

YEAR 9

CURRICULUM CHOICES

2026 - 2027

BE KIND
WORK HARD
AIM HIGH

Headteacher's Introduction

It's my great pleasure to welcome you to James Calvert Spence College (JCSC), a school at the heart of its community.

From September 2026, we are offering our new Year 10 cohort a broad suite of curriculum choices designed to support a range of progression choices. These are designed to ensure that they may pursue routes suitable for them and their futures.

At JCSC, it is our core purpose to ensure that school is a caring, safe, happy and positive environment so that all of our students fulfil their potential and enhance their life chances through excellent achievements. We do this by ensuring that the whole community embraces our simple and yet powerful values: Be Kind, Work Hard, Aim High.

We have high aspirations for all our pupils. We expect Key Stage 4 pupils to show determination and a desire to achieve highly and, in return, we offer them unwavering support throughout their years with us. As well as accessing a broad suite of subjects designed to equip students with the qualifications needed to progress to a range of different high-quality destinations, we continue to expect our older pupils to engage in many different opportunities outside of the classroom.

When looking at the guided choices you can make, please remember that you should think carefully about your motivations and potential future plans. The core education that all Key Stage 4 pupils receive in subjects like English, Maths and Science sets them up well for a range of studies post Year 11 but there are opportunities to explore new subjects or pursue courses that motivate and inspire you.

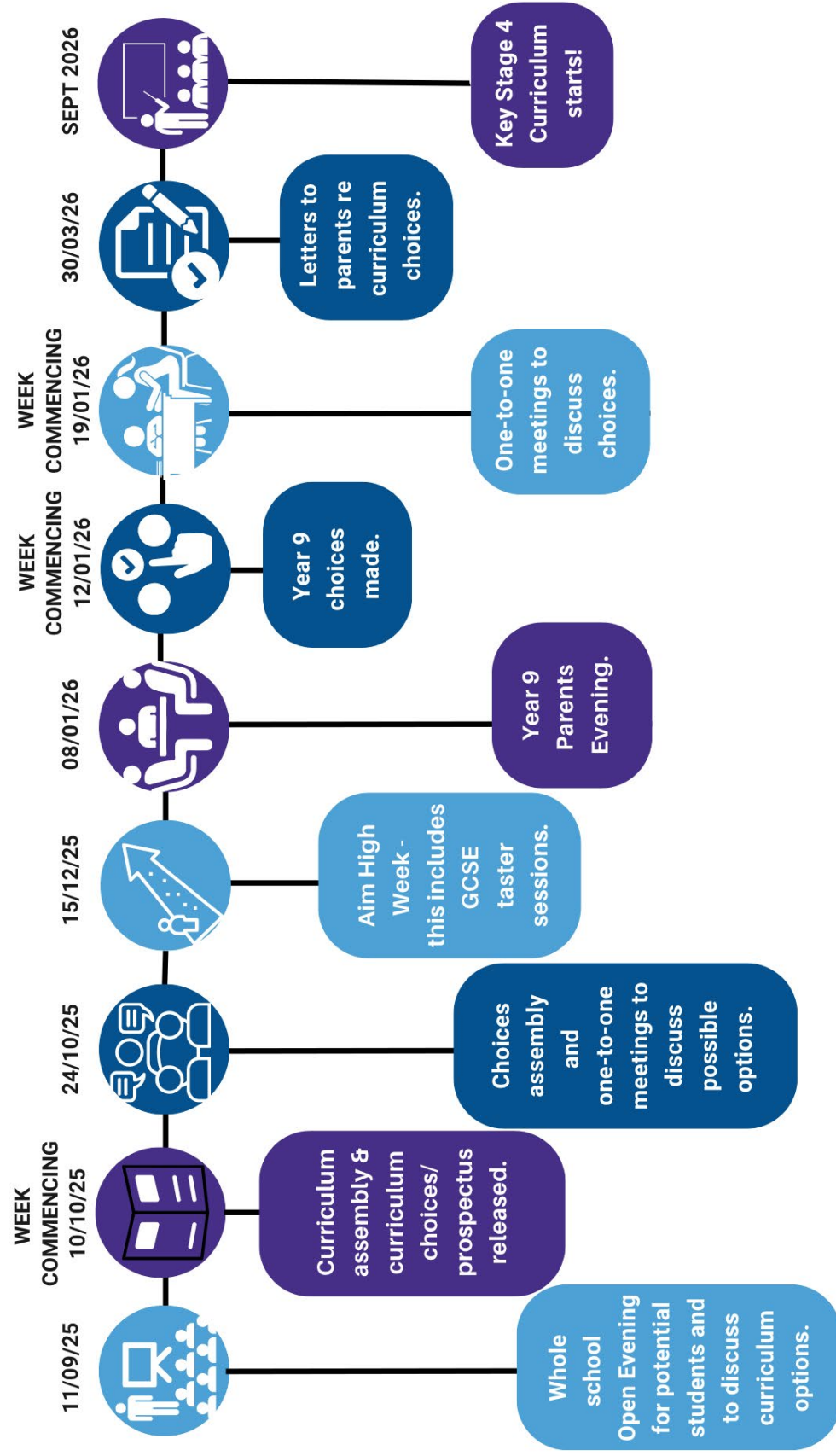
We look forward to welcoming you to the next stage of your education journey and the highly trained and caring JCSC staff will help you take your next steps with confidence.

James Andriot
Headteacher

CURRICULUM TIMELINE

YEAR 9 OPTIONS

**BE KIND
WORK HARD
AIM HIGH**



Curriculum choices overview

In year 9, pupils are given the opportunity to make some curriculum choices. The choices pupils make will inform their year 10 and 11 curriculum and the GCSE they will achieve. It is important this process is taken seriously as the choices pupils make in year 9, may determine the courses they can access post-16.

Subjects at Key Stage 4

There are two broad types of subjects at Key Stage Four (Years 10 and 11), namely GCSEs and what we refer to as “technical” subjects.

GCSE exams are sat at the end of Year 11 with no chance of resits and no opportunity to sit them early. The school’s performance is measured on pupils following the subjects considered appropriate by the government.

For some pupils, balance is key. They benefit from a range of GCSE and technical subjects so that the work load is spread across the course rather than weighted at the end of the course. With this in mind, we encourage all students to select at least one technical subject. These are worth the same as GCSEs and have a host of different names, such as BTECs. However, unlike GCSEs, these qualifications have coursework units and examinations.

The inclusion of coursework units can mean less pressure at the end of Year 11 as a proportion of the overall qualification marks have already been achieved. GCSEs in Art, Photography and Graphics, also have large coursework elements and smaller exams.

