

# FUTURES



**Futures**  
Your Focussed Guide  
to Key Stage 4  
**2026-2028**

## CONTENTS

	PAGE(S)
<b>1. General Information</b>	<b>3 - 6</b>
1.1 Introduction	3
1.2 The core subjects	3
1.3 Choices	3
1.4 Guidance on types of qualification	6
1.5 Frequently asked questions	6
1.7 Supporting you to make the right choices	7
1.8 Guidance on decision making	7
<b>2. Course Information</b>	<b>10 - 35</b>
2.1 Subject detail	10
English	11
Maths	12
Science	13
Art and design	GCSE
Business	GCSE
Computer Science	GCSE
3D design	GCSE
Drama	GCSE
Enterprise and marketing	Cambridge National Certificate
Food preparation and nutrition	GCSE
Geography	GCSE
Health and social care	Cambridge National Certificate
History	GCSE
French and German	GCSE
Music	GCSE
Photography	GCSE
Physical Education	GCSE
Sport BTEC	BTEC
Textiles	GCSE
<b>3. My personal plan</b>	<b>37</b>
<b>4. Course application form</b>	<b>38</b>

## FUTURES

### Your guide to Key Stage 4 Courses

#### 1.1 Introduction

This booklet provides valuable information that will help you and your parents/carers to make an informed choice about the subjects and types of qualifications you wish to study for in Years 10 and 11. A copy of this booklet is available on the school's website [www.jmhs.hereford.sch.uk](http://www.jmhs.hereford.sch.uk).

As part of this process, John Masefield High School is committed to:

- i. Providing choice and flexibility so that you can tailor the curriculum to meet your strengths as a learner and work towards your career aspirations;
- ii. Supporting you to make the right choices through providing high quality information, guidance and support;
- iii. Ensuring that you have access to a wide range of subjects and qualifications that are challenging, motivating and rewarding;
- iv. Equipping you with the skills and competencies that enable you to confidently meet the challenges of working and living in the 21st century;
- v. Offering progression beyond Year 11, either at John Masefield Sixth Form or other post-16 providers;
- vi. Reflecting real and possible changes at the national level in terms of qualifications at 16.

#### Key Stage 4 Subjects

#### 1.2 The Core Subjects

The following subjects are compulsory: English (language and literature), maths, science and PE. These are called 'Core Subjects' and all students have to study these - this is the case in all high schools in England. You will also follow a tutorial programme that covers many aspects of the National Curriculum for RE, Citizenship and PSHE.

#### 1.3 EBacc Pathway vs Open Pathway - Choices

All students will complete a Core set of subjects: English language and literature, mathematics, and either combined science (worth two GCSEs) or separate biology, chemistry and physics GCSEs. Together these will give each student five or six GCSEs. Additionally, all students have core physical education lessons and study PSHE, Religious Education, careers and computing across the curriculum and through assemblies and tutor delivery. In addition to this Core curriculum, students will opt for four subjects, taking the total to nine or ten GCSEs, or equivalent qualifications (such as BTECs).

You then need to choose whether you will select options from pathway 1 (academic) or pathway 2 (open).

### **Pathway 1 - Academic**

As a school, we encourage the majority of students to study pathway 1, which includes a set of qualifications called the English Baccalaureate (EBacc). To complete the EBacc, students choose whether to study French or German, geography or history, plus two additional subjects. These two additional subjects are chosen from a selection of different subjects plus the ability to study a second language or humanity. This gives students the opportunity to specialise in the subjects that are of most interest to them, whilst keeping young people's options open for further study and future careers. We believe that studying the EBacc qualifications will help ensure students have a range of choices in later life as they facilitate the greatest flexibility both into A level and university courses. Also, as an 11-18 school, we ensure these courses are excellent preparation and link in well with our Sixth Form studies.

**Core Subjects:** English Language, English Literature and mathematics

Separate Sciences (Biology,  
Chemistry and Physics)

**or**

Combined Science

History

**or**

Geography

French

**or**

German

Choose two option subjects (including the ability to study a second language  
or humanity)

## Pathway 2 - open

We are keen to support students to follow a pathway that is closely linked to their interests and desired future study or employment. Therefore, we also offer an open pathway at Key Stage 4. For the Open pathway, alongside the Core subjects, students will also need to study one of the following subjects: history, geography, French, German or computer science. Students will then choose three further courses from the open list. The Open pathway allows students to study subjects that are more closely aligned to their interests or their chosen career/further education course.

**Core Subjects:** English Language, English Literature and mathematics

Separate Sciences (Biology, Chemistry and Physics)

or

Combined Science

History

or

Geography

or

French

or

German

or

Computer Science

Choose three option subjects (including the ability to study a second language or humanity)

Once you have selected your choices, we will endeavour to block groups of subjects together on the timetable to ensure that the vast majority of students get their preferred options. You are asked to pick a reserve choice, priority 3 or 4 on the open list. It is important to point out that **all courses are subject to change or withdrawal** depending on uptake and changes to staffing.

- For more information about the subjects please refer to pages 10-40
- For guidance on the different type of qualifications offered please see the table on page 4

Getting to grips with these choices is not easy and you probably have a number of questions about making choices. Check the Frequently Asked Questions section on page 4. You will also have the opportunity to ask direct questions in tutor time, at the Options Evening and to any subject teachers.

We interview all students before finalising the courses to maximise the number of combinations that students want to take. Although we aim to maximise choice, there are limitations. For example, there may be combinations that are not possible or desirable, or courses that are not offered.

## 1.4 Guidance on Different Qualifications

Please see below some information about different levels of qualification. For students in Year 10 and Year 11, we offer Level 1 and Level 2 qualifications, which can progress onto Level 3 qualifications in the Sixth Form. The majority of Level 2 qualifications that we offer are GCSEs, which are graded on a 9-1 scale. We also offer some vocational qualifications at Level 1 and Level 2. These are graded at distinction\*, distinction, merit and pass.

Level 8	Doctorate		
Level 7	Master's degree		
Level 6			
Level 5			
Level 4	University study - Bachelor's degree		
Level 3	A Level	BTEC Nationals Level 3	
Level 2	GCSE (Grades 9-4)	BTEC Tech award Level 2	Cambridge National Certificate Level 2
Level 1	GCSE (Grades 3, 2, 1)	BTEC Tech award Level 1	Cambridge National Certificate Level 1
Entry Level Qualifications			

## 1.5 Frequently Asked Questions

- **Can I do more than four subjects if I want?**

You can only choose up to four subjects. However, there is still opportunity for you to build in more challenge – for example, you may opt for three separate sciences or Level 2 Further Maths (in years 10/11). As a school we believe it is best for students in general to only study up to four subjects in addition to the core. This ensures that there is more teaching time available for each of these subjects, which in turn gives you more chance of achieving top grades. You should remember that there are five GCSE awards available in the core curriculum.

- **Will I get my first-choice subjects?**

We will do our best to ensure that this happens. In some cases, however, it is not always possible – and this is why we ask you to make reserve choices. If the number of students choosing a particular course is low, then we may not be able to run it. Students may be able to request changes within the first four weeks of Year 10.

## 1.7 Supporting You To Make The Right Choices

Over the next few months there are a range of opportunities for you and your parents/carers to access support and guidance. These include:

w/c 5 January 2026	Futures Booklet	Students will be given a copy of the Choices booklet. This will also be placed on the school website.
	Futures assembly	ATO and AMP to deliver assembly to Y9 outlining the futures process
	Follow up parental email	From ATO and AMP – parents to receive invites for SLT interviews
15 January 2026	Year 9 Parents' Evening (With Futures Information)	Detailed information on subject progress from teachers and an opportunity to speak with Dr Holmes, Mr Osbourn, Miss Phillips, and Mr Day regarding choices for GCSE.
	Applica application open for options	From 4pm
26 January 2026	Deadline for students and families to complete applica application	9am deadline
26 January – 13 February 2026	Choices Interviews Form submission	<p>Students will receive an interview with a member of the senior team and year leader to discuss their choices and future plans.</p> <p>Dr Holmes Mr Osbourn Mrs Limbrick Mrs Newnes Miss Phillips Mr Williams Mr Wyatt Mr Day</p> <p>Students should come prepared to answer questions about subject decisions.</p>
13 February 2026	Deadline for completed interviews	All interviews should be complete. If you wish to make any changes to the choices already entered, then please use the email <b><a href="mailto:Y9choices@jmhs.hereford.sch.uk">Y9choices@jmhs.hereford.sch.uk</a></b>
9 March – 20 March 2026	Window for resolving issues with classes and blocking	Parents/carers and students will be contacted if necessary.
23 March 2026	Letter sent to individual students/parents to confirm options choices	<p>Parents and carers to reply to confirm choice by 14 April 2026</p> <p>Any changes at this point will be dealt with on a first come first served basis and depend on availability.</p>

