

John Kyrle High School
& Sixth Form Centre



CHOICES

A guide to Options at
Key Stage 4



2025-2027

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An introduction to Choices for Key Stage 4

So far in school, at the beginning of each year, you have been told which subjects you will study. From next year onwards you will have a greater amount of choice in the subjects you will study. You must now take some responsibility for your future in making those choices: be careful, and think through your decisions.

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

Which subjects do you normally have to study?

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

The subjects are:

- English language and literature, mathematics and science (double award) GCSEs.
- religious education (short course GCSE)
- non-exam PE
- Relationships, Sex and Health Education (RSHE) in 'Respect' lessons

At JKHS we ensure breadth with a choice of different subjects covering 3 languages, humanities, 4 different technologies including construction, 3 art options and many more.

The English Baccalaureate (EBacc)

The EBacc is a set of subjects at GCSE that keeps students' options open for further study and future careers.

The EBacc is:

- English
- maths
- double sciences
- a modern language
- and a humanity (history or geography - students can do one or both)

We aim for most students starting options courses in 2025 to study the full EBacc.

Applied Learning

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

Practical Learning

Some students may wish to pursue a more directly practical course. We offer construction on site.

What are the qualifications you can gain?

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

GCSE - available in most subjects.

BTEC - available in music technology.

Cambridge National Certificate - for example, in child development.

What are the choices?

Enclosed with this booklet are 2 copies of a form called 'Options choices 2025-2027'. You will see that as well as the common core subjects, you must make a first and second choice in each of the 4 option blocks.

How do I make my choices?

Our options evening on Thursday 30th January will give you the opportunity to discuss courses with subject teachers, your head of year and our careers advisor. You should then carefully complete both copies of the 'Options choices 2025-2027' form to identify your first and second choices in each option block; return one copy to your tutor and keep the other copy safe at home for your records. Your form must be returned to your tutor by **Thursday 6th February**.

How to choose

The most important question to ask yourself when choosing is:

“Where will my subject choices take me when I leave Year 11?”

- It is vital that you choose subjects which lead naturally to the next phase of education or training that you want to follow, so:
- make sure you read the subject information here and ask staff about the courses
- don't choose based on friends' choices - they are not you!
- don't choose because you like the teacher - he or she may not be teaching your group, or they may get a promotion and leave the school
- if you aren't sure what you want to do later in life, take a broad range of subjects you'll enjoy doing

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

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



English Language - GCSE

What topics are covered?

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

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

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

There is also a non-examinable element on spoken language.

How is the subject taught?

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



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

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

Where can this subject take me?

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

English Literature - GCSE

What topics are covered?

The AQA English Literature GCSE consists of two papers with a 60:40 weighting. Each paper requires pupils to demonstrate, for a range of literature texts, reading comprehension skills; language and structure analysis and skills of comparison.

Paper 1 involves two sections:

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

Paper 2 is split into three sections:

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

How is the subject taught?

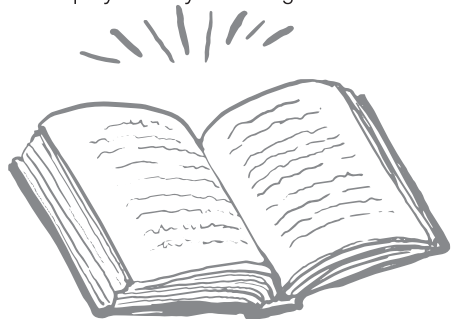
There is a broad balance of reading, writing and some speaking and listening activities that are used to generate a passion and understanding of the varied forms and styles of our language. Alongside this, a wider contextualised knowledge of literature through the ages will be discussed and analysed.

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

An enquiring and analytical mind will help you to explore texts and how they work. A willingness to develop your communication and analytical skills will enable you to respond effectively to the texts we read. Alongside this, a love of reading will be extremely beneficial.

Where can this subject take me?

A good grade in English Literature is now as essential as a good grade in English Language. With equal weighting, both subjects will have a huge influence on any further education or training from plumbing to teaching. The skills you develop in both English Language and Literature enhance your performance in every other subject at GCSE and beyond. Good grades in these subjects also tell your future employer that you are a great communicator.



Mathematics - GCSE

What topics are covered?

The AQA GCSE mathematics course consists of three equally weighted papers, of which one is non-calculator and two are calculator papers. Each paper examines students on all aspects of the course with the overarching concepts of number, algebra, geometry, statistics, probability, ratio and proportion.

How is Maths taught?

Students will continue to be taught in sets based on their ability as within GCSE mathematics there are two tiers of entry. In Year 11, students will either sit the 'foundation' or 'higher' tier paper. Students sitting the 'foundation' paper will have the opportunity to gain a qualification that allows them to get a grade 5. Students entered for 'higher' will be targeting grade 6+, which will be particularly beneficial for those students who are considering continuing their studies at A Level.

