

ROYAL
ALEXANDRA
& ALBERT
SCHOOL



YOUR OPTIONS

GCSE SUBJECTS 2025/2027

CONTENTS

OPTIONS FOR KEY STAGE 4	3	ENTERPRISE & MARKETING - L2	18
LOOKING AHEAD	4	FOOD PREPARATION AND NUTRITION	19
KEY DATES	6	FRENCH	20
ENGLISH LANGUAGE – CORE SUBJECT	7	GEOGRAPHY	22
ENGLISH LITERATURE – CORE SUBJECT	8	HISTORY	23
MATHEMATICS – CORE SUBJECT	9	MEDIA STUDIES	24
SCIENCE – CORE SUBJECT	10	MUSIC	26
ART AND DESIGN	12	PHYSICAL EDUCATION	27
BUSINESS STUDIES	13	PHYSICAL EDUCATION (SPORTS SCIENCE) - L2	28
COMPUTER SCIENCE	14	RELIGIOUS STUDIES	29
D&T - DESIGN AND TECHNOLOGY	15	SPANISH	30
DRAMA	16		

OPTIONS FOR KEY STAGE 4

INTRODUCTION

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

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 table shows the different option choices available to students. Students will be notified of the options they will study before school breaks up for the summer.

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

LOOKING AHEAD

CURRENT RAAS SIXTH FORM ENTRY REQUIREMENTS

Sixth Form Entry Criteria - 5 GCSEs at Grade 4-9 including Mathematics and English.

SUBJECT	ENTRY CRITERIA	GCSE PROFILES	NOTES
General Sixth Form Entry	5 GCSEs at Grade 4 - 9 (including English & Maths)	Typical GCSE Profile for Success	Advice on options
Further Maths	Grade 8 in GCSE Mathematics	7s and above with some 6s in Arts subjects	Must be taken alongside Maths
Biology	Grade 7 in GCSE Biology or 7/7 in Double Award Science and 6 in GCSE Mathematics		Desirable for Medicine / Veterinary Science & Dentistry
Chemistry	Grade 7 in GCSE Chemistry or 7/7 in Double Award Science and 6 in GCSE Mathematics		Required for Medicine / Veterinary Science and Dentistry
Physics	Grade 7 in GCSE Physics or 7/7 in Double Award Science and 7 in GCSE Mathematics		Required for many Engineering courses
Mathematics	Grade 7 in GCSE Mathematics		Useful for any Engineering courses
Economics	Grade 6 GCSE Mathematics & Grade 5 GCSE English Language or Literature		More 6s than 5s
English Literature	Grade 6 in GCSE English Literature and English Language	Useful for Law	
French	Grade 6 in GCSE French		
Geography	Grade 6 in GCSE Geography		
History	Grade 6 in GCSE History	Essential for Law	
Computing	Grade 5 in GCSE Computer Science (if studied) and 6 in GCSE Mathematics		

LOOKING AHEAD

SUBJECT	ENTRY CRITERIA	GCSE PROFILES	NOTES
Music	Grade 6 in GCSE Music	More 6s than 5s	Professional vocal or instrumental tuition taken
Spanish	Grade 6 in GCSE Spanish		
Physical Education	GCSE PE Grade 6, English Grade 5, and Science 6/6 or 6 in Biology		
Business Studies	A Merit or Grade 5 in GCSE Business Studies (if studied) and 5 in both GCSE English and Mathematics	Mostly 5s and some 6s	Should not be taken with Economics
Drama and Theatre Studies	Grade 5 in GCSE Drama		GCSE Drama or Drama experience is desirable
Art and Design	Grade 5 in GCSE Art & Design (if studied)		Submission of a portfolio of work if an external application required
Psychology	Grade 5 in any GCSE Science		
Product Design	Grade 5 in GCSE Design and Technology with a Grade 6 in GCSE Mathematics	Level 6 in Maths or Physics	Useful for Engineering
Accountancy	General Sixth Form Entry		
Environmental Science	General Sixth Form Entry		
Sociology	General Sixth Form Entry		
Media Studies	General Sixth Form Entry		

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 students are able to study their 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 students to indicate a 'reserve choice' on their online 'Option Choice' form. We will advise student as soon as possible if their 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 students to think very carefully about their initial choices and make sure that these would be subjects that they feel match their strengths, interests and that they would be happy to study for the two-year GCSE course.

