



**SIR JONATHAN NORTH
GIRLS' COLLEGE**

Year 9 Options 2024



Contents

Our Curriculum	p 3
Core Subjects	p 4 - 18
• English Language and Literature	
• Mathematics	
• French <u>or</u> Spanish	
• History <u>or</u> Geography	
• Physical Education	
• Personal Development Curriculum (PDC)	
• Science	
Option Subjects	p 19 - 47

Our Curriculum

Students leave Sir Jonathan North Girls' College with results that are significantly above the National Average. We are very proud of that and whilst we aim to develop the whole student, there can be no escaping the fact that exam results are important.

We are proud to be part of the Lionheart Educational Trust as they share our cores values of Academic Excellence and Holistic Development.

Whilst students are having some choice over the subjects they study, much of their time is set as part of the core curriculum offer. Students are expected to follow subjects that meet the English Baccalaureate which ensures there is a broad and balanced curriculum offer.

The core curriculum consists of:

Students follow a core curriculum that meets the requirements of the English Baccalaureate. The subjects are:

- English Language and Literature
- Mathematics
- French or Spanish
- History or Geography
- Physical Education
- Personal Development Curriculum (PDC)
- Science

The college day consists of 6, 50 minute long lessons and the college operates a 1 week timetable.

Students will also need to select their option subjects to study in Year 10 and 11. The teaching of these subjects will start in August 2024. Students will continue with the language they are currently studying and will need to tick the relevant box. The first options decision students will need make is whether they would like to study history **or** geography.

On the next few pages, the Key Stage 4 GCSE core curriculum subjects are outlined.

ENGLISH LANGUAGE (GCSE)

GCSE English Language encourages students to develop a passion for reading prose as well as nineteenth century and twenty-first century non-fiction. Students will learn to write across a wide range of different audiences and for a range of different purposes honing their skills as writers of transactional writing and creative prose writing.

EXAMINATION BOARD - Eduqas GCSE (9-1) in English Language
SPECIFICATION CODE – C700QS

CURRICULUM CONTENT

20th Century Prose Reading and Writing

- 20th Century Prose Reading
- 20th Century Prose Writing

19th and 21st Century Non-Fiction Reading and Writing

- 19th and 21st Century Reading
- Transactional and Persuasive Writing

ASSESSMENT

Paper 1: 20th Century Prose Reading and Writing

- 1 written exam: 1 hour and 45 minutes
- Fiction Reading (students are set a range of comprehension questions based on an extract from a narrative, 1 hour)
- Fiction Writing (students are set a narrative to write based on one of four titles, 45 minutes)
- 40% of GCSE

Paper 2: 19th and 21st Century Non-Fiction Reading and Writing

- 1 written exam: 2 hours
- Non-Fiction Reading (students are set a range of comprehension questions based on two short non-fiction texts, 1 hour)
- Non-Fiction Writing (students are set two transactional writing tasks, 1 hour)
- 60% of GCSE

PROGRESSION

Both English Language and English Literature provide the foundations for all A-Level subjects. Both GCSEs are highly regarded and recognised as offering employers and higher education institutions a clear indication of students' literacy and ability to communicate effectively. Students who excel at English go on to work in the fields of marketing, publishing, law and journalism, teaching, and within the television and film media.

For further information about this course, please email Mr Waite at kevin.waite@sirjonathannorth.org.uk

ENGLISH LITERATURE (GCSE)

GCSE English Literature encourages students to develop a love for reading classical literature building the foundations that will enable a child to become a reader for life. Students learn to love Shakespeare's tragedies and appreciate Charles Dickens' gift for prose. Classes are lively and creative giving students the invaluable opportunity to enjoy reading the texts aloud as well as contributing to drama and debates whilst developing their ability to analyse a range of poetry and prose in preparation for their exams and, just as importantly, the world beyond school.

EXAMINATION BOARD - Eduqas GCSE (9-1) in English Literature
SPECIFICATION CODE - C720QS

CURRICULUM CONTENT

Shakespeare and the Anthology Poetry Collection

- Macbeth – William Shakespeare
- Anthology Poetry Collection

Modern texts and poetry

- An Inspector Calls – J. B. Priestley
- A Christmas Carol – Charles Dickens
- Unseen Poetry

ASSESSMENT

Paper 1: Shakespeare and the Anthology Poetry Collection

- 1 written exam: 2 hours
- Macbeth (students are set a 20 minute extract question and a 40 minute essay question)
- Poetry Anthology (students will write about each poem and then compare both poems, 1 hour)
- 40% of GCSE

Paper 2: Modern texts and poetry

- 1 written exam: 2 hour 30 minutes
- An Inspector Calls (students are set a 45 minute essay question)
- A Christmas Carol (students are set a 45 minute essay question)
- Unseen Poetry (students will write about each poem and then compare both poems, 1 hour)
- 60% of GCSE

EXTRA-CURRICULAR OPPORTUNITIES

Students have the opportunity to participate in a range of extra-curricular activities. In the past many students have had short stories put in print as a result of entering into faculty supported national competitions and students are also encouraged to enter poetry competitions in support of local and national charities. Students who are enthusiastic about English will be able to join the English debating society, which is student run and allows students the rich opportunity to debate a wide range of topics, both past and current.

For further information about this course, please email Mr Waite at kevin.waite@sirjonathannorth.org.uk

MATHEMATICS (GCSE)

Maths is for everyone. It is diverse, engaging and essential in equipping students with the right skills to reach their future destination, whatever that may be. Maths is the basis of science and is universal. It allows us to understand the world around us – we can apply it to our surroundings so we can know why things are the way they are. Through numbers, we can learn much about science and physics and find proof for theories.

EXAMINATION BOARD - AQA
SPECIFICATION CODE - 8300

CURRICULUM CONTENT

Maths Year 10

- Non-linear Algebra
- Number
- Comparing Data
- Reasoning
- Geometry
- Probability

Maths Year 11

- Algebra and Geometry
- Geometry and Trigonometry
- Number and Statistics
- Further Algebra

ASSESSMENT

Paper 1:

- Written exam: 1 hour 30 minutes
- 80 marks
- Non-calculator
- 33⅓% of the GCSE Mathematics assessment

Paper 2:

- Written exam: 1 hour 30 minutes
- 80 marks
- Calculator allowed
- 33⅓% of the GCSE Mathematics assessment

Paper 3:

- Written exam: 1 hour 30 minutes
- 80 marks
- Calculator allowed
- 33⅓% of the GCSE Mathematics assessment

EXTRA-CURRICULAR OPPORTUNITIES

Students have the opportunity to attend lunchtime and after-school clubs if extra help or support is needed. Some students are selected to participate in the UK maths challenge competitions which is a national challenge taking part in schools, for able students. The Junior challenge is for years 7 and 8. The Intermediate challenge is for years 9, 10 and 11.

PROGRESSION

Maths is for everyone. It is diverse, engaging and essential in equipping students with the right skills to reach their future destination, whatever that may be. As a basic measure for schools and education, students need to pass their maths GCSE to access many other level 3 courses (A levels or BTEC etc.) This means students need a grade 4 or above and would need to resit the following year if this is not achieved. To go into medicine for example, students will need to achieve a grade 6 in GCSE mathematics.