## 1.8 Guidance On Decision-Making

To increase the likelihood of making well-informed and appropriate subject choices, you should ask yourself:

- Which subjects am I good at and which subjects do I enjoy (the two don't necessarily go hand in hand)?
- Which subjects am I likely to find interesting for the duration of the course?
- What teaching and assessment methods suit me best?
- Do I have a particular career, or career area, in mind for the future? If so, do I know which subjects are required or preferred (if any)?
- If there are particular subjects I'd like (or need) to study at level 3 (e.g. A level), or beyond, do I know which GCSE subjects are required or preferred for this?
- What are my interests and hobbies? Subjects such as art, music and PE can be taken as school subjects or just continued as hobbies.
- Am I choosing subjects for the right reasons and not, for example, because I feel pressured, I like the teacher or because my friends are doing them?
- If I'm unsure about my career plans (which is very normal at this stage) am I choosing a broad range of subjects to keep as many future options open as possible?

**Remember: it's important to be proactive about exploring where your choices could lead you, and to research career ideas, checking whether they have any particular entry requirements.**

For those students who are ultimately intending to go to university it might be useful to look at this website:

<http://www.russellgroup.ac.uk/for-students/school-and-college-in-the-uk/subject-choices-at-school-and-college/>

Although the website focusses on A-level choices, GCSEs are also covered - particularly important for students looking to go to Russell Group Universities and/or those which offer very competitive courses eg medicine and veterinary. There's a useful section setting out the (current) position regarding what A-levels are necessary for which degree courses.

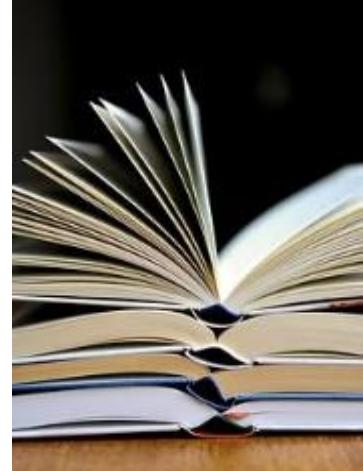
**KS4 SUBJECTS**

## 2.1 Subject Detail

### English – GCSE

**English Language:** In Year 10, you read and analyse non-fiction and fiction texts, using them as springboards for your own creative and speech writing. You will also be introduced to the knowledge needed for Paper 1 and 2 English Language. Year 10 exam will be Paper 1 English Language. You will also be assessed on speaking and listening as part of a separate endorsement. In Year 11, we explicitly teach the assessment objectives of this subject, honing reading and writing skills further.

**English Literature:** In Year 10, you cover all of the content of the GCSE English Literature course: ‘An Inspector Calls’, ‘Macbeth’, Power and Conflict poetry, plus revising ‘A Christmas Carol’. Year 10 exam will be English Literature Paper 1: ‘Macbeth’ and ‘A Christmas Carol’. Content is subsequently revised and examined in Year 11.



#### **What skills will I need?**

##### **English Language:**

- Inference
- Evaluation
- Analytical writing
- Comparison skills
- Creative and polemic writing

##### **English Literature:**

- Inference
- Explanation
- Interpretation
- Understanding of plot, character, message and theme
- Analytical writing

#### **How will I be assessed?**

##### **English Language**

###### **Paper 1: Explorations in Creative Reading and Writing**

Written exam: 1 hour 45 minutes 80 marks 50% of GCSE

**Section A: Reading:** one literature fiction text

**Reading (40 marks) (25%) – one single text**

1 short form question (1 x 4 marks)

2 longer form questions (2 x 8 marks)

1 extended question (1 x 20 marks)

**Section B: Writing:** descriptive or narrative writing

**Writing (40 marks) (25%)**

1 extended writing question (24 marks for content, 16 marks for technical accuracy)

###### **Paper 2: Writers' Viewpoints and Perspectives**

Written exam: 1 hour 45 minutes 80 marks 50% of GCSE

**Section A: Reading:** one non-fiction text and one literary non-fiction text

**Reading (40 marks) (25%) – two linked texts**

1 short form question (1 x 4 marks)  
 2 longer form questions (1 x 8, 1 x 12 marks)  
 1 extended question (1 x 16 marks)

**Section B: Writing:** to present a viewpoint**Writing (40 marks) (25%)**

1 extended writing question (24 marks for content, 16 marks for technical accuracy)

**Non-examination Assessment: spoken language** separate endorsement (0% weighting of GCSE) Assessed by the teacher during Year 10, filmed and moderated. You present a speech, respond to questions and use Standard English.

**English Literature****Paper 1: Shakespeare and the 19th Century novel**

Written exam: 1 hour 45 minutes 64 marks 40% of GCSE

**Section A Shakespeare: 'Macbeth'**

You will answer one question on 'Macbeth'. You will be required to write in detail about an extract from the play and then to write about the play as a whole.

**Section B The 19th-century novel: 'A Christmas Carol'**

You will answer one question on 'A Christmas Carol'. You will be required to write in detail about an extract from the novel and then to write about the novel as a whole.

**Paper 2: Modern Texts and poetry**

written exam: 2 hour 15 minutes 96 marks 60% of GCSE

**Section A Modern texts: 'An Inspector Calls'**

You will answer one essay question, from a choice of two, on the drama text 'An Inspector Calls'.

**Section B Poetry: Anthology Poetry 'Power and Conflict'**

You will answer one comparative question on one named poem printed on the paper and one other poem from the 'Power and Conflict' cluster.

**Section C Unseen poetry:**

You will answer one question on one unseen poem and one question comparing this poem with a second unseen poem.

Course Titles	Exam Board	Website
GCSE English Language	AQA	<a href="http://www.aqa.org.uk">www.aqa.org.uk</a>
GCSE English Literature		

# Mathematics – GCSE

In Year 10 you will continue with your mathematical journey looking at key areas in number, algebra, shape, space and measures and data handling. You will further develop your ability to solve problems using your knowledge of different topics in different contexts.

In Year 11 you will continue to work on the same areas but in more depth and at a higher level.

## ***What will I be learning?***

There are three assessment objectives

### AO1 - Use and apply standard techniques

You will learn to accurately recall facts, terminology and definitions, use and interpret notation correctly, accurately carry out routine procedures or set tasks requiring multi-step solutions.



### AO2 - Reason, interpret and communicate mathematically

You will learn to make deductions, inferences and draw conclusions from mathematical information, construct chains of reasoning to achieve a given result, interpret and communicate information accurately and present arguments and proofs.

### AO3 - Solve problems within mathematics and in other contexts

You will learn to translate problems in mathematical or non-mathematical contexts into a process or a series of mathematical processes, make and use connections between different parts of mathematics, interpret results in the context of the given problem, evaluate methods used and results obtained.

## ***How will I be assessed?***

### **External Assessment**

Three external GCSE examinations at the end of Year 11:

Paper 1 – Non-calculator (1 hour, 30 mins)

Paper 2 – Calculator (1 hour, 30 mins)

Paper 3 – Calculator (1 hour, 30 mins)

Each paper is equally weighted and contains all aspects of the curriculum.

Course Title	Exam Board	Website
GCSE Mathematics	Pearson	<a href="https://qualifications.pearson.com/en/forms/thank-you-gcse-maths-ito.html">https://qualifications.pearson.com/en/forms/thank-you-gcse-maths-ito.html</a>

# Science – GCSE

Students in Key Stage 4 follow the Edexcel GCSE course of study. This will either be Combined Science or Separate Science. Students will apply for Separate Science via the options process. Whilst students are empowered to apply for a course which they will enjoy and will maximise their achievement, the process is based primarily on assessment data and attendance. The Head of Science will be writing to specific parents/guardians to recommend the Triple Science pathway but all students are welcome to apply. As a faculty, we have fully reviewed the exam specification and planned bespoke schemes of work that allow students to achieve all the prescribed learning objectives of their course. There is a clear rationale for the teaching sequence of the various topics and a clear programme of practical work embedded within the schema that supports the core practical element of the GCSE.



