



St. John Fisher
CATHOLIC COMPREHENSIVE SCHOOL

OPTIONS BOOKLET 2021





St. John Fisher

CATHOLIC COMPREHENSIVE SCHOOL

"Deo Reddite Dei"

"Give back to God what belongs to God"

Dear Parents and Carers,

RE: Year 8 Virtual Options Evening March 31st 2021 6pm

I am writing to invite you and your child to attend our virtual Year 8 Options Evening on the 31st March 6pm. The evening will enable you to listen to staff talking about the different option choices on offer which will help your child to make informed choices when selecting their options, followed by how to navigate the process of selecting options. You will be able to access the event by visiting our website. www.stjohnfisher.school, any time on or after 6pm.

Making the transition into Key Stage 4 and ensuring that your child has the best start to their GCSEs is extremely important to us, so I do hope that you will take the time to attend this event and listen to as many subjects as possible with your child. It is important to realise that the best grades possible will increase career options in the future.

Please also note the following key dates:

On 15th March, we will commence our online Live Teams Option Choices Assemblies during form time. Assemblies will run through to 30th March and will be held each weekday starting at 8.35am until 8.55am. These Options Assemblies will ensure your child has had detailed information about each of the subjects they are considering.

Also, on 15th March, Year 8 parents and carers will be emailed the Options booklet, and over the next few weeks it is important that you look at the Options booklet with your child and discuss the choices that they might want to make. A copy of the Options booklet can also be found online at <https://stjohnfisher.school/year-8-options-information/>

Our Online Options Selection Window will launch on 1st April at 10am. Parents and carers will have until the 23rd April to make Options choices when the window will close at 3.05pm. After this, any parent or carer who has not made Options choices will be contacted by the school to make their selections.

MRS D. LENNON
HEADTEACHER

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Archdiocese
of Southwark



Please note: It is our hope that we can support all students' selections; however, each course has a maximum and minimum number of student allocation. When options are over-selected, students will be allocated one of their reserve choices or an alternative option. Similarly, if choices are under selected, these options will not run and again students will be allocated a reserve choice or an alternative option.

If you have any questions, comments or concerns, please contact Upper Site Reception and ask to speak to Mrs. Bennett, or email l.bennett@stjohnfisher.school.

Yours faithfully,



Mrs. L. Bennett
Head of Lower School



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Core Curriculum

English Language and GCSE English Literature

Qualification Type: Two 9-1 GCSEs – English Language and English Literature

Description of course:

“Through developing students’ literacy and communication skills, English is the gateway to accessing other subjects and opportunities after Year 11. We also aim to enhance students’ understanding of the world by critically engaging with a diverse range of texts.”

All students will follow a two year course that will enable them to achieve two qualifications: GCSE English Language and GCSE English Literature. Through studying a variety of fiction and non-fiction texts from the 19th, 20th and 21st centuries, students will learn to analyse, evaluate and compare texts both on language and thematic levels. They will be encouraged to explore their own writing techniques through the creation of different fiction and non-fiction texts.

Their GCSE Literature course will include the study of a Shakespeare play (“Macbeth” or “Romeo and Juliet”), a 19th century novel (“A Christmas Carol”), an anthology of poetry exploring issues surrounding conflict and a selection of unseen poetry.

In Year 9, students will prepare for the academic rigour of their GCSE qualifications by exploring the use of language to create meaning in a variety of settings, for example within the Gothic genre, in inspirational speeches, in Shakespeare’s great tragedy “King Lear” and in argumentative and persuasive non-fiction texts.

Assessment:

Both Language and Literature will be assessed at the end of Year 11 with two exams:

Language Paper 1: Explorations in Creative Reading and Writing (50% of the GCSE)

Language Paper 2: Writers’ Viewpoints and Perspectives (50% of the GCSE)

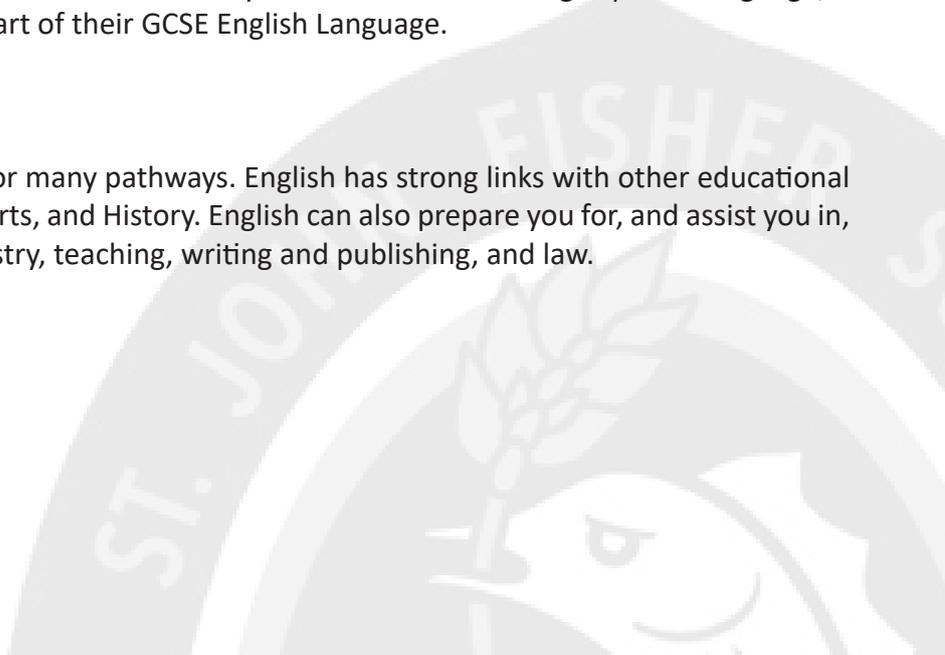
Literature Paper 1: Shakespeare and the 19th century novel (40% of the GCSE)

Literature Paper 2: Modern texts and poetry (60% of the GCSE)

Students will also be prepared for and assessed in their ability to communicate through spoken language; a spoken language endorsement will form part of their GCSE English Language.

What/where next?

