

ROYAL
ALEXANDRA
& ALBERT
SCHOOL



YOUR OPTIONS

GCSE SUBJECTS 2024/2026

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OPTIONS FOR KEY STAGE 4

INTRODUCTION

At the start of Year 10 you will begin to study 2-year GCSE courses. Up until now you have had no choice in the subjects you study; however, this will change next year. You will be required to study a core set of subjects but will also be allowed to choose a number of the subjects that you study. Information on all subjects is contained in this booklet and you should refer to this to help you make informed decisions about subject choices. Further information and advice can be obtained from subject teachers, Heads of Faculty, your Year Leader and your Form Tutor. You can also arrange to make an appointment with Mrs Legg, our Careers' Advisor. Selecting the right courses for you means matching your ability and interests to the courses that are offered, as well as thinking about your longer-term aspirations.

THE CURRICULUM

At Key Stage 4 the curriculum at RAAS is designed to provide a rigorous academic core for all students, alongside a range of curriculum options which enable students to specialise in the subjects they enjoy the most. All students are placed into one of two recommended pathways based on their attainment at Key Stage 3. These pathways determine the number of GCSE or equivalent qualifications that students will obtain and also the combination of subjects that students can choose.

The option pathways available to students as they move into Year 10 are designed to maximise success for every student in the school. Success in Key Stage 4 will prepare students for progression into Sixth Form to study A Levels or alternative Level 3 qualifications, and in turn support university or apprenticeship applications or the world of work. The following tables show the different option choices available to students on the two different pathways. Students will be notified of the options they will study before school breaks up for the summer.



OPTIONS FOR KEY STAGE 4

PATHWAY 1: ENGLISH SETS 1			
CORE SUBJECTS (ALL)	EBACC SUBJECTS		OPEN SUBJECTS (CHOOSE 2)
	LANGUAGE (CHOOSE 1)	HUMANITY (CHOOSE 1)	
English Language	French	Geography	Art & Design
English Literature	Spanish	History	Business Studies
Mathematics			Enterprise and Marketing
Trilogy Science or Separate Sciences			Computing
Personal Development (RE, PSHE, Careers)			Design and Technology Drama
PE (core)			Food Preparation and Nutrition
			French (if not chosen as a language)
			Geography (if not chosen as a humanity)
			History (if not chosen as a humanity)
			Media Studies
			Music
			Physical Education
			Religious Studies
			Spanish (if not chosen as a language)

PATHWAY 2: ALL OTHER STUDENTS		
CORE SUBJECTS (ALL)	MANDATORY SUBJECTS (CHOOSE 1)	OPEN SUBJECTS (CHOOSE 3)
English Language	Computing	Art & Design
English Literature	Geography	Business Studies
Mathematics	History	Enterprise and Marketing
Trilogy Science or Separate Sciences	Spanish	Computing (if not chosen as a mandatory subject)
Personal Development (RE, PSHE, Careers)	French	Design and Technology
PE (core)		Drama
		Food Preparation and Nutrition
		French (if not chosen as a mandatory subject)
		Geography (if not chosen as a mandatory subject)
		History (if not chosen as a mandatory subject)
		Media Studies
		Music
		Physical Education
		Religious Studies
		Spanish (if not chosen as a mandatory subject)

LOOKING AHEAD

CURRENT RAAS SIXTH FORM ENTRY REQUIREMENT

Sixth Form Entry Criteria - 5 GCSEs at Grade 4-9 including Maths and English. Students who do not secure a Grade 4 in GCSE English and Maths will be able to retake those alongside their chosen Sixth Form courses.

SUBJECT	ENTRY CRITERIA	ADDITIONAL NOTES
Accountancy	General Sixth Form Entry	
Biology	Grade 7 in GCSE Biology or 7/7 in Double Award Science and 6 in GCSE Mathematics	
Business Studies	A Merit or grade 5 in GCSE Business Studies (if studied) and 5 in both GCSE English and Mathematics	- No requirement to have studied Business previously - Cannot be studied with Economics
Chemistry	Grade 7 in GCSE Chemistry or 7/7 in Double Award Science and 6 in GCSE Mathematics	
Computing	Grade 5 in GCSE Computing or ICT (if studied) and 6 in GCSE Mathematics	- No requirement to have studied Computing previously
Economics	Grade 6 in GCSE Mathematics and English	- No requirement to have studied Economics previously - Cannot be studied with Business
English Literature	Grade 6 in GCSE English Literature	
Environmental Science	General Sixth Form Entry	
Geography	Grade 6 in GCSE Geography	
History	Grade 6 in GCSE History	
Mathematics	Grade 7 in GCSE Mathematics	
Media Studies	Sixth Form entry criteria	

LOOKING AHEAD

SUBJECT	ENTRY CRITERIA	ADDITIONAL NOTES
Physics	Grade 7 in GCSE Physics or 7/7 in Double Award Science and 7 in GCSE Mathematics	
Product Design	Grade 5 in GCSE Product Design or Art	
Psychology	Sixth Form entry criteria including grade 5 in Science	
Sociology	Sixth Form entry criteria	

International Level 2 qualifications will be matched to UK GCSEs using ENIC. Equivalent grades will be used as entry criteria. A subject will only be considered viable to run if there are sufficient numbers of students wishing to take the subject.

KEY DATES

COURSE AVAILABILITY

We will try to ensure that you are able to study your top four choices. However, it may not always be possible to offer all students the four subjects they have selected due to timetabling constraints or the number of students wanting to study a particular course. We therefore ask you to indicate a 'reserve choice' on your online 'Option Choice' form. We will advise you as soon as possible if your selection is not available.

Once we receive all the option choices we begin planning groups, courses and timetables for September and it becomes difficult to accommodate later requests for changes. We would therefore urge you to think very carefully about your initial choices and make sure that these would be subjects that you feel match your abilities and your interests and you would be happy to study for the 2-year GCSE course.

EVENTS & DEADLINES

EVENT	DATE/DEADLINE
Introductory Assembly and options booklet shared	10.01.24
Options Talks/assemblies	11.01.24 - 26.01.24
Options Morning (careers advice available)	27.01.24
Follow up meetings with teachers available on request	27.01.24 - 09.02.24
Options forms submitted	27.01.24 - 19.02.24
Options sent to students	June 2024



ENGLISH LANGUAGE – CORE SUBJECT

EXAMINING BOARD – AQA 8700

INTRODUCTION

Students will follow the AQA Examining Board syllabus, which mixes English Language and English Literature in an integrated course, but a separate GCSE certificate for each subject is awarded.

ASSESSMENT

Assessment in English Language is based solely on final examinations. Speaking and Listening skills in English, which are developed through a range of activities and contexts, are central to the learning undertaken during the course. A separate grade for these skills is also shown on the final GCSE certificate and follows a formal individual presentation by each student to a small group of peers. Candidates will be expected to complete two written language papers, each 105 minutes in duration.

WHAT YOU WILL LEARN

A range of extracts from novels, short stories, and non-fiction texts from the 19th to the 21st century will be studied to develop understanding of text. An extensive range of writing contexts will be studied and taught, paying attention to engaging the reader while adhering to format, purpose and intended audience. Study guides, workbooks and revision materials will be made available to all students during the course.

