



EXCELLENCE • LEARNING • LEADERSHIP

ST JOHN'S
SCHOOL

GCSE Options

September 2018 - June 2020



We are a unique community where learning and leadership ensures excellence for all



Service Children's Education



EXCELLENCE • LEARNING • LEADERSHIP
ST JOHN'S & KING RICHARD
SCHOOLS FEDERATION



Dear Parents / Guardians

During Key Stage 3 (Years 7-9) at St John's all pupils take the same wide range of subjects. This is intended both to lay the foundations of a broad general education and to give pupils at least some experience on which to base their choice of courses in Key Stage 4 (Years 10-11).

The end of Year 9 marks an exciting time for students as it provides them with some opportunity to take control over their learning and specialise in subjects where they feel that their strengths lie and in areas that they enjoy.

At this stage in their school career, pupils must now decide, from a range of subjects, which together with the compulsory subjects, English, Mathematics and Science will form their GCSE examination courses. The construction of a study programme is very much a matter for the individual and before final decisions are made a good deal of consultation needs to take place.

In weighing possibilities, pupils and parents are advised to keep in mind the following points:

1. **The needs of the pupil in the light of future career requirements.** The Careers Service, based at St John's, is on hand to advise on this when required.
2. **The importance of preserving a reasonable balance between the main subject areas.** The core, compulsory curriculum ensures this balance however it is still important to choose subjects that will keep as many career doors open for as long as possible.
3. **The interest and enjoyment of the subject for the pupil.** We encourage all students to opt for subjects that they enjoy.
4. **The ability and aptitude of the pupil in regard to a particular subject.** The Parent teacher meetings, Options Afternoon and Mid Year Review will help students to choose subjects that are well suited to their abilities.
5. **All courses listed are scheduled to run for two years.** If you know that you will be posted during the next two years you should contact the school to discuss this with Mrs Cambridge or Mr Armstrong.
6. **Sometimes a "perfect" fit in terms of choice cannot be obtained.** This is true irrespective of the size of a school but we are confident that the entry requirements for all of the normal range of careers can be gained through our scheme.



As a Year 9 student at St John's, the time has come for you to take part in planning your programme of study for the next two years.

What should I think about?

- What your strengths and weaknesses are.
- Which subjects you enjoy.
- Which subjects you will need in the future without closing any doors.
- What you want to do when you are 16.

Who can help me choose?

- Your parents
- Your Form Teacher
- Your Head of Year
- The Careers Officer—Miss Moloney
- Mr Armstrong—Vice principal.

How do I find out what is available?

- Study this booklet carefully
- Talk to all those who can help
- Think carefully for yourself

What do I do then?

Attend the Options and Parents' afternoon on Wednesday 14th March, then you complete your 'Options' form very carefully and hand it to your form tutor by **Friday 23th March**.

It should be pointed out that just because a course is described here, **it does not mean that it will be offered**. If only a few students opt for a course or there are last minute changes to staffing, we may not be able to offer it. However we will do our very best to ensure that all options will be available.



The Careers Adviser Miss S Moloney

Please feel free to consult the Careers Advisor, Miss Sue Moloney, based in the school on any matter related to the options process and career planning. Some students have a clear idea of what they would like to do in the future and how to achieve their goals but many do not and it is also likely that as students' knowledge and experience widens their plans and ideas may change. A discussion with the Careers Advisor about GCSE options and future pathways can be helpful in alleviating any fears students may have about how their current choices may affect their future careers. Miss Moloney will meet with students throughout their GCSE courses to discuss issues including further education and work with training and career planning. Parents are welcome to attend all careers interviews and will be advised in advance of scheduled appointments during years 10 and 11. The Careers Advisor can be contacted on Tele: 25968005 should you or your child wish to speak to her during the options process.

The EBacc (or English Baccalaureate)

Four years ago the Government introduced a new measure for schools – the English Baccalaureate (EBacc). A student will achieve the EBacc if they achieve a grade 5 or above in English, Mathematics, 2 Sciences, a Modern Foreign Language and History or Geography (6 specific GCSE qualifications in total). There is **no certificate** available for students attaining this measure however the subjects represent a broad and balanced curriculum offer, which is a strength, and Ebacc subjects are often seen favourably by Colleges and Universities in future applications.

At St John's School, our curriculum provision includes all of the EBacc subjects (a Modern Foreign Language, Double Science or Triple Science, History and Geography); all of which are very popular subjects. We would expect students to do double science and choose at least one EBacc subject, although students may opt to study EBacc subjects in all of the option blocks. EBacc subjects in the option blocks are indicated by a *, but if you are unsure of anything simply ask a member of staff for further clarification.

Changes to GCSEs over the next 2 years

In 2020 GCSE English and Maths and a large proportion of other subjects will be graded 9 –1 with 9 being the highest grade. Each subject has given details of this on their page. The table on this page shows the equivalent in terms of the standard of work required to achieve the new numbered grades. Grade 5 will be considered a good pass and is the age related expectation. This means that GCSE are becoming more challenging.

| Old GCSE expectations Standards of work for each grade boundary | New GCSE Expectations / translations. |
|---|---|
| Standard required to achieve a D grade | Number 3 |
| Standard required to achieve a C grade | Number 4 / 5 |
| Standard required to achieve a B grade | Number 5.5 |
| Standard required to achieve an A grade | Number 7 |
| Standard required to achieve an A* | Number 8.5 |
| | New super A* 9 |