For further information about this course, please email Mr Dhesi at jaz.dhesi@sirjonathannorth.org.uk

SCIENCE_(GCSE)

Science plays a major part in our lives. Through science, students learn how major scientific ideas contribute to technological change impacting on industry, business and medicine and improving the quality of life.

Everyone will study science as part of the core curriculum. There are two courses available to students, and their course will depend on the student's prior attainment in KS3. The majority of students will complete the AQA Combined Science (Trilogy) GCSE which awards two GCSEs. This is a balanced course that contains elements of Biology, Chemistry and Physics.

Those students who achieve at least a secure in KS3 science are encouraged to opt for the Separate Science course. Students studying the Separate Sciences course will complete separate GCSEs in Biology, Chemistry and Physics. These GCSEs include greater content and more depth.

Teaching of GCSE courses will start in January 2024. Students who wish to complete the Separate Sciences course will have been notified whether they have been successful in gaining a place in the Separate Sciences classes before the end of the Autumn Term.

EXAMINATION BOARD – AQA GCSE (9-1)

SPECIFICATION CODE –

1. Combined Science (Trilogy) 8464
2. Separate Sciences:
Biology 8461
Chemistry 8462
Physics 8463

CURRICULUM CONTENT

For both routes students will study the following topics for their GCSE **paper 1** subject are:

Biology	Chemistry	Physics
1. Cell Biology	1. Atomic structure and the periodic table	1. Energy
2. Organisation	2. Bonding, structure and the properties of matter	2. Electricity
3. Infection and response	3. Quantitative chemistry	3. Particle model of matter
4. Bioenergetics	4. Chemical changes	4. Atomic structure
	5. Energy changes	

For **paper 2** students will study these topics for each subject:

Biology	Chemistry	Physics
5. Homeostasis and response	6. The rate and extent of chemical change	5. Forces
7. Inheritance, variation and evolution	7. Organic chemistry	6. Waves
8. Ecology	8. Chemical analysis	7. Magnetism and electromagnetism
	9. Chemistry of the atmosphere	8. Space (Separate Physics – 8464 Only)
	10. Using resources	

ASSESSMENT

Students sitting (8464) Combined Science (Trilogy) will sit two papers of a 70-mark, 75-minute paper in each of the disciplines (Biology, Chemistry and Physics).

Students sitting Separate Sciences; (8461) Biology, (8462) Chemistry and (8463) Physics will sit two papers each of 100-mark, 105-minute paper for each course.

EXTRA-CURRICULAR OPPORTUNITIES

Students can participate in a trip to the Natural History Museum and Science Museum during the first part of the GCSE courses, at the end of year 9. In addition, students opting to study Separate Science have an opportunity to attend a behind the scenes trip to the Natural History Museum in London to explore exhibits, such as Darwin's collection. Students can also get involved with events organised by the Space Academy at the National Space Centre, including a Science Careers Fayre. In addition, Science staff run events such as British Science Week and Chemistry Week where students are invited to listen to guest speakers and take part in science activities.

We are also pleased that we have gained access to telescopes that can be lent out by students who may wish to have the opportunity to use them.

PROGRESSION

Students who wish to go on to study any of these subjects at A-Level would be expected to achieve a grade 6 in their GCSE. Students can progress onto medicine, dentistry, astrophysics, engineering to name but a few possible careers.

For further information about this course, please email Mr Stokes at mark.stokes@sirjonathannorth.org.uk

FRENCH (GCSE)

The aims of this qualification are to:

- develop confidence in, and a positive attitude towards, French and to recognise the importance of languages
- provide a strong linguistic and cultural foundation for students who go on to study languages at a higher-level post-16
- develop students' ability and ambition to communicate independently in speech and writing with speakers of French for authentic purposes
- develop students' ability to communicate independently about subjects that are meaningful and interesting to them
- build students' confidence and broaden their horizons, enabling them to step beyond familiar cultural boundaries, develop new ways of seeing the world, and better understand relationships between the foreign language and the English language
- enable students to become familiar with aspects of the contexts and cultures of the countries and communities where French is spoken

EXAMINATION BOARD – Pearson Edexcel

SPECIFICATION CODE – 1FR1

CURRICULUM CONTENT

This qualification focusses on the development of all four language skills, listening, speaking, reading and writing. Grammar and the mastering of linguistic features are key elements as is continually improving the accuracy of pronunciation. The topics they will cover are:

- My personal world
- Lifestyle and wellbeing
- My neighbourhood
- Media and technology
- Studying and my future
- Travel and tourism

ASSESSMENT

Paper 1: Speaking

Students will be assessed on their ability to speak using clear and comprehensible language, for a range of audiences and purposes, and in formal and informal contexts, which are relevant to their current and future needs and interests.

Paper 2: listening

Students are assessed on their understanding of standard spoken French in formal and informal contexts, and familiar and unfamiliar settings.

Paper 3: reading and understanding

Students are assessed on their understanding of written French across a range of genres and in both formal and informal contexts.

Paper 4: writing

Students are assessed on their ability to communicate effectively and with accuracy through writing in French for a variety of purposes, in both formal and informal contexts, and for a range of audiences.

EXTRA-CURRICULAR OPPORTUNITIES

We aim to give students cultural experiences and input to broaden their awareness of the world outside the classroom and, more specifically, of the culture of the countries where French is spoken. For example, students can experience a breakfast inspired by the culinary traditions of a country where French is spoken.

PROGRESSION

This qualification offers a suitable progression route to GCE AS and GCE A Level in French language. The integration of productive and receptive skills replicates the approach that is used in the A level qualifications.

A Level also focusses on cultural knowledge. In the GCSE we actively reference cultural aspects, allowing progression on to this aspect of the A level qualification. In addition, the study of one language at GCSE can facilitate and help promote the learning of other languages.

The qualification may also add to an individual's employability profile. Students will be able to apply their knowledge, skills and understanding to authentic, real-life contexts. They will develop transferable skills that support higher education study and the transition to employment, together with an understanding and appreciation of French-speaking countries and their cultures.

For further information about this course, please email Mrs Mulla at rabia.mulla@sirjonathannorth.org.uk

SPANISH (GCSE)

The aims of this qualification are to:

- develop confidence in, and a positive attitude towards, Spanish and to recognise the importance of languages
- provide a strong linguistic and cultural foundation for students who go on to study languages at a higher level post-16
- develop students' ability and ambition to communicate independently in speech and writing with speakers of Spanish for authentic purposes
- develop students' ability to communicate independently about subjects that are meaningful and interesting to them
- build students' confidence and broaden their horizons, enabling them to step beyond familiar cultural boundaries, develop new ways of seeing the world, and better understand relationships between the foreign language and the English language
- enable students to become familiar with aspects of the contexts and cultures of the countries and communities where Spanish is spoken

EXAMINATION BOARD – Pearson Edexcel
SPECIFICATION CODE - 1SP1

CURRICULUM CONTENT

This qualification in Spanish focusses on the development of all four language skills, listening, speaking, reading and writing. Grammar and the mastering of linguistic features are key elements as is continually improving the accuracy of pronunciation. The topics students will study are:

- My personal world
- Lifestyle and wellbeing
- My neighbourhood
- Media and technology
- Studying and my future
- Travel and tourism

ASSESSMENT

Paper 1: Speaking

Students will be assessed on their ability to speak using clear and comprehensible language, for a range of audiences and purposes, and in formal and informal contexts, which are relevant to their current and future needs and interests.