**If you have any questions please do not hesitate to contact
Mrs J. Johnson, Deputy Headteacher: jjohnson01@jcsc.co.uk or
Mr R Gaines, Director of Vocational Studies: rgaines01@jcsc.co.uk.**

Curriculum choices process explained

Core Subjects

Every pupil in Key Stage 4 (Y10 and Y11) will study:

- GCSE English Language
- GCSE English Literature
- GCSE Maths
- GCSE Science (worth at least two GCSEs)
- PSHE
- Core Religious Education
- Core PE

Optional Subjects

In addition to the core subjects, pupils also get to choose four subjects from the table on the next page. Pupils must only choose one subject in each option column.

Pupils should complete the options form using their JCSC email account by clicking this [link](#) from the 12th - 16th January 2026.

Curriculum choices process explained

Please note the following when making option selections:

Pupils will be advised if they have been recommended to take Separate Science's (GCSE Triple Science) or French.

Some pupils have great potential in science and therefore will be expected to take separate sciences. They will select "GCSE Triple Science" and then three other options.

Some pupils have been recommended to take French. They should select "French" and three other options.

Pupils that have not been recommended to take French will not be turned away but they may find the course difficult alongside all their other GCSE subjects. Some pupils have been recommended to take both separate (triple) sciences and French, which would leave them two other option choices.

Making Choices

To assist pupils with making your choices our team of staff have created videos to explain the content of our courses. Please watch these videos [here](#).

Please also read about each of our courses from Page 7 of this booklet.

The Curriculum Choices Form

Pupils should **complete the options form** using their JCSC email account via the link [here](#) between the **12th and the 16th January 2026**.

What happens after?

Subjects will run if there is sufficient demand. In the case of a subject being oversubscribed we will use the questions and answers from our interviews as well as a pupil's previous levels of effort to determine the best fit for each child. We will keep you fully informed if a subject is oversubscribed.

Once the curriculum choices forms are completed by 16th of January, we will be able to advise pupils if their chosen courses are running. Once all the interviews take place we will aim to allow as many pupils as possible to take their chosen subjects. We will confirm these choices in the spring term.

Optional subject choices

Humanities Options	Option B	Option C	Option D
GCSE Geography	GCSE Photography	GCSE Fine Art	GCSE RE/ Philosophy and Ethics
GCSE History	GCSE Triple Science	GCSE Creative iMedia	GCSE Design Technology
	City and Guilds Hair and Beauty	BTEC Sport	BTEC Digital Information Technology
	Technical Award Retail Business	GCSE Food Preparation and Nutrition	BTEC Performing Arts
	City and Guilds Construction	GCSE French	GCSE Media Studies

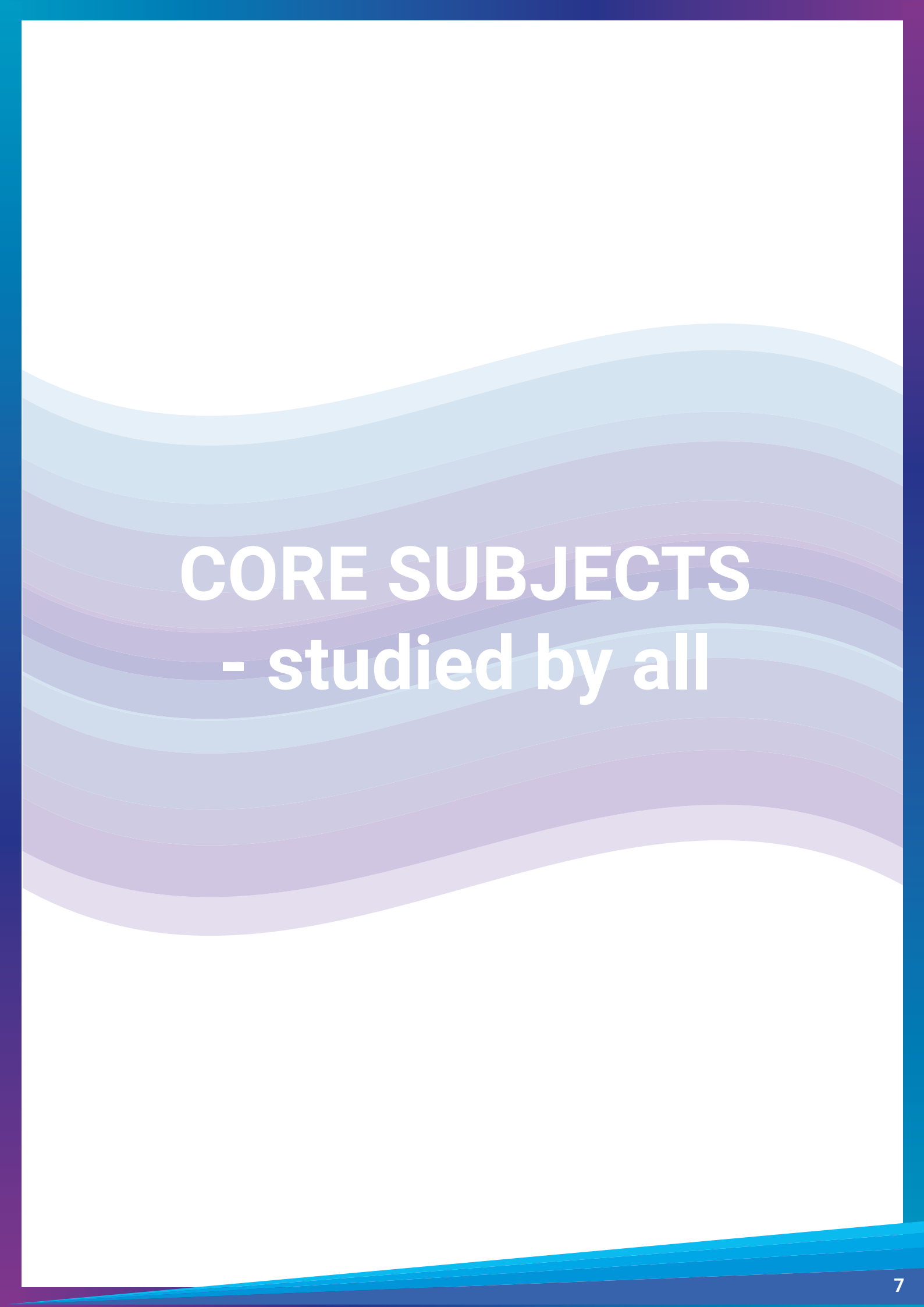
Reminders:

- Students must **only choose one subject from each option column**.
- Students should **complete the options form** using their JCSC email account via the link [here](#) between the **12th and the 16th January 2026**.

If you have any questions please do not hesitate to contact:

Mrs J. Johnson, Deputy Headteacher: jjohnson01@jcsc.co.uk or

Mr R Gaines, Director of Vocational Studies: rgaines01@jcsc.co.uk.



CORE SUBJECTS **- studied by all**

GCSE English Language & Literature (Eduqas)

Course Content

GCSE English Language is a broad and balanced discovery of a range of Fiction and Non-Fiction texts, ensuring that students reading and writing skills are developed for the rigours of the working world.

