



Welcome to the 2023 Options Booklet

As a proudly comprehensive school, we offer a range of different pathways so that we have a curriculum offer for students of all abilities. To help you and your child pick appropriate subjects, we have grouped the subjects described in this booklet into four sections:

1. **Core Curriculum:** most students, will study all of these compulsory courses.
2. **Extended Curriculum Subjects:** more able students in Mathematics and Science will also study these subjects as part of their core curriculum.

Students then pick **two** option subjects from the following courses:

3. **Level Two Option Subjects:** these courses are suitable for most students at SJF.
4. **Level One Option Subjects:** these courses are designed for students on our St Teresa pathway. Some students who are in mainstream set five or six classes may choose to study one of these subjects alongside a level 2 Option subject.

Students in section four will have had individual conversations with the SENCO.

All GCSE courses follow the 9-1 grading system.

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Option Subjects (Level One)

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BTEC Level 1 Certificate in Hospitality

Qualification Type: 9-1 GCSEs

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"), a 19th century novel ("A Christmas Carol"), a modern play ("An Inspector Calls"), an anthology of poetry exploring issues surrounding conflict and a selection of unseen poetry.

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)

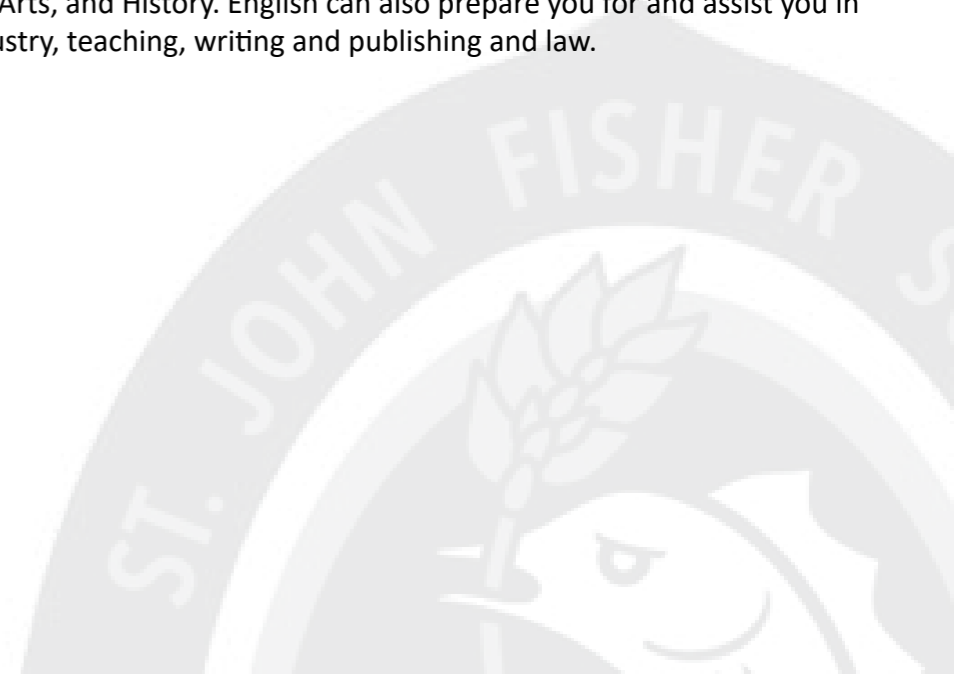
Literature Paper 2: Modern texts and poetry (60% of the GCSE)

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

What and where next?

A qualification in English can open doors for many pathways. English has strong links with other academic 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.

Core Curriculum



GCSE Mathematics

Qualification Type: GCSE

Description of course:

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 television 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.

The course itself is made up of six key areas: number, algebra, statistics, probability, geometry and measures and ratio, proportion and rates of change.

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 a third 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.

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 calculator to ensure that they can practice each lesson.

What and where next?

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. 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.

GCSE Religious Education

Qualification Type: GCSE

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.

Assessment:

At the end of Year 11, students will be externally assessed through 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.

What and where next?

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

Qualification Type: Two GCSEs

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 long).

Students in Sets 3 to 6 will study for Combined Science. Students in the Grammar Stream and set 2 will study Triple Science (please see the section on 'GCSE Science (Triple)' for further details).