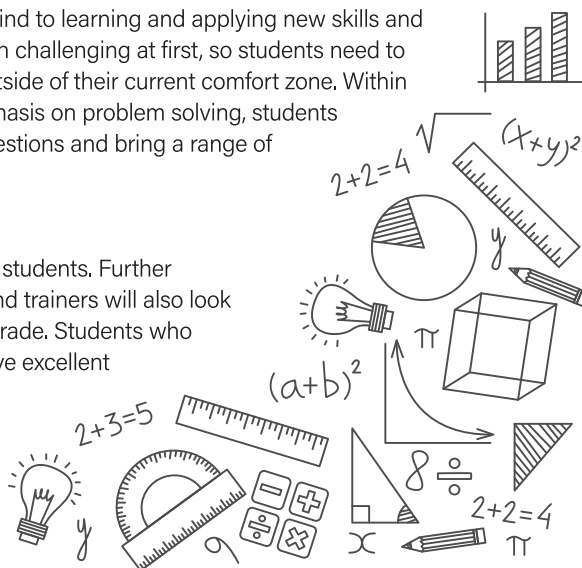
Students will build upon the work covered at Key Stage 3, however there will be greater emphasis on problem solving and mathematical reasoning. Students will be tested regularly at the end of units of work to monitor and support teaching and learning. Homework will be set at least once a week and as KS4 students they are expected to spend approximately 30-40 minutes on each homework task.

What do I need to be 'good' at Maths?

Students need to have an open mind to learning and applying new skills and concepts in maths. These are often challenging at first, so students need to be resilient and willing to work outside of their current comfort zone. Within the GCSE course there is an emphasis on problem solving, students will need to be able to analyse questions and bring a range of mathematical concepts together.

Where can Maths take me?

A pass in Maths is essential for all students. Further education providers, employers and trainers will also look favourably on those with a good grade. Students who achieve a strong pass will also have excellent preparation for continuing their studies into A Level and beyond.



Religious Studies - GCSE

We are proud of our students' success in religious studies at JKHS. Students achieve well at GCSE and many go on to study the subject alongside philosophy and ethics at A Level.

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

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

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

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

For both courses you will need to be:

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

What does it lead to?

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

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Core RE - Short Course GCSE (EDUQAS Syllabus)

Some Facts:

- The course is made up of three distinct units with three separate exam papers.
- The course is designed to help students make sense of life in a society where people hold diverse religious and secular views.

What units will I study?

Unit Title and summary	Assessment	Time Allocated	Weighting
<p>Paper 1 Religious, philosophical, and ethical contemporary issues This double unit focuses on two areas:</p> <p>[a] Relationships including family life, marriage, sexual relationships and attitudes towards the roles of men and women</p> <p>[b] Issues of Life and Death including the environment, sanctity of life and divergent views on issues such as abortion and euthanasia. These issues are looked at from both religious (Christian and Muslim) and non-religious (Humanist) points of view.</p>	Written paper - externally assessed	Students have 60 minutes for the written paper	50%
<p>Paper 2: A study of Christianity Students will study a wide range of topics including: the nature of God, key events in the life of Jesus, creation, scientific explanations for the origins of the universe, life after death, sanctity of life and the problem of evil and suffering.</p>	Written paper - externally assessed	Students have 35 minutes for the written paper	25%
<p>Paper 2: A study of Islam In this unit, students will focus on the religion of Islam. They will be studying a range of topics, such as: the nature of God, the history of the religion, holy books and prophets, Sunni and Shi'a Islam, life after death.</p>	Written paper - externally assessed	Students have 35 minutes for the written paper	25%

RE - Full Course GCSE (available as an option) (Edexcel syllabus)

Some Facts:

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

What units will I study?

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

Unit Title and summary	Assessment	Time Allocated	Weighting
<p>Paper 2: Religion and Ethics (Islam)</p> <p>Unit 1: Belief in God (Islam) In this unit, students will focus on the religion of Islam. They will be studying a range of topics, such as: the nature of God, holy books and prophets, Sunni and Shi'a Islam, life after death.</p> <p>Unit 2: Marriage and the Family In this unit, students will study the changing nature of family life in the UK, focusing on Islam alongside non-religious views. Students will cover a wide range of topics including: different types of family structure, relationships, divorce, contraception, human sexuality, gender, and discrimination.</p> <p>Unit 3: Living the Muslim Life Students will study Muslim holy books (Qur'an and Hadith), the importance of the Five Pillars of Islam for Muslims, festivals and Jihad.</p> <p>Unit 4: Matters of Life and Death Students will study: the sanctity of life (abortion and euthanasia), life after death, non-religious views about life after death, roles of men and women in religion and issues about science and religion.</p>	<p>Written paper - externally assessed</p>	<p>Students have 1 Hour 45 minutes for the written paper</p>	<p>50%</p>

Further Information

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

Science - GCSE

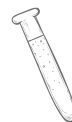


During your last year in KS3 you have already made the transition to being taught science in the specialist areas of Biology, Chemistry and Physics. This continues into Year 10 as you study the AQA GCSE Combined Science Trilogy course for examination in 2027. Your attainment during KS3 has been assessed using many assessments and these will be used to inform setting and tier of entry for the double award GCSE examination that you will take at the end of Year 11.

AQA GCSE Combined Science: Trilogy Specification code: 8464

This qualification is a double award: equivalent to two GCSEs.

The subject content is outlined below.



Biology	Chemistry	Physics
<ul style="list-style-type: none">• Cell biology• Organisation• Infection and response• Bioenergetics• Homeostasis and response• Inheritance, variation and evolution• Ecology	<ul style="list-style-type: none">• Structure and the Periodic Table• Bonding, structure and the 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	<ul style="list-style-type: none">• Forces• Energy• Waves• Electricity• Magnetism and electromagnetism• Particle model of matter• Atomic structure

External Examinations

Assessment:

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

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

GCSE science has interesting content which links important scientific principles to

everyday applications.

We feel sure that you will find it challenging, relevant and enjoyable.

The course is taught with a practical hands-on approach to learning and you will be encouraged to take responsibility for your own progress.