A qualification in English can open doors for many pathways. English has strong links with other educational subjects such as Media, Film, Performing Arts, and History. English can also prepare you for, and assist you in, careers such as working in the media industry, teaching, writing and publishing, and law.



Qualification Type: One GCSE 9-1

Description of course:

“Mathematics makes the world go round”

Mathematical questions arise quite often in everyday life. Have you ever thought: how many dollars will I get for £100? How much will I pay with a 30% discount? If I buy a stereo and pay in instalments, how much more will I pay? Which size packet of crisps is more economical? GCSE Mathematics will ensure that you never get stuck on questions like these as you will develop higher logical thinking and application skills. A good grade in GCSE Mathematics will open doors to a better job, AS and A-level courses, further and higher education and apprenticeships.

What courses can I pursue after studying GCSE mathematics? Mathematicians are employed in a wide range of careers such as: Accountancy, Business and Finance, Engineering, Law, Management, Medicine, Science and Teaching. A GCSE Mathematics qualification is useful for pursuing virtually any further or higher education course. Mathematics is one of the most important qualifications that employers, colleges and universities look for; you will not be able to study higher level qualifications without first achieving a GCSE in Mathematics. It is also one of the most used subjects in everyday life and, therefore, a compulsory subject taken by all students at KS4.

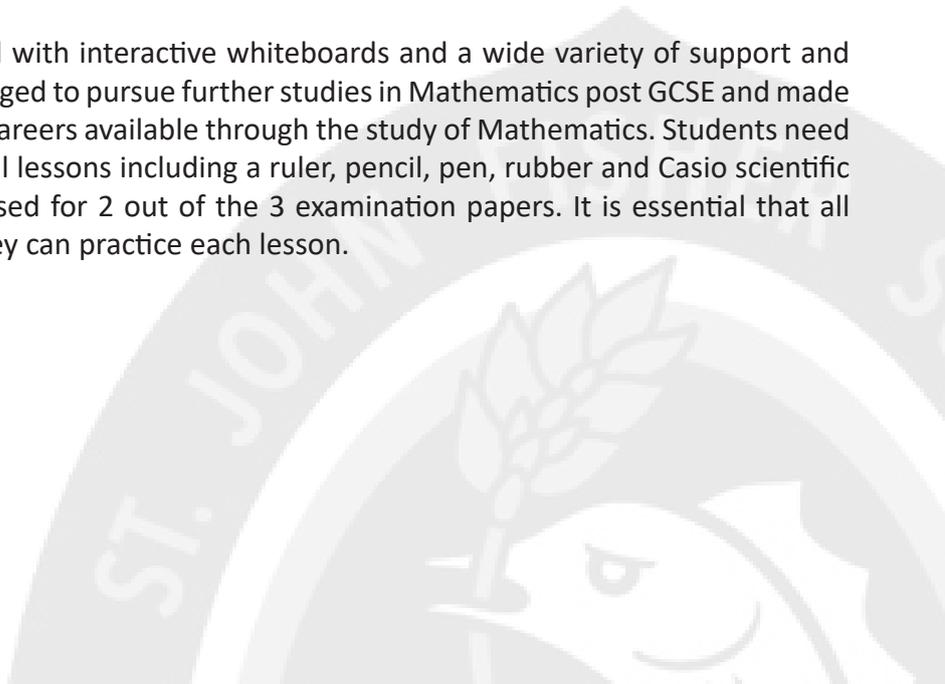
Assessment:

Mathematics at GCSE is a linear course, meaning that the course is examined through three exam papers at the end of the course, each paper being worth 1/3 of the final grade. Paper 1 is a non-calculator paper, paper 2 and paper 3 are calculator papers. Each paper is worth 80 marks.

There are 2 levels of entry: Foundation and Higher.

There is no coursework and the examining board is Edexcel. The course itself is made up of six key areas: number, algebra, statistics, probability, geometry and measures and ratio, proportion and rates of change.

The Mathematics department is equipped with interactive whiteboards and a wide variety of support and enrichment material. Students are encouraged to pursue further studies in Mathematics post GCSE and made aware of the variety of opportunities and careers available through the study of Mathematics. Students need to ensure they are suitably equipped for all lessons including a ruler, pencil, pen, rubber and Casio scientific calculator; a scientific calculator can be used for 2 out of the 3 examination papers. It is essential that all students have their own to ensure that they can practice each lesson.



GCSE Religious Studies

Qualification Type: One GCSE 9-1

Description of course:

The Religious Education specification provides a holistic approach to religion and practice in the 21st century and encourages students to reflect on and engage with fundamental questions. Students will develop 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.

All students will follow a three-year plan for the Edexcel GCSE course in Roman Catholic Christianity, Judaism and Christian Ethics. The aims of the qualification are to enable students to develop their knowledge and understanding of religious beliefs, teachings, and sources of wisdom and authority, including through their reading of key religious texts, other texts, and scriptures of the religions they are studying. They will reflect on and develop their own values, beliefs and attitudes in the light of what they have learnt and will contribute to their preparation for adult life in a pluralistic society and global community.

The GCSE enables students to demonstrate knowledge and understanding of key sources of wisdom and authority including scripture and/or sacred texts, where appropriate, which support contemporary religious faith. By engaging with questions of belief, value, meaning, purpose, truth, and their influence on human life, students will develop their ability to construct well-argued, well-informed, balanced and structured written arguments, demonstrating their depth and breadth of understanding of the subject.

What / Where next?

Not only does religious education improve tolerance and respect for others, but there are so many careers out there that require the skills that a study of religion can bring. Students who achieve well in their religious education GCSE and go on to A Level Philosophy and Ethics can study a variety of different courses at university, from philosophy itself, to engineering, business and law. Religious education is also beneficial to medicine, journalism, teaching, finance, accountancy, politics, government, project management, marketing, and public relations.

Course Assessment:

At the end of Year 11, students will be externally assessed by three exams:

- Paper 1: Area of Study 1 – Study of Roman Catholic Christianity (50% of the GCSE)
- Paper 2: Area of Study 2 – Study of Second Religion – Judaism (25% of the GCSE).
- Paper 3: Area of Study 3 – Philosophy and Ethics - Catholic Christianity (25% of the GCSE)

Students will have ample opportunity to develop the writing skills required as both internal and external exam papers have been designed with a straightforward structure and consistent use of command words in questions.