GCSE English Literature is a delve into a range of texts including 19th Century prose, Shakespeare, Poetry clusters, Unseen poetry, and a modern novel.

Both of these courses encourage all learners to read fluently and be able to write effectively.

Assessments

English Language: Reading (50%) & Writing (50%)

English Literature: Written Exam Shakespeare (40%) & Written Exam 19th Cent. prose and poetry (60%)

Buidling on my learning & future aspirations

GCSE English Language and English Literature are a requirement for all career paths and higher education pathways that your child goes on to. Have the double qualification means that your child will have a stronger chance in competitive jobs markets and be able to communicate effectively with those around them.

GCSE English Language can lead to careers in Teaching and Education, Early Years provision, journalism, proof reading, publishing, speech writing in a range of forms, scriptwriting for stage and screen, film production and development, Media careers, Advertising and Marketing and many, many more.

GCSE English Literature can lead to careers in creative writing, script writing for stage and screen, jobs that require key analysis skills such as the Armed Forces, Medicine, Forensic Science, the Police, journalism, writing novels and non-fiction texts- the list is endless.

The study of English Language and English Literature also compliment all students other subjects as it allows students to have the tools to be effective communicators and be able to read with fluency, be able to comprehend a range of language and sentence forms but also analyse and access other subjects on a deeper level.

What can I do to prepare for the course

To prepare for the course students should already be used to reading widely through their KS2 & 3 lessons and independently at home. Students should be encouraged to read a range of fiction texts, but also non-fiction texts such as good newspaper articles, blogs, biographies, autobiographies in order to broaden their vocabulary and expose to a range of ideas and viewpoints.

For GCSE English Literature students can access the specification for the Eduqas course here: [GCSE English Literature | Eduqas](#)

And for English Language here: [GCSE English Language | Eduqas](#)

On the exam board website there is also access to past papers, exam walk throughs and a range of different learning resources to support student's learning.

The following websites are useful for students to look at and use for revision: [GCSE English Language - Eduqas](#), [BBC Bitesize](#), [GCSE English Literature - Eduqas - BBC Bitesize](#), [Seneca | GCSE English Literature Revision](#)

The British Library are also a great place to start reading around the subjects and getting a wider viewpoint on some of our texts in [English Literature: Discovering Literature: articles and resources](#).

GCSE Mathematics (AQA)

Course Content

During the GCSE course pupils will cover a variety of topics under the headings of:

- Number
- Algebra
- Ratio, proportion and rates of change
- Geometry and measures
- Probability
- Statistics

Pupils covering the foundation route will largely consolidate their learning from years 5-9 with some new topics including trigonometry, sectors and segments of circles, probability tree diagrams as well as solving quadratic and simultaneous equations.

Pupils studying the higher tier will cover all of the foundation content as well as a variety of additional topics such as trigonometry for non right angled triangles, vector proof, surds, circle theorems and histograms.

Assessments

The course is examined at the end of year 11 by three papers:

Paper 1

Non calculator
80 marks
1 hr 30 minutes
33 1/3% of the final grade

Paper 2

Calculator allowed
80 marks
1 hr 30 minutes
33 1/3% of the final grade

Paper 3

Calculator allowed
80 marks
1 hr 30 minutes
33 1/3% of the final grade

Buidling on my learning & future aspirations

GCSE Mathematics will build upon the knowledge you have developed in year 7-9 in Maths.

The course will provide a good foundation to study Maths A Level, Level 3 core maths as well as the sciences at sixth form. Leading to a possible career in a range of disciplines such as engineering, finance and medicine.

What can I do to prepare for the course

The best way to learn maths is to practise maths.

Look at the assessments you did in year 9 and identify any weak areas that you can see. Use revision guides off the internet to revise some of these topics so you are ready for September.

GCSE Combined Science (AQA)

Course Content

Building upon the work pupils have done in years 7-9, they will continue to study the requirements of the National Curriculum for science. All pupils are required to study science (biology, chemistry and physics) until the end of year 11.

The AQA combined science GCSE course provides the foundations for understanding the material world. It will deliver an award worth two GCSEs.

The pupils will have specialist teachers of biology, chemistry and physics to teach the content which is broken down as follows:

Biology	Chemistry	Physics
Cell Biology Organisation Infection and response Bioenergetics Homeostasis and response Inheritance, variation and evolution Ecology	Atomic structure and periodic table Bonding, structure and properties of matter. Quantitative chemistry Chemical changes Energy changes The rate and extent of chemical change Organic chemistry Chemical analysis Chemistry of the atmosphere Using resources	Energy Electricity Particle model of matter Atomic structure Forces Waves Magnetism and electromagnetism

Assessments

2 external examinations in Biology; 2 external examinations in Chemistry; 2 external examinations in Physics
Each examination carries 16.7% of the overall GCSE and has a 75 minute duration.

Pupils must achieve a pass in 21 required practicals which are internally assessed.

Buidling on my learning & future aspirations

GCSE combined science will build upon the knowledge pupils have developed in year 7-9 in science.

The course will provide a good foundation to study BTEC Applied Science, T-level in education in sixth form or other post-16 science-related courses. It also provides a good foundation for apprenticeship programmes.

Science provides a strong foundation for most careers. Specific science-based careers which former students have progressed to include nurse, dental nurse, plumber, electrician, teacher, nail technician, animal husbandry, vet nurse, hairdresser, automotive mechanic.

What can I do to prepare for the course

Pupils should start to review and retrieve the knowledge and skills developed so far.

Using websites such as [bbcbitesize](https://www.bbc.com/bitesize) will ensure full preparation and readiness for the start of the GCSE course.

Also, take time to watch and read science-related articles, and reflect on new technologies and medical discoveries which are occurring every day.

Core Religious Studies

Course Content

Building upon the work you have done in years 7-9, our Key Stage 4 curriculum covers a range of religions and philosophical and ethical themes, ensuring our students have a variety of intriguing subjects to explore.

Students will be challenged with questions about belief, values, meaning, purpose and truth, enabling them to develop their own values and attitudes towards religious issues.

Students will also gain an appreciation of how religion, philosophy and ethics form the basis of our culture. They will develop analytical and critical thinking skills, the ability to work with abstract ideas, leadership and research skills.

Beliefs covered will include Christianity, Islam and non-religious beliefs in depth as well as references made to Sikhism, Hinduism, Humanism, Judaism and Buddhism.

Thematic studies: religious, philosophical and ethical studies will focus on:

- Theme A: Relationships and families
- Theme B: Religion, peace and conflict

Assessments

Key pieces of assessment throughout the year.

Buidling on my learning & future aspirations

Key Stage 4 religious education will build upon the knowledge and skills you have developed in year 6-9.

Religious Education is a broad ranging subject which enables pupils to understand global issues and become more aware of international issues in addition to exploring our own senses of belonging and identity.

It will provide opportunities to explore 'big' questions, develop tolerance, invoke deep thinking and allow opportunities to develop and express opinions in a coherent and reasoned manner.