## ***What will I be learning?***

The Science Curriculum at JMHS follows the National Curriculum for Science at Key Stage 4 over 10 lessons per fortnight to help you develop a broad knowledge and understanding of Science. In addition to covering the requirements of the National Curriculum for Key Stage 4 Science, we provide lessons that are practical-focused and provide many opportunities for students to design and carry out a range of experiments to supplement and enhance their theoretical knowledge going above the requirements of the National Curriculum where possible

## ***How will I be assessed?***

There are two pathways that you can follow:

1. **Combined Science** studied across years 10 and 11, leading to two GCSEs, covering biology, chemistry and physics topics. Six exams (two 1hr 10-minute exams for each of biology, chemistry and physics) are taken at the end of year 11. This results in two grades using the 9-1 system. The grades awarded are given for overall performance and are not assigned to any particular paper, as all papers are given equal weighting.
2. **Separate Science** leading to three GCSEs in biology, chemistry and physics. This includes a compulsory hour-long lesson after school every Tuesday and an increased volume of homework. Two-thirds of the content studied in separate science is the same as that studied in combined science. The remaining third is based on extending the combined science content and some new content, unique to separate science.

It is also important to note that if you take this option you will have to sit a total of six exams at the end of Year 11 which are 1hr 45 mins long each (2 for each subject) so it may be less appropriate if you find extended assessments challenging. Again, the weighting for each paper is equal as for Combined Science above.

Exams in both Combined and Separate Science contain a mixture of types of questioning including multiple choice, short answer and extended answer questions. The questions require you to recall knowledge, apply knowledge to both familiar and unfamiliar situations and also to analyse experimental information using ideas to; interpret and evaluate, conclude and improve experiments (practical skills).

Course Titles	Exam Board	Website
<i>Separate Sciences (3 GCSEs)</i> GCSE Biology GCSE Chemistry GCSE Physics <i>Combined Science (2 GCSEs)</i> GCSE Combined Science	Edexcel	<a href="https://qualifications.pearson.com">https://qualifications.pearson.com</a>

Students selecting either route will be able to continue onto A-level biology, chemistry or physics qualifications, as long as they achieve the required GCSE grades. If you are unsure which route you should apply for you should speak with your Science teacher or the Head of Science.

# Art and Design – GCSE

The fine art GCSE offers a dynamic and rewarding opportunity to unleash your creativity through a variety of artistic techniques. You will develop technical skills, experiment with materials, and create personal and imaginative responses in areas such as drawing, painting, graffiti, sculpture, printmaking, and mixed media.

Throughout the course, you will analyse and take inspiration from the work of artists and art movements, refining your ideas and deepening your understanding of artistic styles and processes. You will learn how to use materials safely and effectively, while building confidence in expressing your creative vision.

## ***What will I be learning?***

GCSE fine art is an exciting journey of creativity and self-expression. You'll start with an architectural project, building a strong portfolio while exploring structure, design, and a range of artistic techniques. Next, you'll embark on a personal investigation project where you'll develop your own themes and ideas, creating unique artwork.

You'll experiment with 2D and 3D techniques, including drawing, painting, printmaking, and sculpture, using materials like inks, pastels, and mixed media. This includes combining different artistic mediums like photography, drawing, and painting. Alongside this, you'll research and analyse the work of influential artists to inspire and refine your own creative voice.

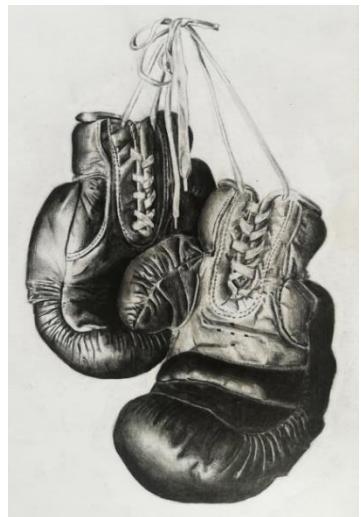
This course is perfect for passionate, imaginative students who are ready to experiment, think critically, and create artwork they're proud of while preparing for future opportunities in the creative industries.

## ***What skills and qualities will I need?***

To excel in GCSE fine art, you will need to demonstrate the following skills and qualities:

- **Passion and interest in art and design:** A strong enthusiasm for exploring artistic ideas and techniques.
- **Creativity and imagination:** The ability to think outside the box, explore innovative ideas, and produce original artwork.
- **Dedication and time management:** A willingness to invest time both in and outside of lessons to develop and refine your work, ensuring you meet deadlines.
- **Practical skills development:** An eagerness to experiment with various materials, tools, and techniques while improving your technical abilities.
- **Resilience and perseverance:** The capacity to learn from feedback and overcome challenges when experimenting with new techniques or materials.
- **Self-motivation and independence:** The initiative to work independently on your projects and explore personal ideas without constant supervision.
- **Good time management:** The ability to manage your workload effectively, balancing your art coursework with other subjects and commitments.
- **Attention to detail:** A focus on precision and care in presenting your work professionally and thoughtfully.
- **Digital literacy:** Proficiency in using digital tools to research, create, and present artwork, including online portfolios or digital presentations.

These skills not only ensure success in fine art but also prepare you for a range of creative opportunities beyond school.



## ***How will I be assessed?***

### **Internal Assessment**

Both units are internally assessed.

The portfolio component is split into two projects which act as 60% of your GCSE Grade

#### Unit 1 Architecture: Portfolio component

You will produce a portfolio of work developed from personal and/or centre-devised starting points, or briefs/projects/assignments within a client-focused context. The focus is on including work that shows exploration, research, acquisition of techniques and skills. This is produced under the controlled assessment conditions which are specified by the Exam Board.

#### Unit 2 Personal Investigation: Portfolio component

You will produce a portfolio of work developed from a choice of five themes, each with a choice of written and /or visual starting points or stimuli.

#### Unit 2: Externally set task, final 40% of your grade

You select *one* question from an early release question paper to which you produce a personal exam *project*. From January of year 11 you will be given a period of time in which to plan and prepare as determined by the centre. You will then be given *ten* hours of controlled time, usually towards the end of April, in which to work on realising your ideas to outcome(s).

### **External Assessment**

There is an external moderation process to ensure that the marking has been in line with national standards.

<b>Course Title</b> GCSE Art and Design	<b>Exam Board</b> OCR	<b>Website</b> <a href="http://www.ocr.org.uk">www.ocr.org.uk</a>
--	--------------------------	--

# Business Studies - GCSE

## ***What will I be learning?***

For many young people, it is a lifelong dream to be their own boss and start their own successful business. Business studies equips students with the skills and knowledge required for this; such as being able to work collaboratively and creatively, solve problems and have a strong awareness of what makes a business thrive. Such skills are also heavily desired by employers in the real-life world of work.

Business skills are essential for success in employment and provide fundamental knowledge required by employers, in addition to providing transferable skills for future study. You will need to achieve at least a grade 5 to continue studying this subject further. It will prepare you for A Level Business or a vocational qualification such as a BTEC Level 3.

This qualification covers a range of topics and can lead into careers in the following sector: financial, human resource management, marketing and operations.

The GCSE is vocational in its very nature. It gives students the knowledge and skills relevant to the business world.

## ***What skills and qualities will I need?***

- Have an interest in what is going on around you in the world and in your local area
- Consistently work hard and enjoy research and investigation approaches to learning
- Are keen and motivated, and are able to meet clear deadlines
- Are organised and keep good notes from the start of the course

## ***How will I be assessed?***

On the course you will learn essential business theory which is then applied throughout two external examinations. Your teacher will use a variety of assessment methods such as case studies, projects and presentations in order for you to obtain key knowledge and demonstrate your skills. During Year 10 and Year 11 you will be assessed by two external examinations at the end of year 11.

### **Theme 1 – Investigating Small Business**

Theme 1 concentrates on the key business concepts, issues and skills involved in starting and running a small business. It provides a framework for students to explore core concepts through the lens of an entrepreneur setting up a business.

### **Theme 2 – Building A Business**

Theme 2 examines how a business develops beyond the start-up phase. It focuses on the key business concepts, issues and decisions used to grow a business, with an emphasis on aspects of marketing, operations, finance and human resources. It also considers the impact of the wider world on the decisions a business makes as it grows.

