



Ministry  
of Defence



INTEGRITY • COMMITMENT • RESPECT

ST JOHN'S  
SCHOOL



# GCSE OPTIONS

FROM SEPTEMBER 2025

# Options: Introduction



## Dear Parents / Guardians

During Key Stage 3 (Years 7-9) at St John's School, all pupils take the same wide range of subjects as they would 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 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. Before final decisions are made, a good deal of consultation needs to take place with students, teachers and parents.

In choosing options, pupils and parents are advised to keep in mind the following points:

1. **The needs of the pupil in light of future career requirements.**
2. **The interest and enjoyment of the subject for the pupil.**
3. **The ability and aptitude of the pupil in regard to a particular subject.**
4. **All courses listed are scheduled to run for two years.**
5. **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 option process.



# Options: Questions and Answers



As a Year 9 student at St John's School, 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 Subject Teachers
- Your Tutor
- Your Head of KS4 - Mrs Dakin
- Your Head of KS3 - Mrs Gardiner
- Mr Guyton
- Mr Dixon
- Mrs Parkinson

## 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 and hand it to reception by **Monday 31st March.**



# Options: The English Baccalaureate



## The EBacc (or English Baccalaureate)

A while 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 either 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, Ebacc subjects are often viewed favourably by Colleges and Universities in future applications.

At St John's School, our curriculum provision includes all of the EBacc subjects (French, History, Geography and Computer Science). Students are expected 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.

## Grades

Grades awarded will be 9 - 1 (with 9 being the highest grade). Each subject has given details of this on their page in this booklet. The table below shows the equivalent in terms of the standard of work required to achieve the numbered grades compared to the old A-E grades. Grade 4 is a pass and grade 5 will be considered a good pass and is the age related expectation.

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 / 6
Standard required to achieve an A grade	Grade 7
Standard required to achieve an A*	Grade 8
A* and above (achieved by top 5% of national cohort)	Grade 9

# Options: The Curriculum in KS4



The Curriculum for Years 10 and 11 aims to give pupils access to specific skills and knowledge necessary to prepare them for life as adults: able to pursue responsible and active participation in our society. This curriculum mirrors that of schools 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 Award) (12 lessons per fortnight)

Physical Education (3 lessons per fortnight)

Personal, Social and Health Education. (1 lesson per fortnight)



# Proposed option blocks for GCSE 2025



Option A	Option B	Option C
French *	Food	Physical Education
Music	Art	Geography *
Geography *	History *	Design Technology
Computer Science *	Religious Education	Drama



# Options: All subjects



<u>Subject</u>	<u>Page</u>
English Language and English Literature (Core)	7
Mathematics (Core)	8
Double Science (Core)	9
.....	
Art	10
Computer Science	11
Design & Technology	12
Drama	13
French	14
Food Preparation & Nutrition	15
Geography	16
History	17
Music	18
Physical Education	19
Religious Studies	20
.....	
Physical Education (Core - Non Examined)	21
PSHE (Personal, Social, Health & Economic Education (Core - Non examined)	22

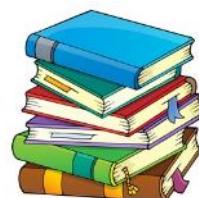




## GCSE English Language and English Literature Grades 9-1

### 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 and will be awarded on the 9-1 grading scale.



A separate grade will be awarded for Spoken Language and this element of the course will be assessed internally. This does not contribute to the award of the final GCSE grade but the award of Distinction, Merit, Pass, or Not-Classified will be printed on the students' examinations results slip.

### 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

#### 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.

contact: Miss Harper  
Helen.Harper@modschoools.org



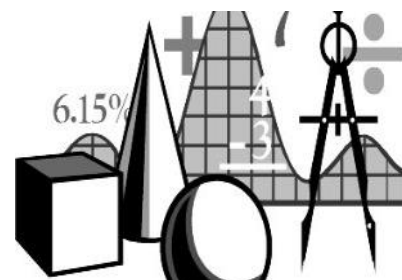


## GCSE Mathematics Grades 9-1

### 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 Assessment Objectives which came into place in 2015 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: Mrs K Fox  
Kimberley.Fox@modschoools.org



## GCSE Combined Science (dual award)

**2 x Grades 9-1 (All students sit combined 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 Science disciplines.

#### 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 15 minutes long and is worth 70 marks. Each paper has an equal weighting and there will be a higher and foundation tier of entry.