Good communication skills are essential in all aspects of life. We want to help you make your reading, writing, speaking and listening skills better. Grammar, punctuation, spelling and handwriting will be given close attention.

WHY DO THIS COURSE

The English Language course is lively and stimulating and will help to prepare for further study or any future career choices.

CONTACT

Director of Faculty – Mr Tom Thornton – or your subject teacher will be happy to answer any questions.



ENGLISH LITERATURE – CORE SUBJECT

EXAMINING BOARD – AQA 8702

INTRODUCTION

Students will follow the AQA Examining Board syllabus, which mixes English Language and English Literature in an integrated course, but a separate GCSE certificate for each subject is awarded.

ASSESSMENT

Assessment is based solely on final examinations. One unit of final examinations will test understanding of a novel or novella written in the 19th century, another modern novel or play, a range of poetry and a Shakespeare play. These requirements are consistent across all the examination boards. These will be assessed over two examination papers, one of 105 minutes and the other 135 minutes in duration.

WHAT YOU WILL LEARN

You will also study a range of novels, plays, poems and films to help your understanding. Where possible, trips will be organised to see plays and novels in performance to bring your study to life, and some workshops may also be conducted at school. A set of carefully chosen study guides will also be made available.

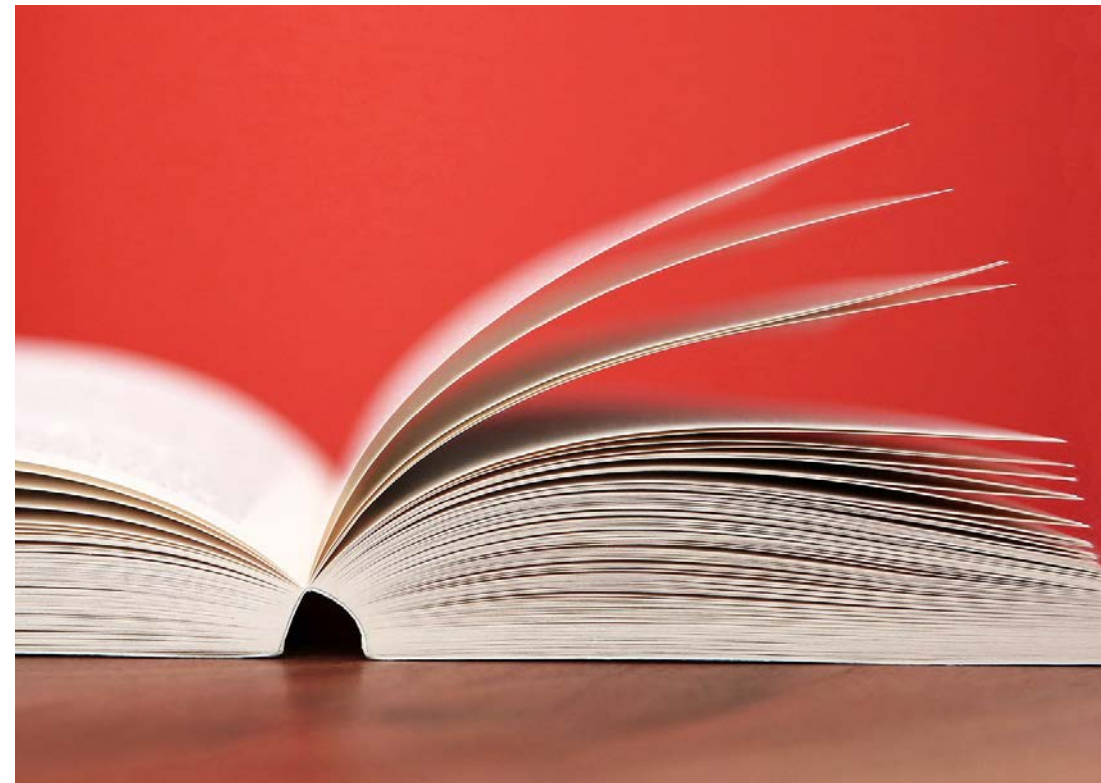
Good communication and analytical skills are essential to you in your life. We want to help you to improve your reading skills: employing inference and deduction, while making sense of texts within contexts and by adopting different subject positions. Grammar, punctuation, spelling and handwriting will be given attention as these also account for a proportion of the marks awarded in English Literature.

READING LIST

A Christmas Carol, The Strange Case of Dr Jekyll and Mr Hyde, Great Expectations, Jane Eyre, Frankenstein, Pride and Prejudice, The Sign of Four, An Inspector Calls, A View From The Bridge, Blood Brothers, The History Boys, DNA, Never Let Me Go, A Christmas Carol, Heroes, Pride and Prejudice, The Tempest, Romeo and Juliet, Macbeth, The Merchant of Venice, Much Ado About Nothing, Julius Caesar.

CONTACT

Director of Faculty – Mr Tom Thornton – or your subject teacher will be happy to answer any questions.



MATHEMATICS – CORE SUBJECT

EXAMINING BOARD – AQA 8300

INTRODUCTION

GCSE Mathematics encourages students to develop problem-solving skills and become effective and independent learners. With the focus on applying Maths in context, problem-solving, reasoning and the functional elements of Maths, students learn to function mathematically in the world.

It is designed to make sure students develop sound technique with numbers, fractions, decimals, percentages and basic ratios, so these are applied across all areas of the qualification.

WHAT YOU WILL LEARN

- Mathematical methods and concepts.
- Problem-solving strategies.
- Mathematical techniques and methods and their application in mathematical, every day and real-world situations.
- How to reason mathematically, make deductions and inferences and draw conclusions.
- How to interpret and communicate mathematical information in a variety of forms appropriate to the information and context.
- Independent thinking and working.

ASSESSMENT – 100% EXAMINATION

PAPER 1	Written paper (Non-Calculator) - 1 hour 30 minutes / 80 marks, 1/3 of the final grade.
PAPER 2	Written paper (Calculator) - 1 hour 30 minutes / 80 marks, 1/3 of the final grade.
PAPER 3	Written paper (Calculator) - 1 hour 30 minutes / 80 marks, 1/3 of the final grade.

Foundation Tier (Grades 1-5) available and Higher Tier (Grades 4-9) available.

TIER	TOPIC AREA	WEIGHTING
FOUNDATION	Number	25%
	Algebra	20%
	Ration, Proportion & Rates of change	25%
	Geometry & Measures	15%
	Statistics & Probability	15%
HIGHER	Number	15%
	Algebra	30%
	Ration, Proportion & Rates of change	20%
	Geometry & Measures	20%
	Statistics & Probability	15%

CONTACT

Director of Faculty – Ms Rachael Whitton – or your subject teacher will be happy to answer any questions.



SCIENCE – CORE SUBJECT

EXAMINING BOARD – AQA COMBINED (8464) / SEPARATE (8461, 8462 & 8463)

COMBINED SCIENCE: TRILOGY - ROUTE 1:

This will be the course completed by the majority of students and includes Biology, Chemistry, and Physics. There is a large amount of content in the new course and students should find it suitably enjoyable and challenging. This course is similar to the core and additional, or double science, course and will give students two GCSEs in combined science.

