b>Unit 1: Belief in God</b> This unit focuses on Christian beliefs about God, as well as atheism and agnosticism. Students will study a wide range of topics including: the nature of God, key events in the life of Jesus, creation, scientific explanations for the origins of the universe (the Big Bang), life after death, sanctity of life and the problem of evil and suffering.</p> <p><b>Unit 2: Crime and Punishment</b> Students will study Christian and non-religious views on: life after death, causes of crime, aims of punishment, treatment of criminals, use of torture, human rights, justice, reconciliation and capital punishment.</p> <p><b>Unit 3: Living the Christian Life</b> Students will study the key aspects of life as a Christian, including: worship, prayer, charity, and pilgrimage, the importance of the Church and the future of Christianity.</p> <p><b>Unit 4: Peace and Conflict</b> Focusing again on Christianity, contrasted with non-religious views, students will study a range of topics including: sanctity of life (in relation to issues of abortion and euthanasia), just war, terrorism, conflict and pacifism.</p>	<p><b>Written paper</b> - externally assessed</p>	<p>Students have <b>1 hour and 45 minutes</b> for the written paper</p>	<p><b>50%</b></p>



Unit Title and summary	Assessment	Time Allocated	Weighting
<p><b>Paper 2: Religion and Ethics (Islam)</b></p> <p><b>Unit 1: Belief in God (Islam)</b> In this unit, students will focus on the religion of Islam. They will be studying a range of topics, such as: the nature of God, holy books and prophets, Sunni and Shi'a Islam, life after death.</p> <p><b>Unit 2: Marriage and the Family</b> In this unit, students will study the changing nature of family life in the UK, focusing on Islam alongside non-religious views. Students will cover a wide range of topics including: different types of family structure, relationships, divorce, contraception, human sexuality, gender, and discrimination.</p> <p><b>Unit 3: Living the Muslim Life</b> Students will study Muslim holy books (Qur'an and Hadith), the importance of the Five Pillars of Islam for Muslims, festivals and Jihad.</p> <p><b>Unit 4: Matters of Life and Death</b> Students will study: the sanctity of life (abortion and euthanasia), life after death, non-religious views about life after death, roles of men and women in religion and issues about science and religion.</p>	<p><b>Written paper</b> - externally assessed</p>	<p>Students have <b>50 minutes</b> for the written paper</p>	<p><b>50%</b></p>

### Further Information

If you require any further information about this course then please see Mr Wardale or your current RE teacher.



## Science GCSE

***During Year 9 you have been studying aspects of the new AQA GCSE Combined Science Trilogy course for examination in 2021. Your performance in Year 9 has been assessed using mock examinations and results will be used to inform setting and tier of entry for the double award GCSE examination that you will take at the end of Year 11.***

**AQA GCSE Combined Science: Trilogy Specification code: 8464**

This qualification is a double award: equivalent to two GCSEs. The subject content is outlined below.

Biology	Chemistry	Physics
<ul style="list-style-type: none"><li>• Cell biology</li><li>• Organisation</li><li>• Infection and response</li><li>• Bioenergetics</li><li>• Homeostasis and response</li><li>• Inheritance, variation and evolution</li><li>• Ecology</li></ul>	<ul style="list-style-type: none"><li>• Structure and the Periodic Table</li><li>• Bonding, structure and the properties of matter</li><li>• Quantitative chemistry</li><li>• Chemical changes</li><li>• Energy changes</li><li>• The rate and extent of chemical change</li><li>• Organic chemistry</li><li>• Chemical analysis</li><li>• Chemistry of the atmosphere</li><li>• Using resources</li></ul>	<ul style="list-style-type: none"><li>• Forces</li><li>• Energy</li><li>• Waves</li><li>• Electricity</li><li>• Magnetism and electromagnetism</li><li>• Particle model of matter</li><li>• Atomic structure</li></ul>

### Assessment:

There are six papers, each of equal weighting: two biology, two chemistry and two physics. Each of the papers will assess knowledge and understanding from distinct topic areas.

This is a linear qualification. In order to achieve the GCSE award, students must complete all assessments at the end of the course.

GCSE science has interesting content which links important scientific principles to

everyday applications. We feel sure that you will find it challenging, relevant and enjoyable. The course is taught with a practical hands-on approach to learning and you will be encouraged to take responsibility for your own progress.

### Career and post-16 opportunities:

GCSE combined science should provide excellent preparation for studying Sciences at A Level and beyond, as well as providing a good foundation for a wide range of future employment.