The topics covered are:

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

#### Exams Content

Biology 1 Topics 1 - 4

Chemistry 1 Topics 8 -12

Physics 1 Topics 18 - 21

Biology 2 Topics 5 - 7

Chemistry 2 Topics 13-17

Physics 2 Topics 22 - 24

#### **Can I go on to study a Science based course at University by taking combined Science ?**

You will need to take Science A levels to study Science at university.

You can access Science A levels at St John's School if your combined Science grades are strong enough. We will ask you to achieve a grade 7.



Investigations with microscope

Contact: Ms N Robertshaw

Nichola.Robertshaw@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.

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



**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 Computer Science 9-1 Edexcel

### Why study Computer Science at GCSE?

Computing, Digital, Tech, IT, Computer Science – whatever you like to call it, Computing is everywhere! From music and media, to sport, fashion and health, computing is part of every aspect of life. A basic understanding will help equip you to take advantage of lots of great opportunities.

We live in a world that is becoming increasingly digital. Almost every industry and sector now relies on technology in some way. By studying computer science, you will develop logical thinking and problem-solving skills that are in high demand by employers across a wide range of industries. You could turn your passion into a job in the gaming industry or fashion.



What about social media marketing – maybe promoting a good cause? Or if you want to keep the bad guys at bay – try cyber security. Plus, in health you could end up using AI in cutting-edge research. There's also banking, engineering and architecture; the list is endless. Many jobs that will exist in 2030 haven't been invented yet, but computer science skills will keep you ahead of the curve.

Computer science is an exciting and rewarding subject that can open up many opportunities for you in the future. It will equip you with valuable skills that are in high demand, and give you the chance to explore your creativity and problem-solving abilities. If you have an interest in technology and want to learn more about this rapidly growing field, then computer science is definitely worth considering as a GCSE option.

### Assessment:

Paper 1 (90 minutes, paper based): theory topics including computational thinking; data; networks; how computers work; ethical issues and computing impacts. Paper 2 (120 minutes, computer based): programming, algorithms, and problem solving with programming.

contact: Mr Guy Kingston-Bray  
Guy.Kingston-Bray@modschools.org







## AQA Design & Technology GCSE

### Grades 1-9

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

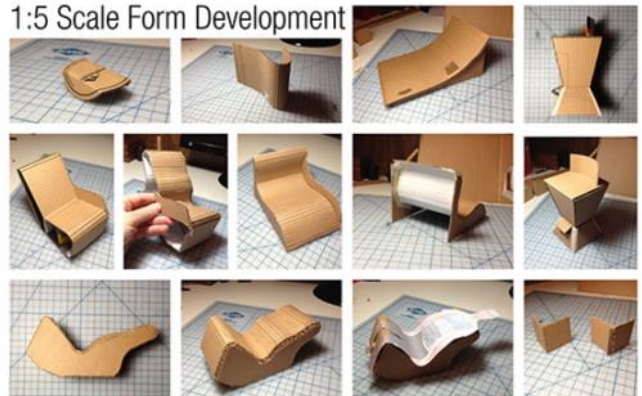
### Unit overview:

#### Examination Paper - Design & Technology

This is a 2 hour examination paper at the end of the course and accounts for 50% weighting of the final qualification grade. The areas students will be looking at are:

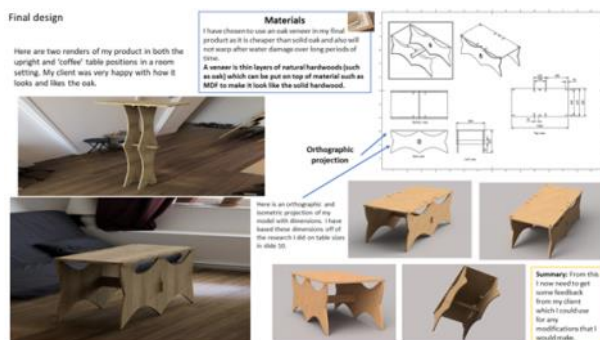
- Core technical principles
- Specialist technical principles
- Designing and making principles

1:5 Scale Form Development



#### Non-Examination Assessment (Coursework) - Design Solutions

This is a substantial design and make task where students work through the iterative design process to solve a design context. Students will identify and investigate design possibilities, produce a design brief, specification, generate, and develop design ideas to produce a prototype and a portfolio of evidence. The project has a 50% weighting of the final GCSE grade.