Description of course:

Students study each of the three sciences throughout the course, covering the following topics:

- In Biology: cell biology, organisation, infection and response, bioenergetics, homeostasis and response, inheritance, variation and evolution, and ecology.
- In Chemistry: 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 and using resources.
- In Physics: forces; energy; waves; electricity; magnetism and electromagnetism; the particle model of matter and atomic structure.

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. These take place in laboratory work throughout the course. The understanding from these practicals will be assessed in the exams along with key mathematic components.

What and 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: GCSE

Description of course:

Citizenship Studies is about how people can 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 and global contexts. Finally, students have the opportunity to take part in an active citizenship project looking into opinions on whether or not the voting age should be lowered to 16.

Citizenship 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.

The course content is divided into five themes:

- **Living together in the UK:** the different communities and religions that make up the UK. The journey of our human rights.
- **Democracy at work in the UK:** how laws are formed and how politicians are elected and represent the population.
- **Law and justice:** the process of the courts that make up the United Kingdom, the key players such as judges, jury, barristers and solicitors.
- **Power and influence:** how individuals can play their part in a healthy democracy such as the use of voting, pressure groups and trade unions.
- **Taking citizenship action:** this module on active citizenship enables students to develop research skills on whether or not the voting age should be lowered to 16. Students research opinions on this issue.

Assessment:

The course is assessed by 100% terminal exams, with students sitting two papers. Students will complete an active citizenship investigation prior to completing the exams, and some of the questions in the exam papers will be focused on this project.

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.

Extended Curriculum Subjects

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

Description of course:

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). It is not an Option subject because it is studied by more able Science students instead of studying Combined Science.

Students study each of the three sciences throughout the course, covering the following topics in greater depth than in the Combined Science course:

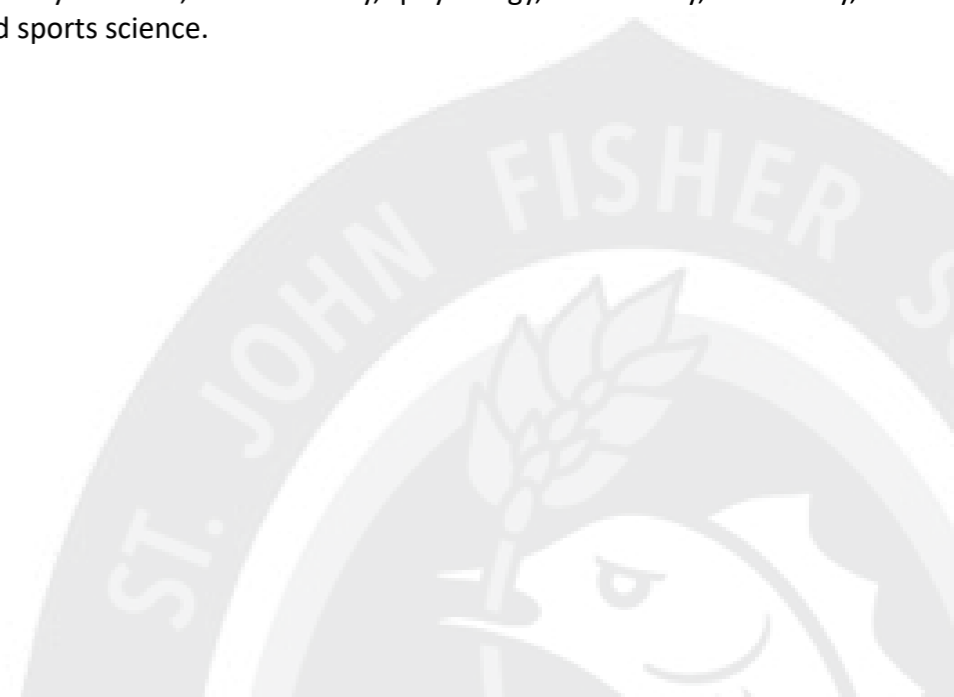
- In Biology: cell biology, organisation, infection and response, bioenergetics, homeostasis and response, inheritance, variation and evolution, and ecology.
- In Chemistry: atomic structure and the periodic table; bonding, structure and the properties of matter; quantitative chemistry; chemical changes; energy changes; the rate and extent of chemical change; organic chemistry; chemical analysis; chemistry of the atmosphere and using resources.
- In Physics: forces: energy; waves; electricity; magnetism and electromagnetism; the particle model of matter and atomic structure.