# History GCSE

## What topics will I study?

- **Crime and Punishment in Britain, c1000AD-Present**
  - different crimes and how the definition of crime changes over time
  - how different crimes were punished and how this changed over time
  - case studies on famous criminals and crimes e.g. Guy Fawkes and the Gunpowder Plot
  - Whitechapel, c1870–c1900: crime, policing and the inner city focusing on the historic environment and Jack the Ripper
- **Early Elizabethan England 1558-1588**
  - Government and religion including division between Catholics and Protestants and what to do with Mary, Queen of Scots
  - plots against Elizabeth in England and the Spanish Armada
  - social issues including education, the poor and exploration of the New World
- **The American West c1835-c1895**
  - the Plains Indians, early settlers and conflict between the two
  - development of the West and the impact on the Plains Indians
  - conflicts between settlers and Plains Indians 1876–c1895
- **The USA, 1954-75: conflict at home and abroad**
  - the development of the Civil Rights movement 1954-60, including role of Martin Luther King
  - increasing radicalisation of Civil Rights movement 1960-75
  - US involvement in the Vietnam War

## How is the subject taught?

Students are taught in mixed ability groups using a variety of different teaching methods including group work, visual and written source analysis, presentations, films and documentaries and examination practice.

## Are there exams, coursework or both?

Examination only – 3 separate papers.

## What do I need to be 'good' at this subject?

A positive approach, good literacy skills, good reading ability, a love of history.

## Where can this subject take me?

Anywhere that requires an ability to communicate well! Careers open to history students include: management, industry, law, civil service, politics, teaching, social services, publishing, journalism, museum work, archaeology.



# Geography GCSE

## What topics are covered in GCSE Geography?

- **Global geographical issues – Paper 1**
  - hazardous earth
  - development dynamics
  - challenges of an urbanising world
- **UK geographical issues – Paper 2**
  - the UK's evolving physical landscape – river processes
  - the UK's evolving human landscape – dynamic inner cities
  - geographical investigations
- **People and environmental issues (making geographical decisions) – Paper 3**
  - people and the biosphere
  - forests under threat
  - consuming energy resources

## How is the subject taught?

We use a wide range of strategies and techniques that students will be familiar with from Key Stage 3. Students will be required to attend two separate fieldtrips to contrasting physical and human environments for which a charge will be made to cover costs (this is likely to be in the region of £10-£15 per trip) All students will receive their own copy of the course textbook. Additional material will be available online. Homework is focused mainly on answering past exam questions.

## Are there exams, coursework or both?

100% exams (three 90 mins exams) – no coursework or controlled assessment. This is the major difference from the GCSE that the new specification replaces. All of the examinations involve the retention of considerable quantities of material that will be tested through a variety of methods including extended writing in timed conditions. There is only a single tier of entry with all students, regardless of ability, sitting the same examination paper.

## What do I need to be 'good' at this subject?

You need to be an outward-looking person who cares about the environment and takes an interest in the world around you. You must be prepared to focus, pay attention to guidance from your teacher and complete regular short written past questions on time. You must be willing and able to use ICT in your learning, including online resources.



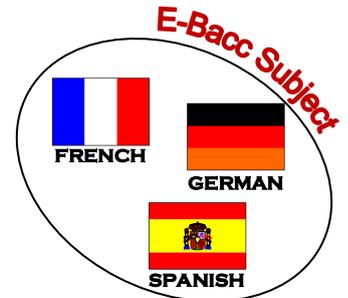
### **Where can this subject take me?**

As an E-Bacc subject employers and Further Education providers will increasingly look for students who have a GCSE in geography as evidence of them having a 'rounded' portfolio of qualifications.

Geography will also help in other ways, but especially by showing you how to find more interesting places *and* how to find places more interesting! Geography aims to help students understand their world, addresses the key issues of our relations with the world around us and encourages a flexible approach to problem solving. It was once said that geography is like tonic water as it mixes so well with so many things! As recent announcements from the government and leading universities have shown, geography is extremely useful for a huge range of careers.

*Edexcel GCSE Geography Specification B*

[http://qualifications.pearson.com/content/dam/pdf/GCSE/Geography-B/2016/specification-and-sample-assessments/Specification GCSE L1-L2 Geography B.pdf](http://qualifications.pearson.com/content/dam/pdf/GCSE/Geography-B/2016/specification-and-sample-assessments/Specification_GCSE_L1-L2_Geography_B.pdf)



## Modern Foreign Languages GCSE

*If you talk to a man in a language he understands, that goes to his head.*

*If you talk to him in his language, that goes to his heart.* **Nelson Mandela**

At John Kyrle High School, the Modern Foreign Languages Department currently offers GCSE courses in **French, German and Spanish**. Each language is taught by a specialist teacher in a specialist classroom. In addition, John Kyrle boasts a language laboratory, where students have access to real resources and can work upon a variety of activities designed specifically to support their language learning and enable them to access the full E-Bacc suite of qualifications.

GCSE students follow the Edexcel examination board syllabus and throughout the two year course cover the following topic areas:

- media & culture
- sport & leisure
- travel & tourism
- business work & employment
- centre devised option

Students are assessed on their productive language skills (speaking 25% and writing 25%) and their receptive language skills (25% reading and 25% listening). All of these exams are linear and each exam will take place in the spring and summer terms of Year 11. We follow the WJEC Eduqas curriculum and you can find all of their information at <http://eduqas.co.uk/>.

At John Kyrle, the teaching of modern languages is not only concerned with learning grammar and vocabulary, it is also about the skills which are necessary in order for a student to become an *independent and effective linguist*. These skills include the ability *to reflect* upon their own work, *to draw meaning* from extended texts in a foreign language, *to interpret information* given and *to apply the knowledge* that they have of their own language and others to support their learning of another tongue. Students are encouraged *to take risks* with their language learning and *to be curious* about what they learn.