EVENTS & DEADLINES

Introductory assembly and options booklet shared with students and parents	22.01.25
Year 9 Progress Evening	27.01.25
Options talks in lesson/assembly spotlights for Business and Media Studies	03.02.25 - 13.02.25
Options Morning (careers advice available)	14.02.25
Meetings with teachers and Careers Advisor available on request	27.01.25 - 13.02.25
Options forms submitted	26.02.25
Option subjects sent to students	June 2025



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 students make their 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 – Mrs Rebecca Gooding – 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

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

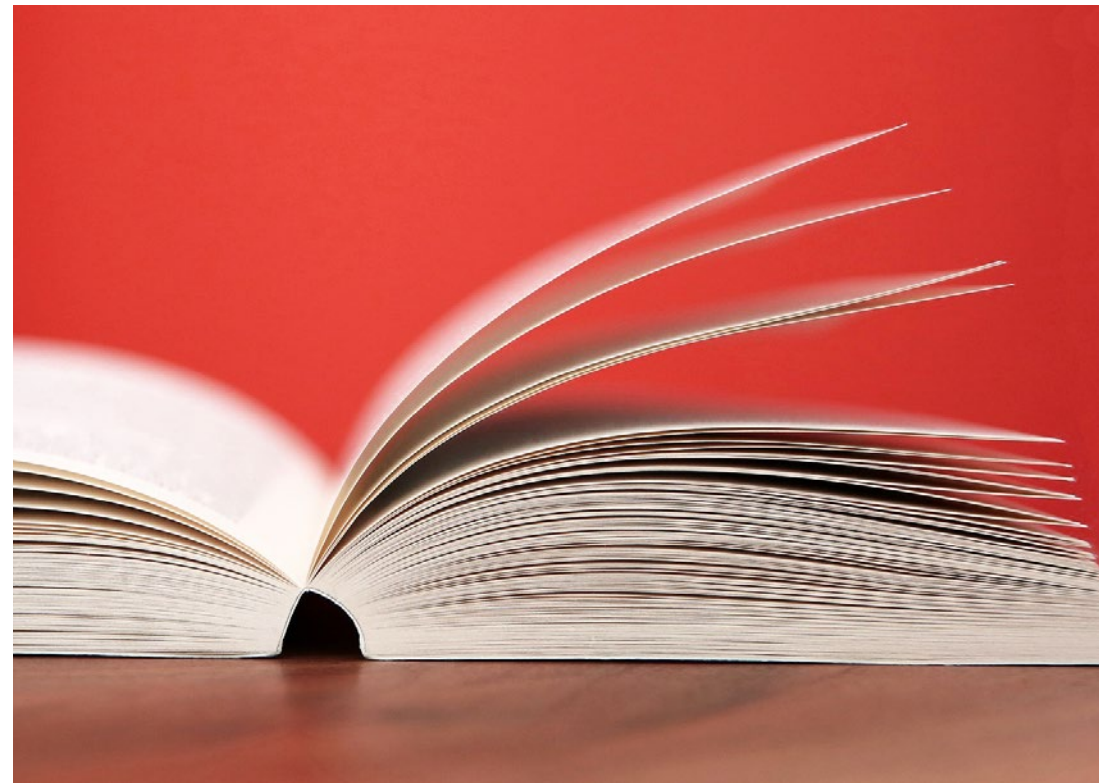
Good communication and analytical skills are essential in our lives. We want to help students to improve their reading skills: employing inference and deduction, while making sense of texts within contexts and by adopting different subject positions. Grammar, punctuation, spelling and handwriting will 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, Heroes, The Tempest, Romeo and Juliet, Macbeth, The Merchant of Venice, Much Ado About Nothing, Julius Caesar.

CONTACT

Director of Faculty – Mrs Rebecca Gooding – 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.