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. These take place in laboratory work throughout the course. The understanding from these practicals will be assessed in the exams along with key mathematic components.

What and 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.



GCSE Statistics

Qualification type: GCSE

Description of course:

Statistics is not an Option subject. Instead, it is studied as an extra qualification by more able Mathematics students within their normal Maths lessons. Top set students will therefore graduate Year 11 with two Maths GCSEs.

The aims and objectives of this qualification are to enable students to develop statistical fluency and understanding through:

- the use of statistical techniques in a variety of authentic investigations, using real-world data in contexts such as, but not limited to, populations, climate, sales etc.
- identifying trends through carrying out appropriate calculations and data visualisation techniques
- the application of statistical techniques across the curriculum, in subjects such as the sciences, social sciences, computing, geography, business and economics, and outside the classroom in the world in general
- critically evaluating data, calculations and evaluations that would be commonly encountered in their studies and in everyday life
- understanding how technology has enabled the collection, visualisation and analysis of large quantities of data to inform decision-making processes in public, commercial and academic sectors, including how technology can be used to generate diagrams and visualisations to represent data
- understand ways that data can be organised, processed and presented, including statistical measures to compare data, understanding the advantages of using technology to automate processing
- applying appropriate mathematical and statistical formulae, and building on prior knowledge

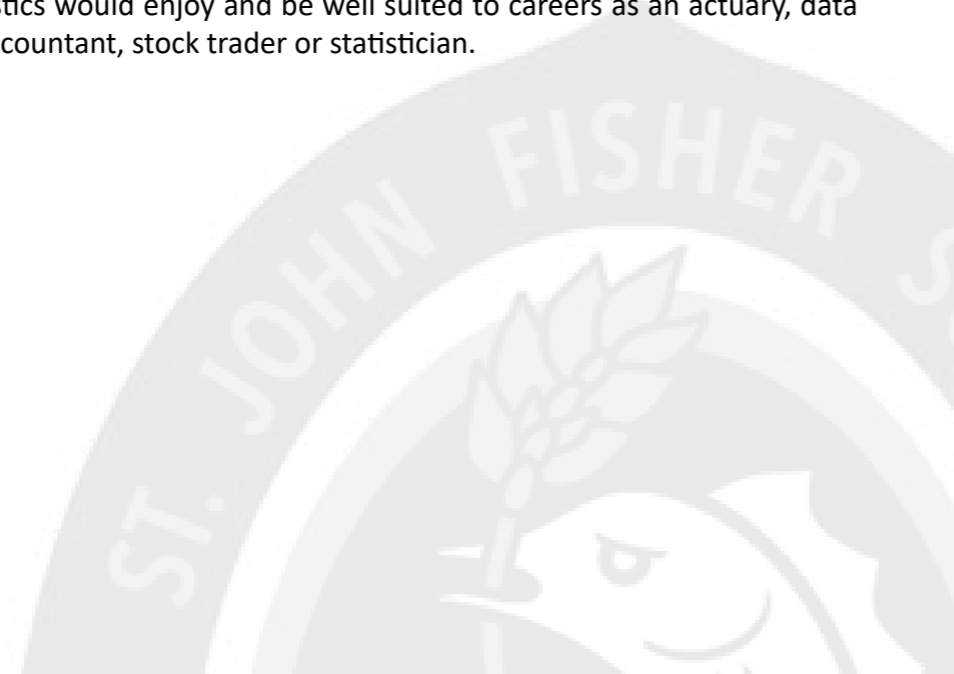
Assessment:

The GCSE in Statistics consists of two externally-examined papers. This course is 100% exam based. There will be two exams at the end of the course, each worth 50% of your overall grade. Both exams are worth 80 marks, are 90 minutes long, and a calculator may be used.

What and where next?

After the GCSE course, you will have covered several topics that are also covered in A level Maths, giving you an excellent basis for progression onto that course. You may continue to study statistics at university. Students who are passionate about statistics would enjoy and be well suited to careers as an actuary, data scientist, financial quantitative analyst, accountant, stock trader or statistician.