A modern foreign language opens up a wide-range of career and educational opportunities. Not all linguists become teachers. In fact, many employers are keen to employ someone with a GCSE in a foreign language, as it shows good communication skills and that you are a good problem-solver. Learning a modern foreign language also enables students to gain skills which are vital in improving understanding between people in the wider world and in supporting global citizenship, by breaking down barriers between people from different communities and cultures. A language also offers endless opportunities to travel and to meet new people and learn about new cultures.



## **Art & Design: Ceramics & 3D Design GCSE**



### **What topics are covered in Year 10?**

In Year 10 we cover topics based around a set theme. Students make vessels, sculptures and functional objects from plaster, chicken wire, mod roc, wire and clay.

### **What topics are covered in Year 11?**

In Year 11 we cover topics based upon identity, including the opportunity to work on masks, portraiture and figurative sculpture. Many students make life size or larger than life size pieces during this year.

### **How is the subject taught?**

The subject is taught through practical demonstrations, independent study and individual experimentation. Each student must produce unique and individual units.

### **Are there exams, coursework or both?**

The course is 60% coursework and 40% final exam. The final exam consists of a ten week period of preparatory studies, researching and developing ideas. This is followed by a 10 hour final exam split over two days when a final piece is constructed.

### **What do I need to be 'good' at this subject?**

To do well in this subject you need to be willing to experiment and should have a good drawing ability. This subject is based largely on coursework and you must be organised and work well to deadlines.

### **Where can this subject take me?**

A qualification in ceramics and 3D design could lead into a great many careers including architecture, design, fashion, photography, teaching and you could always be a full time artist!



## **Art & Design: Fine Art Painting & Drawing GCSE**

### **What topics are covered in Year 10?**

In Year 10 we cover topics based around a set theme of natural forms and still life. Students produce paintings & drawings from various media.

### **What topics are covered in Year 11?**

In Year 11 we cover topics based upon identity, including the opportunity to work on portraiture and figurative work. A range of contemporary artists are studied.

### **How is the subject taught?**

The subject is taught through practical demonstrations, independent study and individual experimentation. Each student must produce unique and individual units.

### **Are there exams, coursework or both?**

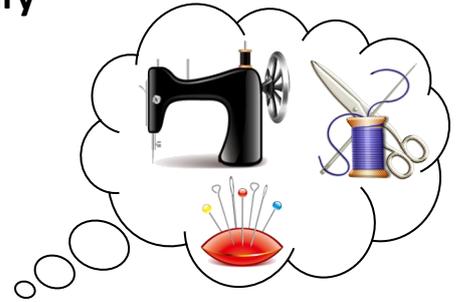
The course is 60% coursework and 40% final exam. The final exam consists of a ten week period of preparatory studies, researching and developing ideas in sketchbooks. This is followed by a 10 hour final exam split over two days where a final piece is constructed.

### **What do I need to be 'good' at this subject?**

To do well in this subject you need to be willing to experiment and should have a good drawing ability. This subject is based largely on coursework and you must be organised and work well to deadlines.

### **Where can this subject take me?**

A qualification in fine art could lead into a great many careers including illustration, architecture, design, fashion, photography, teaching and you could always be a full time artist!



## Art & Design: Textiles GCSE

### What topics are covered in Year 10?

Through a variety of different workshop sessions, you will be introduced to a range of exciting methods. Skills such as printing, dyeing, weaving, digital textiles and surface embellishment will be covered. You will have the opportunity to research and study different artists/designers to help inspire you, from both contemporary and historical sources. Your outcomes may be in the form of fine art textiles, fashion or soft furnishings.

You will get broad project themes that will form part of your *Component 1 - Personal Portfolio* (60%). Titles such as 'Lost and Found' or 'Relationships' will be given to you. You will be expected to develop the theme personally and independently. You will be taught a variety of ways to draw and record first hand observations. Photography will be a key aspect of this too. You will present your portfolio in a sketchbook format.

### What topics are covered in Year 11?

You will build and develop the skills learnt in Year 10. In January you will be set the *Component 2 - externally set assignment* (40%) culminating in a 10 hour sustained focus period in school.

### Are there exams, coursework or both?

The course is 60% coursework and 40% exam. The final exam consists of a ten week period of preparatory studies, researching and developing ideas in sketchbooks. This is followed by a 10 hour exam split over two days where a final piece is constructed.

Throughout the course, you will:

- develop and explore ideas
- select and experiment with appropriate media, materials, techniques and processes
- record your ideas, observations and insights
- present personal and meaningful responses

### What do I need to be 'good' at this subject?

You need to enjoy working with fabrics and relish the opportunity to design and make unique outcomes. You have the opportunity to be creative, experimental and take risks within your work. A willingness to work hard, both in lessons and at home will be required.

