



# KS4 Curriculum Options

2023-24



**MOWBRAY**  
Education Trust

# Contents

Welcome from the Headteacher	2
Key Dates for the Options Process & Information	3
Guidance on Making Choices	4
English Language & English Literature	5/6
Maths	7/8
Combined Science	9
Triple Science	10/11/12/13
Core PE	14
French, German and Spanish	15/16
Geography	17/18
History	19/20
Art and Design	21/22
Design Technology	23/24
Food Preparation and Nutrition	25/26
PE	27
OCR Sports Studies	28/29
Dance	30
Drama	31
Music	32
Business Studies	33/34
Enterprise & Marketing	35/36
Computer Science	37/38
Creative iMedia	39/40
Media Studies	41/42
Health and Social Care	43/44
Child Development	45/46





# Welcome from the Headteacher

Dear Student (and Parents/Guardians)

Choosing your GCSE Options is one of the first big decisions you will make in your education and a rite of passage that we all remember.

While it can seem a bit scary, it is important to remember that the Options process is designed to protect you. It enables you to leave as many doors open as possible about what you can do in the future. Everyone will continue to study key subjects like English, Maths and Science. However, at this point, you can decide on some subjects that you think will be important in your future and that interest you more.

This is an exciting opportunity to think about potential areas of interest you may have and subjects that you might feel you are good at or would like to try.

Please don't worry not many people have an idea what career or job they would like to do in the future when they choose their GCSE Options – I certainly didn't!

However, there are some key pieces of advice which you should reflect on as you make your decisions:

- You are likely to succeed if you choose subjects that you enjoy and are good at
- If you know the area of work that you would like to be involved with in the future, e.g. care, finance, hospitality, choose courses that lend themselves best to these areas
- Please don't choose a subject because you like the teacher, or you like your class – neither of these are fixed and you might end up regretting your decision.

At John Ferneley College we have a wide range of Options for you to choose. It is important to think carefully about these next steps.

Over the next few weeks, there will be many ways that we will support you to make your decisions. Most importantly, please talk to your teachers: they know you and your aptitude for the subject, they will be able to give you great advice.

Enjoy this first important stage in planning your future!

**Mrs Stansfield**  
Headteacher

# Information for Parents

This is an important time for both parents and students. As parents, you will want your child to fulfil his or her potential whatever their ability. You will understand their strengths and weaknesses, so talking with them can help to work out what might suit their skills and interests.

Teachers will know the level your child is at through their assessments during Key Stage 3. They will be able to offer advice and guidance with regard subject choices.

## Completing the choices form

Please complete the options form carefully and ensure that you include reserve choices where required. We will do our best to offer every student their chosen subjects, but we are unable to guarantee this. Some courses will have a limit on the numbers that can study them, and some courses may not have enough students select it to be able to run. We will contact you if this is the case for your son/daughter.

*Any questions or concerns, please contact your child's tutor.*

## Key Dates for the Option Process

**Subject Marketplace evening: 5 - 7pm:  
Wednesday 17<sup>th</sup> January 2024**

**Year 9 parents evening (virtual): 4 - 7pm  
Wednesday 31<sup>st</sup> January 2024**

**Deadline for return of choices form:  
Friday 16<sup>th</sup> February 2024**

**Confirmation of choices to parents/students:  
May 2024**



# Guidance on making choices

Before making your choices for next year you need to read through this booklet to get a clear idea of what is available and what is appropriate for you. Making decisions is not always easy, so it would be a good idea to do some or all of the following:

- Talk to your teachers and parents
- Look at the different ways you will be assessed in subjects
- Think about the ways you learn best
- Think about what you might want to do in the future - college courses, career, study at a higher level and what subjects you might need
- Attend the Year 9 Marketplace

## **Ask yourself some questions:**

- *What do I need?*
- *What do I enjoy?*
- *What am I good at?*
- *What do my teachers think?*
- *What does the college recommend?*
- *What do I want to do?*

## **Do**

- Choose subjects you enjoy
- Choose subjects you are good at
- Talk to your parents (and any older brothers and sisters)
- Ask your teachers about your suitability for a course

## **Don't**

- Guess. The decision is too important to leave to chance
- Choose a subject/course just because your friend does
- Select a subject because you like the teacher who has taught you this year. It might be a different teacher for the next two years
- Select subjects that are too similar. Try to get a balance

## Overview

Students will be entered for GCSE English Language and GCSE English Literature which are separate awards and count as 2 GCSEs.

## Course Content

### GCSE English Language

#### ***Component 1: 20th Century Literature Reading and Creative Prose Writing***

Written examination 40% (1 hour 45 minutes)

Section A (20%) - Reading: Understanding of one extract of literature from the 20th century

Section B (20%) - Prose Writing: One creative writing task selected from a choice of four titles

#### ***Component 2: 19th and 21st Century Non-Fiction Reading and Transactional/Persuasive Writing***

Written examination 60% (2 hours)

Section A (30%) - Reading: Understanding of two extracts of non-fiction writing, one from the 19th century, the other from the 21st century

Section B (30%) - Writing: Two compulsory transactional/persuasive writing tasks

#### ***Component 3: Spoken Language***

One presentation/speech, including responses to questions and feedback

Please note: achievement in Spoken Language will be reported on as part of the qualification, but it will not form part of the final mark and grade

### GCSE English Literature

#### ***Component 1: Shakespeare and Poetry***

Written examination 40% (2 hours)

Section A (20%) - “Romeo and Juliet” or “Macbeth”

Section B (20%) - Poetry from 1789 to the present day

#### ***Component 2: Post-1914 Prose/Drama, 19th Century Prose and Unseen Poetry***

Written examination 60% (2 hours 30 minutes)

Section A (20%) - “Blood Brothers”

Section B (20%) - “A Christmas Carol”

Section C (20%) - Unseen poetry from the 20th/21st century

## What next?

English Language and English Literature courses are available at A-level. If you have a particular interest in a certain aspect of English, you might like to consider an A level such as Creative Writing, Linguistics or even Media. English qualifications can help develop transferable skills across a wide range of subjects. The key skill of effective communication is necessary for all career choices and being an effective communicator will stand you in good stead for all areas of everyday life.

If you enjoy **English** then you might like these jobs/careers...

#### **Admin, Business & Office Work**

- Bilingual PA
- Receptionist
- Management Consultant
- Human Resources Officer
- Equal Opportunities Officer
- Fast Stream Civil Servant
- Diplomatic Service Officer
- Employment Agency Consultant

#### **Social Work & Counselling Services**

- Welfare Rights Worker
- Adult Guidance Worker
- Counsellor
- Personal Advisor
- Psychotherapist
- Youth Worker
- Social Worker
- Fundraiser

#### **Leisure, Sport & Tourism**

- Courier
- Resort Representative
- Leisure Centre Receptionist
- Travel Agency Clerk
- Tour Guide
- Travel Consultant
- Tourist Information Centre Assistant
- Sports Coach

#### **Marketing & Advertising**

- Publicity Officer
- Advertising Copywriter
- Market Research Analyst
- Market Research Interviewer
- Public Relations Officer
- Exhibition Officer
- Sales Representative
- Marketing Manager

#### **Media, Print & Publishing**

- Author
- Journalist
- Presenter (Broadcasting)
- Scriptwriter
- Technical Author
- Copywriter
- Proof-Reader
- Publisher

#### **Transport & Logistics**

- Airport Information Assistant
- Passenger Transport Clerk
- Air Traffic Controller
- Air Cabin Crew
- Airline Pilot
- Freight Forwarder
- Driving Instructor
- Purchasing Officer

## Overview

The aims of this course are to encourage you to:

- Develop a positive attitude to maths
- Consolidate the skills taught during Key Stage 3
- Apply mathematical knowledge to master reasoning and problem solving
- Think and communicate mathematically - precisely, logically and creatively
- Apply mathematical concepts to situations arising in your own lives
- Acquire a firm foundation for further study and to be work place ready

## Course content

The five topic areas covered during the course are:

- Number
- Algebra
- Ratio and Proportion
- Geometry and Shape
- Probability and Statistics

## Assessment

- Students currently sit exams from the AQA exam board.
- Two tiers of assessment - Foundation Tier (Grades 1 to 5) and Higher Tier (Grades 4 to 9)
- 3 exams - 1 non-calculator paper and 2 calculator allowed papers.
- Candidates will be taught in groups of similar ability.
- There is NO coursework.