Level Two Option Subjects



GCSE Art and Design

Qualification Type: GCSE

Description of course:

We offer the AQA Fine Art and Design specification in our new, exceptional art facilities; a course that encourages creativity. The course encourages students to explore and experiment with a broad variety of visual materials in a range of specialist areas and develops an analytical and enquiring mind. It gives students the opportunity to explore a range of fine art media, processes and techniques.

This is a three-year course which is comprised of two components. We recommend that students should have a key interest in the subject associated with drawing, experimenting and creating when selecting this course. Students are 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 Fine Art.

Component 1 is a coursework unit which equates to 60% of the final mark. Students will craft a portfolio that shows explicit coverage of the four assessment objectives. This is a practical unit which will be supported with written material. This unit offers students the opportunity to investigate a personal project theme which explores a broad range of materials, skills, and methods. The investigation must show the students clear understanding of development of intentions to outcomes. These pieces of work are the culmination of a creative cycle which involves visual research and investigations, developing and reviewing ideas, experimenting and evaluating practical work, and presenting a response.

In the first year students will participate in workshop based lessons to introduce them to a variety of skillsets. This will support refining their craftsmanship. Main project themes will then be introduced in year 10 where students will explore their personal ideas whilst making key links and association to artists and designers. This route and discovery will be supported with one-to-one tutorials with their tutor. Component one will continue until year 11 where students will complete their set brief.

Component 2 is an externally set course equating to 40% of the final grade. From the 1st February, students will be provided a question paper in which they are to select one starting theme. They then construct a portfolio of evidence covering the four assessment objectives over a 12-week preparatory period, followed by a 10-hour practical exam. This will be a continuation of students' ideas and concepts, enabling students to refine and develop their work in preparation for the final externally set brief.

What and 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 and Visual Communication. Ultimately, it supports progression on to Foundation courses, Foundation Degrees and Degrees in Art and Design related subjects.

This course provides the foundation for students pursuing careers within the creative industry; the Creative Sector is the fastest growing industry sector in the UK, so there are huge possibilities for future employment for those with creative training. Indeed, Art careers come in all shapes and sizes, such as creating original works, selling and promoting them, and displaying them to the public in museums and galleries. There are jobs involving teaching others and jobs helping people to express themselves through art. There are also lots of art related jobs outside the world of art. Artistic vision and design skills are needed in areas such as architecture, fashion, media, film and theatre.

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 by a range of employers and university course leaders outside of the Creative Arts.

GCSE Computer Science

Qualification Type: GCSE

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 several 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.

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.

Throughout the course, students will study the following topics:

- systems architecture
- memory and storage
- computer networks, connections and protocols
- network security
- systems software
- ethical, legal, cultural and environmental impacts of technology
- algorithms
- programming fundamentals
- producing robust programs
- Boolean logic
- programming languages and integrated development environment

Assessment:

The course is assessed via two papers. Calculators are not permitted in either one.

- Paper One: 90 minutes - 50% of total GCSE. This paper consists of short response questions and extended response questions.
- Paper Two: 90 minutes - 50% of total GCSE. As part of this paper, students must demonstrate their ability to write or refine algorithms using either the OCR Exam Reference Language or the high-level programming language they are familiar with.

What and where next?

A GCSE in Computer Science leads naturally to A Levels or Level 3 vocational courses in computing. Additionally, it is prized by employers as it gives you better skills and knowledge regarding computers than most people have; it also demonstrates your capacity for logic and advanced thinking skills. Careers in computing include computer programmer, hardware engineer, software developer, web developer and database administrator.

Qualification type: GCSE

Description of course:

AQA GCSE Design and Technology is an exciting and innovative course that will prepare students to participate confidently and successfully in an increasingly technological world, as they work within our inspirational new Design and Technology room. Students will gain awareness and learn from wider influences on Design and Technology, including historical, social, cultural, environmental and economic factors.

This is a three-year course which is comprised of two components. We recommend that students should have a key interest in the subject associated with drawing, experimenting and creating when selecting this course. .

Assessment:

The course is divided into two components which are equally weighted into 50% of the overall course.