Career and post-16 opportunities:

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

History - GCSE

What topics will I study?

Crime and Punishment in Britain, c1000AD-Present

- different crimes and how the definition of crime changes over time
- how different crimes were punished and how this changed over time
- case studies on famous criminals and crimes e.g. Guy Fawkes and the Gunpowder Plot
- Whitechapel, c1870–c1900: crime, policing and the inner city focusing on the historic environment and Jack the Ripper

Early Elizabethan England 1558-1588

- Government and religion, including division between Catholics and Protestants and what to do with Mary, Queen of Scots
- plots against Elizabeth in England and the Spanish Armada
- social issues, including education, the poor and exploration of the New World

The American West c1835-c1895

- the Plains Indians, early settlers and conflict between the two
- development of the West and the impact on the Plains Indians
- conflicts between settlers and Plains Indians 1876–c1895

The USA, 1954-75: conflict at home and abroad

- the development of the Civil Rights movement 1954-60, including the role of Martin Luther King
- increasing radicalisation of Civil Rights movement 1960-75
- US involvement in the Vietnam War

How is the subject taught?

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

Are there exams, coursework or both?

Examination only – 3 separate papers.

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

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

Where can this subject take me?

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



Geography - GCSE



What topics are covered in GCSE Geography?

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

How is the subject taught?

We use a wide range of strategies and techniques that students will be familiar with from Key Stage 3. Students will be required to attend two separate fieldtrips, contrasting physical and human environments. All students will receive their own copy of the course textbook. Additional material will be available online. Homework is focused mainly on answering past exam questions.

Are there exams, coursework or both?

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

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

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

Where can this subject take me?

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

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

Edexcel GCSE Geography Specification B

http://qualifications.pearson.com/content/dam/pdf/GCSE/Geography-B/2016/specification-and-sample-assessments/Specification_GCSE_L1-L2_Geography_B.pdf

Modern Foreign Languages - GCSE

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

It's an exciting time to be taking a Language GCSE as the course has been completely re-developed with students in mind and it is more up to date. We are using the Pearson Edexcel curriculum (<https://qualifications.pearson.com/>).

Are there exams, coursework or both?

100% exams. We have four papers where students are assessed on their productive language skills (speaking 25% and writing 25%) and their receptive language skills (25% reading and 25% listening). All of these exams are linear, and each exam will take place in the spring and summer terms of Year 11.



What topics are covered?

Languages are taught through a range of engaging and relatable thematic contexts with six broad themes, which are relevant to students' current and future needs:

Themes	Possible subjects within any of the contexts
1. My personal world	• family • friends • relationships • equality
2. Lifestyle and wellbeing	• physical well-being • mental well-being • food and drink
3. My neighbourhood	• sports • places in town • shopping • transport
4. Media and technology	• the natural world • environmental issues
5. Studying and my future	• social media and gaming
6. Travel and tourism	• future opportunities (e.g. work, travel) • school
	• music TV and film • accommodation • tourist attractions

What will I gain by studying a language?

At John Kyrle, the teaching of modern languages is not only concerned with learning grammar and vocabulary; it is also about the skills which are necessary in order for a student to become an independent and effective linguist. These skills include the ability to reflect upon their own work, to draw meaning from extended texts in a foreign language, to interpret information given and to apply the knowledge that they have of their own language and others to support their learning of another tongue. Through studying a GCSE in a modern foreign language, students develop their ability and ambition to communicate with native speakers in speech and writing.

What skills will I develop?

Through studying a GCSE in a modern foreign language, students develop their ability and ambition to communicate with native speakers in speech and writing. The study of a modern foreign language at GCSE should also broaden students' horizons and encourage them to step beyond familiar cultural boundaries and develop new ways of seeing the world.

GCSE MFL courses should enable students to:

- develop their ability to communicate confidently and coherently with native speakers in speech and writing, conveying what they want to say with increasing accuracy
- express and develop thoughts and ideas spontaneously and fluently
- listen to and understand clearly articulated, standard speech at near normal speed
- deepen their knowledge about how language works and enrich their vocabulary in order for them to increase their independent use and understanding of extended language in a wide range of contexts
- acquire new knowledge, skills and ways of thinking through the ability to understand and respond to a rich range of authentic spoken and written material, adapted and abridged, as appropriate, including literary texts
- develop awareness and understanding of the culture and identity of the countries and communities where the language is spoken
- be encouraged to make appropriate links to other areas of the curriculum to enable bilingual and deeper learning, where the language may become a medium for constructing and applying knowledge
- develop language learning skills both for immediate use and to prepare them for further language study and use in school, higher education or in employment
- develop language strategies, including repair strategies

GCSE French/German/Spanish helps you explore a wide range of topics, from celebrations and festivals, through getting by as a tourist to international campaigns and events. You will learn about culture through a range of interesting topics which will add to your understanding of the language and country. People with language skills and knowledge usually have an advantage over people without them. They stand out as talented and successful people, with broad and exciting horizons. Taking GCSE languages means you will:

- add an extra dimension to your personal skills profile which will impress anyone who reads your CV
- be in a stronger position to get a job in companies with international links or improve employability if you would like to work abroad
- be able to work or study abroad in later life

Where can this subject take me?

GCSE Modern Languages is a Communication GCSE, which can take you to innumerable places in the world and set you apart from others in a global job market. This GCSE provides excellent preparation for A Level and beyond and can open doors to the careers of tomorrow, including medicine, law, engineering, professional sports and even fashion.