Options: Questions and Answers



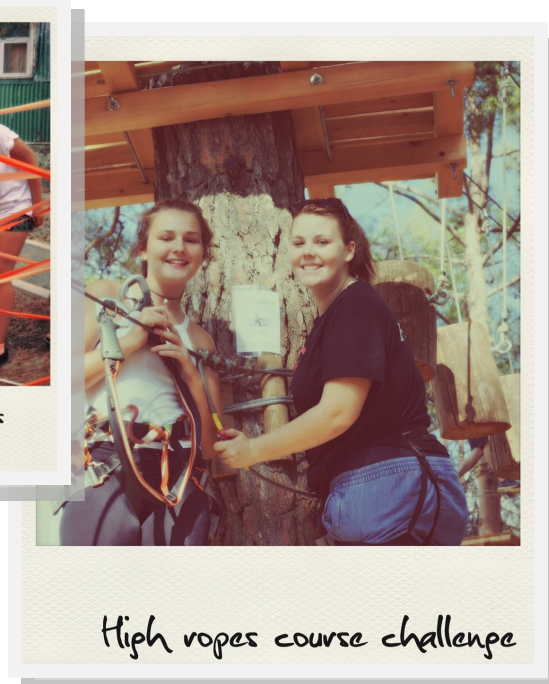
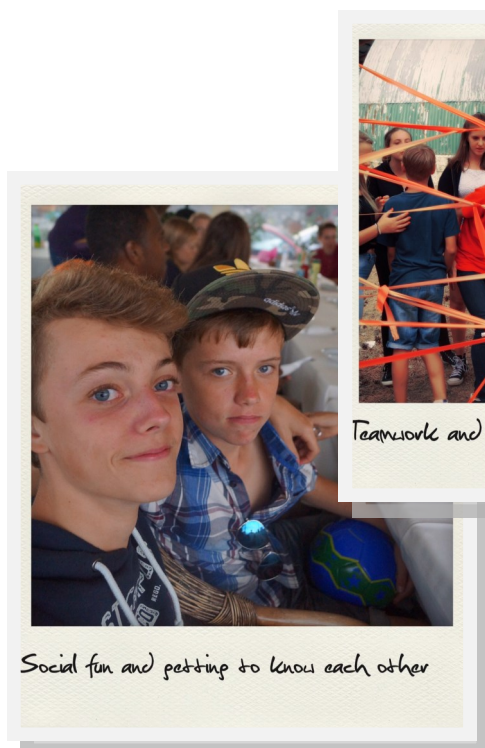
Options Afternoon

During the Options Afternoon, subjects will present student work, text books, resources and exam papers, as well as talking to students and parents about what it might be like to study their subject. There will also be a chance to discuss student suitability as we are very focused on matching students to the correct choices for them.

Please feel free to ask for further clarification and assistance from the school in any decision that you are unsure about.

Settling in to Y10

Early on in Y10 students are taken to Troodos camp with their tutors and Head of Year to spend a couple of days looking at the expectations of the school for their GCSE studies, building ambition and teamwork through a variety of challenges and workshops. This is an incredibly useful experience and you will be informed about it towards the end of Y9 or during the induction process at the start of Y10.



Duke of Edinburgh

Our Y10 students are also offered the opportunity to partake in the Duke of Edinburgh Bronze Award in collaboration with the Youth Service and this is an enriching experience for all students involved. Information about this extra curricular club will be presented to students in the first term in Y10.

Options: Calendar of events



The following calendar of events is designed to help you stay on track during the options process. If, for some reason, you are likely to miss any of the dates below then please do contact the school so that alternative arrangements can be made.

OPTIONS PROCEDURE 2016

| | | |
|----|-------------------------------|---|
| 1. | Throughout February and March | Miss Moloney to coordinate events which will include a careers lesson for each Yr9 class. |
| 2. | Friday 2nd March | Options booklets and invite to Parent / Options afternoon are sent home with students. |
| 4. | Wednesday 14th March | Year 9 Options and parents afternoon. This provides a chance to meet subject teachers to discuss in more detail the options on offer. |
| 6. | 14th—23th March | Further opportunity for any guidance / meetings with staff, parents and students to assist with Option choices. |
| 7. | Friday 23th March | Completed option forms handed in to Form Tutor. |
| 8. | Friday 27th April | Option choices confirmed. |



Options: The Curriculum in KS4



The Curriculum for Years 10 and 11 aims to give pupils access to specific skills and bodies of knowledge necessary to prepare them for life as adults, able to pursue responsible and active participation in our society. This curriculum must provide an education related as closely as possible to our counterparts in the United Kingdom. The curriculum for each pupil will contain the following elements:

Core Curriculum

English Language and English Literature (8 lessons per fortnight)

Mathematics (8 lessons per fortnight)

Science (Dual certification - 2 GCSEs) (10 lessons per fortnight)

Physical Education (3 lessons per fortnight)

Social, Moral and Spiritual Education (1 lesson per fortnight)

Pathway Curriculum

EBacc Pathway—If a student has been on either the Excelling or the Mastery Plus Pathway at KS3 (or if they achieved above a 4b in English and maths at KS2) we strongly advise them to take the English Baccalaureate. This means that they need to opt for both a Modern Foreign Language and either Geography or History.

Progress 8 Pathway—If a student was on the Securing or Mastery pathways at KS3 (below 4b in English and Maths at KS2) they must select at least one starred subject from any of the option blocks. They can also opt to take the English Baccalaureate explained above.