### Where can this subject take me?

This course could lead to further study associated with design or the Textile Industry. At John Kyrle High School an A Level art and design course specialising in textiles can be followed. Career opportunities include: textile designer, stylist, textile technologist, art curator, fashion designer, fashion journalism, costume designer, sportswear designer and many more!



# Food Preparation & Nutrition GCSE

This qualification focuses on nurturing students' practical cookery skills to give them a strong understanding of nutrition.

## Main topics covered include:

- Food science
- Food safety
- Food choice
- Food provenance.

## Are there exams, coursework or both?

The subject will contain two Non-exam assessment (NEA) tasks worth 50% and a final 1 hour 45 minutes examination, which will test knowledge and understanding.

## NEA Tasks:

- **Task 1 - Food Investigation (15% of GCSE)**

Students' understanding of the working characteristics, functional and chemical properties of ingredients. Practical investigations are a compulsory element of this task.

- **Task 2 - Food Preparation (35% of GCSE):**

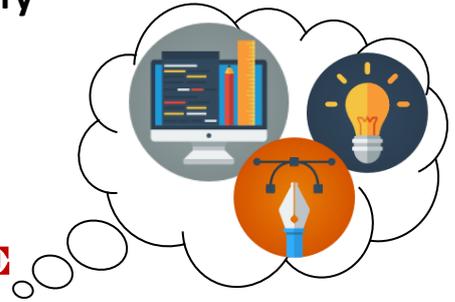
Students' knowledge, skills and understanding in relation to the planning, preparation, cooking, presentation of food and application of nutrition related to the chosen task. Students will prepare, cook and present a final menu of three dishes.

## What do I need to be 'good' at this subject?

It is expected that students will have good practical skills, enjoy testing and developing new ideas, are organised in their approach as well as being able to meet deadlines.

## Where can this subject take me?

There are many career opportunities linked to the course including: quality assurance management, nutritional analyst, dietician, microbiologist, marketing, product development, production management, catering manager, chef, environmental health officer, retail management.



## **D&T: Graphics - Paper & Board Focus GCSE**

### **What topics are covered in Year 10?**

A vast range of theoretical and design & make tasks are carried out through most of Year 10. Each element aims to develop students' understanding of the core and specialist subject content, preparing them for the non-exam assessment (NEA) and exam.

Topics include:

- designing and making activities.
- 2D and 3D drawing and computer aided drawings.
- knowledge and understanding of material properties and their uses.
- knowledge of modern manufacturing methods, finishes and industrial considerations.
- environmental, social, cultural and ethical considerations

The remaining time in Year 10 is devoted to starting students' NEA task which is continued throughout Year 11.

### **What topics are covered in Year 11?**

Year 11 mainly consists of completing the 35 hour NEA task which is worth 50% of the final result. Thorough exam preparation is carried out in the month prior to the exam.

### **Are there exams, coursework or both?**

The subject will contain a NEA task which includes a design folio and manufactured practical element(s). This is worth 50% of the final mark with a 2 hour examination worth the remaining 50%. The examination will test students' subject knowledge and understanding.

### **What do I need to be 'good' at this subject?**

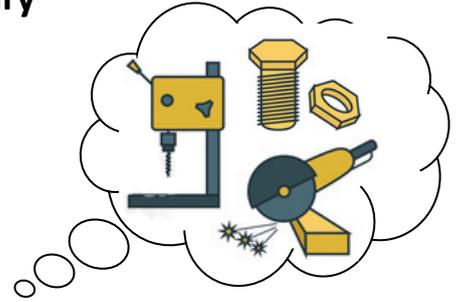
Students opting for this course should enjoy designing in 2D and 3D. They should be prepared to be experimental with their work in order to produce quality outcomes. They should be committed to the subject and be prepared to work hard outside of lesson time when required.

### **Where can the subject take me?**

This course gives students a sound foundation of graphic design and the implications of the wider world. This will prepare students for A Level product design and more advanced courses such as art foundation, architecture and graphic design.



## **D&T: Product Design - Metal Focus GCSE**



### **What topics are covered in Year 10?**

A vast range of theoretical and design & make tasks are carried out through most of Year 10 with particular focus on designing and manufacturing with metal. Each element aims to develop students' understanding of the core and specialist subject content, preparing them for the Non-Exam Assessment (NEA) and exam.

Topics include:

- designing and making activities
- knowledge and understanding of materials and their properties
- knowledge and understanding of a wide range of practical and industrial processes, using a variety of machine and hand tools
- industrial considerations including scales of production, prototyping and finishing techniques
- environmental & social issues e.g. sustainability

The remaining time in Year 10 is devoted to starting students' NEA task which is continued throughout Year 11.

### **What topics are covered in Year 11?**

Year 11 mainly consists of completing the 35 hour NEA task which is worth 50% of the final result. Theory lessons are continued throughout the year, along with in-depth revision the month prior to the exam.

### **Are there exams, coursework or both?**

The subject contains a non-exam assessment (NEA) task which includes a design folio and manufactured practical element(s). The NEA is worth 50% of the final mark with a 2-hour examination worth the remaining 50%. The examination will test students' subject knowledge and understanding.

