



Welcome to the 2025-26 Options Booklet

The contents of this booklet should be read alongside the separate letter sent to you which outlines your child's personalised Options process. Please take the time to read through both documents with them, and do attend our Options Evening if possible.

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, with the exception of top set Scientists, will study all of these compulsory courses.
2. **Extended Curriculum Subjects:** students in the grammar stream will study separate sciences in Biology, Chemistry and Physics 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 six or seven classes may choose to study one of these subjects alongside a level 2 Option subject.

Making your child's options choices:

The online Options Selection process will go live at 10am on Friday 13th March. Please visit the Options page on our website, <https://stjohnfisher.school/learning/curriculum/keystage3/> after this time to make your child's selections. The options window will remain open until midnight on Friday 24th April.

Please note that this is not a first-come, first-served process: if your child has made their selections by the deadline, they will be given the same priority as any other student in the year group.

Contents

Core Curriculum

GCSE English Language and GCSE English Literature

GCSE Mathematics

GCSE Religious Education

GCSE Science (Combined)

GCSE Citizenship

Extended Curriculum Subjects

GCSE Science (Triple)

Option Subjects (Level Two)

GCSE Computer Science

GCSE French

GCSE Latin

GCSE Geography

GCSE History

GCSE Fine Art

GCSE 3D Design

GCSE Drama

GCSE PE

GCSE Sociology

BTEC Level 2 Music

BTEC Level 2 Health and Social Care

Option Subjects (Level One)

ASDAN Level 1 Personal Effectiveness Qualification

BTEC Level 1 Award in Animal Management



Core Curriculum

English Language and GCSE English Literature

Qualification type: Two GCSEs graded 9-1

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 which 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 linguistic 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 twentieth century 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 in 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 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.



GCSE Mathematics

Qualification type: GCSE graded 9-1

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 two 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. 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 are 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 Key Stage 4.



GCSE Religious Education

Qualification type: GCSE graded 9-1

Description of course:

In Religious Education, all students will follow a two-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, which 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:

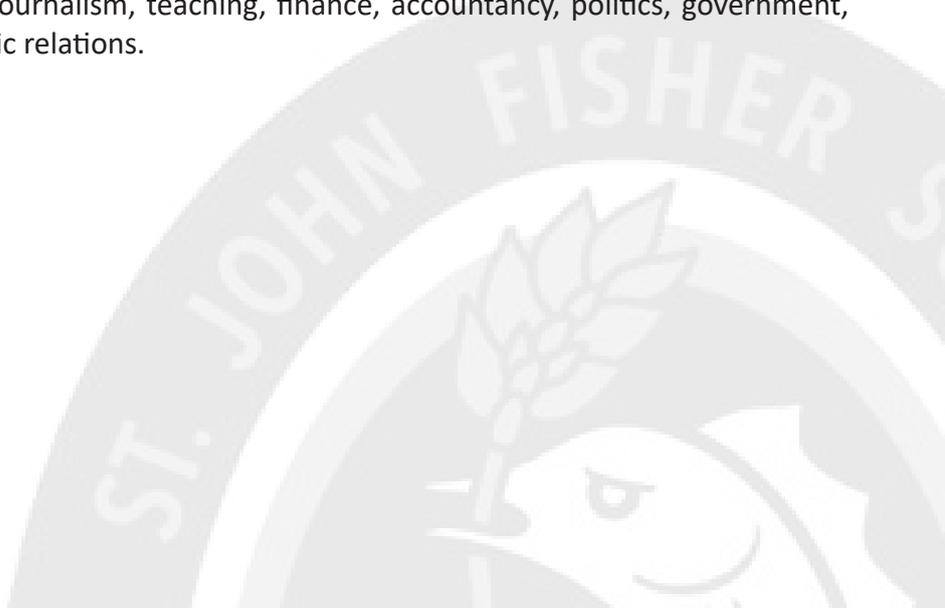
At the end of Year 11, students will be externally assessed through three exams:

- 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 careers in medicine, journalism, teaching, finance, accountancy, politics, government, project management, marketing, and public relations.