## What next?

Students who successfully complete this course will have a suitable basis for progression to further study in mathematics or related subjects or go directly into employment. Many Further Education courses can only be accessed with a GCSE grade 4 or above in mathematics. To progress to A-level, you will need a GCSE grade 6 or above.

If you enjoy **Maths** then you might like these jobs/careers...

### **Banking & Finance**

- Actuary
- Auditor
- Bank Manager
- Investment Banker
- Financial Advisor
- Hedge-Fund Manager
- Stockbroker

### **Science & Research**

- Research Scientist
- Mathematician
- Statistician
- Pharmacist
- Chemical Engineer
- Forensic Scientist

### **IT & the Internet**

- Games Developer
- Software Programmer
- Network Engineer
- Web Developer
- Systems Analyst
- IT Consultant

### **Education**

- Primary Teacher
- Secondary Maths Teacher
- University Maths Lecturer
- Further Education Lecturer
- Teaching Assistant
- School Business Manager
- Private Tutor

### **Retail**

- Retail Buyer
- Retail Merchandiser
- Sales Executive
- Shop Owner
- Retail Analyst
- Stock Controller

### **Transport & Logistics**

- Warehouse Manager
- Distribution Manager
- Purchasing Manager
- Supply-Chain Manager
- Importer
- Exporter
- Buyer

## Overview

Students study all three science subjects leading to Combined Science, equivalent to two GCSEs.

## Course content

Combined Science gives students the option to progress onto A-level or Vocational courses in science, technology or engineering subjects. Students will study Biology, Chemistry and Physics with specialist teachers. Practical skills are at the heart of this new GCSE, and will be taught and developed throughout the course.

Biology	Chemistry	Physics
Cell Biology	Atomic structure & The Periodic Table	Forces
Organisation	Bonding, structure and the properties of matter	Energy
Infection & response	Quantitative chemistry	Waves
Bioenergetics	Chemical & Energy Changes	Electricity
Homeostasis & response	Organic Chemistry	Magnetism & electromagnetism
Inheritance, variation & evolution	Chemical analysis	Particle model of matter
Ecology	Chemistry of the Earth	Radiation

## Assessment

There are six external exams for this course, taken at the end of Year 11. Each exam will assess subject content and practical skills. Students will complete regular in-house assessments during the course to monitor their progress.



### Overview

Students have the option to study more Science at GCSE. The course is called Triple Award Science and results in **three GCSEs in Science**; one in Biology, one in Chemistry and one in Physics. Each GCSE will be taught by a specialist teacher.

### Course content

In addition to the areas studied in the combined science, each course extends into more detailed applications of scientific principles. The additional topics studied are shown below:

Biology	Chemistry	Physics
Culturing microorganisms	Properties of elements	Static electricity
Plant diseases	Nanoparticles	Nuclear physics
DNA, cloning & applications of genetics	Yield & atom economy of chemical reactions	Transformers & the National Grid
The brain	Fuel cells and batteries	Light & lenses
The eye	Alkenes and alcohols	Black body radiation
Ecosystems	Synthetic & natural polymers	Moments, levers & gears
Biotechnology	Spectroscopic analysis	Space physics & red shift

### Assessment

Students will complete two terminal exams per GCSE (6 in total). These exams are undertaken at the end of the course. Students will complete regular in-house assessments during the course to monitor their progress.

### What next?

The separate science GCSEs give students the opportunity and time to explore their natural interest in the world around them and to develop a more comprehensive understanding of the concepts studied within the science curriculum. With this deeper, broader level of knowledge students will be better equipped for A-level science courses.

If you enjoy **Chemistry** then you might like these jobs/careers...

### Healthcare

- Chiropodist
- Chiropractor
- Community Dentist
- Dietician
- Doctor
- Health Visitor
- Industrial Pharmacist
- Nurse
- Optometrist
- Pharmacist
- Pharmacologist
- Therapeutic Radiographer
- Orthoptist

### Science, Mathematics & Statistics

- Analytical Chemist
- Biochemist
- Research Associate
- Food Scientist
- Geochemist
- Geologist
- Industrial Chemist
- Development Scientist
- Materials Scientist
- Oceanographer
- Soil Scientist

### Engineering

- Agricultural Engineer
- Biochemical Engineer
- Chemical Engineer
- Fuel and Energy Engineer
- Gas Engineer
- Industrial Engineer
- Paint Sprayer
- Materials Technician

### Environment, Animals & Plants

- Agricultural Adviser
- Agricultural Research Scientists
- Dairy Technologist
- Ecologist
- Horticultural Manager
- Horticultural Scientist
- Pest Controller
- Veterinary Surgeon

### Manufacturing & Production

- Brewer
- Ceramics Technologist
- Glass Technologist
- Leather Technologist
- Packaging Technologist
- Paper Technologist
- Polymer Technologist
- Timer Technologist

If you enjoy **Biology** then you might like these jobs/careers...

### **Healthcare**

- Paramedic
- Dental Hygienist
- Dispensing Optician
- Doctor
- Health Education Specialist
- Hearing Therapist
- Nurse
- Operating Department Practitioner
- Orthotist/Prosthetist
- Phlebotomist
- Reflexologist
- Sterile Service Technician

### **Science, Mathematics & Statistics**

- Analytical Chemist
- Astronaut
- Biochemist
- Biotechnologist
- Cosmetic Scientist
- Ecologist
- Food Scientist
- Forensic Scientist
- Marine Biologist
- Oceanographer
- Research Scientist
- Toxicologist

### **Administration, Business & Office Work**

- Environmental Health Officer
- Health and Safety Adviser
- Medical Receptionist
- Farm Secretary
- Ergonomist
- Medical Secretary

### **Environment, Animals & Plants**

- Animal Physiotherapist
- Animal Technician
- Countryside Ranger/Warden
- Environmental Conservation Officer
- Gamekeeper
- Greenkeeper
- Horticultural Scientist
- Landscape Architect
- Veterinary Surgeon
- Veterinary Nurse
- Water Bailiff
- Zookeeper

### **Personal & Other Services**

- Beauty Therapist
- Body Artist/Tattooist
- Embalmer
- Hairdresser
- Nail Technician
- Pest Control Technician

If you enjoy **Physics** then you might like these jobs/careers...