SEPARATE SCIENCE: BIOLOGY, CHEMISTRY & PHYSICS - ROUTE 2:

This is the accelerated route and will only be available to those students in the top set for Science. Although the topics are similar to those in route 1, there is a larger content, hence students gain three GCSE grades, one in each of the sciences. This is a rigorous course and has been designed by the exam board to be highly academic. For this reason, if students are not performing at a high enough level, we have the flexibility to move them to the combined science route if we feel this is beneficial to their progress. The separate science route is for students who have shown consistent dedication to the subject and have sufficient ability to succeed with the more challenging exam content.

WHAT WILL YOU LEARN

BIOLOGY	CHEMISTRY	PHYSICS
Cell biology (Covered in Year 9)	Atomic structure and the periodic table (Covered in Year 9)	Energy (Covered in Year 9)
Organisation (Started in Year 9)	Bonding, structure and the properties of matter	Electricity
Infection and response	Quantitative chemistry	Particle model of matter
Photosynthesis and respiration	Chemical changes	Atomic structure
Automatic control systems in the body	Energy changes	Forces (Covered in Year 9)
Inheritance, variation and evolution	The rate and extent of chemical change	Waves
Ecology	Organic chemistry	Magnetism and electromagnetism
	Chemical analysis (Covered in Year 9)	Space Physics (Separate route only)
	Chemistry of the atmosphere	
	Using resources	



SCIENCE – CORE SUBJECT

HOW YOU WILL LEARN

Science is taught in seven purpose-built laboratories situated in the main building. The laboratories are equipped with interactive white boards and sound systems, allowing for engaging teaching and learning including practical work. There are two dedicated technicians who deal with the organisation of all the practical elements of the subjects. We also aim to enhance teaching with a range of trips and visits, some of which will be at an additional cost.

ASSESSMENT

There are six papers: two for Biology, two for Chemistry and two for Physics. Each of the papers will assess knowledge and understanding from distinct topic areas. Each paper is structured in the same way:

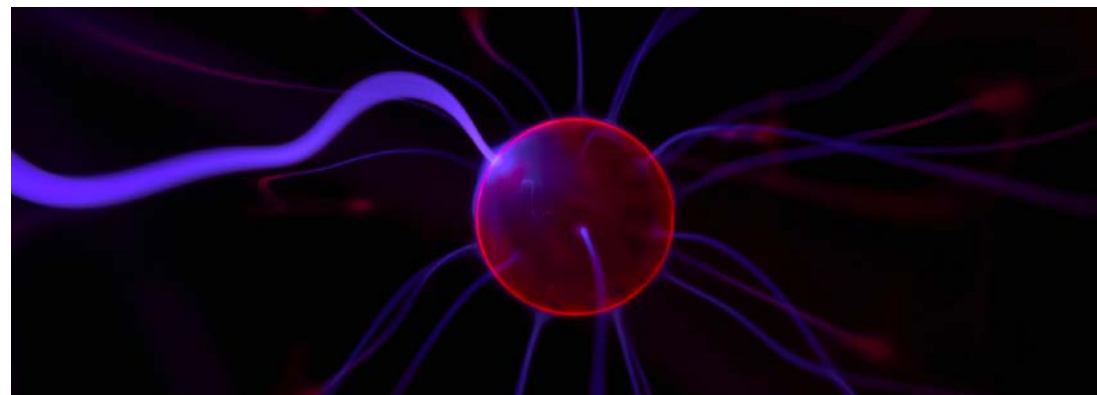
ROUTE 1: SIX PAPERS; TWO IN EACH SCIENCE	ROUTE 2: TWO PAPERS FOR EACH SEPARATE SCIENCE
Written exam: 1 hour 15 minutes	Written exam: 1 hour 45 minutes
Foundation and Higher Tier	Foundation and Higher Tier
70 marks	100 marks
16.7% of the two GCSEs	50% of each GCSE

WHY DO THIS COURSE

ROUTE 1	ROUTE 2
To understand the science you come across everyday.	To understand the science you come across everyday.
Because Science is becoming increasingly important day by day.	Because Science is all around you.
To make decisions which will affect your future and that of others.	To make decisions which will affect your future and that of others.
To continue to develop an enquiring approach to the world around you.	To continue to develop an enquiring approach to the world around you and for a better preparation for A Level Science study.
	To extend your Science knowledge.
NB this is the compulsory element of the Science curriculum and this must be covered by all students as a minimum.	

CONTACT

Director of Science Faculty – Mrs Wendy Peck – or your subject teacher will be happy to answer any questions.



ART & DESIGN

EXAMINING BOARD – EDUQAS C650QS

ASSESSMENT OBJECTIVES

- AO1:** Develop ideas through investigations, demonstrating critical understanding of sources.
- AO2:** Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.
- AO3:** Record ideas, observations and insights relevant to intentions as work progresses.
- AO4:** Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

HOW WILL I BE ASSESSED

EXAM PAPERS	% OF GCSE	DETAILS
Coursework Project	60%	Coursework project runs from the start of Year 10 until the start of the Spring Term Year 11. Students will be introduced to a range of artistic skills in the first term in preparation for their personal project in term 2 of Year 10. Sketchbook and preliminary work is vital as this is where 80% of the coursework marks are.
Exam Project	40%	The coursework project is set by the exam board. Students are to choose a theme from the question booklet which they develop into a sketchbook of work. In the exam time at the end of the course, students produce a final piece as a response to their preliminary studies. As with coursework, 80% of marks for the exam component is found in the sketchbook, 20% is in the final piece.

WHY DO THIS COURSE

We pride ourselves on the strength of the GCSE Art course. The exam board regularly comment on the course structure and broad range of artistic disciplines taught. The first term is very teacher-led, with workshops including a range of skills including photography, painting, ceramics, textiles and printmaking. After the first term, students choose an area to develop further into their own personal project. This is aimed to encourage independent creative thinkers, as well as giving students ownership of their work and progression.

Students are given opportunities to take part in workshops run by professional artists and craftspeople and are introduced to a wide range of disciplines through workshops and gallery visits.

OTHER INFORMATION

Students will be expected to have their own basic equipment which can be purchased at the shop at the back of Art 1. Packs will be sold for £23.

CONTACT

Subject Lead for Art – Mrs Sarah Abay



BUSINESS STUDIES

EXAMINING BOARD – EDEXCEL 1BSO

ASSESSMENT OBJECTIVES

- AO1:** 35% - Demonstrate knowledge and understanding of business concepts and issues.
- AO2:** 35% - Apply knowledge and understanding of business concepts and issues to a variety of contexts.
- AO3:** 30% - Analyse and evaluate business information and issues to demonstrate understanding of business activity, make judgements and draw conclusions.

HOW WILL I BE ASSESSED

The assessment consists of two papers 1 hour and 45 minutes each. Each paper is out of 90 marks and is divided into three sections and students must answer all questions:

- Section A: 35 marks
- Section B: 30 marks
- Section C: 25 marks

Each paper will consist of calculations, multiple-choice, short-answer and extended-writing questions. The paper will include questions that target mathematics at a minimum of Key Stage 3 level. Questions in Sections B and C will be based on business contexts given in the paper.

WHY DO THIS COURSE

This course will introduce students to local and national business contexts and will also develop students' understanding of how these contexts impact business behaviour and decisions.

Students will have an opportunity to examine how a business develops beyond the start-up phase. The course focuses on the key business concepts, issues and decisions used to grow a business, with emphasis on aspects of marketing, operations, finance and human resources. It also considers the impact of the wider world on the decisions a business makes as it grows.