Art & Design: Fine Art Painting & Drawing - GCSE

What topics are covered in Year 10?

In Year 10 we cover topics based around a set theme of natural forms and sea life. Students produce mixed media paintings & drawings from various media. Skills such as printing, impasto, painting, collage, sculpture, wire work, photography and mixed media will be covered. You will have the opportunity to research and study different artists/designers to help inspire you, from both contemporary and historical sources.

What topics are covered in Year 11?

In Year 11 we cover topics based upon identity, including the opportunity to work on portraiture and figurative work. A range of contemporary artists are studied to inform your personal responses, using media, such as, painting application techniques, ink and coffee studies, and a range of drawing tools, techniques and processes.

How is the subject taught?

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

Are there exams, coursework or both?

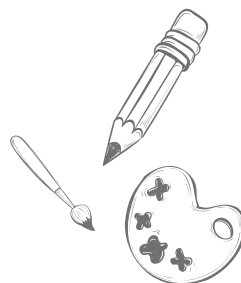
The course is 60% coursework and 40% final exam. The final exam consists of a period of preparatory studies, researching and developing ideas in sketchbooks. This is followed by a 10 hour final exam split over two days where a final piece is credited from your preparation studies. Sketchbooks can be referred to during the exam.

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

To do well in this subject you need to be willing to explore ideas and should have a good drawing ability, be able to explore and experiment with materials. This subject is based largely on coursework, and you must be organised, independent learners and work well to deadlines. A willingness to work hard, both in lessons and at home will be required.

Where can this subject take me?

A qualification in fine art could lead into a great many careers including illustration, architecture, design, fashion, photography, art curator, gallery coordinator, journalism, painter, teaching and you could always be a full-time artist! At John Kyle High school an A level Art & Design course specialising in mixed media can also be followed.



Art & Design: Ceramics & 3D Design - GCSE

What topics are covered in Year 10?

In Year 10 we cover topics based around a Natural World Theme. Students make vessels, sculptures and functional objects from plaster, chicken wire, mod roc, wire and clay inspired by the Natural World. You will have the opportunity to research and study different artists/designers to help inspire you, from both contemporary and historical sources.

What topics are covered in Year 11?

In Year 11 students are encouraged to select their own topics for study. They are then guided through the formation of a project linking their chosen theme to a range of drawing, painting, and making tasks. Students will design and make a final piece based on their own ideas and research, using an exciting array of appropriate materials such as clay, plaster, mod-roc and mixed media.

How is the subject taught?

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

Are there exams, coursework or both?

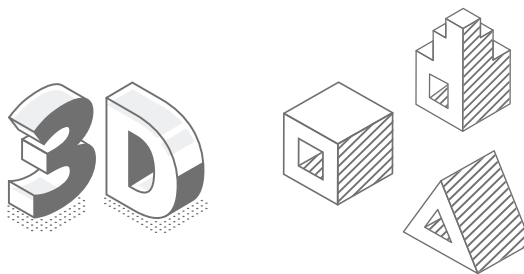
The course is 60% coursework and 40% final exam. The final exam consists of a period of preparatory studies, researching and developing ideas. This is followed by a 10 hour final exam split over two days when a final piece is constructed.

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

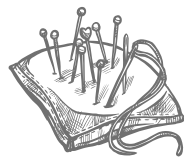
To do well in this subject you need to be willing to experiment and should have a good drawing ability. This subject is based largely on coursework and you must be organised and work well to deadlines. A willingness to work hard, both in lessons and at home will be required.

Where can this subject take me?

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



Art & Design: Textiles - GCSE



What topics are covered in Year 10?

Through a variety of different workshop sessions, you will be introduced to a range of exciting methods. Skills such as printing, dyeing, weaving, digital textiles and surface embellishment will be covered. You will have the opportunity to research and study different artists/designers to help inspire you, from both contemporary and historical sources. Your outcomes may be in the form of fine art textiles, fashion or soft furnishings. Titles such as 'Blossom & Bloom', 'Seascape' and 'Identity' will be given to you. You will get broad project themes that will form part of your Component 1 - Personal Portfolio (60%).

You will be expected to develop the theme personally and independently. You will be taught a variety of ways to draw and record first hand observations. Photography will be a key aspect of this too. You will present your portfolio in a sketchbook format.

What topics are covered in Year 11?

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

Are there exams, coursework or both?

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

Throughout the course, you will:

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

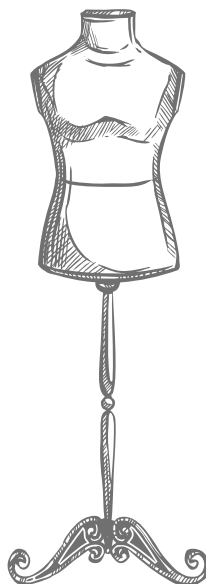
What do I need to be 'good' at in this subject?

You need to enjoy working with fabrics and relish the opportunity to design and make

unique outcomes. You have the opportunity to be creative, experimental and take risks within your work. A willingness to work hard, both in lessons and at home will be required.

Where can this subject take me?

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



Food Preparation & Nutrition - GCSE

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

What topics are covered in Year 10?

Nutrition and healthy eating, diet and health, special diets, food science, food safety, food choice, food provenance, food processing and production, food labelling and marketing influences, environmental & ethical issues and sensory analysis.

What practical skills are covered in Year 10?