### **Healthcare**

- Dental Technician
- Diagnostic Radiographer
- Intensive Care Unit Technician
- Medical Physicist
- Optometrist
- Orthodontist
- Orthotist/Prosthetist
- Radiologist

### **Engineering**

- Aerospace Engineer
- Auto Electrician
- Nuclear Engineer
- Broadcasting Engineer
- Electricity Generation Worker
- Manufacturing Systems Engineer
- Satellite Systems Technician
- Vehicle Breakdown Engineer

### **Science, Mathematics & Statistics**

- Acoustics Physicist
- Astronomer
- Geologist
- Geophysicist
- Laboratory Technician
- Materials Scientist
- Meteorologist
- Operational Researcher

### **Building & Construction**

- Architect
- Municipal Engineer
- Structural Engineer
- Refrigeration Engineer
- Road Surfacing Manager
- Building Services Engineer
- Civil Engineering Technician
- Engineering Construction Technician

### **Security & Armed Forces**

- Army Officer
- Firefighter
- Officer Rating
- RAR Airman/Woman
- Royal Navy
- Forensic Crime Analyst
- Scenes of Crime Officer
- Security Systems Installer

### **Manufacturing & Production**

- Cabinet Maker
- Ceramics Technologist
- Glass Maker
- Paper Technologist
- Production Manger
- Polymer Technician
- Timber Technologist
- Saddler

## Overview

All students will study core PE each week with lessons building on the skills learnt in Key Stage 3, whilst trying to offer different opportunities. The PE department is committed to ensuring that every student maintains an active healthy lifestyle. Core PE can bring about life long enjoyment in Sport and exercise out of the classroom.

## Course content

Activities will be in six week blocks with students taking part in the following activities:

- Aerobics
- Athletics
- Badminton
- Basketball
- Circuits
- Cricket
- Football
- Hockey
- Softball
- Volleyball
- Handball
- Cross County
- Orienteering
- Fitness
- Sport education

## What next?

By participating in physical education activities students will understand the benefits of a healthy lifestyle and the importance of physical activity. This should provide them with a sound preparation for adult life in either competitive or recreational sport.



French / German /  
Spanish

EBacc

Option

*"Learn a new language – Get a new soul..." - Czech Proverb*

### Overview

We think that it's **GREAT** to learn a new language. With so many benefits, from foreign travel, increased employability, meeting new people, to discovering different cultures, there is no better way to broaden your horizons and make yourself truly stand out in the hugely competitive job market of the 21<sup>st</sup> century!

You will have already studied 3 years of your chosen language, you will have seen a range of topic areas already and at GCSE, you will build on this solid foundation. The main aims are understanding and communicating in German, French or Spanish, enabling you to grow in confidence and enjoy learning a real life skill, which is so valuable outside the classroom.

The Languages Team at JFC is made up of passionate, dedicated specialists who are here to support and encourage independence, confidence and resilience at every step of your learning journey.

### Course Content

You may have seen that Modern Foreign Languages will have a new, more exciting, more interesting, more accessible curriculum, and you will be the first to study it!

Our chosen exam board is **Pearson Edexcel**.

Find out more about this course at:

**German:** <https://qualifications.pearson.com/en/qualifications/edexcel-gcses/german-2024.html>

**French:** <https://qualifications.pearson.com/en/qualifications/edexcel-gcses/french-2024.html>

**Spanish:** <https://qualifications.pearson.com/en/qualifications/edexcel-gcses/spanish-2024.html>

The subject content of all languages taught at GCSE at JFC, is organised into six themes:

My personal world

Media and technology

Lifestyle and wellbeing

Studying and my future

My neighbourhood

Travel and tourism

### Assessment

The four main skills that will be tested at the end of the course in Year 11 are each worth 25% of the final grade. You can be entered for Foundation or Higher tier. Tier entries are finalised in February of Year 11.

- Listening and understanding - 25%
- Speaking - 25%
- Reading and understanding - 25%
- Writing - 25%

The speaking exam will be conducted in April/May of Year 11. You will have plenty of practice throughout the course at all four skills both in lessons and as part of their independent study.

*"Speak to a man in a language he understands and you speak to his head.  
Speak to him in his own language and you speak to his heart."  
- Nelson Mandela*

If you enjoy **Communicating** then you might like these jobs/careers to do with languages...

### **A Little Goes a Long Way**

74% of UK employers are looking for school leavers with knowledge of a second language.

### **Be Aware**

Some non - language related university courses specify a GCSE in a second language as an entry requirement, such as law and medicine.

### **Don't Forget the Soft Skills**

Learning a language can teach you how to:

- Skim and scan documents for relevant information
- Pay attention to detail
- Make notes
- Manage your time effectively
- Gather and interpret information
- Be resilient
- Be a confident speaker
- Present information in a variety of ways
- Convey meaning precisely
- Listen to other people
- Respond to other people

### **Journalism, Marketing & Advertising**

- Copywriter
- Broadcast Journalist
- Sports Journalist
- Children's Author
- Special Correspondent
- Advertising Media Planner
- Conference/Exhibition Organiser
- Marketing Manager
- Public Relations Officer
- Sales Manager
- Vlogger

### **Business, Legal & Administration**

- Diplomat
- Politician
- Human Resources Officer
- Equal Opportunities Officer
- Human Rights Lawyer
- Paralegal
- Solicitor
- Barrister

### **Leisure & Tourism**

- Travel Agent
- Sports Person
- Football Team Manager
- Sports Pundit
- Holiday Resort Representative
- Ski/Snowboard instructor
- Outdoor Pursuits Instructor

**Add your Language GCSE to your CV.**

**Any industry or profession will see a second language as a bonus and will make you stand out from the competition**

### **Transport, Travel & Logistics**

- Airline Pilot
- Cabin Crew
- Air Traffic Controller
- Chauffeur/Chauffeuse
- Distribution Manager
- Export Freight Clerk
- Importer/Exporter
- Patent Examiner

### **Public Services**

#### **Uniformed Services**

- interpreter
- translator
- teacher
- risk analyst
- detective

#### **Education**

- EAL teacher
- Secondary School teacher
- Private Tutor

#### **Medical Sector**

- Nurse
- Midwife
- Doctor
- Interpreter

#### **Charitable Work**

- International Aid Worker

### **Languages & Culture**

- Archaeologist
- Archivist
- Children's Author
- Genealogist
- Interpreter
- Librarian
- Museum Curator
- Teacher
- Translator
- Vlogger

## Overview

We want our young people to be Curious, interested, and able to understand the world. We want our pupils to leave John Ferneley College being able to understand why the World is the way it is; both physical and human processes that have shaped it and continue to shape it. We want them to have the capability to add to this body of understanding themselves in the future. Geography GCSE can offer a wide range of opportunity and will develop useful transferable skills such as research, planning, critical thinking and decision making, working with others and communication. Geography has one of the highest rates of graduate employability, as well as being highly valued by employers worldwide.

## Course Content

The content of the specification is organised into three broad themes:

- Theme 1: Changing Places - Changing Economies
- Theme 2: Changing Environments
- Theme 3: Environmental Challenges

Within each theme, learners are encouraged to take an enquiry approach to a range of contemporary geographical and environmental issues.

## Assessment

This course comprises of the following assessments:

- Component 1: Investigating Geographical Issues - written exam worth 40% of the qualification
- Component 2: Problem Solving Geography - written exam worth 30% of the qualification
- Component 3: Applied Fieldwork Enquiry - written exam worth 30% of the qualification. More information below.

## Fieldwork

You will undertake fieldwork which will enable you to complete section A and section B of the Component 3 exam. The trip will usually consist of a human and physical element. This exam is 30% of the total GCSE. A small contribution towards costs of travel will be required.