The course 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:

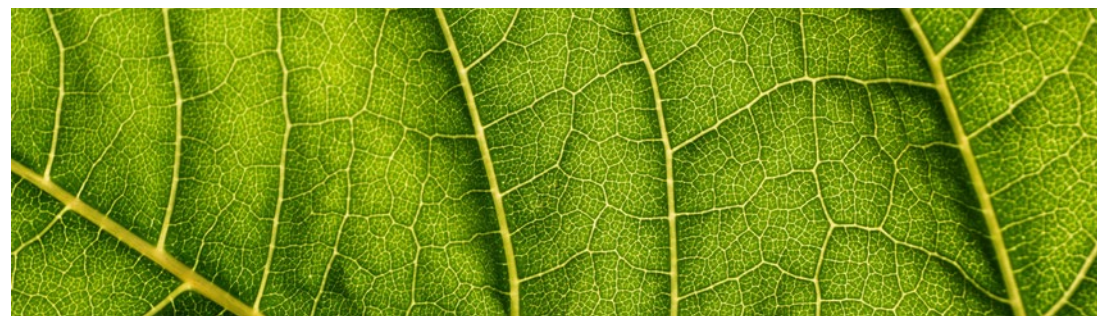
This will be the course completed by the majority of students and includes Biology, Chemistry, and Physics. There is a large amount of content in the course and students should find it suitably enjoyable and challenging. This course will give students two GCSEs in Combined Science.

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. Dedicated technicians 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, understanding and skills from distinct topic areas. Each paper is structured in the same way:

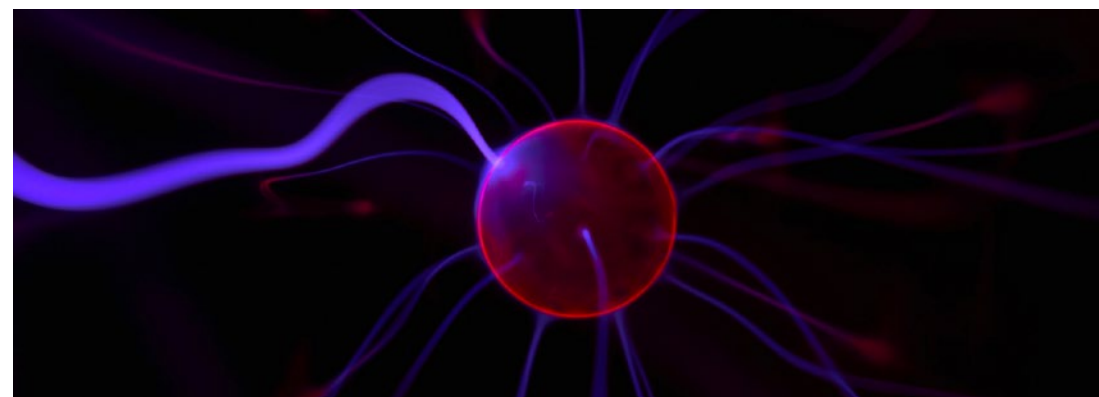
ROUTE 1: SIX PAPERS; TWO IN EACH SCIENCE	ROUTE 2: TWO PAPERS FOR EACH SEPARATE SCIENCE
Written exam: 1 hour 15 minutes	Written exam: 1 hour 45 minutes
Foundation and Higher Tier	Foundation and Higher Tier
70 marks	100 marks
16.7% of the two GCSEs	50% of each GCSE

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.
<i>NB this is the compulsory element of the Science curriculum and this must be covered by all students as a minimum.</i>	

CONTACT

Acting Director of Science Faculty – Miss Robb – 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

At RAAS, our GCSE Art course stands out for its strength and versatility. The exam board regularly comment on the course structure and broad range of artistic disciplines taught. Studying Art and Design builds confidence as you explore diverse techniques like painting, ceramics, photography and textiles, which you will explore in the first term. Following this foundational term, you will select a specific area to develop further through a personal project. This is aimed to encourage independent, creative thinkers, as well as giving students ownership of their work and progression. Studying Art and Design at GCSE is about more than creating; it's about building confidence, nurturing creativity, and developing critical thinking and resilience - skills that are invaluable in today's fast-paced, innovative world. Whether ambition lies in a creative career or simply in gaining a deeper appreciation of the visual arts, Art and Design opens the door to endless possibilities.

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

Director of Faculty - Mrs Polly Neath.



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, requiring students to 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 A Level 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.