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

- Developing skills in designing, analysing, making, testing, evaluation and communication.
- Cutting, shaping, moulding and finishing techniques in a range of materials.
- Manufacturing processes and machinery.
- Use imagination, experimentation, creativity to take design risks.

Contact: Mrs E Dunmore  
Elizabeth.Dunmore@modschools.org

# Options: Drama



## GCSE Drama Grades 9-1

### Edexcel: 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.

#### Content and Assessment Overview

##### Component 1- Devising (40%)

Students will have the opportunity to devise a piece of theatre in a group using a starting stimulus and perform to an audience. Alongside this, the students will create a portfolio evaluating their rehearsal process and performance. They will be assessed on the performance and portfolio. Both performance and designer routes are available for this unit. Internally assessed.

##### Component 2– Performance from Text (20%)

The student will be tasked with performing two extracts from one play which can be performed as a monologue, duologue or a group. This unit is externally assessed and has both performance and designer routes.

##### Component 3– Theatre Makers in Practice (40%)

Examination 1hr 45 minutes. The exam is in 2 sections. Section A: Questions on a set text. This includes students having a practical exploration of a set text to understand how to stage the play successfully. They will be asked these questions in the exam based on an unseen extract of the play.

Section B: Live theatre review. This involves students analysing and evaluating a piece of live theatre which they will access through Drama Online or Digital Theatre +.

#### GCSE Drama is suitable for:

- Students who are creative and have a general interest in theatre and drama.
- Students who would like to improve their performance skills and confidence.
- Students who enjoy reading plays and literature independently.
- Students who have an interest in dance, movement and music.

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: Ms Watts  
Emily.Watts@modschools.org



*Group performance*



*Set Designing*

**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 cannot always be provided.



# Options: French



## GCSE French Grades 9-1

Edexcel: 1FR1



### 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:

- Speaking = 25%
- Listening and understanding = 25%
- Reading and understanding = 25%
- Writing = 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 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.



*Learning a wide range of skills*

#### GCSE Food Preparation and Nutrition is suitable for

- Students who want to understand the theory behind food nutrition.
- Students who enjoy cooking and like to experiment with food and ingredients.
- Students who are interested in how our diet effects our bodies.

**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



*GCSE Catering coursework*

Contact: Mrs Lea  
Marina.Lea@modschools.org

**Note:** If chosen students will need to provide ingredients every week and need to be organised with weighing out and providing ingredients. This also has a financial cost to consider.



## GCSE Geography Grades 9-1 AQA

### Why study Geography?

Geography is an exciting subject as it is about people, places 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

#### Paper 1: Living with the Physical Environment

**3 sections:** The challenge of natural hazards, The living world, Physical Landscapes in the UK (Geographical Skills assessed throughout) Worth 35% of GCSE grade

#### Paper 2: Challenges in the Human Environment

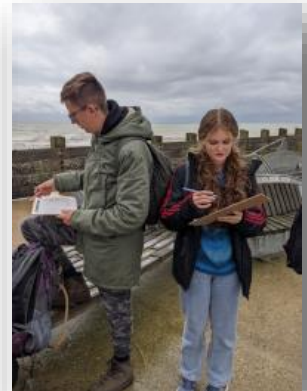
**3 sections:** Urban issues and challenges, The changing economic world, The challenge of resource management. (Geographical skills assessed throughout) Worth 35% of the GCSE grade

#### Paper 3: Geographical Applications

Issue evaluation, Fieldwork and Geographical skills. Worth 30% of GCSE Grade

**Note** Students will participate two fieldwork experiences (Human and Physical) to meet the requirements of the examination. This may incur a cost.

Contact: Mr R Vasconcellos or Mrs K Bonar  
Ricardo.Vasconcellos@modschools.org  
Kelly.Bonar@modschools.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 Lamb  
[James.Strang@modschoools.org](mailto:James.Strang@modschoools.org)  
[Ayesha.Lamb@modschoools.org](mailto:Ayesha.Lamb@modschoools.org)







## 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 Cakewalk, 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 Edwards  
Julie.Edwards@modschoools.org

# Options: Physical Education



## GCSE PE Grades: 1-9

### AQA

GCSE PE provides an engaging and relevant introduction to the world of sport. It incorporates important aspects the physiology of sport as well as the importance of physical activity and practical sport.