Students will develop writing skills needed for the level 3 course including A Level Business and Economics. This may also be useful for students who are considering working in, for example, management, sales or human resources in any commercial organisation or may want to run their own business.

OTHER INFORMATION

Resources for the Business Studies course include:

- Edexcel GCSE (9-1) Business, by Ian Marcouse (Author) Pearson
- New GCSE Business Edexcel Complete Revision and Practice - Grade 9-1
- www.edexcel.co.uk

CONTACT

Subject Lead for Business and Economics – Mr Allen Ernest



COMPUTER SCIENCE

EXAMINING BOARD – OCR J277

ASSESSMENT OBJECTIVES

- AO1:** Demonstrate knowledge and understanding of the key concepts and principles of Computer Science.
- AO2:** Apply knowledge and understanding of key concepts and principles of Computer Science.
- AO3:** Analyse problems in computational terms:
- to make reasoned judgements.
 - to design, programme, evaluate and refine solutions.

HOW WILL I BE ASSESSED

EXAM PAPERS	% OF GCSE	DETAILS
Computer systems: The first component is an exam focused on computer systems covering the physical elements of computer science and the associated theory. Assessed by a 1 hour and 30-minute exam.	50%	Systems Architecture: <ul style="list-style-type: none">• Memory• Storage• Wired and wireless networks• Network topologies, protocols & layers• System security• System software• Ethical, legal and cultural
Computational thinking, algorithms and programming: This component is focused on the core theory of computer science and the application of computer science principles. Assessed by a 1 hour and 30-minute exam.	50%	<ul style="list-style-type: none">• Algorithms• Programming techniques• Producing robust programs• Computational logic• Translators and facilities of languages• Data representation

WHY DO THIS COURSE

The most important aspect of computer science is problem solving, an essential skill for life. Students study the design, development and analysis of software and hardware used to solve problems in a variety of business, scientific and social contexts. Because computers solve problems to serve people, there is a significant human side to computer science as well.

Students are given the opportunity to undertake a programming task during their course of study, which allows them to develop their skills in designing, writing, testing and refining programs using a high-level programming language.

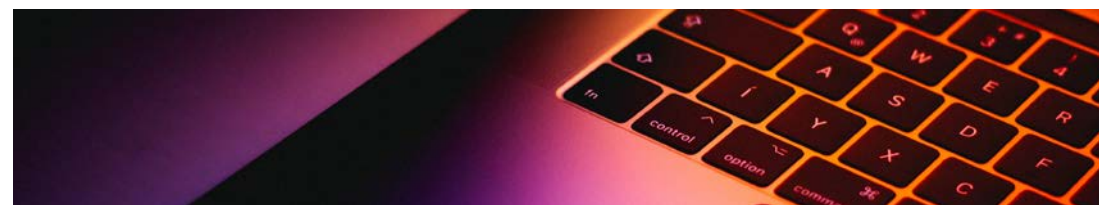
Future careers include not only programmers but also engineering and job roles within the creative sector, such as special effects animator in the film industry. The course contains a large amount of mathematical content. If you decide to undertake Computer Science you will be given a small project to complete over summer.

OTHER INFORMATION

The qualification will build on the knowledge, understanding and skills established through the technology elements of the Key Stage 3 programme of study. The content has been designed not only to allow for a solid basis of understanding but to engage learners and get them thinking about real world application.

CONTACT

Deputy Director of Faculty – Mr Trevor Preston

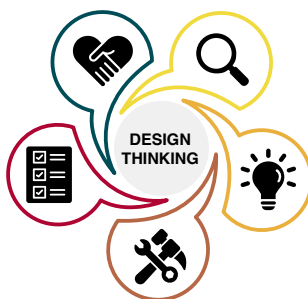


D&T - DESIGN & TECHNOLOGY

EXAMINING BOARD – AQA 8552

ASSESSMENT OBJECTIVES

- AO1:** Identify, investigate and outline design possibilities to address needs and wants.
- AO2:** Design and make prototypes that are fit for purpose.
- AO3:** Analyse and evaluate:
- design decisions and outcomes, including for prototypes made by themselves and others.
 - wider issues in design and technology.
- AO4:** Demonstrate and apply knowledge and understanding of:
- technical principles
 - designing and making principles.



HOW WILL I BE ASSESSED

PAPER 1: 2 HOUR WRITTEN EXAM (100 MARKS) – WORTH 50% OF GCSE

SECTION A: CORE TECHNICAL PRINCIPLES (20 MARKS)

A mixture of multiple-choice and short-answer questions assessing a breadth of technical knowledge and understanding.

SECTION B: SPECIALIST TECHNICAL PRINCIPLES (30 MARKS)

Several short answer questions (2–5 marks) and one extended response to assess a more in-depth knowledge of technical principles.

SECTION C: DESIGNING AND MAKING PRINCIPLES (50 MARKS)

A mixture of short-answer and extended response questions.

NON-EXAM ASSESSMENT: FOLDER OF EVIDENCE – WORTH 50% OF GCSE

Your NEA is the equivalent of 30–35 hours approx. The NEA is broken down into 5 key areas: Investigating, Designing, Making, Analysing and Evaluating. You will receive a context/brief in June of Year 10 and will be expected to complete work over the Year 10/11 summer to support this work in preparation for Year 11. You will produce a working prototype and a portfolio of evidence.

WHY DO THIS COURSE

This course is ideal for anyone interested in any area of design and problem solving. It combines all material areas, including timbers, polymers, metals, textiles and electronics, so should appeal to most students. By studying design and technology, you will be able to improve your creative thinking, problem solving, planning and evaluation skills. You will learn to design and make products that solve genuine, relevant problems, through the iterative design process. To do this effectively, you will acquire a broad range of subject knowledge and draw on additional disciplines such as mathematics, science, computing, business and art.

Design and Technology teaches you to become resourceful, innovative and enterprising. Highly valued academic professions such as Architecture and Engineering all link intrinsically to design and technology. Careers such as fashion design, product design, furniture design, lighting design, environmental design, and jewellery design are also related. The use of IT is expanding further into our everyday lives, design and technology at RAAS embraces new technology and the use of CAD/CAM. We have many industry grade pieces of machinery such as 'top of the line' 3D-printers and an A0 Laser cutter - familiarity with this equipment will give you an advantage when competing for college or university places.

OTHER INFORMATION

The Design and Technology department will provide all materials for delivering an effective curriculum. Material provision will be made for NEA 'final project manufactured products'; however, if a student requires significantly large or 'specialist materials' to be brought in, then students must fund this additional expense

CONTACT

Director of Faculty – Mrs Polly Neath

EXAMINING BOARD – PEARSON EDEXCEL LEVEL 1/LEVEL 2 GCSE (9-1) IN DRAMA (1DR0)

The core skills developed in this qualification are:

- the ability to recognise and understand the roles and responsibilities of performer, designer and director.
- the ability to analyse and evaluate own work and the work of others.
- the ability to understand how performance texts can be interpreted and performed.