What can I do to prepare for the course

Visit places of worship, speak to people of faith, consider the link between science and religion.

BBC Bitesize has summaries of all major world faiths and non-religious beliefs that would provide a useful context to all religions that will be covered in our studies

Core Physical Education

Course Content

We are all increasingly aware of the importance of physical activity and the understanding of an active lifestyle to health and happiness.

The physical education programme provides a balanced range of activities, carefully planned to ensure full and active participation. The competitive aspect of sport is maintained through competition in and out of school, at inter-school, area and county level.

Building upon the work pupils have done in years 7-9, pupils will have the chance to learn more about how the body works during physical activity, the benefits of exercise and the positive ways this can impact on physical and mental health and well being.

Buidling on my learning & future aspirations

PE builds on the knowledge and practical skills pupils have developed in PE lessons in years 7-9.

As PE is a compulsory element of the national curriculum students will continue to develop their sports skills and they will have opportunities to participate in a range of competitions.

What can I do to prepare for the course

To prepare for your PE lessons, it is recommended that you continue to stay active between your lessons, this can include walking and general exercise as well as your participation in any sporting activities and events you make be taking part in.

PSHE (Personal, Social, Health and Economic Education)

Course Content

Our PSHE course is a spiralised curriculum meaning that each year students build upon previous knowledge with age appropriate content. Within year 10 and 11, students will study the following.

Within year 10, PSHE will explore:

- Half Term 1 - Living in the Wider World - Responsible Living
- Half Term 2 - Health and Wellbeing - Mental Health
- Half Term 3 - Relationships - Diverse Relationships
- Half Term 4 - Living in the Wider World - Rights and Responsibilities in the Workplace
- Half Term 5 - Relationships- Toxic Relationships
- Half Term 6 - Living in the Wider World - Organised Crime
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Within year 11, PSHE will explore:

- Half Term 1- Living in the Wider World- Effective studying and Careers-based Skills
- Half Term 2- Health and Wellbeing- Understanding Human Bodies and Our Place in Society
- Half Term 3 - Relationships- Relationships and Sex
- Half Term 4- Health and Wellbeing- Living Healthily Online and in Real Life
- Half Term 5- Community Safety Intervention

Assessments

Although not externally examined, this course meets the DfE statutory guidance which made most of PSHE compulsory under the September 2020 under the Children and Social Work Act.

Students' work is assessed throughout half terms through teacher check-ins and live marking. This allows for students to correct misconceptions as well as safeguard our students.

Students are formally assessed once a term within tutor time. The outcomes of these are then used to make updates and amendments to the coming half term, allowing for misconceptions and gaps to be addressed.

Buidling on my learning & future aspirations

Within PSHE there are three core strands, these are Health and Wellbeing, Relationships, and Living in the Wider World. As this is a spiralised curriculum, core content within these three strands is built upon each year.

For example within the Relationships strand the idea of healthy relationships would develop as:

- Year 7 - What are healthy relationships?
- Year 8 - What is consent?
- Year 9- What is domestic abuse?
- Year 10- What is a toxic relationship?
- Year 11- What is sexual assault?

What can I do to prepare for the course

There are some extremely useful websites for wider reading to support with your understanding of PSHE. View a list of these on our website under the heading 'PSHE: Websites to support your learning and understanding' [here](#).

OPTION SUBJECTS -

The following subjects are available
for you to choose from.

BTEC Performing Arts (Eduqas)

Course Content

This course is perfect for anyone who loves to perform and wants to develop their performance and creativity through the performing arts.

Building upon the work you have done in years 7-9 you will study the practical elements of performing arts:

- Performance
- Devising
- Performing Arts in Practice

You will study these through your chosen discipline of Drama, Music or Musical Theatre.

Assessments

The course is split into 3 units, which will all count towards your final mark. The course is a mixture of coursework and recorded performances.

Unit 1: Performing (30%)

You will learn the skills and techniques needed to produce a successful performance of an existing work, such as a piece of music or an extract from a play or show.

Unit 2: Creating (30%)

You will learn how to create and refine your own original work in performing arts, based off your chosen discipline. This is a fantastic opportunity to show off your individual creativity.

Unit 3: Performing Arts in Practice (40%)

You will learn about areas of the performing arts industry that need to be considered when responding to a commission and will consider these when coming up with and pitching your own idea.

Buidling on my learning & future aspirations

BTEC Performing Arts will build upon the knowledge you have developed in year 7-9 in Music and Drama building on the foundational skills built at KS2 and KS3: Communication, Confidence, Learning independently, Organisation, Problem solving, Research, Self-discipline, Stamina, Taking on responsibility and Time management.

The course will provide a good foundation to study Performing Arts at sixth form so you can continue to develop your skills. Leading to a possible career as an: Actor, Arts administrator, Community arts worker, Choreographer, Composer, Dancer, Designer, Director, Drama / Music therapist, Front of house theatre manager, Lighting / Sound technician, Musician, Musical Theatre Performer, Teacher or Stage manager.

What can I do to prepare for the course

To prepare for this course you could take a look at the BBC bitesize Performing Arts pages for Drama and Music:

<https://www.bbc.co.uk/bitesize/examspecs/zdb6xyc>

<https://www.bbc.co.uk/bitesize/examspecs/zbmct39>

Also, you could watch some performances to get ideas of which style of music and drama you like.

GCSE Fine Art (AQA)

Course Content

This course is perfect for someone who loves being creative and is happy to follow the creative process of researching - experimenting and exploring - reviewing - presenting.

Building upon the work you have done in years 7-9 you will study the formal elements of art through such themes as:

- Sea Side
- Identity
- Externally Set Assignment

Assessments

Component 1 = 60% of their overall GCSE grade
Themes set by the teacher and assessed by the teacher
Students are assessed for Component 1 in December of Y11

Component 2 = 40% of their overall GCSE grade
Theme set by AQA and assessed by the teacher
Students are assessed for Component 2 in May of Y11.

Buidling on my learning & future aspirations

GCSE Art will build upon the knowledge you have developed in year 7-9 in Art, Create, Graphics and Design Technology.

The course will provide a good foundation to study art &/or fashion at sixth form so that they can continue to develop their creativity here at JCSC or at college.

Leading to a possible career as a 3D animator, Fashion designer, Graphic designer, Interior designer, Tattoo artist, Makeup artist, Textile designer, Architect, Art therapist, Journalist, Blacksmith.

<https://theartcareerproject.com/careers/>

What can I do to prepare for the course

To prepare for the course you could fill you own sketchbooks with ideas and look at BBC Bitesize Art and Design's page at: <https://www.bbc.co.uk/bitesize/examspecs/zjymp9q>

GCSE Design Technology/ 3D Art (AQA)

Course Content

This course is perfect for someone who loves being creative and is happy to follow the creative process of researching - experimenting and exploring - reviewing - presenting.