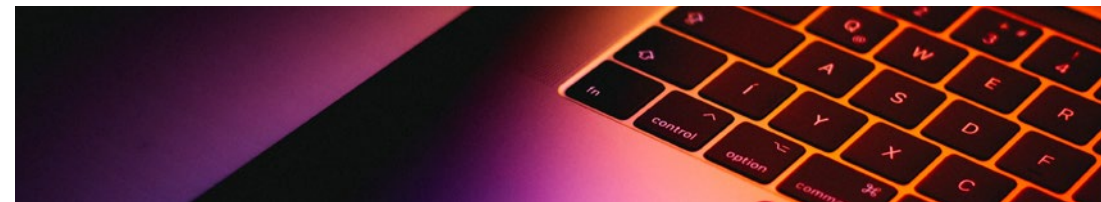
Future careers include not only programming but also engineering and job roles within the creative sector, such as special effects animator in the film industry. The course contains a large amount of mathematical content. If students decide to undertake Computer Science, they will be given a small project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

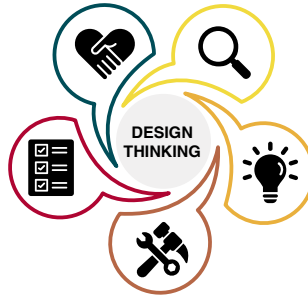


D&T - DESIGN & TECHNOLOGY

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.



WHY DO THIS COURSE

By studying Design and Technology, students will be able to improve their creative thinking, problem solving, planning and evaluation skills. It combines all material areas, including timbers, polymers, metals, textiles and electronics, so should appeal to most students. They will learn to design and make products that solve genuine, relevant problems, through an iterative design process. To do this effectively, students 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 students to become resourceful, innovative and enterprising. It is the foundation for prestigious academic fields like architecture and engineering, as well as creative careers in fashion, product, furniture, lighting, environmental and jewellery design.

In today's rapidly evolving world, where technology increasingly shapes our daily lives, our curriculum at RAAS embraces advancements like CAD/CAM. We pride ourselves on providing access to industry-grade machinery, including 3D printers and an A0 laser cutter. Developing hands-on experience with these tools not only enriches learning but also gives students a competitive edge when applying to colleges and universities. By exploring the exciting world of design and technology, students will gain practical skills and the confidence to excel in a wide range of creative and technical professions.

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.

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.	

DRAMA

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. (Set text) • 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

Assistant Director of Faculty - Mrs Josie Parker



ENTERPRISE & MARKETING - L2

EXAMINING BOARD – OCR J837

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
<p>Component 1: Principles of Food Preparation & Nutrition</p>	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.
<p>Component 2: Food Preparation and Nutrition in Action.</p> <p>Assessment 1: The Food Investigation Assessment (8 hours)</p> <p>Assessment 2: The Food Preparation Assessment (12 hours)</p>	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 equips students with essential knowledge, practical skills, and an understanding of how to cook confidently while applying the principles of food science, nutrition, and healthy eating. This course encourages students to research and prepare a variety of dishes, enabling them to make informed decisions about food and nutrition. Students will develop the skills needed to provide nutritious, affordable meals for themselves and others, both now and in the future.

Regular cooking sessions are a core part of the course, allowing you to refine your practical abilities and create a wide range of high-quality dishes. A dedicated Food Technician supports the department, ensuring the seamless organisation of all practical elements

Progression opportunities are vast, with a wide range of career paths and higher education prospects in fields such as childcare and health, dietetics and nutrition, healthcare, food science and technology, the hospitality industry, sports and physiotherapy. Numerous degree courses are available in food-related disciplines, providing a solid foundation for careers in these dynamic and essential sectors.

OTHER INFORMATION

The Food department will supply the necessary ingredients to support the delivery of an effective curriculum. However, for independent NEA work, students are expected to provide all required ingredients themselves.

CONTACT

Director of Faculty – Mrs Polly Neath.



FRENCH

EXAMINING BOARD – EDEXCEL 1FR1

SUBJECT CONTENT

This French course allows students to develop their ability to communicate in French in both speech and writing. Students will study language within a variety of thematic contexts including: My personal world, Lifestyle and well-being, My neighbourhood, Media and Technology, Studying and my future, Travel and tourism. Students will develop a greater awareness of the culture of French-speaking communities and countries, learning French vocabulary and grammar progressively through the course of study.