HOW WILL I BE ASSESSED

ASSESSMENT	% OF GCSE	DETAILS
Component 1: Devising	40% of the qualification – 60 marks content overview	<ul style="list-style-type: none"> • Create and develop a devised piece from a stimulus (free choice for centre). • Performance of this devised piece. • Analyse and evaluate the devising process and performance. <p>Assessment Overview:</p> <ul style="list-style-type: none"> • AO1, AO2 and AO4 are assessed. • Internally assessed and externally moderated. • There are two parts to the assessment:
Component 2: Performance from Text	20% of the qualification – 48 marks content overview	<ul style="list-style-type: none"> • Students will perform in two key extracts from a performance text. • AO2 is assessed.
Component 3: Theatre Makers in Practice	40% of the qualification – 60 marks content overview	<p>Written examination: 1 hour 45 minutes</p> <ul style="list-style-type: none"> • Practical exploration and study of one complete performance text. (DNA by Dennis Kelly) • Live theatre evaluation – free choice of production. <p>Assessment Overview:</p> <p>Section A: Bringing Texts to Life - 45 marks, assessing AO3.</p> <ul style="list-style-type: none"> • This section consists of one question broken into five parts (short and extended responses) based on an unseen extract from the chosen performance text. • Performance texts are not allowed in the examination as the extracts will be provided.

DRAMA

WHY DO THIS COURSE

Students studying GCSE Drama at RAAS will be given the opportunity to explore the world of theatre in both the practical creation, and the theoretical understanding of it. GCSE Drama is an exciting course run by specialist teachers, giving students the chance to immerse themselves in creation, performance and the appreciation of a wide array of practices. It is our aim to inspire in our students the love of dramatic literature, theatre, and live performance, and foster in them strong professional skills and practices that they can take with them when they leave us.

OTHER INFORMATION

Students should note the weighting of the written and practical elements of each component, and have a full understanding of the importance of their written evidence in relation to their final grading.

Students should also be conscious of the fact that GCSE Drama students are often required to rehearse outside of lesson time.

CONTACT

Subject Lead for Drama – Mr Karl Niklas



ENTERPRISE & MARKETING - L2

EXAMINING BOARD – OCR

PERFORMANCE OBJECTIVES

- PO1:** 15 – 17% - Recall knowledge and understanding of enterprise and marketing concepts.
- PO2:** 30% - 34% - Apply knowledge and understanding of enterprise and marketing concepts.
- PO3:** 29% - 32% - Analyse and evaluate knowledge, understanding and performance.
- PO4:** 21% - Demonstrate and apply skills and processes relevant to enterprise and marketing.

HOW WILL I BE ASSESSED

The assessment consists of three mandatory units:

- Unit R067: Enterprise and marketing concepts - 1 hour 15-minute written exam 70 marks.
- Unit R068: Design a business proposal - NEA
- Unit R069: Market and pitch a business proposal - NEA

Unit R067 is a written paper that makes up 40% of the qualification. The other two units are NEA units. Those two units offer practical task-based assessment opportunities alongside the exam unit which contains supporting knowledge and understanding.

WHY DO THIS COURSE

An aspiration for many young people is to be self-employed and start their own business. The skills required for this, such as being able to work as part of a team, work creatively, solve problems and have awareness of businesses and customers, are also those requested by employers. The L2 Enterprise and Marketing qualification allows you to get to grips with key aspects of running small businesses. This qualification will ensure that you gain the right combination of knowledge, understanding and transferable skills required for the 21st century. You can progress from OCR Cambridge National in Enterprise and Marketing to other vocational qualifications such as Applied General Level 3 Cambridge Technical in Business, or an A Level in Business, or a T Level in Digital Business Services, as well as Apprenticeship standards such as Business Administration.

OTHER INFORMATION

Resources for the L2 Enterprise and Marketing course include:

- Cambridge National in Enterprise and Marketing Student Book with Digital Access (2 Years) Author: Mark Tippins, Karen Tullett, Julie Whatford
- **Enterprise and Marketing Level 1/2 Certificate - J819 - OCR**

CONTACT

Subject Lead for Business and Economics – Mr Allen Ernest



FOOD PREPARATION & NUTRITION

EXAMINING BOARD – EDUQAS 560P1

ASSESSMENT OBJECTIVES

- AO1:** Demonstrate knowledge and understanding of nutrition, food, cooking and preparation.
- AO2:** Apply knowledge and understanding of nutrition, food, cooking and preparation.
- AO3:** Plan, prepare, cook and present dishes, combining appropriate techniques.

HOW WILL I BE ASSESSED

ASSESSMENT	% OF GCSE	DETAILS
Component 1: Principles of Food Preparation & Nutrition	50%	<ul style="list-style-type: none">• Written examination: 1 hour 45 minutes• This component will consist of two sections, both containing compulsory questions, and will assess the six areas of content as listed in the specified GCSE content: food commodities, principles of nutrition, diet and good health, the science of food, where food comes from, cooking and food preparation.
Component 2: Food Preparation and Nutrition in Action. Assessment 1: The Food Investigation Assessment (8 hours) Assessment 2: The Food Preparation Assessment (12 hours)	50%	<ul style="list-style-type: none">• Non-examination assessment: internally assessed and externally moderated.• 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. A report of 1500 words will be produced.• Prepare, cook and present a menu which assesses the learner's knowledge, skills and understanding in relation to the planning, preparation, cooking and presentation of food.

WHY DO THIS COURSE

The WJEC Eduqas GCSE in Food Preparation and Nutrition will equip students with the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating. It encourages them to cook a range of dishes, and will enable the learner to make informed decisions about food and nutrition and will allow you to acquire the knowledge and understanding you will need in order to be able to feed yourselves and others affordably and nutritiously, now and later in life. It is expected that students will cook on a regular basis in order to develop their practical skills and to produce a wide range of high-quality dishes. The department has a specialised Food Technician who will assist with the organisation of the practical elements of the subject.

OTHER INFORMATION

Progression after school can be into childcare and health, environmental health, environmental science, dietician and nutrition, healthcare, food science and technology, food industry, or sports and physiotherapy. Various degree courses in food related subjects are available