Building upon the work you have done in years 7-9 you will study the formal elements of art through such themes as:

- Photo Frame
- Own Project
- Externally Set Assignment

Assessments

Component 1 = 60% of their overall GCSE grade
Themes set by the teacher and assessed by the teacher
Students are assessed for Component 1 in December of Y11

Component 2 = 40% of their overall GCSE grade
Theme set by AQA and assessed by the teacher
Students are assessed for Component 2 in May of Y11.

Buidling on my learning & future aspirations

GCSE DT / 3D Art will build upon the knowledge you have developed in year 7-9 in Art, Create, Graphics and Design Technology.

The course will provide a good foundation to study art and/or fashion at sixth form so that they can continue to develop their creativity here at JCSC or at college.

Leading to a possible career as a 3D animator, Graphic designer, Interior designer, Architect, Art therapist, Journalist, Blacksmith, Automotive designer, Furniture designer, Golf course designer, Industrial designer, Landscape architect, Naval architect, Product designer, Toy designer, Transportation designer.

See: <https://theartcareerproject.com/careers/>

What can I do to prepare for the course

To prepare for the course you could fill you own sketchbooks with ideas and look at BBC Bitesize Art and Design's page at: <https://www.bbc.co.uk/bitesize/examspecs/zjymp9q> and Design and Technology at: <https://www.bbc.co.uk/bitesize/examspecs/zby2bdm>

GCSE Photography (AQA)

Course Content

This course is perfect for someone who loves being creative and is happy to follow the creative process of researching - experimenting and exploring - reviewing - presenting.

Building upon the work you have done in years 7-9 you will study the formal elements of photography through such themes as:

- Photo Safari
- A-Z Alphabet Hunt
- Wrong
- Identity
- Externally Set Assignment

Assessments

Component 1 = 60% of their overall GCSE grade

Themes set by the teacher and assessed by the teacher

Students are assessed for Component 1 in December of Y11

Component 2 = 40% of their overall GCSE grade

Theme set by AQA and assessed by the teacher

Students are assessed for Component 2 in May of Y11

Buidling on my learning & future aspirations

GCSE Photography will build upon the knowledge you have developed in year 7-9 in Art, Create, Graphics and Design Technology.

The course will provide a good foundation to study photography at sixth form so that they can continue to develop their creativity here at JCSC or at college.

Leading to a possible career as a Portrait photographer, Scientific photographer, Photojournalist, Photo editor, Wedding photographer, Event photographer, Fashion photographer, Architectural photographer, Travel photographer, Advertising photographer, Pet photographer, Sports photographer, Aerial photographer, Documentary photographer, Stock photographer, Commercial/industrial photographer, Food photographer.

See links here for more info:

<https://www.indeed.com/career-advice/finding-a-job/list-of-careers-in-photography>

<https://theartcareerproject.com/careers/>

What can I do to prepare for the course

To prepare for the course you could take lots of photographs and look at BBC Bitesize Art and Design's page on photography at: <https://www.bbc.co.uk/bitesize/topics/zydmp9q>

GCSE Food Preparation and Nutrition (AQA)

Course Content

The AQA GCSE Food Preparation and Nutrition syllabus includes core topics such as Food, nutrition and health, Food science, Food safety, Food choice, and Food provenance all explored through practical cooking, scientific investigation, and theoretical knowledge. Students will learn to plan and prepare dishes, understand food's functional and chemical properties, and examine the link between diet, health, and societal factors influencing food choices.

Assessments

The course is assessed through three sections. These are:

- A written paper (50% of the GCSE). This covers all theoretical aspects of the course, including multiple-choice and longer questions.
- Two NEA exams (50%) will also form part of the assessment process.

Buidling on my learning & future aspirations

GCSE Food builds on food technology skills from year 7-9 and develops a wide range of practical, technical, and life skills, from cooking and hygiene to decision-making and teamwork; valuable skills in both further education and the workplace. It provides a strong foundation for aspiring careers in fields like nutrition, hospitality, and food technology by teaching food science principles, healthy eating, and the journey of food from source to plate.

What can I do to prepare for the course

To prepare for your GCSE Food Preparation and Nutrition exam, create a revision timetable, use study guides and online resources like Seneca and BBC Bitesize, practice food safety and hygiene skills, and develop your practical cooking techniques by creating dishes for family meals. Focus on understanding the links between diet, health, and nutrition, and practice [exam questions](#) to prepare for both the written paper and the Non-Exam Assessment components.

GCSE French (AQA)

Course Content

Learning a foreign language is not only about gaining the ability to be able to communicate with people from another country. It helps us understand other people's views, cultures and way of life. It helps us to be tolerant, more understanding, appreciate and value people from different countries. In short, it encourages us to be more open and receptive to other cultures

It promotes moral development through helping us to formulate and express opinions and cultural development through providing insights into cultural similarities and differences. Being able to communicate well in another language, even at this level, will make pupils stand out and create new work, educational and life opportunities.

Pupils will study topics including:

- Identity and relationships with others
- Healthy living and lifestyle
- Education & work
- Free-time activities
- Customs, festivals & celebrations
- Celebrity culture
- Travel and tourism, including places of interest
- Media and technology
- The environment and where people live

Assessments

Listening Paper 1 (25%) – 35 minutes (Foundation Tier – 40 marks), 45 minutes (Higher Tier- 50 marks): listen to and understand the spoken language in a range of contexts and a variety of styles.

Speaking Paper 2 (25%) - 7-9 minutes (Foundation Tier) + preparation time. 10-12 minutes (Higher Tier) + preparation time. 60 marks (for each of Foundation and Higher Tier): communicate in speech for different purposes (role play, visual stimulus, reading aloud, general conversation)

Reading Paper 3 (25%) – 45 minutes (Foundation Tier), 1 hour (Higher Tier). 60 marks (for each of Foundation Tier and Higher Tier). Questions in English and French in response to texts in French, with translation into English.

Writing Paper 4 (25%)– 1 hour 10 minutes (Foundation Tier), 1 hour 15 minutes (Higher Tier). Write short sentences about a photo, reply to 5 short bullet points (50 words), 5 multiple question grammar task, translation sentences, 3 bullet points (90 words), 2 bullet point writing task (Higher only).

Buidling on my learning & future aspirations

GCSE will build upon the knowledge and language you have developed in years 7-9 in French. The course will provide a good foundation to study any language at university along with any other course. For example you could choose to study chemistry at degree level and learn Portuguese/Italian/Spanish from scratch! This will lead to you having the opportunity to spend your third year in a different country. Languages are extremely beneficial in many vocational courses too such as catering, becoming a flight attendant and tourism.

Languages can lead to a wide array of jobs including: law, policing, journalism, sport, translator, engineering, logistics/distribution, charities, marketing, public relations, politics, editorial work and MI6

What can I do to prepare for the course

There are lots of free apps available such as Memrise, Duolingo, Babbel that can help you consolidate new vocabulary to memory.