Personalised Curriculum—If a student can read, write and speak a different modern foreign language with fluency e.g. Welsh or Greek, we may also be able to support them in achieving a GCSE in this subject which would count towards the EBacc.

| Block A | Block B | Block C | Block D |
|------------------------|--------------------|--------------------------------|------------------|
| German* | ICT/Creative Media | Geography* | PE |
| French* | History* | RE | Triple Science* |
| Vocational Engineering | Design Technology | Food Preparation and Nutrition | Business Studies |
| Drama | | Music | Art |

Options: All subjects



| <u>Subject</u> | <u>Page</u> |
|--------------------------------|--------------------|
| SMSC (Core) | 8 |
| English (Core) | 9 |
| Mathematics (Core) | 10 |
| Double Science (Core) | 11 |
| Physical Education (Core) | 12 |
| Triple Science | 13 |
| ICT/ Creative iMedia | 14 |
| Business Studies | 15 |
| History | 16 |
| Religious Studies | 17 |
| Geography | 18 |
| French and German (languages) | 19 |
| Drama | 20 |
| Music | 21 |
| Art | 22 |
| GCSE Physical Education | 23 |
| Food Preparation and Nutrition | 24 |
| Vocational Engineering | 25 |
| Design and Technology | 26 |



CORE RE, PSHE, CITIZENSHIP and SMSC

Our Key Stage 4 pupils are taught RE, PSHE and Citizenship. These subjects are held under the umbrella term of PSHE and constitute an integrated program of learning. Within PSHE (Personal, Social, Health and Economic education) we aim to promote the physical, mental and economic well-being of all our pupils.

The PSHE curriculum is designed to encourage healthy, independent and responsible members of society with a strong sense of self-worth. The pupils will know and understand what constitutes a healthy lifestyle, be aware of personal safety issues and understand what makes for good relationships with others. We work in close partnership with local health professionals to deliver an SRE programme that is relevant, age appropriate and pro-active.

Religious Education is a very popular and well-received subject throughout the Federation. Pupils have the opportunity to develop an appreciation for spiritual aspects of their own lives, develop understanding of theistic, atheistic and agnostic viewpoints and develop their own sense of morality in a safe and expertly led setting.

The Citizenship curriculum aims to facilitate all our learners in their journey to becoming informed citizens of a multicultural, democratic and digital society. The pupils will develop the skills as well as the knowledge required to take an active role in their school, local and national communities. Citizenship education aims to develop active citizens who are aware of their rights as well as responsibilities and enable young people to develop the critical thinking skills required to make their own informed judgements.

SMSC (Spiritual Moral Social Cultural)

Alongside academic achievement, we strive to champion the moral purpose of education; to nurture the spiritual, moral, social and cultural aspects of our pupils. It is through education that young lives are transformed and future opportunities opened up. The school is organised so that students are able to develop every aspect of themselves and also ensure that they are ready to make a full contribution to society. Our Core Values support this in demonstrating key aspirations that are displayed and modelled throughout the school by staff and pupils alike.

Spiritual: Students will gain opportunities to recognise and reflect on their place in the world.

Moral: Students will develop the ability to grow in confidence in considering and expressing their opinions and actions.

Social: Students will develop the promotion of collaborative learning with their peers and the development of sensitivity towards matters of equal opportunities.

Cultural: Students will be able to explore and understand different characteristics of cultures and historical and geographical factors.



GCSE English Language and English Literature Grades 9-1

AQA (8700) & AQA (8702)

All students will be entered for AQA GCSE English Language and English Literature. This will lead to two separate GCSE qualifications. Both courses are assessed entirely by external examinations which take place at the end of Year 11. There will be no Controlled Assessments as in previous years.

A separate grade will be awarded for Spoken Language. This element of the course will be assessed internally. This does not contribute to the award of the final GCSE grade.

Subject Name : English Language

Students will sit two examination papers at the end of Year 11.

Paper 1: Explorations in Reading and Writing (50%)

Paper 2: Writers' viewpoints and perspectives (50%)

Subject Name : English Literature

Students will sit two examination papers at the end of Year 11

Paper 1 : Shakespeare and the 19th Century Novel (40%)

Paper 2 : Modern Texts and Poetry (60%)

Spoken Language (for which a separate grade will be awarded)

- Presenting
- Responding to questions and feedback
- Use of Standard English

Contact: Dr. D. A. Kelly dkelly@stjohnsschoolcyprus.com

English Language

The course requires students to study:

Literary fiction - extracts from novels and short stories from the 20th or 21st centuries focusing on how writers use narrative and descriptive techniques to capture the interest of readers.

Narrative and Descriptive Writing - how to produce original narrative or descriptive writing.

Non-fiction and literary non-fiction - articles, reports, essays, travel writing, accounts, letters, diaries, reports, autobiography and biographical passages.

Writing to present a viewpoint - how to produce original writing which presents a point of view.

English Literature

The course requires students to study:

Shakespeare – Students study one play by Shakespeare from a prescribed list.

The 19th Century Novel – students study one complete novel from a prescribed list.

Modern Texts – students study **either** a modern prose **or** modern drama text

Poetry – students study a cluster of poems from an AQA Anthology

Unseen poetry – students will be required to develop the skills to answer questions on unseen poetry.



GCSE MATHEMATICS Grades 9-1

At St John's we will follow the New EDEXCEL Mathematics (9-1) Syllabus, and all students will be assessed either at Foundation Tier which will enable grades 5 to 1 to be gained or at Higher Tier where grades 9 to 3 are available. The majority of our students will take the Higher Tier Paper. Our results are normally excellent and most students achieve a higher level pass at GCSE, many at the highest grades.