GCSE Science (Combined)

Qualification type: Two GCSEs graded 9-1

Students in Sets 2 to 6 will study for Combined Science. Students in the Grammar Stream 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:

GCSE Science is a linear course which is examined through six exams sat at the end of Year 11 (two for Biology, two for Chemistry and two for Physics), each 75 minutes long. There is no coursework component, with the exam accounting for 100% of the grade.

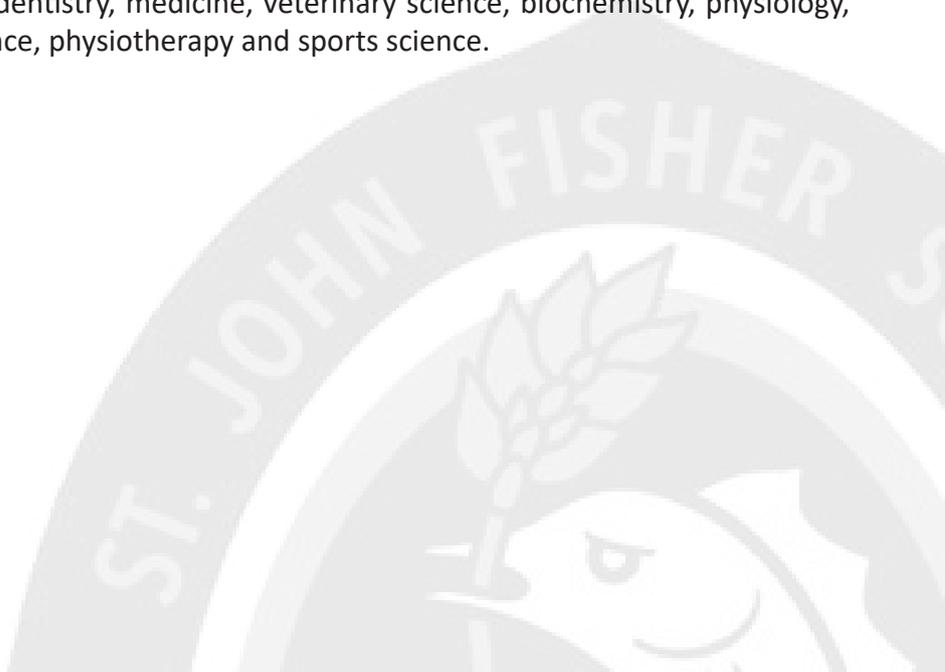
As it is a two GCSE course, there are seventeen grade points from 1-1 to 9-9.

In addition, pupils are expected to have carried out 21 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 other Level 3 courses such as an Alternative A-level Qualification in 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 graded 9-1

Description of 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 and global contexts. They will also experience taking citizenship action and learn from trying to make a difference themselves.

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 Years 7, 8 and 9.

The course content is divided into five themes:

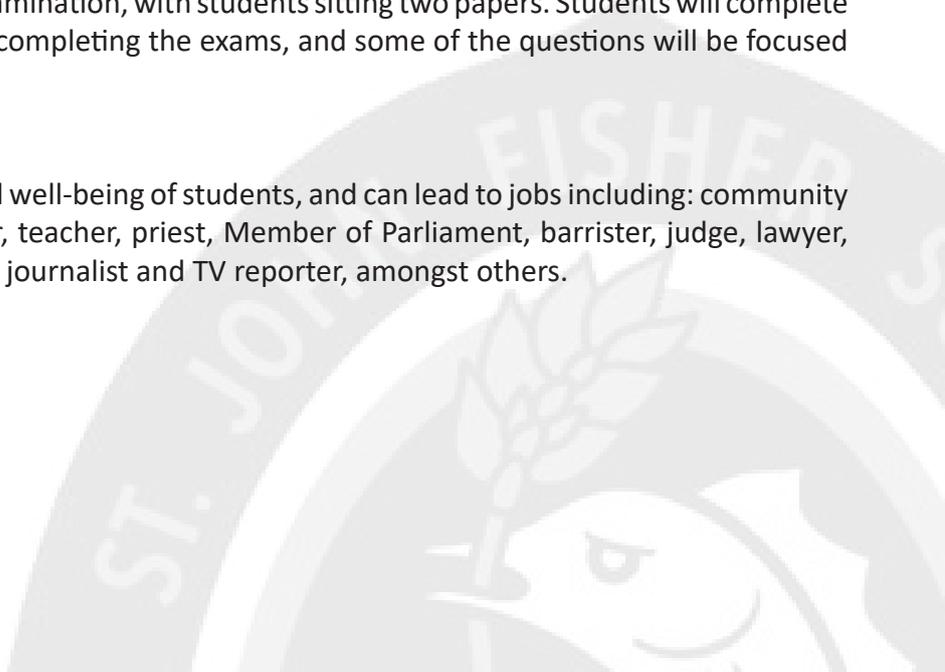
- Living together in the UK: the different communities and religions that make up the UK. The journey of our human rights.
- Democracy at work in the UK: how laws are formed and how politicians are elected and represent the population.
- Law and justice: the process of the courts that make up the United 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. Students also learn about international organisations that the UK belongs to, including the UN and NATO.
- 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.

Assessment:

The course is assessed by 100% external examination, with students sitting two papers. Students will complete an active citizenship investigation prior to completing the exams, and some of the questions 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, police officer, doctor, social worker, teacher, priest, Member of Parliament, barrister, judge, lawyer, development officer, aid worker, diplomat, journalist and TV reporter, amongst others.



Extended Curriculum Subjects

GCSE Science (Triple)

Qualification type: Three GCSEs graded 9-1

Description of course:

Triple Science is offered to our grammar stream students and involves the study of three separate GCSEs in Biology, Chemistry and Physics, instead of GCSE 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 and space physics.

Assessment:

Triple Science is a linear course which will be taught over the whole of KS4 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). Students will receive a separate grade for each science.

There is no coursework component, with the exam accounting for 100% of the grade. Students are required to complete 28 practicals spread between each of the three disciplines. 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 other Level 3 courses such as an Alternative A-level Qualification in Applied Science. Possible future career areas may include dentistry, medicine, veterinary science, biochemistry, physiology, astronomy, chemistry, environmental science, physiotherapy and sports science.



Level Two Option Subjects

Qualification Type: GCSE graded 9-1

Description of course:

If you've ever wondered how your favourite apps are built, how hackers are stopped, or how AI actually "thinks," then GCSE Computer Science is for you. This isn't just about using computers; it's about understanding how they work from the inside out. You will move from being a "user" of technology to a "creator" of it. It should be noted that all students will have to learn the programming language Python, which is required to complete the practical assignments and the computational thinking and problem-solving exam. This is not an ICT course about how to use computers. To be enrolled onto this course, you must be in higher sets in Maths lessons and have a keen interest in the subject.

Students will learn about:

- **Computational Thinking:** Learning how to break down massive problems into small, solvable steps (Decomposition) and focusing on the details that matter (Abstraction).
- **Programming:** You will learn to write code in Python (or a language of your choice if you prefer) to solve real-world problems. You'll master loops, variables, and data structures.
- **Computer Systems:** How the "brain" of the computer (the CPU) processes data using the Fetch-Decode-Execute cycle.
- **Cyber Security:** Learning how hackers attack systems (like Phishing or SQL injection) and how we can defend against them.
- **Data Representation:** Discovering how computers use Binary (1s and 0s) to represent everything from high-definition photos to your favourite songs.
- **Ethics & Society:** Discussing the big questions: Is AI dangerous? How does technology affect our privacy? What is the environmental cost of our digital world?

Assessment:

The course is assessed via two externally marked 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 and answer short response questions and extended response questions.

What and where next?