Theme 1 examination – 1h45 (90 marks) – 50% of qualification

Theme 2 examination – 1h45 (90 marks) – 50% of qualification

Course Title	Exam Board	Website
GCSE Business Studies	Edexcel	<a href="https://qualifications.pearson.com">https://qualifications.pearson.com</a>

# Computer Science - GCSE



Are you curious about how the digital world around you truly works? Do you find yourself wondering what makes smartphones “smart” or how video games and apps come to life? GCSE computer science offers you the chance to turn your fascination into real-world skills. You’ll gain the knowledge and confidence to become a creator of technology, not just a user, and shape its future. Computer science is about innovation, collaboration, and making a difference. By exploring programming, problem-solving, and the inner workings of computers, you’ll lay the groundwork for an exciting and varied career. You could become a software developer crafting the next generation of apps and games, a cybersecurity expert defending organisations against global threats, or an AI/Robotics specialist designing the intelligent machines of tomorrow. Whichever path you choose, your understanding of computer science will put you at the heart of our rapidly changing digital world.

## ***What will I be learning?***

At GCSE, you’ll move beyond simply using computers and start understanding their fundamental principles. This course covers both theoretical and practical aspects of computing, exploring how computers store and process data, communicate over the internet, and how modern cybersecurity measures protect information. You’ll study the hardware that powers computers, how operating systems manage resources, and the principles of algorithms, planning solutions step by step before writing a single line of code. Using Python—a powerful and versatile language employed by companies like Google, Spotify, and NASA—you’ll design, write and debug your own programs, developing logical thinking and creative problem-solving skills. Beyond programming, you’ll tackle big-picture topics like the ethical, legal, and environmental impact of technology, preparing you to navigate and shape the future of our digital world.

## ***What skills and qualities will I need?***

- A keen eye for detail, ensuring that you can identify and correct small errors in your code or solutions.
- A willingness to experiment, embracing mistakes as valuable stepping stones toward stronger understanding and improved outcomes.
- Patience, curiosity, and determination to help you persevere through challenges and grow your skills and confidence in solving unfamiliar or complex problems.
- A creative mindset to help you approach problems from new angles and produce innovative solutions.
- Strong problem-solving skills, enabling you to break down complex skills challenges into manageable steps and tackle them systematically.

## ***How will I be assessed?***

Computer Science is assessed through evidence of practical programming and through a formal written examination.

**Computing Theory** - Two 1 hour 30 minute papers. The first paper concentrates on the technical theory side of Computing while the second paper focuses on problem solving and algorithm design.

Each paper counts as 50% of the qualification.

**Practical Programming** – A portfolio of programming projects produced over the course are used as supporting evidence. The exam board requests this evidence of this course element but it is not formally assessed.

Course Title	Exam Board	Website
GCSE Computer Science	OCR	<a href="http://www.ocr.org.uk">www.ocr.org.uk</a>

# 3D Design – GCSE



Studying 3D design gives you the opportunity to demonstrate your creativity, ability to problem solve and be independent when designing and creating 3D outcomes. You will work through the design process; looking into, researching, designing, developing and manufacturing products.

## ***What will I be learning?***

This is a valuable subject combining practical and academic learning. It can enable you to actively contribute to the creative, cultural wealth and well-being of yourself, your communities and the wider world. It teaches you how to take informed risks and so become more resourceful, innovative, enterprising, and capable of personal leadership and responsibility.

You develop a critical understanding of the impact of design and technology on daily life and its vital role in world affairs. You will combine traditional skills and knowledge alongside computer aided design and manufacture. Additionally, it provides excellent opportunities for you to develop and apply judgements of an aesthetic, ergonomic, environmental, moral, social and technical nature both in your own designing and when evaluating the work of others.

## ***What skills and qualities will I need?***

- A strong interest in problem solving, designing and manufacturing.
- An interest in materials and their properties.
- A willingness to want to develop practical skills and increase understanding of manufacturing processes.
- An ability to meet regular coursework deadlines and the motivation to work independently as well as within a group.
- Confident use of ICT to manufacture and present work in different formats.
- Use your initiative to develop your work independently and imaginatively.

## ***How will I be assessed?***

### Unit 1: 3D Design Portfolio, 60% of marks

You produce a portfolio of work developed from personal and/or centre-devised starting points, or briefs/projects/assignments within a client-focused context. This will be in the form of a 'design and make' project.

### Unit 2: 3D Design OCR externally set task, 40% of marks

You select one question from an early release question paper to which you produce a personal exam project. You will be given a period of time in which to plan and prepare as determined by the centre. You will be given ten hours of controlled time in which to work on realising your ideas to outcome(s).

The assessment criteria for both the portfolio and the externally set task are as follows:

**AO1: Develop ideas through investigations, demonstrating critical understanding of resources.**

AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.

AO3: Record ideas, observations and insights relevant to intentions as work progresses.

AO4: Present and personal and meaningful response that realises intentions and demonstrates understanding of visual language. (15-18 school weeks as a guide) in which to complete their controlled assessment portfolio.

Both units are internally assessed, with an external moderation process to ensure that marking has been in line with national standards. Grades available are 1-9.

<b>Course Title</b>	<b>Exam Board</b>	<b>Website</b>
GCSE 3D Design (Specification J175)	OCR	<a href="http://www.ocr.org.uk">www.ocr.org.uk</a>

# Drama – GCSE

Students will begin year 10 by exploring the musical *Blood Brothers* both practically and in written form, giving them the tools to excel in the exam. The other half of Year 10, students work in groups and create an original devised piece from a list of 10 stimuli either as a performer or designer. In Year 11, students focus on performing two pieces from a text. Texts we have used in the past have been *Bouncers*, which is a physical, comedic play that uses humour to explore serious issues. And *Shakers*, which is comedy-drama play that uses physical theatre and multi-role playing. These exciting texts teach about further concepts such as multi-rolling and world-building through physical theatre. Building on the skills learned in KS3, students direct themselves in groups, by organising rehearsals, lighting, set, sound, props and the acting (casting for themselves).

## ***What will I be learning?***

You constantly utilise the subject specific vocabulary introduced in KS3 whilst you are working. At this point we explore the range of careers involved in the performing arts as you will need to have a good understanding of all roles in the theatre and how they function. You learn further, in depth skills in devising and responding to stimuli. You create a piece of 10 – 15 minutes in small groups and complete detailed research influenced by your stimulus material. A number of theatre trips will also take place over the two years to further develop your reviewing and analytical skills.



**An exciting course with a strong reputation for building confidence, enhancing communication skills, inspiring creativity, high student enjoyment and very good results. Highlights of the course include:**

**Trips to live theatre:** You will see a range of plays in order to refine your evaluation of productions in preparation for the written examination. These have ranged from *Metamorphosis*, *The Woman in Black*, *The 39 Steps* & *Wonder Boy*.

**Exposure to modern theatre techniques:** You will learn how to work with physical theatre styles as well as more traditional performance practice in order to extend your abilities and production choices when devising your own pieces.

**Working with a range of other people:** You will work on two performance units over the course, enabling you to explore dynamics with a range of other students. Some of these units are working with scripts, others are devised pieces which students create themselves.

**Technical know-how:** You do not have to choose acting as your skill in assessed units. Other options include: set design, costume design, lighting and sound. Drama staff have enjoyed having the opportunity to teach, train and support candidates wishing to learn and demonstrate skills in these areas.

## ***How will I be assessed?***

**Component 1: Devising Drama: Performance and Devising Journal: 30% of GCSE**

You will explore 10 different stimuli and pick 1 and research the key themes around that stimulus you have chosen to help you create your performance. You will explore a selection of drama practitioners to influence your devising skills through a series of performance techniques and genres before using these skills to create your own piece of theatre. Whether this being as a performer or designer. You will keep a working journal of your input throughout the process, evidencing how your piece was created, developed and evaluated.

**Component 2: Presenting and Performing Texts: 30% of GCSE**

You will perform or design two extracts from one play, refining your acting technique and demonstrating a sophisticated understanding of creating and sustaining character, engaging an audience and effectively communicating narrative.

**Component 3: Drama: Performance and Response 40% of GCSE**

You will study the musical Blood Brothers through a series of practical workshops, exploring the playwright's intentions and possible performance interpretations. You will also attend live theatre performances and learn how to analyse the layers of production elements both acting and design elements which work together to create an effective audience experience.