Business, commerce, science, medicine, computer programming and engineering are obvious areas where mathematics plays an important role, but almost any job will involve the use of some mathematics. Knowledge of mathematics is also culturally important.

At St John's we aim to help students to achieve their best possible grade to enable them to move onto their next stage of learning whether it be a grade 9, 5, 4 or 2. At the same time we want our students to be confident in their use of mathematics and appreciate its cultural role.

The appropriate level of study will be determined by a student's performance at Key Stage 3, (where appropriate), and by their teacher's assessment.

The final examination will consist of three written papers, each lasting an hour and a half, the first of which will be a non-calculator paper.

Students are expected to bring a scientific calculator to each mathematics lesson and a school approved calculator is available from the school office for €10.00

Contact: Mr McKenzie imckenzie@stjohnsschoolcyprus.com



Refurbished Maths Classroom





GCSE DOUBLE AWARD SCIENCE

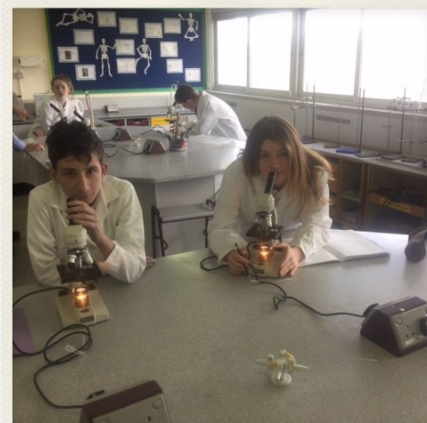
Grades 2 x Grades 1-9 (all students sit Double Award Science)

AQA COMBINED SCIENCE: TRILOGY (8464)

This course is worth two GCSEs in Science and is made up of two thirds of a GCSE in Biology, Chemistry and Physics giving a balance of all three Sciences for those studying any of these at 'A' Level. The topics covered are :-

Assessment Overview

| Biology | Chemistry | Physics |
|------------------|----------------------------|----------------------|
| 1. Cell Biology | 8. Atomic Structure | 18. Forces |
| 2. Organisation | 9. Bonding | 19. Energy |
| 3. Infections | 10. Quantitative Chemistry | 20. Waves |
| 4. Bioenergetics | 11. Chemical Changes | 21. Electricity |
| 5. Homeostasis | 12. Energy Changes | 22. Magnetism |
| 6. Inheritance | 13. Rates of Reaction | 23. Particle Model |
| 7. Ecology | 14. Organic Chemistry | 24. Atomic Structure |
| | 15. Analysis | |
| | 16. The Atmosphere | |
| | 17. Using Resources | |



Investigations with microscopes

This course is linear so all examinations are taken at the end of Year 11. There are six exams, two for Biology, two for Chemistry and two for Physics. Each exam is 1 hour and 15 minutes long and is worth 70 marks. Each paper has an equal weighting and there will be a Higher and Foundation option for each paper.

| | | | |
|-------------|---------------------------|-------------|----------------------|
| Biology 1 | Topics 1-4, | Biology 2 | Topics 5-7 |
| Chemistry 1 | Topics 8-12, | Chemistry 2 | Topics 13-17 |
| Physics 1 | Topics 19, 21, 23 and 24, | Physics 2 | Topics 18, 20 and 22 |

FAQ Can I go on to study a Science based course at University by taking double Science ?

As a consequence of changes made to A Levels it would now be considered a distinct advantage to have studied triple science if you intend to opt for any science A Levels. Please discuss this with the science staff if you have any concerns.

Contact: Mr A Glencross (aglencross@sjstjohnsschoolcyprus.com)

Core: Physical Education



Physical Education in Key Stage 4 develops students' competence and confidence to take part in a range of physical activities that will hopefully become a central part of their lives, both in and out of school. Our PE curriculum enables all students to enjoy and succeed in many kinds of physical activity. Students will work as individuals, in groups and in teams, developing concepts of fairness and of personal and social responsibility. They take on different roles and responsibilities, including leadership, coaching and officiating. Through the range of experiences that PE offers, students will learn how to be effective in competitive, creative and challenging situations. Discovering what they like to do will help students make informed choices about lifelong physical activity.

Activities at KS4 range from; Football, Rugby, Netball, Hockey, Swimming, Fitness, Basketball, Volleyball, Trampolining, Athletics and Rounders. There is also the opportunity to take part in both the Dof E and Junior sports leaders award schemes.

Contact: Mr F Marsden (fmarsden@stjohnsschoolcyprus.com)

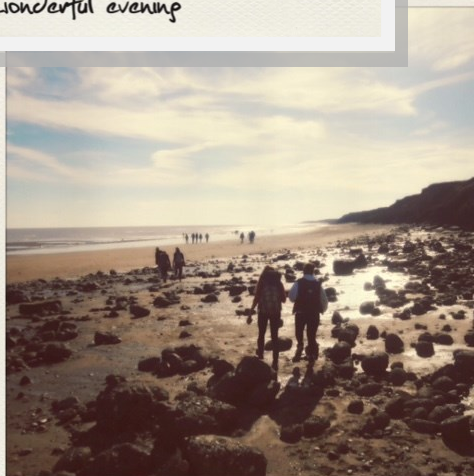
Note: Pupils will participate in two hours practical PE per week. They will be able to choose options / activities that interest them.