Knife skills (filleting fish, batons, julienne etc.), making a dough (pasta, noodles, bread, pastries), sauce making (reduction e.g. tomato/curry sauces, starch based e.g. béchamel/veloute, emulsions e.g. salad dressing/mayonnaise), raising agents (meringue, cakes (e.g. swiss roll, scones), choux pastry (e.g. eclairs/profiteroles), setting mixtures (quiche, cheesecake, layered desserts), shaping (burgers, fish cakes, meatballs).

Are there exam, coursework or both?

The subject will contain two non-exam assessments (NEA) worth 50% and a final 1 hour 45 minutes examination worth the remaining 50%. The examination will test students' subject knowledge and understanding.

What topics are covered in Year 11?

Year 11 mainly consists of completing NEA 1+2 tasks which are worth 50% of the final result. Thorough exam preparation is carried out in the months prior to the exam.

NEA Tasks:

- **Task 1 - Food Investigation (15% of GCSE)**
Students' understanding of the working characteristics, functional and chemical properties of ingredients. Practical investigations are a compulsory element of this task.
- **Task 2 - Food Preparation (35% of GCSE)**
Students' knowledge, skills and understanding in relation to the planning, preparation, cooking, presentation of food and application of nutrition related to the chosen task.
Students will prepare, cook and present a final menu of three dishes.

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

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

Where can this subject take me?

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

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

What topics are covered in Year 10?

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

Topics include:

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

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

What topics are covered in Year 11?

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

Are there exams, coursework or both?

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

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

Students opting for this course should enjoy designing in 2D and 3D. They should be prepared to be experimental with their work in order to produce quality outcomes.

They should be committed to the subject and be prepared to work hard outside of lesson time when required.

Where can the subject take me?

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

Design & Technology - Metal Focus - GCSE

What topics are covered in Year 10?

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

Topics include:

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

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

What topics are covered in Year 11?

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

Are there exams, coursework or both?

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

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

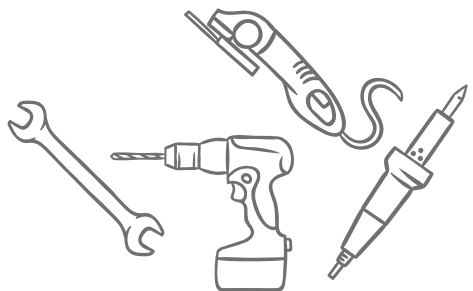
Students opting for this course should enjoy the process of creating new products which challenge and develop both their design and making skills. Students must be committed to working hard, both in lessons and at home.

Where can the subject take me?

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

Post-16 opportunities:

This specification provides a suitable basis for further study at 16+. It offers progression on to academic courses such as A Level Product Design, as well as a variety of vocational courses.



Design & Technology - Wood Focus - GCSE

What topics are covered in Year 10?

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

Topics include:

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

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

What topics are covered in Year 11?

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

Are there exams, coursework or both?

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

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

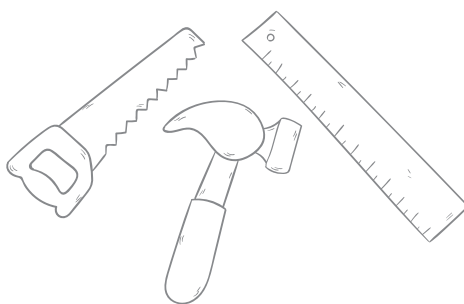
Students opting for this course should enjoy the process of creating new products which challenge and develop their creativity and flair. Students must be committed to working hard, both in lessons and at home.

Where can this subject take me?

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

Post-16 opportunities:

This specification provides a suitable basis for further study at 16+. It offers progression on to academic courses such as A Level Product Design, as well as a variety of vocational courses.



Business Studies - AQA GCSE

Business Brilliance at JKHS is an inclusive classroom promoting an enthusiasm for business in the real world!

Content covered:

3.1	Business in the real world	<ul style="list-style-type: none">• The nature and purpose of a businesses• Business ownership.• Setting business aims and objectives• Stakeholders• Business Location• Business Planning• Expanding a business
3.2	Influences on Business	<ul style="list-style-type: none">• Technology• Ethical And environmental considerations• The economic climate on businesses• Globalisation• Legislation• Competitive environment
3.3	Business Operations	<ul style="list-style-type: none">• Production processes• The role of procurement• Concept of quality• Good customer services
3.4	Human Resources	<ul style="list-style-type: none">• Organisational strictures• Recruitment and selection of employees• Motivating employees• Training
3.5	Marketing	<ul style="list-style-type: none">• Identifying and understanding customers• Segmentation• The purpose and methods of market research• Marketing mis
3.6	Finance	<ul style="list-style-type: none">• Sources of finance• Cash flow• Financial terms and calculations• Financial performance

How is the subject taught?

Students will use a range of learning styles and techniques to learn 3 units in Year 10 and 3 units in Year 11. Each unit builds on another unit and through the use of real-life business examples makes the course relatable and enjoyable for all. Students will build academic and personal skills which they can apply across their subjects and in future opportunities.

Are there exams, coursework or both?