Paper 2: listening

Students are assessed on their understanding of standard spoken Spanish in formal and informal contexts, and familiar and unfamiliar settings.

Paper 3: reading and understanding

Students are assessed on their understanding of written Spanish across a range of

genres and in both formal and informal contexts.

Paper 4: writing

Students are assessed on their ability to communicate effectively and with accuracy through writing in Spanish for a variety of purposes, in both formal and informal contexts, and for a range of audiences.

EXTRA-CURRICULAR OPPORTUNITIES

We aim to give students cultural experiences and input to broaden their awareness of the world outside the classroom and, more specifically, of the culture of the countries where Spanish is spoken. For example, students can experience a breakfast inspired by the culinary traditions of a country where Spanish is spoken.

PROGRESSION

This qualification offers a suitable progression route to GCE AS and GCE A Level in Spanish language. The integration of productive and receptive skills replicates the approach that is used in the A level qualifications.

A Level also focusses on cultural knowledge. In the GCSE we actively reference cultural aspects, allowing progression on to this aspect of the A level qualification. In addition, the study of one language at GCSE can facilitate and help promote the learning of other languages.

The qualification may also add to an individual's employability profile. Students will be able to apply their knowledge, skills and understanding to authentic, real-life contexts. They will develop transferable skills that support higher education study and the transition to employment, together with an understanding and appreciation of Spanish-speaking countries and their cultures.

For further information about this course, please email Mrs Mulla at rabia.mulla@sirjonathannorth.org.uk

GEOGRAPHY (GCSE)

Featuring contemporary topics covering the breadth of this dynamic subject, geography is designed to excite and engage students. It will help to create a lifelong love of geography by providing students with an interest in different places, people and environments, from a local to global scale. The content encourages students to think like geographers through an enquiry approach using contemporary topics of study. They will be encouraged to explore the interconnections of topics through synoptic assessment. The lessons will engage students through the exploration of a number of geographical topics encapsulating both the geography of the UK and the rest of the world. There are opportunities to study in-depth up-to-date case studies, which can bring geography to life.

EXAMINATION BOARD - OCR Geography B (Geography for Enquiring Minds) (9-1)
SPECIFICATION CODE - J384.

CURRICULUM CONTENT

Paper 1: Our Natural World (01)

- Global Hazards
- Changing Climate
- Distinctive Landscapes
- Sustaining Ecosystems
- Fieldwork and Geographical Skills

Paper 2: People and Society (02)

- Urban Futures
- Dynamic Development
- UK in the 21st Century
- Resource Reliance
- Fieldwork and Geographical Skills

Paper 3: Geographical Exploration (03)

- Synoptic Assessment of topics linked to components 01 and 02.
- Geographical Skills
- Decision-making Exercise

ASSESSMENT

Paper 1:

Our Natural World (01) - 1 hour 15-minute written exam. 70 marks and accounts for 35% of the GCSE.

Paper 2:

People and Society (02) - 1 hour 15-minute written exam. 70 marks and accounts for 35% of the GCSE.

Paper 3:

Geographical Exploration (03) - 1 hour 30 minutes written exam. 50 marks and accounts for 30% of the GCSE.

EXTRA-CURRICULAR OPPORTUNITIES

Important information:

It is a requirement of this course that **all** students participate in human and physical fieldwork. Fieldwork will be tested on two of the exam papers. There are 2 day trips which students must attend. Current Year 10 students visit Leicester city centre for human fieldwork and the Goyt Valley in the Derbyshire Peak District for physical geography. This trip departs from the college at 8.00am and returns around 5.30pm

PROGRESSION

Geography is a good option as the subject gives students a wide array of knowledge on a huge range of topics along with a broad skills base that is attractive to employers and universities.

Employers and universities see geography as a robust academic subject rich in skills, knowledge and understanding. As a subject linking the arts and the sciences it is highly flexible in terms of what students can combine it with, both at GCSE and A Level.

If students choose to take geography on to university there are literally hundreds of courses to choose from and the range of career areas accessed by graduates of geography will probably surprise them. Geography graduates are very employable, with the skills, knowledge and understanding gained during a geography degree held in high regard by employers. Geography graduates also have a good range of careers options across sectors, are paid above average salaries and enjoy rapid progression to more senior roles.

- The 2023 Prospects report, *What do graduates do?*, provides insights and analysis from the UK's largest Higher Education Survey. The report shows that in 2019/20 geographers had the joint highest full-time employment rate for social sciences at 54.9% compared to an average rate of 50.1%.
- The report also shows that physical and geographical sciences had the second highest full-time employment rate for science graduates at 51.9%, behind only chemistry.
- The *2021/22 Prospects report* states that geography graduates have some of the highest salaries in the social sciences.

For further information about this course, please email Ms. Knowles at helen.knowles@sirjonathannorth.org.uk

HISTORY (GCSE)

GCSE History inspires students' enthusiasm for history. They develop their understanding of the present by studying significant periods and themes from the past at a local, national and global level. There are five topics studied with 3 papers sat. The thematic study requires students to understand change and continuity across a long sweep of history, from c. 1250 to the present.

The depth study focuses on a particular period in British history during which the country faced severe pressure due to possible or actual invasion. The period study offers learners the opportunity to explore the unfolding narrative of a wider world society during a particularly interesting period in its history. Finally, the world depth study enables learners to develop an understanding of a traumatic short period in world history when different cultures or ideologies were in conflict.

EXAMINATION BOARD - OCR History B (Schools History Project) (9-1)
SPECIFICATION CODE - J411

CURRICULUM CONTENT

Paper 1: British History

- Thematic study: The people's health, c. 1250 to present
- The depth study: The Norman Conquest, 1065—1087

Paper 2: History Around Us

- The Greyfriars Site

Paper 3: World History

- Period study: The making of America, 1789—1900
- World depth study: Living under Nazi rule, 1933—1945

ASSESSMENT

Paper 1: British History Paper

- 1 written exam: 1 hour 45 minutes - 40% of GCSE

Paper 2: History Around Us- Local history Paper

- 1 written exam: 1 hour - 20% of GCSE

Paper 3: World History Paper

- 1 written exam: 1 hour 45 minutes - 40% of GCSE

EXTRA-CURRICULAR OPPORTUNITIES

History students have the opportunity to visit King Richard III Visitor centre in year 10 and Warwick Castle in year 11.

PROGRESSION

History is a highly regarded subject that many colleges and universities value for its ability to produce a range of cross curricular skills. The ability to analyse data, interpretations and sources, developing a judgement and creating a well-developed argument using evidence can help students develop the foundations for a career in a range of different fields. Students who excel in history go on to work in law, journalism, teaching, academic pursuits and within the television and film media.