Component 1: NEA (Non-Exam Assessment) This is an opportunity for students to explore a project theme and investigate, experiment and create their final Product. AQA release the contextual challenges on 1 June in the year prior to the submission of the NEA. Students will produce a prototype and portfolio of evidence and will be assessed on the following:

- o Identifying and investigating design possibilities
- o Producing a design brief and specification
- o Generating design ideas
- o Developing design ideas
- o Realising design ideas
- o Analysing & evaluating

Component one is assessed out of 100 marks and has a designated 30-35 learning hours to complete the unit .

Component 2: Examination. This is a 2 hour written assessment which is broken down into different sections: 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.

What and where next?

Students can progress to study A Level Product Design in SJF's sixth form or with another provider and can then take the subject at university.

The UK is regarded as a world leader in engineering, which covers a wide range of exciting and rapidly developing areas such as renewable energy, space, low carbon, aerospace, creative industries, automotive, agri-food and bioscience. Students that have studied Product Design will have many of the foundation skills to pursue a career in any of the above disciplines.

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. This course is also ideal for any students desiring to pursue a trade or construction path in terms of their career.

Qualification Type: GCSE

Description of course:

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 mainly spoken in France, Belgium, Switzerland, and Luxembourg. In the Americas, it is an official language of Canada and is spoken in several countries in the Caribbean. It is the language used in schools, colleges and universities 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. Being 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. The course is divided into 3 themes:

- Theme 1: Identity and culture
- Theme 2: Local, national, international and global areas of interest
- Theme 3: Current and future study and employment

You learn:

- about 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;
- about interesting and topical social issues in the French speaking world.

Assessment:

You will be entered for either the foundation or higher tier. The exam is divided into 4 parts:

- a listening exam (25%) with questions in English and French;
- a speaking assessment (25%) which last 10-12 minutes and is conducted by your teacher;
- a reading exam (25%) with questions in English and French;
- a writing exam (25%) where you answer questions in French and do a translation activity.

What and 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 e.g. another language, law, business or travel and tourism). It can be used in almost any career - 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 skills, presentation and analytical skills plus an awareness of and sensitivity to another culture – all of which are highly valued by employers. An increasing number of employers now look to employ people with language skills. What is more, offering a second language at work could increase your salary.

Qualification Type: GCSE

Description of course:

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 and builds upon knowledge from Years 7 and 8. Your translation ability will reach a standard whereby you are able to read literature in the original Latin. You will be able to understand more of the relationship between Latin and our modern European languages. Furthermore, you will develop and apply logical and analytical thought processes.

You will learn:

- Linguistic skills which are developed through translation and comprehension tasks;
- Analytical skills which are developed through applying logical reasoning to Latin literature;
- Roman history, civilisation, and culture. This is developed through exploration of various aspects of Roman life;
- Evaluation and communication skills which are developed through studying a text and assessing its context amongst other things.

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.

The Latin language is very logical. Many liken it to deciphering a code or to solving a puzzle. In addition, through Latin, students can enrich their own English vocabulary and spelling. This is particularly the case in Science, where many terms are based on Latin.

Assessment:

Students will undertake regular assessment of their skills to determine strengths and areas for development. The GCSE exam consists of three papers: a language paper and two other papers on literature and culture.

What and where next?

Latin remains very highly regarded by professional employers, colleges and universities. Latin supports further study in other subjects, particularly English, history, modern foreign languages, science, technology, law and medicine. It can pave the way to jobs in these fields in addition to 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: GCSE

Description of course:

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

The Physical Environment

- Topic 1: The changing landscapes of the UK (coastal landscapes and processes, and river landscapes and processes)
- Topic 2: Weather hazards and climate change
- Topic 3: Ecosystems, biodiversity and management

The Human Environment

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

Geographical Investigations: Fieldwork and UK Challenges

- 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.

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.

- Paper 1: The Physical Environment - 37.5% of the qualification
- Paper 2: The Human Environment - 37.5% of the qualification
- Paper 3: Geographical Investigations: Fieldwork and UK Challenges - 25% of the qualification

What and 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.

GCSE History

Qualification Type: GCSE

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

Paper Three

- An indepth 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?

Assessment:

Each paper is assessed through a separate exam. These exams will all be taken at the end of Year 11. There is no coursework.

What and 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. Students studying History progress to careers in journalism, TV research, police, law, town planning, tourism, teaching, to name but a few!

GCSE Sociology

Qualification Type: GCSE

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.

Students cover topics including:

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

Assessment:

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.

- 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 and where next?

Sociology 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.