Y11 prom an amazing setting for a wonderful evening



Duke of Edinburgh expedition
What an amazing place to explore



Costal studies in South Wales



German Exchange
Making the most of Cyprus with our German visitors

Options: GCSE Triple Science



GCSE TRIPLE AWARD SCIENCE

Grades 3 x Grades 1-9 (Extra lessons chosen from an Option Block)

AQA GCSE BIOLOGY (8461), CHEMISTRY (8462) AND PHYSICS (8463)

Overall this course is worth three GCSEs in Science, one in Biology, Chemistry and Physics
The topics covered are:

| Biology | Chemistry | Physics |
|------------------|----------------------------|----------------------|
| 1. Cell Biology | 8. Atomic Structure | 18. Forces |
| 2. Organisation | 9. Bonding | 19. Energy |
| 3. Infections | 10. Quantitative Chemistry | 20. Waves |
| 4. Bioenergetics | 11. Chemical Changes | 21. Electricity |
| 5. Homeostasis | 12. Energy Changes | 22. Magnetism |
| 6. Inheritance | 13. Rates of Reaction | 23. Particle Model |
| 7. Ecology | 14. Organic Chemistry | 24. Atomic Structure |
| | 15. Analysis | 25. Space |
| | 16. The Atmosphere | |
| | 17. Using Resources | |



Experiments in Triple Science

Assessment Overview

This course is linear so all examinations are taken at the end of Year 11. There are six exams, two for Biology, two for Chemistry and two for Physics. Each exam is 1 hour and 45 minutes long and is worth 100 marks. Each paper has an equal weighting and there will be a Higher and Foundation option for each paper.

Biology 1 Topics 1-4, Biology 2—Topics 5-7
Chemistry 1 Topics 8-12, Chemistry 2—Topics 13-17
Physics 1 Topics 19, 21, 23 and 24,
Physics 2 Topics 18, 20, 22 and 25.

Contact: Mr A Glencross (aglencross@sstjohnsschoolcyprus.com)

Important Note

This course will only run if there is sufficient interest AND if we can staff the course.



Creative iMedia - Grades Distinction*- Pass

OCR Cambridge Nationals in Creative iMedia

We live in a world full of all kinds of technology. Everywhere you turn someone has a device which helps us to work, communicate and even play using technology.

This course will provide opportunities to become both independent learners and competent ICT users. It also aims to raise awareness and gain experience of creative iMedia components such as digital graphics, video, animation and websites including how these are used in business and media contexts.

The course provides the use of practical skills, knowledge and understanding allowing the freedom to explore creative iMedia and ICT opportunities to produce business standard solutions.

Unit / Assessment overview:

UNIT/ Assessment 1: Externally assessed theory exam (1 Hour) - Pre-production skills 25%

UNIT/ Assessment 2: Creating digital graphics—controlled coursework unit—25%

UNIT/ Assessment 3 & 4 Both controlled coursework elements worth 25% each. Can be selected from the following units depending on the group:

Creating a webpage

Creating interactive multimedia products

Creating digital video sequence

Creating digital sound sequence

Designing a game concept/digital games and coding

This course gives students an excellent opportunity to prepare themselves for our developing world and useful skills for future employment.

- Students who want to go into web design
- Students who want to embark on a career in digital media
- Students who are interested in sound/music, video and interactive products



Great facilities
Help and support



Note: Students studying this course have previously visited the UK in January of Year 10 to experience Harry Potter Studios and Bletchley Park.

Contact: Mrs Wolanski awolanski@stjohnsschoolcyprus.com



GCSE BUSINESS Grades 1-9

AQA GCSE (8132)

The course is designed to encourage students to consider the practical application of business concepts. It will allow students to understand the importance of Business in any community and their own role within it.

The course is delivered by trying to relate theoretical business concepts with real business practice to enable students to develop the skills needed to be successful in the final GCSE examinations. Classroom teaching will be complimented by the study of current business news, topical business television programmes and practical business visits to local businesses.

What will be covered?

The GCSE course is a broad based course covering all the main areas of Business including: Marketing, Finance, Human Resources, Business Operations. In addition there are 2 introductory units 'Business in the real world' and 'Influences on Business'.

Where can it lead?

GCSE Business Studies is a versatile subject which can lead to a range of opportunities for further study. These include a variety of A levels including Business Studies, Accounting and Economics. It also lends itself to supporting progression into vocational- based courses. It will also help students looking to move into the world of work by developing skills in personal finance, enterprise and communication.

Structure of the course and assessment

Students will be following the AQA GCSE (8132) Business specification, which is made up of two units:

Unit 1 - Influences of operations and HRM on business activity (50%) (exam)

Unit 2 - Influences of marketing and finance on business activity (50%) (exam)

How is it assessed?

In Year 11:

Two external written examinations

Each examination 1 hour 45 mins



Contact: Mrs Schapendonk mschapendonk@stjohnsschoolcyprus.com



GCSE HISTORY Grades 1 – 9 Edexcel GCSE 1—9

Why study History at GCSE?

History gives you the opportunity to understand the world around you and how it came into being. Studying history also provides you with a wide variety of skills, during the course you will become highly skilled at testing evidence, making judgements and interpreting why people hold the views they do.

The History GCSE also provides the opportunity to see people at their very best and their very worst, in their moments of triumph and despair.