### **What do I need to be 'good' at this subject?**

Students opting for this course should enjoy the process of creating new products which challenge and develop both their design and making skills. Students must be

committed to working hard, both in lessons and at home.

### **Where can the subject take me?**

This course gives students a sound foundation of working with a range of different metals and processes. This will prepare students for advanced courses such as architecture, design, product design & engineering.

### **Post-16 opportunities:**

This specification provides a suitable basis for further study at 16+. It offers progression on to academic courses such as AS/A2 D&T product design, as well as a variety of vocational courses.



## **D&T: Product Design - Wood Focus GCSE**

### **What topics are covered in Year 10?**

A vast range of theoretical and design & make tasks are carried out through most of Year 10. Each element aims to develop students' understanding of the core and specialist subject content, preparing them for the non-exam assessment (NEA) and exam.

Topics include:

- designing and making activities
- knowledge and understanding of materials and their properties.
- knowledge and understanding of a wide range of practical and industrial processes, using a variety of machine and hand tools.
- industrial considerations including scales of production, prototyping and finishing techniques.
- environmental & social issues e.g. sustainability.
- design & technology in the 21<sup>st</sup> century

The remaining time in Year 10 is devoted to starting students' NEA task which is continued throughout Year 11.

### **What topics are covered in Year 11?**

Year 11 mainly consists of completing the 35 hour NEA task which is worth 50% of the final result. Theory lessons are continued throughout the year, along with in-depth revision the month prior to the exam.

### **Are there exams, coursework or both?**

The subject contains a non-exam assessment (NEA) task which includes a design folio and manufactured practical element(s). The NEA is worth 50% of the final mark with a 2-hour examination worth the remaining 50%. The examination will test students' subject knowledge and understanding.

### **What do I need to be 'good' at this subject?**

Students opting for this course should enjoy the process of creating new products which challenge and develop their creativity and flair. Students must be

committed to working hard, both in lessons and at home.

### **Where can this subject take me?**

This course applies itself well to such design careers as product, furniture, interior or industrial design, as well as engineering and the manufacturing industry e.g. modern training apprenticeships.

### **Post-16 opportunities:**

This specification provides a suitable basis for further study at 16+. It offers progression on to academic courses such as AS/A2 D&T product design, as well as a variety of vocational courses.



# Business and Enterprise

## BTEC Tech award

### What topics are covered?

- **Unit 1: Exploring enterprises** - coursework unit worth 30%
- **Unit 2: Planning for and pitching an enterprise activity** - coursework unit worth 30%
- **Unit 3: Promotion and finance for enterprise** - exam worth 40%

### What does the qualification cover?

You will learn about the ideas, mindsets and successes of enterprises and entrepreneurs. You will learn about planning, finance, including cash flows, and how to take a product to market. You will develop an idea for a small enterprise of your own and plan how best to set it up and fund it. You will work with others in order to run a small enterprise, using your knowledge and building your entrepreneurial skills.

During the course you will also develop important skills that are useful in any industry, such as problem solving, decision making, innovation, project management, team working and communication.

### How is the subject taught?

The methods of teaching will include a variety of teacher explanation, number crunching exercises, group work, presentations and lots of individual research and investigation work.

### Are there exams, coursework or both?

Both. The promotion and finance for enterprise unit is externally assessed (written exam) whereas the remaining two units are internally assessed (coursework). As this course consists of 60% coursework

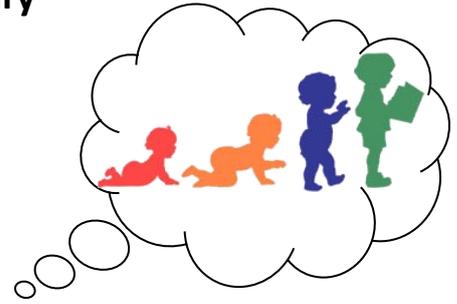
assignments, it is essential that you have the sustained enthusiasm and commitment required to succeed. Coursework is ICT based and therefore you need to enjoy using the computers in most lessons.

### What do I need to be “good” at this subject?

The skills that students need to succeed are numeracy, data handling, investigation, selection, presentation, interpretation, analysis and evaluation. These skills will be developed through the course. You will also need to be an independent worker who is organised and hard working in order to meet deadlines. There will be eight assignments within the units covered which require extended writing to meet the criteria being assessed. Students need to be self-motivated to build written evidence for their assessments. Numeracy skills are essential as the written exam is finance based and worth 40% of the course.

### Where can this subject take me?

It provides progression for those wishing to continue their studies to A Level business or a level 3 BTEC course. The course also provides invaluable preparation for the world of work regardless of the courses you take from the age of 16.