## What next?

Geography is a well-respected academic subject that can lead to a wide range of careers including tourism, meteorology, risk and disaster management, planning and surveying, teaching, conservation and journalism.



If you enjoy **Geography** then you might like these jobs/careers...

### **Building & Construction**

- Cartographer
- Draughtsperson
- Hydrographic Cartographer
- Hydrographic Surveyor
- Land Surveyor
- Mineral Surveyor
- Recycling Officer
- Rural Property Surveyor
- Town Planning Technician
- Technical Land Surveyor
- Town Planner
- Traffic Planner

### **Environmental Plants & Animals**

- Agricultural Consultant
- Countryside Manager
- Countryside Ranger/Warden
- Environmental Conservation
- Farm Manager
- Hazard Management
- Horticultural Manager
- Landscape Architect
- Landscape Gardener
- Tree Surgeon
- Water Bailiff

### **Global Work**

- Army Officer
- Climate Change Officer
- Diplomatic Service Officer
- Environmental Scientist
- International Development
- Travel Writer

### **Leisure, Sport & Tourism**

- Outdoor Activities Instructor
- Resort Representative
- Tour Guide
- Travel Consultant
- Travel Agent

### **Business & Office Work**

- Agricultural Farm Secretary
- Aid work
- Environmental Health Practitioner
- Journalism
- Police
- Politics
- RAF
- Retail
- Speech Writers
- Town Planning Administrator

### **Science, Maths & Statistics**

- Hydrologist
- Analytical Chemist
- Biologist
- Botanist
- Ecologist
- Geologist
- Army - Logistics Supply Specialist
- Meteorologist

## Overview

Why study History? Historians are often asked: what is the use or relevance of studying History? Why on earth does it matter what happened long ago? The answer is that History is not a 'dead' subject. It connects us through time at a local, national and international level. The history department is committed to promoting students' understanding of the world in which they live and to allow them to make realistic decisions based on evidence and information about the world. It is felt that grounding in history and its skills and techniques are essential for political, social, religious and personal development.

## Course Content

AQA GCSE History:

Exam 1:

- Split into two parts; Germany 1890 -1918 a depth study that allows students to pick out common themes and investigate the successes and failures of democracy and dictatorships. Conflict and Tensions between East and West 1945-72 this study allows students to grasp the complexities of the Cold War and assess the nature of conflict between East and West that dominated several decades.

Exam 2:

- A study of the historic environment. Elizabethan England 1558-1603 and Britain: Health and the people 1000 to the present day.

Each exam lasts for 2 hours and each one is worth 50% of the GCSE.

All exams will be taken at the end of Year 11.

## What next?

There has never been a better time to study History, the new GCSE gives students a wide reaching skill set and helps them to fully understand the world. History will help you to develop enquiry and analytical skills which are good for many sixth form courses such as geography, history, sociology, law and politics.

If you enjoy **History** then you might like these jobs/careers...

#### **Admin, Business & Office Work**

- Charity Administrator
- Records Office Clerk
- Museum Administrator
- Fast Stream Civil Servant
- Local Government Administrator
- Industrial Relations Officer
- Diplomatic Service Officer
- European Union Administrator

#### **Legal & Political Services**

- Barrister
- Legal Executive
- Political Researcher
- Solicitor
- Barrister's Clerk
- Court Reporter
- Patent Agent
- Legal Secretary

#### **Design, Arts & Crafts**

- Theatre/TV Designer
- Costume Designer
- Craft Bookbinder
- Model Maker
- Museum Display Designer
- Jewellery Designer
- Furniture Designer
- Sign Writer

#### **Media, Print & Publishing**

- Archaeological Photographer
- Broadcasting Researcher
- Editor
- Editorial Assistant
- Journalist
- Scriptwriter
- TV/Film Producer
- TV/Film Director

#### **Languages, Information & Culture**

- Archaeologist
- Archivist
- Information Scientist
- Librarian
- Museum Curator
- Art Gallery Curator
- Arts Administrator
- Art Conservator

#### **Retail, Sales & Customer Service**

- Antique Dealer
- Bookseller
- Wine Merchant
- Fancy Dress
- House Clearance Merchant
- Memorabilia Shop Assistant
- Museum Shop Assistant
- Reclamation Yard Assistant

## Overview:

Keys to success in GCSE Art are having self-motivation, strong views and opinions, a curiosity to learn, dedication and a real passion for art. You should enjoy experimenting with different media and techniques and be willing to take creative risks with your artwork. You don't just have to be good at drawing to do well in Art, as we encourage students to work to their strengths using a wide range of media.

Art and Design is a highly practical course where you will spend much of your time creating your own work. This will require independence, self-motivation and excellent time management. You should also have strong literacy skills as there will also be artist study, written analysis and evaluations to complete.

## Course content:

GCSE Art and Design starts with the opportunity to develop your practical skills and experiment with a variety of different techniques through a series of mini practical workshops in drawing, painting, printmaking and mixed media. You will then start your main project in the summer term working through from ideas and development to a resolved final piece. You will have the chance to explore different drawing, painting, printing, mixed media and photographic techniques, researching and analysing the work of other artists.

Projects studied during the portfolio include:

- 'Formal Elements' introductory skills project
- 'West Africa' (Printmaking) and 'Loui Jover Portraits' (Collage/photography) mini projects
- 'Food' sustained project

## Assessment:

You are assessed on your ability to: record your ideas and observations in drawings and photographs; research the work of other artists; experiment with materials and how you bring all of this research together into a personal final piece.

Coursework is continually assessed, and the work completed throughout both year 10 and 11 contributes to the Portfolio grade. This Portfolio (Unit 1) counts for 60% of the final grade. There is no written final exam in Art and Design, but a practical one which is spread over 10 hours. This Externally Set Task (Unit 2) completed in year 11 is worth 40% of the final grade.

## What next?

This course could be the first step towards an A Level or simply a way of nurturing your creativity and independence. It could lead to a degree in a number of Art and Design courses, or help you to be creative in another course you choose. The range of possible careers you could pursue is enormous; you could become an illustrator, games designer, architect, interior designer, art therapist, arts manager, teacher, graphic designer, set designer, fashion designer, web designer, car designer etc.



If you enjoy **Art** then you might like these jobs/careers...

### **Education & Training**

- Art Teacher
- Primary phase teacher
- Art Technician
- Social Media Officer
- Art Historian
- Museum Curator
- Art Conservationist

### **Computers & IT**

- Product Design
- Special Effects Work
- Website Design
- Animation
- Video Games Designer
- Photographer
- Illustrator

### **Theatre**

- Make-Up Artist
- Prop Making
- Model Making
- Stage Design
- Set Design
- Film Editor
- Cartoonist

### **Marketing & Advertising**

- Visual Merchandising
- Sign Making
- Food Stylist
- Mural Artist
- Book Illustrator
- Typographer
- Advertising Director

### **Retail & Customer Service**

- Fashion Designer
- Photography
- Graphic Design
- Tattoo Artistry
- Architecture
- Floristry
- Art Dealer
- Artist
- Interior Designer

### **Health Science**

- Biological Artist
- Town Planner
- Landscape and Garden Designer

**\*\*The information below is for the GCSE Design Technology qualification students are currently taking at JFC. We are currently reviewing an alternative qualification that, if we choose to move to, will start in September 2024. We will update interested students as soon as possible.\*\***

## Overview

This GCSE places an emphasis on understanding and applying iterative design processes. Students will use their creativity and imagination to design and make prototypes that solve real and relevant problems, considering their own and others' needs, wants and values.