Course Title	Exam Board	Website
GCSE Drama	OCR	<a href="http://www.ocr.org.uk">www.ocr.org.uk</a>

# Enterprise and Marketing – Cambridge National Certificate

The Certificate in Enterprise and Marketing is a vocational or work related, practical award which gives you the knowledge and skills relevant to the business world. With the final assessment consisting of a combination of coursework and an exam, you have to be highly self-motivated from the outset.

Business skills are essential for success in employment and provide fundamental knowledge required by employers, in addition to providing transferable skills for future study. This qualification covers a range of topics and can lead into careers in the following sector; Financial, Human Resource Management, Marketing and Operations. You will need to achieve at least Level 2 Pass to continue studying this subject further. It will prepare you for A Level Business or a vocational qualification such as a BTEC Level 3.

## ***What will I be learning?***

In Year 10 you will learn about different business types, the successes and failures of business start-ups, external influences on businesses and their impact. Finally, you will gain an insight into economics by learning about the local and national economy and your role as a consumer within the modern business world.

## ***What skills and qualities will I need?***

In order to be successful on this course it is important that you:

- Have an interest in what is going on around you in the world and in your local area.
- Consistently work hard and enjoy research and investigation approaches to learning.
- Are keen and motivated, and are able to meet clear deadlines.
- Are organised and keep good notes from the start of the course.

## ***How will I be assessed?***

On the course you will learn essential business theory which is then applied throughout two coursework assignments. Your teacher will use a variety of assessment methods such as case studies, projects and presentations in order for you to obtain key knowledge and demonstrate your skills. During Year 10 and Year 11 you will be assessed by a combination of internal assessments and two coursework assignments (R068 and R069) which will be completed individually and submitted to the exam board. There is also a terminal exam at the end of Year 11.

In order to achieve the Certificate, you are required to complete 3 Core Units, which are covered in the same lesson time as a GCSE. **Unit R067: Enterprise and marketing concepts – 80 UMS – 1 hour 15 minutes**  
**Exam – 48 GLH**

You will understand how and why customer segmentation is used and how to target a customer market. You will also develop an understanding of how to attract and retain customers, the techniques to use when developing products and how to investigate what makes a product viable.



## **Unit R068: Design a business proposal – 60 UMS – Coursework based – 36 GLH**

This unit will provide you with the skills and knowledge to design a product proposal to meet a business challenge scenario. You will be able to identify a customer profile for your own product design, develop market research tools and use these to complete market research for your product. You will use your research outcomes to generate product design ideas, assess their strengths and weaknesses and work collaboratively with peers to gain feedback to inform final design decisions. You will complete financial calculations to select a pricing strategy and determine whether your proposal is viable.

**Unit R069: Market and pitch a business proposal – 60 UMS – Coursework based – 36 GLH**

By completing this unit, you will know how to use a combination of branding and promotional methods that complement each other and appeal to a specific customer profile. You will gain the crucial skills of professionally pitching to an unknown audience. This will help to prepare you both for employment situations such as interviews and for starting up a business in the future, while also developing the transferable skill of presenting information to others in a clear and persuasive manner.

Course Title	Exam Board	Website
National Certificate in Enterprise and Marketing	OCR	<a href="http://www.ocr.org.uk">www.ocr.org.uk</a>

# Food Preparation and Nutrition – GCSE



Food preparation and nutrition, gives you the opportunity to develop your skills and understanding in the kitchen. Practical sessions are two hours instead of one which allows you to develop higher order skills such as pastry making, enriched dough, meat and fish preparation, as well as high level presentation skills.

## ***What will I be learning?***

GCSE food preparation and nutrition, enables you to master the following areas:

- Effective and safe cooking skills by planning, preparing and cooking a variety of food commodities whilst using different cooking techniques and equipment.
- The functional, sensory and chemical properties and characteristics of food.
- The nutritional content of food and drinks.
- The relationship between diet, nutrition and health, including the physiological and psychological effects of poor diet and health.
- The economic, environmental, ethical and socio-cultural influences on food availability, production processes, diet and health choices.
- Microbiological food safety considerations when preparing, processing, storing, cooking and serving food.
- The range of ingredients and processes from different culinary traditions (traditional British and international) to inspire new ideas or modify existing recipes.

## ***What skills and qualities will I need?***

In order to be successful on this course it is important that you:

- Have an interest in what is going on around you in the world and in your local area.
- Enjoy research and investigation.
- Work consistently hard.
- Take responsibility for your own learning. You should be keen and motivated enough to work hard without being continually monitored.
- Meet deadlines, particularly for completion of the board set assessment tasks.
- Are organised and keep good notes from the start of the course.
- Have excellent attendance.

## ***How will I be assessed?***

This course is broken down into two components:

Component 1: Principles of Food Preparation and Nutrition.

**Written examination: 1 hour 45 minutes 50% of qualification**

This component will consist of two sections both containing compulsory questions. Section A: questions based on stimulus material. Section B: structured, short and extended response questions to assess content related to food preparation and nutrition.

**Component 2: Food Preparation and Nutrition in Action.**

Non-examination assessment. Internally assessed, externally moderated

Assessment 1: 8 hours 15% of qualification

Assessment 2: 12 hours 35%

**What grades will I be awarded?**

This qualification will be awarded on a nine- point scale from 1 to 9, where 9 is the highest grade. Results not attaining the minimum standard for the award will be reported as U (unclassified).

In order to achieve a GCSE in Food Preparation and Nutrition, you must complete Component 1 (externally set paper) and Component 2 (two board set assessment tasks).

<b>Course Title</b> GCSE Food Preparation and Nutrition	<b>Exam Board</b> EDUQAS	<b>Website</b> <a href="http://www.eduqas.co.uk">www.eduqas.co.uk</a>
--	-----------------------------	--

# Geography - GCSE

## **What will I be learning about?**

Geography is an extremely unique subject in that it allows students to explore the connections between both physical processes and human interactions. Students will study a wide range of topics such as: urbanisation, development, tectonics, rivers, coasts and energy as well as having opportunities to complete fieldwork in both physical and human areas.

## **What skills and qualities will I need?**

- A knowledge of places covered in the course.
- An understanding of environments and themes.
- An ability to apply your knowledge and understanding in a variety of human and physical contexts.
- The potential to select and use a variety of appropriate graphical and statistical techniques in your work.



## **What will I be learning and how will I be assessed?**

There are three main components to this course. Details can be seen below:

UNIT	CONTENT	ASSESSMENT
<u><b>Unit 1:</b></u> <b>Global Geographical Issues</b>	<p><b>SECTION A: Hazardous Earth:</b> Earthquakes/volcanoes/tsunamis – what causes them? Climate systems and change. Is extreme weather a hazard? What are the effects? Can we protect ourselves? What are the effects? What does the future hold?</p> <p><b>SECTION B Development Dynamics:</b> What is the scale of global inequality? How can it be reduced? How has India managed to develop? What is the role of TNC's?</p> <p><b>SECTION C Challenges of an Urbanising World:</b> What are the causes and challenges of rapid change in cities? Why are people migrating and what impacts does this have? Why does the quality of life differ so much in one country?</p>	<p><b>105 mins</b> <b>WRITTEN EXAM (37.5%)</b></p>
<u><b>Unit 2:</b></u> <b>UK Geographical Issues</b>	<p><b>SECTION A: The UK's Evolving Physical Landscape:</b> Why does the physical landscape of the UK change from place to place? What is the role of geology, past tectonic and glacial processes? What role do rivers play in changing the UK's landscape? How and why does the shape of Britain's coast line alter?</p> <p><b>SECTION B: The Evolving Human Landscape</b></p> <ul style="list-style-type: none"> <li>• <b>Changing settlements in the UK</b> – Why are places and people changing in the UK? How are UK cities changing? Are deprivation and affordability the main challenges in the UK?</li> </ul> <p><b>SECTION C: Geographical Investigations</b></p> <ul style="list-style-type: none"> <li>• <b>Fieldwork- River investigation.</b> Investigation of how and why drainage basin and channel characteristics influence flood risk for people and property along a river in the UK.</li> </ul>	<p><b>105 mins</b> <b>WRITTEN EXAM (37.5%)</b></p>