# Child Development

## Level 2 Cambridge National Certificate

All students will study three mandatory topics as follows:

<p>Health and well-being for child development - <b>written paper.</b></p>	<ul style="list-style-type: none"> <li>• Understanding reproduction and the roles and responsibility of parenthood</li> <li>• Understanding antenatal care and preparation for birth</li> <li>• Understand postnatal checks, postnatal provision and conditions for development</li> <li>• Understand how to recognise, manage and prevent childhood illnesses</li> <li>• Know about child safety</li> </ul>
<p>Understanding the equipment and nutritional needs of children from birth to five years - <b>centre assessed task.</b></p>	<ul style="list-style-type: none"> <li>• Understand the key factors when choosing equipment for babies from birth to 12 months</li> <li>• Understand the key factors when choosing equipment for children from one to five years</li> <li>• Know the nutritional guidelines and requirements for children from birth to five years</li> <li>• Be able to investigate and develop feeding solutions for children from birth to five years</li> </ul>
<p>Understanding the development norms of a child from birth to five years - <b>centre assessed task.</b></p>	<ul style="list-style-type: none"> <li>• Understand the physical, intellectual and social development norms from birth to five years</li> <li>• Understand the benefits of learning through play</li> <li>• Be able to plan different play activities for a chosen developmental area with a child birth to five years</li> <li>• Be able to carry out and evaluate different play activities for a</li> </ul>

### Are there exams, coursework or both?

50% of the qualification is examined, 50% of the qualification is coursework.

### How will it be graded?

You can get a distinction\* to a pass grade at level 2.

### What do I need to be “good” at this subject?

You need to enjoy being with young children.

### Where can this subject take me?

Courses and jobs include: nursery nursing, health care, social work, teaching, nursing, midwifery.



# Constructing the Built Environment Level 2/1



This course will lead to a Level 2/1 Constructing the Built Environment qualification.

## Assessment

Practical skills are assessed by the tutor. Written assessments are externally verified. Course culminating in a one hour 15min written paper exam.

## The units covered are:

- **Unit 1:** Health and safety on the construction site (exam).
- **Unit 2:** Developing construction projects (written assessment).
- **Unit 3:** Practical skills including brick laying, plastering and carpentry.

## What do I need to be 'good' at this subject?

Students opting for this course should enjoy working in an outdoor environment and have a vested interest in the construction industry.

## Where can this subject take me?

This course is a good foundation for students wishing to choose a career in the construction industry. This could be achieved through a full time college course or a modern apprenticeship course.

***Students will need to supply their own safety boots and overalls.***



## Computer Science GCSE

Everything we use today seems to be described as 'digital', whether it be televisions, computers, mp3 players or mobile phones. What does all this mean and how do all these devices actually work?

GCSE computer science is aimed at students who want to find out the answers to these questions. You don't have to be a 'techie' to do this course, just interested in finding out. You'll learn all about the insides of a computer and what makes a computer work. You'll also learn about computer programs and will write your own programs as part of your coursework assessment.

The two year course is broken down into three units as follows:

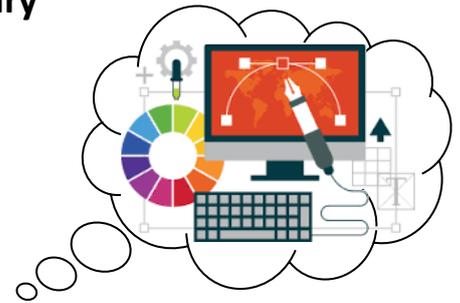
<b>Unit 1:</b> Computer systems	This is a formal examination lasting 1 hour and 30 minutes and covers computer systems, networking and software. It is worth 40% of your overall mark.
<b>Unit 2:</b> Computational thinking, algorithms and programming	This is a formal examination lasting 1 hour and 30 minutes and covers algorithms, programming techniques, logic and data representation. It is worth 40% of your overall mark.
<b>Unit 3:</b> Non-examined assessment - programming project	You will have 20 hours of controlled time to write a program using a simple programming language.

### What do I need to be good at?

- be able to work according to a plan and MEET DEADLINES
- be interested in how computers work
- have a logical and mathematical type approach to solving problems
- be able to develop solutions to problems according to a design specification
- be organised and effective at mastering new techniques

### What does it lead to?

There are a number of options available for students successfully completing a GCSE in computer science. Students can move on to the A Level in computer science where your skills will be further stretched and developed, which in turn can lead to university. You will also be well-suited to a job working with computers, including computer technician. People who have studied computing have gone on to be games programmers, hardware engineers, aerospace engineers, the list is endless!



# ICT

## OCR Cambridge Nationals iMedia

This course will give students a more creative approach to an ICT qualification. It consists of both an exam and coursework element. The course builds on young people's love of digital graphics and design. It is a media-focused qualification including web development and graphics. The nature of the controlled assessment, with its emphasis on 'doing', helps develop important transferable skills including problem solving, creative thinking and collaborative working.

### Some Facts:

- the course is made up of a four components
- the course has one written external exam, and 3 controlled assessment units
- each unit is graded from distinction\* to pass

### What units will I study?

Unit Title and Summary	Assessment	Time Allocated
<b>Unit 1: Pre-production skills</b>	<b>written Test</b> externally assessed	students have <b>75 minutes</b>
<b>Unit 2: Creating digital graphics</b>	<b>internally assessed coursework</b>	completed throughout Years 10 and 11
<b>Unit 5: Creating a multipage website</b>	<b>internally assessed Coursework</b>	completed throughout Years 10 and 11
<b>One further unit chosen in Year 11</b>	<b>internally assessed coursework</b>	completed throughout Year 11

### What do I need to be good at?

In this course you will need to:

- be able to work according to a plan and MEET DEADLINES
- be interested in the use of ICT
- have a logical and creative approach to solving problems



- be able to develop solutions to problems according to a design specification
- be organised, effective at mastering new techniques and able to apply what you have learnt
- answer theory based questions in the exam AND produce solutions for the practical element of the course.