For further information about this course, please email Mr Singh at Gurbhinder.singh@sirjonathannorth.org.uk

Option Subjects

Students will need to choose **ONE** subject that they would like to study from **option block B**. They then need to provide **2 reserve** choices. In the unlikely event that we are unable to fulfil the students first or reserve choices we will contact them directly. Students also need to choose **ONE** subject from option **block C** and provide **2 reserve** choices.

Option Block B
Art and Design – Fine art (GCSE)
Business (GCSE)
Citizenship (GCSE)
Creative iMedia (Cambridge National)
DT - Fashion and Textiles (GCSE) *
DT - Product Design (GCSE) *
Dance (GCSE)
Film Studies (GCSE)
Food Preparation and Nutrition (GCSE)
Religious Studies (GCSE)

Option Block C
Art and Design – Fine art (GCSE)
Business (GCSE)
Computer Science (GCSE)
DT - Fashion and Textiles (GCSE) *
Drama (GCSE)
Film Studies (GCSE)
Food Preparation and Nutrition (GCSE)
Music (GCSE)
Religious Studies (GCSE)
Sports Studies (Cambridge National)

** Students can only choose 1 DT subject in total*

ART AND DESIGN – FINE ART (GCSE)

If students enjoy being creative, want to increase their practical skills and improve their analytical, communication and research abilities, art, craft and design is a great choice. The skills students gain make it a great complement to other subjects. Art, craft and design is a way of seeing things and making sense of the world around them. It can help with further study and prepare them for the world of work, where there are many opportunities working within the creative industries.

Students will look at many different approaches to and disciplines within Art, craft & design and get to explore lots of different media, techniques and materials. They will have the opportunity to work with clay, ceramic & contemporary glass work, drawing, painting, sculpture, photography, digital art, printmaking and many more mixed media processes.

EXAMINATION BOARD – AQA Art and Design – Fine art
SPECIFICATION CODE – 8201 – 8206

CURRICULUM CONTENT

Unit 1 Workshop Project – Print Workshop

Students learn about the 4 assessment objectives used for GCSE assessment. A small project is completed with students working through these assessment objectives. The outcome is a series of prints presented on 4 x A2 boards. There is also an opportunity for students to use clay within this unit.

Component 1 – Organic Versus Mechanic (NEA)

Students respond to the starting point - organic versus mechanic by developing an in-depth portfolio of work leading to a final piece. Students show evidence of the 4 assessment objectives throughout this body of work.

Component 2 – External Set Task and examination

Students select from a range of externally set questions, responding in line with the 4 assessment objectives. They produce a full portfolio of work developing ideas in preparation for a final piece. Students are taken off timetable for 2 days (10 lessons) to create their final piece in controlled conditions.

ASSESSMENT

Component 1: Portfolio/Coursework = 60%

- Students will complete 2/3 projects showing evidence of working in areas of study drawn from two or more of the different disciplines.

Component 2: Externally set assignment = 40%

- The final part of the course is responding to a choice of 8 starting points given by the exam board, where students will demonstrate their ability of producing a sustained response of

their chosen theme. This will be completed over a fixed period of time with a final piece at the end showing evidence of working in areas of study drawn from one or more of the different disciplines.

EXTRA-CURRICULAR OPPORTUNITIES

Students will be able to visit art galleries and share their work as part of the Summer Arts Festival which is an art exhibition inviting family and friends in to view classwork.

PROGRESSION

The areas of study are very broad and cover drawing, painting, sculpture, photography installation and mixed media. This gives the students the skills required to continue after KS4 with a range of A Level choices such as Fine Art, Art and Design, Textiles, Photography or Graphics. BTEC Art and Design is also another option. These qualifications can lead to university degrees and possible careers such as, Art Director, Art Curator, architecture, advertising, Illustrator and Digital artist.

For further information about this course, please email Mr. McKinlay at drew.mckinlay@sirjonathannorth.org.uk

BUSINESS (GCSE)

If students are interested in setting up their own business or have a better understanding how other people have set up theirs, then this is the course for them.

This option will suit those students who have an interest in a vocational, work-related subject focusing on business. Learning takes place through a variety of different methods. Students need to enjoy working independently and wish to try something new.

EXAMINATION BOARD - Edexcel
SPECIFICATION CODE – 1BS0

CURRICULUM CONTENT

While studying the two units of this course students are likely to learn a lot of new things. They will be introduced to the world of small businesses and will look at what makes someone a successful businessperson.

In year 10 students will study:

- Enterprise and entrepreneurship
- Spotting a business opportunity
- Putting a business idea into practice
- Making the business effective
- Understanding external influences on business.

In year 11 students will study:

- Growing the business
- Making marketing decisions
- Making operational decisions
- Making financial decisions
- Making human resource decisions.

ASSESSMENT

There are two written exams at the end of year 11, paper 1 and paper 2. Together they make up 100% of the grade. There is no coursework element to this course. The two exam papers are 1 hour 30 minutes each. Paper 1 covers Year 10 content and Paper 2 covers Year 11 content.

EXTRA-CURRICULAR OPPORTUNITIES

Students have the opportunity to learn about businesses outside the classroom. They can apply what they learn in a classroom to what they see in the wider world. They may even be interested in setting up their own business using the skills and knowledge learnt in the classroom.

PROGRESSION

Business provides the foundation completing an A-Level subjects or BTEC in Business at sixth form or college. Business opens the door to understanding what is happening in a real-life business when students join the world of work. Student can go onto careers in management consultancy, trading, teaching, particularly with head-teacher roles, chartered accountancy, advertising, investment banking, bank management, retail buying, distribution and logistics management, insurance underwriting, marketing executive, consumer products, market research executive, personnel officer, public relations officer, retail management and sales to name a few

For further information about this course please email Mr Pope at simon.pope@sirjonathannorth.org.uk

CITIZENSHIP (GCSE)

Citizenship education develops the knowledge, skills and understanding that students need to play a full part in society, as active and responsible citizens. They develop political literacy by learning about democracy, politics, Parliament and voting as well as human rights, justice, media literacy, the law and the economy. They also learn the skills of active citizenship through practical opportunities to address issues of concern to them. Teaching is brought to life using real issues, case studies, people and events in local to global contexts.

EXAMINATION BOARD Pearson Edexcel Level 2 GCSE (9-1) in Citizenship Studies (1CS0)
SPECIFICATION CODE 1CS0

CURRICULUM CONTENT

- Theme A: Living together in the UK.
- Theme B: Democracy at work in the UK.
- Theme C: Law and justice
- Theme D: Power and influence.
- Theme E: Taking citizenship action.

ASSESSMENT

Paper 1: Written examination: 1 hour and 45 minutes, 50% of the qualification, 80 marks

- Section A - Theme A: Living together in the UK.
- Section B - Theme B: Democracy at work in the UK.
- Section C - Theme C: Law and justice.
- Section D - Extended-response questions related to two or more of specification Themes A–C.