HOW WILL I BE ASSESSED

EXAM PAPERS	% OF GCSE	DETAILS
Paper 1: Speaking	25%	<p>Internally conducted and externally assessed.</p> <p>Foundation Tier: 50 marks, 7-9 minutes plus 15 minutes supervised preparation time prior to exam</p> <p>Higher Tier: 50 marks, 10-12 minutes plus 15 minutes' supervised preparation time prior to exam</p> <p>Comprising:</p> <ul style="list-style-type: none">• Task 1: Read a loud (12 marks)<ul style="list-style-type: none">- Read aloud a short passage- Answer two straight forward opinion based questions• Task 2: Role-play (10 marks)<ul style="list-style-type: none">- Based on one of ten possible transactional settings- Ask and answer short questions• Task 3: Picture task (12 marks) with conversation (16 marks)<ul style="list-style-type: none">- Photo card and follow up conversation based on one thematic context chosen in advance <p>What's Assessed: Students are assessed on their ability to speak using clear and comprehensible language for a range of audiences and purposes, in different contexts, which are relevant to their current and future needs and interests.</p>
Paper 2: Listening and Understanding in French	25%	<p>Foundation Tier: 50 marks, 45 minutes, including 5 minutes' reading time</p> <p>Higher Tier: 60 minutes, including 5 minutes' reading time</p> <p>Comprising:</p> <ul style="list-style-type: none">• Section A: Listening (40 marks) - Students respond to multiple-choice, multiple-response and short-answer open response questions. All questions are set in English and students produce all responses in English• Section B: Dictation (10 marks) - Students are assessed on their ability to transcribe spoken French into written French <p>What's Assessed: Students are assessed on their understanding of standard spoken French by one or more speakers, across a range of formal and informal contexts, and in familiar and unfamiliar setting.</p>

FRENCH

EXAM PAPERS	% OF GCSE	DETAILS
Paper 3: Reading and Understanding in French	25%	<p>Foundation Tier: 50 marks, 45 minutes Higher Tier: 50 marks, 60 minutes Comprising:</p> <ul style="list-style-type: none"> • Section A: Reading and Understanding (40 marks) - Students respond to multiple-choice, multiple-response and short-answer open response questions based on these texts • Section B: Translation into English (10 marks) - Students translate a passage from French into English, with instructions in English <p>What's Assessed: Students are assessed on their understanding of written French across a range of formal and informal contexts, and in familiar and unfamiliar settings.</p>
Paper 4: Writing in French	25%	<p>Foundation Tier: 50 marks, 1 hour 15 minutes Higher Tier: 50 marks, 1 hour 20 minutes Comprising:</p> <p>Foundation Tier:</p> <ul style="list-style-type: none"> • Question 1: Picture-based task (8 marks) • Question 2: One of two open-response questions, set in formal context (14 marks) • Question 3: One to two open-response questions, set in informal context (18 marks) • Question 4: Translation into French (10 marks) <p>Higher Tier:</p> <ul style="list-style-type: none"> • Question 1: One of two open-response questions, set in formal context (18 marks) • Question 2: One of two open-response questions, set informal context (22 marks) • Question 3: Translation into French (10 marks) <p>What's Assessed: Students are assessed on their ability to communicate effectively through writing in French for different purposes and audiences. Students are still required to produce responses of varying lengths and types to express ideas and opinions in French. The instructions to students are in English.</p>

WHY STUDY THIS COURSE

Studying French GCSE opens doors to exciting opportunities, from enhancing memory, problem-solving, and communication skills to boosting employability in global industries. French, spoken in 29 countries, on all five continents, enriches travel experiences and deepens cultural appreciation. It's a versatile skill valued by universities and employers, offering a solid foundation for A Level studies and future careers. Learning French is a rewarding and lifelong asset in our interconnected world.

OTHER INFORMATION

This new GCSE has a prescribed list of words that students are expected to use and understand. An interactive list of words is available online.

CONTACT

Subject Lead for Languages – Mrs Carole Zander – or your subject teacher will be happy to answer any questions.



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 field trip 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 to make sense of the world around us.
- 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 field trip in Year 10 and a day field trip in Year 11 to cover the fieldwork requirements of this course.

CONTACT

Subject Lead – Mr Cameron Brady.



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 students 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 students are interested in journalism; archaeology; politics; economics; law; research; civil service; television; armed forces; philosophy; lecturing, teaching - History is important.