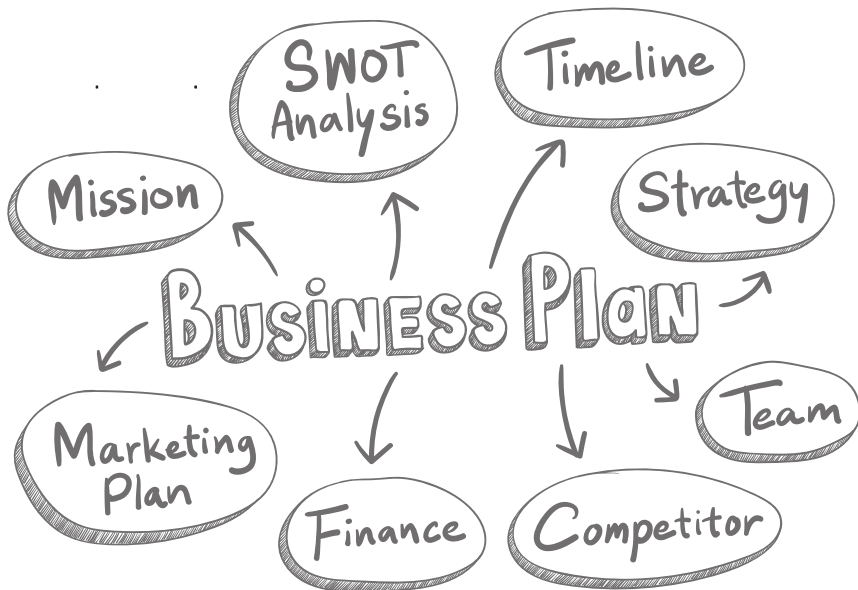
Business is an exam subject. Students will sit two papers at the end of Year 11.

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

In Business Studies you must have a commitment to learning. Students should be able to contribute and share ideas through application of business knowledge, to known and unfamiliar concepts; develop decision making and problem-solving skills; build on literacy through evaluation and numeracy skills through interpreting data. In Business we promote brilliance and everyone reaching their full potential.

Future opportunities

Business is very fortunate as it covers many concepts and compliments many other subjects and career paths. It provides progression to A level and level 3 BTEC courses, as well as valuable life skills and experiences for the world of work.



Child Development

- Level 2 Cambridge National Certificate

All students will study three mandatory topics as follows:

<p>Unit R057: Health and well-being for child development. This is assessed by a written exam. 40% of the final grade</p>	<p>In this unit you will learn about the importance of pre-conception health and reproduction, antenatal care and preparation for birth. You'll also learn about postnatal care and the conditions in which a child can thrive.</p> <p>Topics include:</p> <ul style="list-style-type: none"> • Pre-conception health and reproduction • Antenatal care and preparation for birth • Postnatal checks, postnatal care and the conditions for development • Childhood illnesses and a child safe environment
<p>Unit R058: Create a safe environment and understand the nutritional needs of children from birth to five years. This is assessed by a set assignment. 30% of the final grade</p>	<p>In this unit you will learn how to create a safe environment for children from birth to five years in childcare settings. You'll research and choose equipment that is suitable and safe for use and will learn about children's nutrition and dietary needs.</p> <p>Topics include:</p> <ul style="list-style-type: none"> • Creating a safe environment in a childcare setting • Choosing suitable equipment for a childcare setting • Nutritional needs of children from birth to five years
<p>Unit R059: Understand the development of a child from one to five years This is assessed by a set assignment. 30% of the final grade</p>	<p>In this unit you will learn the physical, intellectual and social developmental norms for children from one to five years. You'll understand the importance of creating plans and providing different play activities to support children in their development.</p> <p>Topics include:</p> <ul style="list-style-type: none"> • Physical, intellectual and social developmental norms from one to five years • Stages and types of play and how play benefits development • Observe the development of a child aged one to five years • Plan and evaluate play activities for a child aged one to five years for a chosen area of development

Are there exams, coursework or both?

40% of the qualification is examined, 60% of the qualification is coursework.

How will it be graded?

You can get a distinction* to a pass grade at level 1 and 2.

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

You need to enjoy being with young children.

Where can this subject take me?

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



Construction and the Built Environment Level 1/2

This course will lead to a level 1/2 vocational award in Construction and the Built Environment.

Assessment

Practical skills are assessed internally and externally moderated.

The units covered are:

- Unit 1: Introduction to the Built Environment. A 1.5-hour exam sat in Year 11.
- Unit 3: Constructing the Built Environment. Internally assessed practical assessments.

Unit 1: Is a 1.5-hour computer-based exam covering theory from the construction industry, from civil engineering to house building.

Unit 3: Is three internally assessed practical assessments. These will be based around bricklaying, plastering and carpentry.

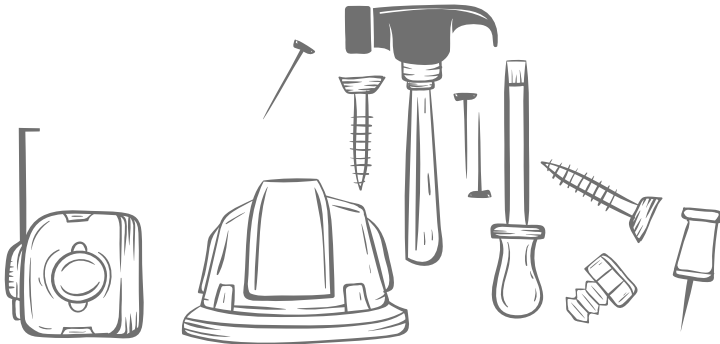
What do I need to be 'good' at this subject?

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

Where can this subject take me?

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

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



Computer Science - GCSE

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

GCSE computer science is aimed at students who want to find out the answers to these questions. You don't have to be a “techie” to do this course, just have an interest in finding out how things work and a problem-solving mindset. As well as learning what makes a computer work, you'll learn how to write code and develop your own programs covering a variety of tasks.