A GCSE in Computer Science leads to A Level Computer Science or Level 3 vocational courses in Computing.

This can lead to careers including:

- Games Developer (Building the next Minecraft)
- Cyber Intelligence Officer (Protecting the country from digital threats)
- AI & Machine Learning Engineer (Training the next generation of smart tech)
- Data Analyst (Using data to help sports teams win or businesses grow)

Qualification type: GCSE graded 9-1

Description of course:

French is truly a world language, spoken by more than 320 million people, making it the fifth most spoken language globally, 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 Years 7-9 in listening, speaking, reading, and writing. The course is divided into 6 themes:

- Theme 1: My personal world
- Theme 2: Lifestyle and wellbeing
- Theme 3: My neighbourhood
- Theme 4: Media and technology
- Theme 5: Studying and my future
- Theme 6: Travel and tourism

You learn:

- about other cultures and a different ways 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 four parts:

- a Listening exam (25%) - questions in English and a dictation task.
- a Speaking exam (25%) - questions in French. It lasts 9-12 minutes and is conducted by your teacher.
- a Reading exam (25%) - questions in English.
- a Writing exam (25%) where you answer questions in French and do a translation task.

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, sports, 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 graded 9-1

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 8 and 9. 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 is 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 graded 9-1

Description of course:

GCSE Geography helps students understand the world we live in — from natural hazards and climate change to global development and urban change. The course develops knowledge of physical and human processes, alongside important skills such as data analysis, map interpretation, critical thinking and decision-making.

Students will learn about:

- Natural hazards (earthquakes, volcanoes, tropical storms, climate change)
- The Living World (ecosystems, tropical rainforests, cold environments)
- Physical landscapes in the UK (rivers and coasts)
- Urban issues and challenges (including UK and global cities)
- The changing economic world (development and global inequalities)
- The challenge of resource management (food, water and energy)

Assessment:

The course is assessed through three written exams at the end of Year 11, each lasting 1 hour and 30 minutes.

- Paper 1: Living with the Physical Environment (35%). This paper focuses on understanding physical processes and how people respond to natural events and environmental challenges.
- Paper 2: Challenges in the Human Environment (35%). This paper explores how people live, work and manage resources in an increasingly interconnected world.
- Paper 3: Geographical Applications (30%). As part of the preparation for this paper, students will need to take part in two fieldwork enquiries, giving them first-hand experience of geographical investigation. They will then need to answer questions about their experiences as part of this paper. Students will need to complete a pre-release issue evaluation (decision-making exercise); fieldwork questions based on two enquiries (one physical and one human); and geographical skills questions (map skills, data interpretation, graphs and statistics).

What and where next?

Studying Geography helps students to develop strong analytical and problem-solving skills, improve literacy, numeracy and data interpretation that will help them to understand global issues such as climate change and sustainability. Geography skills help students to build informed opinions about real-world challenges and gain transferable skills valued by all employers. Studies by The Royal Geographical Society have concluded a degree in geography is the most 'employable' subject due to the fact it supports a wide range of future pathways including environmental science, business, law, travel and tourism, urban planning, engineering, teaching and many more. It is a subject that combines science and humanities, offering a broad and balanced curriculum that keeps options open for the future. For more information about the numerous careers open to geographers, please visit <https://www.rgs.org/choose-geography/choose-a-career-with-geography>.

Qualification type: GCSE graded 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?

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?

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!



Qualification type: GCSE graded 9-1

Description of course:

Art and Design is both a form of communication and a means of expressing ideas and feelings. It is a language which complements those of the literary, mathematical, scientific and factually based subjects. It is especially concerned with the development of those complex mental processes involved in visual perception and aesthetic experience.

The GCSE Fine Art course is designed to stimulate visual awareness. It enables students of varying artistic abilities to experience, and enjoy using, a variety of media, to observe, analyse and develop ideas and to express themselves in visual terms. Attention is given to developing individual skills, and projects are underpinned by exposure to work of different artists, designers and craftspeople. Students explore ideas using a range of media, techniques and approaches, to develop personal responses to starting points.

