



EXCELLENCE • LEARNING • LEADERSHIP

ST JOHN'S  
SCHOOL

# GCSE Options

September 2021 - June 2023



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

# Options: Introduction



## Dear Parents / Guardians

During Key Stage 3 (Years 7-9) at St John's, all pupils take the same wide range of subjects as they would do in all UK schools. 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 light of future career requirements.** Future Careers work that you are currently looking at in school will help you choose subjects with your future career in mind.
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.** Discussions with your teachers and your school reports will help you 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.
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.

# Options: Questions and Answers



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 Teachers
- Your Head of Year - Ms Cambridge
- Careers Lead - Ms Bonar
- Timetabler - Mr Dunbar

## 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?

Complete your 'Options' form very carefully and hand it to your form tutor by **Thursday 18th 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.

# Options: Questions and Answers



## 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, History and Geography), all of which are very popular subjects. We would expect students to choose at least one EBacc subject as an option, although students may opt to study EBacc subjects in all of the option blocks. EBacc subjects in the option blocks are indicated by a star(\*), but if you are unsure of anything simply ask a member of staff for further clarification.

## Changes to GCSEs

Recently, GCSE grades have changed from letters A\*-G to numbers 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 4 is a pass and grade 5 will be considered a good pass and is the age related expectation. This means that GCSEs 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	Grade 3
Standard required to achieve a C grade	Grade 4 / 5
Standard required to achieve a B grade	Grade 5.5
Standard required to achieve an A grade	Grade 7
Standard required to achieve an A*	Grade 8
New super A*	Grade 9



# 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 aims to provide an education mirroring 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 (Double or Triple award) (12 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
Geography*	Geography*	French*
History*	History*	German*
Food Technology	Art	BTEC Sport
RE	Engineering	Business Studies
	Music	Drama
		iMedia

## 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 2021

1.	Throughout February and March	Ms Bonar to coordinate events which look at careers options available for each Yr9 students.
2.	Monday 1st March	Options booklets and Year 9 reports are sent home with students.
3.	6th - 26th March	Further opportunity for any guidance / meetings with staff, parents and students to assist with options.
4.	Thursday 18th March	Completed option forms handed in to Form Tutors.
5.	Wednesday 21st April	Option choices confirmed.



## Options: All subjects



<b><u>Subject</u></b>	<b><u>Page</u></b>
English Language and English Literature (Core)	7
Mathematics (Core)	8
Double Science (Core )	9
Triple Science	10
French and German (languages)	11-12
Geography	13
History	14
Art	15
Business Studies	16
ICT / Creative Media	17
Drama	18
Engineering	19
Food Preparation and Nutrition	20
Music	21
Religious Studies	22
BTEC Sport	23
Physical Education (Core)	24
SMSC (Core)	25



## 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 19<sup>th</sup> 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

David.Kelly@modschools.org

#### 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.

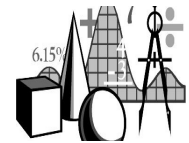
**The 19<sup>th</sup> Century Novel** – students study one complete novel from a prescribed list.

**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

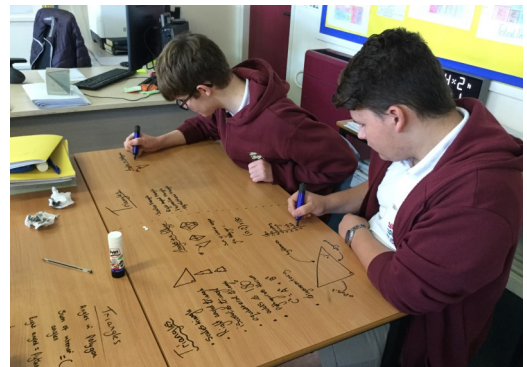
### Edexcel 1MA0

All students will be entered for the Edexcel Mathematics GCSE. There has been an increase in the breadth and depth of content to be covered at both Higher and Foundation level tiers. The new Assessment Objectives place greater emphasis on mathematical problem solving and mathematical reasoning and communication. There are six content domains covered within the GCSE:

- ◆ Number
- ◆ Algebra
- ◆ Ratio, proportion and rates of change
- ◆ Geometry and Measures.
- ◆ Probability
- ◆ Statistics

The qualification is tiered, using an overlapping model, into Foundation and Higher tier.