This two-year course is broken down as follows:

Unit 1: Computer Systems	This is a formal examination lasting 1 hour and 30 minutes. It covers computer systems, networks, security, operating systems and ethical, legal, cultural and environmental impacts of digital technology. It is worth 50% of your overall mark.
Unit 2: Computational thinking, algorithms and programming	This is a formal examination lasting 1 hour and 30 minutes. It covers algorithms and programming and Boolean logic. It is worth 50% of your overall mark.

What do I need to be good at?

- You will need to be organised and persistent at mastering new skills and techniques
- Have high attention to detail and tenacity
- Have a logical and mathematical mindset
- Be interested in programming and problem solving
- Be interested in how computers and other digital devices work
- Be able to follow a design specification in order to develop solutions to problems



What does it lead to?

There are a number of options available for students who successfully complete a GCSE in computer science. Students can move on to A level computer science where their skills will be further stretched and developed, which in turn can lead to university. Students could also move on to a variety of apprenticeship programmes including computer technician, programming or cybersecurity.

Creative iMedia / IT Level 2 OCR Cambridge Nationals

This course gives students a creative approach to an IT qualification. It is a media focussed qualification and has an emphasis on “doing” which will allow students to develop learning and practical skills in digital graphics and design that can be applied to real-life contexts and work situations. It will give students an understanding of digital media including factors that influence product design, legal issues and the creation, publishing and distribution of media. It will also give the opportunity for students to think innovatively, analytically and logically whilst developing independence and confidence in using skills that would be relevant to the media industry.

This is a two year course broken down as follows:

Unit RO93 Creative iMedia in the media industry (Year 11)	This is a formal examination which is assessed by the board. The assessment is 1 hour and 30 minutes written paper.
Unit RO94 Visual identity and digital graphics (Year 10)	This is a mandatory coursework unit which is assessed by your teacher and moderated by the exam board.
Unit RO95 Characters and comics (Year 10/11)	This is a coursework unit which is assessed by your teacher and moderated by the exam board.

What do I need to be good at?

You will need to be able to work to a plan and meet deadlines.

- Have a creative approach to the use of media products
- Be organised and persistent at mastering new skills and techniques in photoshop
- Be effective at working independently during coursework
- Be able to follow a design specification in order to develop suitable solutions
- Answering exam style questions, recall knowledge and show understanding in relevant subject areas

What does it lead to?

There are a number of options available for students who successfully complete this Creative iMedia course at level 2. Students can move on to A level media studies or a BTEC level 3 qualification where their skills will be further stretched and developed, which can lead to university. Students could also move on to a variety of apprenticeship programmes.

Drama - GCSE

Where is this subject taught?

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



What topics are covered in Year 10?

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

What topics are covered in Year 11?

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

How is the subject taught?

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

Are there exams, coursework or both?

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

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

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

Where can this subject take me?

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

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

It is expected that students will support their drama learning by attending theatre visits and drama rehearsals after school. This is a performance based GCSE.

Music - GCSE

What topics are covered in Year 10?

In Year 10, you will explore music from each of the areas of study:

- Musical Form and Devices (Baroque, Classical, Romantic)
- Music for Ensemble (Blues, Jazz, Chamber Groups and Musical Theatre)
- Film Music
- Popular Music (Pop, Rock, Reggae, Hip-hop, Soul, Bhangra and Fusions)

A lot of your learning will be through practical performing (on an instrument of your choice) and composing to compliment your appraising skills, this also includes some basic music theory.

What topics are covered in Year 11?

In Year 11, you will have the opportunity to compose two pieces of music, one completely free and one to a set brief (linked to your appraising work) provided by the exam board. You will also record two performances of up to 4 minutes in total, either in groups or solo. We will then study two set works provided by the exam board in detail and revise much of the appraising knowledge from Year 10, ready for your listening exam.

Are there exams, coursework, or both?

Music GCSE is a mixture of coursework and one exam: 60% on performing and composing coursework and 40% final exam.

Here is a breakdown of how you will be assessed:

Performance (30% of the course)

- A minimum of two pieces performed (these can be recorded separately), either in groups or solo lasting for a total duration of 4-6 minutes.

Composing (30% of the course)

- One composition is free choice, and one composition is written to a set brief provided by the exam board in Year 11. An example brief is: "Compose a pop song that uses at least three instruments. The tune may be sung or played on an instrument". Your two compositions will need to be a total duration of 3-6 minutes.

Students can either compose using Musescore (notation software), in a DAW (digital audio workstation) or on paper/live performance.

Listening Exam (40% of the course)

- 1 hour 15 minutes exam containing eight questions across the four areas of study. Two of these questions will focus on the set works ('Badinerie' by J.S. Bach and 'Africa' by Toto), which we will study ahead of time.

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

To do well you need to have an interest in listening and playing music, and a willingness to creatively experiment. You will need to be motivated to learn an instrument of your choice and as GCSE Music is based largely on coursework, you will need to be organised, self-motivated and an independent learner

What skills will I gain and where can this subject take me?

GCSE Music is a varied qualification, and you will develop a range of transferrable skills which will equip you to succeed in your next steps. These include communication, team-working, listening, analytical and problem-solving skills, confidence, reflection, resilience, and creativity.

GCSE Music is an extremely transferrable qualification, with creativity and analytical thinking being two of the most in-demand skills needed in today's workplace (World Economic Forum, 2024). A qualification in music could lead to many careers including music production, radio, TV, arts coordinator, acting, journalism, teaching and full-time professional performer or composer. At JKHS, an A-level in Music can also be followed.