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:

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.

Throughout the course, students study the following topics:

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

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.

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

Assessment:

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

- Components 1 and 2 are internally assessed under controlled conditions and externally verified
- Component 3 is assessed via a synoptic external examination

What and where next?

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.

Cambridge National Level 2 Award in Sport

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

Description of course:

This is the perfect course for students with a keen interest in sport and participation, on a course that will be delivered in our exceptional new sports facilities. Students with a passion for developing their own skills across a number of sports, or those that are interested in inspiring others to participate in sport and effectively coach and lead sports activities will love this course. Students will consider why people participate in sport and how they can play a key role in breaking down the barriers that prevent participation.

Students will develop their understanding of team and individual sports and how they can improve their own and others' performance. Students will have numerous opportunities to build and develop their leaderships skills and understand how athletes interact with each other. Students will also learn how to plan and deliver exciting and engaging sports events. Contemporary issues will be studied, which will enable students to consider the most controversial episodes in sport today, such as performance enhancing drugs, ill-discipline of players and spectators and ethical issues associated with gender, race and disability, to name a few.

Students with a keen interest in outdoor life and who want to push themselves to experience new and exciting activities will enjoy this subject. Wherever possible, the PE department will deliver the opportunity for students to enjoy trips and visits that allow them to experience elite sport, the best sporting venues and facilities and participate in a wide range of activities.

Throughout the course, students study the following four units:

- Unit 1 Contemporary issues in sport (Exam)
- Unit 2 Developing Sports skills (Coursework)
- Unit 3 Sports Leadership (Coursework)
- Unit 4 Developing knowledge and skills in Outdoor Activities (Coursework)

Assessment:

Unit 1 is the exam unit which will be studied in Year 10. Units 2, 3 and 4 are coursework units that will be completed in school. Each unit will be broken down into a number of assignments and tasks to be completed over a set period of time. Students need to be able to plan and organise their time so that they meet deadlines successfully. The tasks will involve use of ICT skills, demonstrating practical ability, teamwork, analysis, planning and leadership.

What and where next?

Students can continue their 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 students 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. Furthermore, the opportunity to participate in both sports performance and leadership will develop fantastic employability skills, such as confidence, communication, teamwork, perseverance and resilience.

Qualification Type: GCSE

Description of course:

GCSE Music is a highly creative and interactive course for anyone who has an interest in Music of any kind. The three key skills in Music of Listening, Performing and Composing are explored and developed throughout the GCSE so that all students will be able to further their interest in the subject while extending their understanding of a wide variety of musical styles. Students get many opportunities to perform both on their own and in a group, playing the music that they particularly like and which can show off their skills to best effect. They also create their own music and learn how to compose in other styles as well as producing music that is unique to them. They will also develop their understanding of music technology which will underpin much of their compositional work.

Music is a great way to enjoy learning as it is so practical and rewarding. It develops social and presentation skills and builds confidence.

Assessment:

Listening Examination:

Students will be asked questions on set of extracts from a range of musical styles and traditions. These include the Western tonal tradition, Music for voice, Music for stage and screen (including film and musicals) and Fusions which combine music from folk and world traditions.

40% of overall grade

Performing (Coursework)

Students will record two performances during the course, one playing or singing on their own (although this can include an accompanist or backing track) and one with others in a group. The performances can be vocal or on an instrument of choice, or a combination of the two. Many students forget that the voice is an instrument and if they enjoy singing then this is a great option to choose.

30% of overall grade

Composing (Coursework):

Students will compose two pieces. One piece is a response to a brief set by the board (but can be in a range of styles) and one piece is a free composition in any style at all. These will be written during the course and really help the students tap into their creativity and imagination fully.

What and Where Next?

Music and music production is a fast growing industry in the UK. Music GCSE lends itself well to a career in the Creative Arts but also it enhances the self-development, imagination, problem-solving and resilience of all students - skills which are vital in any profession. Furthermore, it enhances well-being and has a clear link with something which so many students enjoy outside of the classroom as well.