Foundation tier is targeted at the level of demand required for the award of GCSE grades 5-1. The questions or tasks in the Higher tier assessment are targeted at the level of demand required for the award of GCSE grades 9-4



### Assessment overview:

More assessment time is required to assess the larger body of content, therefore the new GCSE will see students take three examination papers each:

Paper 1: Non-Calculator (33.3% of final mark) 1 hour 30 minutes.

Paper 2; Calculator (33.3% of final mark) 1 hour 30 minutes.

Paper 3; Calculator (33.3% of final mark) 1 hour 30 minutes.



### The Value of Mathematics as a core subject

Mathematics reveals hidden patterns that help us understand the world around us. It is a diverse discipline that deals with data, measurements and observations; it develops the ability to use inference, deduction, and proof. Like language, music and religion, mathematics is an integral part of human culture.

Contact: Mr Dunbar

John.Dunbar@modschools.org

**Note** Students should have the correct equipment for studying Mathematics including a compass, protractor and a scientific calculator. During the course we will provide students with revision cards. There is also a lot of excellent material available on-line.



## GCSE Combined Science (Double Award)

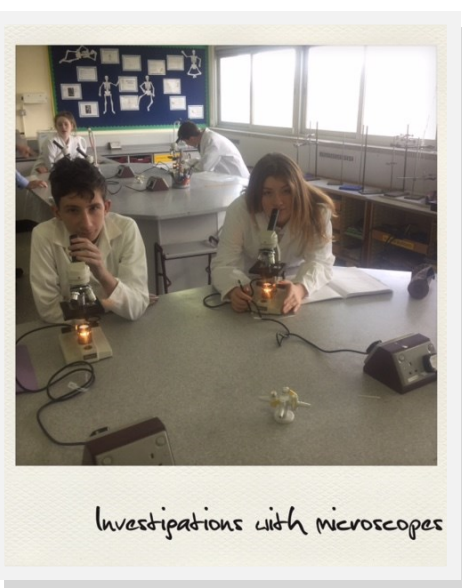
**2 x Grades 9-1 (all students sit Double Award Science)**

### 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 and Electromagnetism
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	



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

### 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

Arthur.Glencross@modschools.org

# Options: GCSE Triple Science



## GCSE Triple Award Science

3 x Grades 9-1

### AQA GCSE Biology (8461), Chemistry (8462) and Physics (8463)

Overall, this course is worth three GCSEs in Science: one in Biology, one in Chemistry and one in Physics. After Option choices in year 9, pupils will be streamlined depending on whether they are suitable for Combined (Double Award) or Triple Science. Normally pupils who achieve Excelling or Excelling plus will take Triple Science but pupils achieving less than this standard may be considered for triple Science and undertake a trial period during the first term of year 10.

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 and Electromagnetism
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

Arthur.Glencross@modschoools.org



## GCSE French Grades 9-1

Edexcel: 1FR0

### Why should I study French?

French is a highly respected academic subject in the eyes of colleges and universities. The world is becoming more and more international and 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 a 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 and international banking.

You should also consider that you are likely to holiday in a French speaking country at some point in the future or possibly have business contact with them.

### Which skills does it include?

Listening, speaking, reading, writing, and translation. It also demonstrates to employers that you have communication skill, 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.



Contact: Mr J Gleed

Jon.Gleed@modschools.org





## GCSE German Grades 9-1

Edexcel: 1GN0

### Why should I study German?

German is a highly respected academic subject in the eyes of colleges and universities. The world is becoming more and more international and 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 a 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 and international banking.

You should also consider that you are likely to holiday in a German speaking country at some point in the future or possibly have business contact with them. German is the most widely spoken language in Europe.