GCSE Geography (AQA)

Course Content

Building upon the work you have done in years 7-9, the AQA GCSE geography course is designed to provide students with a comprehensive understanding of the world's physical and human geography. The course is divided into two main sections: Physical and Human Geography, along with an understanding of the interconnections between the two.

Living with the Physical Environment:

- The Challenge of Natural Hazards
- Physical Landscapes in the UK
- The Living World

Challenges in the Human Environment:

- Urban Issues and Challenges
- The Changing Economic World
- The Challenge of Resource Management
-

Geographical Skills

- Fieldwork
- Geographical Skills and Data Interpretation

Assessments

Three examinations:

Paper 1: Living with the Physical Environment 35%

Paper 2: Challenges in the Human Environment 35%

Paper 3: Geographical Applications 30%

Buidling on my learning & future aspirations

GCSE Geography will build upon the knowledge and skills you have developed in years 7-9.

The course will provide a good foundation to study a variety of A-Level subjects and vocational qualifications at sixth form.

Studying GCSE Geography opens up diverse career opportunities across various sectors including urban and regional planning, geospatial and data analysis, travel and tourism, international development and relations and natural resource management.

What can I do to prepare for the course

There are several steps students can take before the course starts. Geography often requires an understanding of current global events and trends. Reading a variety of materials will help you develop a deeper understanding of the world around you.

Books: Read introductory books on geography or global issues. Books like "Prisoners of Geography" by Tim Marshall.

Newspapers and Magazines: Keep up with current events by reading reliable news sources (e.g. BBC, The Guardian, National Geographic). Pay attention to articles on climate change, environmental issues, international conflicts and urbanisation.

Documentaries and YouTube channels: Watch documentaries on topics related to geography (e.g. Planet Earth and Our Planet). YouTube channels like National Geographic offer engaging videos on geographical topics.

GCSE History (Edexcel)

Course Content

Building upon the work you have done in years 7-9 you will study the development of medicine in Britain from c1250 to the present day, the settlement and conflicts of the American West c1835-c1895, the early part of Elizabeth I's rule of England 1558-1588 and the Civil Rights Movement and the Vietnam War 1954-1975.

Assessments

Three examinations including:

Paper 1: Thematic study and historic environment (30%): Medicine in Britain, c1250–present and the British sector of the Western Front, 1914–18: injuries, treatment and the trenches.

Paper 2: Period study and British depth study (40%): The American West, c1835-c1895, Early Elizabethan England, 1558-1588

Paper 3: Modern depth study (30%): The USA, 1954–75: conflict at home and abroad.

Buidling on my learning & future aspirations

GCSE History will build upon the knowledge you have developed in year 7-9 linking the ancient period, the Middle Ages, the industrial revolution and the wars of the 20th century to the development of medicine.

It will also connect previous knowledge of the British Empire and slavery and the slave trade to the settlement of the USA and the growing demands for black civil rights in the 20th century. Previous study of the Middle Ages will help inform the transformations of the Tudor period under Elizabeth I. Detailed study of the Vietnam War will draw on previous knowledge of the impact of World War 2 and the nature of the post-war world in the 20th century.

The course will provide an good foundation to study a range of subjects at sixth form such as history, English, psychology, sociology and geography which overlap in content and skills. In addition the emphasis on scientific developments and reaching logical conclusions can greatly help subjects such as mathematics and the sciences.

GCSE History develops skills and knowledge often demanded of those working in politics, journalism, the law, the military and education especially.

What can I do to prepare for the course

To prepare for GCSE History any kind of reading or viewing of quality documentaries around the topics can help to start to develop knowledge.

In addition the huge breadth of history as a subject means that the development of knowledge in other historical periods will also be of benefit.

Ultimately History is very closely related to English and Language and Literature in the skills it develops and requires and so wide reading of fiction can be a huge help as this will develop your reading and, especially, your writing skills which are both crucial in the study of history.

GCSE Creative iMedia (OCR)

Course Content

The Cambridge Nationals in Creative iMedia is an engaging and hands-on qualification for pupils aged 14-16. It helps pupils learn important skills that are useful in the media industry, and it focuses on real-life projects.

Building upon the work you have done in years 7-9 you will study:

Understanding Media: Pupils will learn about the media world, how digital media products are made, and how they are designed to get people's attention.

Practical Skills: Pupils will learn how to create things like graphic designs, animations, and interactive media (things used on websites or apps).

Problem Solving: Pupils will use creative thinking to solve real-world challenges in media projects.

Assessments

3 x units: 1 x exam unit and 2 x coursework units.

60% Coursework: Most of the overall qualification grade comes from practical projects.

40% Exam: The rest of the grade is from the written exam, which tests media knowledge.

Buidling on my learning & future aspirations

GCSE Imedia will build upon the knowledge you have developed in year 7-9 in IT and Computing and Graphics.

The course will provide a good foundation to study Art, IT and Business at sixth form . It helps pupils become more confident and independent.

This course is a great start for pupils interested in media or creative industries. Leading to a possible career in Graphic Designer: Making logos, images, and digital designs, Animator: Creating animations for films, games, or multimedia, Web Designer: Building interactive websites and digital media, Content Creator: Making digital content for social media, blogs, and websites and Game Developer: Planning and creating digital games.

What can I do to prepare for the course

Research in to how different products such as computer games, cars, jewellery are advertised would be useful as this would naturally feed into the content that will be studied.

BTEC Tech Award in Sport

Course Content

Building upon the work pupils have done in years 7-9, pupils will have the chance to learn more about how the body works during physical activity, the benefits of exercise, and what influences participation in sport.

The course is broken down into three main components that are completed over two years:

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

Pupils will explore different types of sport and physical activities available for various participants, looking at barriers that stop people from participating and how to overcome them. Pupils will also research equipment, technology in sports, and how to get the body ready for sports participation.

Component 2: Taking Part and Improving Sporting Performance

Pupils will learn about different fitness components and how they affect performance. They'll take part in practical sports, explore the role of referees and officials, and learn how to use drills and techniques to improve other people's sporting performance.

Component 3: Developing Fitness to Improve Performance

Pupils will develop an understanding of fitness types and their importance in sport, as well as learning about fitness testing and the human body.

Assessments

60% Coursework: Pupils will complete practical tasks and written work across the three components.

40% External Synoptic Assessment: Pupils will take an external assessment that focuses on all areas of the course.

Buidling on my learning & future aspirations

The BTEC Sport course builds on the knowledge pupils have developed in PE lessons in years 7-9. It provides a good foundation for studying Sport or Physical Education at sixth form. This could lead to careers in coaching, sports science, fitness training, or other roles in the sports industry.

What can I do to prepare for the course

To prepare for the course, pupils can get involved in sports outside of school, read about the benefits of physical activity, or look into how fitness affects sports performance. Watching sports events and taking part in local teams or clubs can also be helpful.