Students will study a series of enquiries and be encouraged to form and answer their own questions about the past. There will be an emphasis on students reaching their own conclusions and supporting these with evidence using sources from the time. Students 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 students will be developing their 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
<p>Paper 1: Television and promoting media 1hr 45 minutes (including 30 minutes viewing time) Written paper</p>	35%	<p>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.</p> <p>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.</p>
<p>Paper 2: Music and news 1hr 15 minutes Written paper</p>	35%	<p>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.</p> <p>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.</p>
<p>Creating media: Non-exam assessment (NEA)</p>	30%	<p>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.</p>



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 Faculty - Mrs Rebecca Gooding.



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

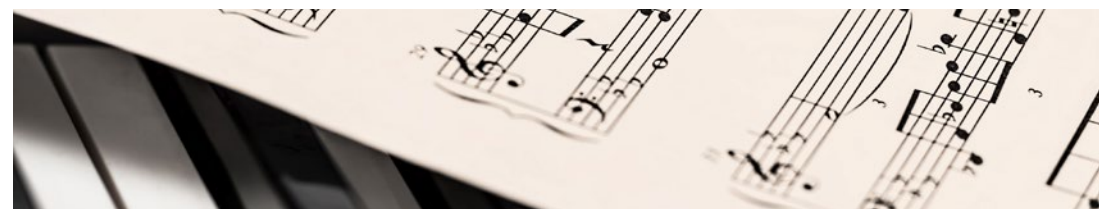
OTHER INFORMATION

It is expected that GCSE Music students have individual music lessons in at least one instrument and are members of any appropriate ensembles/ choirs in or out of school. They should be of a standard by which they will perform to at least ABRSM Grade 5 Pass (or equivalent) by the end of Year 11, which requires them to be prepared to practice outside of lesson time to improve their practical skills.

If you have any questions on this then please do speak to Ms Megdiche about the course and your suitability. Pupils may be asked to audition to check suitability for GCSE Music before being confirmed on the course.

CONTACT

Subject Lead – Miss Fay Megdiche.



PHYSICAL EDUCATION

EXAMINING BOARD – OCR J587

ASSESSMENT OBJECTIVES

- AO1:** Demonstrate knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.
- AO2:** Apply knowledge and understanding of the factors that underpin 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
J587/01: Physical Factors Affecting Performance	30%	1 hour
J587/02: Socio-cultural Issues and Sports Psychology	30%	1 hour
J587/04: Practical Performance	30%	Continually assessed in 3 sports
J587/05: Analysis and Evaluation of Performance	10%	14 hour written task under controlled assessment conditions

WHY DO THIS COURSE

GCSE Physical Education will equip students with the knowledge, understanding, skills and values to develop and maintain their performance in physical activities and understand the benefits to health, fitness and well-being.

This will require students to:

- Develop theoretical knowledge and understanding of the factors that underpin physical activity and sport and use this knowledge to improve performance.
- Understand how the physiological and psychological state affects performance in physical activity and sport.
- Perform effectively in different physical activities by developing skills and techniques and selecting and using tactics, strategies and/ or compositional ideas.
- Develop their ability to analyse and evaluate to improve performance in physical activity and sport.
- Understand the contribution which physical activity and sport make to health fitness and well-being.
- Understand key socio-cultural influences which can affect people's involvement in physical activity and sport.

OTHER INFORMATION

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

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 Gareth Breen.



PHYSICAL EDUCATION (SPORTS SCIENCE) - L2

EXAMINING BOARD – CAMBRIDGE NATIONAL IN SPORTS SCIENCE (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
Reducing the risk of sports injuries and dealing with common medical conditions	External Assessment 1 hour 15-minute written exam	Mandatory
Applying the principles of training: fitness and how it affects skill performance	NEA Assignment of five tasks	Mandatory
The body's response to physical activity and how technology informs this	NEA Assignment of three tasks	Optional
Nutrition and sports performance	NEA Assignment of four tasks	Optional

WHY DO THIS COURSE

Elite sport has fully embraced Sport Science and its impact in the pursuit of athletic excellence. The Cambridge National in Sport Science encourages students to think for themselves about the scientific world of sport whilst putting those theories and concepts into practice in both theoretical and practical sport situations. 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.

CONTACT

Director of Faculty – Mr Gareth Breen.



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

Students 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 – EDEXCEL 1SP1

SUBJECT CONTENT

This Spanish course allows student to develop their ability to communicate in Spanish in both speech and writing. Students will study language within a variety of thematic contexts including: My personal world, Lifestyle and well-being, My neighbourhood, Media and Technology, Studying and my future, Travel and tourism. Students will develop a greater awareness of the culture of Spanish-speaking communities and countries. Students will learn Spanish vocabulary and grammar progressively through the course of study.