CONTACT

Subject Lead for Food Preparation and Nutrition – Mrs Pippa Maynard



FRENCH

EXAMINING BOARD – AQA 8658

HOW WILL I BE ASSESSED

EXAM PAPERS	% OF GCSE	DETAILS
Paper 1: Listening	25%	<p>Foundation Tier: 40 marks; 35 minutes (including 5 minutes reading time) Higher Tier: 50 marks; 45 minutes (including 5 minutes reading time) Comprising:</p> <ul style="list-style-type: none"> Section A – listening comprehension questions in English, to be answered in English or non-verbally (32 marks at Foundation tier and 40 marks at Higher tier). Section B – dictation where students transcribe short sentences, including a small number of words from outside the prescribed vocabulary list (8 marks at Foundation tier and 10 marks at Higher tier). <p>What's Assessed:</p> <ul style="list-style-type: none"> Understanding and responding to spoken extracts comprising the defined vocabulary and grammar for each tier. Dictation of short, spoken extracts. Section A – listening comprehension questions in English, to be answered in English or non-verbally (32 marks at Foundation tier and 40 marks at Higher tier). Section B – dictation where students transcribe short sentences, including a small number of words from outside the prescribed vocabulary list (8 marks at Foundation tier and 10 marks at Higher tier).
Paper 2: Speaking	25%	<p>Teacher conducted, marked by external examiner (referred to as NEA). Foundation Tier: 50 marks; 15 minutes supervised preparation time prior to exam and then 7-9 minutes actual exam in April of Year 11. Higher Tier: 50 marks; 15 minutes supervised preparation time prior to exam and then 10-12 minutes actual exam in April of Year 11. Comprising:</p> <ul style="list-style-type: none"> One role-play (given on arrival of exam): 10 marks. Reading aloud (short text given on arrival at exam) and short conversation relating to text: 15 marks. Photo card discussion: 25 marks (given on arrival of card) and conversation to follow on from context of photos. <p>What's Assessed: The different topics you have studied. An opportunity to show the vocabulary and grammar you have learned.</p>
Paper 3: Reading	25%	<p>Foundation Tier: 50 marks; 45 minutes Higher Tier: 50 marks; 1 hour Comprising:</p> <ul style="list-style-type: none"> Section A – reading comprehension questions in English, to be answered in English or non-verbally (40 marks) Section B – translation from French into English, minimum of 35 words at Foundation tier and 50 words at Higher tier (10 marks). <p>What's Assessed:</p> <ul style="list-style-type: none"> Understanding and responding to written texts which focus predominantly on the vocabulary and grammar at each tier. Inferring plausible meanings of single words when they are embedded in written sentences. Translating from French into English.

FRENCH

EXAM PAPERS	% OF GCSE	DETAILS
Paper 4: Writing	25%	<p>Foundation Tier: 50 marks; 1 hour 10 minutes Higher Tier: 50 marks; 1 hour 15 minutes Comprising: Foundation Tier:</p> <ul style="list-style-type: none"> • Question 1 – student produces five short sentences in response to a photo (10 marks). • Question 2 – student produces a short piece of writing in response to five compulsory bullet points, approximately 50 words in total (10 marks). • Question 3 – student completes five short grammar tasks (5 marks). • Question 4 – translation of sentences from English into French, minimum 35 words in total (10 marks). • Question 5 (overlap question) – student produces a piece of writing in response to three compulsory bullet points, approximately 90 words in total. There is a choice from two questions (15 marks). <p>Higher Tier:</p> <ul style="list-style-type: none"> • Question 1 – translation of sentences from English into French, minimum 50 words in total (10 marks). • Question 2 (overlap question) – student produces a piece of writing in response to three compulsory bullet points, approximately 90 words in total. There is a choice from two questions (15 marks). • Question 3 – open-ended writing task (student responds to two bullets, producing approximately 150 words in total). There is a choice from two questions (25 marks). <p>What's Assessed:</p> <ul style="list-style-type: none"> • Writing text in the language in a lexically and grammatically accurate way in response to simple and familiar stimuli. • Translating from English into French.

SUBJECT CONTENT

There is a specific list of vocabulary, for interactive learning, provided by the Exam Board, you will have access to this. The topics you will cover are: 1 describing people and relationships; 2 healthy living and lifestyle; 3 education and work; 4 free time activities; 5 customs, festivals and celebrations; 6 celebrity culture; 7 holidays and travel; 8 media and technology; 9 the environment and where people live.

WHY STUDY THIS COURSE

Studying a language at GCSE will not only help you to have the communication skills to speak to people in many countries across the world, but also develops how you express yourself. You will be broadening your own vocabulary in English, thinking about ways in which to develop your responses in conversation in order to extend your ideas - an excellent skill for future interviews. In class, working out how to use the language, learning new grammar, gives you the opportunity to develop your problem solving and logical thinking skills.

OTHER INFORMATION

If you have any questions, please either speak to your subject teacher or to Mrs Stubbings, Subject Lead for Modern Foreign Languages.

CONTACT

Subject Lead for Modern Foreign Languages – Mrs Anna Stubbings



GEOGRAPHY

EXAMINING BOARD – OCR A (J383)

HOW WILL I BE ASSESSED

EXAM PAPERS	% OF GCSE	DETAILS
1. Living in the UK	30%	<ul style="list-style-type: none">Landscapes of the UKPeople of the UKUK Environmental Challenges
2. The World Around Us	30%	<ul style="list-style-type: none">Ecosystems of the PlanetPeople of the PlanetEnvironmental Threats to our Planet
3. Geographical Skills	40%	<ul style="list-style-type: none">Geographical SkillsFieldwork Assessment

WHY DO THIS COURSE

You should study Geography if you are curious about the world. Geography is a unique subject and it aims to answer two questions:

- What is the world like?
- Why is it like that?

The course is well balanced, covering the following topics:

- UK geography and world geography
- Physical geography, human geography and environmental geography
- Geographical skills and fieldwork skills (including the residential fieldtrip to Swanage!)

There are many benefits to studying geography:

- EBacc subject – taken seriously by universities and employers, “considered essential to many degrees” – gov.uk.
- Highly relevant – helps you to make sense of the world around you.
- Place knowledge – develops in-depth knowledge of places in the UK and around the world.
- Looking at issues differently – brings together perspectives from multiple disciplines.
- Geographical argument – gain strong research and analytical skills.
- Fieldwork – explore new environments, gain useful skills and improve your understanding.
- Data and geospatial skills – computer-based mapping, map skills, interpret photographs, numeracy skills, fieldwork skills.
- Teamwork – fieldwork to develop communication and collaboration skills.
- Visual communication skills – gather, analyse and present data.

OTHER INFORMATION

There will be a residential fieldtrip in Year 10 and a day fieldtrip in Year 11 to cover the fieldwork requirements of this course.

CONTACT

Assistant Director of Faculty – Mr Joshua Philpott



HISTORY

EXAMINING BOARD – EDEXCEL 1H10

ASSESSMENT OBJECTIVES

- AO1:** 35% - Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.
- AO2:** 35% - Explain and analyse historical events and periods studied using second order historical concepts.
- AO3:** 15% - Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.
- AO4:** 15% - Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.

HOW WILL I BE ASSESSED

EXAM PAPERS	% OF GCSE	DETAILS
Paper 1: Thematic study & historic environment	30%	<ul style="list-style-type: none">• Medicine in Britain c.1250-present• The British sector of the Western Front, 1914-18: injuries, treatment and the trenches.
Paper 2: Period study and British depth study	40%	<ul style="list-style-type: none">• Period study: Superpower relations and the Cold War, 1941-1991• British depth study: Early Elizabethan England, 1558-88
Paper 3: Modern depth study	30%	The USA, 1954-1975: conflict at home and abroad.

WHY DO THIS COURSE

History is a multi-disciplinary subject. This means that the skills that you will learn throughout GCSE History can be transferred and used in a wide range of both A Levels and, therefore, careers.

A GCSE in History is highly regarded by top universities as it demonstrates the ability to think critically, communicate complex ideas clearly and create convincing arguments. If you are interested in journalism; archaeology; politics; economics; law; research; civil service; television; armed forces; philosophy; lecturing, teaching - History is important.

You will study a series of enquiries and be encouraged to form and answer your own questions about the past. There will be an emphasis on reaching your own conclusions and supporting these with evidence using sources from the time. You will need to develop a detailed understanding of the past, but History is more than just learning information. History is more about arguing a case than having 'the right answer'. Therefore, there will be opportunities for debate and role play in order to explore differing perspectives of people in the past. The department is well stocked with high quality documentaries and historical films to help bring the past to life. Writing is important in History and you will be developing your skills of analytical writing, an important skill for a wide range of careers.