The course offers the opportunity to produce work from different disciplines including drawing, painting, printmaking, sculpture, mixed media, textiles and digital photography. Students work on a variety of scales, using a sketchbook as a visual resource in which they develop ideas and record responses to relevant images, artefacts and resources. Drawing and annotation is compulsory.

Although this course is not targeted only to naturally able artists, a genuine interest and enjoyment of the subject is vital due to the considerable demands on time for the portfolio and externally set assignment. Students will be expected to work independently outside of school to support their development. Motivation, perseverance, creative thinking and an ability to solve problems are key to being successful.

Assessment:

- **Component 1: Portfolio:** 60% of the final mark. A coursework portfolio that evidences explicit coverage of the four assessment objectives across the work produced throughout the two-year course. Students submit at least one sustained project evidencing the journey from initial engagement in the theme to realisation of intentions as well as additional visual work. Practical work is supported by written annotation.
- **Component 2: Externally set assignment:** 40% of the final mark. ESA papers are set by AQA and distributed to students in January of Year 11. From distribution of papers in January until the ten-hour practical exam in early term 5, students complete preparatory work that covers all four assessment objectives from one of the starting points on the ESA paper. During the ten-hour exam, students complete a final outcome for the project. The preparatory work and outcome from the ten hours are marked as a whole, against the four assessment objectives. Practical work is supported by written annotation.

What and where next?

GCSE Fine Art is an excellent foundation for the study of Art and Design A-Level options. It supports progression onto Foundation courses, Foundation Degrees and Degrees in Art and Design related subjects including Fine Art, Photography, Textiles, Fashion, Graphic Design, Interior, Furniture, Jewellery Design etc., as well as Architecture.

This course offers excellent opportunities to broaden pupils' perceptions and visual literacy as well as developing transferable skills which are highly valued in different industries and higher education; particularly creative thinking, problem solving and independent learning.

GCSE 3D Design

Qualification type: GCSE graded 9-1

Description of course:

This GCSE course is designed to stimulate visual awareness and to develop skills that enable students to translate two-dimensional ideas into three-dimensional outcomes. Students of varying artistic abilities can experience and enjoy using different approaches to drawing and the use of three-dimensional media, to observe, analyse and develop ideas and to express themselves in visual terms.

This is a particularly relevant course for students who possess strong practical and creative skills and a good sense of spatial awareness. Students work on different projects, using relevant research material to develop individual design ideas which are then transferred into three dimensional forms. They produce maquettes in the design development stage using a range of materials and processes before embarking on final outcomes.

Attention is focused on developing individual skills. Projects are underpinned by the introduction of the work of different designers and craftspeople to inspire and inform the design process. Students consider structure but are also encouraged to explore decorative effects which can be applied during construction where appropriate. Three dimensional outcomes can take the form of sculpture, ceramics, jewellery and body adornment, theatrical design, product design, architectural design etc., depending on the choice of each individual student.

Drawing and written annotation is compulsory. Although this course is not targeted only to naturally able artists, a genuine interest and enjoyment of the subject is vital due to the considerable demands on time for the portfolio and externally set assignment. Students will be expected to work independently outside of school to support their development. Motivation, perseverance, creative thinking and an ability to solve problems are the key to being successful at GCSE 3D Design.

Assessment:

- **Component 1: Portfolio:** 60% of the final mark. A coursework portfolio of two and three-dimensional work that evidences explicit coverage of the four assessment objectives across the work produced throughout the two-year course. Students submit at least one sustained project evidencing the journey from initial engagement in the theme to realisation of intentions as well as additional visual work. Practical work is supported by written annotation.
- **Component 2: Externally set assignment:** 40% of the final mark. ESA papers are set by AQA and distributed to students in January of Year 11. From distribution of papers in January until the ten-hour practical exam in early term 5, students complete preparatory work that covers all four assessment objectives from one of the starting points on the ESA paper. During the ten-hour exam, students complete a final outcome for the project. The preparatory work and outcome from the ten hours are marked as a whole against the four assessment objectives. Practical work is supported by written annotation.