Paper 2: Written examination: 1 hour and 45 minutes, 50% of the qualification, 80 marks

- Section A - Questions relate to the students' own citizenship action in Theme E: Taking citizenship action.
- Section B - Theme D: Power and influence.
- Section C - Extended-response questions related to Theme D: Power and influence. One question will also link to content in one of Themes A–C.

EXTRA-CURRICULAR OPPORTUNITIES

Students have the opportunity to participate in a range of extra-curricular activities. In the past many students have taken part in Youth Parliament and have been in contact with local politicians and key figures. Our Citizenship Action topic is a unique opportunity in the curriculum aimed at delivering a benefit or change for a particular community or wider society. Students must carry out an in-depth, critical investigation leading to a citizenship action. This real out-of-classroom context

allows students to apply their Citizenship knowledge and gain insight into different perspectives in how we live together and make decisions in society.

Students have the opportunity to hear and question a number of public figures. This year we have had visits from local Councillors, local MP John Ashworth and are looking forward to a visit from the police commissioner.

During the course we aim to take students to London to have a tour of Parliament as well as the Supreme Court. This is a fantastic opportunity, aimed at enhancing their understanding of government and law as it is an essential part of their course.

PROGRESSION

Politics, Law and Sociology make suitable A level choices for students who wish to continue with their citizenship education post 16. Because of the active nature of the course student's real-world experience is developed, as well as their political literacy and independence, which is invaluable as they progress into further education and the working world.

Citizenship would be beneficial to these and many other career options:

- Author
- Child & Youth Worker
- Human Rights Advocate
- International Aid Worker
- Journalist
- Lawyer
- Media Correspondent
- Political Consultant
- Teacher

For further information about this course, please email Mrs Monk (Humanities Curriculum Team Leader) at hannah.monk@sirjonathannorth.org.uk

COMPUTER SCIENCE (GCSE)

Students are most likely to enjoy the subject if they have an interest in problem solving, science and maths. In addition, students will need to be critical, analytical and logical thinkers and enjoy a challenge. Ideally, students maths and computer science ability will be at least Secure.

EXAMINATION BOARD OCR

SPECIFICATION CODE J277

CURRICULUM CONTENT

The OCR GCSE (9-1) in Computer Science in year 10 and year 11 is designed to:

- Encourage, inspire and enthuse students to become more technologically savvy – a future producer of digital products rather than just a consumer.
- Give them opportunity to gain a broad understanding and knowledge of computer science, with an emphasis on programming and problem-solving skills.
- Help students to understand and apply the fundamental principles and concepts of Computer Science.
- Help students to understand the components that make up digital systems, and how they communicate with one another and with other systems.
- Help students to understand the impacts of digital technology to the individual and to wider society.
- Apply mathematical skills relevant to Computer Science.

ASSESSMENT

GCSE Computer Science is assessed by two written examination papers.

Paper 1:

- Systems architecture
- Memory and storage
- Computer networks, connections and protocols
- Network security
- Systems software
- Ethical, legal, cultural and environmental impacts of digital technology

Paper 2:

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

EXTRA-CURRICULAR OPPORTUNITIES

After school clubs are offered in coding where students will have the opportunity to further their Python coding skills.

Participation in a national competition in Code Breaking with Southampton University is also available.

PROGRESSION

Computer Science is becoming more and more central to every type of business. A good foundation in Computer Science will enable students to follow one of a wide variety of career paths.

Well qualified and skilled programmers are in high demand as shown in numerous surveys. Further specialised study can lead to employment in many industries. A computing qualification is a good basis for work as an IT technician, IT consultant, computer engineer, cyber security professional, software engineer, analyst, data modeller, systems administrator, network administrator, software applications developer and programmer.

The course is also an excellent preparation if students want to study or work in areas that rely on the skills they will develop, especially where they are applied to technical problems. These areas include design, engineering, financial and resource management, science and medicine.

For further information about this course, please email Ms Stone at lucy.stone@sirjonathannorth.org.uk

CREATIVE IMEDIA (CNAT)

From personal computers to smartphones, from websites to apps, all of our lives are enhanced through the use of Information Technology (IT) and media. The OCR Cambridge National in Creative iMedia in year 10 and year 11 is designed to:

- Equip students with the wide range of knowledge and skills needed to work in the creative digital media sector.
- Introduces students to the concept of pre-production processes.
- Allows students to develop their skills through practical assignments as they create final multimedia products.

EXAMINATION BOARD OCR
SPECIFICATION CODE J834

CURRICULUM CONTENT

Students will develop a range of skills to help them succeed not only in the workplace, but in other subjects too. These skills include:

- Analytical skills
- Digital presentation skills
- Creative thinking
- Problem solving
- Research and planning

ASSESSMENT

The course is broken down into three units: A mandatory written paper on Creative iMedia in the media industry (R093) which covers the pre-production skills and two pieces of coursework:

- Visual identity and digital graphics (R094) and
- Interactive digital media (R097).

EXTRA-CURRICULAR OPPORTUNITIES

After school clubs are offered in coding where students will have the opportunity to further their Python coding skills. Students can also participate in a national competition in Code Breaking with Southampton University.

PROGRESSION

Students will develop skills, knowledge and understanding through this qualification which are relevant to both work and further study. It will support students in a range of subject areas such as Cambridge Technical in IT or Music Technology, A Level Media, or a variety of courses in further education courses. This qualification will also support progression into employment through Apprenticeships and other routes in areas such as Digital Marketer, Creative/Design or IT. This

course could be the first step to a career as a Games Developer, Comic Book Writer, Graphic Designer, and more.

For further information about this course, please email Mr Kitching at David.kitching@sirionathannorth.org.uk

DESIGN AND TECHNOLOGY - FASHION AND TEXTILES (GCSE)

This course of study will enable students to develop and use a wide range of practical skills with fabrics and explore creative design approaches. Students will also be prepared to participate confidently and successfully in an increasingly technological world. They will gain awareness and learn from wider influences on design and technology including historical, social, cultural, environmental and economic factors. These concepts are applied to practical fashion and textile product design development. Students will learn a broad understanding of design and technology materials and principles and develop a focussed coursework project using fashion and textiles skills.

EXAMINATION BOARD EDUCAS
SPECIFICATION CODE C600U10-1

CURRICULUM CONTENT

Core knowledge and understanding includes a wide range of theory:

- Design and technology in our world: industry, enterprise, sustainability, people, culture, society, manufacturing systems.
- Smart, modern and technical materials including smart fibres and fabrics, biomimicry, interactive textiles and wearable electronics.
- Electronic systems, woods, metals, plastics, papers and boards and their use in product design.
- Textile materials and their working properties. We also learn about fabric production and manufacturing at all stages of product development in the fashion industry.
- Dressmaking and tailoring techniques used in different production systems. This includes construction and shaping methods, the use of CAD CAM and learn how designers achieve a professional quality of finish in commercial product design.

Folder: This includes project research, design, development, making, testing and evaluating. Students learn about analysis of design context and development of a project brief, analysis of client and user needs and design specification requirements. Students learn about environmental, social and economic issues, they develop and test practical ideas, investigate the work of professional designers, develop fashion illustration and graphic communication techniques and apply knowledge of textile theory to their own designs.