	<ul style="list-style-type: none"> <li>• <b>Fieldwork- Dynamic inner cities.</b> Investigate how and why quality of life varies within the UK inner-city areas. <b>The fieldwork is a compulsory element of the course and therefore students will need to attend these off-site trips during Year 10.</b></li> </ul>	
<b>Unit 3: People and the Environment- (Making Geographical Decisions)</b>	<ul style="list-style-type: none"> <li>• <b>Section A: People and the Biosphere</b> Why does the biosphere matter? How do humans modify it? How and why should humans control it?</li> <li>• <b>Section B Forests under Threat</b> What are the threats to forests? How and why should they be reduced?</li> <li>• <b>Section C Consuming Energy Resources</b> How can the growing demand for energy be met? What are the environmental consequences of using so much energy? Are there any other solutions?</li> <li>• <b>Section D Making A Geographical Decision.</b></li> <li>• It includes the pressures (conflicts), stakeholders and options that are involved in decision-making and are related to <b>SUSTAINABLE DEVELOPMENT</b> and <b>ENVIRONMENTAL ISSUES</b>.</li> </ul>	<b>90 mins WRITTEN EXAM (25%)</b>
Questions are multiple choice, short-answer, graphical and extended answer questions and decision-making exercises.		
<b>Course Title</b> GCSE Geography	<b>Exam Board</b> Edexcel – Syllabus B	<b>Website</b> <a href="https://qualifications.pearson.com">https://qualifications.pearson.com</a>

# Health and Social Care – Cambridge National Certificate

Studying health and social care is so important in today's changing society. You will learn about who are the most vulnerable people and how we can support them. You'll learn about the importance of healthcare and the NHS and who works in this sector. You will build the skills to demonstrate empathy to a wide range of ages and differing needs.



## ***What is a Certificate in Health and Social Care?***

The Certificate is a vocational award which gives you the knowledge and helps you to develop skills relevant to careers within health, social and child care.

This course enables you to go on to Level 3 courses, gain apprenticeships within the industry and demonstrate skills required for the vast majority of jobs. There are a huge range of employers within the health and social care industry and a wide range of career prospects.

## ***What skills and qualities will I need?***

In order to be successful on this course it is important that you:

- Have an interest in communicating with and supporting people
- Can empathise with people with a diverse range of needs
- Enjoy individual research as well as sharing your knowledge and skills in written and practical ways
- Are organised and motivated to meet deadlines
- Can work successfully both independently and with others

## ***How will I be assessed?***

Through the course you will learn essential health, social and child care theory which is then applied through coursework assignments and a written examination. A variety of assessment methods are used such as case studies, projects and presentations in order for you to demonstrate your knowledge and skills.

## ***What grades will I be awarded?***

Grades awarded can be seen below including a guideline comparison to the GCSE 9-1 scale. Your overall grade is determined by the total uniform mark. The following table shows the minimum total mark for each overall grade:

You will complete 3 units: two are mandatory, one is optional and will be chosen by staff based on the interests of the class.

The first mandatory unit, R032: Principles of care in health and social care is assessed through a written examination, this exam is taken at the end of Year 11. This accounts for 40% of your final grade.

The second mandatory unit, R033: Supporting individuals through life events, is completed through a series of written and practical assignments which are teacher assessed and moderated by OCR. This is completed in Year 10. This accounts for 30% of your final grade.

The one optional unit is also teacher assessed and OCR moderated and this will be studied in Year 11. This accounts for 30% of your final grade.

Pass Grades	GCSE Grade
Level 2 Distinction*	8+
Level 2 Distinction	7
Level 2 Merit	5+
Level 2 Pass	4
Level 1 Distinction	3
Level 1 Merit	2
Level 1 Pass	1

Course Title	Exam Board	Website
Cambridge National Certificate in Health and Social Care	OCR	<a href="http://www.ocr.org.uk">www.ocr.org.uk</a>

# History – GCSE

A GCSE in History shows you are a thinker and an analyser. It shows you have good communication skills and can make reasoned judgements when presented with conflicting evidence. History develops your life skills.

In short, it shows that you have the qualities desired in occupations such as journalism, law enforcement, office work, financial services, management, law, tradesperson, armed forces, consultancy, higher education - a never-ending list of possibilities.

## ***What will I be learning?***

- 1) Thematic Study – Crime and Punishment, 1250-Present
- 2) British Depth Study – The Elizabethans. 1580-1603
- 3) History Around Us – Local Site Study: How has the role of Ludlow Castle changed c.1018-Present?
- 4) Period Study – The Making of America, 1789-1900
- 5) World Depth Study – Living Under Nazi Rule, 1933-45



## ***What skills and qualities will I need?***

You should be prepared and able to:

- Contribute to discussions and join in debates.
- Have an opinion and share it with others.
- Investigate historical sources to learn about the past including cartoons, propaganda, written accounts and film.
- Take on advice to move forward and improve your performance in written exam situations.
- Be curious regarding finding out about the past, and see the importance of historical concepts, events and personalities.

## ***How will I be assessed?***

Each module is worth 20% and they are all externally examined		
<b>Course Title</b> GCSE History	<b>Exam Board</b> OCR	<b>Website</b> <a href="http://www.ocr.org.uk">www.ocr.org.uk</a>

# French and German – GCSE



As in Key Stage 3, the four communication skills of listening, speaking, reading and writing are covered equally throughout the course. Grammatical understanding is an important part of language learning to enable success in all four skills.

The new specification also brings a particular attention to pronunciation, so in order to reinforce your confidence, you will regularly be able to practice your speaking skills in 1 to 1 sessions with our native Language Assistant.

In French and German, we will revisit topics and grammar covered in KS3 while adding more complex structures and opinions as well as covering new topics and vocabulary.

As always there are a number of specialist language occupations but increasingly in an international market, employers and universities look for language experience combined with other skills. Having a language qualification gives you the edge in a global market!

## ***What will I be learning?***

- Theme 1: people and lifestyle (Identity and relationships with others; healthy living and lifestyle; education and work).
- Theme 2: popular culture (free-time activities; customs, festivals and celebrations; celebrity culture).
- Theme 3: communication and the world around us (travel and tourism, including places of interest; media and technology; the environment and where people live).

## ***What skills and qualities will I need?***

- You should be prepared to work on your speaking skills whenever you have the opportunity.
- You should pay attention to detail, using support resources to check and develop work.
- You should be prepared to learn new vocabulary and grammar thoroughly.
- You need to take pride in your notes and organisation.
- You should have an interest in other cultures and travel.

## ***Studying French and/or German will enable you to acquire and improve key skills including:***

- Enhancing problem solving skills.
- Improving memory function (long & short-term).
- Enhancing creative thinking capacity.
- Improving your memory.
- Improving confidence.
- Extending cultural understanding in our totally international modern world.

## ***How will I be assessed?***

You will sit three formal, external exams on prescribed dates during the summer term of year 11. These exams will assess the skills of listening, reading and writing. GCSE Languages have a Foundation Tier (grades 1-5) and a Higher Tier (grades 4-9) and you will be entered for the appropriate tier according to your ability.

The speaking assessment will be an internal exam during the spring term with your class teacher.

Weighting of skills:	Speaking 25%	Writing 25%	Reading 25%	Listening 25%
<b>Course Titles</b> GCSE French GSCE German	<b>Exam Board</b> AQA	<b>Website</b> <a href="http://www.aqa.org.uk">www.aqa.org.uk</a>		

## Music – GCSE

For Music you will explore a range of musical genres and the features within them. You will be able to develop your understanding of music by incorporating these features within your own piece of music. Students will also have the opportunity to use a range of music software, in order to create two compositions in two different styles. Finally, you will have the chance to practice every week on your chosen instrument and understand how one of your piece's fits into one of the four areas of study.



The learning focus is on exploring compositional techniques that you can use in your own creative projects, such as motif development, improvisation, and complex harmonies. In the Summer term of year 9, you explore two more genres of music – Britpop and Gaming Music, which allows you to delve into more modern genres and how they impacted the music industry.

### ***What will I be learning and how will I be assessed?***

#### ***Unit 1: Performing (Internally assessed 30%)***

You will develop your performance skills throughout the course, looking at both individual and ensemble skills. By the end of the course you will need to produce two examined recordings on any instrument and in any style of their choice, though one must link to an area of study (below). The combined length of the performances must be at least 4 minutes:

- One solo performance
- One ensemble performance

#### ***Unit 2: Composing (Internally assessed 30%)***

You will study a number of compositional skills over the three years, all related to the areas of study below. You will practise your skills in small compositional tasks, building up to two coursework submissions:

- One composition in response to a brief set by the exam board (choice of 4)
- One composition in any style

These will be in two different styles and should be submitted along with a recording and a notated score or written commentary.