What and where next?

GCSE 3D Design is an excellent foundation for the study of Art and Design A-Level options. It supports progression onto Foundation courses, Foundation Degrees and Degrees in Art and Design related subjects including Textiles, Fashion, Graphic Design, Interior, Furniture, Product, Jewellery Design etc., as well as Architecture. This course offers excellent opportunities to broaden pupils' perceptions and visual literacy as well as developing transferable skills, which are highly valued in different industries and higher education; particularly creative thinking, problem solving and independent learning.

Qualification type: GCSE graded 9-1

Description of course:

AQA GCSE Drama is an enjoyable, 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, and perform them while taking inspiration from the works that they have studied. GCSE Drama students will also deliver two 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 transferable 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.

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.

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 stepping stone for those students who wish to pursue a career in acting, theatre and the many associated vocations (e.g. set design, direction, production, stage management, costume design), but they will also be well prepared for radio, voice over work, presenting and teaching .



Qualification type: GCSE graded 9-1

Description of course:

GCSE Physical Education (PE) is an exciting and active course that develops students' knowledge, understanding and practical ability in a wide range of sports and physical activities. The course combines classroom learning with practical performance, helping students understand how the body works during exercise and how to improve sporting performance.

Students study topics such as applied anatomy and physiology, movement analysis, physical training, sport psychology, and the social and cultural influences on sport. They will also explore how lifestyle choices affect health and fitness, and learn how to analyse and evaluate performance in sport.

Alongside the theory content, students take part in practical physical activities where they develop skills, tactics and strategies, as well as teamwork and leadership abilities. This course is suitable for students who enjoy sport and physical activity and want to deepen their understanding of how and why people participate and perform in sport.

Assessment:

GCSE PE is assessed through a combination of written examinations and practical assessment.

- Paper 1: The human body and movement in physical activity and sport: written exam (1 hour 15 minutes, 78 marks) - 30% of GCSE
- Paper 2: Socio-cultural influences and well-being in physical activity and sport: written exam (1 hour 15 minutes, 78 marks) - 30% of GCSE
- Non-exam assessment: Practical performance in physical activity (30% of GCSE). Students are assessed in three different physical activities from the AQA approved list. These can include individual sports, team sports or a mixture of both. Students demonstrate skills, techniques, tactics and the ability to perform effectively in competitive situations.
- Students also complete a Performance Analysis Assessment (PAA) where they analyse the strengths and weaknesses of their own or another performer's performance in sport and suggest ways to improve.

What and where next?

GCSE PE provides an excellent foundation for further study in sport and physical activity. Students may choose to continue with:

- A Level Physical Education
- BTEC Level 3 Sport or Sport Science courses
- Level 3 Courses in Health and Social Care, Coaching, or Fitness

The course also helps develop transferable skills such as teamwork, leadership, resilience and communication, which are valuable in many careers. Possible career pathways include:

- Sports coaching
- Physiotherapy
- Sports science
- Personal training
- Teaching
- Sports therapy
- Sports management

Qualification type: GCSE graded 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 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, meaning 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 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.



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

Description of course:

BTEC Level 1/Level 2 Tech Award in Music Practice is for learners who want to acquire sector-specific applied knowledge and technical skills through vocational contexts by studying and developing their musical skills and techniques, and by responding to a music industry brief as part of their Key Stage 4 learning. The qualification enables learners to develop their musical skills, such as using musical elements, music creation, performance and music production, using realistic vocational contexts. They will also develop their personal skills, such as self-development, responding to a brief, planning and time management through a practical and skills-based approach to learning and assessment.