### Content and assessment overview

**Exam 1:** The Human body and movement in physical activity and sport

**Exam 2:** Socio-cultural influences and well being in physical activity and sport

### Practical Sport:

Sport 1 - Team

Sport 2 - Individual

Sport 3 - Team/ Individual

Non examined assessment

**Exam 1:** This topic looks at applied anatomy and physiology. It is assessed through a 1 hour 15 minute exam. This unit is delivered in both the sports hall and the classroom.

**Exam 2:** This topic looks at knowledge and understanding of the psychological factors that can affect performers in physical activity and sport. It is assessed through a 1 hour 15 minute exam. This unit is delivered in both the sports hall and the classroom.

**Practical Sport:** Students are expected to take part in three sports regularly to prepare for a practical moderation in Y11. Students will also be asked to review their own practical performance through an NEA which will take place in Y10.

### 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@modschoools.org





# Options: Religious Studies

## (Religion, Ethics, and Philosophy)



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

Exam board: Eduqas

#### Why choose RS?

GCSE religious studies challenges students with questions about belief, value and meaning enabling them to develop their own attitudes towards religious and societal issues. Students will also gain an appreciation for how religion, philosophy and ethics form the basis of our culture. They will develop critical thinking skills, the ability to work with abstract ideas, research and leadership skills.

The RS course covers religious and non religious thought covering a wide range of issue including the ethics of abortion, euthanasia and animal testing. Right and wrong relationships, human rights including debate surrounding various forms of discrimination and philosophical thought surrounding life after death and why people suffer.

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

GCSE RS is split into three components:

#### Component 1: Religious, Philosophical and Ethical Studies in the Modern World

- Issues of Human Relationships
- Issues of Life and Death
- Issues of Good and Evil
- Issues of Human Rights

50% of course - 2 hour written exam with long and short answer questions

#### Component 2 : Study of Christianity

- Beliefs, teaching and practices in Christianity

25% of course - 1 hour written exam with long and short answer questions

#### Component 3 : Islam

- Beliefs, teaching and practices in Islam
- 25% of course - 1 hour written exam with long and short answer questions.

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

- are interested in the world around them
- Like to share their opinions
- Can write essays that show more than one viewpoint

Contact : Mrs Papaioannou

Samantha.Papaioannou@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, Rugby, Trampolining, Athletics and Rounders.

There is also the opportunity to take part in the Duke of Edinburgh's Award.

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.

Contact: Mr F Marsden  
[Frank.Marsden@modschools.org](mailto:Frank.Marsden@modschools.org)





## **Be independent, stay safe, healthy and prepared for life.**

At St John's School, we are committed to providing our Key Stage 4 (KS4) pupils with a comprehensive Personal, Social, Health and Economic (PSHE) education that equips them with the knowledge, skills, and understanding they need to be independent, stay safe, healthy, and prepared for life beyond school. The intent of our PSHE curriculum is to empower our pupils to make informed decisions, develop a positive sense of self, and build and maintain healthy relationships. Through a rich and varied PSHE education, we aim to enable our pupils to become responsible, respectful, and active members of society, both now and in the future.

### **Year 10 PSHE Curriculum:**

During Year 10, pupils will engage in a range of topics and activities designed to support their personal development and well-being. The key areas of focus include:

- **Mental Health Awareness** - Mental health and ill health, stigma, safeguarding health, including during periods of transition or change
- **Financial Decision Making** - The impact of financial decisions, debt, gambling and the impact of advertising on financial choices.
- **Healthy Relationships** - Relationships and sex expectations, pleasure and challenges, including their impact of the media and pornography.
- **Exploring Influence** - The influence and impact of drugs, gangs, role models and the media.
- **Addressing Extremism and Radicalisation** - Communities, belonging and challenging extremism.
- **Work Experience** - Preparation for and evaluation of work experience and readiness for work.

### **Year 11 PSHE Curriculum:**

In Year 11, pupils will continue to build on the knowledge and skills acquired in Year 10, preparing them for the next steps in their lives. The key areas of focus include:

- **Building for the future** - Self-efficacy, stress management and future opportunities
- **Next steps** - Application processes, and skills for further education, employment and career progression
- **Communication in relationships** - Personal values, assertive communication (Including in relation to contraception and sexual health), relationship challenges and abuse.
- **Independence** - Responsible health choices and safety in independent contexts.
- **Families** - Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships.

Through this carefully planned PSHE curriculum for Year 10 and Year 11, we aim to support our pupils in developing the knowledge, skills, and attitudes they need to thrive as individuals and contribute positively to the wider community.

Contact: Ms S Papaioannou  
Samantha.Papaioannou@modschools.org