#### ***Unit 3: Appraising (Written paper 1 hour and 15 mins 40%)***

You will study four different areas of music across genres from Western Classical Music to Popular Music. We will explore this through performing, composing and listening. Some areas of study will include set works that we will explore.

<b>Area of Study</b>	<b>Musical Forms and Devices</b>	<b>Music for Ensemble</b>	<b>Film Music</b>	<b>Popular Music</b>
<b>What will be covered</b>	Forms and Devices of pieces from the Western Classical Tradition including a set work: JS Bach: <i>Badinerie</i>	Music from Chamber Music, Musical Theatre, Jazz and Blues	Use of timbre, tone colour and dynamics in a variety of film music	Music from Rock, Pop, Bhangra and Fusion genres including a set work: Toto: <i>Africa</i>

This will give you a broad knowledge of the history of music and how music has developed over time. This study will also contribute towards your knowledge of musical devices useful for your composition coursework.

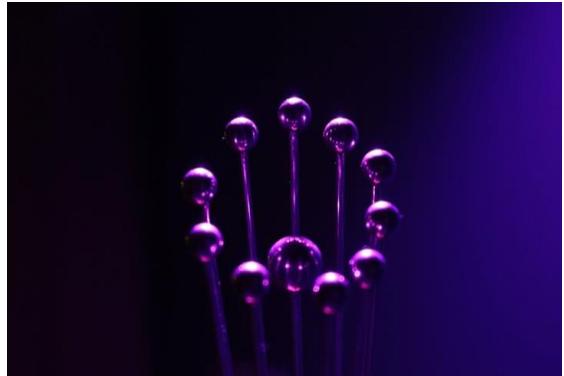
At the end of the course, you will sit an exam paper that will test your listening skills in a wide variety of genres, as well as testing your knowledge of the set works.

<b>Course Title</b> GCSE Music	<b>Exam Board</b> EDUQAS	<b>Website</b> <a href="http://www.edugras.co.uk">www.edugras.co.uk</a>
-----------------------------------	-----------------------------	--

# Photography

The GCSE Photography course offers a dynamic and rewarding opportunity to unleash your creativity through a variety of photographic techniques. You will develop technical skills, experiment with different photographic styles, and create personal and imaginative responses in areas such as portraiture, landscape, still life, fashion photography, product photography, film and digital manipulation.

Throughout the course, you will analyse and take inspiration from the work of photographers and photography movements, refining your ideas and deepening your understanding of photographic styles and processes. You will learn how to use photographic equipment and editing software safely and effectively, while building confidence in expressing your creative vision.



## ***What will I be learning?***

GCSE Photography is an exciting journey of creativity and self-expression. You'll start with a **Camera Techniques Project**, where you'll build a strong portfolio by exploring composition, lighting, and technical camera skills. From there, you'll move to a **Personal Investigation Project**, where you'll develop your own themes and ideas, creating a unique photographic portfolio.

You'll experiment with both traditional and digital techniques, including camera settings, studio lighting and digital editing. Alongside this, you'll research and analyse the work of influential photographers, gaining inspiration to refine your creative voice. This course is perfect for passionate, imaginative students who are ready to experiment, think critically, and create photographs they're proud of, while preparing for future opportunities in the creative industries.

## ***What skills and qualities will I need?***

To excel in GCSE Photography, you will need to demonstrate the following skills and qualities:

- **Passion and interest in photography:** A strong enthusiasm for exploring photographic ideas and techniques.
- **Creativity and imagination:** The ability to think outside the box, explore innovative ideas, and produce original photographs.
- **Dedication and time management:** A willingness to invest time both in and outside of lessons to develop and refine your work, ensuring you meet deadlines.
- **Practical skills development:** An eagerness to experiment with various photographic techniques, equipment, and software while improving your technical abilities.
- **Resilience and perseverance:** The capacity to learn from feedback and overcome challenges when experimenting with new techniques or materials.
- **Self-motivation and independence:** The initiative to work independently on your projects and explore personal ideas without constant supervision.
- **Good time management:** The ability to manage your workload effectively, balancing your photography coursework with other subjects and commitments.
- **Attention to detail:** A focus on precision and care in presenting your work professionally and thoughtfully.

- **Digital literacy:** Proficiency in using digital tools and software (eg, Photoshop or Lightroom) to edit and present your photographic work, including online portfolios or digital presentations.

These skills not only ensure success in photography but also prepare you for a range of creative opportunities beyond school.

### ***How will I be assessed?***

#### **Internal Assessment (60% of GCSE Grade)**

Your GCSE Photography grade is based on two internally assessed portfolio components:

- **Unit 1: Camera Techniques Portfolio**

This project involves creating a portfolio of photographic work inspired by personal or teacher-guided starting points. The emphasis is on exploration, research, and developing photographic techniques and skills. All work is completed under controlled assessment conditions as outlined by the exam board.

- **Unit 2: Personal Investigation Portfolio**

In this project, you'll choose one of five themes, using written and/or visual prompts to guide your work. This allows you to produce a portfolio showcasing your creative journey and personal ideas, culminating in a unique photographic response.

#### **Externally Set Task (40% of GCSE Grade)**

In Year 11, you will select one question from an exam board-released paper and develop a personal project.

After a planning and preparation period, you will complete the final photographic piece during a 10-hour controlled assessment (usually held in April), where you'll bring your ideas to life.

#### **External Moderation**

All coursework is externally moderated by the exam board to ensure grading is consistent with national standards. This structure allows you to build a rich portfolio of work while demonstrating your creativity and technical skill through exciting and meaningful photographic projects.

# Physical Education – GCSE

## ***What will I be learning?***

At GCSE you will be learning about the theoretical aspect of PE. You will study anatomy and physiology, movement analysis, physical training, socio-cultural issues in sport, psychology of sport, health, fitness and wellbeing and practical sports performance and analysis. This is all achieved by teaching theoretical content and high-quality practical PE. The PE department, with a wealth of experience and enthusiasm, works collaboratively to produce high quality resources and lessons and moderation of assessment across year groups.



### **Unit 1: The Human Body and Movement in Physical Activity**

- Applied anatomy and physiology
- Movement analysis
- Physical training
- Use of data

### **Unit 2: Socio Cultural Influences and Physical Well-Being in Physical Activity and Sport.**

- Sports psychology
- Socio cultural influences
- Health Fitness and well being
- Use of data

### **Unit 3: Practical Performance in Physical Activity and Sport**

- You need to be assessed in three different sports as a performer/player (one team activity, one individual activity and a third from either category).
- Analysis and evaluation of performance to bring about improvement in one activity.

## ***What skills and qualities will I need?***

In order to succeed you must:

- Enjoy studying the human body, how it works and the science behind it.
- Be prepared to study some complex concepts and themes about sport and culture.
- Be prepared to learn correct anatomical and physiological vocabulary.
- Regularly take part in sport both in and out of school.
- Be competent as a player/performer in three sports.
- Enjoy watching sport and evaluating performance.

## ***How will I be assessed?***

The course is assessed in the following ways:

30% 1hour 15 min exam – The Human Body and Movement in Physical Action and Sport

30% 1hour 15 min exam – Socio Cultural Influences and Physical Well-Being in Physical Activity and Sport.

40% NEA - Practical Performance and Evaluation and Analysis Coursework

Both of these exams contain a mixture of multiple choice/objective test questions, short answer questions and extended answer questions and take place towards the end of year 11. For the practical component, you are

assessed in school by your teacher and awarded a grade. An external moderator then comes to the school to moderate the grades.

Course Title	Exam Board	Website
GCSE Physical Education	AQA	<a href="https://www.aqa.org.uk/subjects/physical-education/gcse/physical-education-8582">https://www.aqa.org.uk/subjects/physical-education/gcse/physical-education-8582</a>

## Sport - BTEC

### ***What will I be learning?***

In BTEC Sport you will learn about and be assessed in various aspects of theoretical PE. You will study about the different types of sport and physical activity, the barriers to participation, the use of technology in sport, how to safely prepare for sport and the impact of different training methods of the body's systems and fitness components, as well as performing as a performer and official. This is all achieved by teaching theoretical content and high-quality practical PE. The PE department, with a wealth of experience and enthusiasm, works collaboratively to produce high quality resources and lessons and moderation of assessment across year groups.



### **Component 1: Preparing Participants to Take Part in Sport and Physical Activity**

#### Learning Outcomes:

- Explore types and provision of sport and physical activity for different types of participants.
- Examine equipment and technology required for participants to use when taking part in sport and physical activity.
- Be able to prepare participants to take part in sport and physical activity.