### 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.

Contact: Mr J Gleed

Jon.Gleed@modschoools.org







## GCSE Geography Grades 9-1 Edexcel B

### 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.

### 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.

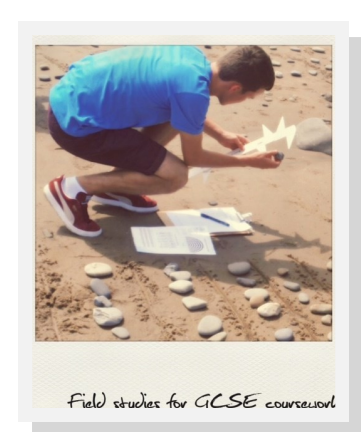
#### **Component 3 : People and Environmental Issues—Making Geographical Decisions worth 25%**

**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.

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

Contact: Mr R Vasconcellos & Mrs K Bonar  
Ricardo.Vasconcellos@modschoools.org  
Kelly.Bonar@modschoools.org





## GCSE History

### GCSE 9-1 Edexcel

#### 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 notorious dictatorship in history.
- 4. The Period study:** A study of the Cold War In this module we examine how the world came close to, but avoided a Third World war.
- 5. The British Study:** A study of the history of the Norman Conquest. Is this 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 Mrs B Gladwell

[James.Strang@modschools.org](mailto:James.Strang@modschools.org)

[Bex.Gladwell@modschools.org](mailto:Bex.Gladwell@modschools.org)





## Fine Art Grades 9-1

### AQA

#### Why should I do GCSE Fine Art?

Ultimately you will choose Art because you really enjoy it and feel passionate about the subject. 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, focus and a solid work ethic are all essential qualities to really achieving. Students achieve good grades in Art, not necessarily because they are good at Art, but because they are willing to work hard and respond positively to advice and suggestions.

#### Art GCSE consists of two main elements:

**Coursework** which accounts for 60% of the final mark. Students are required to produce two units of theme based 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 every week.

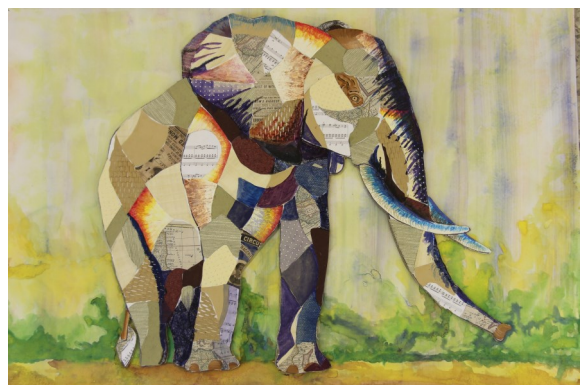
The **final exam** which accounts for the final 40% is usually taken in mid-April of the second year of the course. Over a 10 hour period, students are expected to complete a piece of work which they have researched and planned for during the previous months. The exam paper is usually circulated in mid-January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



#### GCSE Fine Art is suitable for

Students who are motivated, work hard and are willing to take risks.

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 students a whole variety of different skills, ranging from time management, to planning and undertaking research projects.



**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.

Contact: Mr Philip Bougeard  
Philip.Bougeard@modschoools.org





## GCSE BUSINESS Grades 9-1

### Edexcel GCSE

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 Course is structured into two themes, taking students from how entrepreneurs start businesses (Theme 1) through to growing and global businesses (Theme 2). There are two equally weighted exam papers, focusing on each specification theme.

### 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 Edexcel GCSE Business specification, which is made up of two units:

**Unit 1** - Theme 1: Investigating Small Business (50%) (exam)

**Unit 2** - Theme 2: Building a Business (50%) (exam)

### How is it assessed?

In Year 11:

Two external written examinations each 1 hour 30 mins.

Contact: Ms Chilman

Tina.Chilman@modschoools.org



# Options: Creative iMedia



## 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 and 15 minutes) - 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 interactive multimedia products
- ◇ Designing a game concept
- ◇ Creating digital video sequence
- ◇ Creating digital sound sequence

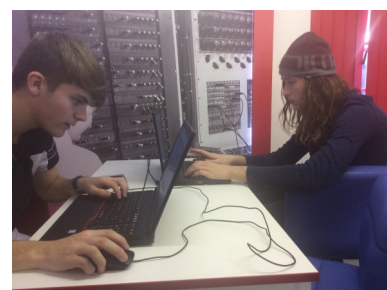
This course gives students an excellent opportunity to prepare themselves for our developing world and useful skills for future employment.