Qualification type: GCSE

Description of course:

AQA GCSE Drama is a fun, multi-disciplinary course that equips students with the skills of acting and performing arts critique. Students will be required to develop a deep understanding of a wide range of plays, while studying the key aspects of performance techniques within them. Students will be given a number of opportunities to watch and critique live performances at a variety of venues. GCSE Drama students will devise their own, original pieces of Drama from scratch, and perform them, through the deployment of creativity, while taking inspiration from the works that they have studied. GCSE Drama students will also deliver 2 performances from established plays in the form of monologues and group pieces. There will be strong links with extra-curricular life, as students perform and lead others lower down the school, in school productions and Drama clubs. There are also opportunities for students to be assessed in alternative aspects of Drama such as stage design, if their interests are more in this direction than the acting aspects. GCSE Drama will provide students with the confidence and resilience to perform in front of audiences, with an infinite range of transferrable skills to other occupations as well as the arts, in terms of excellent communication skills, voice projection, creativity, team-work and the ability to problem solve effectively.

What and where next?

GCSE Drama will provide students with a foundation of knowledge that will allow them to go on to study A-Level Drama or an equivalent vocational course at Level 3 for Drama or Performing Arts. From there, students can continue to degree level in Drama or performing arts. GCSE Drama is an excellent steppingstone for those students that wish to pursue a careers in acting, theatre and the many associated vocations (e.g. set design, direction, production, stage management, costume design), radio, voice over work, presenting and teaching (in particular drama and the arts, but the skills learnt will equip students with the ability to deliver engaging lessons in any subject).

Assessment

GCSE Drama is divided into 3 components:

Component 1 (80 marks – 40% of GCSE)

Understanding Drama

Knowledge and understanding of drama and theatre

Study of set plays from a choice of 9

Analysis and evaluation of the work of live theatre makers

Component 2 (80 marks – 40% of GCSE)

Devising Drama

Process of creating devised drama

Performance of devised Drama

Analysis and evaluation of own work

Component 3 (40 marks – 20% of GCSE)

Texts in Practice

Performance of two extracts from one play – students can contribute as performer or designer – in a play of the students' choice.

Level One Option Subjects

Qualification type: Pearson BTEC Level 1/2 First Award.

Description of course:

This course is suited to students in lower sets or who study on our supported St. Teresa room pathway. It is designed to improve the students' knowledge and understanding of the public service sector. Students will learn about the key public service providers, including emergency services, armed forces and local authorities and how they support local and national communities. Students will have the opportunity to take part in practical activities which will enable them to develop a range of transferable skills needed to enter employment within a wide range of junior job roles across the public sector.

Throughout the course, students study the following four units:

- Unit 1 The Role and Work of the Public Services
- Unit 2 Working Skills in the Public Service Sector
- Unit 3 Employment in the Public Services
- Unit 5 Health, Fitness and Lifestyle for the Public Services

Assessment:

Unit 1 is assessed via an external exam. Units 2, 3 and 4 are all coursework units that will be completed in school. Each unit will be broken down into a number of assignments and tasks to be completed over a set period of time. Students need to be able to plan and organise their time so that they meet the deadlines, and teaching staff will support them in doing this.

Where Next?

Students can continue their education through moving to Level 2 or Level 3 Public Services studies at sixth form or college. Alternatively, this course will prepare students to enter employment in public sector roles.



BTEC Level 1 Hospitality

Qualification type: Pearson BTEC Level 1 Certificate

Description of course:

This course is suited to students in lower sets or who study on our supported St. Teresa room pathway. It has been developed to give students the opportunity to develop a range of skills and techniques that they might encounter in the hospitality industry. Students will learn about the size and scale of the hospitality industry, the variety of job opportunities on offer, the importance of good customer service and develop their own communication skills. Students will have the opportunity to take part in practical activities, including cooking tasks, which will enable them to develop a range of transferable skills needed to enter employment within a wide range of junior job roles in the hospitality sector.

Throughout the course, students study the following four units:

- Unit 1 Introduction to the Hospitality Industry
 - Unit 2 Customer Service in the Hospitality Industry
- plus two other optional units.

Assessment:

All units are assessed via coursework tasks which will be completed in school. Each unit will be broken down into a number of assignments and tasks to be completed over a set period of time. Students need to be able to plan and organise their time so that they meet the deadlines, and teaching staff will support them in doing this.

Where Next?

Students can continue their education through moving to Level 2 or Level 3 Hospitality qualifications at sixth form or college. Alternatively, this course will prepare them to enter employment in hospitality roles.

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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