**What does it lead to?**

Any ICT course will help you in many of your GCSE courses as you will develop skills in ANALYSING a problem, DESIGNING a solution and PRESENTING your solution to a target audience. The course will build an effective foundation for study of BTEC level 3 IT where you will be able to learn more about how computers work and are used in society.



## Drama GCSE

### Where is this subject taught?

Drama is taught in our specially-equipped Drama Studio that has blackout facilities and a full sound and light system. Opportunity will also arise to use the school stage facilities. Theatre visits are an essential part of the course, and there is an expectation that students will attend. These visits, which will be in the evenings, give students the opportunity to see drama theory in practise, but also make up a third of the written examination topic.

### What topics are covered in Year 10?

Year 10 looks at developing a good understanding of drama through practical acting; both script-based and devised. These could include monologue, physical theatre, group devised and group scripted based on the set text 'DNA'. There will be a unit focusing on themed devising, the stimulus being provided by the examination board and focusing on the work of a theatre practitioner or genre. You will be expected to support your work by keeping written notes and relevant research on topics covered.

### What topics are covered in Year 11?

During Year 11 students will complete a full investigation, rehearsal and performance of a piece of script. The course culminates in a publically examined small group performance. You will be expected to support your work by keeping written notes and attend infrequent after-school rehearsals. The formal written examination will cover a series of questions on the set text and a live theatre performance.

### How is the subject taught?

All sessions will have a practical element, so you must have a willingness to be involved; to experiment with different dramatic techniques in a safe environment and to develop your own drama capabilities by taking risks! You will work as an individual and in small groups.

### Are there exams, coursework or both

Component 1: Devising theatre	Performance	10%
	Portfolio of evidence	20%
Component 2: Performing from a text	Performance	30%
Component 3: Interpreting theatre	Written examination	40%



**What do I need to be “good” at this subject?**

An open mind, a willingness to work with others, a genuine interest in drama/ performance and boundless energy! Drama requires you to perform in front of your peer group and other selected audiences, as well as writing in depth about your theatrical experiences.

**Where can this subject take me?**

Drama develops skills of creativity and communication which are greatly valued by employers. It also develops an ability to present yourself well in front of a variety of audiences. Drama broadens the mind to endless possibilities and different ways of viewing the world around you.

It is excellent preparation for A Level theatre studies and a good basis for any further education in the arts or the service industries, which include law, politics and medicine.



## Music GCSE

Music GCSE is an interesting and fun course.

It is mainly taught through practical work, which includes composing. You will learn how to write a song, compose music for TV/film, how modern electronic music is generated, identify key features in music from various genres and how music fits to mood, historical context and venue. Students will initially use both Logic Pro and Sibelius programs on the computers in composing and recording. You will then be able to focus on the program of your choice.

To access this course you **must** be proficient either on an instrument or vocally, however, there is no requirement for any music grades to have been taken. For a grade A in performing your pieces need to be around grade 3 standard. There are no scales or technical exercises examined.

### Performance (30% of the course)

- one **solo** piece and
- one **ensemble** piece (4 to 7 minutes in total)

### Composing (30% of the course)

Two compositions:

- Composition 1 is to a brief chosen from four written by the board. An example is *“Compose a pop song that uses at least 3 instruments. The tune may be sung or played on an instrument.”*
- Composition 2 is a free composition with style and instruments chosen by the candidate.

These are not long pieces. The total duration for both compositions is between 3 and 4 ½ minutes.

### Listening exam: 1 hour 15 minutes (40% of the course)

There are four areas of study:

1. musical forms and devices
2. Music for ensemble
3. Film music
4. Popular music

This part of the course is assessed through a listening exam. Six out of the eight questions are on unprepared music and two questions are on set prepared works:

- ‘Minuet’ from *Eine Kleine Nachtmusik* by *Mozart*
- ‘Since You’ve Been Gone’ by *Rainbow*.

These areas of study also link into composing and performance.



### **Where can this subject take me?**

Most students study music GCSE because they love playing music. Colleges and universities know that musicians have specific skills. They work well in groups, are self-disciplined and motivated. There are also many music career paths: performer, composer (ie creative composer for film), classroom or instrumental teacher, music journalist, music therapy and many more.

### **Which Music course is best for?**

The BTEC and GCSE music courses are very different. The best person to advise you as to which is more appropriate for you will be your classroom music teacher.

If you are planning to take music as a career path and you know you need an A Level in music rather than music technology we advise you to take the GCSE not the BTEC.

It is expected that students will support their musical learning by attending appropriate musical activities as well as GCSE composing club after school for the completion of coursework.