Year 9 Curriculum:

During Year 9 students will be introduced to the rigours of the GCSE RE course and will begin to refine their skills according to the assessment criteria that are examined at GCSE. Students will study a wide range of topics that relate to the new GCSE specifications: they will study the different ways Catholics express their faith, study key Roman Catholic beliefs and teachings; and how Catholics put these beliefs into practice.

GCSE Combined Science

Qualification Type: Two GCSEs 9-1 (Combined Science)

GCSE Science is a linear course which will be taught over the whole of KS4 (Years 9-11) with 6 exams sat at the end of Year 11 (two for Biology, two for Chemistry and two for Physics, each 75 minutes hour long).

Course assessment

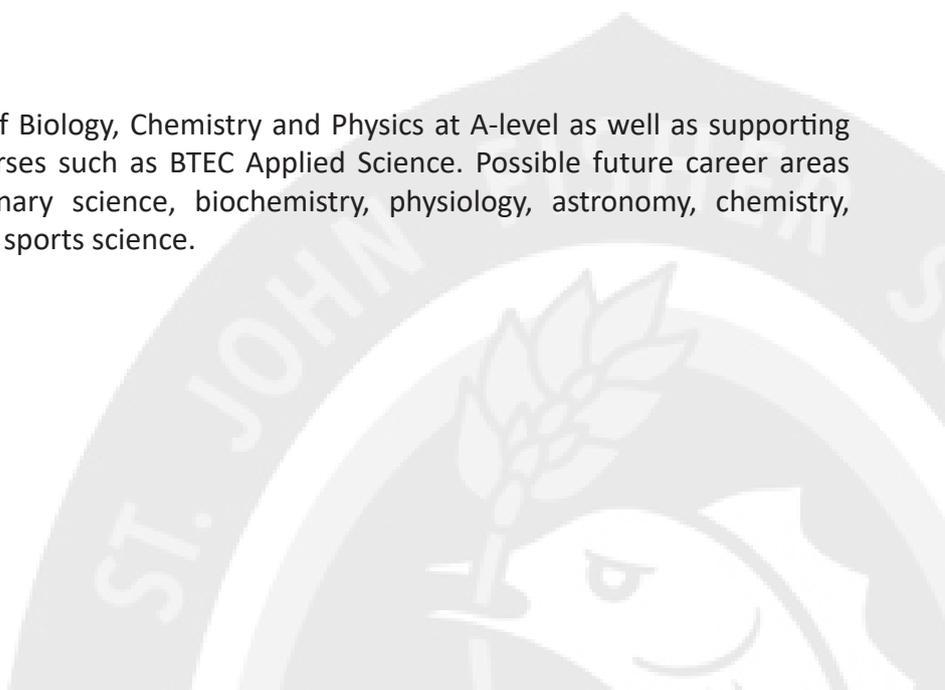
There is no coursework component with the exam accounting for 100% of the grade. As it is a two GCSE course, there are 17 grade points from 1-1 to 9-9. Pupils are expected to have carried out, but not be limited by, 16 practicals. The understanding from these practicals will be assessed in the exams along with key mathematic components.

Description of the Course

Biology	Chemistry	Physics
Cell Biology Organisation Infection and response Bioenergetics Homeostasis and response Inheritance, variation and evolution Ecology	Atomic 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	Forces Energy Waves Electricity Magnetism and electromagnetism Particle model of matter Atomic structure

What/Where next?

This course links well into further study of Biology, Chemistry and Physics at A-level as well as supporting progression through to BTEC Level 3 courses such as BTEC Applied Science. Possible future career areas may include dentistry, medicine, veterinary science, biochemistry, physiology, astronomy, chemistry, environmental science, physiotherapy and sports science.



Qualification Type: One GCSE 9-1

Effective Citizenship teaching is integral to the moral and social development of young people. Fundamental British values such as tolerance and respecting diversity are embedded throughout the GCSE course, helping to turn our students into young people who want to be good citizens and give back to society. Citizenship is a living breathing subject which builds on the skills and knowledge that students have developed in Year 7 and 8.

Description of the Course

Citizenship Studies is about how people take an active part in democratic politics and work together for a better society, locally, nationally and globally. Students will learn about power, democracy, the operation of government and the legal system, and the role of the UK in the wider world. They will explore and learn about different controversial and topical issues with political, social, ethical, economic and environmental dimensions in local to global contexts. They will experience taking citizenship action and learn from trying to make a difference themselves.

The course content is divided into five themes:

A: Living together in the UK

The different communities and religions that make up the UK. The journey of our human rights.

B: Democracy at work in the UK

How laws are formed and how politicians are elected and represent the population.

C: Law and justice

The process of the courts that make up the United Kingdom, the key players such as judges, jury, barristers and solicitors.

D: Power and influence

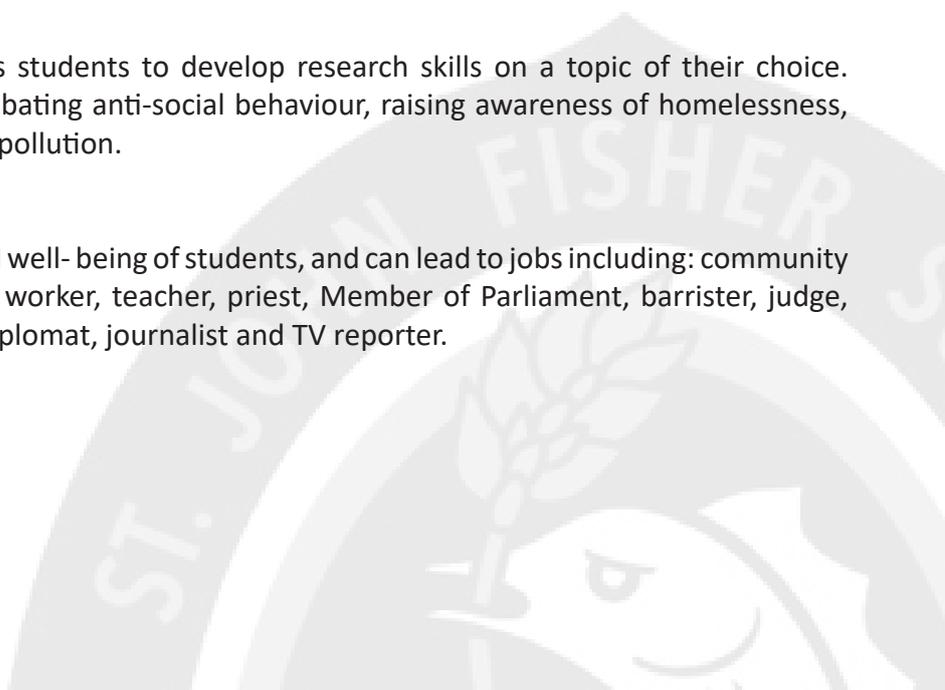
How individuals can play their part in a healthy democracy such as the use of voting, pressure groups and trade unions.