## Assessment

The following three areas are assessed:

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

The course comprises of one written exam and one non exam assessment.

## Written exam:

- 2 hours
- 100 marks - 50% of the qualification
- Section A - Core technical principles (20 marks)
- A mixture of multiple choice and short answer questions assessing a breadth of technical knowledge and understanding.
- Section B - Specialist technical principles (30 marks)
- Several short answer questions (2-5 marks) and one extended response to assess a more in-depth knowledge of technical principles.
- Section C - Designing and making principles (50 marks)
- A mixture of short answer and extended response questions including a 12 mark design question.

## Non exam assessment

- Approximately 30-35 hours
- 100 marks - 50% of the qualification
- Substantial design and make task
- Assessment criteria:
  - Investigating
  - Designing
  - Making
  - Analysing and Evaluating

## What next?

The design and technology course can lead students on to study subjects such as product design and engineering. Also, the skills learnt throughout the course, such as excellent communication, organisational and group work skills, will be essential in any profession.

If you enjoy **Design** then you might like these jobs/careers...

### **Engineering**

- Aeronautical Engineering

### **Computer & IT**

- Cybernetics
- Software Engineer
- Telecommunications
- Computer Games Design

### **Retail Sales & Customer Service**

- Consumer Science
- Packaging Technology

### **Design**

- Architecture
- Carpentry
- Prosthetics
- Structural Engineering
- Furniture Making
- Printing
- Product Design

### **Transport & Logistics**

- Motor Vehicle Maintenance
- Vehicle Design

### Overview

This new GCSE Food Preparation and Nutrition is an exciting and creative course which focuses on practical cooking skills to ensure students develop a thorough understanding of nutrition, food provenance and the working characteristics of food materials. At its heart, this qualification focuses on nurturing students' practical cookery skills to give them a strong understanding of nutrition.

Our GCSE Food Preparation and Nutrition sets out the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating. The majority of the course will be delivered through preparation and making activities. Students must be able to make the connections between theory and practice to apply their understanding of food and nutrition to practical preparation.

**This qualification is linear. Linear means that students will sit their exam and submit all their non exam assessment at the end of the course.**

### Assessment

- *Food preparation skills are integrated into five core topics:*
- *Food, nutrition and health*
- *Food science*
- *Food safety*
- *Food choice*
- *Food provenance.*

The course comprises of one written exam and non exam assessments.

### Written exam:

- Written exam: 1 hour 45 minutes • 100 marks • 50% of GCSE.

### Non exam assessments

- Task 1: Food investigation (30 marks) Students' understanding of the working characteristics, functional and chemical properties of ingredients. Practical investigations are a compulsory element of this NEA task.
- Task 2: Food preparation assessment (70 marks) 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 within a single period of no more than three hours, planning in advance how this will be achieved.

### How it's assessed

- Task 1: Written or electronic report (1,500-2,000 words) including photographic evidence of the practical investigation.
- Task 2: Written or electronic portfolio including photographic evidence. Photographic evidence of the three final dishes must be included.

**Upon completion of this course, students will be qualified to go on to further study, or embark on an apprenticeship or full time career in the Hospitality and catering or food industries**

If you enjoy **Food** then you might like these jobs/careers...

### **Engineering**

- Aeronautical Engineering

### **Computer & IT**

- Cybernetics
- Software Engineer
- Telecommunications
- Computer Games Design

### **Retail Sales & Customer Service**

- Consumer Science
- Packaging Technology

### **Design**

- Architecture
- Carpentry
- Prosthetics
- Structural Engineering
- Furniture Making
- Printing
- Product Design

### **Transport & Logistics**

- Motor Vehicle Maintenance
- Vehicle Design

### Overview

At John Ferneley, students study the OCR GCSE full course.

#### ***Why choose a GCSE PE course?***

- Passion for sport, physical activity and fitness.
- Ability to work well in a team.
- Desire to represent school in fixtures.
- An interest in how the body works.
- Desire for a career in sport, physical activity, sport science, fitness or leisure and management.

### Assessment

60% theory, 40% practical.

Two theory exams, 1 hour each.

Practical assessment in 3 sports (1 team, 1 individual, 1 either).

Coursework on observing and analysing performance.

### Course Content

- Exam paper 1. 30% (1 hour)  
Applied anatomy and physiology, Movement analysis, Physical training, Use of data.
- Exam paper 2. 30% (1 hour)  
Health, fitness and well-being, Sport psychology, Socio-cultural influences, Use of data.

### What is required?

Students must take part in one sport outside of school and always come prepared for lessons and remember their JFC PE kit. They must have enthusiasm for the course and a positive attitude. Participation in extracurricular activities and a constant commitment to improving performance are also a requirement for the course.

## Overview

The Sports Studies course is a vocationally related qualification where learners develop knowledge and understanding by applying their learning and skills in a work-related context.

This course engages and encourages learners to take responsibility for their own learning through a combination of coursework and exam assessment. These skills include: being effective in a team, working from a prescribed brief, meeting deadlines, presenting information effectively and completing administrative tasks and processes.

## Assessment

These units are delivered through lessons consisting of mainly theory and some practical. Students will be assessed in their practical ability across two Sports.

Coursework is assessed by the class teacher and externally moderated. Practical sports are assessed by the class teacher through detailed statements. The exam is externally assessed.

This course would suit learners who struggle with exams.

## Course Content

There are 3 units of coursework study:

- R184 - Contemporary issues in sport
- R185 - Performance and leadership in sports activities
- R186 - Sport and the media

***There is a 1 hour 15 minute exam on Contemporary issues in Sport***

## What next?

You could progress onto a sports course at college, which are run by several local colleges and with further training you could have a career in:

- Sports and leisure industry
- Coaching or teaching
- Armed and emergency services
- Physiotherapy, Journalism, Psychology

If you enjoy **PE & Sport** then you might like these jobs/careers...

### **Wellbeing**

- Fitness Instructor
- Outdoor Pursuits Instructor
- Sports/Leisure Centre Assistant
- Sports/Leisure Centre Manager
- Sports Professional
- Sports Physiotherapy

### **Armed Forces**

- Army Serviceman/Woman
- Royal Marines Commando
- Firefighter
- Prison Officer
- Security Guard
- Police Officer

### **Teaching & Coaching**

- PE Teacher
- Sports Coach
- Lifeguard
- Sports Scientist
- Yoga Instructor
- Fitness Class Instructor

### **Health Care**

- Ambulance Care Assistant
- Chiropractor
- Dietician
- Health Education Officer
- Osteopath
- Sports Therapist

### **Environment**

- Farm Worker
- Forestry Worker
- Gold Greenkeeper
- Grounds Person
- Horse Groom
- Stable Worker

### **Building and Construction**

- Bricklayer
- Carpenter/Joiner
- Ceiling Fixer
- Scaffolder
- Site Manager

## Overview

The GCSE Dance course will involve both practical and theoretical elements of dance and will focus heavily upon set performances by professional dance artists and companies. Students will work towards developing their skills, knowledge and understanding as a choreographer, performer and an observer through the study of six professional dance works. The main dance style performed on this course will be Contemporary Dance.