CONTACT

Director of Faculty – Ms Katie Pilgrim Reed



MEDIA STUDIES

EXAMINING BOARD – OCR J20

ASSESSMENT OBJECTIVES

- AO1:** Demonstrate knowledge and understanding of the theoretical framework of media, as well as contexts of media and their influence on media products and processes.
- AO2:** Analyse media products using the theoretical framework of media, including in relation to their contexts, to make judgements and draw conclusions.
- AO3:** Create media products for an intended audience, by applying knowledge and understanding of the theoretical framework of media to communicate meaning.



HOW WILL I BE ASSESSED

ASSESSMENT METHOD	% OF GCSE	DETAILS
Paper 1: Television and promoting media 1hr 45 minutes (including 30 minutes viewing time) Written paper	35%	Section A - Television: Learners will engage with one in-depth study covering contemporary and historic television products, responding to questions covering the whole of the theoretical framework and a range of media contexts. Section B - Promoting Media: Learners will study media products from the same global conglomerate producer illustrating the media forms of film, advertising and marketing, and video games.
Paper 2: Music and news 1hr 15 minutes Written paper	35%	Section A - Music: Learners will engage with one in-depth study covering magazines. Learners will also engage with music videos and radio. Learners will respond to questions covering the whole of the theoretical framework. Section B - The News: Learners will engage with one in-depth study covering online, social and participatory media. Learners will also engage with newspapers. Learners will respond to questions covering the whole of the theoretical framework and a range of media contexts.
Creating media: Non-exam assessment (NEA)	30%	Learners will create media products through applying knowledge and understanding of media language and media representations from the theoretical framework to express and communicate meaning to an intended audience.

MEDIA STUDIES

WHY CHOOSE THIS COURSE

Never has the media been as important to our lives. Throughout the pandemic, media industries connected families, enabled education to continue, allowed people to work from home and provided essential escapism. Many habits consumers adopted during the pandemic have stuck, meaning the media industry is now more digital, more mobile, and more accessible than ever before.

Despite the economic downturn, the industry has an annual revenue of £97bn and is projecting 4% annual growth by 2026, largely driven by huge development in the digital marketing sector (source: PwC 2022). A GCSE in Media Studies opens doors to a range of exciting post-16 options and careers in an array of creative industries, including: television; advertising and marketing; film; gaming; online, social and participatory media.

The media shapes our lives in many different ways. Developing a strong understanding of the techniques media industries use to influence audiences is an essential life skill in our modern and diverse world. The media industry is universal, fast-moving and interactive, making Media Studies a relevant and engaging subject for all young people to study.

CONTACT

Director of Learning KS4 – Ms Ginny Fair



MUSIC

EXAMINING BOARD – WJEC EDUQAS C660QS

ASSESSMENT OBJECTIVES

AOS1: Musical Form and Devices: Placing music in a broad historical context, looking at structural form and devices across the Baroque, Classical and Romantic periods. (Western Classical Tradition 1650-1910).
Set work: Badinerie by J.S.Bach.

AOS2: Music for Ensemble: Develop understanding of sonority and texture through chamber music, music theatre, jazz and blues.

AOS3: Film Music: Learn how composition within the film industry is used including the use of colour, timbre and dynamics for effect.

AOS4: Popular Music: Develop understanding of popular music including pop, rock & pop, bhangra and fusion. Set work: Africa by Toto.

HOW WILL I BE ASSESSED

EXAM PAPERS	% OF GCSE	DETAILS
Listening & Appraising	40%	Focuses on AOS 1, 2, 3, and 4. Students demonstrate their knowledge and understanding of musical elements, contexts and language. Including knowledge of set works.
Performance	30%	A minimum of 2 pieces, one of which must be an ensemble performance lasting for at least one minute. Total time 4-6 minutes.
Composition	30%	Two compositions, one in response to a set brief. The second is a free composition of the candidate's choice.

WHY DO THIS COURSE

Why study Music? Here are just a few reasons:

- It enables creative learning
- It allows communication in a unique language
- It enables students to express themselves
- It is varied and interesting, and a journey of discovery
- It broadens horizons
- It has links to real life
- It is academically rigorous
- It is well respected by top universities
- It is fulfilling and challenging

OTHER INFORMATION

It is recommended that students are having instrumental lessons or have experience of using music technology prior to starting this course. However, this is not compulsory and please do speak to Mr Leadbeater if you have any questions about the course.

CONTACT

Assistant Director of Faculty – Mr Alexander Leadbeater



PHYSICAL EDUCATION

EXAMINING BOARD – PEARSON EDEXCEL 1PEO

ASSESSMENT OBJECTIVES

- AO1:** Demonstrate knowledge and understanding of the factors that underpin performance and involvement in the physical activity and sport.
- AO2:** Apply knowledge and understanding of the factors that support performance and involvement in physical activity and sport.
- AO3:** Analyse and evaluate the factors that underpin performance and involvement in physical activity and sport.
- AO4:** Demonstrate and apply relevant skills and techniques in physical activity and sport.

HOW WILL I BE ASSESSED

EXAM PAPERS	% OF GCSE	DETAILS
Component 1: Fitness and Body Systems	36%	1 hour 45 minutes
Component 2: Health and Performance	24%	1 hour 15 minutes
Component 3: Practical performance	30%	Assessed in 3 sports
Component 4: Personal Exercise Programme (PEP)	10%	Non Examined Assessment

WHY DO THIS COURSE

Not only will this course give the student an awareness of how they can maintain a healthy lifestyle, design training programmes and develop their sporting ability, but it enables them to strengthen their scientific studies through an understanding of the science behind how their bodies work and how they can be affected in sport. This will undoubtedly support their Science qualifications and give them a more in depth understanding of human biology.

OTHER INFORMATION

There are set sports students can be assessed in. At least one of the three sports must be an individual performance and one must be a team performance.

Students can choose the sport they complete their Personal Exercise Programme (PEP) in. This is a six-week training programme which students design and then evaluate.

Resources for revision can be found on our school shared area within the PE file.

There is a wide and varied theoretical topic list which develops on from what has been studied in Year 9.

CONTACT

Director of Faculty – Mr Simon May



PHYSICAL EDUCATION (SPORT STUDIES)

EXAMINING BOARD – CAMBRIDGE NATIONAL IN SPORT STUDIES (OCR)

ASSESSMENT OBJECTIVES

- PO1:** Recall knowledge and show understanding of sport studies concepts.
- PO2:** Apply knowledge and understanding of Sports Studies concepts.
- PO3:** Analyse and evaluate knowledge, understanding and performance.
- PO4:** Demonstrate and apply sporting skills and processes relevant to Sport Studies.

HOW WILL I BE ASSESSED

UNIT TITLE	HOW ARE YOU ASSESSED?	MANDATORY OR OPTIONAL
Contemporary issues in sport	External Assessment 1 hour 15-minute written exam	Mandatory
Performance & leadership in sports activities	NEA Assignment of five tasks	Mandatory
Sport and the media	NEA Assignment of three tasks	Optional
Increasing awareness of Outdoor and Adventurous Activities	NEA Assignment of four tasks	Optional

WHY DO THIS COURSE

This is an exciting course where students will develop their knowledge and practical skills in Sports Studies. This course will enable students to progress onto other related study post-16 in Physical Education, Social Science or Media areas. This course will help to develop research skills, creating and delivering presentations and leadership skills.