Prototype: Students make a final product. They will learn to select appropriate materials, to use patterns/templates/stencils, to join fabrics accurately, to shape and manipulate fabrics, to apply decoration or appropriate finishing techniques and to work safely.

ASSESSMENT

Component 1: Design and Technology in the 21st Century.

- Students will sit a 2 hour written exam at the end of Year 11. This is worth 50% of the qualification.

Component 2: Designing and making principles

- Students will produce a Design and Make project (concise folder, models and fabric prototype) in approximately 35 hours. This is worth 50% of the qualification. Students select 1 out of a possible 3 contextual challenges on June 1st in Year 10.

EXTRA-CURRICULAR OPPORTUNITIES: Students can take part in a visit to see undergraduate Fashion and Textiles work to see where their studies could take them in the future. Students will be able to use the Design and Technology workshops to develop their creative work outside of school hours to use specialist equipment and machinery.

PROGRESSION:

This GCSE course has a healthy balance of creative and practical skill development, which is underpinned with an in-depth knowledge and understanding of Fashion and Product design principles in the 21st Century. Future career and education pathways could include: fashion design, engineering/STEM careers, product design, art textiles, fashion buying, illustration, fabric technologist, fashion retail and marketing.

For further information about this course, please email Miss Stanton at:
liz.stanton@sirjonathannorth.org.uk

DESIGN AND TECHNOLOGY - PRODUCT DESIGN (GCSE)

Students follow the GCSE Design and Technology AQA specification. 50% of the course is based on theory of core, specialist and designing and making principles, the other 50% is a Contextual Challenge which starts in June of the first year of study. Students choose a brief that interests them from a choice of three.

EXAMINATION BOARD	AQA
SPECIFICATION CODE	8552

CURRICULUM CONTENT

- Core technical principles
- Specialist technical principles
- Designing and making principles

ASSESSMENT

Exam breakdown: 50% 35 hrs coursework, 50% 2- hour exam.

In addition:15% of the exam will assess maths and at least 10% of the exam will assess science. The teacher will provide any necessary resources to assist with theory, coursework including the practical outcome and exam preparation. AQA text books, revision guides and past exam papers. However-quizzes and other useful information will be available on line.

Q-How is the exam structured?

- **Section A**-Core technical principles (20 marks) A mix of multiple choice and short answer questions assessing a breadth of technical knowledge and understanding.
- **Section B**-Specialist technical principles (30 marks) and one extended response to assess a more in-depth knowledge of technical principles.
- **Section C**- Designing and making principles (50 marks) a mix of short answer and extended response questions.

Students will be set 'low stakes' written tests throughout their first year to allow them to develop confidence and check their theoretical learning in preparation for the written exam in their final GCSE year. Practical skills and coursework developed will be assessed regularly over the course of study to support their progress and learning. One to one tutorial will be given to students to discuss effective progress and development.

Assessment criteria for the Non- Exam Assessment Portfolio and 3D product:

1. Identifying and investigating design possibilities (10 marks)
2. Producing a design brief and specification (10 marks)
3. Generating design ideas (20 marks)
4. Developing design ideas (20 marks)
5. Realising design ideas (10 marks)
6. Analysing and evaluating (15 marks)

Q-What should be included in the final portfolio?

Reviewing contextual challenges, analysing primary/secondary research, design brief and design specification, initial design ideas, refinement and development of ideas, prototyping, evaluative decision making, high quality 2D/3D images of proposals, planning/timelines, modifications and evaluations, final prototype of finished product.

EXTRA-CURRICULAR OPPORTUNITIES

These will be a workshop on specific elements of the course where outside agencies are used. This might be jewellery making or a workshop on iconic designers by the Leicestershire Museums Education team. Intervention runs for an hour after school on Thursday and opportunities to be ambassadors for the subject on open evening and options evening is useful for students to showcase their work and answer questions from prospective students. GCSE students will enter a competition with the Rotary Young Designers or Royal Society of the Arts (RSA) Pupil Design Awards.

PROGRESSION

Design and Technology students learn practical skills that feed into further study such as A levels in Design and Technology, Engineering, Architecture, Fashion and Textiles, Graphics and further education courses like hair and beauty, Veterinary training, surgeon and other careers requiring practical skills and dexterity including the building industry. Studying 'Product Design' could lead to a career working for large international companies such as Dyson, Tesla and Nasa.

For further information about this course, please email Elise Eldredge at elise.eldredge@sirjonathannorth.org.uk

DANCE (GCSE)

Dance is a powerful and expressive subject which encourages students to develop their creative, physical, emotional and intellectual capacity, whatever their previous experience in the subject.

EXAMINATION BOARD - AQA
SPECIFICATION CODE - 8236

CURRICULUM CONTENT

The specification recognises the role of dance in young people's lives and students will study a range of dance styles and style fusions. Apart from the solo performance, they can choose any style in which to perform and choreograph, providing it meets the assessment criteria.

The study of six anthology professional works will develop their ability to critically appraise professional dance works and provide a springboard for engaging in practical tasks

ASSESSMENT

Component 1 – Non Examined assessment (practical coursework 60%)

- Set phrases through a solo performance (approximately one minute in duration)
- Duet/trio performance (three minutes in a dance which is a maximum of five minutes in duration)
- Solo or group choreography – a solo (two to two and a half minutes) or a group dance for two to five dancers (three to three and a half minutes)

Component 2 – Dance Appreciation (Written Exam 40%)

- Knowledge and understanding of choreographic processes and performing skills
- Critical appreciation of own work
- Critical appreciation of professional work

EXTRA-CURRICULAR OPPORTUNITIES

Students participating in GCSE Dance will have the opportunity to perform and participate in a variety of performance opportunities through the academic year including but not limited to The Winter Concert, LETs Dance, College Musical, The Summer Arts Festival. There one or more education visit or trip opportunities in recent years students have been to see Hamilton in London and Birmingham Royal Ballet.

PROGRESSION

Progression from GCSE Dance could include A Level Dance or Theatre, BTEC Level 3 following the dance, drama or musical theatre pathways. Full time study opportunities are available at higher and further education establishments locally and nationally. Past students have gone onto study dance in London, Birmingham and at full time dance colleges in Leicester. Careers that follow dance study could include; Dance performance, choreography, teaching and dance therapy.

For further information about this course, please email Miss Hilditch at leah.hilditch@sirjonathannorth.org.uk

DRAMA(GCSE)

To study Drama, students must have a keen interest in the subject. Drama involves both group work and solo performances, so confidence and the ability to work independently is essential. Creativity is one of the key skills students will need, so don't be afraid to experiment and make mistakes, this is all part of the learning process. Students will need to be resilient and understand it takes hard work and commitment to improve. Drama is a practical course which allows students to learn and develop performance and devising skills, however 70% of the course is written.

EXAMINATION BOARD – OCR Drama (9-1)

SPECIFICATION CODE – J316

CURRICULUM CONTENT

- Devising Drama: Students will research and explore a stimulus, working collaboratively to create their own devised piece.
- Presenting and performing texts: Students will develop and apply theatrical skills in acting using the scripts 'Things I know to be true', 'Girls like That' and 'Curious Incident of the Dog in the Night-time'.
- Drama Appreciation: Students will explore and analyse the performance text 'Blood Brothers' to demonstrate their knowledge and understanding of drama.