E: Taking citizenship action

This module on active citizenship enables students to develop research skills on a topic of their choice. Recent research topics have included combating anti-social behaviour, raising awareness of homelessness, and improving sustainability and reducing pollution.

What and where next?

Citizenship improves the physical and social well-being of students, and can lead to jobs including: community officer, policeman, fireman, doctor, social worker, teacher, priest, Member of Parliament, barrister, judge, lawyer, development officer, aid worker, diplomat, journalist and TV reporter.



Option Subjects

GCSE Art and Design

Qualification Type: One GCSE 9-1

Description of course:

GCSE Art & Design is all about creativity; the course encourages students to explore and experiment with a broad variety of visual materials in a range of specialist areas and helps to develop an analytical and enquiring mind. The course requires students to make a number of different pieces of work in response to a range of distinct themes and scenarios. These pieces of work are the culmination of a creative cycle which involves: visual research and investigations, developing and reviewing ideas, experimenting and evaluating their practical work and presenting a response. Students will be expected to work independently outside of school to support their development. Motivation, perseverance and an ability to solve problems are the key to being successful at GCSE Art & Design.

You don't have to be good at drawing to be good at Art.

Students will explore specialisms such as Fine Art, Painting and Sculpture, Photography, Graphic Design, Printmaking, Illustration and Fashion & Jewellery and will have the opportunity to develop more individual and independent ways of working during Years 10 and 11.

“Creativity now is as important as literacy and we should treat it with the same status”

Sir Ken Robinson.

Course Assessment:

Component 1 Personal Portfolio (Coursework):

A portfolio that in total shows explicit coverage of the four assessment objectives. It must include a sustained project evidencing the journey from initial engagement to the realisation of intentions and a number of smaller projects which explore at least 3 of the specialisms listed above.

60% of overall grade

Component 2: Externally set assignment and Exam:

Students respond to their chosen starting point from an externally set assignment paper relating to their subject title, evidencing coverage of all four assessment objectives. The sketchbook and other work completed for the exam unit forms part of the overall assessment for the exam.

12 week preparatory period followed by a 10 hour practical exam (2 x 5 hour days)

40% of overall grade

What / Where next?

A GCSE in Art and Design can lead on to a range of creative courses at Post-16, including: A Levels in Art and Design, Graphics, Illustration, Fashion, Product Design, Photography, Visual Communication and then ultimately supports progression on to Foundation courses, Foundation Degrees and Degrees in Art and Design related subjects.

The Creative Sector is the fastest growing industry sector in the UK and at least 1 in 11 people are employed in creative roles so there are huge possibilities for future employment for those with creative training.

The analytical and observational skills developed in Art and Design as well as the ability to work independently and solve problems in a creative way are highly prized attributes by a range of courses and employers outside of the Creative Arts.

GCSE Computer Science

Qualification Type: One GCSE 9-1

Description of course:

Students who are good at Mathematics should consider opting for Computer Science. However, students who have an interest in programming should also consider this subject. It should be noted that everybody will have to learn Python to complete the practical assignments and prepare them for the computational thinking and problem solving exam. This is not an ICT course about how to use computers. The course has been developed in response to a number of recent initiatives aimed at promoting Computer Science as a rigorous, knowledge-based subject discipline. It is about how computers work and how to write programs for them. It develops both logical thinking and creativity.

What are the access criteria for the course?

To be enrolled onto this course you need to be on target to get at least a grade 5 in Mathematics in Year 11 and have a keen interest in the subject.

Content Overview	Assessment Overview
<p>Paper 1: Computer systems This component will assess:</p> <ul style="list-style-type: none">• 1.1 Systems architecture• 1.2 Memory and storage• 1.3 Computer networks, connections and Protocols• 1.4 Network security• 1.5 Systems software• 1.6 Ethical, legal, cultural and environmental impacts of digital technology	<p>Written paper: 1 hour and 30 minutes 50% of total GCSE 80 marks This is a non-calculator paper. All questions are mandatory.</p> <p>This paper consists of multiple choice questions, short response questions and extended response questions.</p>
<p>Paper 2: Computational thinking, algorithms and programming This component will assess:</p> <ul style="list-style-type: none">• 2.1 Algorithms• 2.2 Programming fundamentals• 2.3 Producing robust programs• 2.4 Boolean logic• 2.5 Programming languages and Integrated Development Environments	<p>Written paper: 1 hour and 30 minutes 50% of total GCSE 80 marks This is a non-calculator paper. This paper has two sections: Section A and Section B. Students must answer both sections. All questions are mandatory. In Section B, questions assessing students' ability to write or refine algorithms must be answered using either the OCR Exam Reference Language or the high-level programming language they are familiar with.</p>

GCSE Design and Technology Product Design

Qualification type: One GCSE 9-1

Description of course:

In our lives, we are surrounded by inspirational design. Think of all the products you come into contact with in a single day. Every one of them has been created as the result of the input of a designer. Their appearance, the way they work, their ability to be used effortlessly, is all a result of the designer's decisions. In Design and Technology you will learn how to design and make things from a range of materials and technologies. If you are the sort of person who enjoys working independently and as a team, using ICT and computer aided design, problem solving, being inventive and making your ideas real, then Product Design would be a good subject for you.