The Course

The History GCSE we offer at St John's is from Edexcel. The course is split into five sections:

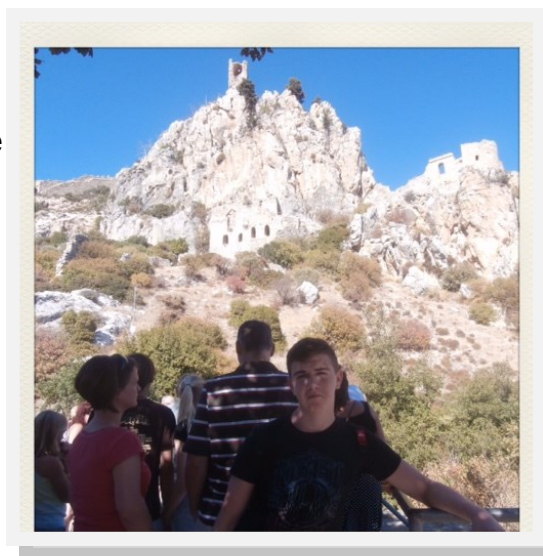
- 1. The Development Study:** A study in the development of medicine through time. In this course we look at the way that medicine has developed from 1250AD with the struggles of Medieval doctors to modern day keyhole surgery.
- 2. The Historical Environment study:** The Medicine of the Western front. This study is linked to the development study. It concentrates on one very specific area of history and how change was produced in a short time.
- 3. The Depth Study:** Nazi Germany 1919 to 1939. This study focuses on the death of a democracy and the rise to power of the most vicious dictatorship in history.
- 4. The Period study:** A study of the American West. In this module we examine how America grew into a superpower through its expansion into the western half of the USA between 1835 and 1895.
- 5. The British Study:** A study of the history of the Norman Conquest. The event which has done more than any other to shape our country ?

Next steps:

History GCSE provides you with the skills of analysis, evaluation, synthesis and judgement that opens up a variety of professional avenues. It is also a very interesting course in its own right.

Contact: Mr J Strang or Mr Francis

jstrang@stjohnsschoolcyprus.com
rfancis@stjohnsschoolcyprus.com





GCSE Religious Studies - Grades 1-9 AQA

Why choose RS?

RS is the subject for you if you are interested in the world and the relationships between people and nations and cultures. If you are going to work with people in the future it will encourage you to be open-minded and tolerant while working out your own views and opinions on things.

What will I learn and how will it be assessed?

We follow the new AQA GCSE Religious Studies A exam.

- We will study Christianity and Islam: beliefs, teachings and practices e.g the nature of God key beliefs and pilgrimage etc.....
- We will study 4 religious, philosophical and ethical studies themes e.g. Relationships and families/Religion and Life/ Religion peace and conflict/The existence of God and revelation
- Remember that you have a lot of knowledge about these issues, and you can use that in your exams.

Assessment:

Two 1 hour 45 minutes examinations with the new 1-9 grading.

The course will help you develop your knowledge and understanding of religion by exploring the impact of religious beliefs and values on moral behaviour and religious practice. You will explore the views of believers in Christianity and Islam and develop your skills in evaluating them and in explaining your own reasoned opinions.

Any questions?

Contact: Ms O'Sullivan
mosullivan@stjohnsschoolcyprus.com

Student Comments—
RS is really good. We learn lots about different faiths in a fun and interesting way.



Working together to support learning



GCSE Geography Grades 1-9 Edexcel B

The Course

Component 1: Global Geographical Issues worth 37.5%

3 sections: Hazardous Earth, Development Dynamics & Challenges of an urbanising world.

Component 2: UK Geographical Issues worth 37.5%

3 sections: UK's evolving physical landscape, UK's evolving human landscape and Geographical investigations.

Component 3 : People and Environmental Issues—Making Geographical Decisions worth 25%

4 sections: People and the biosphere, Forests under threat, Consuming energy resource and making a geographical decision (3 options are provided)

All components are assessed in a written examination lasting 1 hour and 30 minutes with a range of questions including multiple-choice, calculations, short open and extended answers.

Why study Geography?

Geography is an exciting subject as it is about people, place and their interactions that are changing every day. It encourages students to consider their role and influence in our ever changing world and the consequences of these actions. Students will ask questions about contemporary issues, will be able to debate controversial issues, apply their skills to unfamiliar contexts, to apply their mathematical skills to real data and use ICT to enhance their learning. Geography is one of the most dynamic subjects in the curriculum and is the only subject that truly occupies the middle ground between the sciences and the arts. It encompasses scientific, political, economic and environmental issues which will help you to develop your own opinions.

- **Employers and universities want people who can work in a team** – fieldwork develops these skills.
- **Employers and universities want people who can analyse their own work** – the enquiry style of learning teaches you these skills.
- **Employers and universities want people who are computer literate** – you will be using ICT frequently, from Google Earth and 3D maps to a GIS package.
- **Employers and universities want people who are environmentally aware** – geographers understand the links between people and places better than anyone else.

Contact: Mrs Dixon
sdixon@stjohnsschoolcyprus.com

Note Students will participate in a UK residential for their fieldwork in order to fulfil the requirements of the examination. This will incur a cost.



Coastal studies in South Wales



Field studies for GCSE coursework



GCSE FRENCH / GERMAN Grades 1-9

Edexcel: 1FR0 & 1GN0

Why should I study French or German?

French and German are highly respected academic subjects in the eyes of Colleges and Universities. The world is becoming more and more international. Many people can now expect to travel abroad as part of their job or meet people from all over the world in their own country.

Everybody speaks English anyway

Over 320 million inhabitants of Europe do not speak English as their mother tongue. How can we communicate with them unless we learn foreign languages?

Which jobs involve languages?

The type of job where languages are the main part of the job can include any occupation, but here are some of the most common jobs: translating, interpreting, teaching, tourism, marketing, secretarial duties, International banking, etc.