ASSESSMENT

Component 1: Devising Drama = 30%

- This unit is broken down in the following way: 20% written portfolio and 10% practical performance.

Component 2: Presenting and performing texts = 30%

- This unit is broken down in the following way: 20% practical performance to a visiting examiner and 10% written concept pro forma.

Component 3: Drama Appreciation = 40% (90 minute written paper)

- Section A of the paper is marked out of 50. Section B: Is an essay response analysing and evaluating a piece of live theatre. This section of the paper is marked out of 30.

EXTRA-CURRICULAR OPPORTUNITIES

Students have the opportunity to participate in a wide range of extra-curricular activities. We pride ourselves on the wealth of opportunities the Expressive Arts team offer. We run various trips

to the theatre to watch live performances, invite artists into school to run workshops and we collaborate across the Lionheart Trust to widen our offer to students. Alongside all of this we also provide various performance opportunities in our annual Winter and Summer Festivals and our school musical productions.

PROGRESSION

Drama GCSE provides the foundations for A-Level Theatre Studies and various level 3 Performing Arts courses. Students who excel at Drama go on to work as performers in television and film however there are a variety of career pathways that drama supports such as theatre design, art therapy and teaching.

For further information about this course, please email Mrs. Glynn at vanessa.glynn@sirjonathannorth.org.uk

FILM STUDIES (GCSE)

The Film Studies course introduces the technical aspects of filmmaking and looks in-depth at the whole production of film, including genre conventions and stylistic features, from script-stage to the final produced piece.

Students will enjoy this course if they are interested in photography, cinematography, the media and how the film industry works, both in Hollywood and non-Hollywood films such as independent and world cinema.

EXAMINATION BOARD - EDUQAS
SPECIFICATION CODE - C670QS

CURRICULUM CONTENT

This specification will enable students to explore films in a coherent way, cumulatively developing their knowledge and understanding of:

- how films are constructed – through cinematography (camerawork and lighting), mise-en-scène (how sets, locations, props and costume are used in film), editing and sound
- how films are organised into structures – genre (the different kinds of film) and narrative (how films tell their stories)
- how films can be used – artistically (the aesthetic qualities of film) and as a way of communicating ideas and issues (representation)
- how learners make sense of film through exploring a film's relevant contexts (social, cultural, historical, political and institutional), through an awareness of key aspects of the history of film and through specialist writing on film.

ASSESSMENT

- **Paper 1: Hollywood Film. Assessment will include:**
- The history of cinema
- The technical aspects of film: sound, editing, camera shots and angles, lighting and visual effects
- Character and representation

Key Films For Study:

Invasion Of The Body snatchers (1956), ET: The Extra Terrestrial (1982), The Hate U Give (2018)

Paper 2:

- **Paper 2: World Cinema. Assessment will include:**
- Representation in a foreign-language film
- Aesthetics, narrative structure, character development

Key Films For Study:

Attack The Block (2011), Wadjda (2012), Slumdog Millionaire (2008)

EXTRA-CURRICULAR OPPORTUNITIES

Students can enter a variety of national competitions in filmmaking throughout the course.

PROGRESSION

GCSE Film Studies is a solid basis for many A level and Degree subjects including Media Studies, Film Studies and Photography.

For further information about this course, please email Mr. Sheldrake at kai.sheldrake@sirjonathannorth.org.uk

FOOD PREPARATION AND NUTRITION (GCSE)

This course will foster a love of developing food. It is a lovely mix of practical and theory lessons. Students are taught to foster a 'What if...?' approach to food, considering a recipe as a starting point not an end point. The course leads students to question and adapt standard recipes, learning food preparation and cooking skills, but then adapting recipes to be healthier, richer, more tasty, for a specific target audience, for a dietary requirement, to be better for the environment or vegetarian for example. This approach nurtures creativity within food.

EXAMINATION BOARD - AQA
SPECIFICATION CODE - 8585

CURRICULUM CONTENT

It is a 2-year GCSE course where students learn food preparation skills, the theory of nutrition for health, the science behind cooking, including functional and chemical properties of food, food safety, sociology including food choice, cultural trends and influences, marketing, food mass production and sensory evaluation. They learn through both theory and practice with practical lessons totalling approximately half the curriculum time. Assessment is carried out over 3 units.

ASSESSMENT

Unit 1 - NEA1 – Scientific investigation Sept to Christmas of final year

- Research ingredients.
- Plan investigation to test chemical and physical properties of ingredients and methods to a specific brief
- Undertake investigations
- Observe, Analyse and Evaluate outcomes of investigations
- Conclude investigation in a 1500 to 2000-word report.

Unit 2 - NEA2 – Food preparation module with coursework Christmas to Easter of year 2

- Includes researching a select target audience.
- Teaches students to use both primary and secondary research.
- Allows creativity.
- Includes practical skills testing to develop new recipes
- Undertake a 3 hour practical exam where students make 3 meals plus accompaniments, under exam conditions to showcase their research skills, planning skills, cooking skills and presentation skills.

Unit 3 – Written examination paper Summer of year 2

- Written exam Summer term in year 2 of the course. The exam covers all aspects of theory learned over the 2-year course.

EXTRA-CURRICULAR OPPORTUNITIES

Students have the opportunity to join the SJNGC catering group to cater various events in the

school calendar. This is a practical opportunity allowing the students to fully experience the stress of real-life catering to a deadline with real customers. It also allows the students to hone skills for uniformity in their cooking, learn presentation skills, work as part of a large team and manage time pressures.

Students are also offered the opportunity to set up their own businesses under the 10X Young Enterprise scheme. This is a scheme where students create their own brand, product and business plan with a start up budget of £10. They then have 6 weeks to turn their £10 budget into profit. This opportunity enables the students to expand on the skills learned in lessons and through the SJNGC catering club. They learn marketing, making, packaging, presentation, money management, profit and loss forecasting, advertising, food hygiene regulations and more. It is fun, rewarding and helps to create food entrepreneurs!

PROGRESSION

The GCSE food preparation and nutrition course allows students to gain jobs in the catering industry. It can also be the gateway for A levels, NVQs, BTEch National qualifications, apprenticeships and access courses in food to gain entry onto university courses. It also allows students to gain an advantage in the workplace if wanting to gain employment straight from college in catering.

For further information about this course, please email Mrs Naidoo at tanya.naidoo@sirjonathannorth.org.uk

MUSIC (GCSE)

GCSE Music is perfect for students who play in instrument or sing and want to continue to develop their performing, composing and listening skills in Years 10 and 11. Students will take their musicianship skills to a higher level through regular practice working towards two recordings of their chosen performance pieces. Students will also study compositional techniques alongside developing their critical listening and musical analysis skills.