Exam Board: AQA

The ability to think creatively is highly valued in today's job market and this course will directly lead into career opportunities. It can pave the way for a design foundation at college, an innovative, hands-on BA degree or a more scientific BSc degree. The management of time and resources, the ability to work independently with commitment and motivation, to overcome problems and to react positively to criticism are just some of the personal and employability skills that will be developed through the experience of Product Design.

GCSE Design and Technology will prepare students to participate confidently and successfully in an increasingly technological world. Students will gain awareness and learn from wider influences on Design and Technology including historical, social, cultural, environmental and economic factors. Students will get the opportunity to work creatively when designing and making and apply technical and practical expertise.

Assessment:

Unit 1

Written exam: 2 hours

100 marks

50% of GCSE

Unit 2

Non-exam assessment (NEA, Coursework): 30–35 hours approx

100 marks

50% of GCSE

What / Where next?

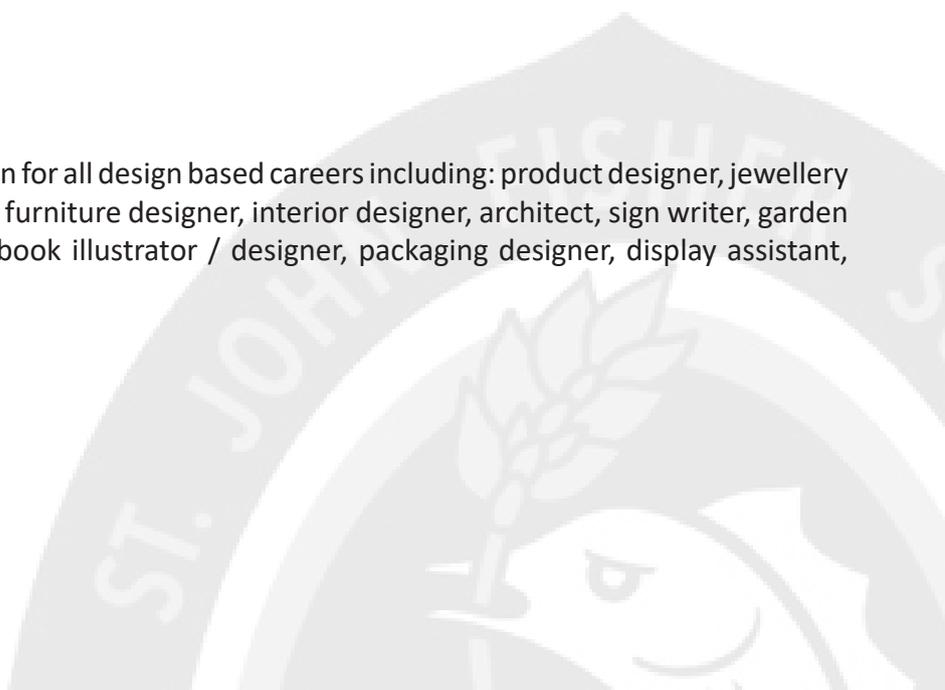
This qualification provides a good foundation for all design based careers including: product designer, jewellery designer, textile designer, fashion designer, furniture designer, interior designer, architect, sign writer, garden designer, graphic designer, model maker, book illustrator / designer, packaging designer, display assistant, and teacher in Design and Technology.

Further Study;

A Level Product Design

Higher National Diploma Art and Design

Degree and BA Hons Degrees in Design



Qualification Type: One GCSE 9-1

French

French truly is a world language, spoken by more than 220 million people in over 54 countries on five continents - studying it will enable you to access a wide range of cultures. In Europe, it is spoken in France, Belgium, Switzerland, and Luxembourg. In the Americas, it is an official language of Canada and spoken in the Caribbean. It is the language of the well-educated in parts of Southeast Asia, North Africa and much of Western and Central Africa. Being able to speak French is an asset for anyone interested in working in international organisations or businesses. The language of culture, French is widely considered an integral part of cooking, fashion, theatre, the visual arts, dance, and architecture.

In GCSE French, we continue to build upon the skills you have developed in Year 7 and 8 in listening, speaking, reading, and writing while studying the following themes:

- Family and friends;
- Technology;
- Free time and education;
- Tourism;
- Local, international, and global issues.

As a part of the lessons, you will discover:

- another culture and a different way of life;
- how to express yourselves in everyday situations in another language;
- how to develop communication skills and have the confidence to talk in a variety of contexts;
- interesting topical social issues in the French speaking world.

Assessment:

You will be entered for either the foundation or higher tier depending on which is most appropriate. The course is examined by way of four papers:

- Listening examination (25%): written exam with questions in English and French.
- Speaking examination (25%): 10-12 mins total; conducted by the teacher in year 11.
- Reading examination (25%): written exam with questions in English and French.
- Writing examination (25%): consisting of translation and different writing tasks.

What/Where next:

French is highly valued by employers and college and university admissions officers. Students are able to progress to A level and university degrees in languages (normally combined with another subject such as another language, law, business, travel and tourism). It can be used in almost any career you care to mention - business, media, law, IT, tourism, manufacturing, engineering, journalism, teaching, translation and interpretation, medicine, or the diplomatic service - the possibilities are endless. The study of French demonstrates a high level of perseverance, a willingness to learn, strong communication, presentation, and analytical skills plus an awareness of and sensitivity to another culture – all of which are highly valued by employers. Studies have shown that 74% of employers are looking to employ people with language skills and that using a second language at work could increase your salary by 8-20%.

Qualification Type: One GCSE 9-1

Latin

Latin (and Roman culture generally) has shaped the languages, literature and thinking of the western world. GCSE Latin incorporates the study of both language and culture, building on knowledge from Years 7 and 8 to enhance your understanding. Your translation ability will reach a standard allowing you to read literature in the original Latin. You will be able to understand more of the relationship between Latin and our modern European languages; you will develop and apply logical and analytical thought processes and learn:

- Linguistic skills: developed through translation of Latin and comprehension of Latin passages;
- Analysis: developed through applying logical reasoning to Latin literature;
- History, civilisation, and culture: developed through exploration of various aspects of Roman life;
- Evaluation and communication: developed through studying text, assessing its context and understanding your personal response to the literature's style, form, background and meaning.