Pearson BTEC Level 1/Level 2 Tech Award in Music Practice

What topics are covered?

You will have the opportunity to develop music-sector specific knowledge and technical skills. This includes developing your understanding of a wide range of genres and demonstrating this knowledge through music creation, performance, and production.

Are there exams, coursework, or both?

BTEC Tech Award in Music Practice does not contain an exam. Instead, you will be accessed through three mandatory components:

Component 1: Exploring Music Products and Styles (30% of the qualification, internally assessed)

- Exploring techniques and basic music theory knowledge
- Key features of different musical styles

Component 2: Music Skills Development (30% of the qualification, internally assessed)

- Develop personal and professional skills – learners will explore the expectations and professional skills required to succeed in the industry.
- Develop individual music skills – learners will choose two to focus on from the three pathways given: music performance, creating original music or music production.

Component 3: Responding to a Commercial Music Brief (40% of the qualification, externally assessed)

- How to respond to a brief using knowledge gained from Component One and Two.
- Select and apply music skills in response to a brief either as a music creator and producer or music creator and performer.

In Year 10 you will complete Component One and undertake the learning for Component Two. In Year 11, you will complete the assessment of Component Two and Component Three. You will be working both individually and within groups and will make use of the classrooms, practice rooms and Mac suite running industry standard software, Logic Pro X.

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

To do well you need to have an interest in listening and playing music, and a willingness to creatively experiment. You will need to be motivated to develop your musical skills including production and performance and some basic theory understanding. This is a coursework only qualification and you will need to be organised, self-motivated and an independent learner.

What skills will I gain and where can this subject take me?

BTEC Tech Award in Music Practice is a varied qualification, and you will develop a range of transferrable skills which will equip you to succeed in your next steps. These include communication, team-working, listening, analytical and problem-solving skills, confidence, reflection, resilience, and creativity.

BTEC Tech Award in Music Practice is an extremely transferrable qualification, with creativity and analytical thinking being two of the most in-demand skills needed in today's workplace (World Economic Forum, 2024). A qualification in music could lead to many careers including live sound engineering, radio broadcasting, music for film and TV, media, and advertising, recording studio work, live music performance and events management.

This BTEC course is also ideal for accessing the Level 3 BTEC Music Technology course, which develops skills that are used in many areas of the music and media industries.

Physical Education - GCSE

What topics are covered in Year 10?

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

What topics are covered in Year 11?

Year 11 mainly deals with the socio-cultural side of the course such as the role of the media in sport and the impact of performance enhancing drugs (PEDs).

How is the subject taught?

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

Are there exams, coursework or both?

There are 2 x 1 hour 15 minute exams at the end of the course (in Year 11), which contributes to **60% of the final grade**. There will also be regular formal assessments to indicate progress being made. The coursework is a continuous practical one where students must eventually select 3 activities: a team activity, an individual activity and either another individual or team activity, which contributes to **40% of the final grade**. With this 40% there is also a written piece of coursework. The written coursework equates to 10% of the final grade.

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

- A real keennes for the subject and an interest in sport, especially the theory aspects of sport and PE
- Regular attendance at school teams and clubs
- You should always be organised with full kit.

Where can this subject take me?

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



ASDAN CoPE Level 1 and 2

The Certificate of Personal Effectiveness (CoPE) is a nationally recognised qualification available at Levels 1 and 2. The qualification offers imaginative ways of accrediting young people's activities. It promotes, and allows centres to record, a wide range of personal qualities, abilities and achievements of young people, as well as introducing them to new activities and challenges.

The CoPE curriculum comprises **13 modules of content**. Including:

- Communication;
- Citizenship and community;
- Sport and leisure;
- Independent living;
- The environment;
- Vocational preparation;
- Health and fitness;
- Work-related learning and enterprise;
- Science and technology;
- International links;
- Expressive arts;
- Beliefs and values.

This is a project-based course with no examinations. Students will produce a **portfolio of evidence** using a variety of different formats (from photographs of activities to observations of presentations) to demonstrate their development of skills:

- Introduction to working with others
- Introduction to improving own learning and performance
- Introduction to problem solving
- Planning and carrying out a piece of research
- Communication through discussion
- Planning and giving an oral presentation

For more information contact Mr Bolt or Mr Deuchar.

Careers Guidance & Information

John Kyrle High School and Sixth Form Centre aims to prepare students for the future by drawing attention to the areas of education and training which are available to them. Students are encouraged to consider where their abilities, strengths and interests lie.

We are committed to providing all our students in Years 7 to 13 with a programme of careers education which is delivered by tutors on a weekly basis during world of work Wednesday.

All year groups are invited to our annual careers convention held at the school, during the school day. This provides every student with an array of opportunities to speak directly with a variety of organisations and professionals as well as higher and further education establishments.

Local training providers and colleges are invited into school to deliver assemblies to Years 8 to 13 which provides students with knowledge of options and opportunities available locally. Additionally, students from Years 8 to 13 have access to UNIFROG which is a one-stop shop providing access to a wealth of careers information. Year 13 also use the platform to complete personal statements.

Our RESPECT lessons also offer advice in areas such as apprenticeships, gap years and university finance.

Careers interviews take place during Year 11 for all students with our careers advisor. However, impartial advice and guidance is offered to any student from any year group by referral from Head of Year.





John Kyrle High School
& Sixth Form Centre

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