- 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

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

Contact: Mrs Wolanski

Amanda.Wolanski@modschoools.org





# Options: Drama



## GCSE Drama Grades 9-1

### Eduqas: 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 which we access through Digital 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

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.

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

Contact: Miss Stonier

Hayley.Stonier@modschools.org



*Group performance*



*Set Designing*



## WJEC Level 2 Vocational Award in Engineering

Distinction\*, Distinction, Merit, L2 Pass

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 during Year 10. 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. There is an element of using mathematics to solve problems and being able to work with a good degree of accuracy.

### Unit overview:

#### UNIT 1 Controlled Assessment (CA) - Engineering Design

Learners analyse engineered products in order to propose design solutions to meet requirements. 25% 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. 50% weighting.

#### UNIT 3 Examination - Solving Engineering Problems

The exam is normally taken towards the end of Year 10. It tests student's knowledge and understanding of engineering processes, material properties & solving problems. 1 hour 30 minute examination, worth 25% of the qualification.

#### **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

Andrew.Kerr@modschools.org



*The course is very practical*



*Resistant material based projects  
Wood, plastic, metal*



## GCSE Food Preparation & Nutrition Grades 9-1

### Eduqas

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. They will also learn the theory behind macronutrients, the science behind cooking, special diets and health.

#### 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 to 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 want to understand the theory behind food nutrition.
- 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

**Note** Food and Nutrition is 50% a practical subject and if chosen students will need to provide ingredients every week and need to be organised with weighing out and providing ingredients.



*Learning a wide range of skills*



*GCSE Catering coursework*

Contact: Mrs Lea

Marina.Lea@modschools.org



# Options: Music



## 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)**

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. These can be any genre on your chosen instrument or voice. These are recorded and sent to the Exam Board.

Total playing time = 4-6 minutes for both performances (30%)

### **COMPOSING (30% Coursework)**

You will compose 2 pieces of music - one will link with a brief set by the exam board, the other can be your choice: you can use Cubase, your own instrument, your voice if you are a singer....anything.

Total playing time = 3-6 minutes for both compositions (30%)

### **APPRAISING (40% Exam Paper)**

You will have a 1 hour 15 minute Exam Paper (with CD) where you will answer 2 questions on each of 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 on practical work and performance. 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.

You will have completed your Performing & Composing Coursework before you go into the written exam in Y11, and so will have already gained 60% of your GCSE before completing the Listening Paper.

Contact: Mrs Julie Edwards

[Julie.Edwards@modschools.org](mailto:Julie.Edwards@modschools.org)



*Live music and an opportunity to shine*



*Performing with professional musicians*

# Options: Religious Studies

(Religion, Ethics, and Philosophy)



## GCSE Religious Studies A (Grades 9-1)

Exam board: AQA

### Why choose RS?

If you are interested in the world around you, what different people believe, and the relationships between people, traditions, and cultures then RS is the subject for you. If you want to work with people in the future it will encourage you to be open-minded and tolerant while also giving you the opportunity to figure out your own views and opinions on a range of controversial issues such as divorce, war, euthanasia, and the death penalty.

### What will you study? How will it be assessed?

GCSE RS is split into two components. Both components are assessed with a written exam and each exam is 1 hour 45 minutes long.

#### Component 1: The Study of Religions

In this section of the course we explore two religions: Christianity and Islam. You will investigate what Christians and Muslims believe and what they do as part of their faith.

#### Component 2: Thematic Studies

In the second section of the course we explore four ethics and philosophy topics. These are: Relationships & Families; Peace & Conflict; Crime & Punishment; and Justice & Human Rights. You will examine what different religions think about these areas and reflect on what you think too.

### GCSE RS is an excellent choice for students who:

- are interested in the world around them
- want to understand what different religions and traditions think about the world
- want to explore their own thoughts about various controversial and topical questions
- have an opinion about things

Contact Mr Anscombe

[Tom.Anscombe@modschools.org](mailto:Tom.Anscombe@modschools.org)



Working together to support learning





## BTEC Sport Grades : Pass, Merit & Distinction

(Pearson)

BTEC Sport provides an engaging and relevant introduction to the world of sport. It incorporates important aspects of the industry, such as fitness testing and training for sport and exercise, practical sports performance and sports leadership.