HOW WILL I BE ASSESSED

EXAM PAPERS	% OF GCSE	DETAILS
Paper 1: Speaking	25%	<p>Internally conducted and externally assessed. Foundation Tier: 50 marks, 7-9 minutes plus 15 minutes supervised preparation time prior to exam Higher Tier: 50 marks, 10-12 minutes plus 15 minutes' supervised preparation time prior to exam Comprising:</p> <ul style="list-style-type: none">• Task 1: Read a loud (12 marks)<ul style="list-style-type: none">- Read aloud a short passage- Answer two straight forward opinion based questions• Task 2: Role-play (10 marks)<ul style="list-style-type: none">- Based on one often possible transactional settings- Ask and answer short questions• Task 3: Picture task (12 marks) with conversation (16 marks)<ul style="list-style-type: none">- Photo card and follow up conversation based on one thematic context chosen in advance <p>What's Assessed: Students are assessed on their ability to speak using clear and comprehensible language for a range of audiences and purposes, in different contexts, which are relevant to their current and future needs and interests.</p>
Paper 2: Listening and Understanding in Spanish	25%	<p>Foundation Tier: 50 marks, 45 minutes, including 5 minutes' reading time Higher Tier: 60 minutes, including 5 minutes' reading time Comprising:</p> <ul style="list-style-type: none">• Section A: Listening (40 marks) - Students respond to multiple-choice, multiple-response and short-answer open response questions. All questions are set in English and students produce all responses in English• Section B: Dictation (10 marks) - Students are assessed on their ability to transcribe spoken Spanish into written Spanish <p>What's Assessed: Students are assessed on their understanding of standard spoken Spanish by one or more speakers, across a range of formal and informal contexts, and in familiar and unfamiliar settings.</p>

SPANISH

EXAM PAPERS	% OF GCSE	DETAILS
Paper 3: Reading and Understanding in Spanish	25%	<p>Foundation Tier: 50 marks, 45 minutes Higher Tier: 50 marks, 60 minutes Comprising:</p> <ul style="list-style-type: none"> • Section A: Reading and Understanding (40 marks) - Students respond to multiple-choice, multiple-response and short-answer open response questions based on these texts • Section B: Translation into English (10 marks) - Students translate a passage from Spanish into English, with instructions in English <p>What's Assessed: Students are assessed on their understanding of written Spanish across a range of formal and informal contexts, and in familiar and unfamiliar settings.</p>
Paper 4: Writing in Spanish	25%	<p>Foundation Tier: 50 marks, 1 hour 15 minutes Higher Tier: 50 marks, 1 hour 20 minutes Comprising:</p> <p>Foundation Tier:</p> <ul style="list-style-type: none"> • Question 1: Picture-based task (8 marks) • Question 2: One of two open-response questions, set in formal context (14 marks) • Question 3: One to two open-response questions, set in informal context (18 marks) • Question 4: Translation into Spanish (10 marks) <p>Higher Tier:</p> <ul style="list-style-type: none"> • Question 1: One of two open-response questions, set in formal context (18 marks) • Question 2: One of two open-response questions, set informal context (22 marks) • Question 3: Translation into Spanish (10 marks) <p>What's Assessed: Students are assessed on their ability to communicate effectively through writing in Spanish for different purposes and audiences. Students are still required to produce responses of varying lengths and types to express ideas and opinions in Spanish. The instructions to students are in English.</p>

WHY STUDY THIS COURSE

Studying Spanish GCSE is incredibly rewarding as it opens doors to a range of opportunities. Spanish is the second most spoken language in the world, offering global career prospects in industries like business, tourism, and international relations. It enhances travel experiences to over 20 Spanish-speaking countries, while fostering cultural appreciation of their rich traditions, music, and cuisine. Learning Spanish is valued by universities and employers, making it a practical and lifelong asset.

OTHER INFORMATION

This new GCSE has a prescribed list of words that students are expected to use and understand. An interactive list of words is available online.

CONTACT

Subject Lead for Languages – Mrs Carole Zander – or your subject teacher will be happy to answer any questions.



ROYAL
ALEXANDRA
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