You should also consider that you are likely to holiday in a French speaking country at some point in the future or possibly live in Germany as part of a posting. German is the most widely spoken language in Europe (Germany, Austria, Switzerland)

Which skills does it include?

Listening, speaking, reading, writing, and translation. It also demonstrates to employers that you have communication skills; a sense of adventure and that you are not afraid to take risks.

How is it assessed?

GCSE is assessed in the language skills of listening, speaking, reading and writing at the end of the course as follows:

- Listening Exam = 25%
- Reading Exam = 25%
- Speaking Exam = 25%
- Writing Exam = 25%

Students can be entered for either higher or foundation level in all units. All pupils at the end of the course should be able to cope with the vast majority of everyday situations likely to arise in the foreign country.



*A December visit to Germany
A big contrast from Cyprus*



Testing language skills on public transport

Contact: Mr J Gleed
jgleed@stjohnsschoolcyprus.com



GCSE Drama Grades 1-9

Educas: GCSE Drama

Drama is an exciting, creative and challenging course. Over the two years, students will study a range of different styles of drama and deepen their knowledge of performance and technical skills.

Unit and Assessment overview:

Component 1: 40% Devising Theatre

Students will have the opportunity to choose either acting or design for this unit. They will create a piece of performance work from a stimulus and a portfolio to show the creation process.

Component 2: 20% Performing from a text.

Students will perform two extracts from a script to a visiting examiner. There are both performance and technical options available for this unit.

Component 3: 40% Interpreting Theatre (exam)

The exam is in two sections. The first section will discuss a set text and the second section will ask them to discuss live theatre.

GCSE Drama is suitable for

- Students who are creative and have a general interest in theatre
- Students who are confident and would like to improve their performance skills
- Students who enjoy reading plays and literature independently
- Students who have a flare for art and design

If you choose this subject at GCSE, some areas you will study include:

You will be able to use a variety of skills to gain your marks including script work and physical theatre. Also, those interested in the more technical side of theatre, will have an opportunity to apply their skills by supporting the work of others in the group.

Contact: Mrs Lister
hlister@stjohnsschoolcyprus.com



Staging and set design



Painting a set for a production

Note This course will require after school commitments including rehearsals, digital theatre viewings and performances. These will at times be outside the school day and therefore transport can not be provided.



GCSE Eduqas MUSIC Grades 9-1

GCSE Music is open to any student who enjoys listening to Music, or playing Music, whatever the style. It is a very practical course with the Performing and Composing Coursework covered mainly in lessons with the help of the teacher.

PERFORMING (30% Coursework—marked by the teacher, Moderated by Examiner)

You will need to perform a minimum of 2 short pieces (one should be an ensemble) - one of which must link to one of the Areas of Study below, chosen by you. (30%)

You will then write brief programme notes for the piece that you perform that links with the Area of Study (5%)

COMPOSING (30% Coursework—marked by the teacher, Moderated by external Examiner)

You will have to Compose 2 pieces of music—one will link with a brief set by the exam board, the other can be totally free. (35%)

You will then write an Evaluation of the one set by Eduqas, explaining how you composed it (5%)

APPRAISING (40% Exam Paper—externally marked)

You will have a 1.15—hour Exam Paper where you will answer questions on the Areas of Study below, which you will have studied in class over the 2 year GCSE course::

- Musical Forms & Devices
- Music for Ensemble
- Film Music
- Popular Music

The GCSE course is enjoyable and you will spend lots of time playing and doing practical work. It's a lovely course as you can spread the coursework out over the 2 years, with help from the teacher, and then prepare for the end exam together with some practice papers and practical tasks to assist with understanding and Listening skills.

Contact: Mrs Edwards
jedwards@stjohnsschoolcyprus.com



Live music and an opportunity to shine



Performing with professional musicians



GCSE AQA ART Grades 9-1

Why should I do GCSE Art?

If you asking yourself, why should I do Art, perhaps you are approaching this in the wrong way and should be asking "Why not?" Ultimately you will choose Art because you enjoy it. But remember there will be points when the workload is heavy and enjoyment will simply not be enough to see you through. Being willing to approach the subject with commitment and to work hard, are also important aspects.

Unit overview:

Art GCSE consists of two main elements:

Coursework which accounts for 60% of your final mark. Here you are required to submit at least one sustained project and a selection of further work. These units will demonstrate an ability to sustain work from an initial starting point to a final conclusion. Students have to demonstrate that they can work successfully in a range of different materials and also undertake critical and contextual studies. A major supporting element of the coursework is the sketchbook, which students are expected to commit at least 1 hour of home study to sketch book work.

The **final exam** which accounts for the final 40% is usually taken in mid-April of the second year of the course. Over a 10 hour period, students are expected to complete a piece of work which they have researched and planned for during the previous months. The exam paper is usually circulated in mid-January and students select a starting point from a range of stimulus.

GCSE Art can open a vast array of career opportunities in the creative industries and other courses in further education. More importantly it will teach you a whole variety of different skills, ranging from time management, to planning and undertaking research projects.

Art GCSE will develop your own self-awareness and help develop a greater appreciation of the world around you.

Contact: Mr Bougeard
pbougeard@stjohnsschoolcyprus.com



Note Art GCSE is very time demanding. Students are expected to commit a minimum of 1 hour of their own time to working in their sketchbook every week. After school classes are offered and every student is encouraged to attend a weekly session on a regular basis.



GCSE Physical Education Grades 1-9

(Edexcel)

GCSE in Physical Education will equip students with the knowledge, understanding, skills and values they need to be able to develop and maintain their performance in physical activities. Students will also gain understanding of how physical activities benefit health, fitness and well-being.