### Content and assessment overview

Unit 1: Fitness for Sport and Exercise.

Unit 2: Practical Performance in Sport.

Unit 3: Personal Training Programme.

Unit 4: Leading Sports Activities.

**Unit 1:** is assessed with a 75 minute online exam. The content covers methods of training and fitness testing for performance. This unit is delivered in both the sports hall and the classroom.

**Unit 2:** involves performance in 2 chosen activities and accounts for 25% of the total marks. Students study rules, officiating and also review their own performance by video analysis to further develop performance.

**Unit 3:** 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.

**Unit 4:** Working closely with our primary feeder school students develop their leadership skills by taking sessions with children aged 6-11.

### Student requirements

- Regular participation at a sports clubs on Island or at school by regularly attending extra-curricular activities.
- Understanding that the subject involves a large quantity of written / typed work / (75% coursework). Expect regular homework and deadlines from the start of year 10.
- A sound knowledge of science and sporting activities is also important .

Contact: Mr F Marsden

Frank.Marsden@modschools.org



# 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, Netball, Swimming, Fitness, Basketball, Volleyball, Trampolining, Athletics and Rounders.

There is also the opportunity to take part in either the Duke of Edinburgh's Award or Sports Leaders both which carry a nationally recognised certificate.

The Duke of Edinburgh's Award (D of E) is the world's leading youth achievement award giving millions of 14-24 year olds the opportunity to be the best they can be. Doing the D of E encourages young people to push boundaries, gain new skills and enhance their CV and university applications. We currently offer the Bronze Award, in partnership with Episkopi Youth Centre, to students who are in Year 10. The programme involves fun, practical activities that enable the students to gain the skills required to complete the whole programme. The



Expedition is organised through the school whereas the students are required to organise their own activities for the other sections with the support of the PE Department.



Sports Leaders will learn and demonstrate important life skills such as effective communication and organisation whilst learning to lead basic physical activities to younger people, their peers, and within the community.

The courses involve both guided & peer-to-peer learning and supervised leadership to ensure that learners have all the skills they need to lead basic physical activities to other people. We work closely with Episkopi Primary to enable the students to gain the valuable practical

experience required to complete the course.

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



Contact: Mr F Marsden

Frank.Marsden@modschools.org



### CORE PSHE

Our Key Stage 4 pupils are taught PSHE (Personal, Social, Health and Economic Education). We aim to promote the physical, mental and emotional well-being of all our pupils. RSE (Relationships and Sex Education) is taught within the PSHE curriculum and is age appropriate and pro-active.

The PSHE curriculum is designed to encourage healthy, independent and responsible members of society with a strong sense of self-worth. **KS4 pupils will:**

- Understand the characteristics of mental and emotional health and develop a broad range of strategies
- Make informed lifestyle choices regarding sleep, diet and exercise
- Understand the benefits of having a balanced approach to spending time online
- Assess and manage risks associated with cosmetic and aesthetic procedures, including tattooing, piercings etc.
- Receive information about alcohol, nicotine and other legal and illegal substances, including the short-term and long-term health risks associated with their use.

### RSE is taught within the Relationships component and aims:

- To develop in students a sense of their own self-worth and value
- To enable all pupils to develop a positive self-image and positive attitudes towards sexuality, independent of peer group pressure
- To encourage students to have respect for themselves and for others
- To develop good relationships and respect the differences between people allowing for an appreciation of the different types of family
- To ensure that all students receive adequate factual information regarding their own and others' sexual development and lifestyle
- To develop an awareness of an individual's legal context regarding sexual behaviour
- To teach students about the importance of love and respect in relation to all relationships and especially sexual relationships.

Through PSHE, alongside academic achievement, we strive to champion the moral purpose of education. It is through education that young lives are transformed and future opportunities opened up. The PSHE and RSE curriculum 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 Mission Statement commits us to the education of the whole child. PSHE at St John's School aims to provide knowledge and understanding of safe and healthy relationships based on respect. To encourage the development of safe and healthy relationships throughout life and to endeavour to raise pupils' self-esteem. Our PSHE curriculum is designed to help children from all backgrounds build positive and safe relationships, providing them with the tools to thrive in the wider world.