Our Latin course caters for a wide variety of interests – linguistic, literary, and historical – and is thus an excellent complement to many other subjects. Through developing linguistic skills, students discover the fascinating myths and history of the classical world and improve thinking skills: it is a very logical language that can be deciphered like a code, solved like a puzzle. In addition, students can enrich their English vocabulary and spelling, particularly in cultural and scientific areas, since Latin has given English a great part of its vocabulary.

Assessment:

- Students will undertake regular assessment of their skills to determine strengths and areas for development. The course is examined by three papers:
 - Paper 1: Latin language (50%), assessed through comprehension and translation of Latin passages and linguistic questions or translations to assess grammatical understanding. Any vocabulary that does not appear on the defined list for study is provided as a glossary within the paper.
 - Paper 2: Literature (25%); students study set texts within lessons and are then assessed on their analysis of content and context of the texts and translations of an extract. Students receive a clean copy of the texts during the examination allowing them to focus on the key skills rather than purely on memory.
 - Paper 3: Roman civilisation (25%); students study English translations of prescribed ancient sources covering themes of civilisation and culture. In the examination, students respond to questions demonstrating their understanding and knowledge of the studied aspects of Roman culture along with their ability to analyse and respond to ancient sources. Again, students receive a clean copy of the source materials as support in the examination.

What/where next:

Latin remains very highly regarded by professional employers and colleges/universities. Latin supports further study in other subjects, particularly English, history, modern foreign languages, science, technology, law and medicine and can pave the way to jobs in the civil service, marketing and financial services. The study of Latin demonstrates a clarity of thought and an organised and logical approach to learning; it helps develop key transferable skills such as communication, flexible thinking, analysis, reasoning, and teamwork – all of which are highly valued by employers.

Qualification Type: One GCSE 9-1

Description of the Course:

We are following the Edexcel GCSE Geography A which consists of three units covered at KS4 over three years.

Paper 1: The Physical Environment

Written examination: 1 hour and 30 minutes, 37.5% of the qualification

Content overview

- Topic 1: The changing landscapes of the UK
1A: Coastal landscapes and processes, 1B: River landscapes and processes.
- Topic 2: Weather hazards and climate change
- Topic 3: Ecosystems, biodiversity and management

Paper 2: The Human Environment

Written examination: 1 hour and 30 minutes, 37.5% of the qualification

Content overview

- Topic 4: Changing cities
- Topic 5: Global development
- Topic 6: Resource management – including water resource management

Paper 3: Geographical Investigations: Fieldwork and UK Challenges

Written examination: 1 hour and 30 minutes, 25% of the qualification

Content overview

- Topic 7: Geographical investigations – fieldwork
- Topic 8: Geographical investigations – UK challenges
- The exam includes multiple-choice questions, short open, open response, calculations, 8-mark and 12-mark extended writing questions.

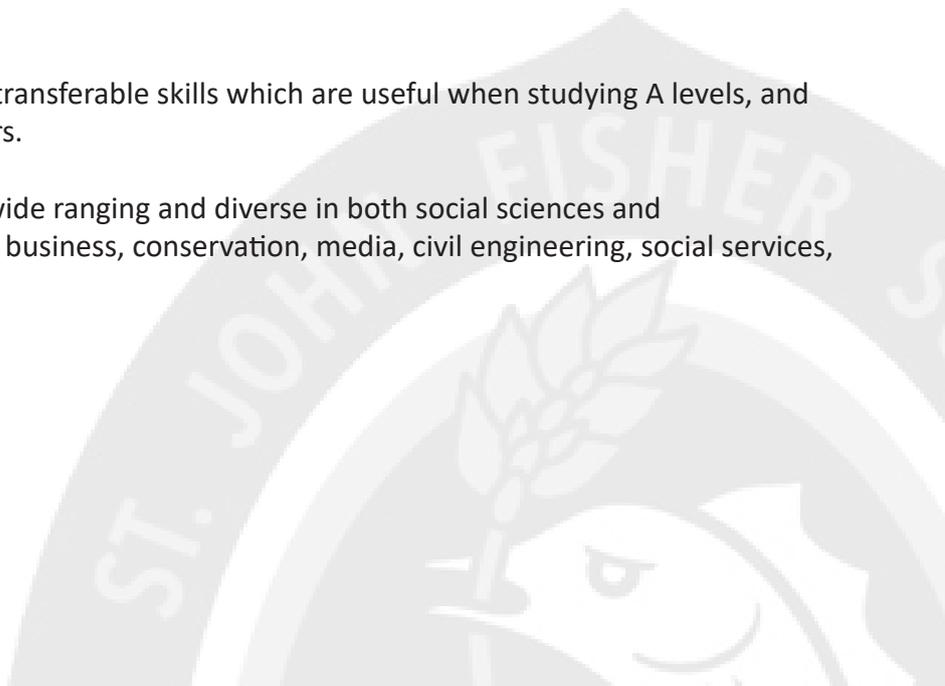
Course Assessment:

Units 1-3 will be assessed through three separate 1 hour 30 minute external exams. These exams will all be taken at the end of Year 11.

What / Where next?

Geography at GCSE offers a foundation of transferable skills which are useful when studying A levels, and preferred by top universities and employers.

Career paths for Geography students are wide ranging and diverse in both social sciences and environmental fields e.g. retail, marketing, business, conservation, media, civil engineering, social services, town planning and surveying.



Qualification Type: One GCSE 9-1

Description of course:

Students will study for the following papers:

Paper One

A thematic study and historic environment

- Medicine and public health in Britain c1250 AD to the present day:
- The British sector of the Western Front, 1914-18, surgery and treatment.

This is a study about the ideas of the cause and treatment of disease and illness; approaches to public health and prevention of disease and illness and the influence of changes in society on medicine and public health.

Paper Two

- British depth study: Henry VIII and his ministers
- Non-British depth study: British America 1713-83; empire and revolution.