OTHER INFORMATION

Students must achieve three units: one externally assessed and two Non-Examined Assessment (NEA) units.

The externally assessed mandatory unit can be re-sat if the student chooses and, where appropriate, students can select one of the two optional units to study.

CONTACT

Director of Faculty – Mr Simon May



RELIGIOUS STUDIES

EXAMINING BOARD – AQA 8062 SPECIFICATION A

ASSESSMENT OBJECTIVES

- AO1:** Demonstrate knowledge and understanding of religions and beliefs, including how they influence individuals, communities and societies; similarities and differences between different religious and secular approaches to contemporary issues.
- AO2:** Analyse and evaluate aspects of religion and society, including their significance and influence on personal beliefs and cultural issues.

HOW WILL I BE ASSESSED

EXAM PAPERS	% OF GCSE	DETAILS
Component 1: The Study of Religions: Beliefs, Teachings and Practices Written exam: 1 hour 45 minutes	50%	96 marks, plus 6 marks for spelling, punctuation and grammar (SPaG)
Component 2: Thematic Studies Written exam: 1 hour 45 minutes	50%	96 marks, plus 3 marks for spelling, punctuation and grammar (SPaG)

WHY DO THIS COURSE

In your Religious Studies GCSE, you will find out what Buddhists and Christians believe in and how these beliefs influence their lives. You will have the opportunity to explore and discuss questions about our culture, traditions and heritage as well as our values and purpose in life, and you can form and defend your own opinion on a whole variety of contemporary issues.

You will be able to evaluate how different people tackle issues regarding life and death, war and peace, human and animal rights, environmental issues and many more challenges we face on a daily basis.

OTHER INFORMATION

Students will study:

Component 1: Beliefs, Teachings and Practices of Buddhism and Christianity

Component 2: Four Religious, Philosophical and Ethical Studies Themes

Theme B: Religion and Life

Theme D: Religion, Peace and Conflict

Theme E: Religion, Crime and Punishment

Theme F: Religion, Human Rights and Social Justice

CONTACT

Deputy Director of Faculty – Ms Samira Egala



SPANISH

EXAMINING BOARD – AQA 8698

HOW WILL I BE ASSESSED

EXAM PAPERS	% OF GCSE	DETAILS
Paper 1: Listening	25%	<p>Foundation Tier: 40 marks; 35 minutes (including 5 minutes reading time) Higher Tier: 50 marks; 45 minutes (including 5 minutes reading time) Comprising:</p> <ul style="list-style-type: none"> Section A – listening comprehension questions in English, to be answered in English or non-verbally (32 marks at Foundation tier and 40 marks at Higher tier). Section B – dictation where students transcribe short sentences, including a small number of words from outside the prescribed vocabulary list (8 marks at Foundation tier and 10 marks at Higher tier). <p>What's Assessed:</p> <ul style="list-style-type: none"> Understanding and responding to spoken extracts comprising the defined vocabulary and grammar for each tier. Dictation of short, spoken extracts. Section A – listening comprehension questions in English, to be answered in English or non-verbally (32 marks at Foundation tier and 40 marks at Higher tier). Section B – dictation where students transcribe short sentences, including a small number of words from outside the prescribed vocabulary list (8 marks at Foundation tier and 10 marks at Higher tier).
Paper 2: Speaking	25%	<p>Teacher conducted, marked by external examiner (referred to as NEA). Foundation Tier: 50 marks; 15 minutes supervised preparation time prior to exam and then 7-9 minutes actual exam in April of Year 11. Higher Tier: 50 marks; 15 minutes supervised preparation time prior to exam and then 10-12 minutes actual exam in April of Year 11. Comprising:</p> <ul style="list-style-type: none"> One role-play (given on arrival of exam): 10 marks. Reading aloud (short text given on arrival at exam) and short conversation relating to text: 15 marks. Photo card discussion: 25 marks (given on arrival of card) and conversation to follow on from context of photos. <p>What's Assessed: The different topics you have studied. An opportunity to show the vocabulary and grammar you have learned.</p>
Paper 3: Reading	25%	<p>Foundation Tier: 50 marks; 45 minutes Higher Tier: 50 marks; 1 hour Comprising:</p> <ul style="list-style-type: none"> Section A – reading comprehension questions in English, to be answered in English or non-verbally (40 marks) Section B – translation from Spanish into English, minimum of 35 words at Foundation tier and 50 words at Higher tier (10 marks). <p>What's Assessed:</p> <ul style="list-style-type: none"> Understanding and responding to written texts which focus predominantly on the vocabulary and grammar at each tier. Inferring plausible meanings of single words when they are embedded in written sentences. Translating from Spanish into English.

SPANISH

EXAM PAPERS	% OF GCSE	DETAILS
Paper 4: Writing	25%	<p>Foundation Tier: 50 marks; 1 hour 10 minutes Higher Tier: 50 marks; 1 hour 15 minutes Comprising: Foundation Tier:</p> <ul style="list-style-type: none"> • Question 1 – student produces five short sentences in response to a photo (10 marks). • Question 2 – student produces a short piece of writing in response to five compulsory bullet points, approximately 50 words in total (10 marks). • Question 3 – student completes five short grammar tasks (5 marks). • Question 4 – translation of sentences from English into Spanish, minimum 35 words in total (10 marks). • Question 5 (overlap question) – student produces a piece of writing in response to three compulsory bullet points, approximately 90 words in total. There is a choice from two questions (15 marks). <p>Higher Tier:</p> <ul style="list-style-type: none"> • Question 1 – translation of sentences from English into Spanish, minimum 50 words in total (10 marks). • Question 2 (overlap question) – student produces a piece of writing in response to three compulsory bullet points, approximately 90 words in total. There is a choice from two questions (15 marks). • Question 3 – open-ended writing task (student responds to two bullets, producing approximately 150 words in total). There is a choice from two questions (25 marks). <p>What's Assessed:</p> <ul style="list-style-type: none"> • Writing text in the language in a lexically and grammatically accurate way in response to simple and familiar stimuli. • Translating from English into Spanish.

SUBJECT CONTENT

There is a specific list of vocabulary, for interactive learning, provided by the Exam Board, you will have access to this. The topics you will cover are: 1 describing people and relationships; 2 healthy living and lifestyle; 3 education and work; 4 free time activities; 5 customs, festivals and celebrations; 6 celebrity culture; 7 holidays and travel; 8 media and technology; 9 the environment and where people live.

WHY STUDY THIS COURSE

Studying a language at GCSE will not only help you to have the communication skills to speak to people in many countries across the world, but also develops how you express yourself. You will be broadening your own vocabulary in English, thinking about ways in which to develop your responses in conversation in order to extend your ideas - an excellent skill for future interviews. In class, working out how to use the language, learning new grammar, gives you the opportunity to develop your problem solving and logical thinking skills.

OTHER INFORMATION

If you have any questions, please either speak to your subject teacher or to Mrs Stubbings, Subject Lead for Modern Foreign Languages.

CONTACT

Subject Lead for Modern Foreign Languages – Mrs Anna Stubbings



ROYAL
ALEXANDRA
& ALBERT
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