# Music Technology

## BTEC Level 2



### What's it all about?

The BTEC course focuses heavily on music technology, getting the students using it in a creative way. They will learn about the music industry and the knowledge required to become successful and also be in charge of managing a musical product from start to finish. The course is equal to ONE GCSE.

### What topics are covered?

- **Unit 1: The music industry** - which provides an overview of the industry, particularly focusing on the shape of the modern industry and covering the emergence of the role of the self-employed producer, performer and promoter.
- **Unit 2: Managing a music product** - which covers essential aspects for progression. This unit looks at the development a music product. As well as providing a vehicle for demonstrating skills and learning, it also introduces the role of planning and promotion in the management of a music product.
- **Unit 6: Introducing music recording** - which encourages learners to become familiar with recording technology and techniques that will reinforce their musical practice as well as developing important skills for progression into the professional world.
- **Unit 7: Introducing music sequencing** - which enables learners to use ICT for music making, giving them a valuable vocational skill as well as a grounding in a fundamental aspect of music making in the workplace.

### How is the subject taught?

This is a very practical and vocational course, with use of ICT and the advanced studio facilities featuring very prominently. Student work both individually and within groups to develop necessary skills in music and music technology. The course makes use of all the facilities available, including classrooms, practice rooms, the studio suite and the new Mac suite running industry standard software such as Logic pro X. Students will have every opportunity to not only learn about the topics, but also use this knowledge in a realistic, practical, industry standard environment.

### What do I need to be 'good' at this subject?

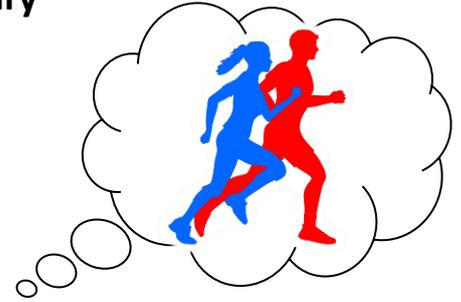
You do need to play an instrument or sing, although there is no grade requirement. Other than that, a keen interest in music and technology goes a long way towards enjoyment of the course!



**What is it useful for further down the line?**

BTEC music is ideal for accessing the level 3 BTEC music technology course, which develops skills that are used in many areas of the music and media industries. Career paths that are opened can include: live sound engineering, recording studio work, live music performance, events management & organisation, working with new media & advertising, music for film and television, radio broadcast, the communications industry and so on.

In terms of a degree/further education, music technology is a subject in itself, but again complements many other areas of study: music; new media studies; communication systems & IT; physics; culture, media and film courses.



## Physical Education GCSE

### What topics are covered in Year 10?

Topics taught in Year 10 are mainly linked to the anatomy and physiological parts of the course such as various types of fitness, diet and exercise, as well as psychological areas such as motivation and personality.

### What topics are covered in Year 11?

Year 11 mainly deals with the socio-cultural side of the course such as the role of the media in sport and how hosting international sport can have an effect on that country.

### How is the subject taught?

Three lessons are classroom based and involve lots of group and presentation work. The other two lessons are practical ones where students will adopt a role as a performer in a variety of different activities.

### Are there exams, coursework or both?

There are 2x 1<sup>1</sup>/<sub>4</sub> hour exams at the end of the course (in Year 11), which contributes to 60% of the final grade. There will also be regular formal assessments to indicate progress being made. The coursework is a continuous practical one where students must eventually select 3 activities: a team activity, an individual activity and either another individual or team activity, which contributes to 40% of the final grade.

### What do I need to be “good” at this subject?

A real keenness for the subject and an interest in sport. You should also be a regular at school teams and clubs.

### Where can this subject take me?

A Level PE, a route into a variety of sporting careers such as teaching, physiotherapy, coaching and sports psychology.



## Careers Guidance & Information

The school aims to prepare young people for the future by drawing attention to the areas of education, employment and training which are open to them and, by encouraging them to consider where their abilities, strengths and interests lie. We aim to inspire our young people through their experience of the whole curriculum whilst raising aspiration and providing quality and diversity.

During Year 7 – 11 students work through a careers passport during regular tutor times, enabling thought provoking conversation. In addition, all students are able to access the school careers convention which is an annual event. This enables students to speak directly to a variety of organisations and professionals as well as further and higher educational establishments.

Furthermore, employers, training providers and colleges are invited into school for lunchtime drop-in sessions providing students with multiple opportunities to seek information about post 16 provision locally.

A careers interview takes place during Years 10 and 11 with the schools personal adviser.

Within the sixth form all students have access to information regarding university choices from a host of prospectuses held within the sixth form itself. A UCAS Convention trip takes place in Year 12 enabling students to speak directly to a host of prospective universities.

PSHE includes advice on apprenticeships, gap year and university finance.

Careers notice boards, located in the Wyepod and the main corridor have impartial information for all year groups. 'Pathways-2-Success', our half termly round-up of careers, can be accessed via our website.





**John Kyrle High School**  
**& Sixth Form Centre**

**Headteacher: Nigel Griffiths BA(Hons), FRSA,  
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