EXAMINATION BOARD - Eduqas
SPECIFICATION CODE - 601/8131/X

CURRICULUM CONTENT

- All students will prepare and record two performances on their chosen instrument/s. These performances should be largely equivalent to ABRSM/Trinity/RSL Grade 3.
- Students will also compose and present two original compositions; one in Year 10 and a second in Year 11. Performance and composition course work tasks make up 60% of the total grade.
- Students will also learn about a range of musical styles and traditions within the four areas of study: Musical Forms and Devices, Music for Ensemble, Film Music and Popular Music. These areas of study will be assessed in a listening exam at the end of Year 11 (worth 40% of total grade).

ASSESSMENT

Non-Exam Assessment (course work 60%)

- Solo Performance (15%)
- Ensemble Performance (15%)
- Composition 1 (15%)
- Composition 2 (15%)

Listening Exam (40%)

- AOS 1 – Musical Forms and Devices (10%)
- AOS 2 – Music for Ensemble (10%)
- AOS 3 – Film Music (10%)
- AOS 4 – Popular Music (10%)

EXTRA-CURRICULAR OPPORTUNITIES

Students have the opportunity to join/form a group and rehearse using college music equipment, continue to work one-to-one with their music teacher, as well as access the music department at lunch times and after school. There are a minimum of two music concerts each year plus the Battle of the Bands event.

PROGRESSION

GCSE Music is perfect for preparing students for AS/A2 Music, BTEC Level 3 Music and Music Technology courses as well as other vocational and further education courses around performing arts.

For further information about this course, please email simon.lee@sirjonathannorth.org.uk

RELIGIOUS STUDIES (GCSE)

The Religious Studies curriculum aims to develop a passion for learning, including the study of philosophical, ethical, religious and non-religious worldviews. Students are empowered to discover, explore and consider different answers to these questions through an open, enquiring and exploratory RS curriculum.

Students will be taught to think critically, so they can leave the school as critical world citizens who do not take all things at face value; this is particularly pertinent with social media and the distribution of 'fake news'. We also aim for students to identify their own worldviews and moral codes, be those religious or non-religious and help them approach life choices with confidence.

EXAMINATION BOARD – WJEC Eduqas GCSE (9-1) in Religious Studies Route A

SPECIFICATION CODE -

Component 1- C125U10

Component 2- C125U20

Component 3- C125U50

CURRICULUM CONTENT

- **Issues of relationships:**
Family relationships, sexual relationships, marriage, changes in relationships and issues of equality
- **Issues of life after death:**
The world, the value of life, beliefs about death and the afterlife, issues about sanctity and quality of life and medical ethics
- **Issues of good and evil:**
Good, evil, suffering, crime and punishment and forgiveness
- **Issues of human rights:**
Human rights, racial prejudice and discrimination, issues of wealth and poverty, issues of social justice and religion in the twenty-first century Britain
- **Beliefs and teachings:** the nature of God, Creation, Jesus Christ, Salvation, the afterlife
- **Practices:** Forms of worship, Sacraments, Pilgrimage, The Church in the local community, the worldwide Church
- **Beliefs and teachings:** Sunni and Shi'a, Six Articles of Faith, Five Roots of Islam, Nature of Allah, Prophethood, Malaikah, Akhirah and Al Qadr
- **Practices:** The Five Pillars of Islam, the Ten Obligatory Acts, Mosque, Festivals, Lesser and Greater Jihad

ASSESSMENT

Component 1:

Religious, Philosophical and Ethical Studies in the Modern World: 50% of qualification

Component 2:

Study of Christianity: 25% of qualification

Component 3:

Study of Islam: 25% of qualification

EXTRA-CURRICULAR OPPORTUNITIES

In Religious Studies at GCSE level, students have an array of extracurricular opportunities. These include immersive visits to places of worship, engaging discussions with religious leaders, trips to the National Holocaust Centre, and captivating talks from Holocaust survivors. Additionally, students explore diverse belief systems through discussions with members of the Humanist Society and participate in debates on ethical viewpoints, welcoming various religious and non-religious speakers. Moreover, the curriculum incorporates insightful discussions with local prison representatives to delve into topics surrounding the justice system.

PROGRESSION

On completion of a GCSE in Religious Studies, students could progress to further education. Courses at Level 3 include: Philosophy and Ethics A Level, or any other Humanities, Psychology or Sociology A Level. If they choose to look for an apprenticeship they will have an excellent qualification that is studied by all students, therefore, employers will have a good understanding of the students ability to understand other people and evaluate differing situations.

Our department encourages students to think critically, listen empathetically and write in a clear and concise manner- all skills that will be of value no matter what students go on to do in life.

For further information about this course, please email Mrs. Webster at sarah.webster@sirjonathannorth.org.uk

SPORTS STUDIES (CNAT)

Students may be interested in this if they want an engaging qualification where they will use their learning in practical, real-life situations, such as:

- Understanding contemporary issues in sport and how they impact on different sporting activities
- Applying skills as both a performer in two different sporting activities and as a leader in one sporting activity
- How to be a sports leader, through using their initiative to solve problems and making decisions when dealing with rapidly changing conditions and situations
- Understanding the relationship between sport and the media and applying this to real life examples
- How to evaluate and interpret the different ways in which sport is represented by the media
- Applying their skills to participate in an outdoor and adventurous activity in a natural setting and environment. This will help them to develop independence and confidence in using skills that would be relevant to the Exercise, Physical Activity, Sport and Health sector.

The qualification will also help students to develop learning and skills that can be used in other life and work situations, such as:

- Completing research
- Working with others
- Planning training programmes
- Evaluating and making recommendations to help improve performance
- Creating and delivering a practical session
- Writing reports
- Leadership skills
- Healthy living and lifestyle skills

EXAMINATION BOARD – OCR CAMBRIDGE NATIONAL IN SPORTS STUDIES
SPECIFICATION CODE – J829

CURRICULUM CONTENT

Contemporary Issues in Sport:

- Issues which affect participation in sport
- The role of sport in promoting values
- The implications of hosting a major sporting event for a city or country
- The role National Governing Bodies (NGBs) play in the development of their sport
- The use of technology in sport

Performance and leadership in sport activities:

- Key components of performance
- Applying practice methods to support improvement in a sporting activity
- Organising and planning a sports activity session
- Leading a sports activity session
- Reviewing personal performance in planning and leading a sports activity session.

Sports and the media:

- The different sources of media that cover sport
- Positive effects of the media in sport
- Negative effects of the media in sport

ASSESSMENT

R184 – Contemporary Issues in Sport: exam

- 40% of the course

R185 – Performance and leadership in sport activities: coursework

- 40% of the course

R186 - Sports and the media: coursework

- 20% of the course

EXTRA-CURRICULAR OPPORTUNITIES

Students must attend extra-curricular activities to support their practical element of the course in order to gain the best grades possible. This can be in college or at a local club and must be recorded as evidence in their practical logs. Students are expected to be proactive in competing for the college in local sporting events / initiatives.

PROGRESSION



Students who excel in sports studies can go on to work in sports psychology, sports nutrition, physiotherapy, sports marketing, health industry, coaching awards and teaching.

For further information about this course, please email Miss Lowther at Luan.lowther@sirjonathannorth.org.uk