Paper Three

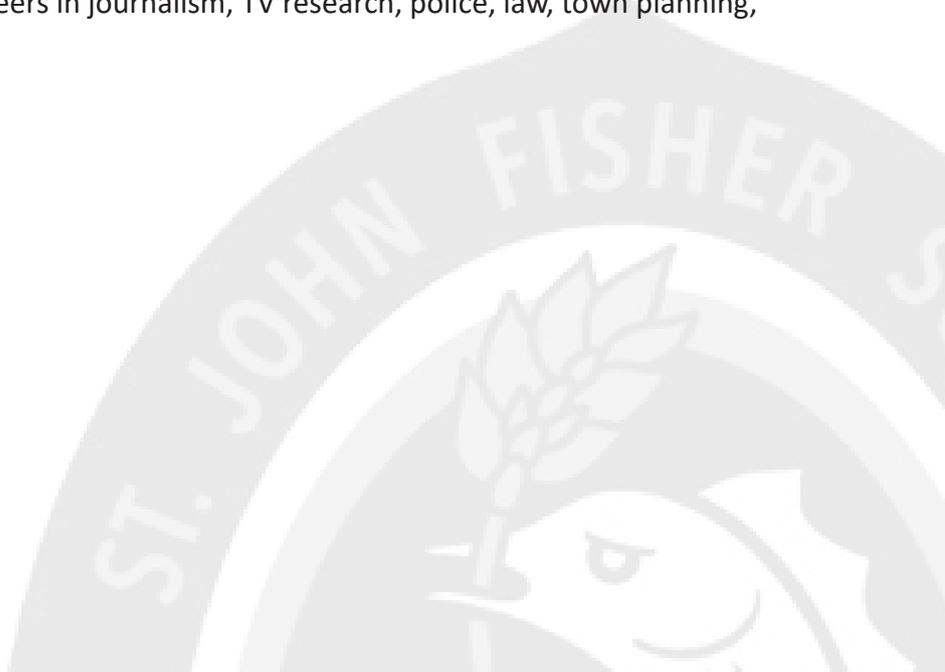
A depth study: Life in Germany 1918-1939

This is a study of the problems facing Germany after the First World War, considering the reasons for and the impact of dictatorship in Germany. Why did people support the Nazis? What was the impact on different groups of living in the Nazi state, e.g. women, young people, workers and minorities such as Jews, Gypsies and disabled people?

What /Where next?

Top universities will be looking for students who have gained the English Baccalaureate (Ebacc). You will need to have a GCSE in either History or Geography to achieve the Ebacc.

History can give you the skills most employers want whatever the career you have in mind, e.g. research skills, communication skills, the ability to compare and contrast, to test evidence for reliability, to form judgements based upon the evidence. Careers in journalism, TV research, police, law, town planning, tourism, teaching, to name but a few!



Qualification Type: One GCSE 9-1

Description of course:

“Whatever sociology may be, it is the result of constantly asking the question, what is the meaning of this?” Very few of us live on our own, we are all in regular contact with other people and we interact with other people in groups and in various organisations. We are all members of groups such as families, peer groups and friendship groups and we will come into contact with organisations such as the school, the workplace, the Church, the legal system, the political system and the mass media. Sociology is the study of the society in which we live and it examines how we are influenced and shaped through being members of groups and organisations. It concentrates on the way we make society what it is and the way society makes us what we are.

Subject content

- The sociological approach
- Social structures, social processes and social issues
- Families
- Education
- Crime and deviance
- Social stratification
- Sociological research methods

What will you study in Year 9?

- The sociological approach
- Social structures, social process and social issues
- Sociological research methods

What will you study in Year 10?

- You will continue to embed Year 9 learning along with families and education
- Relevant areas of social theory and methodology

What will you study in Year 11?

- You will continue to embed Year 9 learning along with crime and deviance and social stratification
- Relevant areas of social theory and methodology

How will you be assessed?

The qualification is linear. Linear means that students will sit their exam at the end of the course in Year 11. There are two exams, each one an hour and forty-five minutes long.

Questions

Section A has two multiple choice questions followed by a range of short and extended questions. Section B has two multiple choice questions followed by a range of short and extended responses .

What / Where next?

Sociology is one of the fastest growing subjects and is thought of highly amongst employers and academic institutions. Jobs like nursing, police work, law and retail welcome employees with GCSE Sociology. It is also an excellent subject to take at A Level and beyond. Indeed, many of our Sixth Formers go on to study Sociology at university.

GCSE Science (Triple)

Qualification type: Three GCSEs 9-1 (Biology, Chemistry and Physics)

Triple Science is a linear course which will be taught over the whole of KS4 (Years 9-11) with 6 exams sat at the end of Year 11 (two for Biology, two for Chemistry and two for Physics, each 1 hour 45 minutes).

Course assessment

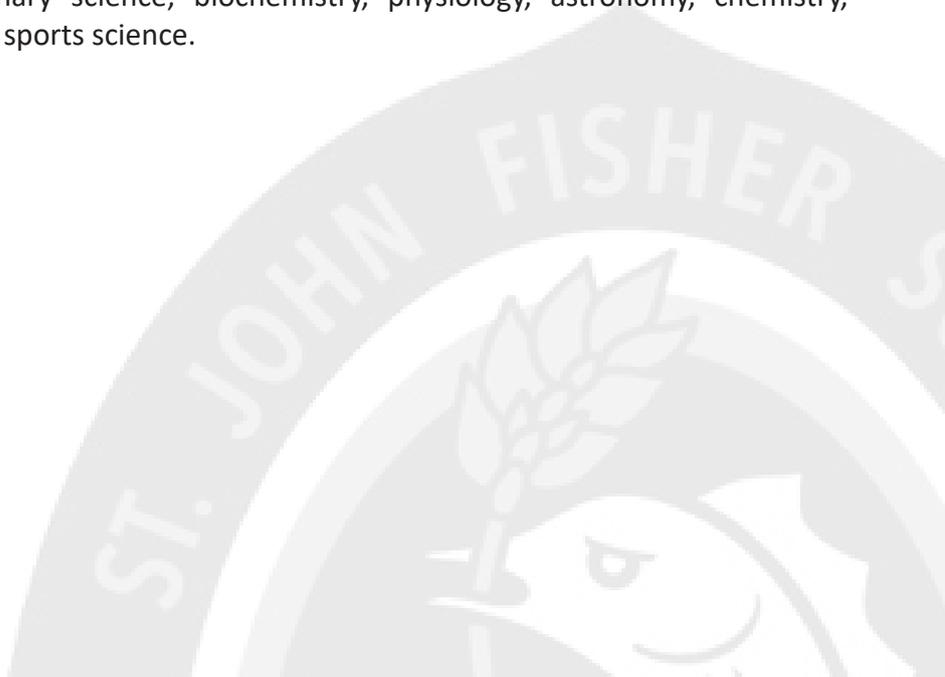
There is no coursework component with the exam accounting for 100% of the grade. As it is a three GCSE course, pupils will be assessed in 2 exams for each science and receive a separate grade for each. They will be required to complete, but not limited by, 10 practicals for each science. The understanding from these practicals will be assessed in the exams along with key mathematic components.