## Course content

Throughout the GCSE course students will focus on the performance, creation and appreciation of dance. Students will perform a variety of set dance pieces, choreograph their own dances based upon these and learn how to observe and write about dance. Students will develop life skills and attributes such as decision making, critical and creative thinking, aesthetic sensitivity and the ability to co-operate with others. They will learn about set design, lighting and costume and how this impacts upon performance. They will also learn about the safe practice of dance and the benefits to a healthy lifestyle. Students will perform pieces of dance in front of audiences, teach others, take part in workshops and have opportunities to see professional dance works at the theatre.

## Assessment

### **COMPONENT 1: PERFORMANCE & CHOREOGRAPHY (overall worth 60% of GCSE)**

#### **Performance (30%)**

- Set phrases through two solo performances (approximately **30 seconds** each in duration)
- Duet/trio performance (**three** minutes in a dance which is a maximum of **five** minutes in duration)

#### **Choreography (30%)**

- Solo or group choreography - a solo (**two to two and a half** minutes) or a group dance for two to five dancers (**three to three and a half** minutes)

### **COMPONENT 2: DANCE APPRECIATION (Overall Written exam worth 40% of GCSE)**

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

## What next?

Students could progress onto A level Dance, BTEC National Award in Dance or any other Performing Arts courses in the sixth form or at college. Dance gives students the skills to communicate and express themselves effectively - essential for all careers dealing with the public.

## Overview

This course is a practical and enjoyable approach to drama. It will allow students to improve skills in acting by creating their own performance. Students have the opportunity to perform in a wide range of styles and genres. Students will also have the opportunity to work as directors and designers for their groups.

There are many opportunities to perform throughout the course, looking at contrasting play texts. Drama is an exciting, creative and challenging course and has been designed to help students meet those challenges. Students will also go to see live theatre performances throughout the course.

## Course Content

Students will start the course looking at a wide range of drama practitioners and looking at their theories through practical performance. They will produce a devised and a scripted performance for assessment and have many opportunities to stretch themselves as performers. Students will have the opportunity to work on Monologues and group projects and work with many different scripts and characters. They will also have the chance to work with industry professionals through a series of workshops and will have the opportunity to go and watch live theatre for inspiration and understanding of the written paper.

## Assessment

Students will be assessed on their acting and written work by completing the following:

- Component 1- Understanding Drama- written Exam - 40%  
1 Hour 45 mins written exam- 80 marks
- Component 2- Devising Drama- Practical- 40%  
Students will need to produce a devised performance and a log of the performance. This is 80 Marks in total
- Component 3- Texts in Practice- practical- 20 %  
Students will Perform 2 contrasting extracts from a play. There will be 40 Marks in total

## What next?

This course leads well onto studying drama and theatre studies at A-level and also different performing arts course options such as Musical Theatre and Acting. Drama also helps to go into a wide range of careers as employers value the benefit of drama as a subject and see that candidates will be confident individuals. Also, the skills learnt throughout the course, such as excellent communication, organisational and group work skills, will be essential in any profession. Drama is also invaluable for boosting students confidence for interview situations.



## Overview

If you are a practical musician with performance skills on an instrument or voice, and interested in a wide variety of musical styles then GCSE Music is an option with 60% practical coursework and 40% listening and appraising of set works and genres. Students are expected to be grade 3 standard on an instrument or voice by the end of year 11. The music course offered covers the following areas of study:

- Performing
- Composing
- Listening and Appraising comprised of:
  - Forms and Devices
  - Ensembles (Chamber Music, Musical Theatre and Jazz)
  - Film Music
  - Pop music, Bhangra and Fusion

## Course Content

By the end of Year 10 you will be expected to have recorded five practical performances and a composition. There will be two more performances submitted in Year 11; an ensemble performance and a solo performance and second composition to a set brief from the exam board. At the end of the course there is a listening examination based on 4 areas of study and 2 set works lasting approximately 75 minutes. This Course also teaches a thorough knowledge of music theory and musical analysis.

## Assessment

Each practical piece of coursework is worth 15% of the overall GCSE, therefore 60% in total. The listening examination is 40% and assessed by examination at the end of the course.

## What next?

Music is available at A-level in two distinct strands; traditional Music and Music Technology. In addition to these obvious pathways Music GCSE also provides a firm foundation for other A levels; Performing Arts and Performance Studies. The wide variety of content studied in GCSE Music also makes it a more than solid foundation for further vocational studies.



## Overview

You will be provided with the opportunity to explore real business issues and how businesses work. You will consider the practical application of business concepts. The units studied provide opportunities to explore theories and concepts in the most relevant way, through the context of events in the business and economic world. The knowledge and skills gained from this specification will provide you with a firm foundation for further study.

## Course content

You will apply your knowledge and understanding to different business contexts ranging from small enterprises to large multinationals and businesses operating in local, national and global contexts. You will develop an understanding of how these contexts impact on business behaviour.

You will apply your knowledge and understanding to business decision making including:

- The interdependent nature of business activity, influences on business, business operations, finance, marketing and human resources, and how these interdependencies underpin business decision making
- How different business contexts affect business decisions
- The use and limitation of quantitative and qualitative data in making business decisions.

## Assessment

There are two exams at the end of the course:

Paper 1: Influences of operations and HRM on business activity (worth 50% of GCSE)

1hr 45-minute exam, 90 marks.

Topic areas assessed:

- Business in the real world
- Influences on business
- Business operations
- Human resources

Paper 2: Influences of marketing and finance on business activity (worth 50% of GCSE)

1hr 45-minute exam, 90 marks.

Topic areas assessed:

- Business in the real world
- Influences on business
- Marketing
- Finance

## What next?

Many of our students go on to study this subject to a higher level, including A level and NVQ. Some students go on to use the subject as part of an Apprenticeship.

If you enjoy **Business** then you might like these jobs/careers...

#### **Admin, Business & Office Work**

- Bilingual PA
- Company Secretary
- Legal Secretary
- Personal Assistant
- Wages Clerk
- Warehouse Clerk
- Organisation & Methods Officer
- Recruitment Agency Consultant

#### **Computers & IT**

- Internet/Web Professional
- IT Technical Sales Specialist
- Database Administrator
- Software Developer/Programmer
- IT Product Developer
- Systems Analyst
- Network Manager
- IT Trainer

#### **Financial Services**

- Actuary
- Auditor
- Bank Manager
- Credit Manager
- Stockbroker
- Pensions Administrator
- Financial Advisor/Planner
- Accounting Technician

#### **Marketing & Advertising**

- Advertising Account Executive
- Advertising Art Director
- Market Research Analyst
- Public Relations Officer
- Exhibition Organiser
- Marketing Manager
- Media Planner
- Copywriter

#### **Retail Sales & Customer Service**

- Newsagent
- Retail Buyer
- Antique Dealer
- Retail Merchandiser
- Sales Representative
- Post Officer Counter Clerk
- Vehicles Sales Executive
- Customer Services Assistant

#### **Transport & Logistics**

- Road Transport Manager
- Warehouse Manager
- Distribution Manager
- Freight Forwarder
- Purchasing Officer
- Importer
- Exporter
- Buyer

### Overview

There are three mandatory units:

#### **Enterprise and Marketing Concepts**

Students will learn about the key factors to consider and the activities that need to happen to operate a successful, small start-up business. Students will learn how market research gives an entrepreneur an insight into the wants and needs of its customers, so that products and services can be developed to satisfy them.