Eduqas Level 1/2 Vocational Award in Retail Business (Technical Award)

Course Content

Building upon the work pupils have done in years 7-9, pupils will learn the basic skills needed to succeed in retail business. This qualification will give pupils the opportunity to learn how large retail businesses operate and are successful. Pupils will draw upon a range of business retail examples that they will be familiar with which will help pupils to apply their learning to a range of business retail examples.

The course is broken down into three main units:

Unit 1: The business of retail

Unit 1 introduces learners to the business of retail and provides them with the opportunity to explore the dynamic and competitive nature of the retail industry. They will gain knowledge and understanding of different types of retail business and retail activity, as well as the impact of external factors on the industry.

Unit 2: Customer service for retail business

Unit 2 allows learners to develop knowledge and understanding of the principles of customer service for retail business and offers the opportunity for learners to develop skills in investigating the customer service experience across retail organisations.

Unit 3: Merchandising and marketing retail products

Unit 3 provides learners with the opportunity to develop their understanding of the importance of merchandising and marketing retail products, and how retail businesses use merchandising and marketing to achieve their aims. Learners will also apply their knowledge and understanding to develop skills in designing visual merchandising installations and promotional materials that achieve specific aims.

Assessments

Unit 1: The business of retail

This unit is assessed through a written examination at the end of Year 11 worth 80 marks. The exam is externally assessed by the exam board and contributes 40% to the overall qualification.

Unit 2: Customer service for retail business

Assessment for this unit takes the form of a six-hour controlled assessment. Learners are given an assignment brief from WJEC that includes a scenario and several tasks. The work is internally assessed by the teacher and externally moderated by the exam board. This unit makes up 30% of the qualification.

Unit 3: Merchandising and marketing retail products

This unit is assessed through an eight-hour controlled assessment. Similar to Unit 2, an assignment brief is provided by WJEC with a scenario and tasks. The work is internally assessed by the teacher and externally moderated by the exam board. It also accounts for 30% of the overall qualification.

Buidling on my learning & future aspirations

The Level 1/2 Vocational Award in Retail Business course builds on the skills pupils have developed in subjects like Maths and ICT in years 7-9. It provides a solid foundation for further study in Business at sixth form or college, leading to potential careers in areas like business management, finance, or entrepreneurship.

What can I do to prepare for the course

Pupils can prepare by learning more about how businesses are run, watching TV shows like "Dragons' Den," and reading about successful businesses. Looking into basic finance and marketing principles would also be helpful.

BTEC Tech Award in Digital Information Technology

Course Content

Building upon the work pupils have done in years 7-9, pupils will have the chance to develop practical IT skills focused on digital design tasks. This course provides a hands-on introduction to life and work in digital industries, equipping pupils with important skills for future careers in the digital world.

Pupils will:

- Learn technical IT skills and techniques to create digital solutions for specific tasks.
- Understand how to plan a digital solution for a given brief.
- Develop an understanding of what cyber security is and why it's important, including legal and ethical issues when using modern technologies.

Assessments

The course is split into three main parts:

Two coursework units:

Exploring User Interface Design Principles and Project Planning Techniques: This unit is worth 30% of the final grade and will involve designing and planning digital projects.

Collecting, Presenting, and Interpreting Data: This unit is also worth 30% of the grade, where pupils will work on data-related tasks.

One external exam:

Effective Digital Working Practices: This exam is worth 40% of the final grade and focuses on digital working environments, including cyber security and the legal/ethical aspects of technology use.

Buidling on my learning & future aspirations

The BTEC Tech Award in Digital Information Technology will build upon the IT skills developed from year 7-9. Pupils will continue to enhance their knowledge of digital tools, project planning, and data handling.

The course also provides a solid foundation for further study in areas such as A Level IT, Digital Media, or even Computer Science at sixth form. This can lead to a career in the digital industry, such as graphic design, data analysis, or IT project management.

What can I do to prepare for the course

Pupils can prepare by reading up on basic cyber security concepts, including how to stay safe online and the importance of protecting data. Exploring digital tools like design software or learning about how data is used in everyday life will also be helpful.

GCSE Media Studies (Eduqas)

Course Content

GCSE Media is a visual and engaging subject where you will delve into the world of the Media. Drawing on your own personal knowledge of current UK Media e.g. newspapers, magazines, online media and TV etc. we will explore, analyse and discover how media is created, edited, organized, distributed and viewed by all different sectors of society.

The four key pillars of the Media Studies Course are Media Language, Media Industry, Media Representation & Media Audiences. Topics studied will be Advertising and Marketing, TV, Radio, Gaming, Newspapers and News Media, Music Videos, Film Marketing, Magazines.

Alongside the analysis, you will be required to complete a 30% NEA (Non-Exam assessment)- Students will have the choice of tasks from the bank set by the exam board. Typically this will either be creating their own DVD Cover and Film poster OR Creating their own Magazine on a genre set by the exam board. In creating your own Media products and be upskilled to use Adobe Photoshop- a great addition to your CV.

Assessments

3 x components which include:

Component 1: Written Exam: Exam 1: Exploring the media (1hr 30mins) 40% of qualification

Component 2: Written Exam: Exam 2: Understanding Media Forms and Products (1hr 30 mins) 30% of qualification.

Component 3: Internally marked non-exam assessment: Creating Media Products (30% of qualification)

Buidling on my learning & future aspirations

GCSE Media Studies will build upon the knowledge you have developed in year 7-9 in English and also has links to History and Technology as we will explore Media product contexts, considering the times and technology in which they were made. GSCE Media Studies also supports your GCSE English Language analysis skills.

The course will provide an good foundation to study English Language and Literature at Sixth Form so that you can further study how Language and communication continues to have an impact on our understanding of the world around us.

This can lead to a possible careers in journalism, script writing, game designing and scriptwriting, film production, TV production, Advertising and Marketing, Rado production.

What can I do to prepare for the course

To prepare for the course start reading and accessing as much Media as you can - reading newspapers, following Music Artists websites and social media feeds, listening to the radio or podcasts, watching TV Crime dramas. reading through some of the factsheets here: [Resource \(eduqas.co.uk\)](https://www.eduqas.co.uk/resources/factsheets/) and [Resource \(eduqas.co.uk\)](https://www.eduqas.co.uk/resources/factsheets/).

Watching [Mrs Fisher videos on YouTube](https://www.youtube.com/watch?v=...) to start learning about the set products we will study. Watch some [videos on StudioBinder](https://www.youtube.com/watch?v=...) on video editing, camera angles and shot types. Read some articles from [Media Magazine](https://www.media-magazine.co.uk/).

GCSE Triple/Seperate Science (AQA)

Course Content

Building upon the work pupils have done in years 7-9, they will continue to study the requirements of the National Curriculum for science. All pupils are required to study science (biology, chemistry and physics) until the end of year 11.

The AQA triple science GCSE course provides the foundations for understanding the material world. It will deliver three separate GCSE qualifications, namely GCSE biology, GCSE chemistry and GCSE physics.