Description of the course

Biology	Chemistry	Physics
Cell Biology Organisation Infection and response Bioenergetics Homeostasis and response Inheritance, variation and evolution Ecology	Atomic 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	Forces Energy Waves Electricity Magnetism and electromagnetism Particle model of matter Atomic structure

What/Where next?

This course links well into further study of Biology, Chemistry and Physics at A-level as well as supporting progression through to BTEC level 3 courses such as BTEC Applied Science. Possible future career areas may include dentistry, medicine, veterinary science, biochemistry, physiology, astronomy, chemistry, environmental science, physiotherapy and sports science.



BTEC Level 2 Tech Award in Health and Social Care

Qualification type: BTEC Level 2 equivalent to one GCSE. (Pass, Merit, Distinction)

Description of course:

This course is designed to be an introduction into the world of health and social care and is suitable for students hoping for a future in a range of careers including: nursing, midwifery, physiotherapy, occupational therapy, health visitors, social workers and child care.

The level 2 BTEC course is hands on; evidence is gathered in interesting ways including videos, information cards, posters, digital presentations, leaflets, role-play and questionnaires. Students are engaged in learning that is relevant to everyday life as well as future careers in the health and social care sector. Students also benefit from having the opportunity to refine and improve their work based on regular teacher feedback with only one third of the work assessed by examination.

During the course the students are given the opportunity to learn basic first aid and spend time with a virtual baby!

The course is split into three components: two units of coursework and a synoptic examination.

Component 1 Human Lifespan Development

Students learn how we develop physically, intellectually, emotionally and socially through the life stages and investigate how we cope with different life events.

Component 2 Health and Social Care Services and values.

This includes learning about the principles of care, dignity and respect, confidentiality, safeguarding and a person centred approach. Students also research different types of health and social care services and barriers to accessing them.

Component 3 Health and wellbeing (synoptic external examination)

Students are assessed on factors that affect health and wellbeing. They will be given data to interpret and be expected to be able to design person centred health and wellbeing improvement plans for individuals in given case studies.



BTEC Level 2 Award in Sport

Qualification type: BTEC Level 2 equivalent to one GCSE. (Pass, Merit, Distinction)

Description of course:

'This is the perfect option for students with a keen enthusiasm for sport.'

The course allows you the perfect opportunity to develop a thorough and relevant understanding of a range of aspects in sport whilst complementing this theoretical knowledge with practical sessions.

The units you will study have been selected to develop key skills relevant to the sector, such as: Training Methods, Fitness testing, Personality, Motivation, Performance Analysis, Officiating and development of Skills, Techniques and Tactics. These units will provide you with a good understanding of the expectations of those who make a career in the sports sector.

Assessment: Students will study 4 units and be assessed through an exam and coursework.

Unit 1 Fitness for Sport and Exercise (online exam)

Unit 2- Practical Sports Performance (coursework)

Unit 4- The Sports Performer in Action (coursework)

Unit 5- Training for Personal Fitness (coursework)

Each coursework unit will be broken down into a number of assignments and tasks to complete over a set period. An important part of this work is your ability to plan and organise your workload so that you meet deadlines. The tasks will involve the use of ICT, demonstrating practical ability, team work, analysing, coaching and leadership. Your work will be awarded a Pass, Merit or Distinction.

Where Next?

You can continue your education in Sport through the BTEC Sport Level 3 in our Sixth Form. This qualification is equivalent to one A-Level and is recognised by UCAS and universities. If a vocational route is preferred, the course will provide you with the skills to find employment or apprenticeships in a range of sports sector careers from sports psychology, sports coaching, physiotherapy, sports management, teaching, sports leadership, sports medicine and sports facility management.



BTEC Level 2 Award in Travel and Tourism

Qualification Type: BTEC Level 2 equivalent to one GCSE. (Pass, Merit, Distinction)

Description of course:

This course allows students to study the travel and tourism industry in some depth, particularly looking at the local area and its facilities. The course takes two or three years and can lead on to A levels.

What will I need to study this subject?

There are no formal entry requirements for this course. The assessment is mainly assignment based, so you do need to be prepared to work independently and meet deadlines.

What will I learn?

You will learn all about the travel and tourism industry by studying a variety of different units. These units will cover the local area, the rest of the UK, Europe and the rest of the world. Work is submitted in a variety of formats including, posters, leaflets, presentations and reports. Some trips to travel and tourism organisations like Chessington World of Adventures, Thorpe Park and four days away in France including a trip to Disneyland Paris will also be included.

Assessment and Coursework

External Assessment: 25%

Coursework: 75%.

All optional units are completely coursework based and give students the opportunity to work through complex scenarios within the travel and tourism environment, a lot of which will involve using ICT. Each assignment will be broken down into individual tasks to complete over a set period. An important part of this work is your ability to plan and organise your workload so that you meet deadlines.

Where Next?

Students who successfully complete this course can go on to take advanced courses. Other students find this course is very useful at preparing them for the world of work. Other students go onto college to study for qualifications in other subjects that complement travel and tourism.



St. John Fisher

CATHOLIC COMPREHENSIVE SCHOOL

‘St. John Fisher Catholic Comprehensive School inspires students, spiritually and educationally forming them through Faith so that they can achieve their aspirations and contribute to their community.’



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