- Characteristics, risk and reward for enterprise
- Market research to target a specific customer
- What makes a product financially viable
- Creating a marketing mix to support a product
- Factors to consider when starting up and running an enterprise

#### **Design a business proposal**

Students are presented with a business challenge from which they create a researched and costed business proposal. They will carry out market research, present data, use idea generation tools, seek and act on feedback, and cost their proposals. In their work on this unit, they will develop their self-assessment, collaborative working, creativity, numeracy, research and evaluative skills.

#### **Market and pitch a business proposal**

Students will learn how to design a brand which will make your product stand out in the market, before creating a promotional campaign to get your brand noticed by customers. The promotional campaign will include choosing different methods of promotion which students think are most suitable for their target customers. Students will then create a presentation that they will pitch to an audience. Afterwards they review both their performance and their business proposal. This will help develop their analysis and self-evaluative skills as well as those relating to self-presentation.

### Assessment

**UNIT 1** - RO67 Enterprise and marketing concepts (40%)

1 hour 15 mins, 70 marks

Written paper, OCR-set and marked

**UNIT 2** - RO68 Design a business proposal (30%)

Centre-assessed task, OCR moderated

**UNIT 3** - RO69 Market and pitch a business proposal (30%)

Centre-assessed task, OCR moderated

If you enjoy **Enterprise & Marketing**  
then you might like these jobs/careers...

#### **Admin, Business & Office Work**

- Bilingual PA
- Company Secretary
- Legal Secretary
- Personal Assistant
- Wages Clerk
- Warehouse Clerk
- Organisation & Methods Officer
- Recruitment Agency Consultant

#### **Computers & IT**

- Internet/Web Professional
- IT Technical Sales Specialist
- Database Administrator
- Software Developer/Programmer
- IT Product Developer
- Systems Analyst
- Network Manager
- IT Trainer

#### **Financial Services**

- Actuary
- Auditor
- Bank Manager
- Credit Manager
- Stockbroker
- Pensions Administrator
- Financial Advisor/Planner
- Accounting Technician

#### **Marketing & Advertising**

- Advertising Account Executive
- Advertising Art Director
- Market Research Analyst
- Public Relations Officer
- Exhibition Organiser
- Marketing Manager
- Media Planner
- Copywriter

#### **Retail Sales & Customer Service**

- Newsagent
- Retail Buyer
- Antique Dealer
- Retail Merchandiser
- Sales Representative
- Post Officer Counter Clerk
- Vehicles Sales Executive
- Customer Services Assistant

#### **Transport & Logistics**

- Road Transport Manager
- Warehouse Manager
- Distribution Manager
- Freight Forwarder
- Purchasing Officer
- Importer
- Exporter
- Buyer

## Overview

This exciting new course gives you the opportunity to build on the knowledge, understanding and skills established through what you have learnt in key stage 3. The qualification has been designed not only to allow for a solid basis of understanding but to engage learners and get them thinking about real world application.

## Course Content

- Understand and apply the fundamental principles and concepts of Computer Science, including abstraction, decomposition, logic, algorithms, and data representation
- Analyse problems in computational terms through practical experience of solving such problems, including designing, writing and debugging programs
- Think creatively, innovatively, analytically, logically and critically
- Understand the components that make up digital systems, and how they communicate with one another and with other systems
- Understand the impact of digital technology to the individual and to wider society
- Apply mathematical skills relevant to Computer Science

## Assessment

This GCSE is a combination of two 90 minute written examinations. These are worth 100% of the total mark.

### Exam 1 - Computer Systems:

This covers the central processing unit (CPU), computer memory and storage, data representation, wired and wireless networks, network topologies, system security and system software. It also looks at ethical, legal, cultural and environmental concerns associated with computer science.

### Exam 2 - Computational thinking, algorithms and programming:

This covers computational thinking: algorithms programming techniques, producing robust programs, computational logic and translators.

## What next?

This course will allow you to develop technical and analytical skills which will give you a foundation for progressing to Computer Science or ICT A-Levels.

If you enjoy **Computer Science**  
then you might like these jobs/careers...

### **Computers & IT**

- Analyst Programmer
- Software Engineer
- Computer Games Designer
- Computer Games Programmer
- Computer Forensics Analyst
- Database Administrator
- Data Analyst
- Information Systems Analyst
- Internet Developer
- Network Manager
- Software Developer
- Systems Analyst
- Technical Sales Manager
- Technical Support
- ICT Trainer
- IT Consultant
- Programmer

### **Media**

- Copy Editor
- Journalist
- Music Publisher
- Special Effects Technician
- Radio Producer
- Sound Technician
- Video Editor
- Animator

### **Financial Services**

- Actuary
- Accounts Clerk
- Finance Analyst
- Credit Manager
- Financial Planner
- Fund Manager
- Stockbroker

### **Admin, Business & Office Work**

- Bilingual PA
- Business Analyst
- Company Director
- Human Resources Administrator
- Payroll Clerk
- Recruitment Agency Consultant

### **Transport & Logistics**

- Airline Pilot
- Air Traffic Controller
- Logistics Analyst
- Purchasing Officer
- Train Driver
- Transport Planner

## Overview

Creative iMedia lets students gain knowledge in a number of key areas in the media field, from pre-production skills to digital animation, and offers a hands-on approach to learning. Students will design, plan, create and review digital media products to meet client and target audience demands. The Cambridge National in Creative iMedia will also provide opportunities to develop useful transferable skills such as research, planning, and review, working with others and communicating creative concepts effectively.

## Course Content

- Creative iMedia and the Media industry, this is the examined unit: Students will learn about the media industry and digital media products, how they are planned and the media codes which are used to convey meaning and engage audiences.
- Students will complete two coursework units as detailed below, these will cover some of the skills taught in the examined unit and develop these further, students will explore where and why visual identity and digital graphics, animations and audio are used and the techniques that are involved in their creation. They apply their skills and knowledge in creating a visual identity and then a digital graphic for a client. Students will also create an animation with audio, against a specific brief.

## Assessment

This course is a combination of a 90 minute written examination which is worth 70 marks and two centre assessed units which are worth 50 marks and 70 marks.

- Exam (R093) (40%) - Creative iMedia and the Media industry: contains a scenario on which all questions are based. It consists of two sections, comprising short answer and extended responses. There will be section A—containing 7-10 closed response, multiple and short answer questions. Section B will contain context-based questions, students will be presented with a short scenario which develops through the paper a series of closed, short answer questions and three extended response questions, the quality of written communication will also be assessed.
- Unit (R094) (25%) - Visual identity and digital graphics: will be practical tasks in the context of an assignment, selected from the OCR bank of set assignments that have to be completed under controlled conditions.
- Unit (R095) (35%) - Characters and Comics: there will be practical tasks in the context of an assignment, selected from the OCR bank of set assignments that have to be completed under controlled conditions.

## What next?

This course will allow you to develop technical and analytical skills which will give you a foundation for progressing to Level 3 Cambridge Technicals IT and Digital Media or Apprenticeships Level 2 or 3.



If you enjoy **iMedia** then you might like these jobs/careers...