The pupils will have specialist teachers of biology, chemistry and physics to teach the content which is broken down as follows:

Biology	Chemistry	Physics
Cell Biology Organisation Infection and response Bioenergetics Homeostasis and response Inheritance, variation and evolution Ecology	Atomic structure and periodic table Bonding, structure and properties of matter. Quantitative chemistry Chemical changes Energy changes The rate and extent of chemical change Organic chemistry Chemical analysis Chemistry of the atmosphere Using resources	Energy Electricity Particle model of matter Atomic structure Forces Waves Magnetism and electromagnetism

Assessments

2 external examinations in Biology; 2 external examinations in Chemistry; 2 external examinations in Physics. Each examination has a duration of 105 minutes.

Pupils must achieve a pass in 28 required practicals which are internally assessed.

Buidling on my learning & future aspirations

GCSE Triple science will build upon the knowledge you have developed in year 7-9 in science.

The course will provide a strong foundation to study biology, chemistry and physics A levels and BTEC applied science at sixth form - as they go into more detail than the combined science course. If you are considering careers in engineering and the medical field, then triple science should be considered.

Former students of JCSC have gone onto many successful careers including medicine, pharmacy, automotive engineering, dentistry, medical drug research, physiotherapy, embryology to name but a few.

Triple science has generated a successful alumni of professionals who still keep in touch.

What can I do to prepare for the course

Pupils should start to review and retrieve the knowledge and skills developed so far. Using links such as bbcbitesize will ensure full preparation and readiness for the start of the GCSE course.

Also, take time to watch and read science-related articles, and reflect on new technologies and medical discoveries which are occurring every day.

City and Guilds Level 2 in Hair and Beauty

Course Content

This Hair and Beauty course is perfect for someone who loves creativity, experimenting with makeup and hair.

Building upon the creative work you have done in years 7-9, this qualification allows you to explore the exciting world of hair and beauty and the environment in which its industries operate.

If you enjoy looking back in time to explore changing trends and developments within the hair and beauty sector, find out how science is used to create products, and understand why we create images for business use, then this qualification is for you.

Assessments

This qualification has three units:

- Exploring the world of hair and beauty
- Science of hair and beauty
- Design in the hair and beauty sector

These units will be assessed with an:

- Assignment - worth 60% of overall qualification grade
- Exam (2 Hours) - worth 40% of overall qualification grade

Buidling on my learning & future aspirations

Hair and Beauty will build upon the creativity you have developed in year 7-9 in Art, Create, Graphics and Design Technology.

The course will provide a good foundation to study hair and beauty at college or go on to an apprenticeship.

The course is designed to introduce you to a broad range of practical skills from across the hair and beauty industry to prepare you for employment. Leading to a possible career as a:

- Tattoo Artist
- Beauty Business Development Manager
- Makeup Artist
- Cosmetic Scientist
- Beauty Consultant
- Beauty Therapist
- Hairdresser
- Barber

What can I do to prepare for the course

To prepare for the course you could create digital look book of inspirational ideas and practice on yourself and others. Read up on possible careers relating to this course [here](#).

City & Guilds Construction Skills

Course Content

This course is perfect for someone who is wishing to gain some understanding and some practical experience of the variety of trades in the Construction industry and is happy to follow Health and Safety guidelines.

The qualifications cover a range of hand-skills and practical tasks in the following trade areas:

- Bricklaying
- Carpentry and Joinery
- Plastering
- Wall and Floor Tiling
- Painting & Decorating
- Construction Operations
- Plumbing
- Electrical

Assessments

Candidates must:

- successfully complete one assignment for each mandatory unit
- successfully complete one assignment for each chosen optional unit

Buidling on my learning & future aspirations

Construction Skills will build upon the knowledge you have developed in year 7-9 in Art, Create, Graphics, Electronics and Design Technology.

The course will provide a good foundation to study construction at college or on an apprenticeship.

There are so many jobs in the UK construction industry.

Below is a link to a handy A-Z guide of all the roles in construction, where you'll find information about salary, training, how to get into the job, and can even hear from people already working in the construction industry:

<https://www.goconstruct.org/get-started-in-construction/>

<https://www.goconstruct.org/construction-careers/browse-all-job-roles/>

What can I do to prepare for the course

Why not have a look at this website and learn about construction:

<https://www.goconstruct.org/educational-resources/learn-about-construction/>

GCSE RE/ Philosophy and Ethics (AQA)

Course Content

Building upon the work you have done in years 7-9, our Key Stage 4 curriculum covers a range of religions and philosophical and ethical themes, ensuring our students have a variety of intriguing subjects to explore.

Pupils will be challenged with questions about belief, values, meaning, purpose and truth, enabling them to develop their own values and attitudes towards religious issues.

Pupils will also gain an appreciation of how religion, philosophy and ethics form the basis of our culture. They will develop analytical and critical thinking skills, the ability to work with abstract ideas, leadership and research skills.

Beliefs covered will include Christianity, Islam and non-religious beliefs in depth as well as references made to Sikhism, Hinduism, Humanism, Judaism and Buddhism.

Component 1- The study of religions: beliefs, teachings and practices

Component 2- Thematic Studies, including:

Theme A: Relationships and families.

Theme B: Religion and life.

Theme C: The existence of God and revelation.

Theme D: Religion, peace and conflict.

Theme E: Religion, crime and punishment.

Theme F: Religion, human rights and social justice.

Assessments

Component 1: Written exam: 1 hour 45 minutes

- 96 marks, plus 6 marks for spelling, punctuation and grammar (SPaG)

- 50% of GCSE

Component 2: Written exam: 1 hour 45 minutes

- 96 marks, plus 3 marks for spelling, punctuation and grammar (SPaG)

- 50% of GCSE

Buidling on my learning & future aspirations

Key stage 4 religious education will build upon the knowledge and skills you have developed in year 7-9.

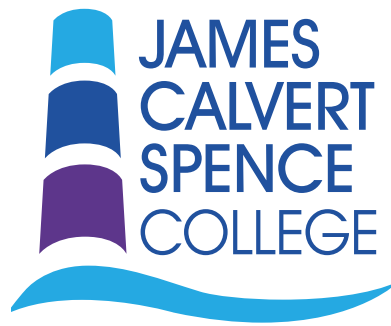
Religious Education is a broad ranging subject, which enables pupils to understand global issues and become more aware of international issues in addition to exploring our own senses of belonging and identity.

It will provide opportunities to explore 'big' questions, develop tolerance, invoke deep thinking and allow opportunities to develop and express opinions in a coherent and reasoned manner.

What can I do to prepare for the course

Visit places of worship, speak to people of faith, consider the link between science and religion.

[BBC Bitesize](#) has summaries of all major world faiths and non-religious beliefs that would provide a useful context to all religions that will be covered in our studies.



Selections are to be made using the electronic options form between the 12th and the 16th January 2026 via the link [here](#).

If you have any general queries regarding the options process, please e-mail Mr Gaines: rgaines01@jcsc.co.uk.

BE KIND
WORK HARD

AIM HIGH