Content and assessment overview

Component 1: Fitness and Body Systems

Component 2: Health and Performance

Component 3: Practical Performance

Component 4: Personal Exercise Programme

Component 1 and 2 are theory based and account for 60% of the total marks. Assessed by two written exams.

Component 3 involves performance in 3 chosen activities from the following (accounts for 30% of the total marks): one team activity e.g. football, netball, basketball, badminton etc. one individual activity e.g. trampolining, swimming, golf etc. one activity of their choice, either a team or individual activity.

Component 4 involves students' skills in analysing and evaluating performance through a personal exercise programme (PEP) in order to improve/optimize performance in a chosen physical activity (accounts for 10% of the total marks).

Student requirements

A sound knowledge of science and sporting activities. Regular participation at a club (e.g. trampolining, golf, sailing, football will help progress). Understanding that the subject involves a large quantity of written work (60%). Expect regular homework and written examinations.

All pupils are expected to act as role models for all other pupils by always having correct kit and equipment, helping at extra-curricular activities. Participation in all school swimming events & sports days is compulsory.

Contact: Mr F Marsden
fmarsden@stjohnsschoolcyprus.com



Developing trampolining skills and technique



Creative teaching to help revision



GCSE Food Preparation & Nutrition Grades 9-1

Eduqas WJEC

During this course both theory and practical elements of food preparation and nutrition will be covered. It equips students with the ability to cook and understand nutrition and healthy eating. Students cook a variety of ingredients using different cooking techniques and equipment. They will explore a range of cooking traditions from all over the world and select their own recipes.

Unit overview:

Component 1: Principles of food preparation and nutrition: 50% of the total GCSE and is assessed by an examination paper (assessed externally).

Component 2: Food Preparation and Nutrition in Action: 50% of the total GCSE and is assessed internally through coursework.

Assessment 1: 8 hours. The Food Investigation Assessment is a scientific food investigation which will assess the learner's knowledge, skills and understanding in relation to scientific principles underlying the preparation and cooking of food.

Assessment 2: The Food Preparation Assessment is a prepare, cook and present a menu which shows knowledge, skills and understanding in relation to the planning, preparation, cooking and presentation of food.

GCSE Food Preparation and Nutrition is suitable for

- Students who enjoy cooking and like to experiment with food and ingredients.
- Students who enjoy being in a kitchen environment.
- Students who take pride in good presentation.

If you choose Food Preparation and Nutrition at GCSE, some areas you will study include:

- A wide variety of different cooking methods
- Making dough, pastry and sauces
- Theoretical elements of cooking

Contact: Mrs Lea for further information
mlea@stjohnsschoolcyprus.com



Learning a wide range of skills



GCSE Catering coursework

Note Food and Nutrition is essentially a practical subject and if chosen students will need to provide ingredients most weeks, although students may not be cooking every week. This year students enjoyed trips to an International restaurant and Tea Rooms, they also experienced visiting chefs and tasting sessions!



WJEC Level 2 Vocational Award in Engineering

L2 Pass, Merit, Distinction, Distinction*

This two-year course is equivalent to a GCSE. This course is taught practically as much as possible but thorough preparation for the written design exam will be a focus throughout both Years 10 and 11. This course allows pupils to work with a range of engineering materials in a practical way to design and make high-quality products. Pupils will have the opportunity to use traditional skills as well as modern technologies such as laser cutting, 3D Computer Aided Design (CAD), 3D printing and modelling.

Unit overview:

UNIT 1 Controlled Assessment (CA) - Engineering Design

Learners analyse engineered products in order to propose design solutions to meet requirements. 30% weighting.

UNIT 2 CA - Producing Engineering Products

Students use their skills to manufacture an engineered product under supervision in the workshops, interpreting engineering drawings safely with high degrees of accuracy. 30% weighting.

UNIT 3 Examination - Solving Engineering Problems

The exam tests students knowledge and understanding of engineering processes and material properties to solve problems.

1 hour 30 minute examination, worth 40% of the qualification.

This Engineering course is suitable for:

- Students who enjoy practical learning
- Students who have an interest in following engineering or design related careers
- Students who enjoy using the computer for designing.
- Students who enjoy working with accuracy

If you choose this subject some areas you will study include:

- Developing skills in designing, making, testing, evaluation and communication.
- Cutting, shaping, moulding and finishing techniques in a range of materials.
- Manufacturing processes and machinery.

Contact: Mr Kerr for more information at akerr@stjohnsschoolcyprus.com or by going to the school website.



The course is very practical



Resistant material based projects
Wood, plastic, metal



GCSE Design and Technology Grades 1-9

This GCSE is a two year course. It places emphasis on the design processes. Students will use their creativity and imagination to design and make products that solve real and relevant problems and consider their own and others' needs, wants and values within design. Students will get the opportunity to work creatively when designing and making and apply technical and practical expertise.

Units overview:

UNIT 1: A 50% written examination that is externally moderated.

UNIT 2: A 50% coursework design and make task that is internally moderated.

GCSE Design & Technology is suitable for

- Students who want to know more about new technology and how it affects the world around them.
- Students who enjoy working and using a range of materials.
- Students who enjoy practical work in the workshop.



If you choose this subject at GCSE, some areas you will study include:

- Generating, analysing and evaluating design ideas
- New and emerging technologies
- Computer aided design and manufacture
- Design and the environment, fossil fuels and renewable energy
- Developments in new and smart materials

Contact: Ms Lea for more information
mlea@stjohnsschoolcyprus.com