### **Component 2: Taking Part and Improving Other Participants Sporting Performance**

#### Learning Outcomes:

- Understand how different components of fitness are used in different physical activities.
- Be able to participate in sport and understand the roles and responsibilities of officials.
- Demonstrate ways to improve participants sporting techniques.

### **Component 3: Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity**

#### Learning Outcomes:

- Explore importance of fitness for sports performance.
- Investigate fitness testing to determine fitness levels.
- Investigate different fitness training methods and their long-term effects on the body systems.
- Investigate fitness programming to improve fitness and sports performance.

### ***What skills and qualities will I need?***

In order to succeed you must:

- Enjoy studying the human body, how it works and the science behind it.
- Be prepared to study some complex concepts and themes about sport and culture.
- Be prepared to learn correct anatomical and physiological vocabulary.
- Regularly take part in sport both in and out of school.
- Be competent as a player/performer in two sports.
- Enjoy watching sport and evaluating performance.

***How will I be assessed?***

The course is assessed in the following ways:

30% – Preparing Participants to Take Part in Sport and Physical Activity (Internal assessment)

30% - Taking Part and Improving Other Participants Sporting Performance (Internal assessment)

40% - Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity (External assessment)

For the two internal assessment components, a variety of assessment methods will be used including written coursework, PowerPoint presentations, spoken interviews and practical performance; all of which will be internally and externally moderated. The external assessment will be completed in the form of a written exam containing a mixture of multiple-choice questions, short answer questions and extended answer questions.

<b>Course Title</b>	<b>Exam Board</b>	<b>Website</b>
BTEC Tech Award in Sport	Pearson	<a href="https://qualifications.pearson.com/en/qualifications/btec-tech-awards/sport-2022.html">https://qualifications.pearson.com/en/qualifications/btec-tech-awards/sport-2022.html</a>

# Textiles - GCSE

Studying Textiles gives you the opportunity to demonstrate your creativity, ability to problem solve and be independent when designing and creating Textile outcomes. You will work through the design process; looking into, researching, designing, developing and manufacturing products.

Throughout the course, you will analyse and take inspiration from the work of textile designers, fashion designers and creative movements, refining your ideas and deepening your understanding of textile processes including both hand and machine techniques. You will learn how to use materials safely and effectively, while building confidence in expressing your creative vision.



## ***What will I be learning?***

GCSE Textiles is an exciting journey of creativity and self-expression. You'll start with a skills project building and increasing your skills in a range of textile processes including weaving, dyeing, fabric manipulation, machine embroidery to name a few! While learning these techniques you'll broaden your understanding of both textile and fashion designers. This project will enable you to choose an area that you enjoy to concentrate your coursework portfolio on and have the necessary skills for success.

This course is perfect for passionate, imaginative students who are ready to experiment, think critically, and create textile outcomes while preparing for future opportunities in the creative industries.

## ***What skills and qualities will I need?***

- A strong interest in problem solving, designing and manufacturing.
- An interest in materials and their properties.
- A willingness to want to develop practical skills and increase understanding of manufacturing processes.
- An ability to meet regular coursework deadlines and the motivation to work independently as well as within a group.
- Confident use of ICT to design and present work in different formats.
- Use your initiative to develop your work independently and imaginatively.

## ***How will I be assessed?***

### Unit 1: 3D Design Portfolio, 60% of marks

You produce a portfolio of work developed from personal and/or centre-devised starting points, or briefs/projects/assignments. This will be in the form of a 'design and make' project.

### Unit 2: 3D Design OCR externally set task, 40% of marks

You select one question from an early release question paper to which you produce a personal exam project. You will be given a period of time in which to plan and prepare as determined by the centre. You will be given ten hours of controlled time in which to work on realising your ideas to outcome(s).

The assessment criteria for both the portfolio and the externally set task are as follows:

AO1: Develop ideas through investigations, demonstrating critical understanding of resources.  
AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.  
AO3: Record ideas, observations and insights relevant to intentions as work progresses.  
AO4: Present and personal and meaningful response that realises intentions and demonstrates understanding of visual language. (15-18 school weeks as a guide) in which to complete their controlled assessment portfolio.

Both units are internally assessed, with an external moderation process to ensure that marking has been in line with national standards. Grades available are 1-9.

<b>Course Title</b>	<b>Exam Board</b>	<b>Website</b>
GCSE 3D Design (Specification J175)	OCR	<a href="http://www.ocr.org.uk">www.ocr.org.uk</a>

## Personal Plan – you might find it useful to fill this in when choosing your subjects

### What do I want to achieve?

*What am I aiming for?*

*What I need to do next?*

### How do I achieve it?

*What help do I need?*

*The subjects I am interested in studying*

**Choices should be made online – if you have any questions please email**  
**[data@jmhs.hereford.sch.uk](mailto:data@jmhs.hereford.sch.uk)**

You might find it useful to fill this in as a reminder of what you have chosen.

**YEAR 9 KS4 COURSES APPLICATION**  
**EBACC Pathway**  
**2026-2028**

**COMPULSORY SUBJECTS**

**All** students will study the following courses:

Maths GCSE, English Language, English Literature, Combined Science (Separate Sciences from Year 10) and non-examination courses in RE/Citizenship (Year 9), PSHE and PE.

**CHOSEN SUBJECTS – to be completed during the Futures interview**

Students are asked choose one choice from each of boxes A and B, and then **three** choices in **order of preference** from box C (this includes a reserve subject). Students will be allocated **FOUR** chosen subjects in total.

**BOX A:**

Choose one from here	Tick one
GCSE French	
GCSE German	

**BOX B:**

Choose one from here	Tick one
GCSE Geography	
GCSE History	

**BOX C:**

Priority	Choose three subjects in order of preference with 1 being your first choice, through to 3 (this includes 1 reserve subject). Please note that <b>ONLY ONE</b> Technology subject will be allocated to a student.
	GCSE Art and Design
	GCSE Computing
	GCSE Business
	GCSE 3D Design ( <i>Technology</i> )
	GCSE Drama
	Cambridge National Certificate in <b>Enterprise and Marketing</b>
	GCSE Food Preparation and Nutrition ( <i>Technology</i> )
	GCSE French (as a second language)
	GCSE German (as a second language)
	GCSE Geography ( <i>as a second Humanity</i> )
	Cambridge National Certificate in <b>Health and Social Care</b>
	GCSE History ( <i>as a second Humanity</i> )
	GCSE Music
	GCSE Photography
	GCSE Physical Education
	BTEC Sport
	GCSE Textiles

**Choices should be made online – if you have any questions please email**  
**[data@jmhs.hereford.sch.uk](mailto:data@jmhs.hereford.sch.uk)**

You might find it useful to fill this in as a reminder of what you have chosen.

**YEAR 9 KS4 COURSES APPLICATION**  
**Open Pathway**  
**2026-2028**

**COMPULSORY SUBJECTS**

**All** students will study the following courses:

Maths GCSE, English Language, English Literature, Combined Science (Separate Sciences from Year 10) and non-examination courses in RE/Citizenship (Year 9), PSHE and PE.

**CHOSEN SUBJECTS – to be completed during the Futures interview**

Students are asked choose one choice from box A, and then **four** choices in **order of preference** from box B (this includes a reserve subject). Students will be allocated **FIVE** chosen subjects in total.

**BOX A:**

<b>Choose one from here</b>	<b>Tick one</b>
GCSE French	
GCSE German	
GCSE History	
GCSE Geography	
GCSE Computing	

**BOX B:**

<b>Priority</b>	<b>Choose four subjects in order of preference with 1 being your first choice, through to 4 (this includes 1 reserve subject). Please note that <i>ONLY ONE</i> Technology subject will be allocated to a student.</b>
	GCSE Art and Design
	GCSE Business
	GCSE 3D Design ( <i>Technology</i> )
	GCSE Drama
	Cambridge National Certificate in <b>Enterprise and Marketing</b>
	GCSE French (as a second language)
	GCSE Food Preparation and Nutrition ( <i>Technology</i> )
	GCSE German (as a second language)
	GCSE Geography ( <i>as a second Humanity</i> )
	Cambridge National Certificate in <b>Health and Social Care</b>
	GCSE History ( <i>as a second Humanity</i> )
	GCSE Music
	GCSE Photography
	GCSE Physical Education
	BTEC Sport
	GCSE Textiles