Assessment:

Components 1 and 2 are assessed through non-exam internal assessment. The non exam internal assessment for these components has been designed to demonstrate application of the conceptual knowledge underpinning the sector through realistic tasks and activities. This style of assessment promotes deep learning through ensuring the connection between knowledge and practice. The components focus on:

- the development of core knowledge and understanding of musical techniques used in a range of music styles, and how to respond to a music brief
- the development and application of skills such as practical and interpretative, musical rehearsal and performance through workshops and classes
- reflective practice through the development of skills and techniques that allow learners to think about the development of their idea from the initial plan to the final musical product.

There is one external assessment, Component 3, which provides the main assessment for the qualification. Component 3 builds directly on Components 1 and 2 and enables learning to be brought together and related to a real-life scenario.

What and where next?

Music and music production is a fast growing industry in the UK. BTEC Music 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.



BTEC Level 2 Tech Award in Health and Social Care

Qualification type: Level 2 BTEC (equivalent to one GCSE) graded 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 childcare.

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.

Assessment:

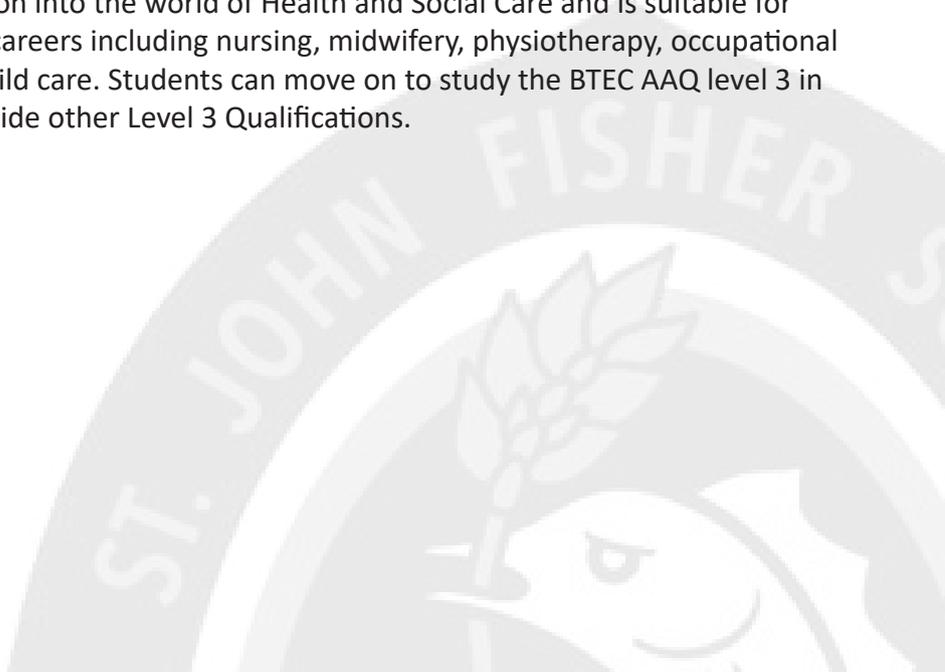
With only 40% of the work being assessed by examination. students benefit from having the opportunity to refine and improve the rest of their work based on regular teacher feedback.

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

- Component 1 Human Lifespan Development – this is studied in Year 10 and counts as 30% of the overall grade. At the end of the academic year students complete their coursework under controlled conditions in school. 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 is studied in Year 11 and counts as 30% of the overall grade. In November of Year 11, the students complete their coursework for this component under controlled conditions. 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) – this is studied throughout the two years. 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.

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 visiting, social work and child care. Students can move on to study the BTEC AAQ level 3 in Health and Social Care in sixth form alongside other Level 3 Qualifications.