### **Computers & IT**

- Computer Games Designer
- Database Administrator
- Data Analyst
- Information Systems Analyst
- Internet Developer
- Network Manager
- Systems Analyst
- Technical Sales Manager
- Technical Support
- ICT Trainer
- Website Administrator
- Website Developer
- Website Designer
- Animator
- Animation Designer

### **Media**

- Copy Editor
- Journalist
- Music Publisher
- Special Effects Technician
- Radio Producer
- Sound Technician
- Video Editor
- Animator

### **Financial Services**

- Actuary
- Accounts Clerk
- Finance Analyst
- Credit Manager
- Financial Planner
- Fund Manager
- Stockbroker

### **Admin, Business & Office Work**

- Bilingual PA
- Business Analyst
- Company Director
- Human Resources Administrator
- Payroll Clerk
- Recruitment Agency Consultant

### **Transport & Logistics**

- Airline Pilot
- Air Traffic Controller
- Logistics Analyst
- Purchasing Officer
- Train Driver
- Transport Planner

## Overview

The media play a central role in contemporary society and culture. They shape our perceptions of the world through the representations, viewpoints and messages they offer.

John Ferneley College offers students an interactive and engaging course that aims to broaden their minds. Students will cover all aspects of the media including language, representations, industries and audiences, giving students both an overall and in-depth understanding of how media represents the world.

This topic encourages students to take a critical and analytical view of the media industries by studying texts such as: newspapers, magazines, film posters and video games. Students will also study engaging topics such as the Crime Drama genre of television and a range of contemporary and historical music videos.

As part of this course, students will be required to complete a production project for an intended audience by applying knowledge and understanding of media language and representations.

## Course Content

The subject content is covered across the three following components:

- Exploring the Media
- Understanding Media Forms & Products
- Creating Media Products

## Assessment

This course is made up of two written exams (paper 1 is worth 40% of the qualification and paper 2 is worth 30% of the qualification) and one non exam assessment worth 30% of the qualification.

## What next?

GCSE Media students often continue onto A Level Media. Students gain practical skills, with filming, editing and creating their own media products. They also learn to work to deadline, as a team and to unlock their creativity. Academic skills, such as analysis and interpretation develop an aptitude for other subjects, such as English and History.

If you enjoy **Media** then you might like these jobs/careers...

### **Media**

- Copy Editor
- Journalist
- Broadcast Journalist
- Music Publisher
- Special Effects Technician
- Radio Producer
- Sound Technician
- Video Editor
- Animator
- Photographer

### **Marketing & Advertising**

- Publicity Officer
- Advertising Copywriter
- Advertising Media Buyer
- Market Research Analyst
- Market Research Interviewer
- Public Relations Officer
- Exhibition Officer
- Marketing Manager
- Social Media Manager

### **Computers & IT**

- Computer Games Tester
- Web Content Manager
- Web Editor
- Graphic Designer

### **Performing Arts**

- Actor
- Theatrical Producer
- Cinematographer

### Overview

This course gives students a more practical approach to learning. To work in a health or social care setting, it is essential to understand the rights of individuals, person-centred values of care and how they can be applied. This qualification will help you to develop this knowledge and to understand the importance of effective communication skills when working in these settings. You will also develop the skills needed to ensure a safe and hygienic environment for those in care.

### Course Content

This course gives learners the opportunity to develop sector-specific knowledge and skills. The course is organised into three components:

**Principles of care in health and social care** This is assessed by an exam. In this unit you will learn about the key topics that are important when caring for and protecting people in health and social care. Topics include:

- The rights of service users in health and social care setting
- Person-centred values of care
- Effective communication in health and social care
- Protecting service users and service providers in health and social care settings

**Supporting individuals through life events** In this unit you will learn about growth and development through the life stages. You will also learn how to understand the needs of individuals who have been affected by life events and how to recommend support to meet their needs. Topics include:

- Life stages
- Impacts of life events
- Sources of support

**Health promotion campaigns** In this unit you will research health promotion campaigns and learn about their benefits to society. You will also plan and deliver your own health promotion campaign. Topics include:

- Current public health issues and the impact on society
- Factors influencing health
- Plan and create a health promotion campaign
- Deliver and evaluate a health promotion campaign

### Assessment

There are three components to the course. There are two components that are internally assessed and then externally moderated and one component which is externally set and marked

### What next?

The Health & Social Care course can lead to the study of a range of vocational qualifications at Level 3 which prepares learners to enter employment or apprenticeships, or to move on to higher education by studying a degree in aspects of health or social care.

If you enjoy **Health & Social Care**  
then you might like these jobs/careers...

#### **Admin, Business & Office Work**

- Health Administrator
- Telephonist
- Receptionist
- Social Work Assistant
- Therapy Assistant
- Health Care Assistant
- Manager of a care home
- Work within the charity sector

#### **Teaching & Coaching**

- Youth Worker
- Social Worker
- Charity Officer
- Health and Social Care Teacher
- Primary teacher
- Early years teaching
- Counsellor
- Personal Trainer
- Special Educational Needs Co-Ordinator
- Art therapist
- Music therapist
- Play therapist
- Complimentary therapist

#### **Health and Social Care**

- Nursing
- Health Therapies
- Dental Hygienist
- Doctor
- Researcher
- Health visitor
- Health service manager
- Health improvement practitioner
- Occupational therapist
- Physiotherapist
- Mental health practitioner
  
- A wide range of roles within health care or social care

### Overview

This course gives students a more practical approach to learning. It is designed with both practical and theoretical elements, which will prepare students for further qualifications in Child Care, Health and Social Care, Psychology, Sociology and Biology.

### Course Content

All students will study three mandatory topics as follows:

**Health and well-being for child development** - Students will develop the essential knowledge and understanding in child development, covering reproduction, parental responsibility, antenatal care, birth, postnatal checks, postnatal provision, conditions for development, childhood illnesses and child safety.

**Understand the equipment and nutritional needs of children from birth to five years** - students will gain knowledge of the equipment needs of babies and young children and an understanding of the factors to be considered when choosing appropriate equipment to meet all of these needs. This topic will also cover nutrition and hygiene practices and students will be given the opportunity to investigate feeding solutions, comparing these to nutritional requirements and evaluating the outcomes; and evaluation skills are developed.

**Understand the development norms of a child from birth to five years** - students will gain an understanding of the development norms from birth to five years and the stages and benefits of play. Students will gain knowledge of, and skills in, developing activities to observe development norms in children up to the age of five. This topic will include researching, planning and carrying out activities with a child and observing and evaluating these activities, as well as comparing the child to the expected development norms.

### Assessment

There are three components to the course.

Two of these components are internally assessed and externally moderated. Students will complete these assessments in the classroom.

The first component - health and wellbeing for child development is an external assessment which will be a written paper set and marked by OCR and is 1 hour and 15 minutes long

### What next?

The Child Development course can lead to the study of a range of vocational qualifications at Level 3 which prepares learners to enter employment or apprenticeships, or to move on to higher education by studying a degree in aspects of early years, child care or health or social care.

If you enjoy **Child development**  
then you might like these jobs/careers...

#### **Admin, Business & Office Work**

- Health Administrator
- Telephonist
- Receptionist
- Social Work Assistant
- Therapy Assistant
- Health Care Assistant
- Early years assistant
- NHS clerical assistant
- nursery manager

#### **Teaching & Coaching**

- Youth Worker
- Social Worker
- Charity Officer
- Health and Social Care Teacher
- Early years teacher
- Primary school teacher
- Nursery nurse
- Counsellor
- Personal Trainer
- Special Educational Needs Co-Ordinator
- Community development worker
- Counsellor
- Educational psychologist
- Speech and language therapist
- Play therapist

#### **Health and Social Care**

- Nursing
- Paediatrics
- Health visitor
- Midwife
- Doctor
- Researcher
- Child psychotherapist
- Children's nurse
- Family support worker
  
- A wide range of roles within health care or social care