Level One Option Subjects

ASDAN Level 1 Personal Effectiveness Qualification

Qualification type: ASDAN PEQ Level 1

Description of course:

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

The Personal Effectiveness Qualification is designed to support and empower learners at every stage of their journey. It helps them gain the skills and knowledge needed to navigate an ever-changing world with confidence. The course supports learners in developing communication, teamwork, resilience and problem-solving skills. It offers a flexible, portfolio-based approach and helps learners make informed decisions about future pathways. It provides real-life contexts to explore social, cultural and environmental issues and enables learners to develop and demonstrate skills in learning, communicating, decision making, thinking, team working, and self-awareness

The Personal Effectiveness Qualification is centred around ASDAN's six core skills:

- learning
- communicating
- decision-making
- thinking
- team working
- self-awareness

Evidence shows that developing these skills can have a positive effect on emotional, mental and physical well-being. PEQ supports learners to become independent thinkers who are ready for further education, work or training.

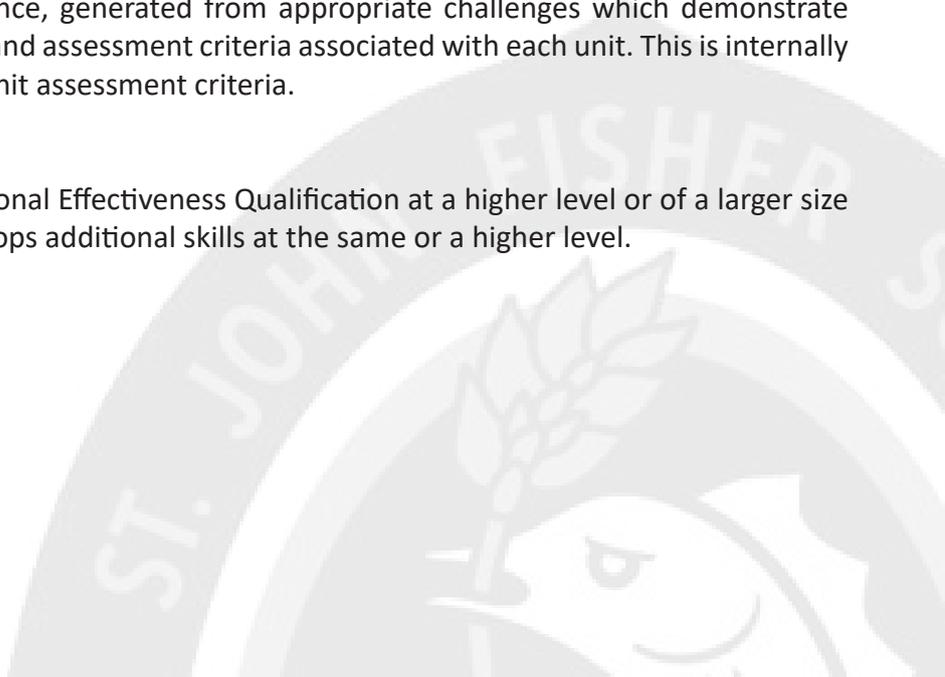
Assessment:

Students have to pass 6 skills to achieve the overall qualification.

Candidates complete a portfolio of evidence, generated from appropriate challenges which demonstrate achievement of all the learning outcomes and assessment criteria associated with each unit. This is internally assessed by centre assessors against the unit assessment criteria.

What and where next?

Learners could progress to an ASDAN Personal Effectiveness Qualification at a higher level or of a larger size or another ASDAN qualification that develops additional skills at the same or a higher level.



BTEC Level 1 Award in Animal Management

Qualification type: Pearson BTEC Level 1 Award

Description of course:

This course will be delivered at MidKent College. Students will travel to MidKent College one afternoon a week, taken in the school minibus by a member of SJF staff.

The Level 1 Award in Animal Management is the foundation qualification within the department. Students learn about personal progression, basic animal care and science, working in three practical areas: reptiles, mammals, and the aquatic environment.

Assessment:

Students will complete three internally-assessed units. 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.

What and where next?

Students can continue their education by completing other qualifications in animal care; MidKent College offers the subject all the way up to Level 4 (degree level).

Students with a background in animal care and management can go on to careers including veterinary support, specialised animal care, pet services, animal rescue and welfare work, and specialised care roles in the zoo industry.



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.

